

THE EFFECT OF RESISTANCE TO CHANGE ON QUALITY EDUCATION IN
LIMPOPO PROVINCE

by

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THESIS

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(ii)

DEDICATION

To my parents for my up-bringing. To my brother and sister, for their outstanding support. To Tim who remains my best friend after twenty-nine years of marriage and who keeps me from falling apart during the endless hours of studying. Thanks for being so caring and being there for me during my most trying moments. To our son Dzunisani Aldworth, who turned out to be the man we hoped he would be and who proved his wisdom by making Morongwa Abrina our treasured daughter-in-law. To morongwa Abrina, who stole our hearts. To Dimitri Risuna our son who is his fathers pride; and to Katekani Nadine, our daughter and the princess of the house. Thanks for your laughs, your sweet voices, your beautiful smiles and your frequent hugs. I love you, you are my divine treasure.

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Above all, I glorify the Almighty God for the strength, health and wisdom he accorded me to complete this study.

(iv)

DECLARATION

I declare that the thesis hereby submitted to the University of Limpopo for the degree of Philosophae Doctor has not been previously submitted by me for a degree at any other university, that is my own work in design and execution and that all sources have been duly acknowledged by means of complete references.

BV MABALTI

DATE



ABSTRACT

This thesis is a study on the effect of resistance to change on quality education in Limpopo Province. The study investigated basic challenges in the change process at schools.

The empirical research was done by using semi-standardized interviews where predetermined questions were posed to each participant in a systematic and consistent manner but allowed the participants to go on discussing issues on the effect of resistance to change on quality education beyond the questions confines. (cf. Struwig & Stead, 2001:98). Observations and perusal of documents complemented the interviews to gather information. Data was analyzed through tables.

The study has revealed the reasons why do people (educators) resist change, pin-pointing the source of the resistance which makes it possible to see what needs to be done to avoid resistance or convert it into commitment to change.

The literature review has brought to the light that change is not only needed because of what has happened in South Africa in the past, but made it very clear that education is changing everywhere in the world. South Africa has not only an opportunity to heal the crippled system of education but to simultaneously catch up with the world. The relevance of theory to the effect of resistance to change on quality education has been highlighted. The study is based on the ambiguity theories which stress uncertainty and complexity in schools and other organizations characterized by problematic goals, unclear technology and fluid participation in decision making with reference to the new approaches of facilitation and learning

The study also attempted to look at policy initiatives with reference to uniform systems for schools and governance to promote quality education. Also, an attempt was made to integrate educational laws, policies and regulations with regard to the provision of quality education.

Finally, recommendations to deal with resistance to change were high-lighted. In education, the megatrends are already making themselves felt for those who attempt to resist the change, the future holds frustration, unhappiness and ultimately defeat. For those interested in the improvement of quality education and for those who are willing to recognize the changes coming, there will be opportunities, challenges and the thrill of having participated in one of the most existing periods in history. It is the researchers wish that each South African hope to be equal to the task, for failure will have disastrous consequences not only for our learners, but ultimately for the System of Education and the entire Society.

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ACRONYMS

RSA	:	Republic of South Africa
GET	:	General Education and Training
FET	:	Further Education and Training
MEC	:	Member of the Executive Council
ICT	:	Information and Communication Technology
COLTS	:	Culture of learning, teaching and services
OBE	:	Outcome-Based Education
NQF	;	National Qualification Framework
DoE	:	Department of Education
NDoE	:	National Department of Education
LDoE	:	Limpopo Department of Education
DAS	:	Developmental Appraisal System
WSE	:	Whole School Evaluation
IQMS	:	Integrated Quality Management System
GNU	:	Government of National Unity
SASA	:	South African Schools Act
RNCS	:	Revised National Curriculum Statement
NCS	:	National Curriculum Statement
SGB	:	School Governing Body
SMT	:	School Management Team
HoD	:	Head of Department
DA	:	Developmental Appraisal
PM	:	Performance Measures
NEFT	:	National Education and Training Forum
CES	:	Committee on Education structures
RCES	:	Research Committee on Education Structures
SACE	:	South African Council of Educators

ACRONYMS

CHED	:	Committee of Heads of Departments
UTA	:	University and Technical Advisory Council
ELRC	:	Education and Labour Relation Council
SADTU	:	South African Democratic Teachers Union
NAPTOSA	:	Professional Teachers Union of South Africa
RCL	:	Representative Council of learners
TLO	:	Teacher Liaison Officer
DSG	:	Development support Group
PGP	:	Professional Growth Plan
SDT	:	Staff Development Team
WSP	:	Workplace skills Plan
SIP	:	School Improvement Plan
AGM	:	Annual General Meeting
R & R	:	Rationalisation and Redeployment
LSM	:	Learner Support Material
NGO	:	Non-Governmental Organisation

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CHAPTER 8

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction

In 1994 South Africa held an election and voted a new government into power. This marked a period of intense transformation with significant changes being made in most areas under parliamentary jurisdiction. The adoption of the Government of National Unity (GNU) heralded a new era for education and training system (Kokot, 1999: 15).

The aim of the new education and training system was to serve the needs of the country as a whole and its entire people (National Department of Education, NDoE, 1996:10). This is supported by Loubser (1997: 24) by indicating that when South Africa was ushered into an exciting time of change in 1994, a new political dispensation opened up opportunities for change in education. With the introduction and implementation of the Outcomes-Based Education (OBE) great uncertainty was caused among educators and parents, because it required a new mindset and a new approach to learning and teaching. Preliminary training was done to enable educators to acquaint themselves with the new terminology and teaching approach. The latter, according to Herselman and Hay (2002:239) gave rise to a variety of concerns and uncertainties instead of easing them up.

As we approached the dawn of a new century, political, technological, economic and social changes were taking place in South Africa and elsewhere in the world (Van Zyl, 1994: 53). South Africa was observably characterized by a shift from a monoculture education to a multicultural education (Jenks, 1990: 142) and the introduction of Outcomes-Based

Education (OBE) system called curriculum 2005 and technology education in 1998 ushered in. This brought about intensive and widespread changes within the education system (NDoE, 2000: 7).

Principals and educators were called upon by the Department of Education to manage this change and the conflict that accompanies it effectively (Squelch & Lemmer, 1994: 137). However, they seemed to be the least prepared of all the role players in education to comply with the requirements of the present system (Loubser, 1997: 24). The National Minister of Education (NDoE, 2000: 2) strongly support the above information by indicating that policies and laws should be regarded as a reflection of change in official policy that we have not yet learned as a nation to deal within our own diversity.

Similarly, Van der Westhuizen (2003: 657) asserts that education should be able to identify the forces of change and initiate new policy directions to meet the needs of new requirements. One of the crucial changes and challenges that the new democracy faces is to reconstruct a society and education system that will be to establish a culture conducive to learning, teaching and services (COLTS) in schools (Lethoko, Heystek & Maree, 2001: 31). Gillborn (1995: 93), in addition, goes on to say “conflict and change are inevitably interlocked as any redistribution of power and privilege will be sought by some and resisted by some...”

Furthermore, Toffler (1985: 1) argues that change is essential in a school situation in order to stay abreast of the changing life world. Moreover, he indicates that change is inevitable, necessary and universal. Educators should be able to adapt to change and not to see it as a threat. Riessman (1998: 77) contends that the last decade has

seen little significant qualitative improvement in the learning of children, the drop-out rate, school related pathology, drugs, crime, violence and teen pregnancy.

As a remedy for the above, the Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation and development in South Africa. The preamble to the Constitution states that the aims thereof are to:

- Heal the division of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Improve the quality of life of all citizens and free the potential of each person;
- Lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of Nations.

It is in this background that the researcher regards education and the Curriculum, in particular, to have an important role to play in realizing the above constitutional aims.

Resistance to change is a world wide phenomenon and also applies to South Africa. Very few educators show interest in changing their teaching habits (Loubser & Roath, 1996:126). The transformation of education in South Africa emphasizes the right of all to quality education (Education White Paper, 1995). The first intent is to redress the

discriminatory, unbalanced and inequitable distribution of the education services of the apartheid regime, and secondly to develop a world-class education system suitable to meet the challenges of the 21st century (Seedat, 2004:9).

However, it is noted with regret that prior to 1994, the South African schools system was characterized by a compartmentalization of content into subjects. Educators predominantly used the textbook and the narrative/ telling methods of teaching. The primary school section sometimes showed lack of integration of themes and concepts (Loubser, 1997:24). The education system was, therefore, not learner centered and it seemed as if the learner was less involved with the learning process. Learners were passive to their educators and then minimal cognitive activity just reproduced what was asked of them (NDoE, 2001: 2). The system rigidly adhered to textbooks and was educator centered. Educators alone were responsible for the learning process and encouragement of love of learning in learners (Engelbrecht & Lubbe, 1980: 17).

To this effect, the introduction of the new models, namely OBE, Revised National Curriculum statement (RNCS) and Integrated Quality Management System (IQMS) is aimed at producing more qualified South Africans by equipping them for the real world. These changes are also aimed at elevating the real skills and learning levels of South African learners by promoting a thirst for knowledge, a love for learning and determination to succeed. Critical thinking is encouraged at all times, in terms of reasoning, consideration, reflection and action (NDoE, 2001: 2).

In this new education system the learner is at the centre and the educator is the facilitator, constantly using group work and the team work to get the most out of this approach and to consolidate it (Lethoko, Heystek & Maree, 2001: 323). Educators are encouraged to be innovative and creative in the preparation and facilitation of learning content. The learners are responsible for their own learning and progress, constantly motivated by feedback and positive comments concerning the worth of their efforts. The assessment is continuous and learners learn at own pace. Assessment and comment from wider community is actively encouraged (NDoE, 2001:3).

In line with the above, the White Paper on education (NDoE, 2004:15) puts it very clear that the challenge facing our education and training system is to create a learning culture that keeps pace with these changes, and equips people with the knowledge, skills, ideas and values needed for lifelong learning.

Therefore, the researcher views resistance to change as causing facilitation and learning problems when considering the above presentation of the expected changes in the educational system of our country. Resistance has an adverse effect on the learning and facilitation of quality education through the implementation and compliance to the departmental policies. The researcher would like to establish why most educators are resisting change, the extent of harm that is done to the entire education system and the finding of possible effective ways dealing with and curbing the causes of resistance.

1.2 Problem statement

The resistance to change in the Limpopo Province schools has become a problem to principals, educators, parents, learners, district and provincial officers of education and the communities as a whole. The Human Science Research Council (HSRC, 2005: 82) indicate that sixty seven percent of educators in Limpopo Province are dissatisfied by the implementation of OBE in rural schools. Furthermore, the research reveals that most of the changes from the old to the new way of teaching are just cosmetic (HSRC, 2005: 87). For instance; it alleges that educators are still stuck on applying the old teaching approach but using the new terminology.

Makhule Phurutse (HSRC, 2005: 90) argues that in almost all the lessons he observed educators were using monologue over and above the discussion methods that are recommendable for facilitating learner confidence and self discovery. Learners' school days are dominated by formal and customary procedures such as writing, correcting and taking dictation. Furthermore, Herselman and Hay (2002:239) bring to the light that the lack of management skills and capacities, as well as the lack of educator commitment and low morale are often reported.

Moreover, the critique against the haphazard implementation of the new curriculum was confirmed by the research committee appointed by the then Minister of Education, Kader Asmal (news.24.com1, 2000) who questioned the effectiveness of curriculum 2005. To date, there is still an ongoing debate about this curriculum. This, however, does not guarantee to secure the aspired quality teaching and effective learning in schools (news, 24. Com1. 2000).

In addition, the HSRC research reveals that many parents want the policy on corporal punishment to be reviewed. About twenty two percent of educators who participated in the research study agreed that they still rely on physical punishment of learners "... despite educators knowing that the South African Schools Act No. 84 of 1996 Prohibited any type of corporal punishment (HSRC, 2005:92). In addition, educators are aware about the dividing of learners into groups, and whilst these learners are sited in prescribed groups no group learning does occur. The latter portrays educators not to have hope about the education imparted to the learners and the success of the system they have to implement (HSRC, 2005: 98).

The Limpopo Department of Education (LDoE, 2001: 57) in the survey conducted in 2001 indicates that despite the many policies designed to promote and encourage greater access to education many learners are still denied to it. The indicator for teaching practices of educators revealed that OBE is not fully implemented in classrooms. Although educators have received some form of in-service training on new approaches, many do not feel confident enough to implement it.

Learners also complained about the educators' cruelty when meting corporal punishment on them. Some learners argue that educators call them names and sometimes use their physical make-up as a way of discipline (HSRC, 2005:117). This is in support to the statement made by the education ministry (NDoE, 2000,8) that unless the quality of teaching and learning improves through educators knowing and using the tools for teaching and models for learning, classroom activities will be fairly meaningless.

The resistance to change is defeating the objectives of introducing, for instance, OBE that has as its important feature that all learners have talent and it is the responsibility of educators to develop them and find ways for learners to succeed rather than finding ways for learners to fail (Killen, 1996: 124). This is supported by Giroccelli (2005) who speaks about educator resistance and stresses that “no one likes change other than a baby with a wet napkin” and urged educators not to waste time with those resistant attitude. The White Paper (NDoE, 2004, 15) puts it very clear that the challenge facing our education and training system is to create a learning culture that keeps pace with global developments in education.

However, the fact that schools are offered technology gadgets such as computers and fail to adapt to the use of the new technology in processing their school work is of major concern. According to Seedat (2004: 102) and Wang, (2003: 3) the failure of particular technologies to be integrated into classrooms may as well be seen to be lying in the educators’ ability to address the perception and needs of learners. Although most educators have recognized the importance of using technology in their classrooms, numerous barriers still block them from the implementation effort (Loubser, 1997:25).

The common protest by educators is that they are too old to implement OBE and of late, the RNCS and NCS in their teaching approach. Thorndyke (1936:127) was able to state way back that age in itself is a minor factor in either success or failure to learn. The latter is supported by Seedat (2004: 101) who explicitly indicate that even young and recently qualified educators are equally struggling to embark in the change process.

1.3 Significance of the study

The focus of this study is on the effect of resistance to change on quality education in Limpopo Province schools. The study will enable all stakeholders in the education department to manage and apply corrective measures/action as a result of the recommendations made. It will also enable educators to incorporate and present all what has been learned during the workshops and in-service trainings in such a way that others can learn from it as well.

The study will also make it possible for educators to:

- Gain more insight in the change process;
- Feel more confident in the use of guidelines to develop a change plan;
- Feel more confident to coach each other on the change process;
- Know how to identify and deal with resistance;
- Identify their roles as change agents;
- Know the relevant steps required for organization school change process;
- Know the kind of change they are dealing with at a particular time;
- Create awareness and willingness to change;
- Develop the need and ability to change; and
- Institutionalize the change process.

Overall, educators will see the importance of involving various stakeholders in the process of facilitating the enhancement of quality teaching and learning in a school.

In conclusion, it is important to note that it shall become clear that change requires creativity in problem solving that can only emerge when all stakeholders feel responsible for the attainment of the set goal. This will result in them developing a common change strategy that will be supported by all during the change process (Garret, 2001: 6).

1.4 Aim of the study

The aim of the study is to investigate the effect of resistance to change on quality education in Limpopo Province.

1.4.1 Objectives of the study

- To find out the level of resistance in schools;
- To find out what is being resisted in schools;
- To investigate if stakeholders see any need for change in their schools
- To examine if there is any need for change in schools
- To investigate barriers for change in schools
- To find out alternatives for dealing with change

1.5 Research questions

The researcher will be concerned with the answering of questions such as:

- How does resistance to change affect quality education in the Limpopo Province schools?
- Why do educators resist change? How can resistance to change be eradicated in the Limpopo schools?
- What can be done to develop ways of preventing resistance to change?

1.6 Conceptual Framework

The concepts that constantly feature in this research study are defined in order to enable the reader to understand the context in which they are used. Misunderstood words can prevent the reader from understanding the remainder of what is heard or written. They can actually interrupt perception (Hubbard, 1983:20)

1.6.1 Effect

Allen (1990:374) and Tulloch (1993:468-469) refer to effect as a result, consequence, implication, influence, or significance of action. In support of this view reference can be made, for example to Van Asseldonk, Van Diyck, Niesten and Rogaar (2003:78) who define effect as results, outputs or services resulting from the activities. The results lead to realization of the project purpose.

In this study, effect refers to the results or outputs of resistance to change by various stake holders in the delivery of quality education.

1.6.2 Resistance

Tulloch (1993:1308) defines resistance as an act or an instance of refusal to comply. Garret (2004: 1) views resistance as the keeping of the old ways of doing things although knowing that they are not perfect, non-co-operation, verbal support but with no supportive activities. Resistance may be active or passive and at the same time open or hidden.

Elboim-Dror (1971: 201) offers a related definition by indicating that resistance is to be traditional bound, passive, boycotting or non-co-operative to change and innovations. Playfoot, Skeleton and Southworth (1989: 68) refer to resistance as to be dynamically conservative, fighting like mad to remain the same.

In this study, resistance is therefore regarded as the inability to manage the transition process by ensuring commitment so that the result is improvement, and not chaos. A well planned change strategy is needed to ensure that change leads to actual improvement of quality education by various stakeholders.

1.6.3 Change

Kanter (1984: 81) defines change as the process of analyzing the past to elicit the present actions required for the future. It involves moving from a present state through a transitional state, to a future desired state.

Clark (1994: 117) contends that change means that one must work through four phases, i.e. diagnosing the problem, planning for change, implementation and reviewing development.

On the other hand, Squelch and Lemmer (1994:136) define change as the key to creating a different environment that is more constructive and pleasing. Furthermore, Seedat (2004:146) highlights that change should be viewed in cultural terms where one set of meanings can be replaced by a new set of meanings, and until the new meanings can be reflected in a set of shared principles that will guide action within a working group, the change in question is likely to remain precarious. Moreover, Tulloch (1993: 235) is of the opinion that change refers to the act or an instance of making or becoming different, an alteration or modification.

In this study, change means that the current state of affairs cannot continue unaltered. Adjustments will therefore, be necessary to ensure the delivery of quality education.

1.6.4 Quality education

A multitude of definitions exist in terms of quality education. It is for instance, regarded by Bush and West-Burnham (1994:171) as services rendered to ensure that every aspect of the institution and every employee is focusing all the time in meeting and then exceeding the customer requirements. In addition, the Government Gazette on Quality Education (NDoE, 2003: 3) defines quality education as the learning of learners and facilitation of the learning content by committed and competent educators which promotes values, not only for the sake of personal development, but also to ensure that a national South African is

built on values from those that under apartheid education. This type of education is based on respect, democracy, equality, human dignity and social justice.

In this study, quality education refers to the implementation of the new curriculum in accordance with the National Department of Education's implementation policy and plan which is not a set of rules and regulations handed down by the schools to follow, but a set of guidelines for how a school can put the new curriculum into practice, by the government of the day.

1.7. Ethical considerations.

Struwig and Stead (2001:96) indicate that conducting research is an ethical enterprise. Tulloch (1993:504) refers to ethics as "the science of morals in human conduct, rules or behavior". Mellet, Smit, Hoberg, Schulze and Pretorius (1997:6-17) go on to say that qualitative researchers need to be sensitive to ethical principles because of the nature of their research, face-face interactive data collection and reciprocity with research participants. McMillan and Schumacher (1993:398) offer a related explanation by indicating that most ethical situations require researchers to determine situational priorities, which frequently involves discussions with participants.

Furthermore, Booyse, Schulze, Bester, Mellet, Roelofse and Landman (1993:98) indicate that research ethics provide researchers with a code of moral guidelines on how to conduct research in a morally accepted way. Since qualitative research is

carried out in participant's natural settings, this often means that researchers are entering the private worlds at individuals or groups. This is not only a very intimate kind of research but may also involve gathering sensitive or controversial information for this reason, it is very important that researchers treat what they observe and hear with the greatest confidentiality. Thus, moral and ethical issues are involved (Cresswell, 1998:137).

In this research study, participants (Principals, educators and learners) have been explained verbally and in writing (see Addendum D) that all performance is anonymous and assured that the information will be kept and treated as strictly and highly confidential. They were assured that the data collected will be used for this study only. It was also mentioned that the study is voluntary and that if at any time during this study they wish to withdraw their participation they are free to do so without any prejudice. They have signed the consent form (see Addendum D) before participating and were allowed to contact the researcher if they had questions prior their participation.

1.8. CHAPTERING

Chapter 1: Background to the study that will also reflect the statement of the problem and goals of the study.

Chapter 2: Literature review on the effect of resistance to change on quality education

- Chapter 3: The relevance of theory with regard to quality Education
- Chapter 4: Policy initiatives with regard to quality education
- Chapter 5: Research Methodology
- Chapter 6: Data collection and data analysis procedure
- Chapter 7: Discussion of the research outcomes and relate them to the objectives.
- Chapter 8: Overview of the findings, recommendations and conclusion.

1.9. Conclusion

The study focussed on the effect of resistance to change on quality education in the Mopani District schools in Limpopo Province. The research study brought to the light the level of resistance in schools within the province and the consequences that resulted over the years.

CHAPTER 2

LITERATURE REVIEW ON THE EFFECT OF RESISTANCE TO CHANGE ON QUALITY EDUCATION

2.1. INTRODUCTION

On this chapter literature review is done to highlight previous investigations relevant to the research topic and to indicate how other researchers have dealt with similar research problems in similar situations. (Struwig and Stead 2001:40). This is strongly supported by De Wet (1981:20) by indicating that research leads to new research and solving one problem leads to the discovery of numerous others, and that prospective researchers should therefore read widely to enable them to ascertain what has already been researched in their fields of interest and to keep abreast of problems stemming from previous research.

Moreover, De Wet (1981:21) goes on to indicate that published research will not only reveal interesting research problems and ways in which these have been tackled but also indicate further research problems.

Booyse, Schultze, Bester, Mellet, Lemmer, Roelfse and Landman (1993:41) regard literature review as familiarization with literature sources that already covered the topic pursued by the research. Before a researcher undertakes a project of any study, it is essential to review literature relevant to the topic under investigation. According to Struwig and Stead (2001:38) for an example, no research work has to be seen as an entity into itself, but as a continuation of already completed

research of the same type of related research. McMillan and Schumacher (1993:113) assert that knowledge from the literature is used in stating the significance of the problem, developing the research design, relating the study of previous knowledge and suggesting further research. In addition De Vos et.al (2002:127) offer a related explanation by stating that a review of literature is aimed at contributing towards a clearer understanding of the nature and meaning of the problem that has been identified by the researcher.

Furthermore, Patton (2001:87) emphasizes that the researcher ensures that nobody else already performed what is essentially the same research. Literature review saves time and avoids duplication and unnecessary duplication.(De Vos et. al 2002:128) indicate that the researcher may identify a gap in previous research that argue that the proposed study will meet a proven need. This is supported by Neuman (2000:446) when stating that literature review shows the path and prior research and how the current project is linked to the former. It also provides the framework of the research and identifies the area of knowledge that the study is intended to expand.

Leedy and Ormrod (2001:70) are also of the opinion that the review describes theoretical perspectives and previous research findings related to the topic at hand. Furthermore, they assert that the function of literature review is to “look again” at what others have done in areas that are similar though not necessarily identical to one’s own area of investigation.

It is evident that some educationists have already carried out a number of investigations on resistance to change in the management of quality education.

Seedat (2004:9-14) outlines why change does not happen and how to make sure it does by knowing the steps in the organizational change. Various stakeholders in the education system must also be able to identify their roles as change agents and know how to identify resistance. Moreover, Seedat (2004:15) brings to the light that only when the organizational structure and the staff are aligned with the school vision can productive and exciting change happen for learners.

In addition, Riessman (1989:10-12) argues that during a transition period, learners may hold on to their “adaptive” passivity and lack of trust, and educators and counsellors may retain the familiar, despite past frustration. They also may view the new approach as one more demand of a reform movement that has opened up a welter of educational interventions. The new paradigm might ease conflicts: liberals and progressives will like the empowerment dimensions while conservatives will appreciate the economy of resources. The double benefit of paradigm is that it restructures education while expanding school resources significantly.

This is strongly supported by Mckerlich (1987:15-18) by pointing out that change will continue and accelerate in the future, and no matter how much we nostalgically recall a more simple past, the good old days will not return. Some of the changes we experience will be cosmetic and trendy, but if Toffler (1985:1) is correct, most change will be fundamental in the institutes of our society which will affect even greater change in

the institutions of education. The challenge in education as well as in other major institutions of society is to lead people to change, and to view their world differently, and unifying social diversity and nature positive traditions so as not to create conflict.

Garret (2004:10) is of the opinion that basic challenges in change process include how to motivate change, how to overcome possible resistance and how to manage the transition process ensuring commitment so that the result is improvement and not chaos. A well planned change strategy is needed to ensure that change leads to actual improvement of the organization or school. In addition to that, Van Wyk and Van der Linde (1997:20) ascertain that change is essential in any organization including the school in order to stay abreast of the changing life world. They emphasize that to improve is to change, and to be perfect is to change often. Change is inevitable, necessary and universal. Educators should be able to adapt to change and not see it as a threat.

Van Wyk (1997:3) adds to the above by indicating that it is very important to remember to maintain a balance of change for management of quality education. On the one hand, change must always be aimed at improvement or it can do more harm than good. On the other hand, the educator should think critically about so called traditional opinions which are sometimes held up as eternal truths. The educator in the content of South African education should be prepared to think critically about matters such as culture and traditions, and other related subjects such as cultural transmission, equal opportunity, equality and equal rights. This is supported by Wilson (1994:49) when indicating that if there is no balance insufficient change will lead to stagnation, while too much

change can bring about stress and frustration because some undertakings cannot be in a hurry and some undertakings cannot be completed.

Toffler (1985:20) brings to the light that leaders in the educational management should be sensitive to their staff as people and prepare them for the change so that they will be able to handle. Toffler (1985:21) goes on to indicate that “change is avalanching upon our heads, and most people are grotesquely unprepared to cope with it” We should keep in mind that a human being is very adaptable. Educators, however, should know how to adapt to change.

Change should be seen as a challenge. Resistance must be overcome by giving affected parties an opportunity to become involved in the change programme. Moreover, Clark (1994:128), Greenberg and Baron (1995:637) give a related explanation by emphasizing that educators must handle resistance to change, empowered and encouraged to be innovative in their jobs. Educators, at whatever level, must focus on self-empowerment which is the ability to feel capable and motivated in pursuing a goal. Empowered educators are those who know not only their own specialty, but their school, its environment and its vision.

In addition, Tiddy (1987:49) emphasizes that managers will often accept the principle that the people are the organizations most valuable resource, for without them there will be no organization or school. First of all, managers should consider the way they treat staff and learners. Trust is the pre requisite for any change. People’s behaviour is often difficult and sometimes impossible to altar. The individual member’s response is a pivotal factor in successful change.

And yet, Elboim-Dror (1971:201-209) puts it very clear that organizations are so much tradition-bound, passive and resisting change and innovations as the education organization seems to be. The scholar indicates that it has been described as a “system in which the 19th century methods are used to teach the 20th century youngsters, most of whom will live the major portion of their adulthood and productive years in the 21st century.”

Tafel and Christenson (1988:1-6) go on to say that critics charge teachers with incompetence and of being unable to promote pupil learning's. Combs (1988:3-6) argues that changing people's belief is seldom accomplished by force or coercion; it requires creating conditions for change rather than imposing reforms. It calls for an open system of thinking rather than the closed systems most reformers are accustomed to.

Loubser & Roath (1996:28) indicate in their research study that a number of educators feel insecure when faced by a new approach in teaching. Many educators are battling to cope with the present demands of curricula. They further highlighted that very few educators are prepared to bring about changes in timetables that “have worked for many years”.

Van der Ven (1996) asserts that if educators want to change education, they must understand change as a political act and collaborate to establish an ideological basis for teaching. Otherwise, educators will make little contribution to the definition of education in the next decade, perhaps in the next century.

It is clear from the above that sometimes people do not see the need for change. This may be because things suit them as they are, or because they have positive effects. They possibly do not really understand or care about how the current policies and practices are affecting other people. A change of policy does not really guarantee the change of minds but people need to be encouraged and made aware that change will only happen if there is support from all stakeholders and interest groups in the institution.

In this research study, the researcher would like to focus on the effect of resistance to change on quality education.

2.2 UNDERSTANDING THE CHANGE PROCESS

Perspectives on change are as numerous as various researchers engaged in its study. One common element implicit or explicit is that people resist change. When people are used to doing things in a certain way, particularly if they are benefiting from it they often believe that it is the only way. Elboim-Dror (1971:202) highlights that education is protected by the environment and therefore slower to change. Van Asseldonk et al. (2003:108) indicate that the change process follows normal adult behaviour, and came up with four phases to ensure that people don't fall back into the old behaviour and to ensure that new systems become routine practices. The four phases follows below:

Phase1: Motivating change which-creates awareness and willingness to change

Phase2: Organising the transition- which create commitment to

change

Phase3: Implementing change- which develop the ability to change

Phase4: Consolidating the change- which institutionalize new approaches

It is very important to bear in mind that during the change process different people involved move at different speeds, for instance the principal or school manager might be ready for the change, only to find out that educators are not yet ready. Van Asseldink et.al (2003:109) suggest that in order for change to happen, one has to make a systematic inventory of the stages of all important stakeholders i.e.

- Determine who is affected by the proposed change process.
- Determine key persons in or outside the school regarding the proposed changed process.
- Determine the level of awareness for the need of change.
- If the level of awareness is low, determine the most appropriate way of raising it.
- Ensure that the school manager/ principal show's faith and commitment in the change process.
- Determine the level of support and commitment to a certain change plan.
- If the commitment is low, analyse resistance and decide on the best way of dealing with it.
- Ensure commitment to change (cf. NDoE, 2000:23-24).

Furthermore, Van der Westhuizen (2003:646) brings to the light that the events of change are mutual. The school must adapt to changing circumstances though under pressure from environmental factors. The factors which influence change in a school may be environmental factors or internal factors in the school itself.

In this research study, change implies uncertainty, as the future can never be fully predicted. The uncertainty will even increase if there is no adequate information about the direction and the route. Clear communication is necessary to avoid rumours that could mislead staff in managing the change process. People may refuse to cooperate in a change process in which they expect hidden agendas contrary to their own benefits (cf. Garret, 2004:4).

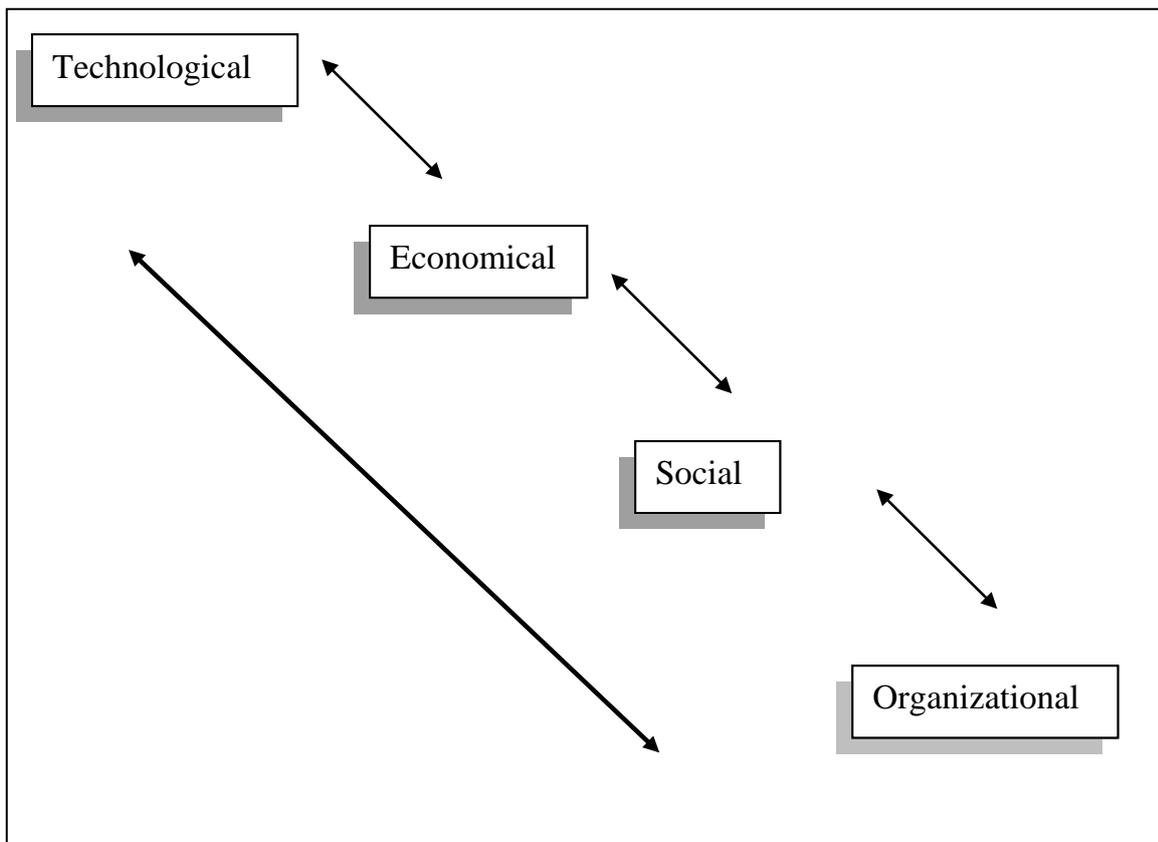
2.3 WHAT CHANGES ARE TAKING PLACE IN THE NEW ERA IN SOUTH AFRICA?

Van Wyk and Van der Linde (1997:22) clearly indicate that change is part of human existence and that in South Africa; change is taking place on a large scale. They go on to say that nothing in South Africa happens with any regularity. Van Zyl (1994:53) quotes the American magnate William Weiss who at the end of 1993 said of change that it was like a race in which you run as fast as you can in the first four laps and then accelerate your speed gradually. Moreover, Garret (2004:1) puts it very clear that as we approach the dawn of the new century, political, technological, economic and social change is taking place in South Africa and elsewhere in the world.

Jenks (1990:142) illustrates this diagrammatically as follows:

Figure 2. 1

Four categories of change



(Adapted from Jenks, 1990:142)

In addition, Van Wyk and Van der Linde (1997:20) point out that we live in an era of paradox opportunities and above all change. In this new change ordinary people and their understanding of their world, and relations between people will be the central focus of attention. In South Africa, it is already observable in a shift away from mono cultural education to multicultural education.

It is an irrefutable fact that great changes are at present taking place in education in South Africa. These changes are evident from macro level (systems level) to operational level (School level). Mono cultural school, such as Hoerskool Potgietersrus, has suddenly had to make provisions for managing multicultural school situations.

Prior 1994, the government used education to create and maintain a racially divided society. Historically, black schools did not get what they needed, and educators were often not properly trained. The majority of South Africans got very little education. The government designed different school curricula for different racial groups and gave strict instructions about what had to be taught in each subject in each standard and kept strict control over learning and teaching. (NDOE, 2001:1)

The National Department of Education introduced a new curriculum in 1998. It is a version of outcomes based education (OBE), an approach to learning and teaching which is being used in many countries in the world. The South African curriculum was named "Curriculum 2005". It was named "Curriculum 2005", because all schools were meant to be using it in all grades by the year 2005. (NDoE, 2000:2) The curriculum has recently been modified, and we had the Revised National Curriculum Statement (RNCS) that was promulgated as the National Curriculum Statement (NCS). An OBE curriculum stresses certain outcomes or results, that are to produce creative, confident and critical thinkers and citizens who can respond to the challenges of a multicultural society which is changing fast (NDoE, 2001:2).

For learners, the constitution of the Republic of South Africa (RSA), Act 108 of 1996 provides the basis for curriculum transformation and development in South Africa. (NDoE, 2002:1). The preamble to the constitution states that the aims of the constitution are to:

- “Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Improve the quality of life of all citizens and free the potential of each person;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of the nations.”

Furthermore, outcomes- based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. The outcomes encourage a learner-Centred and activity-based approach to education. The Revised National Curriculum Statement (RNCS) built its learning outcomes for the General Education and training (GET) Band for Grades R to 9 and Further Education and Training (FET) for Grade 10 to 12 on the critical developmental outcomes that were inspired by the constitution and developed in a democratic process (NDoE, 2002:1). The RNCS is aimed at promoting commitment as well as competence among educators who will be responsible for the development of their own learning programmes.

For educators, the introduction of Integrated Quality Management System (IQMS) is to ensure quality public education for all and to

constantly improve the quality of learning and teaching. Successful educational outcomes depend upon empowering, motivating and training of educators. Performance of educators is monitored by:

- Development Appraisal (DA);
- Performance Measurement (PM); and
- Whole School Evaluation (WSE).

NDoE (2003:3) brings to the light that each of these programmes has a distinct focus and purpose and that there should be no contradiction between any of them. The NDoE (2003:3) offers a clear explanation by indicating that the purpose of Development Appraisal is to appraise individual educators in a transparent manner with a view to determine areas of strength and weaknesses and to draw up programmes for development. The purpose of performance measurement is to evaluate individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentive. The purpose of whole school evaluation is to evaluate the overall effectiveness of a school including the support given by the district school management, Infrastructure and learning resources as well as the quality of teaching and learning.

The Member of Executive Council (MEC) for National Education, Naledi Pandor (NDoE, 2004:6) indicated that information and communication technologies (ICTs) are central to the changes taking place throughout the world. This has opened up new learning opportunities and provided access to educational resources well beyond those traditionally available. Furthermore, “the provision of a telecommunication infrastructure available for learning and teaching is gradually increasing

and many schools are exploiting the benefits of the ICTs to enhance the quality of teaching and learning.” (NDoE. 2004:6).

Seen in this light, Van der Westhuizen (2003:657) asserts that professional educators should be able to identify the forces of change and initiate new policy directions to meet the needs of new requirements. Moreover, Smuts (1996:54) states it very clearly that educators must adapt by meeting inter alia, new demands in the white paper and the curricula policy documents.

2.4. WHY IS CHANGE NECESSARY?

De Beer (1996:40) states it very clearly that change is the only constant within any organization. Kanter (1984:81) describes change as “the process of analyzing the past to elicit the present actions required for the future”. Change involves moving from the present state, through a transitional state, to a future desired state. Garret (2004:1) goes on to say that change is inherent for development, but many people who work in an organization may still not like it.

Van Wyk and Van der Linde (1997:24) are of the opinion that change is essential in any organization in order to stay abreast of the changing life world.

2.4.1. At which levels is change taking place?

Wilson (1994:49) indicates that managers and educators must keep in mind that change takes place at two levels, which are initiated by internal and external factors. Bush and West Burnham (1994:1-4) give a

related explanation by bringing to the light that the changes which must be managed on a daily bases are:

- External factors such as changes in educational policy, monoculture and multicultural education and influences from outside the school.
- Internal factors such as strategic processed, different ways of thinking and new management techniques and methods.

According to De Beer (1996:1) these influences or factors force the educators not to stagnate. As a responsible person, the educator is expected to be open and willing to adapt and to be prepared to deal with these changes. This openness implies a readiness to take note of:

- Changes within the school (internal);
- Changes outside the school (external); and
- New management techniques and processes to handle these changes.

2.4.1.1. External changes

De Beer (1996:1) points out that the first level is profound, far-reaching and changes take place on a large scale. This happens because of change in the political, economic and technological spheres. In addition, Wilson (1994:49) believes that at this level most organizations or schools can only react, make adjustments and look for opportunities for development: "The school is embedded in its own life world, when this life world changes, the school changes. These days changes in schools are many and pressing. As the demands placed on school and

educators increase so does the incident of problems. These problems are especially relevant in today's world, and a great deal has been said and written on the subject." (Wilson, 1994:49)

The changes to which the educators are subjected to are numerous. Beare, Caldwell and MacMillan (1989:172) point out that the major changes and possibilities for renewal which we should consider include the following:

- Demands which are made by the employment sector;
- Changed ways of thinking;
- Democratization; and
- Career specialization.

2.4.1.2. Internal changes

The second level of change is initiated by the organization itself. Wilson (1994:49) suggests two steps for the organization. Schools in general:

- Maintain the status quo in certain aspects, such as standards; and
- Put into practice new ideas, innovations, different and better methods of work.

Van Wyk and Van der Linde (1997:26) also indicate that it is very important to maintain a balance between the two, and emphasize that insufficient change will lead to stagnation while too much change can bring about stress and frustration because undertakings have to be done in a hurry and some undertakings cannot be completed.

2.4.2. How should change be managed?

Garret (2004:1) brings to the light that in order to survive, organizations have to adapt themselves regularly to be able to meet the demands of the changing environment. In dealing with organizational change; it is important to consider the need and results of organizational change as well as the dynamics of the change process.

2.4.3 The educator must know about the management of change.

Clark (1994:117) argues that in order to manage change, the educator must be able to work through four phases with other stakeholders.

- Diagnosing the problem;
- Planning for the change;
- Implementing change; and
- Reviewing developments.

Sergiovanni and Starrat (1993:234) discuss the ways in which managers can help educators with change. Before being able to plan or initiate certain changes, a manager must realize that changes can only be successful if they satisfy certain conditions. It is impossible to set up a key plan whereby change must take place. It is at the most possible to outline a few indicators which have certain validity in particular context.

2.4.3.1 Understanding of the actual situation

According to Van Wyk and Van der Linde (1997:27) during change, one must always keep a grip on reality. This includes the fact that in a

community there are a variety of factors, such as social and political influences, which can lead to an empower change. There are certain factors or a prevailing climate which can promote or impede change.

2.4.3.2. Feasibility

Sergiovanni and Starrat (1993:235) argues that proposed change is only feasible and therefore acceptable if there is reasonable amount of clarity about what the change is aimed at and how it will affect the individual concerned. Lack of clarity creates insecurity and a resulting opposition to proposed changes. It should always be borne in mind that complete clarity is not always possible.

2.4.3.3 Marketability

If a change is feasible, its marketability should be the next important prerequisite, speaking of this, Van der Ven (1986: 591-592) speaks of “managing ideas into good currency and that people become attached to ideas over time through a socio-political process of pushing and riding.... ideas into good currency”. The assumption is that the so called innovative ideas must be sold at the correct pace and in a certain way. Clients must be positively influenced, not only to accept changes, but to commit themselves to implementing the changes successfully.

2.4.3.4 Relevance

Van Wyk and Van der Linde (1997:28) contend that setting relevance of a condition for change stresses the fact that the educational organization should reflect the community’s needs, endeavours and aims. A school or

organization can only be relevant if it is sensitive to the needs of the society as evident in the perceptions of members of the community. This simply means that setting relevance of a guideline means that contextual factors must be taken into account. By doing this the education organization will also naturally have to accommodate influences and changes which come from its external environment. It indicates a continuous sensitivity of organizations and schools to the needs and concerns of people and interests not directly connected to it.

2.4.3.5 Adaptability

According to Kendall (1987:48) the concept of “change” includes the implication that the current state of affairs cannot continue unaltered. Adjustments will therefore be necessary, making adaptability a condition of change is a step forward. This implies that there will have to be an attitude of adaptability in the education sector in order to be able to handle any future changes without reserve.

Kendall (1987:48) goes on to say that educators must aim to keep their organizations as flexible as possible as change is introduced. When an institution introduces change, new structures and positions are created which may pre-empt later room for manoeuvre. Later on, as new situations create more problems the institution may be in real trouble as it tries to loosen up the rigid structures that have been created. This is strongly supported by Van Wyk and Van der Linde (1997:28) by indicating that the management must therefore be aware of the danger of implementing changes in such a way that future necessary changes become virtually impossible. Using adaptability as a guideline therefore means making provisions for an uncertain future. Doing this involves

future orientated thought, which also results in developing an attitude of openness and demands and problems as yet unknown, and even towards schools of thought which might seem unfamiliar.

2.4.3.6. Cost- effectiveness

Van Wyk and Van der Linde (1997:29) brings to the light that cost-effectiveness is proposed as the final condition for the successful implementation of change. Here we are dealing with a condition which has come very much to the fore in the modern educational institution. These days such institutions are increasingly expected to perform, on a shrinking financial budget, an education function which keeps growing in quality and quantity. On top of this is the educational demand that they offer relevant training in time of constant change and its accompanying uncertainty in various areas of society.

Educators and different stakeholders in education system must therefore not only see that change comply with the conditions of realism, feasibility, marketability, relevance and adaptability, they also have to manage the almost superhuman task of seeing that the changes are implemented in a cost-effective way. It is unfortunately true that even desirable or urgent changes can sometimes of necessity not be implemented on economic considerations.

2.5. EXPRESSIONS OF RESISTANCE

Garret (2004:1(10) argues that resistance can be expressed in various ways, some of which are the following:

- Defence of territory (powers/ responsibilities);
- Keeping to the old ways of doing, although knowing that they are not perfect;
- Sabotage: destructing means or effects of change;
- Obstructing changes;
- Denial of change/ positive effects of change;
- Clear expressed objectives;
- Making fun about the initiators/ change agents;
- Vocal expression and/ or exaggeration;
- Negative effects of change;
- Illness: withdrawal from the field;
- Anger / disappointment;
- Showing insecurity;
- Grouping/ seeking collaboration and support and
- Silence/ waiting till the storm is over.

Furthermore Combs (1988:4) mentions that resistance may be active or passive and at the same time open or hidden. Different forms are illustrated in the following diagram:

FIGURE 2

Expression of change: adapted from Garret 2004:2(10)

	Open	hidden
Active	<ul style="list-style-type: none"> • Defence of territory • Clear objectives • Denying positive effects • Boycotting • Obstruction/ delaying process • Making fun about change/ initiators • Grouping/ coalitions 	<ul style="list-style-type: none"> • Sabotage • Humour mongering • Hidden opposition
Passive	<ul style="list-style-type: none"> • Non-co-operation • Showing insecurity • Sticking to the old ways 	<ul style="list-style-type: none"> • Verbal support but no supportive activities • Illness/ withdrawal from the field • Silence/ waiting till the storm is over

Garret (2004:2(16)) goes on to say that even though the active and open expressions of resistance can be harmful, at least there is a change agent or manager who can react on it. When resistance is active and on the open there is a possibility for discussion while the hidden- active and passive open are difficult to deal with. The hidden and passive resistance asks for individual guidance or counselling.

2.6 WHY DO PEOPLE RESIST CHANGE?

According to Gillborne (1995:93) behind the expressions of resistance are reasons for resistance. Looking at the reasons for resistance, one can classify them in three major categories:

2.6.1. Uncertainty/ instability factors: relation to change process

In this instance a person does not know where to arrive, how to get there, how to control the process but taken by surprise to break with the past (Garret 2004:2(10), Tarvis, 1982:209)

2.6.2 Conflicting interest: relation to contents

In this instance, there are different views on problem analysis or solutions. A person has got a fear of loss of power, loss of work, getting too much work, loss of face, (because of breaking with the past) concerns about own future, own capabilities in relation to proposed change and loss of benefits. (Elboim-Dror, 1971:204, Marris, 1993:2).

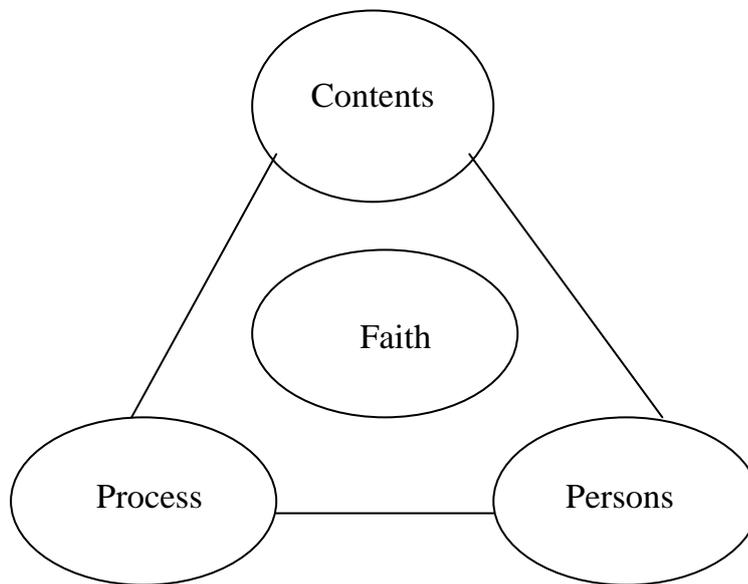
2.6.3. Psychological factors: relation to initiators/ supporters.

In this instance, people have distrust on the initiator and/ or supporters of change; have got also past resentment related to initiator or supporters. Finally, people have got also resentment because of being neglected, i.e. not being informed or asked to participate or to advice or to lead. (Tarvis, 1982:209)

Garret, 2004:2(10) and Marris (1993:2) go on to indicate that to be able to support a change process, we need a basic faith in contents, process and persons. This can be presented as a resistance triangle as follows:

FIGURE 2.3

Resistance triangle



Furthermore, Garret (2004:3(10) is even of the opinion that besides the major categories of the resistance to change outlined above, a description of ten most common reasons of resistance to change that may be encountered and tactics of dealing with each may be given.

2.7. MOST COMMON REASONS OF RESISTANCE TO CHANGE AND TACTICS FOR DEALING WITH EACH.

2.7.1 Loss of control

Smuts (1996:68) is of the opinion that how people welcome change process has got to do with whether they feel in control of it or not. Furthermore, change is exciting when it is done by people themselves, threatening when it is done to them [cf. Garret 2004:3(10)]

Furthermore, Garret [2004:3(10)] indicates that the most people want and need to feel in control of the events around them. The more choices that are left to people, the better they feel about the changes. However, people are more likely to resist if all actions are imposed upon them. Garret [2004:4(10)] goes on to bring to the light that when people feel powerless, they behave in petty, territorial ways. They become rules minded and over-controlling because they are trying to grab hold of some little piece of the world that they can control, and over manage it to death. People do funny things when they feel out of control, but giving people chances for involvement can help them feel more committed to the change process.

2.7.2. Loss of face

Fletcher (1990:18) contends that if accepting a change means admitting the way things were done in the past was wrong, people are certain to resist. Nobody likes losing face or feeling embarrassed in front of their peers. Instead, commitment to change is ensured when past actions are put in perspective as the apparently right thing to be done at that time,

but that the conditions have changed. This way, people do not lose face. They look strong and flexible. They have been honoured for what they accomplished under the old conditions, even if it is now time to change.

2.7.3 Excess uncertainty

According to Everard and Morris (1990:235) another reason for people to resist change is what is called “walking off a cliff blindfolded” problem: too much uncertainty. Simply not knowing enough about what the next step is going to be or feel like makes comfort impossible. Then they resist change, because they reason that “it is safer to stay with the devil you know than to commit yourself to the devil that you don’t know.”

Managers who don’t share enough information with their employees about exactly what is happening at every step of a change process, and about what they anticipate to happen next, and about when more information will be coming, make a mistake because building commitment to change, especially step by step scenarios with timetables and milestones. Dividing a large change process into a number of small steps can help make it seem less risky and threatening. People can focus on one step at a time. (cf. Garret, 2004:4(10))

Everard and Morris (1990:236) further indicate that change requires faith that the new way will indeed be the right way. If the leaders themselves do not appear convinced, then the rest of the people will not budge. Another key to resolving the discomfort of uncertainty is for leaders to demonstrate their commitment to change.

2.7.4. Surprise -Surprise

Garret [2004:4(10)] states it very clear that one other reason for people to resist change is the surprise factor. People are easily shocked by decisions or requests suddenly revealed on them without group work or preparation. Resistance is their first response to something totally new and unexpected, for that they had no time to mentally prepare themselves.

Organizations frequently make this mistake when introducing organizational changes. They wait until all decisions are made and then release them on an unprepared population. This is not only important to provide employees with information in order to build up commitment to change, but also to arrange the timing of the information release. Give people notice in advance, a chance to adjust their thinking.

2.7.5 The “different” effect.

Smuts (1996:69) is of the opinion that a fifth reason for people to resist change is the fact that change requires people to do question and to become conscious of familiar routines and habits. A great deal of work in organizations is simply habitual. In fact, most of the people could not function very well in life if they were not engaged in a high proportion of “mindless” habitual activities, like handing certain forms or attending certain meetings. Thus, an important goal in managing change is to minimize or reduce the number of differences introduced by change, leaving as many habits and routines as possible in place. But commitment to change is more likely to occur when change is not presented as a wild difference but rather as continuous with radiation.

2.7.6. Concerns about future competence

According to Kanter (1984:81) sometimes people resist change because of personal concerns about their future ability to be effective after the change. Amongst other concerns such as: can I do it? How will I do it? Will I make it under the new conditions? Do I still have skills to operate in a new way? The latter may not be expressed out loudly, but they can result in finding many reasons why change should be avoided.

In addition, Garret [2004:5(10)] offers a related explanation by indicating that it is very threatening for many employees to be told all of a sudden that the new world demands a new set of competencies. Nobody likes to be inadequate. And nobody, especially people who have been around a long time wants to feel that he or she has to “start over again” in order to feel competent in an organization.

Furthermore Kanter (1981:82) suggests that when managing change, it is essential to make sure that people do feel competent, that there is sufficient education and training available for people to understand what is happening and to assure them that they are capable of mastering change. This support is needed for the people to fulfil the requirements imposed by change. Positive reinforcement is even more important in managing routine situations. Moreover, people also need a chance to practice new skills or actions without feeling that they are being judged or that they are going to look foolish to their colleagues and peers. They need a chance to get comfortable with new routines or new ways of operating without being denied because of asking questions.

2.7.7. Ripple effects

Clark (1994:129) brings to the light that people may resist change for reasons connected to their own activities. Change does sometimes disrupt other kinds of plans or projects, or even personal and other family activities that have nothing to do with the job, and anticipation of those disruptions causes resistance to change. Effective change agents are sensitive to the ripples change causes. This sensitivity helps to get people on board and makes them feel committed instead of resistant to the change.

2.7.8. More work

Garret [2004:6(10)] indicates that one reasonable source of resistance to change is simply more work. The effort it takes to manage things under routine circumstances needs to be multiplied when things are changing. Change requires more energy, more time and a greater mental preoccupation. Change does require above and beyond effort. It cannot be done automatically. It cannot be done without extra effort. People need support and compensation for extra work of change in order to move from resistance to commitment. Managers have options for providing that support. They can make sure that people are given credit for the effort they are putting in and rewarded for the fact that they are working harder than ever before.

2.7.9. Post resentments

Elboim-Dror (1971:207) argues that one other reason for people to resist change is negative, that is the cobwebs of the past that get in the way of the future. Unresolved grievances from the past rise up to entangle and hamper the change effort. Sweeping away the cobwebs of the past is sometimes a necessity for overcoming resistance to change. As long as they remain unresolved, people will not want to go along with something new. Going forward can thus mean first going back listening to past resentments and repairing past rifts.

2.7.10. Sometimes the threat is real

Lavasseur-Odimint (1986:15) outlines that one other reason for people to resist change is in many ways, the most reasonable of all: sometimes the threat posed by the change is the real one. Sometimes change does create winners and losers. Sometimes people do lose status. The most important thing here is to avoid pretence and false promises. If more people are going to lose something, they should hear about it early, rather than worrying about it constantly and infecting others with their anxiety or antagonism.

Furthermore, if some people are made redundant or transferred; it is more humane to do it fast. Garret [2004:7(10)] strongly supports this by indicating that change is never entirely negative, but it is also a tremendous opportunity. Furthermore, even if in that opportunity there is some small loss. It can be the loss of the past, a loss of routines, comforts and traditions that were important, maybe a loss of

relationships that became very close over time. In fact, things will not be the same anymore. Thus, we all need a chance to let go of the past.

2.8. COMING TO THE TERMS WITH CHANGE

Clark (1994:128), Greenberg and Baron (1995:637) put it very clear that educators and managers must handle resistance to change in an effective manner in order to build commitment. Garret [2004:8(10)] gives an overview of support activities that can raise the ability of people to change.

2.8.1. Major guidelines for dealing with resistance

2.8.1.1. Plan participation carefully

In this instance, change agents must allow room for participation in planning change, involve the right people and choose the right people to lead and to guide.

2.8.1.2. Inform carefully.

Information must be shared in time and to the fullest extent possible. Furthermore, change agents must provide a clear picture of the change of the vision of the new state and let participants feel they are competent.

2.8.1.2. Take time.

Change agents must take small steps, where they do not take people by surprise and get time to get used to the new ideas.

2.8.1.4. Honour the past.

Change agents must honour people for their past accomplishments, create excitement about the future, and be flexible.

2.8.1.5. Address complaints

Change agents must compensate people for extra work, sweep away cobwebs of the past resentment and help people find or feel compensated for the extra time and energy change requires.

2.8.1.6. Show and build commitment

Change agents must repeatedly demonstrate own commitment to change, look for and reward pioneers, innovations and early successes to serve as models.

In addition, Carnal (1990:29) describes how the staff can move through a number of stages as they come to terms with change. Clarke (1994:128) advises educators and managers to handle resistance, and is schematically represented below.

FIGURE 2.4

Coming to terms with change.

Denial

'That's been tried before and it made no differences-students didn't come any more regularly.'

'We've been sending parents a report like this for a long time and nobody's complaining. Why do we need a change now?'

Defence

'Well if that does happen, I'll make sure that I'm away for the training day.'

'It's most upsetting to see all these innovations when the old ways were working well.'

Discarding

'If the course team takes this on board then I suppose a lot of the paperwork will be scaled down and life be a bit simpler.'

'That's it then, we are all agreed we'll recruit students this way; lets have a look at how many staff hours we'll need for it to work properly.'

Adaptation

'The first week in the building was the nightmare. Staff was never sure what was where, but by the end of the month we'd sorted out the worst problems.'

'It was good that the course had the leeway to use the hours as they wanted. After a long discussion to get this underway, everybody was keen to make the system work.'

Internalization

'The new course is well understood now and with the minor amendments to the assessments, staffs have adopted it wholeheartedly.'

'After two years with this appraisal scheme, staffs are able to use it to plan the staff development programme much more successfully.'

(Adapted from Clarke, 1994:128)

2.9. HOW SHOULD PEOPLE BE MANAGED IN ORDER TO BRING ABOUT CHANGE?

Garret [2004:8(10)] is of the opinion that an important issue in dealing with resistance is how people should be supported in the change process. Different groups and persons may require different support, based on their readiness, their resistance, and their interest. Possible inventions supporting and enhancing may include the following:

2.9.1. Advice

Tiddy (1987:56) indicates that solutions for existing problems should be identified. If the problem is rather unique or not current and complex, it might be favourable to ask advisors with experience or knowledge in relation to the problem field to identify an acceptable solution. advice may be technical, focused on how to carry out a new activity or managerial, focused on the change process.

2.9.2. Training or exposure.

Frankl (1984:12) argues that if a problem caused by lack of knowledge or skills in a certain area, a training approach or exposure visit can be valid. Participants are trained in the knowledge, skills and attitude to prevent or solve the identified problems or are exposed to other organizations.

2.9.3. Facilitation.

Greenberg and Barron (1995:636) point out that participant might be able to identify and solve problems themselves. A facilitator will then guide the process of problem identification and solving. Major emphasis is on increasing the problem solving capacity of the participants.

2.9.4. Financing

According to Garret [2004:9(10)] provision inputs might be one of the ways of invention in the organizations, in those cases where inputs appear to be the bottlenecks.

2.9.5. Compensation

Maher and Illback (1993:374-460) explain that people must be compensated for extra work, loss of position, power and influences. Compensation is often limited to a transition period.

2.9.6. Instruction

Clarke (1994:130) highlights that for less complicated changes instructing people how to go about a new task or procedure is often sufficient, if it is clear why the change is required.

2.9.7. Policy influencing

According to Garret [2004:9(10)] if the major bottlenecks are external it may be necessary to influence other organizations to take away the external hindrances for improving the performance of the organisation.

2.10 IMPLEMENTING CHANGE

According to Everard and Morris (1990:273) it is very necessary that staff and management define what the major focus is of the intended change. The identification of change drivers helps in developing a vision of the future, but it should often be based on, or complemented by an adequate analysis of the present situation. This is strongly supported by Garret [2005:5(10)] who indicates that for an organization a change process should contribute to its capability and performance, which is mostly reflected in the quality and the quantity of the output and the utilization of resources (inputs). It should be realized that most internally orientated change processes should actually also lead to improved performance. An example of the purpose of a change process for a school could be better management of the school in order to achieve higher pass rates of learners.

In addition, Fletcher (1990:17) emphasizes that whatever their benefits to the organization, changes are not likely to succeed if there is not enough supportive power. Management of the organization has to show its commitment by providing concrete support. If not, it will affect the trust in the change process. A powerful coalition of staff, some managers and other stakeholders may also provide sufficient support to convince others about the necessity of the change process. It is useful to note that

sometimes support from outside is essential for the success of the change process. Ultimately, management has to show its determination to the implementation by drawing conclusions for staff that does not co-operate.

Kendall (1989: 26-27) offers a related explanation by bringing to the light that staff and management should not only have a shared vision ,a realistic picture of the future ,a powerful coalition of stakeholders , but they should also believe that it is possible to reach that state and that the organization is willing and capable of getting there . It requires a certain level of skills and abilities, commitment and a certain degree of willingness to take risks.

Garret [2004: 4(10)] reminds that since change implies uncertainty, as the future can never be fully predictable, this uncertainty may even increase if there is no adequate information about the direction and the route. Communication and information is necessary to avoid rumours that could mislead staff in managing the change process. People may refuse to co-operate in a change process in which they expect hidden agendas contrary to their own benefits.

Garret [2004:4 (10)] goes on to say that in the process of convincing others about the necessity of change and the application of the vision coalition building is an important component. A powerful coalition to support persons with a vision or dream becomes true. The assurance of the support of key individuals and groups determines whether or not the operationalisation of a vision will have impact.

2.10.1 Strategies for organizational change.

According to Van der Westhuizen (2003:650) education is not static, but a dynamic activity and because it is interwoven with other societal connections it is forced into a process of constant change. Continual change as the opposite pole of stagnation is a vocation of the management team of an organization. The focus of organizational change may be identified as follows:

2.10.1.1. Developing a transition plan

Kendall, (1990:26) brings to the light that it is sufficient to know what the organization is heading for, and there should be an idea about how to get there. It is necessary to develop concrete ideas on the change process, the steps to follow in order to get closer to the future state. This requires an operationalisation of the vision: creating clarity about essential details getting a clear understanding of the impact on the various stakeholders and making a transition plan. The elements of the transition plan can be derived from the logical framework. This does not imply that all steps should be completely spelt out. There should be at least a broad plan and clarity and consensus about a concrete first step in the right direction.

2.10.1.2. Assessing the readiness of people

Sergiovanni and Starrat (1993:234) emphasize that based on the analysis of the reactions of different stakeholders on the information about the planned change; the actual and potential readiness of people can be identified. In this respect, it is important to realize that people

need time to get used to a new idea. They need the time and the opportunity to disengage from the present state. Readiness for change can be assessed with the use of the instrument “self-Diagnosis”: rate your readiness for change.

2.10.1.3. Expectations management

Beare, Caldwell and MacMillan (1989:172) see another important element as the availability of information versus the existing expectations. Pessimism can be based on bad information or on low expectations. Optimism is not necessarily positive if it is based on limited information. There can be unjustified expectations, which may be counterproductive at later stages, turning into informed pessimism. It can be concluded that it is important to keep expectations realistic by providing sufficient relevant information, developing a realistic picture of the future.

2.10.1.4. Analysis of the resistance of change.

De Beer (1996:41) maintains that one of the most difficult components of a change process is how to deal with resistance and further indicates that it is useful to analyse the type of resistance expected.

2.10.1.5. Working through teams, creating ownership of the change process.

Kanter (1984:78) indicates how important it is to involve various stakeholders in the process of change to share ownership. Change requires creativity in problem solving. Creativity can only emerge when

people feel responsible. Teamwork where people come from different backgrounds complement each other, stimulating each other to find answers to bottlenecks can be a very powerful tool in the change process. It prevents that the burden is put on the shoulders of just one manager getting the blame and criticism while the others wait for him to fail.

2.10.1.6. Offer supportive means

Toffler (1985:3) is of the opinion that an important issue in developing a change strategy is the way people should be supported in the change process. Different groups and persons may require different support based on their readiness and the way in which invention takes place. Possible inventions supporting and enhancing changes may include advice, training, and facilitation of participation, compensation and instruction.

2.10.1.7. Developing momentum

Van Wyk (1995:3) argues that stakeholders should get confidence and have faith that the change can and will be done. It is therefore necessary to set examples that can be followed by others. Using this type of leadership behaviour can generate energy in support of change. In addition, organizational change requires that people creatively look for solutions for existing problems. Empowerment of others to act on the vision developed and encouragement of initiative, risk-taking and non-traditional ideas will increase the organizational capacity to deal effectively with emerging problems.

2.10.1.8. Planning for and creating short-term wins.

De Beer (1996:42) brings to the light that people involved in a change process need tangible results to remain confident that the process of change will work out positively. Creation of such short-term benefits can assist in keeping up the spirit with increased credibility. This may clear the way, furthermore, reaching change efforts. Setting milestones not too far is a method to create such results. The recognition and rewarding of employees involved in improvement when reaching a milestone contributes to creating a feel of achievement.

2.10.19. Identifying and addressing hindrances

Garret [2004:6(10)] maintains that there are always unforeseen aspects in the change process. The future is never fully predictable. As such a change requires build-in-feedback mechanism to know whether or not the process is on track and what the bottlenecks are encountered. There still may be barriers from past experiences unwritten rules that have to be discovered and addressed, negative side effects that were not foreseen, crucial dilemmas that have to be solved, the resources allocated to different units involved may not be effective as well. Addressing bottlenecks and hindrances effectively often requires strong persistence and perseverance, but is necessary to maintain and further increase the credibility which is required for consolidating the changes.

2.10.1.10. Consolidating change

According to Beare, Cardwell and MacMillan (1989:173) this should be the rewarding phase of the change process. In this phase, people can

harvest the results of their previous efforts. If the major bottlenecks and hindrances are solved, operations can be smoothed by starting the fire-turning of relations and balances between the staff, systems, structures and policies. At this stage it will often be important to let all major and minor contributors feel that they have achieved something substantial.

2.10.1.11. Monitoring change

Wilson (1994:49) highlights that the change agent has to monitor the change process and the attitude and the behaviour of the people involved. The change agent has to check whether the organization is going the right way/ direction towards the vision and if the desired future is becoming a reality. People must be checked if they are involved in sowing supportive attitudes and desired behaviour. It is important to monitor the new achievements and to show them with the people and even to celebrate these successes. If new external factors occur that influence the organization corrective action might be necessary. When people fall back in 'old' behaviour constructive feedback is needed.

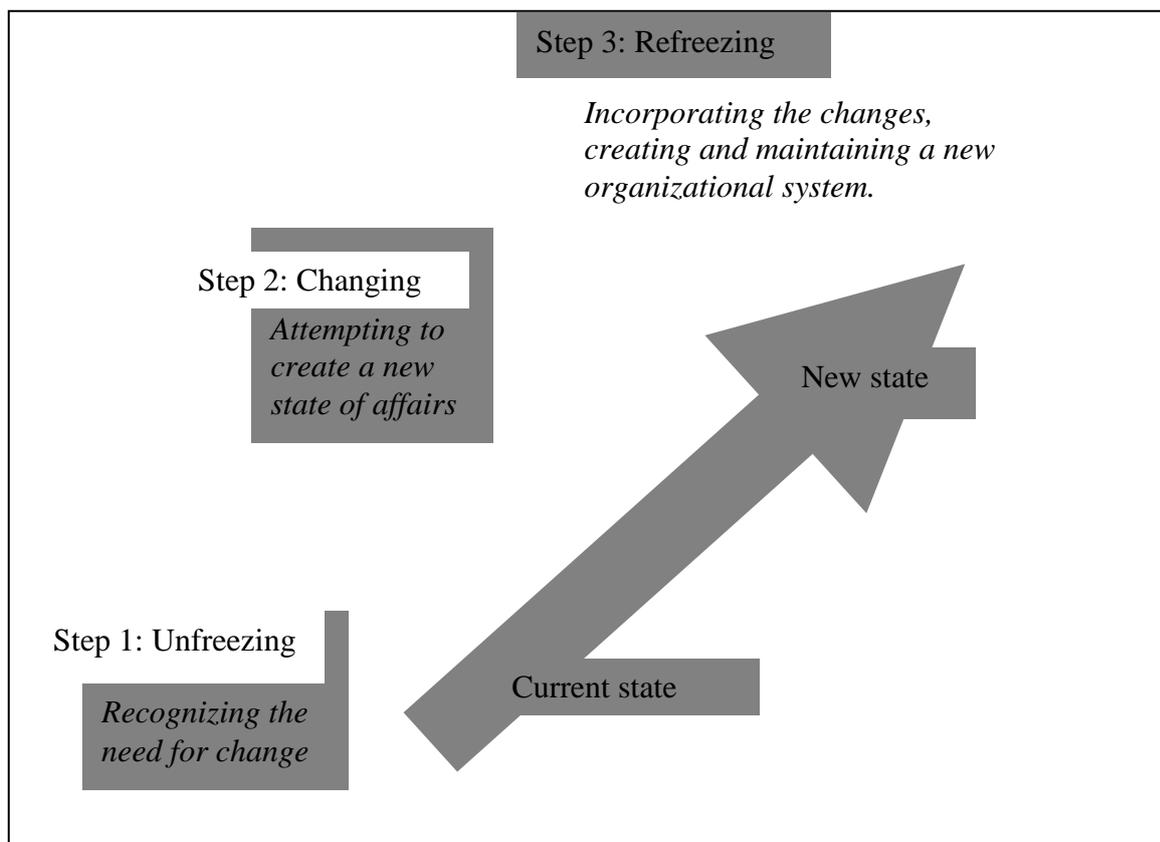
2.10.1.12. Organize integral change

Bush and West-Burnham (1994:1-4) emphasize that an organizational change will affect the organization as a whole, if the level of intervention of the change is focused on one of the elements of the organization. For instance, when the focus of change is the structure of the organization, it will also affect the systems and procedures, the organizational culture and the management style. It is therefore important to imply other elements in the change plan and monitor on it. In other words, organize the embeddedness of the change in the whole organization.

The view of Greenberg and Baron (1995:637) could be set out diagrammatically as follows:

FIGURE 2.5

The process of organizational change



2.11 THE ROLES IN A CHANGE PROCESS

Garret [2004:7(10)] holds that besides the role of the change agent, who is responsible for a change process, two other major roles can be distinguished in a change process: the change sponsor and the manager. The change sponsor is the one who is responsible for the contents and the final results. The manager can be the change agent or the sponsor or both; depending on the organization and the scope of the

change. All three roles are necessary in each process and it is useful to make a deliberate choice about who to involve in each of these roles. It may determine most of the success.

2.11.1. The role of the change agent.

Clark (1994:14) and Garret [2004:8(10)] say, referring to a change agent, a change agent is a person who has a major responsibility for the change process. The change agent can also be called the process owner. The change agent is not necessarily a stakeholder, but could be assigned temporarily to assist in the improvement of the organization department or unit, sometimes called the interim manager.

Garret [2004:8(10)] gives four main roles of a change agent, and they are as follows:

- Managing the creation of a vision
- Managing faith in the transition
- Managing emotions, mobilizing people to support and act upon the vision
- Managing the time and energy that is put into the transition process.

Clark (1994:114) maintains that the role of the change agent depends to a large extent on the person's relation with the other stakeholders. As such the other stake holders should have faith in the change agent. The change agent should be committed to a widely accepted solution and should have sufficient personal skills to influence the human side of change.

Below the main roles of a change agent are described, including some related guidelines:

2.11.1.1. Managing the acceptance of a vision

Moyne (1984:6) and Garret [2004:8(10)] have posited that the change agent must facilitate the creation of a clear and acceptable picture with the positive and realistic expectations. A room for participation must be allowed and choices to be left open. Information must be shared to the fullest extent possible. Pioneers, innovators, and early successes to serve as models must be rewarded. And finally, interests must be fully addressed.

2.11.1.2. Managing faith

Van Wyk (1995:4) suggests that obvious 'losers' from the change must be avoided, but if there are some, be honest with them from early on. Standards and requirements must be made clear; the change agent must tell exactly what is expected of people. The change agent must also repeatedly demonstrate own commitment and offer positive reinforcement and let people know they can do it.

2.11.1.3. Managing emotions.

According to Tarvis (1982:209) the change agent must minimize surprises and allow expressions of nostalgia and grief related to the past and then create excitement about the future

2.11.1.4. Managing the time and energy

Frankl, (1984:12) calls for the change agent to allow digestion of change requests, getting accustomed to the idea and help people to feel compensated for the extra time and energy required. The change agent must also divide a big change into familiar and manageable steps.

2.11.2. The role of the sponsor

Garret [2004:8(10)] said of the sponsor as the stakeholder who bares the final responsibility for the change and is highly responsible for the change itself. The sponsor can be called the change owner. In this respect, Garret [2004:9(10)] further indicates that the sponsor has the following four characteristics:

2.11.2.1. Sufficient power

The sponsor must have sufficient power to legitimate change, It is of significant importance that the sponsor be prepared and be able to monitor change. Also, to be prepared to reward and punish or to show displeasure (Wilson, 1990:48).

2.11.2.2 Sufficient motivation

In this respect, the sponsor must have sufficient degree of pain with the present situation, and degree of pain with the present situation, and the commitment to pursue a task knowing that a personal, political or organisational price may be paid for implementation (Sergiovanni & Starrat, 1993: 235).

2.11.2.3. Sufficient understanding

The sponsor must have sufficient knowledge and understanding of the impact of change on the organization, the impact of change on the target group involved full scope of the target group involved and finally the resources necessary for implementation. (cf. Elboim-Dror, 1971:28)

2.11.2.4. Ability and willingness to support.

The sponsor must have ability and willingness to show support in public, to meet with key individuals to influence them and lastly the capacity to demonstrate sustained support for the change in case of short-term disadvantages. (cf. Van Wyk 1995:3)

2.11.3. The role of the manager in change process

Van Wyk (1995:5) specifically mentions that in a change process managers can perform both the role of the change agent and the role of the sponsor, depending on which role is most effective, the availability of other potential agents and sponsors and their own ability and skills. In relation to change processes, two concepts are important for a manager that is empowerment and the creation of an enabling environment for learning and change.

2.12. CONCLUSION

According to Hoberg (1997:43) quality education is a key factor in developing schools and managing change. Educators need to be leaders who can cope with the myriad of changes that are taking place

in our society but that manifest on an educational and organizational level. De Beer (1996:40) and Kanter (1984:81) remarked that change in any organization (including education) is necessary for various reasons even if it is resisted.

Bornman (1995:65) maintains that change offers a tremendous improvement to all educators in the formal and informal schools. It offers the opportunity of reconsidering curriculum planning and designing, instructional methods and a holistic attitude towards quality education.

In South Africa, the new curriculum has emerged as an educational approach and a process with goals which are related to:

- The integration of subject matter;
- Systems thinking;
- Problem solving;
- Critical thinking;
- Decision making; and
- A life long learning process

These characteristics could transform education for the better. This new curriculum is an approach which can make a difference to the life of all community (Bok, 2004:143) In this respect, Garret [2004:1(13)] is of the opinion that change is inherent to quality education and school development although many people who work in a school may still not like a certain change. For quality education to take place, all educators and school managers must see or consider mastering change as part of their job. It is also of significant importance for a school manager

(principal) to recognize the expressions of resistance and to analyze the reasons why staff members resist change. This will make it possible for the school manager to see what needs to be done to avoid resistance into commitment to change.

Furthermore, Beare, Caldwell and MacMillan (1989:174) maintain that the organization or a school has to learn to be able to adapt itself to the new conditions of change. This requires a constant learning process which is aimed at learning to be effective, efficient and to expand.

Even if change is resisted, a reshaping of the learning systems so as to favour innovation participation and anticipation so as to facilitate tackling of the growing complexity which a society of knowledge entails will still go on.

The learning system still requires learning how to make the best use of the advanced technologies such as informatics, telecommunication sciences which present a great potential for the enhancement of knowledge and its application to the education of contemporary problems. Educators must have a new understanding of the concept 'change' and a more intimate connection between facilitation and quality education.

CHAPTER 3

THE RELEVANCE OF THEORY WITH REGARD TO RESISTANCE TO CHANGE

3.1. INTRODUCTION

The previous chapter presented a literature review on the effects of resistance to change on quality education. This chapter tries to highlight theories or models of the influence of quality education on the maturation of learners and the expectancy patterns of educators on learners learning.

Educators should be exposed to knowledge of educational management theories so that they may be able to select what is applicable to their specific problems. They should be conversant with various theories in education because there is no single theory that embraces all theories in the field of educational management (Bush & Westburnham, 1995:15)

Bester (1980:160) are of the opinion that education as a science does not consist of isolated facts. A fact is summarized in a theory or model to establish a synoptic structure of educational reality.

According to Van der Merve et al. (1990:13) theories can be defined in such open terms as a way of interpreting the “world that goes beyond common sense” or alternatively in so specific a manner according to Sanders and Pinhey (1983:17) “as a set of inter related propositions and definitions that serve to conceptually organize selected aspects of empirical world in a systematic way.” Babbie’s (1989:46) definition of a

theory is “it is a systematic explanation of facts that relate to a particular aspect of social life.”

Bolman and Deal (1984:4) offer a related explanation by defining theories as the ideas and views that are formulated by particular individuals about certain aspects of a specific scientific field. Viewed in this light, a theory usually consists of a number of assumptions that are expanded to become hypothesis which, by means of further research, become established as a theory.

In this study theories are regarded as the operational strategies or methods of perspectives. In brief, theories (Van der Merwe, et.al. 1990:15) define, describe, explain and analyze social phenomena in their own unique way and each theory has its own implicit vision of social reality. Bolman and Deal (1984:4) suggest that it should be remembered, however, that even the narrowest theory is perspectives-bound, so that at least on a latent level, it represents a particular and broader view of social reality.

Struwig and Stead (2001:54) explicitly point out that theoretical framework determines the nature of educational discourse in terms of methods used to conduct a research in education and the formulation of the theory in practice. (cf. Mamabolo, 2002:34) Bush and West-Burnham also indicate that theory provides frame of reference for the researcher.

A good researcher must have theoretical insight and knowledge which will lead to improvements and guidance to action (Robbins, 1985:223) a reliable theory should be firmly grounded in practice. Furthermore, Hughes and Bush (1991:234) maintain that theories are most useful for

influencing practice by suggesting new ways in which events and situations can be perceived. In this respect new insight may be provided by focusing attention on possible interrelationships that the researcher or practitioner has failed to notice. This can be further explored and tested through empirical research so as to reduce or close the gap. Theory is of significance and cannot then be dismissed as irrelevant.

In addition McMillan and Schumacher (1993:8) specifically suggest that a theory to be useful in the development of research must meet certain criteria such as provision of a simple explanation of the observed relations relevant to a particular problem , consistency with both the observed relations and already established body of knowledge , a theoretical statement which is efficient and probable account of evidence accumulated prior research , tentative explanation which provides means of verification and version . Finally, theory should stimulate further research in areas which need investigations.

Careful analysis of theories and their empirical support by researchers can suggest relations to be studied in subsequent research. (Kerlinger, 1986:10) Furthermore, Booyse, Schulze, Bester, Mellet, Lemmer, Roelofse & Landman (1993:4) indicate that like any other researcher, educational researchers refer to theories to search for new knowledge about education, teaching, learning and educational administration.

McMillan and Schumacher (1993:8) go on to say that as far as expansion of knowledge is concerned, researchers in education pursue their tasks with the intention of describing the phenomena of education, of where possible, predicting certain aspects of education, of controlling the educational process and especially of explaining the phenomena of

education by means of educational theories. In their attempts to obtain more knowledge about the phenomena of education, researchers discover more about the design and execution of research, therefore knowledge about research methodology also expand.

Moreover, it is stated that theories in educational research are of significant importance because they make contributions to knowledge about education and educational practices that may lead to improvement in educational practice (McMillan and Schumacher, 1993:9).

Finally: theories according to Booyse, et.al. (1993:6) help the researcher to uncover and collect valid knowledge about the phenomena of education. Responsible decision making can be made based on theories. McMillan and Schumacher (1993:6) conclude by indicating that the ultimate aim of theories is to aid researchers by providing the framework for understanding and interpretation of events.

3.2. THE RELATIONSHIP BETWEEN THEORY AND PRACTICE.

According to Van Wyk and Van der Linde (1997:14) the debate on the relative importance of theory and practice and their relationship dates back many years. On the one hand, it is argued that theory and practice should be kept separate. The good practitioner need not necessarily have much knowledge; furthermore the theoretician often does not necessarily have any practical value.

Bush and West-Burnham (1994:333) maintain that against this kind of argument it can be pointed out that theoretical insight and knowledge are of great value to practice. A reliable theory should be firmly

grounded in practice. Practice should be enriched by theory so that theoretical insights can lead to improvement in practice.

Various scholars, Hughes (1984:5), Bush and West-Burnham (1993:34), Hughes and Bush (1991:223) bring to the light that there are four main arguments to support the view that practitioners have much to learn from an appreciation of theory.

3.2.1. Reliance on facts

Bruce (1997:114-117) maintain that the reliance on facts as one and only guide to action is unsatisfactory because all evidence requires interpretation. For instance, in order for quality education to take place, all people who work in education must understand what the minister of national education, Kader Asmal (DoE, 2002:1) explained about change and the revised national curriculum statement. All educators are the key contributions to the transformation of education in South Africa. The RNCS envisions educators who are qualified, competent, dedicated and caring. These includes being mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area, or phase specialists.

The lifelong learning through a National Curriculum framework document (1996) was the first major curriculum statement of a democratic South Africa. It was informed by principals derived from the white paper on Education and Training (1995), the South African Qualifications Act (No. 58 of 1995) and the National Education Policy Act (NO 27 of 1996). In

terms of the white paper, it emphasized the need for major changes in education and training in South Africa in order to normalize and transform teaching and learning. It also stressed the need for a shift from the traditional aims and objectives approach to outcomes-based education. It promoted a vision of a prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive self-fulfilled lives in a country free of violence, discrimination and prejudice. (DOE 2002:4)

3.2.2. Dependence on experience

According to Jennings (1977:vii), Bush & Westburnham (1994:34) depending on experience alone in interpreting facts is not enough because it discards the accumulated experience and ideas of other practitioners must deploy a range of experience and understanding in resolving current educational problems. In this respect, Walker (1984:18) specifically adds that as a result of the new horizons that have been opened up, scholars and practitioners alike have a much richer platform of ideas on which to base their diagnosis and to take action. A well prepared administrator can never avoid knowing that there is available a wide and challenging literature that promises useful alternative for action.

From what has been stated above it must be taken into account that for quality education curriculum change in past apartheid South Africa started immediately after the election in 1994 when the National Education and Training Forum (NETF) began a process of syllabus revision and subject rationalization. The purpose of this process was mainly to lay the foundation for single national core syllabi; the NETF

curriculum developers removed overtly racist and other incentive language from existing syllabi. For the first time curriculum decisions were made in a participation and representative manner. (DoE, 2002:4)

2.3.3. Errors of judgement.

Bush and West-Burnham (1994:35) hold that error of judgement can occur while experience is being gained. Even though money is scarce, the needs of learners are more important. In this respect Hughes (1984:5) suggests that in education we just cannot throw away the flawed products as waste and start again.

Seen in this light, South Africa's democratic government inherited a divided and unequal system of education under apartheid, South Africa had nineteen different education departments separated by race, geography and ideology. This education system prepared children in different ways for the positions they were expected to occupy in social, economic and political life under apartheid. In each department the curriculum played a powerful role in reinforcing inequality. Everything learners were taught differed according to the roles they were expected to play in the wider society (DOE, 2002:4).

2.3.4. Experience in one situation

Hughes and Bush (1991:223) explicitly point out that experience may be particularly unhelpful as the one and only guide to action when the practitioner begins to operate in a different context. When the practitioner attempts to interpret behaviour in a fresh situation a broader awareness of theory may be valuable.

In view of the above, DoE (2003:1) contends that curriculum and educator development theories and practices in recent times have focused on the role of educators and specialists in the development and implementation of effective teaching, learning and assessment practices and materials. The RNCS aims at the development of high level of knowledge and skills for all.

DoE (2002:12) emphasizes that the RNCS sets and holds up high expectations of what South African learners can achieve. It is also aimed at promoting commitment as well as competence among educators as to ensure quality education. The RNCS adopts an inclusive approach by specifying minimum requirements for all learners. The special educational, social, emotional and physical needs of learners are also addressed in the design and development of appropriate learning program to enhance quality education.

Finally various scholars, Bush and West Burnham (1994:35), Bush, (1995:19) Landers and Myers, (1977:365) Hughes and Bush (1991:223) advocate that theory is relevant and useful when it provides new insight on events and problems. It can be useful to identify new ways of understanding practice and leads to a significant reduction in theory and practice. Theory can never be dismissed as irrelevant to the needs of educators.

3.3 HOW DOES DECISION MAKING TAKE PLACE ACCORDING TO VARIOUS THEORIES?

Bush and West-Burnham (1994:36-42) maintain that theoretical insight and knowledge are of great value in practice. Practice should be enriched by theory so that theoretical insights can lead to improvement in practice. Each theory differs on the question of how decision making takes place.

According to House (1981:20) a theory operates in a social or political world that is itself changing. The perspectives of a theory rest more upon a professional consensus of what is possible, relevant and is true. House (1981:20) goes on to say that the perspective of a theory is a way of seeing a problem rather than a rigid set of rules and procedures. This is strongly supported by Bush and West-Burnham (1994:35) by pointing out that each theory has something to offer in explaining behaviour and events. Some theories will be highlighted below:

3.3.1. Bureaucratic theories.

Bush (1995:35) suggests that bureaucratic theories portray decision making as a rational process and focus mainly on the organization as an entity and ignore or underestimate the contribution of the individuals within organizations.

In this study, the researcher did not base the study on bureaucratic theories because they are most appropriate in stable conditions but much less valid in periods of rapid change. (Bush and West-Burnham:

1993:37) In changing, dynamic, unstable organizations there may be little time or opportunity to engage in a rational process of choice.

3.3.2. Collegial theories

Campbell and Southworth (1993:69), Wallace (1989:37) and Campbell (1985:152) suggest that collegial theories assume that organizations determine policy and make decisions through a process of discussion leading to consensus. With these theories, power is shared among some or all members of the organization who are taught to have a mutual understanding about the objectives of the institution. Collegial theories have become closely associated with school effectiveness and school improvements and are increasingly regarded as the official model of good practice.

According to Little (1990:166) with collegial theories, something is gained when educators work together and something is lost when they don't. Bush and West-Burnham, (1993:38) indicate that collegial theories assume on authority associated with the bureaucratic models. They stress a common set of values shared by members of the institution that decisions are reached by a process of discussion leading to consensus. These theories may be regarded as normative and idealistic.

The researcher did not base this study on collegial theories fearing that collegial literature often confuses descriptive and normative approaches. Furthermore, they fail to deal adequately with problems or conflicts. (Bush and West-Burnham, 1993:39) In addition Baldrige, Curtis, Ecker and Riley (1978:33) indicate that collegial theories tend to neglect the prolonged battles that precede consensus and the fact that the

consensus actually represents the prevalence of one group over another. Moreover, these theories may be difficult to sustain in view of the accountability of educators to external stakeholders. The requirements of accountability limit the extent to which school managers are prepared or are able to share their power with their professional colleagues (Bush, 1995:54, Bush and West-Burnham, 1993:39, Moodie and Eustace, 1974:221).

3.3.3. Political theories

Bush (1994:74) maintains that political theories describe decision-making as a bargaining process and tend to focus on group activity rather than the institution as a whole. Bush and West-Burnham (1994:40) further suggest that these theories are concerned with interest and interest groups and individuals are thought to have a variety of interests which they pursue within the organization.

The researcher did not base this study on political theories due to the fact that these theories stress the prevalence of conflict in institutions. Furthermore, interest groups pursue their independent objectives which may contrast sharply with the aims of other sub-units within the institution and lead to conflict within them (Bush, 1995:75). In addition, Cyert (1975:28) emphasizes that political theories assume that the goals of institutions are unstable, ambiguous and contested. Some subunits succeed in establishing their goals as the objectives of the institution while some other interests seek to supplant the official purpose with their own objectives. They also try to exert pressure, make promises or threats and seek to translate their desires into political capital (cf. Bush and West-Burnham, 1993:41 and Cyert, 1975:28).

Baldrige et al. (1978:42) argues that political theories are strongly immersed in the language of power and conflict that they neglect other standard aspects of organizations. These theories also put more emphasis on conflict and neglect the possibility of professional collaboration leading to agreed outcomes. Finally Bush (1995:84) brings to the light that political theories may be regarded as unattractive by many educationalists since the cynicism and amorality of the approach raises questions of value.

3.3.4. Subjective theories

According to Bush and West-Burnham (1993:43) these theories focus on individuals within the institutions rather than the institution as a whole or its sub-units. In addition, each individual is thought to have a selective and subjective perception of the institution. Organizations are portrayed as the manifestation of the values and the beliefs of the individuals rather than the concrete realities presented in the bureaucratic theories.

This study is not based on these theories because they perceive the school as not the same reality for all it educates. According to Ribbins, Jarvis, Best and Oddy (1981:170) each educator brings a perspective to school which is to some extent unique. These theories emphasize the significance of individual purpose and deny the existence of organizational goals. They also undermine the portrayal of organizations as powerful goal-seeking entities.

Furthermore, Bush and West-Burnham (1993:45) add to the above by bringing to the light that subjective theories focus on individual meanings and underestimate the common professional background of educators

which often results in shared meanings and purposes. They also fail to explain the numerous similarities between schools. Moreover, these theories provide no guidelines for managerial action beyond the need to acknowledge the legitimacy of individual meanings.

3.3.5. Ambiguity theories.

Bush (1995:111), Bush and West-Burnham (1993:45) and March (1982:36) suggest that ambiguity theories include all those approaches that stress uncertainty and unpredictability in organizations. In this respect, the emphasis is on the instability and unpredictability of institutional life. Bush (1995:111) goes on to say that with ambiguity theories individuals are part-time members for policy-making groups who move in and out of the picture according to the nature of the topic and the interest of the potential participants.

This study is based on ambiguity theories which according to Bush and West-Burnham (1994:44) stress uncertainty and complexity in schools and other organizations. In this approach, schools are characterized by problematic goals, unclear technology and fluid participation in decision making with reference to the new models such as OBE, RNCS, NCS and IQMS (Garret, 2004:8).

Moreover, uncertainty inside and outside institutions with regard to the implementation of the above social models makes the accountability unpredictable and their outcomes unclear. (Kogan, 1986:158) In addition, a change of policy does not guarantee a change of minds. If people are afraid that change is threatening their jobs or status they naturally resist (DoE, 2000:23).

Garret (2004:10) goes on to say that change cannot be forced. It is a process and not a sudden switch or push of the button, experience and practice often including trial and error, is required. There is no instant recipe that always works. Murphy, Hallinger, Weil and Milman (1993: 137-149) emphasizes that change leads to insecurity and thus always creates a certain resistance.

Van Wyk (1995:3) argues that change does not follow a fixed manual and rarely follows the planned logical route. Even the best change plan will be influenced by external, uncontrollable turbulences of technological, economical, political and organizational character over which we do not have much power.

Successful changes require creativity in dealing with problems, solutions, the transition process and the roles that are being carried out by the key actors/ stake holders. (Van der Westhuizen, 2003:612)

3.3.6. Cultural theories.

Bush (1995:130) is of the opinion that cultural theories emphasize informal aspects of the organizations rather than their official elements. Furthermore, they focus on the values, beliefs and norms of individuals in the organization and how these individual perceptions coalesce into shared organizational meanings.

This study is not based on cultural theories because they only focus on the notion of a single dominant culture in organizations. Marland (1982: 119-134) offers a relevant explanation by indicating that culture is typically expressed through rituals and ceremonies which are used to

support and celebrate beliefs and norms. Campbell-Evans (1993:106) goes on to say that cultural theories assume the existence of heroes and heroines who embody the values and beliefs of the institution. These honoured members typify the behaviours associated with the culture of the institution. Hoyle (1986:166) illustrates this by reference to innovation without change. The Scholar suggests that schools may go through the appearance of change but the reality continues as before.

3.4. CHARACTERISTICS OF THEORIES

All six theories highlighted in this chapter are offering a view of life in schools, valuable insight into the nature of management in education but none provide a complete picture. (Bush, 1995:142) Furthermore, Baldrige, et. al. (1978:28) indicates that the relationships between these theories and practice vary according to the context. Each event, situation or a problem may be best understood by using one or more of these theories.

In practice, a particular theory may appear to be applicable while another theory may seem more appropriate in a different setting. (Bush, 1995:142) There is no single theory capable of presenting a total framework for people to understand educational institutions. Griffiths (1978: 80-93) outlines the following goals of theories:

- Objectives of bureaucratic or formal theories are set at an institutional level.
- Members of an institution agree on the set goals of a collegial theory.

- Political theories differ from both bureaucratic and collegial theories in stressing the goals of subunits or departments rather than those of the institution.
- Subjective theories emphasize the goals of individuals rather than institutions or group purpose.
- Ambiguity theories claim that goals are problematic, while other theories assume that goals are clear at institutional, group or individual level.
- Cultural theories claim that goals are an expression of the culture of the organization or institution.

3.5. USING THEORIES TO IMPROVE QUALITY EDUCATION

According to Bester et al. (1980:161) theories give rise to research in particular scientific laws. Theories and facts continually interact. Bush (1995:153) goes on to say that theories and facts continually interact. Furthermore, Hoyle (1986:153) maintains that research results verify or refute theories. Researchers make deductions from theories, and these deductions (which become the researcher's problem) are then verified or disapproved through research. There are theories or models of the influence of education. Researchers can draw conclusions from various theories and this will stimulate further research.

In addition, Morgan (1986:335-336) suggests that theories encompass general principles whose application to specific educational problems is not spelled out but warrants investigation. Bush (1995:153) concludes by specifically reminding that theories provide the analytical basis for determining the response to events and help in interpretation of management information. The emphasis is on the fact that facts cannot

simply be left to speak for themselves. They require the explanatory framework of theories in order to ascertain their real meanings.

3.6. CONCLUSION

This chapter presented the importance of theory to quality education. It has been highlighted that theory provides a basis for action and framework for understanding and interpreting events. For quality education to take place, no single theory is sufficient to guide practice (cf. Bolman and Deal, 1984:4).

It has been pointed out that theoretical insight and knowledge are of great value in practice. A reliable theory should be firmly grounded in practice. Practice should be enriched by theory so that theoretical insight can lead to improvements in practice. In addition, Walker (1984:18) suggests that the relevance of theory for the educators may be judged by its value in insisting the resolutions of practical problems inside schools.

Theories differ in the extent of their applicability to different types of institutions and to a lesser extent within any one sector of education.

CHAPTER 4

POLICY INITIATIVES WITH REGARD TO QUALITY EDUCATION

4.1 INTRODUCTION

The previous chapter dealt with theoretical framework. Theories have been explained as generalized sets of logically interrelated definitions, concepts, propositions and other constructs that represent systematic view of educational phenomena (cf. Beauchamp [1982:24-25] and Van Mannen [1982:46]). This chapter tries to integrate some educational policies, laws and regulations with regard to quality education.

Pretorious (1988:47) states it very clearly that quality education should be in accordance with the general stipulations of the law of the country. This is supported by Bray (1998:62) when indicating that quality education does not occur in a legally free environment. A particular relationship must occur between quality education and the law. Van Wyk (1983:33) emphasizes that educators must continually take the cognizance of the new legislation and the court verdicts. The law of education should always be studied against the background of the country's legal, constitutional and educational system.

The transformation of education in South Africa emphasizes the right of all to quality education (Education white paper, 1995). The first intent is to redress the discriminatory, unbalanced and inequitable distribution of the education services of the apartheid regime, and secondly to develop a world-class education system suitable to meet the challenges of the 21st century.

According to Badenhorst (1988:100) the department of National education formulates policy in respect of general education affairs for the entire republic. Policy making in South Africa takes place in a democratic manner. The person who carries the main responsibility is the minister of National Education who is advised by various bodies and who is assisted by the Department of National Education, which provides the necessary administration with regard to general education policy (Badenhorst, 1998:100).

The two advisory bodies of the Department of National Education are the committee on Education Structure (CES) and the Research committee on Educational structures (RCES). The task of the CES and the RCES is to determine salaries and conditions of service for all staff and to advise the minister in this regard (Van Schalkwyk, 1988:97).

In addition (Badenhorst, 1988:100) goes on to say that the South African council for education (SACE) advises the minister on policy with regard to education affairs. The committee of Heads of Education Departments (CHED) advises the minister on any matter related to general, education affairs involving formal school education and teacher training, with a view to policy making. The University and Technikon Advisors' Council (AUT) advises the Minister of Education on any matter concerning universities and technikons with a view to policy making. Squelch and Bray (1997:12) further indicate that policy making also involves the various provincial education ministers, and the minister of finance.

Van Wyk (1983:8) brings to the light that education is also influenced by the prevailing legal system and legal norms of a country and this helps to give it a unique character. The law helps to ensure that activities

within the educational system are orderly and fair. The powers, rights and obligations of the state, are arranged judicially so that the role of education is clear. Badenhorst (1988:122) adds that within the school there are also numerous judicial arrangements to ensure orderliness, lawfulness and efficiency. Educators should therefore become acquainted with juridical matters.

4.2. THE SOURCE OF LAW WITH REGARD TO QUALITY EDUCATION

According to Van Wyk (1983:12) educators should be aware of that educational matters have juridical facets or implications. Knowledge of the law will also help them to remove pitfalls or unnecessary stress. Badenhorst (1988:129) offers a related explanation by mentioning that educators who are ignorant of the law may contravene some legal provision in the honest performance of their duty or may omit to carry out the requirements of such provision. Furthermore, Squelch and Bray (1997:110) indicate that knowledge of law of education contributes towards educator's proficiency, job satisfaction and maintenance of their professional status.

In this chapter relevant juridical matters will be discussed from a purely juridical pedagogic perspective rather than from a purely juridical perspective. The school is after all, involved in the realization of educational objectives. The researcher will therefore concentrate on juridical arrangements matters that are essential for quality education and that contribute to effective educative teaching.

Van Wyk (1983:17-22) puts it very clear that educators should know who is authorized to make law, and where information regarding legal provisions and principles can be found. This brings us, according to Squelch and Bray (1997:8), Badenhorst (1988:129) and Van Wyk (1983:10) to the sources of South African law of education namely:

- Legislation (Statutes);
- Common law;
- Case law (Precedent/ court decisions)
- Custom;
- Indigenous law;
- The 1993 constitution

4.3. EACH COUNTRY HAS ITS OWN SOURCE OF LAW

Squelch and Bray (1997:7) put it very clear that although the law of education is relatively a new field in South Africa, it receives considerable attention in educator training courses in other Western Countries such as Canada, the USA, England, the Netherlands, Belgium and West Germany. The law of education is in accordance with a particular country's legal, constitutional and educational system.

Moreover, Van Wyk (1983:19) adds to the above by indicating that it must be remembered that the law has to keep pace with our modern dynamic society. Badenhorst (1988:129) further indicates that new development and problem situations arise continually. Because different countries are sometimes confronted with the same educational problems, one can learn from the solutions found by other countries.

Sometimes the legal principles of another country are taken over and adopted. Squelch and Bray (1997:8) also bring to the light that the only way in which legal rules of another country can be part of South African law is when they are introduced by way of legislation or case law. In addition, Hosten (1979:196) and Badenhorst (1988:130) point out that South Africa is adopted to and influenced by local circumstances, needs, moral attitudes and the general pattern of civilization.

The researcher will now discuss the authoritative sources of law with regard to quality education, namely legislation, common law and case law.

4.3.1. Legislation as a source of law education

Squelch and Bray (1997:9) bring to the light that legislation is law made by an organ of the state vested with legislative authority. In terms of the constitution parliament is the highest legislative authority. Parliament will pass legislation of a national nature and on other specific matters where national legislation would be more suitable (e.g. national education policy, norms and standards).

Badenhorst (1988:130) goes on to say that other legislative authorities include the legislatures of the provinces and local government. Although parliament is the highest (national) law-making body, the provinces also have original and comprehensive powers to pass laws on matters of regional nature (e.g. Provincial education- primary and secondary schools, provincial health and welfare, tourism, etc.) In specific cases, provincial laws may even prevail over parliamentary laws that deal with specific topics.

Local governments usually have subordinate legislative powers which mean that they derive their law-making power from an enabling statute (empowering them to make the laws) which is usually a parliamentary or provincial statute. Legislation passed by local governments is usually known as by-laws and regulations. (Squelch and Bray, 1997:9)

In addition, Landsberg and Burden (1998:29) indicate that there are many other organs of state with subordinate powers, such as ministers and directors of state departments, premiers of provinces and directors of provincial departments who may issue subordinate (or delegated) legislation such as regulations and proclamations.

Legislation forms the most important source of South African public law (with its state authority). South African education law derives mainly from legislation. This also explains its predominant public law nature and the state's involvement in education. Usually those statutes are classified under a subject (e.g. education, tax, health, etc) but there is also a volume entitled index where one can find the statutes listed in both chronological and alphabetical order (Squelch and Bray, 1998:9-10).

4.3.2. Common law as a source of the law of education

Kleyn and Viljoen (1995:12) indicate that a considerable body of common law (unwritten law) exists alongside statutory law (written law). Squelch and Bray (1997:10) see common laws as that part of the law that is not enacted by the parliament, that is, non statutory law. It has developed through historical events or custom and is found in the works of legal writers and in case law. South African common law developed from Roman-Dutch law and English law.

In addition, Badenhorst (1988:137) asserts that common law principles are generally legal principles that can be applied to various societal institutions (e.g. several common-law principles that apply to education). Examples are:

- The *ultra vires* doctrine which is applied to determine whether a person or body has exceeded his or her powers.
- The *in loco parentis* principle which places the educator in the position of the parent.
- The test for negligence which requires the “reasonable person” test.

Many common-law principles have been incorporated into legislation, for example, the rules of neutral justice (*Audi alter am partum* rule) are now incorporated in section 24 of the constitution. Other common law principles which have been developed by the courts now form part of our new case law e.g. the cases on negligence in the school environment. (Squelch and Bray, 1997:11)

4.3.3. Case law (precedent) as a source of the law of education

Various authors (Squelch and Bray, 1997:12, Landsberg and Burden, 1998:138 and Wiechers, 1984:35) are of the opinion that although the courts are concerned primarily with the interpretation and application of the law it is generally accepted today that the courts often do create law. The following examples show how courts create law and why case law is an important source of our law of education:

- The courts determine how government (such as education departments) carry out their functions, what limits of their powers are, etc.
- The ordinary civil courts have a general power to review administrative actions of their government bodies, disciplinary actions of professional bodies and other actions.
- In many cases, the courts give a thorough interpretation and application of legal rules. In the process the courts have created law in numerous education cases. Important judgements have for instance, been handed down on the reasonableness of disciplinary resources, supervision of learners, negligence, etc.
- In cases of deficiencies in the law the courts can take note of solutions that are offered by other legal systems.

Seen from the above, it is clear that case law is an important source of the law of education. Educators should be conversant with important court cases that relate to education and note the legal principle and the way in which they are interpreted and applied.

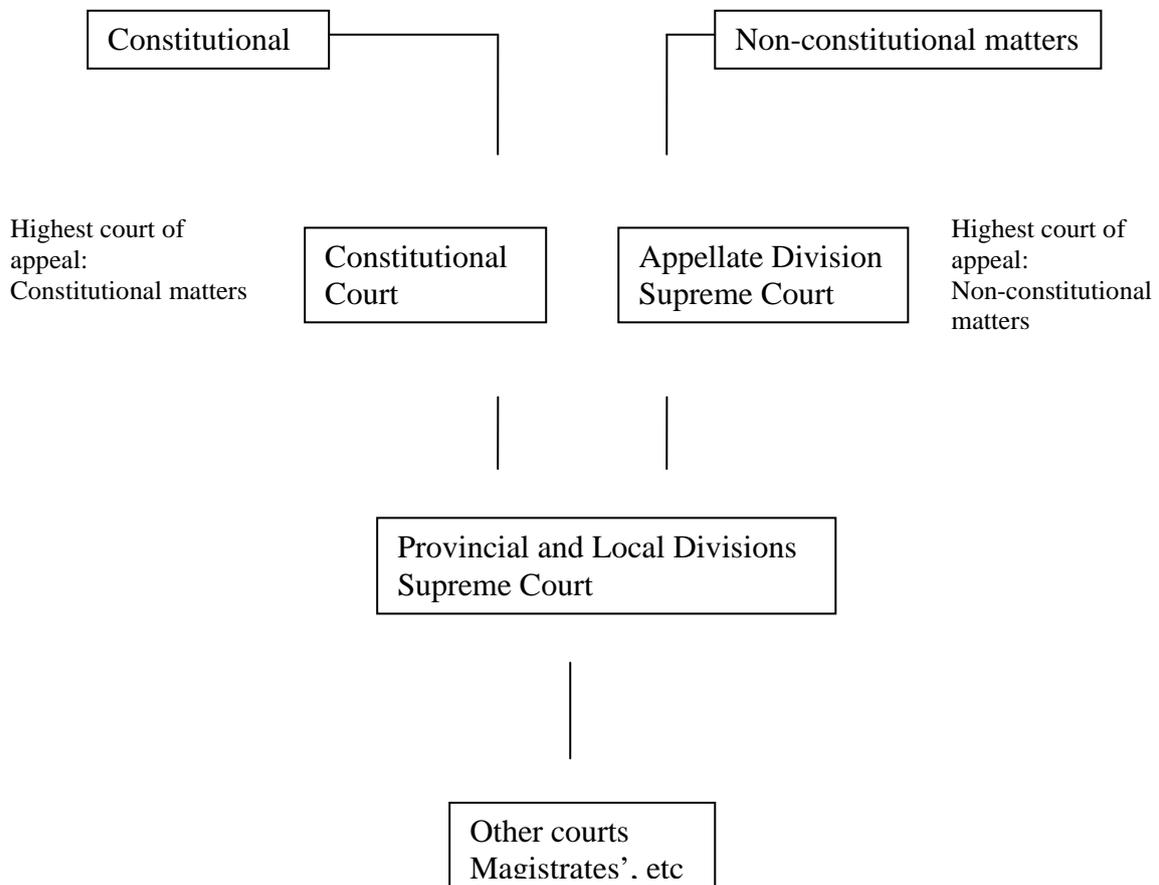
Furthermore, Squelch and Bray (1997:11) indicate that the central organs of the state are the national legislature (parliament), executive and judiciary will be independent, impartial and subject only to the constitution and the law. The judiciary consists of a hierarchy of courts such as:

- The constitutional court
- The supreme court with its provincial division and appellate division; and
- The lower courts which are mainly the courts of magistrates.

FIGURE 4.1

The South African Court System

(Simplified)



Adapted from Squelch and Bray (1997:11)

4.3.4. The constitution and quality education

It is common knowledge that after years of internal constitutional and political upheaval as well as internal rejection, South Africa has at last acquired constitutional democracy through a process of negotiation. We have also regained our rightful place in the international arena.

Squelch (1996:56), in addition to the above, indicates that the constitution is the country's most basic Act with regard to education. No other education Act may be in conflict with the provisions of the constitution, nor any existing education legislation. The constitution is therefore regarded as a juridical framework within which all other education legislation is drawn up and applied. Squelch (1996:67) goes on to say that the constitution forms the basis for a new education dispensation. As the Human Science Research Council (HSRC) report showed, the previous education dispensation had certain shortcomings that had to be rectified. The education objectives of the entire South African community can be pursued within the framework of the constitution. The objectives are embodied in education policy as set in the white paper.

4.3.4.1. Historical development

South Africans are familiar with the discriminatory educational system of the previous white minority government and the powerful role education has played in the struggle for new democratic constitutional and educational system. For example, think of the inequality in education and, in particular, the inferior system of black education, inadequate facilities and under qualified professionals, disruptions and stay away actions by learners and educators (Loubster, 1997:27, Van Zyl 1994:53, Lethoko; Heystek and Maree, 2001:324).

Needless to say, with the arrival of the new constitutional system, came new transformed and democratic structures for education which signalled the beginning of a new era in education in South Africa. These changes are fundamental and have influenced the entire education system, its ideology, value system and ethos. The researcher will not dwell on these philosophical qualities of jurisprudence, but consider how education policy, legislation and the organization of education is planned in terms of the new constitutional system.

What was said in the previous paragraphs might have brought the following questions to mind:

- What does the constitution say about education?
- Who is responsible for the provision of education?
- Who must pay for education?
- Is education compulsory?
- Who is responsible for the appointment of teachers?
- On what grounds can teachers be dismissed?
- Are teachers liable for pupil safety?
- What are the powers of school management bodies?

Some of these questions will become clear in the following discussion.

4.3.4.2. The constitution

The researcher has taken a few abstracts from the constitution to give an idea of the spirit and underlying values of the constitutional system that is incorporated in education policy.

The Preamble to the constitution provides that

“... there is a need to create a new order in which all South Africans will be entitled to a common South Africa citizenship in a sovereign and democratic constitutional state in which there is equality between men and women and people of all races so that all citizens shall be able to enjoy and exercise their fundamental rights and freedoms”.

The Preamble stipulates among other things:

National Unity and Reconciliation

This constitution provides a historic bridge between the past of a deeply divided society characterized by strife, conflict, untold suffering and injustice, and a future founded on the recognition of human rights, democracy and peaceful co-existence and development opportunities for all South Africans, irrespective of colour, race, class, belief or sex.

The pursuit of national unity, the well-being of all South African citizens and peace require reconciliation between the people of South Africa and the reconstruction of society..... there is a need for understanding but not for vengeance, a need for reparation but not for retaliation, a need for “Ubuntu” but not for victimization.

Section 32 deals with education and provides that every person shall have the right

- a) To basic education and to equal access to educational institutions;
- b) To instruction in the language of his or her choice where this reasonably practicable; and

- c) To establish, where practicable, educational institutions based on a common culture, language or religion provided that there shall be no discrimination on the ground of race.

Section 8 deals with the equality and provides that

- 1) Every person shall have the right to equality before the law and to equal protection of the law.
- 2) No person shall be unfairly discriminated against, directly or indirectly, and, without derogating from the generality of this provision, on one or more of the following grounds in particular: race, gender, sex, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture or language.
- 3) (a) This section shall not preclude measures designed to achieve the adequate protection and advancement of persons disadvantaged by unfair discrimination, in order to enable their full and equal enjoyment of all rights and freedoms.

4.3.5. Education policy and legislation

New foundations have been laid for freedom and equality in a new order, and in the spirit of reconciliation and reconstruction. On these foundations a new education policy and structure has been developed. (Squelch and Bray, 1997:44)

Badenhorst (1988:144 and Botha, 1994:213) put it very clear that a policy is a document drafted by the executive branch of state (eg the ministers and state departments) which involves a plan and strategy for tackling certain important public matters. When policy is included in

legislation, it has binding force and will be enforced by the courts. A white paper usually precedes a policy document and is also drafted by a state department to discuss policy proposals. Such document is open for public comment.

In terms of the white paper on education and training (1995), national education and training policy include principles such as:

Education and training are essential elements of human resource development. Appropriate education and training can empower people to participate effectively in all the process of democratic society, economic activity, cultural expression, and community life, and can help citizens to build a nation free of race, gender and every other form of discrimination.

New education and training policies are based principally on the constitutional guarantees of equal educational rights for all persons and non-discrimination, and their formulation and implementation also scrupulously observe all other constitutional guarantees and protections education (White Paper, 1995:15-20).

Furthermore, Squelch and Bray (1997:45) bring to the light that each province is responsible for its own legislation and policy.

At provincial level, the various education bills (legal documents that are in the final stages before they become law [a statute] were set out the framework within which provincial education policy should fall. These include principles such as:

- Every person has the right to basic education and to equal access to schools and centres of learning.
- Every learner has the right to instruction in the language of his or her choice where this is reasonably practicable.
- No learner or educator will be unfairly discriminated against by the department, a state-aided school or private school which receives a subsidy.
- The department has a duty to foster the advancement of persons or groups previously disadvantaged by unfair discrimination, in order to enable their full and equal enjoyment of education rights.
- A democratic and decentralized governance of public schools and school education.
- Education policy is aimed at achieving cost efficient and effective use of educational resources, eliminating wastage, inefficiency, maladministration and corruption.

Furthermore, all the other individual rights embodied in the constitution (chapter 3) that are related to education, form part of these principles of provincial education policy.

Botha (1994:259) goes on to indicate that as a result of the constitutional changes and the transition to a non-racial democracy, education legislation had to be altered and new legislation has come into being as steps have been taken to develop a single non-racial democratic educational system.

Legislation change quite considerably. Legislation is aimed at establishing such a non-racial democratic system and focus on:

- Restructuring and reorganizing the entire system
- Creating new provincial and local bodies
- Reallocating financial and physical resources
- Establishing a more equitable system
- Guaranteeing a basic right to education
- Addressing past inequalities
- Determining the powers, duties and functions of officials

As a result of the transformation, the researcher is going to look at only two statutes which apply nationally.

- National Policy for General Education Affairs Act 76 of 1984
- Educator's Employment Act of 1994
- Education Labour Relations Act of 1993

4.2.5.1. The national policy for General Education Affairs 76 of 1984

This act provides for the determination of a general education policy. It contains information on standards of education, financing, norms and standards of examination and certifications, salaries and conditions of service of staff, and the professional registration of teachers.

This Act has been revised and replaced by the proposed National Education Bill. Many of its original sections are now embodied in other legislation and it is therefore not necessary to discuss this status further.

4.3.5.2. Educators' employment act of 1994

The aim of this Act is to rationalize conditions of service and dismissal procedures. The Act applies to the employment of educators in all schools, technical colleges and colleges of education, excluding private schools.

The key aspects of this Act are the following:

- The appointment and promotion of educators
- Terms and conditions of employment
- Transfer and secondment of educators
- Availability of educators
- Discharge of educators
- Resignation of educators
- Definition of misconduct
- Investigations and procedures

4.3.5.3. Education labour relations act of 1993

The purpose of the Act is to provide for the regulations of labour relations in education, the establishment of an Education Labour Relations Council, the registration of certain organizations in the teaching profession and the prevention of settlement of disputes.

Section 4 provides for the following objectives of the Act:

- 1) To maintain and promote labour peace in education
- 2) To prevent labour disputes in education

- 3) To provide mechanisms for the resolution of disputes between employers and employees
- 4) To regulate collective bargaining.

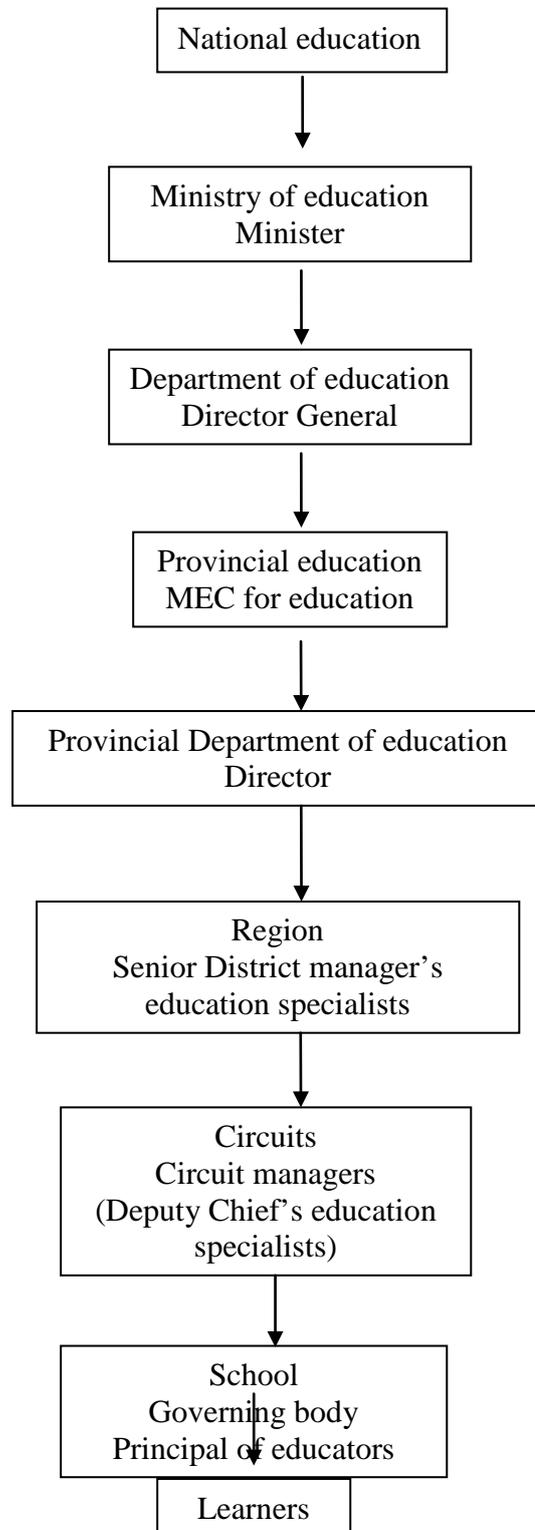
The South African education system is a complex structure comprising a number of administrative bodies responsible for the administration and governance of education at central, provincial and local level. (Squelch and Bray, 1997:46)

4.3.6. The structure and organization of education

Now that the researcher has covered the most important source of educational law, namely the constitutional and other education legislation, will take a look at the structures that are established for education and examine how they function

Figure 4.2

South African education structure (simplified)



The researcher also studied the type of constitution system the country has chosen and adopted in order to determine the nature of the new education structure and how it functions.

4.3.6.1. Federal elements

Bray (1995:19) points out that there are three levels of government (central, provincial and local), and that a general division of powers exists between these levels of government. In the education sphere, for example, powers have been divided primarily between central and provincial level of government.

The origin of the division of powers lies in the fact that the country has chosen a hybrid constitutional system which has distinct federal elements and the potential to grow into full-blown federal constitution. Nevertheless there is a strong national government (at central level) with devolution of powers to nine autonomous (but not independent) provinces. Local governments are also autonomous within their jurisdictional spheres but closer (legislative) supervision of the provinces.

4.3.6.2. Division between central and provincial level

Chapter 9 of the Constitution determines the powers and privileges of provincial legislatures.

In terms of section 125, a provincial legislature makes laws for its region in accordance with the provisions of the Constitution. Section 126, which has added a distinctly federal flavour to the Constitution, describes the

provincial legislature as the competent authority to make laws for the region with regard to the topics listed in Schedule 6 of the Constitution, but subject to the provisions of subsections (3) and (4). The legislative competence of a province also includes the power to make laws which are reasonably necessary for or incidental to the effective exercise of powers.

In terms of schedule 6 the provinces have the power to legislate on education (excluding University and Technikon/ University of technology education)

This means that the provinces are able to legislate on all school education (primary and secondary schooling at schools and colleges): school education is, therefore, a provincial matter. Matters related to tertiary education remain at central level with parliament as the competent national legislature.

These provincial education laws (passed by the provincial legislature), normally prevail over (or override) national education legislation passed by the national legislature, except in specific cases mentioned in subsections (3) and (4) of section 126 (mentioned above). These exceptions relate generally to instance where a parliamentary law is better suited to determine national education policy and uniform norms and standards for education. Another condition here is that such a national law must apply uniformly in the RSA.

Another interesting point which also adds more 'federal' flavour to the constitutional system is the fact that, in terms of section 160, a provincial legislature is also entitled to pass a constitution (like national

constitution) for its province, provided it is not inconsistent with the provisions of the national constitution and the constitutional principles in schedule 4. However, such a constitution may provide for legislative and executive structures and procedures different from those provided for in the main constitution.

Education, other than tertiary education, is the responsibility of the individual provinces. Each province is therefore responsible for developing provincial education within the framework of the constitution and other national education legislation. The provinces are therefore fully responsible for the functioning of provincial school education.

4.3.7. Education authorities and their powers

The basis of the new constitutional system and its impact on quality education and the division of education between the different levels of government has been highlighted. A few of the many functionalities in the education structures will be discussed.

4.3.7.1. National level: Department of education

Squelch and Bray (1997:53) pointed out that the new basis of national Department of Education has been laid and the education functions of the former Department of National Education (which has ceased to exist) have been absorbed into the new department.

In general, the Ministry of Education (minister and deputy-ministers) and the Department of Education are charged with the governance of national education and policymaking. As a state authority the Minister

and the Department have to uphold the principles of the Constitution and legislate within the framework of the applicable laws. The Department is also responsible for

- Educational financing
- Provision of specialized services
- Tertiary education and
- The provision of basic resources

4.3.7.2. Provincial level: Provincial departments of education.

It has been pointed out in the previous paragraph that the national education department deals largely with national education (Umbrella legislation) and tertiary education. Education at primary and secondary level is a provincial matter.

DoE (1997:105) brings to the light that the premier of a province is responsible for the observance of the constitution and all other laws by the executive of the province. A member of the Executive Council of the province (MEC) is responsible for education and may be regarded as chief executive official for education in the province. School education in the province is therefore controlled by the provincial Department of Education acting in accordance with the policy determined by the MEC.

Therefore, each province has its own

- Provincial legislature (consisting of party representatives voted for in the provincial election)

- Executive Council (consisting of the Premier and members from the legislature appointed by the Premier as executive councillors)
- Provincial Department of Education for the implementation and enforcement of education laws

To sum up, the researcher would like to indicate that although provinces have original and comprehensive powers with regard to school education in their provinces, they still have to comply with overall national education legislation and more importantly, they are under obligation (as an organ of the state) to uphold the constitution and its bill of rights as the supreme law of the country. (cf. Squelch and Bray, 1997:54)

Oosthuizen (1994:29) clearly indicates that the provincial legislature legislates within the framework of its legislative powers and addresses the following matters:

- The implementation of the right to education
- Matters related to free and compulsory basic education
- Provincial education policy, standards and norms
- The position of educators in provincial schools, minimum qualifications and conditions of employment
- The different categories of school and provincial education funding
- The governance and ownership of provincial schools

4.3.7.3. Local level: schools and school governing bodies

In view of what was said earlier with regard to local government in general and its powers in terms of the constitution, it must be emphasized that a completely new basis has been laid for state policy on the provision of schooling in South Africa (cf. Seedat, 2004:70).

The researcher will now look into the legal status of schools (and their governing bodies) and not so much on their status as provincial schools operating within the jurisdictional areas of local authorities. As provincial schools, they are indeed subjected to provincial education legislation, but as individual schools that are going to play an increasingly important role in education

4.3.8. The legal status of the school

According to Potgieter et al and Squelch, (1997:12): “a public school is a juristic person with the legal capacity to perform its functions in terms of the school acts.” In practice it is clear that in law, the term ‘person’ does not literally mean a person, but also refers to a group or association of natural persons forming a new kind of person that exists independently from its members, for an example, a public school. A public school as a juristic person exists separately from the school building, grounds, learners, educators, and parents. The school has rights and duties in its own name as if it was a real person, and not in the name of the people associated with the school.

4.3.8.1. The school acts through its governing body

The school may only perform its functions in terms of the schools Act. It can sue or be sued if anything goes wrong. The school performs all such actions through its governing body. The school governing body has decision-making powers concerning the school, and it may bind the school legally. (Potgieter, et. al. 1997:12) The powers, functions and duties of the governing bodies are grouped according to a list of tasks that may be given to governing bodies that have the ability or means to fulfil the tasks.

The compulsory tasks are listed in section 20 of the South African Schools Act (Act 84 of 1996). Subject to this act, the governing body of public schools must promote the best interest of the schools and strive to ensure its development. It must adopt the constitution and the mission statement of the school. It must also adopt the code of conduct for learners at the school and support the principal, educators and other staff in performing their professional functions.

It must determine times of the school day consistent with any applicable conditions of employment of staff at the school administer and control the schools property, buildings and play grounds which include school hostels. It must encourage parents, learners, educators and other staff at the school to render voluntary services to the school and discharge all other functions given to the governing body by schools Act and finally, it must discharge functions that are set out by the member of the Executive Council in the Provincial Gazette (cf. Bray, 1988:60)

4.3.8.2. Legally sound school governance

Squelch and bray (1997:55) put it very clear that a school governing body, or management council, is a local management body. It is made up of the principal of the school and members elected from the parent community. School governing bodies should be representative of the main stakeholders in the school which means that parents should be properly represented.

Governing bodies get their powers mainly from provincial legislation. There are differences in the legal status of governing bodies, depending on the type of school they govern. For example, the governing body of a state-aided school is a legal entity recognized by law to act on behalf of the school, while the governing bodies of the state schools have fewer powers. With these differences in mind, governing bodies generally oversee administrative and financial matters of the school. The white paper stresses that state involvement in school governance (the day-to-day running of the school) should be the minimum required for legal accountability, and should in any case be based on participative management.

The following include some of the powers and duties of governing bodies:

- To act as the official mouthpiece of the parents of school-going learners.
- To bring matters of educational importance to the attention of the provincial department.

- To implement decisions with respect to the maintenance of school grounds, buildings and physical facilities.
- To participate in policy making.
- To levy school fees and enforce their payment, and administer school fees (where applicable).
- To appoint educational, administrative and other staff, subject to the minister's approval.
- To appoint staff to promotion posts after the posts have been advertised and the governing body has received an approval list of candidates.
- To decide on school uniforms.
- To arrange transport schemes for learners.
- To determine, with the principal, opening and closing times students' code of conduct and extra mural activities.
- To make decisions regarding the requirements of an admissions policy.
- To report on its activities at least once a year at an annual general meeting.
- To make the physical facilities of a school available to a community.
- To exercise any other power which the Act confers on it.

Schools have now gained legal recognition and are vested with powers to govern their schools in fairly 'autonomous' manner. However, in the process they have also been granted more responsibilities (cf. Oosthuizen et. al. 1994:78, Bray 1995:45).

4.3.8.3. School governance and the constitution

For the purpose of smooth transition to a new educational system, the Constitution provides in section 247 that the national government and provincial governments will not alter the rights, powers and functions of the present governing bodies or similar authorities of departmental, community-managed or state-aided schools unless an agreement resulting from bona-fide negotiations has been reached with the parties and reasonable notice of the proposed alteration has been given. If such agreement cannot be reached, the government in question is not precluded from altering such rights powers and functions, provided that the interested persons and bodies will be entitled to challenge the validity of the alterations in terms of the Constitution (which means in a court of law).

Furthermore, this provision also provides that:

To ensure an acceptable quality of education, the responsible government will provide funds to the above-mentioned schools, on an equitable basis.

The above provision deals (amongst other things), mainly with the governance and ownership of schools during the transitional phase.

4.3.8.4. Schools governance and the rights to education

There are other sections in the constitution that are of particular interest to schools and school governance. In terms of Section 29 of the Constitution (Act 108 of 1996) every person has a right to:

- Basic education and to equal access to educational institutions;
- To instruction in the language of his her choice if this is reasonably practicable; and
- To establish, where practicable, educational institutions based on a common culture, language or religion provided that there shall be no discrimination on the ground of race.

Furthermore, section 9 that deals with the equality principle provides that:

Every person has the right to equality before the law and no person shall be unfairly discriminated against on specific grounds including, race, gender, sex, ethnic or social origin, colour, disability, age, religion, language, and etcetera.

Furthermore, the section brings to the light the clause on affirmative action” that is designed to achieve adequate protection and advancement of persons or communities who have been disadvantaged by unfair discrimination to enable them to achieve full and equal enjoyment of all their rights and freedom. The referred to sections, above, have a far reaching implication for educational institutions. For instance:

- The influence on admission policies;
- Medium of instruction; and
- The establishment of new schools.

According to Section 29 admission policies in schools must be reasonable and justifiable in an open and democratic society based on freedom and equality. It is very clear that the school's right to determine its own admission policy and to apply admissions tests can now be contested in terms of the Bill of Rights. Schools are no longer allowed to use admission tests. However, tests that are academically, linguistically and culturally appropriate are still accommodated where the equality provision is maintained,

In addition, Section 29 (2) stipulates that learners cannot expect an absolute (unqualified) choice of language but, rather, a limited freedom of choice where it is reasonable and practicable to offer such a service at school. In this case the instruction in the choice of language must also be justified and reasonable in an open and democratic society (Sec. 36 (1)).

Squelch and Bray (1997: 51) bring to the light that a right to mother tongue instruction has also been recognised in other multicultural countries such as Canada and India. However, many questions remain as whether such instruction is reasonably practicable.

Section 29 (3) further asserts that everyone has a right to establish and maintain at their own expense independent educational institutions provided that:

- They do not discriminate learners on the basis of race;
- They are registered with the state; and
- Maintain standards that are not inferior to standards at comparable public educational institutions.

4.4. THE LEGAL STATUS OF THE EDUCATOR

It is very essential that educators have a form of understanding of educators constitutional rights in today's society. (Schoop & Dunklee, 1992: 29) This knowledge will help them to be more effective learner advocate and more capable and competent professionals.

4.4.1. Educators' constitutional rights

Squelch and Bray (1997:114) are of the opinion that although education is a state function and state organs have the power to enact laws that regulate the operations of schools (public and private), including the employment of educators, they must conform to the Constitution, and they must be mindful of basis constitutional rights of school personnel. In other words the authority of the state is not unlimited and above the law. It may not infringe indiscriminately on the rights of teachers, students or parents.

When educators choose to exercise their constitutional rights, school principals might find themselves in the difficult position of having to balance the rights of educators with the rights of others.

The researcher will now look into the legal issues relating to educators employment law that enable quality education to take place. The employment rights of educators are largely related to conditions of service, which include matters such as remuneration, leave privileges, duties, professional conduct, appointments and pensions.

4.4.1.1. Employment Law

Squelch (1997:68) and Musaazi (1987:160) put it very clear that the law regarding educator's employment is drawn mainly from statutes and common law (e.g. the rules of national justice). Educators are subject to general legislation such as the constitution, parliamentary and provincial legislation and administrative regulations passed by education departments. The following are examples of legislation that educators would need to consult when legal issues are raised.

4.4.1.2. The constitution of the Republic of South Africa, 200 of 1993

Chapter 3 of the Constitution contains the bill of rights which serves to guarantee and protect the rights of all people. Aspects of the bill of rights which apply to educators in the school situation include rights concerning human dignity (sec10), privacy (sec13), freedom of expression (sec15), freedom of association (sec17), political rights (sec 21) and administrative justice (sec 24).

4.4.1.3. Educators' Employment Act 1994 (Proclamation Act 138 of 1994)

This Act concerns that rationalization of the employment of educators. The provisions of the Act apply to the employment of educators in the republic of South Africa. The Act defines an educator as "Any person, who teaches, educates or trains other persons or provides professional therapy at any school, technical college of education or assists in rendering professional services or performs education management services or educational auxiliary services provided by or in a department of education, and whose employment is regulated by this act".

It is important to note that the Act does not apply to private schools and universities.

Key aspects covered in this Act are:

- Appointment and promotion of educators (sec 4)
- Terms and conditions of employment (sec 5)
- Transfer and secondment of educators (sec 6)
- Discharge of educators (sec 8)
- Definition of misconduct (sec 12)
- Disciplinary investigations, procedures and hearings (sec 13, 14, 15, 16 and 17)

4.4.1.4. Educators Employment Act 76 of 1998

The employment of educators Act 1998 came into effect in 1998, replacing the educator's employment act of 1994. The main differences between the new Act and the old one are:

- The new act clarifies the positions of various employers in education
- The scope of the Act is defined such a way as to include the employment of educators not only in public schools, but also in further education and training institutions, adult basic education centres and departmental offices.
- The new Act provides for a retirement measure which was previously in regulations.

- The new Act provides for separate measures in respect of incapacity and misconduct
- The new act provides for a legal foundation for the South African council for educators (SACE). The council previously operated in terms of a resolution of the Education Labour Relation Council (ELRC).
- Transition arrangements are provided as cater for colleges of education until they are declared to be higher education institutions and for other colleges until they are declared to be further education and training institutions after which the higher education Act 1997, and the further education Act, 1998, respectively will become applicable. (cf. Seedat, 2004:15-16)

4.4.1.5. Educators Conditions of Service

According to Seedat (2004:17-18), Squelch and Bray (1997:125), Musaazi (1987:198), conditions of service refer to a wide range of matters concerning a person's employment, including benefits and privileges. These include, for example, matters relating to

- Certification
- Appointment of teachers
- Teachers' duties and conduct
- Remuneration of teachers and service bonuses
- Merit awards
- Leave privileges
- Medical aid and pension matters
- Housing benefits

- Termination of contract

4.4.2. Issues concerning education labour relations

Burger (2006:214) indicates that Education Labour Relations Council (ELRC) is a bargaining council for the education sector. The council consists of equal representation of the employer (the national and provincial departments of education and the employee's trade unions representing educators and other employees in the sector)

The aim of the ELRO is to create effective and constructive labour relations in the education sector and to ensure the promotion and transformation of education at all levels with society.

4.4.2.1. Education Relations Act of 1993

Squelch and Bray (1997:135) point out that the education relations Act 147 of 1993 was the first of its kind for education in South Africa.

The purpose of the Act was to provide inter alia for the regulations of labour relations in education, the establishment of an Education Labour Relations Council, the registration of certain organizations in the teaching profession and the prevention and settlement of disputes.

Section 4 provides the following objectives of the act:

- 1) To maintain and promote labour peace in education
- 2) To prevent labour disputes in education

- 3) To provide mechanisms for the resolution of disputes between employers and employees
- 4) To regulate collective bargaining

4.4.2.2. Basic rights of education employees and the employer

According to section 27 of the Constitution every person shall have the right to fair labour practices. Therefore, in terms of this section and general labour relations legislation, employees and employers will have the following rights which are subjected to section 33(1) of the constitution which deals with the limitation of rights.

Employers have the fundamental rights to:

- Establish or join an organization or to refrain from establishing or joining an employer organization
- Negotiate collectively with employees on matters that may arise out of the normal working relationship
- Have access to dispute settlement procedures with regard to disputes of rights and interest
- Be protected against unfair labour practices
- Employ employees in accordance with needs, due regard being paid to fitness, qualification, level of training and competence
- Strike for the purpose of collective bargaining, subject to section 33(1)

Employees have the right to:

- Establish or join an employee organization or to refrain from establishing or joining an employee organization
- Negotiate collectively with employers on matters that may arise out of the normal working relationship
- Have access to dispute settlement procedures with regard to disputes rights and interest
- Be protected against unfair labour practices
- Lock-out for the purpose of collective bargaining, subject to section 33(1).

4.4.2.3. The role of the labour relations council

Burger (2006:215) and Seedat (2004:117) Squelch and Bray (1997:136) clearly indicate that labour relations council which usually consists of various employer organizations and employee organizations is an important body for dealing with labour matters.

In general, the functions of labour relations council include the following;

- To negotiate agreements on matters relating to:
 - Terms and conditions of employment
 - Disciplinary and grievances procedures
 - Employee compensation
 - Remuneration and
 - Consultation and negotiation structures
- To prevent disputes from arising
- To settle disputes that have arisen

4.4.2.4. Unfair labour practices

An important objective of labour relations legislation is to protect employees and employers against unfair labour practices. For example, the education labours relations act defined an unfair labour practice (sec (1) xxv) as any act or omission, other than a strike or lockout, which has or may have the effect that:

- a) Any employee or class of employees is or may be unfairly affected of that his or their employment, employment opportunities, terms and conditions of employment or work security is, are or may be prejudiced thereby;
- b) The activities of any employer or class of employers are or may be unfairly affected or disrupted thereby;
- c) Labour unrest is or may be created or promoted thereby;
- d) The labour relationship between employer and employee is or may be detrimental affected thereby.

4.4.2.5. Educators' right to strike and collective bargaining

According to Squelch and Bray (1997:137) employers and employees, including educators have the right to strike for the purpose of collective bargaining and to bargain or negotiate collectively on matters relating to employment, such as salaries, conditions of service and disciplinary procedures. Educators are generally represented by employee organizations, such as a union, in the bargaining process.

Collective bargaining is a complex process of negotiation through which each side of the party must evaluate the other party's demands and

decide on which issue to compromise. When parties cannot reach consensus and there is a deadlock in negotiations, they can resort to the process of mediation in which a neutral third person(s) attempts to resolve the differences through discussion and by proposing compromise solutions. The mediator does not have any legal power to force the parties to accept the proposals and merely acts as a facilitator. Failing mediation, parties can make use of arbitration. Through arbitration an impartial third party, who has non vested interest in the matter under negotiation, facilitates the negotiation process. An arbitrator, however, has the power to make a final decision which is binding on the parties.

4.4.2.6. The role of the organized teaching profession

Oosthuizen (1994:127) brings to the light that in South Africa the organized teaching profession consists of a number of organizations, the largest being the South African Teachers Democratic Union. The organized teaching profession is a major role-player in education and renders an important service to the teaching profession. The following are some of the important functions of professional teaching organizations:

- Liaison between teachers and government organs and authorities
- Promotion of representation of its members
- Promotion of professional conduct
- Negotiate conditions of service
- Representation in labour disputes

- Providing information to members on matters of general and academic interest
- Promotion of educational interest of students
- Advancing and uplifting teaching standards, competence and expertise through staff development
- Provide professional advice
- Produce reports of educational matters

Squelch and Bray (1997:139) go on to indicate that the following objectives are to be found in the Constitution of SADTU:

- To recruit teachers and educationalists who support the aims and objectives of SADTU
- To seek and maintain itself as a union of teachers
- To negotiate on behalf of its members and to advance their individual and collective interests by entering into collective bargaining relations with education authorities
- To promote the educational, cultural and social advancement of the community and its members
- To eradicate the discrimination based on gender, sexism and sexual harassment of teachers and students
- To eradicate the teaching of racism and discrimination based on race in employment and education generally
- To foster an esprit de corps among teachers and promote and maintain high standards of tuition
- To plan educational change and development, and conduct research into educational questions

- To promote or oppose, as the case may be, any laws and administrative procedures that affect the interest or the members in particular
- To institute legal proceedings on behalf of the Union or its members in matters relating to education and employment
- To establish and administer funds for the benefit of members and their dependants

National professional Teachers Organization of South Africa

(NAPTOSA) was founded on 24 August 1991. it is an umbrella body which comprises a number of different teachers' associations.

The Constitution provides for

- A National Assembly
- An executive Committee comprising a president, vice-president, a chief executive officer and a representative from each affiliate
- A standing Committee, Finance Committee and Liaison Committee
- A committee to handle conditions of service and professional matters (cf. Seedat 2004:123)

Some of the objectives of NAPTOSA are too:

- Promote a system of education that is non-discriminatory in terms of race, gender, creed and colour and that focuses on the needs of the individual child
- Provide an equitable system of education able to meet the needs and aspirations of all South Africans

- Ensure that the interests of school children are not jeopardized by any act of resistance or collective action on the part of educators.

In conclusion, it is imperative for school managers and educators to know what their rights and obligations are so as to reduce unnecessary resistance and improve compliance to the education labour laws.

CHAPTER 5

RESEARCH METHODOLOGY

5.1. INTRODUCTION

This chapter presents the design of the study including the selection and description of the site chosen by the researcher, the role of the researcher and the number of the participants and how they were selected, data and analysis strategies.

5.2. RESEARCH DESIGN

According to Du Plooy, Griesel and Oberholzer (1997: 11-12) and Odendaal (1995: 696) the term “method” can be traced back to the Greek word “methodos” which literally means “...the road by which...” researchers apply themselves to the scientific research and ultimately enlighten solution to their problem. This is strongly supported by Roets and Schulze (1999:27) by indicating that the research strategy and methods are based on the notion the researcher has on how solutions to the research problem/s may be achieved. It is therefore a description of how information will be gathered and the methodology of dealing with this information.

Venter and Van Heerden (1990: 108) maintain that the method can be regarded as a procedure which serves as a means of progressing from a point of departure to the destination. Van Rensberg, Landman and Bordensteyn (1994: 294) express the same sentiment when defining methods as:

“...die handelingswyse wat ‘n bepaalde aantoon waarlangs beweeg word om ‘n vooropgestelde doel te bereik.”

Leady and Ormrod (2001:225) are of the opinion that research design is the complete strategy of attack on the central research problem which provides the overall structure for the procedures that the researcher follow, the data the researcher collects and the analysis that the researcher conducts. This simply means that research design is planning.

However, Mark (1996:225) asserts that the term methods clearly indicate the way a researcher goes out developing rich insights, while Neuman (2000:133) on the other hand prefers the term designs. For Cresswell (1998:2) design is “the entire process of research from conceptualizing a problem, to writing the narrative”.

Finally, Babbie and Mouton (2001:72) define a research design as a plan or blue print of how the researcher intends conducting the research. According to their explanation a research design focuses on the end product, formulates a research problem as a point of departure and focuses on the logic of research. McMillan and Schumacher (1993:31) offer a closely related definition of research design as a plan or structure applied during the investigation in order to answer the research questions. On the other hand, Booyse et al (1993:23) define research design as a specification of the most adequate operations to be performed in order to test a specific hypothesis under given condition.

In this study, qualitative research design was used which generally refers to the selection of the appropriate research approach. These are

techniques of obtaining relevant data, sampling procedures, instruments and respondents and the methods of data analysis and reporting.

This chapter details the manner in which data was collected to investigate the resistance to change among educators facilitating senior phase in Mopani District in Limpopo Province.

5.3. RESEARCH APPROACH

The researcher has chosen qualitative research approach with the aim of achieving the goal of this study. According to Bogdan and Biklen (1992:2) qualitative research is an umbrella term used to refer to several research strategies that share certain characteristics; the collected, analyzed and interpreted data is rich in description of people, places and conversations, and is not easily handled by statistical procedures. The research questions which are formulated are aimed at an investigation of topic in all their complexity and especially in context. However, it is important to note that qualitative researchers do not approach their research with specific questions to ask or a hypotheses to test. They develop a research focus as they collect their data.

Again, qualitative researchers are primarily concerned with understanding behavior from the research subject's point of view, from the subject's own frame of reference. External causes are of secondary importance. Qualitative researchers also tend to collect their data through sustained contact with people in settings where subjects normally spend their time.

McMillan and Schumacher (1993:372) maintain that "... qualitative research is based on a naturalistic phenomenological philosophy that views reality as multi-layered, interactive and a shared social experience". This means that, the qualitative researcher will use multi-method strategies such as structured and semi-structured (Informal) open ended interviews, participant's observation, questionnaires and sometimes grounded theory to study the problem from the participant's observation, questionnaires and sometimes grounded theory to study the problem from the participant's perspective.

Qualitative research refers to the research that produces descriptive data: people's own written or spoken words and observable behavior. But it is also more than a set of that gathering techniques and also the way of approaching the empirical world (Bogdan & Biklen 1992:2). Struwig and Stead (2001:10) view qualitative research as interdisciplinary, multi-paradigmatic and multi-method which is used by researchers to see through the eyes of the participants.

Given the reasons outlined above the researcher chose the qualitative research approach because it uses different methods which are concerned with life as it is lived, things as they happen, situations as they are constructed in the day-to-day, moment-to-moment course of events. The researcher also wanted to understand lived experiences in real situations in general and try not to disturb the scene and to be unrestrictive in the study methods. This is to try to ensure that the collected data and the analysis closely reflect what is happening in Senior Phase schools in the Mopani District.

Furthermore, qualitative researchers accept (Booyse, et. al 1993:25) that generalizing about human phenomena is impossible and can only be understood in its total context and that the prediction and control are almost impossible. The design is usually a gradually developing, extremely flexible design in which research decisions are made as and when more information becomes available.

This research study is descriptive in nature and included an emergent design. This implies that in the early stages of the study new information led to the purposes or method, (i.e. sampling and data collection methods) being used.

Furthermore, the researcher has chosen qualitative research because it has got the following characteristics.

5.3.1. Qualitative research has the natural setting as the direct source of data.

In this study, the researcher visited the sampled sites that were randomly identified in the Mopani District Schools in the Limpopo Province to collect data. The rationale behind such visits was motivated by the fact that human action and behaviour can best be understood where it occurs. The context under which any action or behaviour occurs is influenced by the prevailing context.

Furthermore, it is necessary to know where, how, under what circumstances data produced by the subjects came into being. History is important (Hammersly, Gomm & Woods 1994:50-52).

5.3.2. The researcher is the key instrument

In qualitative research, the researcher is the instrument. Much depends on what the researcher sees, hears and much rests on his/her power of observation and listening. The kinds of skills that are involved are those of social management and interpersonal skills that facilitate the negotiation of access both into private places and private thoughts that develop the kind of trust and rapport that encourages people to relax, be “natural”, go about their everyday business in the researchers presence in their usual way, to hold nothing back in an interview.

A qualitative researcher also requires observational skills, the ability to see and take in a wide range of activity over a period of time, selecting specific aspects for more concentrated scrutiny and great definition and letting other aspects go by. Furthermore skills are needed for interviewing. Showing understanding of and empathy with the interviewee active listening explicating, checking, identifying... thus the researcher is a finely instrument with considerable skills but is a person no less with values, beliefs and a self (Hammersly et. al. 1994:59). In this study, the researcher strived for the possible comprehension of the resistance to change of the selected schools.

5.3.3. Qualitative research is in descriptive

Data collected are always in the form of words or pictures rather than numbers. Words presentations are usually illustrated and substantiated by quotations. Data include interview transcripts, field notes, photographs, videotapes, personal documents, memos and official records. Data are analyzed as closely as possible to the form in which

they were recorded or transcribed. The written word is very important in both the recording of data and the dissemination of things. The world is approached with the assumption that nothing is trivial. Everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied. No statement escapes scrutiny (Bogdan & Biklen 1992:30).

In this study, the researcher worked in an exploratory – descriptive way and used sensitising or empathising rather than quantifiable concepts.

5.3.4. Qualitative researcher's are concerned with the process rather than simply with outcomes or records

Qualitative researchers are interested in how understandings are formed, how meanings are negotiated and how roles are developed. They want to know, for example, how a curriculum works, how policy is formulated and implemented, how a learner becomes deviant. The researcher attempts to penetrate the layers of meaning and to uncover and identify the range and depth of situations and perspectives that apply in the area under study (Sherman and Webb, 1990: 9). In this study, the researcher used various methods, viz. Observation, interviews and perusal of documents in order to understand why educators resist change.

5.3.5. Qualitative researchers tend to analyze their data inductively

Qualitative research begins with silence. The objectives of the researcher is not to find data by means of which the hypothesis researchers held believe they entered the study, can be proved or

disapproved. Instead abstractions are built as the particulars that have been gathered are grouped together. Researchers do not collect data to assess preconceived models hypothesis or theories.

A flexible research design is followed which begins with only vaguely formulated research questions. Concepts, insights and understanding are developed from patterns in data. Theory is developed from the bottom up and not from the top down. This is called grounded theory. Theory develops after the researcher has spent time with his subjects and has collected data. The researcher is not putting together a puzzle whose picture is already known. The picture is being constructed as the researcher collects and examines the parts. The researcher uses parts of the study to learn what the important questions are. He/she does not assume that enough is known before undertaking the study (Bogdan & Biklen 1992:31-32). In this study the collected data was processed, mapped, interpreted and presented in the form of tables.

5.3.6. Meaning is of essential concern to the qualitative approach

The qualitative researcher is interested in the ways different people make sense of their lives, i.e. participant's perspective. He/she requires information regarding the assumptions people make about their lives and what they take for granted. Qualitative research is an attempt to capture perspectives accurately. Collected data are often shown to informants/ participants/ subjects for them to check the researcher's interpretations. The emphasis continually is on how the subjects experience, feel, interpret and structure their own world. Qualitative research reflects a kind of dialogue or interplay between researchers and their subjects (Bodgan & Biklen 1992:32-33). In this study,

respondents from randomly selected schools in Mopani District have been used with the aim of understanding and describing why educators resist change.

5.3.7. Studies may be designed and redesigned

All methods associated with qualitative research are characterized by their flexibility. As a consequence researchers can formulate and reformulate their work and may have less committed to perspectives which may have been mis conceptualized at the beginning of the project. Researchers may wish to modify concepts as the collection and analysis of that proceeds (Burgess 1988:8). In this study, reflection on research findings aimed to increase the validity of the research by ensuring that errors and inaccuracies are eliminated. For the analysis of data, a wide varieties of analytical techniques existed.

5.3.8. Data collection and data analysis occur simultaneously

The element of the flexibility in qualitative research occurs throughout the collection and analysis of data. These elements of the research project are not part of the inner process but occur alongside each other. Data are not collected to support or refute hypotheses but categorizes and concepts are developed during the course of data collection. The theory is not superimposed upon the data but emerges from the data that are collected (Burgess 1998:8). In this study, the researcher has integrated the operations of organizing, analysing and interpreting data and called the entire process “data analysis”.

5.3.9. The qualitative researcher looks at setting and all people holistically

People are studied in the context of their past and situations in which they find themselves. The qualitative researcher must attend to the features of experience. Holism implies context and though not vice versa, for to take something as a whole suggests that it has boundaries. The aim of the researcher is to understand experiences as unified (Sherman & Webb 1990:6). In this study, the researcher used various respondents in their natural settings with the aim to explain causes of resistance to change.

5.3.10. Qualitative researchers are sensitive to their effects on the people they study

Researchers interact with their subjects/ informants in a natural and unconstructive manner. They try to grasp an understanding of a setting. Qualitative researchers are therefore constantly aware of the fact that they may have an effect on the people they study and that they have to minimize these effects or at least try to understand them when interpreting the data (Taylor & Bodgan 1984:6). In this study, the researcher aimed to understand human phenomena and investigated the meaning that people gave to events they experience.

5.3.11. For the qualitative researcher all perspectives are valuable.

The aim of the researcher's investigation is not finding truth or morality but understanding other people's perspectives. All people are viewed as equals and the child's view is regarded as just as important as the

educator's or parent's. all settings and people are unique. No aspect of social life is too mundane or trivial to be studied (Taylor & Bogdan 1984:7). In this study, the participants included in the sample constituted the cross section representative of individuals in the population to enable the researcher to generalize results to the larger population. The researcher was mainly concerned with understanding the life-world of the participants from their perspective and to make suitable recommendations to alleviate the problem successfully or to draw attention to issues for further research on a qualitative or quantitative level.

5.3.12. Qualitative methods are humanistic

When data is reduced to numbers or statistical equations, the human aspect of social life is lost. Qualitative researchers attempt to get well acquainted with the people they study and their circumstances. The inner life of a person is very important, so are his successes or failures, his hopes and ideas (Taylor & Bogdan, 1984:7).

In this study, the researcher used information-rich key participants who were involved in the study for the collection of the processed data for the purpose of drawing meaningful conclusions on the effect of resistance to change on quality education, as it obtains in the Mopani District Schools in Limpopo Province.

5.3.13. Qualitative researchers emphasize validity in their research

Qualitative methods are designed to ensure a close fit between data and what people actually say and do. The researcher attempts to find first

hand knowledge of the social life unfiltered through concepts operational definitions and rating scales (Taylor & Bodgan 1984:7). In this study, the researcher gathered, recorded analysed and interpreted data during the interaction with the participants and personally handling documents at the sampled schools.

5.3.14. Qualitative research is a craft.

Qualitative methods have not yet been refined and standardized as, for example, statistical techniques but this situation is slowly changing. However, a flexible approach to research is being advocated by qualitative researchers, because in a sense, the qualitative researcher is a crafts person. He/she has guidelines to be followed, but never rules. The research methods serve the researcher and not vice-versa. Never is a researcher a slave to procedure and techniques (Taylor & Bodgan 1984:8).

In this study, the researcher has planned and prepared the course of the investigation precisely and unambiguously before its actual execution. The participant's perspective-feeling, thought, beliefs and actions in their natural settings that have been studied by using interactive strategies and non-interactive strategies to collect data on the effects of resistance to change on quality education in the Limpopo Province schools.

5.4. METHOD

5.4.1. Setting

The study was conducted in the Mopani District Junior Secondary Schools. The sample of learners involved consisted of those in grade 7-9 (Senior phase) Mopani District comprise of Giyani Cluster of schools with five (5) Circuits, viz. Nsami, Shamavunga, Klein Letaba, Groot Letaba and Mang'mbe. Bolobedu Cluster, (3) Circuits, viz. Mawa, Molototsi and Rakwadu. Masekgo Cluster (2) Circuits, viz. Sekgosese and Mamaila Circuits. Thabina,(5) Circuits, viz. Khujwana, Shilubana, Thabina, Makhutswe and Lepelle Circuits. Ba-Phalaborwa, (2) Circuits, viz. Lulekani and Namakgale, Ritavi clusters (4) Circuits, viz. Xihoko, N'wanedzi, Nkowankowa and Mafarana and Motzaneng Cluster (2) Circuits, namely, Tzaneen and Motupa. Mopani District consist of 24 Circuits.

5.4.2. Permission

Permission to conduct this study has been obtained from the Provincial Education Head of Department (see Addendum F & G). The transcripts and interpretations have been made available to the participants.

5.4.3. Subjects, population and sample

Among other things it is important for the researcher to know the number of participants to be included in the sample. MacMillan and Schumacher (1993:163) are of the opinion that in qualitative research there is obviously no single rule that can be used to determine the size. Ary,

Jacob and Razavieh (1990:178) state that “.....technically the size of the sample depends upon the precision the researchers desire in estimating the population parameter at a particular confidence level.” Sample alone can never guarantee accuracy. Most sources emphasize that it is representatives that must be the prime goal in sample selection (Ary et. al 1990:171, Krathwoch, 1991:127, McMillan & Schumacher 1993, Kerlinger 1986:110-111, Reid & Smith 1981:171).

It is of the same reason that Haines (1996:471) views subjects as someone or something that is talked about, written about, while McMillan and Schumacher (1993:161) refer to subjects as the individuals who participate in the investigation or a research study and that it is from them that data is collected. As a group, subjects are usually referred to as sample. The sample consists of individuals selected from a larger group of persons called the population. It is difficult or sometimes impossible for each person in the population to participate in the research project therefore a sample is used. The sample provides valid information for the population if done correctly.

According to Leedy and Ormrod (2001:129) there are two major types of sampling procedures available to researchers, namely probability and non probability sampling. The basis for probability sampling is random sampling. This implies that all the participants will have a chance to be selected. In other words every participant of the population “..... has a known probability of being chosen in a sample”. (Ary et. al 1990:171) On the other hand in the procedure of non probability sampling “.....there is no way of estimating the probability that each participant has of being included in the sample.....its success depends on the

knowledge, expertise and judgment of the researcher (Ary et. al 1990:171).

In this study, random sampling has been used as various scholars, (Booyse et. al 1993:53-54, Krathwohl 1990:96, Ary et. al. 1990:172, McMillan & Schumacher 1993:160) recommend that the best way to choose a sample in a qualitative research is by means of random sampling. Sample selection is considered random if every participant of the population has an equal chance of being chosen in the sample. There are three basic steps in random sampling, such as to:

- Define the population
- List all the members of the population
- Select the sample by employing a procedure where sheer chance determines which member on the list will be drawn for the sample.

Ary et al (1990:172) further indicate that obviously a sample selected randomly is not subjected to the biases of the researcher.

- Ten (10) schools with Senior Phase in the Mopani District in Limpopo Province have been selected at random. This implies that the random selection of two schools from each cluster. In total, 30 participants were involved as follows:
- Ten (10) School Principals, one from each participating school
- Ten (10) Educators, one from each participating school with at least fifteen years teaching experience.
- Ten (10) Learners (Senior Phase), one from each participating school.

For the purpose of this research study, respondents have been purposefully selected as they are information rich for this research study. These samples have been chosen because the researcher has seen them as likely to be knowledgeable and informative about the affect the resistance to change on quality education.

5.4.4. Data collection methods

According to Du Plooy, Griessel and Oberholzer (1987:11) and Odendaal (1985:696) the term “method” can be traced to the Greek word “mothodas” which literally means “the road by which” researchers apply themselves to scientific research and ultimately enlighten the research problem and discover the solution to their problem. Venter and Van Heerden (1990:108) maintain that the method can be regarded as a procedure which serves as a means of progressing from a point of departure to the destination. Van Rensburg, Landman and Bodensteyn (1994:294) express the same sentiments when defining methods as:

“....die handelingwyse wat ‘n bepaalde weg aantoon waarlangs beweeg word om ‘n vooropgestelde doel te bereik”

The emphasis is here on the research design and research techniques respectively. According to Lecompte, Miloy and Pressle, (1992:19-29) the range of data gathering techniques employed in qualitative research can be subsumed under three categories:

- Watching/observing/experiencing;

- Asking/interviewing/inquiring;
- Reviewing/document analysis/ archival/ research/ examining

The methods above can be supplemented by various other methods. Leedy and Ormrod (2001:148) emphasize that qualitative research requires considerable preparation and planning. The researcher must be well trained in observation techniques, interview strategies and whatever data collection methods are likely to be necessary to answer the research question.

According to Leedy and Ormrod (2001:273) the qualitative research strategy differs from the qualitative research design in that it does not usually have or provide the researcher with a step by step plan or fixed recipe to follow. In qualitative determine the design or strategy. This simply means that during the research process, the researcher creates research strategy best suited to the researcher or even design the whole research project around the strategy selected. McMillan and Schumacher (1993:372) indicate that in qualitative research the researcher study the participants perspective-feelings, thought, beliefs and actions in natural settings by using interactive strategies and non-interactive strategies to collect data.

The definitions of the research methods/ strategies mentioned above put emphasis on the actions taken by the researcher to perform an investigation on the effect of resistance to change on quality education. The researcher has tried to plan the course of the investigation precisely and unambiguously before its actual execution. The researcher has used survey method to collect data. Data has been gathered through the

use of interviews as the instrument falling under survey. Survey method will be first explained.

According to Struwig and stead (2001:41) the survey method of data collection requires the following: The application of questionnaires for data gathering. In instance data are obtained from questionnaires completed or answered verbally by the respondents;

- That the population being studied should be accurately described and that the sample should be representative of the population;
- That the scientific character of the data should not be adversely influenced by imbalance or balance;
- Systematic organizations of the data gathered in order to make valid and accurate interpretations. (cf. Leedy and Ormrod 2001:280)

McMillan and Schumacher (1993:297-281) offer a closely related explanation by indicating that in survey research the researcher selects a sample of subjects and administers a questionnaire or conduct interviews to collect data. Survey is used in educational research to describe attitude, beliefs, opinions and other types of information.

Neuman (2000:31) maintains that in surveys the researcher asks people questions in a written questionnaire which is mailed or handed to them or during an interview and then records answers. Surveys give the researcher a picture of what many people think or report doing. In this instance, the researcher used a sample or a small group of selected

people but generalized the results to a larger group from which the smaller group was chosen.

The researcher attempts to find first-hand knowledge of the social life unfiltered through concepts, operational definitions and rating scores. The emphasis continually is on how the participants experience, feel, interpret and structure their own world. In this research study, quantitative research design was used which generally refers to the selection of the appropriate research approach, techniques of obtaining relevant data, sampling, procedures, instruments and respondents, the methods of data analysis and reporting.

5.5. Research Instrument

Leedy and Ormrod (2001:112) view research instrument as tools or plan of action used by the researcher to collect data under a chosen topic to achieve the goal. Hoyle (1996; 231) defines instrument tools, especially if used for delicate scientific or medical work.

Denzin and Lincoln (1994:19) define research instrument as any plan of action that helps the researcher in gathering relevant data. Vockell (1983:222) offers a closely related definition of research instrument as any sort of data collection device or technique.

In this research study, research instrument refers to strategies that the researcher employed to capture relevant information on the effect of the resistance to change on quality education. The relevant instruments used for the collection of data are the observation interviews and documents.

These three techniques are so basic and so unassuming that when qualitative researchers employ any one of them they feel compelled to decorate it a little with bits of esoteric language: they won't admit that they are engaged in "watching" or "asking" studies since it sounds a bit thin. They therefore elevate watching to the status of participant "observations" and dignify asking with grand titles such as "ethnographic interviewing" when researchers search for data in libraries and other depositories of public and private documents, they find it somewhat more elegant to refer to their studies or search as "archival strategies" rather than "going to the library" or "reading old newspapers" (Le comte, Millroy & Preissle 1992:19-24). Whatever the case may be, some of the myriad combinations drawing up the three basic ways of knowing mentioned above have come to be regarded as distinctive approaches in qualitative inquiry (Marshall & Rossman 1995:79-99).

5.5.1. Participant Observation

Booyse, Schulze, Bester, Mellet, Lemmer, Roetfse and Landman (1993:109) put it very clear that participant observation is both an overall approach to enquiry and a data gathering method. It is to some degree an essential element of all qualitative studies and as its name reveals; it demands first hand involvement in the social world chosen for the study. Immersion in the setting allows the researcher to hear, see and begin to experience reality as the participants do. Ideally, the researcher spends a considerable amount of time in the setting and learning about daily life (cf. Jorgensen 1989:127, Van Manen 1982:211, McMillan & Schumacher 1993:420-421).

In this study, participant observation was used because when conducting ethnography, the researcher is not limited to a single strategy for data gathering, but instead uses a variety of strategies. During the process of data gathering, the researcher spent time on site observing people and events in their natural setting. During this time the researcher observed the way people perceived reality, and in the process, their words, feelings and beliefs were important.

5.5.2. Observation

Observation is a fundamental and critical method in all qualitative inquiry and entails the systematic noting and recording of events, behavior and artifacts or objects in the social setting chosen for study, it is used to discover complex interactions in natural settings. For studies relying exclusively on observation, the researcher makes no special effort to have a particular role; to be tolerated as an unobtrusive observer is often enough (Evertson & Green 1985:1-5).

In this study the researcher recorded observations in the field (on the site), made notes while taking guidance of verbal and non verbal behavior. Among other things, the areas of focus are prescribed in the collective agreement no 8 of 2008. The following were observed:

- School safety, security and discipline
- Feedback given to educators on planning
- School governance
- Leadership and management
- Educator development

- Curriculum resources and resources
- Internal communication and co-ordination

A summary observation with tentative interpretations of abbreviated notes has been made immediately after leaving the site. Data was then interpreted.

5.5.3. Interviews.

Schurink (2005:2) indicates that the purpose of the interview in the wider context of life is many and varied. It may thus be used as means of evaluating or assessing a person in some respect for selecting or promoting an employee, for effecting therapeutic change, as in psychiatric interview, for developing hypothesis, gathering data, as in surveys or experimental situations or for sampling respondents opinions, as in doorstep interviews. Although in each of the situations the respective roles of the interviewer and interviewee may vary, all are aimed at obtaining information or gathering of data.

The research interview has been defined (Mellet, Smit, Hoberg, Schulze and Pretorius 1997:70) as two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him/her on content specified by research objective of systematic descriptions prediction or explanation. Schurink (2005:2-3) go on to say that it is an unusual method in that it involves the gathering of data through direct verbal interaction between individuals. In this sense it differs from the questionnaire where the respondent is required to record in some way responses to set questionnaire.

Moreover Spradley (1979:102) highlights that if the researcher does his/her job well (establishes rapport, asks questions in an acceptable manner, etc and if the respondent is sincere and well motivated, accurate data may be obtained. Of course all kinds of bias are liable to creep in, but with skill these can largely be eliminated.

In this research study, interview refers open response questions used to obtain data on the effect of resistance to change on quality education in Mopani District in Limpopo Province.

According to Schurink (2005:4) Struwig and Stead (2001:98) Booyse et al. (1993:110), Leady and Ormrod (2001:300), Mellet et al. (1997:20) different types of interviews can be identified, of which an overview is presented below.

5.2.3.1. The structured interview

Kerlinger (1986:107) is of the opinion that this is the type of interview in which the content and the procedures are organized in advance. Struwig and Stead (2001:98) elaborate by saying that the sequence and the wording of the questions are determined by means of a schedule and the interviewer is left with little freedom to make modifications. Where some leeway is granted the interviewer, it is also specified in advance and it is therefore characterized by being a close situation.

The researcher did not use the structured interview because it does not enable the interviewer to probe for the further data or allow the participant to provide information not covered in the interview.

Furthermore, interaction between the interviewer and the interviewee is thus constrained with little room for elaborate responses.

5.2.3.2. The unstructured interview

The unstructured interview is an open situation having greater flexibility and freedom. As Booyse et al. (1993:110) note, although the research purposes govern the questions asked, their content sequence and wording are entirely in the hands of the interviewer. This does not mean, however, that the unstructured interview is a more casual affair for in its own way it also has to be carefully done.

The researcher did not use unstructured interviews because this interview technique can make it difficult for the interviewer to find patterns or common themes among participants with different responses.

5.2.3.3. The semi-structured interview

Struwig and Stead (2001:98) maintain that the semi structured interview is a combination of the structured and non-structured interviews. Leady and Ormrod (2001:301) further indicate that predetermined questions are posed to each participant in a systematic and consistent manner but the participants are also given the opportunity to discuss issues beyond the questions confines. (cf. Berg 1995:167, McMillan & Schumacher 1993:426)

In this research study the researcher has chosen to use semi-structured interviews. This technique enabled the researcher to obtain multiple responses to the set questions. Detail responses were also obtained. The interview was guided by the schedule rather than be dictated by it. The participants shared more closely in the direction the interview took and some introduced issues the researcher did not think of. In this relationship, the participants were conceived as experts on the subject and were transcribed and tape recorded for the record. The tape recorder proved to be an accurate way of recording the whole interview. Immediately after leaving the site data was analyzed and interpreted.

5.2.3.4. The focus group interview

Struwig and Stead (2001:99) assert that focus group interviews use group interactions to generate data. Krueger (1988:18) offers a related explanation by stating that a focus group interview is a carefully planned designed question prepared to obtain perceptions on a defined area of interest in a permissive non-threatening environment. This research technique is often used in management science to find out a particular sample's attitudes or opinions toward an advertised product.

The social sciences have also used this technique to explore areas where little is known or where the views of certain sample need to be obtained. (Struwig & Stead, 2001:101) When using this technique, all participants must be made to feel that their contributions are worthwhile and that they are free to disagree with each other and that they are free to disagree with each other. (Kingry, Tiedjie, Friedman 1990:124-125 & Kitzinger 1995:299-302)

The researcher did not use the focus group interview because this technique allows the participants to influence and interact with each other, and as a result, group members are able to influence the cause of discussion. This sharing of group control results in some inefficiency such as detours in the discussions and the raising of irrelevant issues thus required the interviewer to keep the discussion focused (Kruger 1994:36)

Furthermore, data generated by focus group are relatively difficult to analyze since participants comments must be interpreted within the constructive social setting. Material acquired by using focus groups is not generalisable. Since groups contain only a small sample of people, the data are not capable of producing typical projectable information or the whole universe under study (Ferreira & Puth 1988:201).

Finally, focus groups are often difficult to assemble since the participants have to spend time to go to a designated place at a stipulated time to share their views with others for a few hours. (Schurink 2005:44)

5.5.4. Documents

Mellet et al. (1997:20-21), view documents as tangible manifestations of the beliefs and behaviors, that form a culture. As they describe peoples experiences, knowledge actions and values. Documents may be divided into two categories, personal documents and office documents.

Personal documents are any first-person narrative that describes an individual's actions, experience and beliefs. Personal documents include diaries, personal letters and anecdotal records. (McMillan & Schumacher

1993:434) Official documents on the other hand are abundant in an organization and take many forms. Memos, minutes of meetings, working papers, and drafts of proposals are informal documents that provide an internal prospective of the organization (De Vos, Strydom, Fouche & Delpont 2002:322-323). Booyse et al. (1993:112) goes on to say that these documents describe functions and values and how various people define the organization. According to McMillan & Schumacher (1993:434) internal documents can show the official chain of demand and provide clues about leadership style and values. Furthermore documents used for external communication are those produced for public consumption: newsletters, programme brochures, school board reports, public statements and news release (Mellet et. al 1997:21)

In this research study the researcher has looked into documents to supplement observation and interviews in collecting data for investigating resistance to change on quality education. Documents studied include:

- Personal letters (2008), Year Programmes (2008), Circulars(2008), Correspondence and School Minute Books(2008).
- Instruction books (2008), News Letters (2008), and school Policy Documents (2008).
- IQMS files (2008): and
- Objects or artefacts such as awards given for School Safety, School Beautification, HIV & AIDS awareness competitions and Clean Schools Campaign.

When incorporated with interactive data, the information added further dimensions to data gathered through face to face interaction. Immediately after leaving the site, data was summarized, analyzed, and interpreted by the researcher.

5.6. HOW DATA WAS ANALYZED

The collected data has been analyzed qualitatively and is presented in chapter six. Data has been categorized, synthesized and interpreted to provide explanations on the effect of resistance change on quality education in Mopani District in the Limpopo Province. Tables have been used to illustrate the findings. The description used to illustrate the findings is clear and the researcher identified what is typical and atypical. According to Charles (1995:118) the analysis has brought to the light the differences, relationships and other pattern existing in the data.

5.7. CONCLUSION

In this chapter, the researcher dealt with how data was collected and analyzed, on the effect of resistance to change on quality education. The kind of setting of sites and the research techniques used have been described. The permission to use sites and network of persons (learners, educators and principals/ schools managers) has been obtained from the Limpopo Education Provincial Head of Department (See Addendum F). The researcher has been developed a way to organize, code and retrieve data for formal data analysis. After completion of data collection, it was analysed and therefore interpreted.

CHAPTER 6

RESEARCH FINDINGS

6.1 INTRODUCTION

This chapter presents findings obtained through observation, document perusal and interviews as outlined in chapter five. Detailed analysis and interpretation of data that was collected through interviews will be presented in chapter seven.

6.2 OBSERVATION

The researcher agreed with sampled schools that observation will be made during the week of interviews to find solutions of the problem statement “The resistance to change in Limpopo Province Schools has become a problem to principals, educators, parents, learners, district and provincial officers and the community as a whole”. The purpose of the data collected through observation was meant to validate the information collected through interviews

6.2.1 School safety, security and discipline

The observation of learners playing in and around the school grounds revealed that schools did not have pastoral policies that would promote safety, security and discipline of learners. No educator was charged with the supervision of learners during breaks. Principals and SMTs did not have appropriate procedure to deal with:

- Learners misbehaviour
- Drug trafficking and use of stupefying drugs
- Eradication of bullying and the use of dangerous weapons at school

6.2.2 Feedback given to educators on planning

Data from classroom observation indicated that the majority (60%) of educators had developed learning programmes and lesson plans on the day of observation. The frequency of submission varies from school to school. The educators who submit learning programmes and lesson plans to the management reported receiving different kinds of comments. A school stamp or signature indicates that the manager has seen the plan, however, it does not give an account of whether the plan is good or not. Some educators indicated that they are given verbal comments when they have done well. Verbal comments are good and useful for motivation but are limited in that the lack of record prevents the managers from following up the future plans especially where suggestions to improve have been made verbally. It is of significant importance to have a written comment and to supplement it with the verbal comments if necessary. This ensures that a written record for future reference does exist.

6.2.3 Leadership and management

Observation during the visits showed that there were acceptable relationships between management, staff and learners. The majority (70%) of the sampled schools had their vision and mission statements clearly displayed in the staffroom and principals office. In these cases

the vision and mission statements were not communicated well to the learners and the school community stakeholders. This has been fully discussed in paragraph 7.4.25 and 7.4.26.

6.2.4 Educator development

Data from classroom observations also indicated that educators in all sampled schools were struggling with the demands of the new approach of facilitation and assessment (NCS). It was also observed that educators had not developed sufficient learning aids to support learners.

The textbook and telling methods frequently used at schools are likely to achieve a particular outcome. For instance, learners sitting quietly at a desk being spoon-fed facts about collecting and evaluating information will never achieve the outcome of learning how to collect, analyse and evaluate information critically. To achieve this, they must be given the opportunity to perform or rehearse the outcome.

The outcomes which educators must remember whenever planning of facilitating in class are as follows:

- Learners must be able to identify and solve problems to show that responsible decisions, using critical and creative thinking have been made.
- They must work effectively with each other as a member of a team, group, organisation or community.
- Organise and manage oneself and ones activity responsibly and effectively
- Collect, analyse, organise and evaluate information critically

- Communicate effectively
- Show responsibility towards the environment and health of others
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation (cf. DoE, 2000:11).

6.2.5 Internal communication and co-ordination

Communication is an essential key to quality education and the smooth functioning of the school. It is a way of sharing information identifying and resolving problems. It is of significant importance for each and every school that systems of communication are put in place to ensure effective facilitation and learning. Observation made in the sampled schools revealed the following types of communication:

- Staff meetings
- Management meetings
- Learning and committee meetings
- Cluster committee meetings
- Parents Meetings
- SGB meetings

These meetings are used to discuss inter alia curricula issues, school quality, policy issues, school development etc. the extent to which relevant issues are discussed to determine the effectiveness of the communication system.

6.3. PERUSAL OF SECONDARY DOCUMENTS

In addition to observation, the researcher agreed with sampled schools that during the week of the interview documents listed below will be perused:

- Year programmes
- Curricula timetables
- School policies
- Policies on the recovery of lost time
- School improvement plan (SIP)
- Time registers
- Record keeping on learners attendance
- Learner support material (LSM) inventory
- Minute book
- Code of conduct for learners
- School journal/ log book
- SGB minute book

6.3.1 Year programmes

Observations made during the visits revealed that 80% of the schools had year programmes while 20% did not. In order for quality education to take place, all schools should have year programmes. The year programmes gives an overview of all learning, teaching, management and extra-curricula activities of the school for the year. A person should be able to see, at glance everything that the school has planned for the

entire year. A term programme for each term can be developed which would provide more details.

The purpose of the year programme is to:

- Provide a summarised version of all activities for the year
- Ensure that planned activities do not clash, and
- Facilitates logistical planning for the years events

The year programme should be stored in the principal's office and administrative offices where it is easily accessible. It can be placed on a notice board in the staff room for benefit of staff. It should also be made available to the SGB, parents and learners.

6.3.2 Presence of curriculum timetable

Timetables were observed in 80% of the schools. The timetables that were reviewed gave an indication of both the starting and finishing time of lessons. Observations made indicated that in only 60% of the schools did breaks commend and end their lessons as per stipulated on their timetables. Some of the School time-tables were not NCS compliant.

It can be deduced from the observations made that although formal timetabling systems exist they do not always inform practice. The extension of break time into facilitating time shows that facilitating time is being eroded and that it is not being managed efficiently.

The curriculum timetable is a comprehensive timetable indicating the utilisation of all educators for the different learning programmes required by the curriculum. At a glance it indicates which learning areas and

grades are being taught by which educator and for how many periods. It is very useful because it can also provide an indication of the room utilization of the school, if it indicates the classroom or laboratory to be used for a specific period.

The purpose of the timetable has a dual purpose:

- It gives an overall picture of the learning programme and educators for each grade
- It also facilitates the completion of the annual survey returns to the Department of education

The timetable must be readily accessible in the principal's office and on the staff room notice board. The timetable should also be filed away with other records reflecting the workload of educators.

6.3.3 School policies

The school policies of the sampled schools were not linked to their vision and mission statements. It has been noted with regret that in some instances, policies were outdated. They were still having measures that were outlawed by the constitution, Act 108 of 1996 and the South African schools Act 84 of 1996. Some policies still upheld measures that were regarded as physically and psychologically abusive as means to maintain discipline. School policies seen did not indicate how deviations will be dealt with. 30% of the sampled schools failed to produce copies of their school policies.

6.3.4 Policies on the recovery of lost teaching time

Fifty percent of the schools did not have a copy of policy on how to recover lost time. Those who had such a policy reported that when ever the time is lost due to other activities of the school, such as sporting activities or unforeseen events in the community they catch up on their work early in the morning or after school. However, there was no proof on record showing that such catch up lessons were ever conducted.

6.3.5 Intergraded quality and management systems (IQMS) Documents

In most schools, IQMS files were observed. Educators still had a problem with self evaluation and personal growth plans. The personal growth plans (PGP's) were not linked to the school improvement plans (SIP's). It has been revealed in most schools that teacher evaluation is only serious during the final summative round. It was noted with regret to find that most principals do class visits for IQMS only.

6.3.6 School improvement plans (SIP)

The majority of the sampled schools (60%) had their school improvement plans on place while 40% did not have them. Without the school improvement plans, schools will not easily pursue the intended development in a systematic way. This indicates resistance and non-compliance to the South African Schools Act.

Although not all members of the school community may be involved in the actual development of the plan, it is important that all stakeholders are aware of the plans existence and its content. SGB members,

parents, educators and learners should be informed of the vision, mission and goals of the school to ensure quality education. This will make it simpler to all stakeholders to act according to the plans and that there is ownership of the strategies developed.

6.3.7 Availability of the time registers (educator's presence and punctuality)

The time register is the most commonly used instrument to monitor attendance and punctuality. This is an old system that all schools have in place. Although educators are required to sign in and out at the start and end of school days, very few school principals monitor and check the accuracy of the information entered on the register. This means that it is not an effective means of monitoring the time at which educators arrive and depart.

Twenty percent indicated that they make educators to account for arriving late. It is not clear whether and how regularly any action is taken against defaulting educators.

Eighty percent of the schools indicated that they take action if an educator consistently arrives late or leaves early. The typical steps which were reported are that educators are:

- Reminded of the code of conduct for educators and the school policy
- Given a warning/ reprimanded
- Made in to fill in leave forms
- Given a verbal or written warning (as per departmental policy)

- Called to account in the principals office or with the SMT

It is noted with regret that even though principals indicated that they take different measures to deal with defaulting educators, only 30% had taken action of misconduct against educators who defaulted the previous year. This calls for a concern in that it appears that the majority of the schools managers are not taking action of educators who do not conform. Based on the interview data obtained, this suggests that principals are aware of the steps which can or should be taken but do not necessarily implement them. This is a sign of resistance in their ability to manage staff.

Period registers were available in 70% of the sampled schools but educators did not show interest by controlling them effectively and disciplining learners who were skipping lessons.

6.3.8 Record keeping on learner attendance

Observations made during the visits revealed that only 50% of the schools keep learners daily register. This means that most schools don't keep track of learner attendance.

Special needs registered are also not kept, this is an area of concern since such a register is critical.

The information required by the professional management team of a school is essential to ensure that learning and teaching occurs with the minimum disruption. Accordingly, the type of records required by the SMT for decision, making are largely those related to the curriculum

requirements of the school and other professional issues. The types of records to be kept by the school may be divided into the following categories:

- Learner
- Personnel
- Physical resources

6.3.9 Learner support materials (LSM) inventory management

The majority of the sampled schools (60%) have LSM inventory. However, reconciliations at each school have one or two educators who manage LSM in addition to their facilitation duties.

6.3.10 Management of minute book

The study revealed that the management of the minute book in sampled schools was economically reserved for use once per quarter or whenever there was an emergency staff meeting. The following are summary findings on issues discussed during the meetings:

- Distribution of workload
- Educational trips
- Fundraising events
- Planning the writing and invigilation of exams
- Farewell functions for learners or educators
- Condolences
- Strategizing admission of learners

- Learner discipline
- New departmental policies
- School cleanliness

Observation made revealed that the occurrence of meetings is an area of concern at schools. It was noted with regret that learning area meetings never take place. It can be speculated that maybe issues of curriculum are discussed in staff meetings which seem to be more prevalent. It is doubtful whether in staff meetings the issues are given the attention they deserve.

6.3.11 Code of conduct for learners

The majority of the sampled schools (100%) did not have a code of conduct for learners. It can be deduced that the SGB's that are mandated to develop these policy documents do not have the capacity to do so. The school management teams also seem to lack direction or interest to come to the rescue of the SGB's in formulating the code of conduct for learners. No formal code of conduct for learners was perused in the sampled schools.

6.3.12 School journal/ Log book

In all schools visited, the school journals did not have records of events contributing to the promotion of quality education. Among the visiting officials to the schools, none had come for educator support or INSET. None of the records indicated the visit by the curricula advisors or education supervisors from education standards unit. Only the circuit manager had visited the school to monitor facilitation and learning.

6.3.13 SGB minute book

Observations made revealed that in all sampled schools, this document gave information about routine SGB meetings. The minute books were silent about:

- Effective facilitation and learning to ensure quality education
- Development of learner discipline
- Educator development
- Safety

It has been established that the majority of schools (80%) still do not hold annual general meetings (AGM's) as required by SASA and the participation of parents in the running of the schools is also limited, maybe due to the limited number of parents meetings held. Furthermore, the SGB's do not show a strong participation in policy formulation.

6.4 CONCLUSION

The competency to provide quality education is a matter of concern in Mopani District in Limpopo Province. For quality education to take place, schools need to have school improvement plans (SIP's). Once the plan has been developed its contents should be communicated to all stakeholders.

CHAPTER 7

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

7.1. INTRODUCTION

This chapter presents data analysis and the interpretation of findings as presented in chapter five. Three population groups were used to gather information. The population included school principals, educators, and learners. As outlined in chapter five, the presentation of data is descriptive based on the description of frequency and percentages. The findings from the interviews conducted will be illustrated below. The scales have been used to obtain the desired data with maximum efficiency and minimum bias.

7.2. INTERVIEWING SCHEDULE FOR PRINCIPALS

Table 7.2.1 Knowledge of the roles and responsibilities of the SGB and SMT

Response	Frequency	Percentage
Yes	8	80
No	2	20
Total	10	100

In table 7.2.1 the results indicate that the majority (80%) of the participating schools have knowledge of the roles and responsibilities of the SGB and SMT. Principals should be conversant with the

Departmental policies so as to make their institutions well governed and managed so as to support the effective delivery of curriculum and utilization of resources.

In order for quality education to take place, the South African schools Act No 84 of 1996 makes provision for both government and professional management of public schools. Subject to this act, the school governing body must:

- Promote the basic interest of the school and strive to ensure its development through provision of quality education for all learners at the school;
- Adopt a constitution;
- Develop the vision and mission statement of the school;
- Adapt a code of conduct for learners at school;
- Support the principal, educators and other staff of the school in the performance of their professional functions;
- Encourage parents, learners, educators and other staff at the school to render voluntary services to the school; and
- Bring about and develop a partnership based on trust and respect between all stakeholders namely parents, learners, educators other staff at the school, the local community and the education authority.

The SMT has the day-to-day responsibility for the professional and operational management of the school under the leadership of the principal. The SMT has to make sure that the policies agreed upon by the SGB are put into practice. It must also ensure that all areas in the

school function effectively and that all stakeholders work productively towards achieving the school's vision and mission statements.

In order for quality education to take place, there must be a strong relationship between the SGB and the SMT. Stakeholder relationships are very important to the task of leading and managing schools.

Table 7.2.2. Teamwork between SGB and SMT

Response	Frequency	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table 7.2.2 indicates that the majority (90%) of the participating schools asserted that SMT and SGB members are working as a team providing support to one another. 10% has indicated that the support is very minimal from both sides as their rules are not clearly designed to foster interaction between the two parties.

South Africa now has a new system of education which emphasizes equal access and improving the quality. Managers and leaders are judged on the quality of the education their schools deliver. In order for quality education to take place, there should be a strong relationship and teamwork between the SMT and SGB; and providing support to one another.

The SMT is responsible for the day-to-day running of the school and for putting the school's policies into practice while on the other hand the SGB determines the policies. The SGB is a community-level partnership which takes responsibility for ensuring that the children of the community get the kind of education that will make them citizens of which the country (South Africa) can be proud of. It also plays an active role in framing the school's direction vision and mission. The SMT must work closely with the SGB and the principal must rely on them, and consult with them on all important issues related to the school.

Table 7.2.3 School policies and procedures ensuring learners to receive quality education.

Response	Frequency	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 7.2.3 clearly indicates that the majority (100%) have policies and procedures aimed to ensuring that learners receive quality education. The availability of these policies and procedures in the sample schools is in line with the South African Schools Act 84 of 1996. It is the researchers' views that for quality education to take place, every school needs to have policies that will be used to govern the day-to-day operation of the school. The South African Schools Act 84 of 1996 requires that each school develop its own policies in line with the National and Policy frameworks. The rationale for development of school policies is to ensure that policies are contextualized and adapted to local

school needs. It should be noted that some of the national frameworks may not be relevant in certain areas.

The extent to which the SGB members participate in the development of school policy reflects their ability to carry out their major roles.

Table 7.2.4 Stakeholders respect at each other

Response	Frequency	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

The results in table 7.2.4 clearly indicate that the all (100%) of the participating schools asserted that stakeholders respect one another. 20% went on to say that "...In a way- in some way learners pick fights, they are rude to educators." "Yes- but learners have lots of disrespect to educators".

The researchers view is that it is of significant importance for all stakeholders to trust and respect each other so as to work as a team to promote quality education. If there is respect and trust shareholders will value each other, and look ahead and start their goals, values and principles. The work will be easily shared. The way of working will be agreed on and as a team will take the responsibility if things go wrong.

Table 7.2.5 SMT's knowledge of the policies and laws providing framework for running the school

Response	Frequency	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table 7.2.5 Indicates that the majority (90%) of the participating schools SMT's have knowledge of the policies and laws providing framework for running the school.

In order for the quality education to take place, each and every school needs to have policies that are used to govern day-to-day operation of the school. SASA requires that each school develop its policies in line with the provincial policy frameworks.

Table 7.2.6 The idea of change by the SMT

Response	Frequency	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

The results in table 7.2.6 indicate that the majority (70%) of the participating schools are certain that their SMT's welcome the idea of change without the feeling of fear.

The researchers view is that the most important function of the SMT in any public school in South Africa today is to manage change. Since 1994 almost every part of education has changed. Some people changes but it is often stressful. Change is challenging and rewarding. There can be no growth if there is no change. Change in a school is a process of growth and can be challenging and rewarding. DoE (2000:19) asserts that without successful and continuous change, schools in post-1994 South Africa will struggle to survive.

Table 7.2.7 Record keeping (work programmes, work schedule and preparations)

Response	Frequency	Percentage
Yes	5	50%
No	5	50%
Totals	10	100%

Table 7.2.7 clearly indicates that 50% of the participating schools don't keep up to date records of work programmes, work schedule and preparations. Some of the respondents who indicated that they keep these records went on to indicate that educators are still having problems of compiling them and complained about the difficult working conditions. This is the sign of resistance since the Department of education made workshops available for such problems.

It is the researchers view that in order for quality education to have taken place, there must be effective facilitation and learning in the classroom. An educator needs to follow work programme and work schedule which

are well planned in terms of pace levels and appropriateness for learners. School management teams or Heads of Departments oversee these work programmes and work schedules and endorse what happens at a learning area level and in a year phase. These documents relate closely to the schools timetable and to the outcome statements that are made by each educator.'

Table 7.2.8, Monitoring of lesson preparations

Response	Frequency	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

Table 7.2.8 indicates that the majority (70%) of the participating schools monitor lesson preparations regularly. Some of the respondents who indicated that they monitor lesson preparations regularly went on to say, but quarterly. Those who indicated that they don't monitor lesson preparations regularly further indicated that people who have to monitor them are so burdened with other duties and files to compile. Also, it was indicated that they are not only principals, but full time educators, so it is not easy for them.

Seedat (2004:118) puts it very clear that an organization involving people in many different ways cannot be left to itself, to progress in its own tempo and according to its haphazard procedure. Likewise, schools cannot be opened, educators appointed, learners admitted, curriculums worked through, books and equipment obtained, and time-tables drawn

up, without any measure of monitoring. Monitoring does not imply guarding and watching individuals work and activities, but rather general control of the work, its standard, and the way in which it is done with the purpose of achieving uniformity where these aspects are concerned. Monitoring by principals will ensure the delivery of quality education and continuous progress of the school activities. Efficient facilitation and learning will only take place in a well monitored institution.

7.2.9 Principals and the constitution

Summary of the findings from the principals:

- School policies are drawn in line with the constitution of RSA
- Having regular meetings where discussions about the policy are made
- Try to adhere and live to its principles e.g. as blacks having whites amongst their staff, and they feel very much free.
- Some parts of the learning areas form part of the constitution.
- Workshop the staff about the contents of the constitution regarding education
- Update educators about new development
- Go through the constitution with educators so as to make them well-rested.

Table 7.2.10 Knowledge of the constitution and the South African Schools Act 84 of 1996

Response	Frequency	Percentage
Excellent	3	30%
Good	4	40%
Fair	2	20%
Bad	1	10%
Total	10	100%

Table 7.2.10 indicates that there are some school principals who are not very conversant with the constitution of the RSA. 30% are very clear, 40% just good, 20% fair and 10% not clear (bad) at all. Quality education can never take place without the knowledge of the constitution since it forms the basis for education in our country (RSA)

The constitution, Act 108 of 1996 is significant for quality education, especially chapter 2. Bill of rights according to the constitution:

- (2a) (1) Everyone has the right;
 - (a) To a basic education, including adult basic education; and
 - (b) To further education, which the state through reasonable measures, must make progressively available and accessible.

- (2a) (2) Everyone has the right; to receive education in the official language or languages of their choice in public educational institutions where that education is reasonable practicable. In

order to ensure that effective access to and implementation of, this right, the state must consider all reasonable educational alternatives including single medium institutions, taking into account:

- Equity;
- Practicability; and
- The need to redress the results of past racially discriminating laws and practices.

The Constitution is the supreme governance of the country. All other laws are subordinate to the constitution and therefore must be consistent with it.

The South African Schools Act 84 of 1996 creates a single national system with two categories of schools; Public and Independent. Each public school is a legal person responsible for its assets and liabilities. The Act is the foundation for improving quality in education. It makes schooling compulsory for young people between the ages of 7 and 15 years. It also ensures access for all learners to all public schools. It creates an equitable system of funding. Educators in public schools are employed and paid by the state. The Act is based on co-operative governance and partnership. It establishes representative bodies and learner representative councils. Governing bodies must supplement state money to improve school quality. It also regulates the establishment, registration and payment of subsidies to independent schools.

7.2.11. Constitutional Principles.

Summary of findings from principals

- Children's rights- children have too much right, e.g. coming to school being pregnant whilst educators are not midwives.
- Abolishing of corporal punishment, learners disobey educators, abuse drugs, come to school late, reluctant to do their work, bring dangerous weapons to school, pick up fights, and bunk lessons. In one of the participating schools it has been indicated that two learners have insulted educators:
 - Discipline policy not easy to implement
 - Sudden change of the curricula and the new approach of teaching (NCS). Those who are assigned to conduct workshops are not clear; they struggle with the training of educators.
 - School fees- parents who are not well to do are no longer willing to pay school fees in public schools.

7.2.12 Challenges by the NCS Policy

The views of different principals are summarised as follows.

- Inadequate of training, e.g. educators are trained for only 3 days or one week.

- There is a big gap between the general Education and training (GET), educators to adapt from the old to the new approach.
- The form of assessment is still a serious problem
- A lot is expected from educators and learners
- A lot of paperwork is expected from educators
- Preparations and work still a lot to compile.
- Lack of adequate workshop time for educators by the Department of education
- Lack of consultation by the Department when bringing out new changes.
- Lack of support from district Officers (subject advisors)

The shift towards outcomes-based education and active learning together with the inclusion of learners with disabilities should ultimately benefit both educators and learners. However, communities and schools differ in their commitment and progress in these areas. The NCS challenges principals and educators to adopt new orientations and approaches to facilitation and classroom management.

Zabel and Zabel (1996:20) indicate that it is likely that these changes will make the job even more complex and demand greater skills. Educators no longer rely on an established curriculum to direct their facilitation. They need skills in design, delivery and adaptation of a variety of forms of facilitation to help the learners achieve established outcomes. Increased individual and small groups facilitation formats require that different management skills are used than whole class facilitation.

Furthermore, educators no longer measure learners learning solely on the basis of curriculum material covered, learners grades and standardised scores, but have to develop and collect more direct, authentic evidence of learners performance.

Principals need to be effectively trained so as to be able to assist and supervise educators on their planning, facilitation and assessment. The NCS is to ensure that all people, especially those with the least resources are empowered by the curriculum since schools and educators are given freedom to adapt and interpret these revised national curriculum statements to suit their particular school contexts.

7.2.13. Challenges by the IQMS Policy

The following are summary findings from principals:

- The implementation of IQMS adds extra work loads to educators
- For peer evaluation, they need to go and get a peer from a different school who does not know his/her performance
- Not all educators are remunerated
- Monitoring of IQMS is just a window dressing as it is to manager, principal and educator a serious challenge.
- The general perception of IQMS does not yield the desired effect.
- No structures to access help in terms of PGP
- Too much paperwork is required

In order for quality education to take place, principals need to understand and know why intergrated quality management systems need to be implemented in schools. The collective agreement number 8 of 2003 states it very clear that the phylosory underpinning the intergrated management system (IQMS) is based upon the fundamental belief that the purposes of IQMS are fivefold:

- To determine competence of educators (Not to pull educators down but push them up)
- To assess strength and areas for development
- To provide support and opportunities for development to assure continued growth
- To promote accountability in educators
- To monitor an institution's overall effectiveness

The Department of Education has specifically trained principals and School Development Teams (SDTs) on issues relating on how the IQMS should be implemented in all schools. All officials and educators were made to have a thorough understanding of the principles, process and procedures. Training has enabled officials and educators to plan and administer this IQMS in a uniform and consistent manner according to the Collective Agreement number 8 of 2003

7.2.14 Engagement with the curriculum advisors

Summary of findings from principals:

- Seldom, there is very little contact with the subject advisors

- Rarely, no subject advisor has ever visited
- There is no school support from the subject advisers
- Only one visited the school at the beginning of the year
- The school phone them if there is a curriculum problem
- Curriculum advisors are never at schools or calling service meetings

Fundamental changes require support from the district\ circuit office. The district office has the responsibility of ensuring that effective facilitation and learning takes place at the school. The district thus has a monitoring role and when monitoring, curriculum advisors, specialised educationalists and circuit office officials are expected to:

- Visit schools regularly for the purpose of monitoring principals and educators
- Ensuring that principals and educators have the support they require in terms of management and curricula support
- Ensuring that learner support material are delivered to schools
- Help to clear misunderstandings concerning the curricula, facilitation and learning in schools.

Table 7.2.15 Implementation of school policies

Response	Frequency	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

The results in table 7.2.15 indicates that majority (70%) of the participating school principals are satisfied with the implementation of their school policies.

Seedat (2004:15) puts it very clear that the new education policies require school leaders and managers to work in a democratic and participatory ways to build relationships and ensure efficient and effective delivery of quality education for learners. However, many school managers are struggling to make these policies a reality.

The school should have a file that contains all policy documents drawn up in a school. Each policy document outlines a different aspect of the school's life. Policy documents must be developed in a democratic way. All stakeholders who will be influenced by the policy are consulted, for example, learners should be involved in drawing up of the learners code of conduct and educators should be consulted on matters which relate to them (DoE, 2000:47).

When drawing up each and every policy, the school must always act within the framework of the constitution, the Bill of rights and National and Provincial policies. No school can have a policy which contradicts any of the above mentioned documents. (DoE, 2000:47)

Among other policies, the compulsory ones, according to SASA are as follows:

- School governing body constitution.
- School's Mission Statement.

- Code of conduct for learners.
- Admission Policy.
- Language Policy.
- Religious Policy.
- Safety and security Policy.

7.2.16 Important aims of schools disciplinary policies

The aims of different schools disciplinary policies have been summarised as follows:

- To build the character of learners.
- To train the learners to be able to face the challenges of the global village.
- To build a balanced adult.
- To make sure that learners don't see discipline as a way of punishment.
- To correct learners misbehaviour.
- To promote good relationships between learners and educators.
- To maintain the smooth running of the school.
- To make the school attractive and marketable.
- To ensure conducive atmosphere for quality facilitation and learning.
- To foster mutual respect.
- To reduce anti-social behaviour in the school.
- To encourage learners to cooperate with each other and with the staff.

- To determine rules and standards and behaviour for common activities.
- To instil self-discipline and self-control.
- To explain what is meant by good behaviour.

Squelch and Lemmer (1994:43) bring to the light that effective discipline does not happen by chance. For quality education to take place, discipline needs to be planned and implemented in an organised manner. Planning for good discipline begins with a broad school policy in which principals and educators are empowered to deal with multiplicity of possible behaviour problems.

Table 7.2.17 Availability of vision and mission statements

Response	Frequency	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 7.2.17 indicates that the majority (100%) of the participating schools have got vision and mission statements. This is a clear indication that school communities are able to decide what the destination of their schools should be (the vision of their school). Also, by involving stakeholders in the creation of mission statements for schools, they created in the peoples hearts and minds a frame of reference, a set of criteria guidelines by which they will govern themselves. Involving all the stakeolders in the development and

mission statements truly reflect the deep shared principals and values of everyone involved in the school community.

Leithwood and Aitken (1995:28) have the following to say in connection with the development of an organisational vision and mission: “.....it is a critical transformational leadership function, and those assuming leadership roles feel responsible for helping to move the organisation in the direction of its goals.

The mission envisages what the school intends to achieve, and is an important component of the total planning process, since the mission is essential for the formulation of a strategy for the school

The vision provides a structure within which the whole school operates. It is an image of the future state of the school, an image of the direction and purpose the school is going to take, and the fundamental values and convictions of the principal and the SMT.

A vision can be viewed as the desired future state of the school while the mission is the summary statement of the envisaged output of the school. A vision for the school can consequently be said to be operationalised in the mission of the school.

7.2.18 How vision and mission statements were drawn

The majority (80%) of the participants have indicated that all stakeholders were involved in the development of the vision and mission statements of their schools. 10% has indicated that the vision and

mission statements were developed by the teaching staff. Lastly, 10% indicated that the vision and mission statements were found drawn at that particular school on promotion from another school three or four years ago.

7.2.19 Support given to the SMT and all staff members

Generally, the respondents have pointed out the following:

- Holding regular meetings with SMT and staff.
- Handing out documents related to their roles and responsibilities.
- Encouraging the SMT and staff to implement school policies.
- Sending the SMT and staff members to workshops.
- Inviting motivational speakers.
- Discussing with SMT and staff members on related matters.
- Have school workshops.
- Proper monitoring of their work.

It is the researchers' view that principals must ensure that the SMT and all staff members are the most important partners in managing and leading schools through the challenges of change. They must be given full support since without their cooperation there is very little that can be done and no quality education can take place.

7.2.20 Needs and expectations for personnel development

The needs and expectations for various schools have been summarised as follows:

- Regular workshops on NCS by the Department of Education.
- Motivational speakers for educators' improvement.
- Adequate accommodation for learners.
- Trained workshop conductors.
- Workshop on legislation and other educational policies.
- Regular visits by curricula advisors.
- Retraining of educators to become true and competent professionals.
- Motivating educators to work hard.
- Empowering educators.
- Protection of educators – too many rights for learners and less for educators.

Guthrie and Reed (1986:321) view personnel development as an investment in human capital. The dividends yielded include a more effective school and therefore improved learner achievement, greater personnel satisfaction and higher morale. Personnel development involves the individual in the organisation, the worker in the workplace (Main 1985:3). Schools that fail to provide opportunities for personnel development jeopardise their ability to meet organisational goals (Castter 1992:346).

As long as there are schools there will be a need for educators, and as long as effective as possible (Erasmus 1989:55) competent educators never stop growing (Cawood & Gibbon 1981:12). This means that initial educated training development and training can never be finished and will never be complete. What is more, ongoing development and training is a characteristic of the professions. Effective personnel development programmes pose a great challenge to the management skills of senior educators who have to take the initiative in developing a programme to increase the effectiveness of their personnel. The education manager is therefore required to know the various aspects of personnel development.

Table 7.2.21 Availability of staff members' job descriptions

Response	Frequency	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

The results in table 7.2.21 indicate that the all (100%) of the participating schools have job descriptions for all staff members. Job descriptions are drawn in line with the South African schools Act no 84 of 1996 and the constitution of the country.

In order for the effective facilitation and learning to take place all staff members must have job descriptions. A job description is derived from the position the analysis and incorporates the specific duties and responsibilities attached to the position (Webb, Montello & Norton,

1994:157). A formal job description may contain a variety of items (Jones & Walters 1994:57). The schools governing body and top management should decide which items are most important in meeting the school's needs. The following should be considered when compiling the job description (Jones & Walters 1994:57-58).

- a. Job title
- b. General description of the job
- c. Major responsibilities
- d. Additional assignment
- e. Organisational
 - i) Person to whom incumbent is responsible
 - ii) Positions supervised, if any]
 - iii) Communication lines and relations to other positions
- f. Working conditions
 - i) Workload
 - ii) Working hours and work year
- g. Evaluation criteria and performance standard
- h. Qualifications
 - i) Educational level
 - ii) Professional certification
 - iii) Professional and related experience
 - iv) Specific skills, knowledge and abilities

In the past many duties and responsibilities were taken for granted. Currently the recommended practise (which is almost compulsory) is to have the job descriptions for all staff members. (Steyn 1998:13) Many

disagreements and problems can be avoided if each employer in a school is clear about what he/ she is expected to do, and understand the roles and responsibilities of others.

Table 7.2.22 School- based INSET

Response	Frequency	Percentage
Never done	4	40%
Not sure	2	20%
Once per term	3	30%
Twice per term	1	10%
Total	10	100%

Table 7.2.22 brings to the light that the majority (40%) never conducted school based inservice training. 20% are uncertain whether they have ever conducted the INSET or not 30% indicated that they conduct the INSET quarterly while 10% twice per term. This table clearly indicates that most principals have got nothing to do with the performance of educators in their institutions.

Although personnel development is sometimes considered to be the responsibility of the Department of Education, the school should play an important part in its implementation to ensure quality education. According to Hodge and Martin (1984:193) “personnel development really needs to come from within the school; courses can be school-based and preferably school-focussed”.

Personnel development at school at school level can ensure the development of individual educators, the broadening of their outlook, the heightening of their professionalism and, last but not least, the improvement of their effectiveness (Hodge & Martin 1984:193)

If personnel development programmes are really going to meet the needs of educators, it is very important to identify those needs.

Educators need differ from school to school, so it is essential for every school to have individualised personnel development programme which is based on its own needs. This individualisation is the particular responsibility of the principal.

In addition to school-based courses educators must attend courses/workshops provided by the Department of education. Such workshops vary in content and usefulness.

7.2.23 Level of learners' achievement when exiting senior phase

Response	Frequency	Percentage
Satisfied	3	30%
Unsatisfied	7	70%
Total	10	100%

The results in table 7.2.23 indicate that the majority (70%) of the participating school principals are not satisfied with the level of their learners' achievement when they leave the schools or exit the phase.

This is a clear indication that principals are aware that there is a problem concerning facilitation and learning at their schools but not prepared to change their old ways doing things. During the perusal of documents it was found that no single school had a programme for the improvement of learners' performance.

Table 7.2.24 the relationship of the staff, SMT, SGB and learners

Response	Frequency	Percentage
Good	10	100%
Fair	0	0%
Bad	0	0%
Total	10	100%

Table 7.2.24 indicates that the majority (100%) of the respondents assert that there is a good relationship between the staff, SMT, SGB and learners.

The researchers view is that principals are in a key position to promote equity and encourage all the stakeholders to see themselves as parts of the whole school. Principals must instil in all stakeholders a culture of tolerance and respect. When they respect one another, they each learn from one another. Individuals have unique contributions to make quality education to take place; principals must develop their schools to become environments that allow all kinds of people to experience full potential in reaching their educational goals.

7.2.25 Interaction with new policies

The summary of findings from principals is as follows:

- Circulate new policies to all staff members.
- As soon as there is a new/ some policies the staffs is brought together for discussion.
- New policies are discussed monthly during staff meetings.
- Make copies and distribute them to all staff members as soon as they are received.
- At times issue circulars to remind staff of the most important aspects of the new policies.
- New policies are discussed during staff meetings.
- At every meeting the requirements of the new policies are discussed.

It is the researcher's view that principals must make it a point that the Department and school policies are clearly understood and known by all stake holders. Also, during the first week of the school year, the principal must make sure that all the stakeholders are informed about policies rules and procedures which apply in the school. However, the principal should not explain policies only once, but they should be clearly and visibly pinned up in offices, staffroom, library and classrooms and be referred to at various intervals throughout the year. This must be done because policies regulate and arrange the functioning of all activities in the school. Consequently they may be regarded as cornerstones on which all the management of activities at a school rest.

7.2.26 Feedback of learners and educators

Generally, the respondents have pointed out the following:

- Feedback is given to learners quarterly through progress reports.
- Feedback is also given monthly where parents are invited to view learner's progress.
- Furthermore, feedback is given to learners after each lesson.
- Feedback is given to educators during staff meetings.

7.2.27 Class visits by principals

The summary findings from the respondents are as follows:

- SMT members conduct the class visits.
- There is no time for class visits since the principal is also a full time educator.
- No formal visit but collect learners books to check on their work.
- Twice each term for IQMS purposes.
- Class visits done monthly.
- Class visits done during the third and fourth cycle of IQMS.
- Class visits only done for IQMS purposes.
- Don't conduct class visits because of IQMS.
- IQMS has taken time for class visits.
- Class visits conducted monthly.

The percentage of principals who conduct class visits is 30%. A significant number (70%) do not conduct class visits. One of the given reasons is that most of the given reasons is that most principals have teaching responsibilities. This is a real cause for concern since this is the most practical way of monitoring curriculum coverage and the facilitation of quality education.

Table 7.2.28 Educator Support

Response	Frequency	Percentage
Possible	6	60%
Impossible	4	40%
Total	10	100%

The results in table 7.2.28 clearly indicate that the majority, 60% are able to give individual support to educators at their institution while 40% indicate that it is impossible.

7.2.29 Learner involvement towards development of their learning environment

Generally, the respondents have pointed out the following:

- Cleaning the school premises
- Engaging them in school beautification programmes
- Conducting HIV and Aids awareness campaigns
- Engaging in cultural activities

- Encouraging them to keep their surroundings clean
- By applying the principle: you break you pay
- Encouraged to respect and to take care of plants and school property.

7.2.30 Involvement of Union representatives to ensure effective teaching

30% of the respondents have indicated that they don't involve Union Representatives at their institutions in school matters. Summary findings from 70% of the respondents are as follows:

- Normally consult with union stewards if there are related problems
- They must see to it that their union members do the right things
- They are always included in planning

Trade unions are now a fact of life in education. It is high time that school managers, SGB and SMT feel positive about trade unions, and wherever possible should be seen as partners in giving learners quality education. The SMT must establish a constructive relationship with educator unions at the school.

7.3 INTERVIEWING SCHEDULE FOR EDUCATORS

7.3.1. Reasons for choosing the career.

The following are summary findings from the respondents.

- Due to financial background
- To help the nation, enabling current generation to see the value of education
- During the apartheid era it was the only affordable career
- Teaching was the only profession easy to follow if you are from a poor background
- Helping people for development
- Motivated by the high school principal to follow the teaching career
- Teaching career is a calling and enjoy working with young ones a lot
- Developed love for teaching young ones while growing
- Liked mathematics a lot and wanted to help improve the quality of teaching and learning
- Due to financial problems did not manage to follow the desired profession
- There were no other career options known
- Had no other choices because of peer pressure

Only 40% of the respondents indicated that teaching was their career choice.

7.2.3 Feeling about the teaching career

Generally, the respondents have indicated the following:

- Feel good, don't regret the career choice

- The teaching career is now very challenging because of many challenges in the education system
- Just fine but bored because learners are not serious with their work
- OBE is a serious problem in this career
- Feel like quitting the career, very stressed because learners don't listen to educators anymore
- Not happy at all because of ill disciplined learners
- Feel good, no problem at all, easily accept any challenge and changes
- Satisfied and looking forward to whatever change
- Fine and enjoys helping the community
- Feel proud to be developing young ones to become responsible adults
- Don't feel good because of continuous changes in education
- Feel happy because of the enjoyment in the teaching field

7.3.3. Challenges in the teaching profession

The following are summary findings from the respondents

- The new curriculum (NCS) is a serious problem because educators were not thoroughly trained
- Learners are not disciplined they have more rights than responsibilities
- The use of drugs, more especially dagga by learners is a serious problem

- Learners are not serious about their school work
- Demotivation by learners because they are unwilling to learn
- Adaptation to the new changes is not that simple
- Scarce resources at schools is a serious problem
- Remuneration not satisfactory compared to the work done
- Shortage of classrooms is a serious challenge for effective teaching and learning
- Teaching of learning areas not specialised on is a serious challenge
- Interacting with parents is not easy since they are reluctant on helping their children

7.3.4 Changes that occurred recently at schools

The following are summary findings from the respondents:

- Teaching in mobile classes which are very hot during summer
- Use of computers for teaching and learning
- The process of rationalisation and redeployment (R/R which resulted in too much work load)
- Improvement of quality of teaching and learning
- High rate of teenage pregnancy
- Reluctance of educators to tackle their job
- Improvement of the infrastructure
- Abolishment of corporal punishment

7.3.5 Intra and extra-curricula job descriptions

Generally, the respondents have mentioned various sporting codes and the learning areas they facilitate.

7.3.6 The kind of learners that are envisaged

The following are summary findings from the respondents:

- Co-operative learners who are willing to learn
- Happy and well disciplined learners
- Good listeners who readily carry out instructions and ready to learn
- All types of learners, don't segregate because talents differ, develop them all
- Learners who are serious and know why they are at school
- Learners who are willing to learn and easily adapt to change
- Learners who will do their work and let their parents and neighbours help them
- Learners who are active and willing to participate
- Responsible, self disciplined learners who will take whatever task faced with
- Self motivated learners who like challenges and can easily solve problems on their own
- Learners from disadvantaged homes because they need clarity and guidance.

DoE (2002:3) brings to the light that the promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education. The kind of learners that are envisaged are those who will be inspired by these values, and those that can act in the interest of a society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create lifelong learners who are confident and independent, literate, numerate, multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as critical and active citizens.

7.3.7 Feeling about the abolishment of corporal punishment

The views of various respondents on the abolishing of corporal punishment have been summarised below:

- Corporal punishment must be reversed, there is no more discipline, learners don't respect educators and they bring dangerous weapons to school.
- This is a big problem, it is now difficult to teach learners, they need somebody to push them, they are really not serious and are very reluctant to do their work.
- The idea was not good at all, it must be brought back.
- Not good at all and no better alternatives the provided ones are not helpful.
- Don't support it, we are where we are because of corporal punishment.

- Not good, learners don't write their work, pick up fights, bring dangerous weapons to school and there is nothing to be done and they lagging behind on their school work.
- Not good at all, it helped a lot in the past, we are what we are because of it, now learners are reluctant to do their work and there is nothing to be done because they have got too much rights.
- The abolishing of corporal punishment is good but there is no means to punish them.
- It is good because learners were frightened and were taught by force.
- It is good, learners are now free and they are not scarred of coming to school.

The majority (70%) of the respondents have indicated that the abolishing of corporal punishment is not good at all. This is a clear indication that it is still used at schools, which is an indication of resistance to change.

In order for quality education to take place, educators must remember that the abolishing of corporal punishment in South Africa is a signatory to the convention on the rights of the child which aims at protecting the child from all forms of physical and mental violence, injury, neglect or negligent treatment or exploitation including sexual abuse (DoE 2001:5).

In addition to what has been stated above, the African charter on the rights and welfare of the child commits its member countries to the same measures and adds that they must take steps to ensure that the child shall be treated with humanity and with respect for the inherent dignity.

Section 12 of the South African constitution states that “Everyone has the right not to be treated or punished in a cruel, inhuman or degrading way”.

The national Education policy Act (1996) says, “No person shall administer corporal punishment or subject to a student to psychological abuse at any educational institution.”

The South African schools Act (1996) says “(1) No person may administer corporal punishment at a school to a learner; (2) A person who contravenes subsection (1) is guilty of an offence, and is liable on conviction to a sentence which could be imposed for assault”.

7.3.8 Problems concerning learners discipline

Generally, the respondents have indicated the following:

- Learners are no longer serious at all and they don't listen to educators.
- Learners are aggressive and unmotivated to such an extent that they don't want to be disciplined.
- Many learners are out of order because there is no more discipline and they do as they wish.
- Learners do not take learning as something that will help them in the future and they don't foresee the responsibility ahead of them.
- They don't remain for punishment and never tell parents when they are asked to.
- Parents don't come to school to attend to their children's problems.

- Learners don't listen when educators talk to them.
- Learners are arrogant, don't show manners to educators.
- Learners coming from violent homes, broken homes and poor social economic backgrounds are always troublesome and not easy to teach.

The researcher's view is that the educator is not only a facilitator for the sake of facilitating a learning area(s) but must also act as a counsellor. The senior phase learners need their educator's advices. The educator must not only act as a counsellor in respect of school-work, but also in respect of personal, domestic, economical, social problems, and possible problems in connection with career choices.

An educator is furthermore responsible for the extension and maintenance of the spirit, the discipline and the conduct in the class. In this connection the success of the educator largely depends upon his/her own example, the learners respect for him/her, the measure of sympathy and recognition with which he/she treats them and of the knowledge of his/her learning area.

Without discipline no school can function properly and no quality education can take place. Poor discipline is one of the causes of why an educator is sometimes unsuccessful in his/her task. It is important to remember that learners who are busy in a positive way seldom cause problems. Classes that are restless, idle and disorderly are not conducive to general discipline and organisation of the school and eventually to efficient facilitation and successful learning. A disciplined

learner will therefore be one who does that which is expected of him/her in an orderly way.

Possible causes of poor discipline and disorder may be described to: poor and uninteresting lessons, poor or no preparation, insufficient interest of the education in the learners and his/her lesson, a poor example by an educator, no fixed rules according to which the learners can act, too many rules, rules which are irritating and difficult to carry out, unfair rules which are not always to the best advantage of the learners and are not always applied in a fair way, poor health and poor domestic circumstances.

7.3.9 Learners who are reluctant to do their work

The following are summary findings on how various respondents handle learners who are reluctant to do their work:

- Try to encourage and guide them.
- Never intimidate them, just show them the importance of schooling.
- Find out the reasons causing them to be reluctant.
- Just look at them and sometimes force them to do their work.
- Help and give them extra lessons.
- Record their names and check/ make follow up on a regular basis.
- Detain them and call their parents/ guardians to come and account.

- Give them manual work to do after school e.g. cleaning the classroom.
- Lock them inside the classroom and force them to do their work.
- Let them remain and do their work after school.
- Talk to them giving individual counselling.

The researchers view is that the aim of the facilitation/ educator is to achieve effective learning results to make his/her learners acquire learning achievements. If there are learners who are reluctant or not willing to do the given tasks, the educator must try to find out the cause of such behaviour.

An educator must try to meet the learners' psychological needs and contribute to the provision of these needs where necessary. A learner who is hungry, physically uncared for and without adequate clothing and shelter cannot learn effectively. The educator must also try to meet the learners need for safety. A learner who feels unsafe, rejected or has to live in unstable circumstances experiences fear, anxiety and insecurity, and consequently cannot learn and perform. The educator must try his/her level best to make the classroom a safe haven. (Kruger & Van schalkwy 1993:88)

The educator must also meet the learners need for social acceptance. A learner who is rejected, who has no friends or playmates and is not accepted by his/her educators cannot learn and perform. The educator must try his/her level best to change the negative attitudes of other learners so that each learner can socialise normally. The educator must also meet the learners need for self-respect. According to the South

African Schools Act no 84 of 1996 as amended, a child whose human dignity is being affected will feel rejected and cast out, will have a poor self image, and will suffer from a feeling of inferiority. The educator must try to build up the learners self image and self-confidence.

The educator must also try to meet the learners need for self-realisation. The educator must motivate the learner and try to create opportunities for every learner to lead so that he/she can develop any natural leadership abilities he/she might have. The educator must also create and further future expectations of the learner. A person who cannot dream or who does not have ideas; or cannot visualise the future will have no ambition or striving.

The educator must also attempt to make the learner accept responsibility for his/her performance. The idea is that every learner should be internally motivated by taking responsibility for his/her own actions and performance, and not simply perform as a result of external motivations. Each learner should be entrusted with tasks in accordance with his/her abilities. A learner who is not technically inclined will find it difficult to complete a task successfully which is technically in nature. Inability and incompetence are demotivating.

Learners should also be entrusted with tasks which they are interested in. the educator must see to it that tasks are interesting and challenging. Tasks should be meaningful and valuable. the educator must challenge the learners and set expectations. A little pressure and challenge usually motivates learners to prove themselves.

The educator must give responsibilities to the learners. When learners. When learners take the responsibilities for tasks, they will most probably carry them out with much more enthusiasm. Control must also be reduced. If learners are subject to less control they will begin to take more responsibility for their actions. The educator must also try to give learners a joint say in decision making. Joint decision-making leads to joint responsibility and motivates learners to perform better.

7.3.10 Self development

50% of the respondents have indicated that they are doing absolutely nothing to develop themselves. The following are findings from 50% of the respondents who indicated how they are developing themselves

- Registered with various universities to develop them.
- Doing computer training so as to adapt to change.
- Attend departmental workshops.
- Reading a lot of relevant books.
- Watching educational programmes on the television.

The purpose of educator development is to change the knowledge, skills, experience, expectations, procedures and attitudes to improve the quality of teaching, learning and managerial skills in a positive way. Green (1976: 113) holds that all educator development must be preceded by a determination of needs. Beatley and Sneider, in addition, point out that in defining the goal, tasks and responsibilities of a certain post, particular requirements are set for the incumbent. The

development programme should possibly eliminate the anticipated short comings.

The researchers' view is that educator development improves an individual's skill and knowledge and that it further prepares such a person for greater responsibilities. Colleges and Universities are not aimed at preparing individuals to possess all necessary skills and knowledge to make them successful in their profession. It is therefore, the duty of the employer to train the personnel according to their operational needs. The application of acquired knowledge and skills is necessary in order to bring about regeneration in a school.

Trends in the Department of Education, on the contrary, more often indicate the urgency of training and development. Indications are errors, low productivity, deficient managerial skills, etc. Effective action is, therefore, of the utmost importance.

An educator who is not constantly developing, changing, growing, gaining insight and becoming a better person will very soon stagnate, become uninteresting, boring, unenthusiastic and spiritless. A person who works with other people may not become mentally inflexible. Educators must purposefully see to it that the normal decrease in their physical abilities as a result of age is prevented, and constantly allow their mental abilities to develop.

The following are suggestions for developing oneself:

- Read and study, keep up to date, and read about what you know little of.
- Talk to interesting and knowledgeable people.
- Enrich your life by means of experience, visit interesting places, and people, travel, become involved and participate.
- Keep yourself busy with creative activities, painting, gardening, woodwork, having a hobby.
- Build new friendships.
- Become involved in new things and activities.
- Develop your memory by involving as many senses as possible, by concentrating, association, showing interest and understanding something.

Facilitation can only be effective if the spiritual life of an educator is healthy. Efficient school and class management thus begins with the educator him/herself. Self management prepares an educator for being an effective facilitator and successfully ensures that quality education is taking place in his/her school.

Table 7.3.11 Personal growth plan

Response	Frequency	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

The results in table 7.3.11 indicate that the majority (70%) of the respondents have personal growth plans. DoE (2003:23) puts it very clear that the educator with refinement suggested by one or both members of the Development Support Group (DSG) needs to develop a personal growth plan (PGP). It is expected that this takes place soon after the observation of the educator in practice and the evaluation on which consensus was reached.

The PGP addresses the following:

- The areas in need of improvement about which the educator him/herself is in full control, for an example, punctuality.
- The areas in which the DSG or someone else in the school is able to provide guidance, e.g. record keeping.
- The areas in which the Department can provide in-service training or other programmes such as the NCS assessment.
- Where the educator is unqualified or under qualified or needs re-skilling in order to facilitate a new learning area such as technology, this information needs to feature in the workplace skills plan (WSP) of the Department.

The PGP's help the school management team to develop the school improvement plan (SIP) which in turn helps the regional district office to plan and deploy support staff. The PGP forms an important record of needs and progress of individual educators.

Table 7.3.12 submission of work (work programmes, work schedule and preparations) for control

Response	Frequency	Percentage
Don't submit	2	20%
Weekly	2	20%
Monthly	2	20%
Quarterly	3	30%
Yearly	1	10%
Total	10	100%

The results in table 7.3.1 clearly indicate that control is loose and submission of work is irregular. The SMT must ensure that the control of lesson plans is regular especially that the teaching approach is new and many educators are not yet sure of what they are doing. There must be constant control and review of the work to be done.

It is the researcher's view that planning is very important, but all plans are temporary and subject to change. An important aspect of planning a lesson is, however, that the educator should think through the lesson. Planning is an ongoing activity. Things often do not go as they are planned and continual adjustments are therefore necessary.

Long-term (work programmes and work schedules) planning through which the objectives of the syllabus are realised as well as day-to-day and week to week planning are very essential. When planning, an educator should take into account the planning of the other educators for

integration purposes. A wise educator does his/her planning well in advance.

Although planning may appear to be a means of restricting the individual, sound planning gives an educator the freedom to think creatively. If an educator lives in an unplanned manner he/she will continually be concerned as to whether he/she is on the right path and ether something may arise that was not anticipated.

7.3.13 The process of control at schools

The views of various respondents on control at their various institutions have been listed below:

- Control process is in order; the SMT is working as one unit.
- Control is good; the principal is working hand in hand with all staff members.
- Control is done only for the purpose of IQMS; it does not help to improve the quality of education at all.
- Control process is fine; it helps educators to know what they must do.
- The principal and the SMT are reluctant; they don't push/ urge educators to do their work.
- The principal and the SMT don't control preparations, there is lack of guidance.
- There is no longer control so whatever.

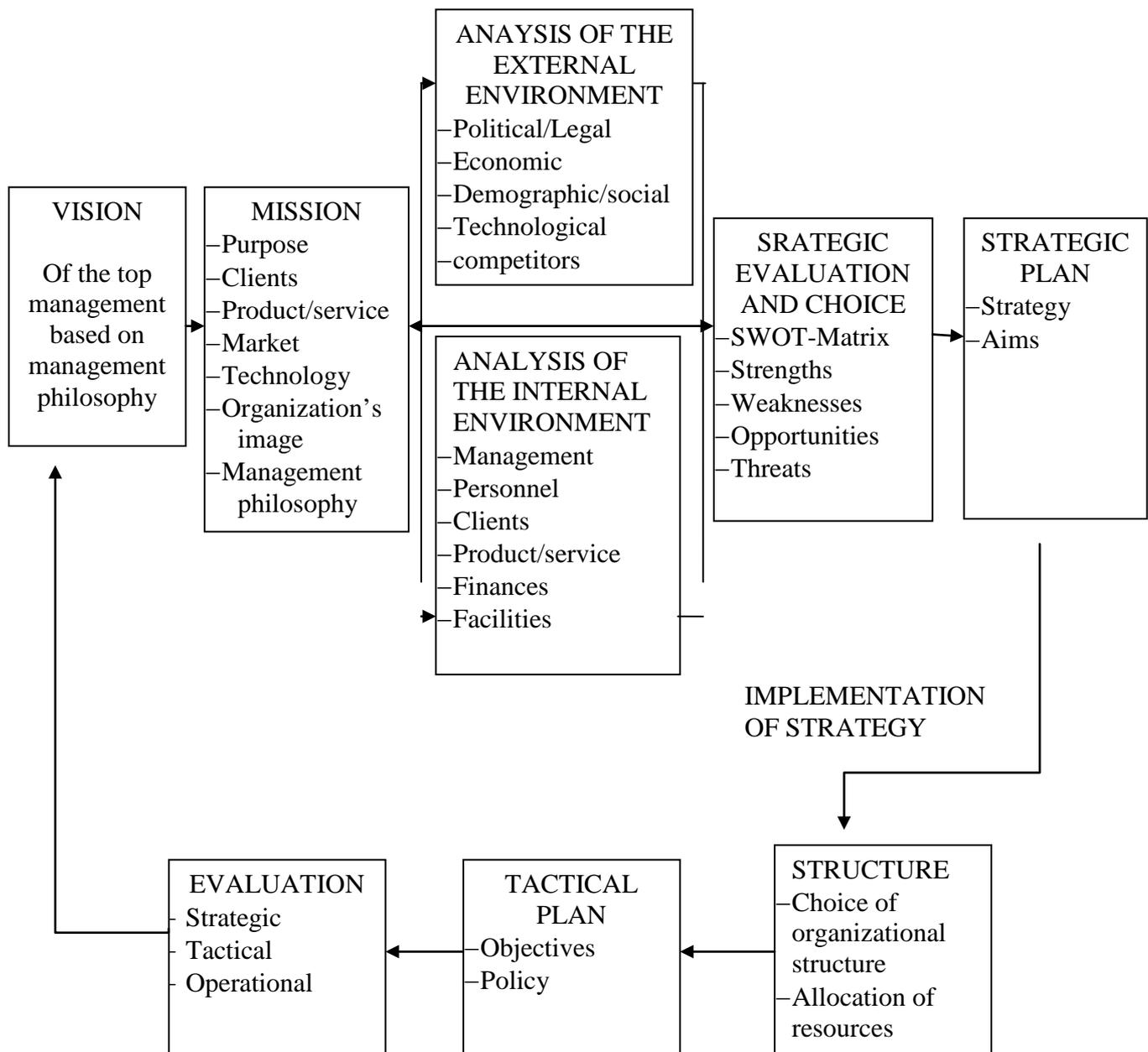
- The control process is up to standard, proper feedback and motivation is done accordingly.
- Just good but educators are not getting help as expected.
- The control process is good but the principal does not cope alone.

The views cited by various respondents clearly indicate that some institutions lack proper control in order to promote quality education at schools. Cloete (1986:97) puts it very clear that control constitutes an important aspect as the management of any organisation.

The principal must ensure that the school he/she is managing has a collectively developed mission and vision and policies which are underpinned by a set of agreed values and that these are understood and practiced by all stakeholders. The school's development and improvement plans as well as the year programme must be implemented as planned. Proper planning on time which is evidence based will always improve the quality of facilitation and learning and therefore control will be simpler.

A strategic planning is necessary for proper control to take place and is schematically represented below:

Figure 7.3.13.1 Strategic Planning



Adapted from Van Wyk and Van der Linde (1997:32)

A key task of contemporary school is to stay ahead of change. The strategies selected by a school must be operationalised into goals. Appropriate goals must be formulated in respect of each strategy. These goals (over the long term) are operationalised in the statement of aims (over the

short term of special importance in strategy implementation) for the school as a whole.

7.3.14 Opinions on regular monitoring of work

The views of various respondents on regular monitoring of lesson preparations by the SMT are summarised below:

- Regular monitoring of lesson preparations helps educators development if feedback is given.
- Shortfalls are easily rectified.
- Regular monitoring is good in a sense that the whole plan is to help one another.
- Monitoring is not sufficient (done quarterly) which results in educators reluctance in doing their work.
- Monitoring not done at all, lack of educator support experienced.
- Not satisfied because monitoring of lesson plan is not done regularly.
- Regular monitoring is just fine.
- Lesson preparations never controlled to such an extent that there is no guidance from the SMT.
- It can be best if lesson preparations can be monitored weekly.
- Regular monitoring is of good assistance to educators.
- Regular monitoring must be the way as it is but the principal does not cope alone as a matter of fact it can yield better results is the SMT can assist.

From what has been stated above it is very clear that monitoring of lesson preparations is not done in most schools. This is in line with what has been stated by Fiddler, Bowles and Hart (1991:23) when bringing to the light that principals and educators do not understand what policy and planning involve. There can never be monitoring without planning. The figure below clearly shows the importance of planning, not only for top management, but also for every educator.

Figure 7.3.14.2 Certainty and uncertainty in planning

	Me	Us	The team	Another group	The school	The system	society
Now	firm						
Tomorrow	Ground						
Soon							
Sometime		The swamp				Help!	
Eventually							
never							

Adapted from Davies, Ellison, Osborne & Westburnham (1990:41)

7.3.15 The kind of educator that is envisaged

Generally, the respondents have indicated the following concerning colleagues they prefer to work with:

- Colleagues who are responsible for their job and are always prepared to take advice and ready to learn new things.

- Colleagues who are honest and follow instruction.
- Colleagues who have positive attitude and self motivated.
- Colleagues who are co-operative, hard working and freely share ideas.
- Colleagues who are transparent, whether good or bad but readily share everything for effective facilitation and learning.
- Colleagues who are open, with teamwork spirit and share ideas for the progress of the school.
- Colleagues who are workable and decision making.
- Colleagues who are well disciplined so as to encourage one another.
- Colleagues who are hard workers so as to get help from them.
- Colleagues who are not self centred, who like teamwork and policy implementation.

The views cited by various respondents above clearly indicate that educators are eager to render effective service in order to improve the quality of facilitation and learning to promote quality education.

DoE (2002:3) puts it very clearly that all educators are key contributors to the transformation of education in South Africa. The NCS envisions educators who are qualified, competent, dedicated and caring. These types of educators will be able to fulfil the various holes outlined in the norms and standards for educators. These include being mediators for learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens, pastors, assessors and learning area or phase specialists.

7.3.16 Development needs

The views of various respondents on expected development needs have been listed below:

- Mentally development by reading more books about educators
- Helping learners for better achievements and to have more knowledge
- To attend workshops on current trends in education
- Upgrading of the school building
- Maintenance of the school environment

7.3.17 Communication with learner's parents

The following are summary findings on how various respondents communicate with their learners' parents:

- Usually call them at the end of each term.
- If there is a need, call them any time to attend to their children's problems.
- They are called/ invited to school regularly but they are very much reluctant to come.
- They are invited twice per year to inform them about new development and learners problems.
- Parents are called on a daily basis to discuss their children's problems.

- Parents are called quarterly or depending on burdening issues which need their attention.
- Parents are called whenever there is a problem but they don't come.
- Parents are called quarterly to discuss their children's progress report.

It is the researcher's view that communication with parents is a way of involving parents in their children's education and the running of the school as expected by legislation to ensure quality education. It is therefore expected that parents are invited as individuals or at organized parents meetings to discuss issues pertaining to the running of the school over and above those discussed during the annual general meetings (AGM's). Educators can also invite parents to school to discuss progress on their children's performance and daily problems

Quality education can only take place if there is a good communication between the educators, parents and learners. Kruger and Van Schalkwyk (1993:174) put it very clear that if communication is not effective, the set objectives cannot be attained. Educators must know exactly how to communicate and also know the principles for effective communication and factors which might impede it.

7.3.18 Professional articles read from educational journals

The table below indicates exactly what the educators have read

Article	Frequency	Percentage
Policy handbook	2	20%
SADTU Newspaper	3	30%
The Teacher (Newspaper)	1	10%
Sowetan (Question papers and memorandums)	1	10%
Nothing	3	30%
Total	10	100%

The table above clearly indicates that educators are not interested in keeping themselves up to date through perusal of educational journals.

7.3.19 Participation in the smooth running of the school

The following are ways in which respondents help in the smooth running of their schools;

- Help SMT in maintaining school discipline.
- Monitor learners' punctuality.
- Participate in school beautification programmes.
- Maintenance of stock.
- Serve as a financial officer.
- Give advices to the principal.
- Conduct morning devotions.

Table 7.3.20 Knowledge of South African schools Act no 84 of 1996 as amended

Response	Frequency	Percentage
Clear	4	40%
Not clear	6	60%
Total	10	100%

Table 7.3.20 clearly indicates that the majority (60%) of the respondents are not clear/ conversant of the South African schools Act no 84 of 1996 as amended.

It is the researcher's view that in order for quality education to take place, educators should be conversant with the South African Schools Act 84 Of 1996. The latter Act creates a new national school system which aims to improve the quality of education for all on equal basis. SASA emphasizes that each school must be committed in providing the best possible quality of teaching and learning and establishing a human rights culture. Each school is a learning organisation in which educators, learners and the school community are motivated and disciplined to take education seriously.

It is the researchers view that without the knowledge of the South African schools Act (No 84 of 1996) there will be no quality education. Each school has been supplied with enough copies of SASA, but surprisingly enough educators resist acquainting themselves with its content

7.3.21 Constitutional principles affecting educators

Generally, the respondents have indicated the following with regard to constitutional principles affecting them:

- Learners have unlimited rights than responsibilities.
- The principles of no work no pay.
- Learners have more rights than educators.
- Legalizing abortions to school learners make discipline difficult.
- Pregnant learners coming to school.
- Abolishing of corporal punishment.

The above views clearly indicate that educators are not prepared to adapt to change principles.

The stakeholders should be informed about important issues from the following documents which can be obtained from the district office

- The South African policy document.
- The ELSEN policy document.
- The policy documents for the different phases.
- The assessment policy.
- The national policy on instructional time.
- Inclusive education policy.

Before educators can embark on any curriculum development, they must have a working knowledge of the phase policy.

7.3.22. Things that pleases educators in their teaching profession

The following are things which make educators happy in their profession:

- The new learning approach which allows learners to be doers.
- To be union members and to have freedom of speech.
- Continuous learning and the new curriculum which is challenging enabling educators to be more knowledgeable.
- Workshops which are conducted to enable educators to be more knowledgeable.
- Educational excursions to enrich learners' knowledge.
- The supply of learner support materials to schools by the Department of Education.
- Response on norm and standards by the Department of Education
- Inclusive education.

7.3.23 changes respondents they would like to effect at their various institutions

The following are summary findings from various respondents:

- Can involve parents in the issue of learners abusing drugs.
- Can improve the infrastructure, working condition is bad without a staff room and administration offices.
- Can strive to make learners and educators to accept each other as in one family.

- Can initiate the change on policy of school starting times.
- Can initiate the building of classes, administration block and toilets.
- Beautification of the school.
- Can see to it that parents meetings are held regularly.
- Can strategise on the formation of strong relationship between parents, educators and learners (formulate policies together).
- Can engage various stakeholders in planning and policy formulation on rules and regulations of the school.

Certain changes require appointees to have different skills if they are to be effective in their posts after the changes have been introduced. (Webb, Montello & Norton, 1994:156) If for an example, the department of education has agreed on a new syllabus for a learning area and the implementation date has been set for within six months, this should be taken into consideration.

7.3.24 How educators relate with parents of the learners they are teaching

Generally, the respondents have indicated the following with regard to how they relate to the learners parents:

- Parents are sent letters to inform them about their children's progress.
- Parents are called to school when their children (learners) encounter problems to discuss behaviour.

- Make sure that there is good communication between parents and the school.
- Parents are made to be free to visit the school at all times to discuss whatever they want.
- The relationship between the parents and the school is good but they seem not to be interested in their children's education.
- There is a high percentage of illiteracy, so parents don't care of their children's learning.
- There is no proper relationship, when parents are called to school they don't come, they are not willing to tackle their children's problems.
- Messages are sent to parents via learners, they are given letters to hand them over to their parents.
- Parents are invited to school whenever there are problems.
- Parents are always welcome and given whatever information they want.

By combining the forces of the home, the school and the community the quality of education can be much improved. Parent involvement in formal education is juridically prescribed (Kruger 1998:33). The South African Schools act 84 of 1996 and the constitution of the RSA as amended require parents to ensure that their children attend school for as long as the child is required by law to do so.

By becoming involved parents can ensure that the values, spirit, direction and character of the community are established and maintained in school. Kruger (1998:33) contends that the intellectual

development of the child calls for parent-educator co-operation. The value of parent involvement is as follows:

- For the educator:
 - Parent involvement can engender a more positive spirit between educator and parent.
 - It can work to restore trust between parental home and an educator.
 - Parent involvement means that educators can rely on parents' support.
 - Knowledge of the circumstances of learner at home can help educators in their facilitation task.
 - It can work to improve the conduct of learners.
 - Parents can lighten the educators' workload.

- For the learner;
 - Parent involvement can improve the learners learning performance.
 - It can improve school attendance.
 - It can help to eliminate learning and behavioural problems
 - Parent involvement can increase the learner's sense of security and emotional stability.

- For the school;
 - Parent involvement can improve the unity and co-ordination of the education.
 - The involvement of parents can mean valuable service in the interest of the school.
 - Parent involvement can lead to an improvement in the support from the community.
 - Parent involvement can lead to greater financial support.

It is therefore, very clear that parents who are involved in one way or another in the education of their children create a climate that is conducive to facilitation and learning activities.

Table 7.3.25 feedback to parents

Response	Frequency	Percentage
Daily	1	10%
Weekly	-	-
Monthly	-	-
Quarterly	6	60%
Twice per term	2	20%
When problems arise	1	10%
Total	10	100%

The table above clearly indicates that the majority, 60% of the participants communicate feedback on learner performance to parents quarterly through reports at the end of each term. This clearly indicates that there is no proper communication between parents, learners and the school.

It is the researcher's view that effective communication about learner's achievement is a prerequisite for the provision of quality education. A report must convey, through the educators comments, a clear impression of personal knowledge of the learner, summarise achievement and progress and provide useful feedback to evaluate and improve facilitation and learning. Comments from parents and where practicable, from learners themselves, should be encouraged. The report should be signed by the head of the learning site or other appropriate person with an overview comment when this is necessary.

The main purpose of feedback is to:

- Communicate learners performance to parents and other stakeholders;
- Enable parents to participate in the learning process of their learners;
- Make educators accountable to learners' parents and other stakeholders;
- Comment on learners strength and weaknesses for subsequent educators which ensures continuity of facilitation and learning;
- Describe learning that has taken place;
- Encourage motivation through constructive approach;

- Enhance accountability at all levels;
- Allow for comment on the personal and social development and the attendance of the learner at learning sites; and
- Give an indication of the strengths and the development needs and identity follow-up steps for facilitation and learning.

Table 7.3.26 Parents' attendance for meetings

response	frequency	Percentage
Positive	7	70%
Negative	3	30%
Total	10	100%

The results in table 7.3.26 clearly indicate that the majority (70%) of parents of the participating schools are actively concerned about their children's education and involved at some level in supporting their children's learning and behaviour in school. Involved parents have a generally positive attitude about quality education and about the school and believe that it is beneficial for their children. Zabel & Zabel (1996:336) are of the opinion that involved parents attempt to meet their children's needs and they participate and provide leadership in parent-school organisations. They value education and they want their children to do well academically and behaviourally at school. These are parents educators can usually count on to support effective facilitation and learning to ensure quality education.

30% indicated that parents at their schools are unresponsive and that they do not seem to care about their children's learning or behaviour and

others. Parents meetings are a way of involving parents in their children's education and in running the school as expected by legislation. It is therefore expected that parents meetings are organised by the SGB to discuss issues pertaining to the running of the school over and above those discussed during the annual general meetings (AGM). Educators can also call parents to discuss progress on their children's performance.

7.3.27 Parents' problems for attending meetings

The following are summary findings from various respondents with regard to parents' problems for attending meetings:

- Most parents are illiterate and don't see the value of parents' meetings;
- Learners don't give their parents invitation letters when requested to;
- Some parents come back from work late everyday and also work on Saturdays and even Sundays;
- High rates of deaths keep parents on attending funerals on Saturdays and Sundays;
- Parents don't want to be told about money issues;
- Some parents don't attend meetings as avoidance of being elected in various committees;
- The frame of meetings not suitable for some parents;
- Some parents don't attend meetings because they feel undermined; and

- Parents just don't come because they don't know the value of education

It is the researcher's observation that parents often feel intimidated and threatened by schools because the school might not convey a welcoming and inviting impression. For an example parents are often told that they are welcome to make an appointment if they have a problem. This is not an encouraging and inviting message. Schools need to be places where parents feel comfortable and accepted as part of the school community. In order for parents to feel free and participate in the education of their learners:

- There must be a comfortable waiting area;
- Visitors must be greeted warmly and made comfortable;
- The schools entrance must be attractive;
- The reception area must be sign-posted;
- The school must always be clean;
- There must be a visitors book;
- The notice boards carry interesting and up-to-date information;
- The atmosphere must be cordial and peaceful;
- Learners and educators must be friendly and polite to visitors; and
- Visitors must be treated with respect and courtesy.

Parents' meetings which lead to parent involvement have many advantages but the educators must know how to apply and make use of this involvement. Making use of parents requires planning, guidance and organisation or good management to ensure quality education.

Table 7.3.28 Learning area committees

Response	Frequency	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

The table above clearly indicates that 50% of the participating schools have functional learning area committees while 50% don't have such committees. It is the researcher's view that proper planning to ensure quality education can never take place without such committees. School managers and their SMT's have to ensure that learning area committees are formed and planning is not done individually but together.

Table 7.3.29 learning area meetings

Response	Frequency	Percentage
Nil	4	40%
Monthly	4	40%
Quarterly	1	10%
Half yearly	1	10%
Total	10	100%

The table above brings to the light that 40% of the participating schools never meet to discuss or plan matters pertaining to various learning

areas facilitation at their schools. For quality education to occur there should be total commitment, knowledge, understanding and skill on the part of learning area educators. Team work always make the tasks easier and manageable.

7.3.30 Teaching as a right career choice

The majority (90%) of the respondents have indicated that teaching has been their right career choice and cited the following:

- Enjoys teaching a lot even though there are so many challenges;
- Enjoys helping learners and own children at home;
- Enjoys teaching, talking to learners and giving them relevant information about the facts of life;
- Always prepared for new challenges and readily adapt to change;
- Don't regret the career choice, feels doing the job excellently;
- Likes helping learners with problems and show them right way of living;
- Likes interacting with learners and guiding them to become responsible adults;
- Enjoy solving learners problems; helping them to achieve what is best in life and helping the community at large; and
- Feel very good when working with learners.

Ten (10%) of the respondents indicated that teaching has not been the right career choice the reason being that there was no other career options because of poor socio economic background.

DoE (2001:1) asserts that educators can play a critical role in the transformation and growth of our society through constructive and understanding to work with children, by embracing change and working to create learning environments in which learners are safe and respected, where their voices are heard and they are able to learn without fear

7.4. INTERVIEWING SCHEDULE FOR LEARNERS

Table 7.4.1 Availability of code of conduct for learners

Response	Frequency	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

The table above clearly indicates that the majority (80%) of the participating schools have got code of conducts for learners to ensure quality education. It is noted with regret that 20% of the participating schools are operating in darkness.

A code of conduct may include school rules and classroom rules. These rules regulate day-to-day relationships between learners and educators. A code of conduct is meant to ensure that all stakeholders in a public school agree to the establishment of disciplined and purposeful school environment to achieve and maintain quality education in that school. The principles underpinning such a code of conduct are respected for

one another and a concern to ensure that the fundamental rights contained in chapter two of the constitution of the Republic of South Africa are adhered to, in particular the principles of human dignity, equality and freedom.

The code of conduct should reflect responsibilities. Because learners are usually minors assisted in governance by their parents, the parents' responsibility and commitment to the learners' code of conduct should be part of such a code. The code of conduct should make clear what constitutes misconduct of a lesser nature and should refer to serious misconduct contemplated in section 9(3) of the Act. The due process to be followed in dealing with disciplinary matters must be clear and the principles of natural justice must be adhered to.

Table 7.4.2 knowledge of the formation of the code of conduct for learners

response	Frequency	Percentage
Don't know	7	70%
Principal	2	20%
Educators and learners	1	10%
All stakeholders	-	-
Total	10	100%

The results in table 7.4.2 brings to the light that the majority (70%) of the participants don't have any idea on how the code of conduct for learners came into being at the institutions.

The school governing Body must draw up a code of conduct for learners. A code of conduct for learners aims to promote a school environment dedicated to the improvement of the learning process. The code of conduct should be based on principles and values supported by the community.

It is of vital importance that learners feel that they own the code of conduct as this will enhance adherence to and support for it. It is therefore be a result of consultation and negotiation amongst learners and members of the school community.

No two schools are the same, so the code of conduct for learners is likely to be different for each school. Nevertheless, there are certain common elements (Seedat, 2004:94) listed below:

- Introduction;
- Aim;
- The rights of learners;
- The responsibilities of learners;
- The responsibilities of educators with regard to learners;
- The responsibilities of parents with regard to learners;
- School rules, regulations and procedures; and
- The scope of the code of conduct and its legal implications disciplinary procedure;

7.4.3. Feelings about the code of conduct

Forty (40%) of the respondents indicated that they don't know what to say concerning the code of conduct for learners while on the other hand, 60% asserted that they feel good about theirs and went on to say:

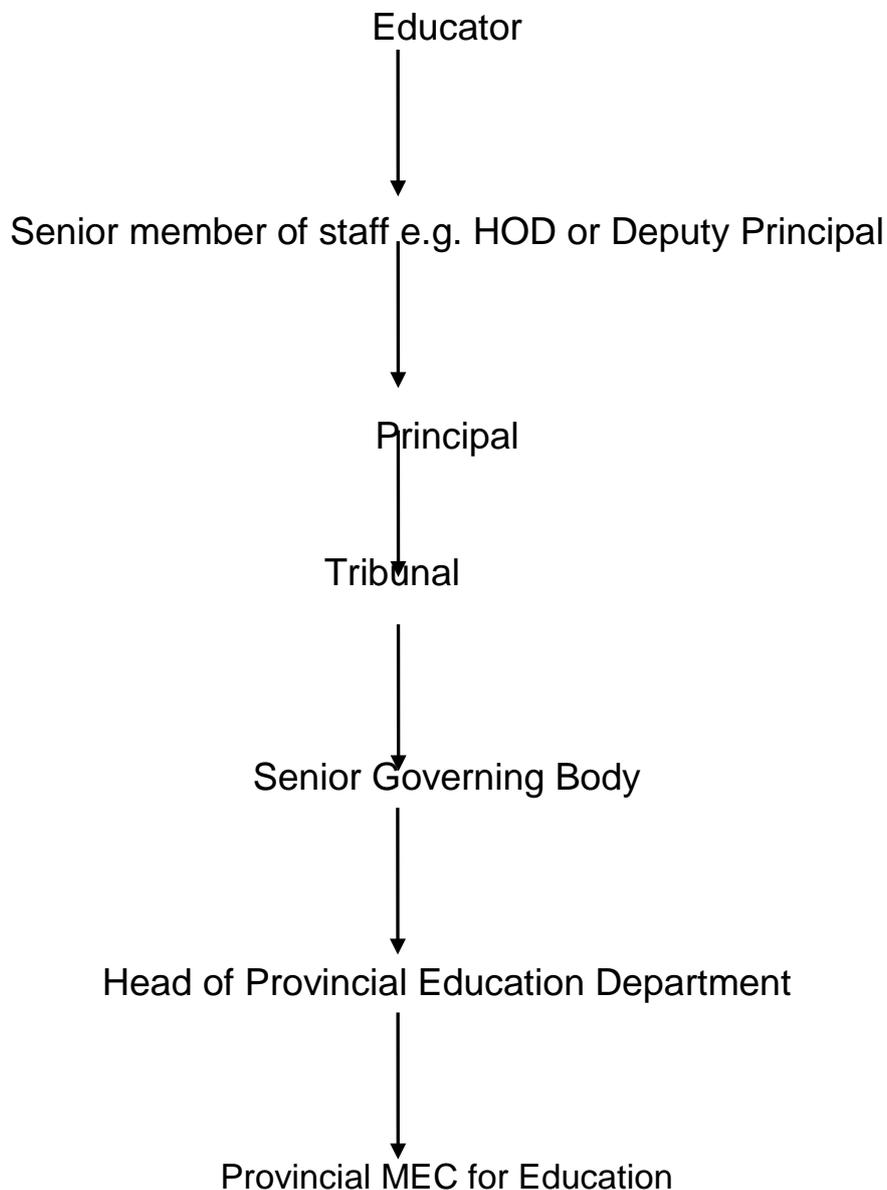
- It is good, we follow it in order to behave well;
- It regulates behaviour; and
- It teaches us how to behave well.

In order for quality education to take place, disciplinary procedures contained in the code of conduct for learners must put emphasis on the fact that corporal punishment was outlawed in schools in 1996, when South African Schools Act, 84 of 1996 was passed. With this act the government signalled its intention that discipline must be fair, corrective, and educative and not punishment orientated.

As with the code of conduct, the school community must negotiate what steps and processes will be taken if a learner breaks the code. The development process must spell out clearly for each instance or misbehaviour:

- Who takes action;
- When action will be taken; and
- What action will be taken.

The responsibility for maintaining discipline in the classroom lies with the individual educator. The classroom educator spends most time with the learners, so she/he is likely to deal with most disciplinary matters. However, an educator is not the only person responsible, if necessary, he/she may refer the discipline matters to a senior member of staff and then to the principal. If the misconduct is very serious the principal may refer the matter to a tribunal, the school governing body, the provincial education department, and ultimately to the MEC for education. The line of authority is represented schematically as follows:



7.4.4 Sharing of ideas

The following are summary findings from various respondents with regard to idea sharing at their institutions:

- Gathering after school to discuss recent information;
- Group discussions in classes; and
- During assembly and devotion time.

Table 7.4.5 implementation of discipline

Response	Frequency	Percentage
satisfied	7	70%
Dissatisfied	3	30%
Total	10	100%

Table 7.4.5 clearly indicates that the majority (70%) of the respondents are satisfied about the manner in which discipline is implemented in their institutions.

It is the researchers view that in order for quality education to take place; good school discipline should be an importance feature of effective schools. Learners learn in an orderly and safe environment. Discipline is therefore one of the most important management functions in a school. Principals and educators have a duty to maintain proper order and

discipline. To achieve good discipline, every school must have a written code of conduct. The purpose of the code of conduct is to:

- Create a well-organised and good school so that quality learning and teaching can take place;
- Promote self-discipline;
- Encourage good behaviour; and
- Regulate conduct.

7.4.6 Things considered being problems

The following are summary findings from various respondents:

- Learners disrespect educators, don't listen to them and ignore them when they talk to them;
- Vandalism is a very serious problem;
- Learners don't love each other, criticise each other, and disobey educators;
- Learners gamble a lot, always playing spinning (Zwipi) and cards;
- Learners don't do their school work;
- Learners don't wear their school uniform;
- Littering is a serious problem;
- Learners who are always swearing at others and making them suffer in class;
- Abuse of alcohol and drugs as well as carrying of dangerous weapons to school;
- Bully learners shouting and beating others;
- Boys always picking up fights;

- Late comings and disrespect by learners;
- Lack of discipline;
- Male educators doing silly things to girls;
- Shortage of educators for key learning areas;
- Lack of science apparatus;
- Lack of safety and security, fence dilapidated;
- Lack of motivation for learners;
- Shortage of classrooms that leads to overcrowding; and
- Educators not adhering to the drawn time-table.

7.4.7 Educators facilitation in class

Generally, various respondents have cited the following:

- Sometimes moves around the rows while teaching;
- Stands in front whilst facilitating;
- Fond of standing at the back; and
- Sit or move around while reading from the textbook and then ask questions.

It is the researchers view that in order for quality education to take place, a good educator works in a learner-centred classroom where he/she allows discussion between learners which is usually focussed and orderly. If an educator is well-prepared the lessons will go smoothly and there will be likely less discipline problems. The educator need not make a threat which he/she cannot do or not intend to carry. When

commenting to learners work the educator must give praise as freely as he/she gives enthusiasm.

A good teacher never facilitates sitting down but moves around and observe learners during group activities. An educator must always bear in mind or remember that the principal, deputy principal and heads of department are there to help. He/she must never let a disciplinary problem to develop too far since it will have a negative impact on quality education. Before the problem reaches a crisis point, the educator must discuss the problem with the head of department or another senior member of staff and they will definitely support or help him/her.

7.4.8 Learning approaches followed in classes

The majority (70%) of the respondents indicated that their educators read from the textbooks, explain and ask questions (textbook method). 20% stated that their educators give them notes and explain while they follow by referring to them. 10% indicated that their educators show them what to do and then look for answers on their own.

It is the researchers view that the learning approaches indicated by the majority (text book and narrative) have got a negative impact on quality education. They can just lead to a more transfer of knowledge, ignoring the importance of self-activity, initiative and responsibility. Not all educators can inspire, motivate, and capture the interest of the learners through these approaches.

The approaches can lead to the conveyance of lifeless and meaningless facts and knowledge. Passiveness can also result because learners can easily become listeners who do not actively participate in the lesson. In this instance the importance of participation and self activity can easily be neglected. Only the educator's ideas are put forward. Often the learner's views are not considered. This causes boredom and a warring of interest and attention. These approaches over-emphasize memorization. The learner's ability to think, reason and judge is often not involved.

The use of these approaches might be the cause of problems indicated by educators in paragraph 7.3.3 and learners in paragraph 7.4.6.

7.4.9 Rules governing classrooms

Generally the majority (80%) of the respondents have cited the following:

- Be on time everyday.
- No eating in class.
- Don't swear at each other.
- Raise your hand if you want to speak.
- Respect educators.
- Don't make noise.
- Always wear the correct school uniform.
- Clean the class after school.
- No littering in classes and on the school yard.
- No stealing of others belongings.

- No going out without permission.
- Be friendly to one another.
- No fighting in the school premises.
- Listen to the educators.
- Do your homework everyday.
- Respect one another.
- Come to school everyday.

Twenty (20%) of the respondents have indicated that they don't have classroom rules.

The most productive classrooms where quality education takes place are those in which:

- Learners are so interested in their work that they are constantly busy;
- There is mutual respect, learners do not disrupt the concentration of others; and
- The atmosphere is relaxed and unthreatening and they can think at their best.

It is clear that for everyone to work and achieve best there must be order in the classroom. Consequently appropriate behaviour must be discussed and agreed upon between the educator and the learners at the beginning of each year. Together they decide on reasonable rules, rights and responsibilities to make the classroom the best learning place it can be. This enhances the quality of learning.

When everyone agrees on the rules and the consequences for breaking them, they are written up and displayed. From this point forward, they should be consistently applied. The more learners there are in class, the more important it is for everyone to understand and agree to the rules that are made for the maintenance of a positive and peaceful learning environment. Ignorance of these rules is not an acceptable excuse.

Meret and Wheldell (1990: 57) emphasize that rules must be effective. School and classroom rules should be worded positively to emphasize correct behaviour rather than prevent undesirable behaviour. They should be specific and objective so that situation and behaviour can be clearly defined and thus allow educators and learners to know when the rules are being obeyed. In conclusion, Meret and Wheldell (1990: 58) assert that rules should be practical. There is no reason to expect the impossible.

Table 7.4.10 Projects done in Natural Science

Response	Frequency	Percentage
none	3	30%
One	4	40%
Two	2	20%
Three	-	-
Four	-	-
Five	1	10%
Total	10	100%

The table above clearly indicates that educators resist changing from their old methods of facilitation and adapting to the new approach where learners have to do and discover on their own.

Projects allow a learner to work on his/her own initiative, own free will, learns, investigates, discovers, researches, experiments, creates and invents. Learners learn to think independently, reason logically and work on their own. Practical problems are solved by learners in a practical way.

There are two kinds of projects, i.e. individual projects and group projects. In an individual project, the learner works on his/her own irrespective of whether it is his/her own problem or a class problem. In a group project, the whole group works simultaneously on the problem. Projects have the following advantages:

- Stimulate the learners interests;
- Relates to the problems of real life;
- Encourages learners to tackle and solve problems independently;
- Caters for individual differences;
- Helps the process of socialisation; and
- Incorporates the principle of motivation, individuality, sociality and activity.

7.4.11 Duties of the class representatives

The following are summarised from various respondents:

- Keeping the register.
- Keeping order in class.
- Call responsible educators when they did not come to class.
- Do follow up of work given.
- Maintenance of the classroom.
- Encourage other learners.
- Helping of problems arising in class.
- Organising trips and functions.

To promote quality education the class representative must liaise and communicate with the class learners, educators and professional management team (SMT) because he/she must represent the learners, must accept that the well being of the learners in his/her class are his/her primary task. He/she must also foster a spirit of mutual respect, good manners and morality among the class mates.

The class rep must also promote and maintain discipline among colleagues and general welfare of the class. He/she must help each learner to feel at home in the class. He/she must lead the class mates to develop high ideals of personal conduct. He/she must assist educators in implementing the school policies.

Table 7.4.12 Corporal punishment as means of discipline

Response	Frequency	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

The results in 7.4.12 indicate that the majority (70%) of the participating schools still rely on corporal punishment for disciplinary measures. These results are in line with paragraph 7.3.7 where the majority (70%) of the respondents indicated that the abolishing of corporal punishment is not good at all. The schools act makes it very clear that corporal punishment may no longer be used in public and independent schools as means of punishment.

Principals and educators who are still using corporal punishment to enforce discipline are violating the basic human rights upheld in the South African Bill (DoE 2001:1) asserts that failure to comply with the prohibition of corporal punishment could result in educators having to face charges of assault. Even though that, the reality of the situation is that many educators face daily struggles in their school environment with issues of discipline (cf. par 7.3.7, par 7.4.6) at all cost strive to make the learning environment to be safe, orderly and conducive for facilitation.

The use of corporal punishment has done untold damage to countless learners, often resulting in feeling of alienation, entrenched patterns of anti-social behaviour and even acts of violence (DoE, 2001:1). In order to ensure quality education, school communities are empowered through the South African Schools Act 84 of 1996 to develop their own

disciplinary code which sets up the framework of misbehaviour and the consequences for misbehaviour in such a way that all parties will have clarity on where they stand with regard to issues of discipline. The code of conduct is adopted by all stakeholders.

7.4.13 Relationship between learners and educators

The following are summary findings from 30% of the respondents with regard to the relationship between the learners and educators at their institutions:

- The relationship is just good but some learners disrespect educators;
- The relationship is not good, learners disrespect educators; and
- Educators respect learners, but in return the learners disrespect them.

Seventy percent (70%) of the respondents indicated that the relationship is good and that things are going well.

7.4.14 Learners treatment by educators

With respect	Frequency	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table 7.4.14 clearly indicates that the educators try their level best to create a relationship which is sincere, warm and friendly to such an extent that all learners are relaxed and experience a pleasant time at school.

7.4.15 Learners involvement in school organisation/ management

The following are summary findings from the various respondents:

- Help in planning educational excursions;
- Help in the school cleanliness and beautification programme;
- Time keeper for the school;
- Organize water buckets for classes to drink since there is no tap water;
- Help educators in maintaining order and discipline;
- Help by selecting netball teams; and
- Help to liaise between learners and educators.

It should be remembered that one of the aims of education in the new paradigm is to develop responsible future citizens. Even young learners of the primary schools can be encouraged to take responsibility for some areas of running the school. At the secondary level, the representative council of learners (RCL) is seen as the full partner through the SGB in leading the school. Every learner should have the opportunity to develop leadership potential.

7.4.16 Sharing of information

The following are summary findings from the respondents:

- Information is shared during the morning at the assembly as announcement;
- In class talking to the educator or visit them to seek information in the staffroom; and
- Class to class announcements.

7.4.17 Feedback on work submitted

Response	Frequency	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

The results in table 7.4.17 indicate that the majority (90%) of the respondents receive feedback of work submitted in any form of written work or projects.

It is the researcher's view that feedback on submitted work is a prerequisite for the provision of quality education. Feedback must convey through the educators comments, a clear impression of personal knowledge of the learner, summarise achievements and progress and provide useful feedback to evaluate and improve learning and facilitation. Comments from parents and, where applicable from learners themselves, should be encouraged. The learners' books should be viewed and signed by the head of the learning area or appropriate person with an overview comment when this is necessary. Projects and

written work are done by learners and remain of great importance in achieving learning objectives. The responsibility for checking/assessment remains that of the educator. Written work is important because it:

- Shows whether the learners have had sufficient opportunity to apply their knowledge of the learning area in progress;
- Gives an indication of whether the learners have understood the work;
- Shows whether an educator has given attention to remedial work; and
- Indicates the degree of the correlation between the educators work programme and the learners progress.

If the learner's work is assessed regularly this will ensure that they do their work dutifully and will demonstrate that the educator is serious in his/her task of accomplishment to ensure quality education. Thembela and Walters (1984:63) point out that each head of department must submit regular written reports to the school principal so as to keep him/her informed of each educator's progress.

7.4.18 Learners leadership

The following are summary findings from various respondents:

- President of Representative council of learners (RCL);
- Attend school meetings and give feedback to others;
- Help in keeping order during educators absence; and

- Help in maintaining order and discipline at school.

Learner's leadership involves all areas of learners activities. Learner leaders can be involved in virtually all spheres of school life. The ultimate purpose of learner management is to entrust the learners with certain elements of the schools programme so that they can develop the skills to assume responsibility for those elements themselves. Aspects of learner leadership include:

- The identification of learner leaders;
- The training of learner leaders;
- The utilisation of learner leaders; and
- The participation of learner leaders in team management.

To ensure quality education, the principal and the SMT should be responsible to recognise leadership potential in learners. They must be identified and trained so as to enable them to perform their tasks as learner leaders in the school situation, and to become leaders in the adult world once their school careers are over. (cf. Kruger, 1998:19)

7.4.19 Problem solving by learners

The following are summary findings from respondents with regard to their participation in the resolving of problems that involves fellow learners in the institution:

- Give own opinions about the punishment to be given;
- Request parents to solve problems confidentially;

- Talk to the principal and the learner concerned and therefore give feedback;
- Take the matter to the senior members of staff so as to tackle the problems;
- Report any problem to the principal for attention;
- Try to give advice to learners with problems;
- Try to talk to the problematic learners and discuss about the matter.

7.4.20 Parent's involvement in problem resolutions

Various respondents have cited the following with regard to their parent's involvement in the resolution of their problems at the school:

- Parents come to school whenever there are problems;
- Parents come less, they don't come to school whenever invited;
- Parents are not committed to their children's learning; and
- Only few parents show up whenever they are invited to attend meetings or to solve problems.

The above citations clearly indicate that the relationship between the school, parents and learners is very poor in order to ensure quality education. Partnerships between parents and educators should be developed. These partnerships should include recognition of the critical role played by parents and their planning in the monitoring of education and support, should be facilitated through processes such as training to empower parents to develop their capacity to participate in their children's education.

In this instance the critical role of parents in the education and development of learners would be recognised. Parents would be aware of their rights and responsibilities regarding the education of their children, and would be equipped to assert their rights and to fulfil their responsibilities.

Kruger (1988:56) contends that the successful education of culturally diverse groups of learners depends a great deal on cooperation, communication and understanding between educators and parents. Educators must be able to communicate with and include all parents in school-based and home based activities.

7.4.21 Parents knowledge concerning their learner's problems at schools

The all (100%) of the respondents stated that they would like their parents to be involved whenever there are problems concerning them at their various institutions:

- It is their responsibility to know what is happening at school;
- It is their responsibility to solve whatever problem their children come across;
- Parents need to know whatever happens in their child's life so as to help him/her through it;
- It is the parents responsibility to work hand in hand with educators so as to develop their children; and
- Parents must be in the position to know their children's behaviour.

Parent involvement and family support is essential in the education of their children especially for those learners experiencing barriers to learning and development (Kruger and Van Schalkwyk, 1993:197). Parent's disempowerment in the education of their children is a major issue in South Africa and needs to be addressed. Most parents have been historically marginalised in the system. In addition to their own feelings and inadequacy, parent involvement has also been stifled because of the patronising way in which they have often approached by the school and education support personnel. A shift in the attitudes of parents and of school and education support personnel is necessary and needs to be pursued through various educational strategies (DoE, 2000:102).

In addition to the above, the rights of parents should be clarified. This includes due process rights of notification and consent, access to records and participation in the development educational programmes.

Parents and educators should bring the strength of their differences to the joint task of the learner's education to ensure quality education. Parents should be involved in planning and school making through school governing bodies, in the teaching and learning process itself and in the development of a supportive learning environment for all learners.

Effective parental involvement in the education of their children is necessary to ensure the quality of effective facilitation and learning. Parents should be empowered and equipped with the necessary skills and knowledge. This will help them to facilitate learning at home and

make informed decisions. Parents will become change agents and effective advocates in the struggle for the rights of all children.

It is important, therefore, to understand curriculum holistically. This simply means that educators need to think of how their explicit methodologies and ways of organizing their facilitation and learning activities as well as the implicit messages in the classroom organisations combine to either:

- Assist the learners in achieving their desired outcome; or
- Undermine their attempts to achieve their desired outcomes.

Table 7.4.22 Arrangement of furniture or the use of floor space

Response	Frequency	Percentage
Rows	3	30%
Groups	7	70%
Total	10	100%

The results in table 7.4.22 indicate that the majority (70%) of the respondents are arranged in groups while (30%) are sitting in rows. There is no recipe for sitting arrangement in classrooms. The arrangement depends largely on the type of a lesson to be facilitated and the size of the classroom.

The most important condition is that there should always be enough space to move around and that the arrangement should be functional, so that learners can get to their desks, the educator can reach them easily

to render individual assistance, and learners can easily see and reach the various parts of the classroom from their desks.

DoE (2000:9) asserts that if a classroom is organised in groups where the educator encourages learners to read, talk, investigate and draw conclusions which may differ from the educators own ideas. The learners are most likely to question illegitimate authority, develop confident in their abilities and understand that they are knowledge constructors and meaning makers.

It is the researcher's view that HIV/AIDS policies may help in the creation of an emotionally safe climate in every class room and through out the whole school where learners are valued for who they are by educators and where learning and teaching of emotional and social skills are a way of life rather than only a part of life orientation lessons. In this way learners can experience positive emotions in every classroom and are therefore able to learn better in all learning areas.

It is logically true that educators have the nation's children in their hands for many hours a year. For many of them, whose lives are affected by HIV/AIDS pandemic schools might be their only hope of caring, emotionally safe places where they can experience good values and trusting relationships and learn the emotional and social competencies they need in order to be effective and confident in life.

By having policies in place help educators to become more effective in dealing with the challenges that affect their teaching and personal lives and to, in turn, learn strategies that will help them to help their learners

to do the same. This implies that educators will become the safe and trusted people and schools will be emotionally safe places that kids so desperately need, and thus making a difference in the lives of all learners in the whole country.

The application of policies help educators to:

- Increase their capacity to achieve their professional goals;
- Become more effective in their work; and
- develop

Table 7.4.23 Period registers

Availability of period register	Frequency	Percentage
Yes	3	30%
No	7	70%
Total	10	100%

Table 7.4.23 brings to the light that the majority (70%) of the participating schools don't have period registers. As a result there might be an irregular attendance of lessons by educators or learners. In this instance learners may develop a habit choosing which learning areas to attend. On the other hand, the class attendance by educators is not controlled.

7.4.24 Knowledge of safety and HIV & AIDS policies

Response	frequency	Percentage
Yes	2	20%
No	8	80%
Total	10	100%

The results in table 7.4.24 indicate that the majority (80%) of the participants don't have policies that deal with their safety and how to treat learners affected with HIV and AIDS at their institutions.

The information cited above indicates that schools lack awareness, understanding, knowledge and sensitivity of the causes of HIV/ AIDS, its consequences and impact on individuals, communities and societies in general. Lack of knowledge can easily hinder effective facilitation and learning at schools which will in return degrades quality education.

7.4.25 Vision of the school

The majority (70%) of the respondent's indicated that they don't know the vision of their schools. 30% indicated the following with regard to their schools vision statements:

- To produce leaders of tomorrow;
- To see children go further in life; and
- to be successful in life.

Despite that, some of the interviewees were sitting in front of the displayed vision statements during the interview session they were unable to iterate through them.

It is very important that the school community decide what the destination of their school should be. This will be the vision of the school. They should put it on paper and read it regularly as a reminder. To reach this destination, they should work out a plan to get there which leads to the mission statement (cf. LDoE 2001:44).

7.4.26 Mission of the school

The majority (70%) of the respondents asserted that they don't know the mission statements of their various institutions. 30% cited the following with regard to their schools mission statements:

- to educate children and teach them respect and dignity;
- to help poor and rich people as far as education is concerned; and
- to make learners do their work.

Availability of vision and mission statements does not help schools in any way because they are never implemented. They are just made available in case they are required by the departmental officials.

All stakeholders should be involved in the creation of a mission statement for the school, thereby creating in the peoples hearts and minds a frame of reference, a set of criteria guidelines by which they will

govern themselves. It must truly reflect the deep shared principles and values of everyone involved in the school (LDoE, 2001:55).

7.4.27 Control of written work

The majority (80%) of the respondents indicated that their educators mark their books on a daily basis on work done. Twenty percent (20%) indicated that their books are not marked as anticipated.

In keeping with the principles of National Qualifications Framework (NQF) control of work serve to determine whether the learning required for the achievement of the specific outcomes is taking place and whether any difficulties are being encountered. Control of work done also serves to report to parents and other role players and stakeholders on the levels of achievement during the learning process and to build a profile of the learner achievement across the curriculum.

Proper control also provide information for the evaluation and review of learning programmes used in the classroom and maximise learner's access to knowledge, skills, attitude and values defined in the national curriculum policy.

Table 7.4.28 Homework time-tables

Availability of homework timetables	Frequency	Percentage
Yes	1	10%
No	9	90%
Total	10	100%

The results in table 7.2.28 indicate that the majority (90%) of the respondents don't have homework timetables at their institutions. This implies that educators do not control the workload given to learners if ever given or that homework is not given at all.

Homework is very important and should be done regularly to uplift quality education. For this reason, it is essential that it should be done according to a fixed timetable and that each learner should have such a time table. The homework timetable is largely determined by the class timetable.

It is the researcher's view that in each class the homework timetable should be next to the class timetable and each learner should have a copy of it. The amount of homework per learning area per week and the time which must be provided for it in the homework timetable, will of course depend on the degree of difficulty and importance of each learning area, as well as on the nature of the homework which may be written, revision, learning or reading.

Table 7.4.29 Career knowledge from educators

Access to career knowledge	Frequency	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table 7.4.29 clearly brings to the light that educators in various institutions do give guidance on different career paths to their learners.

7.4.30 Things which need to be improved in schools

The following are things which learners think they can be improved to promote quality education at their institutions:

- Methods of facilitation or teaching should be improved because educators don't prepare but only read from textbooks.
- Educators must teach instead of boasting about their personal belongings.
- Educators must treat all learners equally instead of discriminating others.
- Order and discipline must be improved.
- Reduction of noise at school.
- Various sporting codes must be introduced.
- Educational tours must be organized.
- Learners must wear uniform.

- Drug abusers must be dealt with.
- School infrastructures must be improved.
- Schools must be beautified and kept clean.
- Toilets should be built with immediate effect.
- Toilets are dilapidated and they need attention for learner's safety.
- Water must be made available in the school yard.
- Classes should be added.
- The school fence is dilapidated and must be taken care of to ensure learners' safety.
- Electricity should also be made available.
- Cleanliness of classes and the school yard must be improved.
- Reptiles around the school should be taken care of.
- Change the attitude of learners towards learning.
- Encouraging learners to forsake their bad attitude of not doing their school work.
- Maths, science and technology teachers should be employed.
- Computers should be bought so that learners can be computer literate.
- Furniture must be added to enable learners to sit comfortably.
- Breakage and vandalism should be taken care of.
- Schools must employ security guards for the safety of school learners.
- Schools must employ toilet cleaners instead of letting learners clean them.
- Schools should plant plants and flowers.
- The schools must have a code of conduct for learners.
- Learners must be encouraged to attend school regularly.

- Bunking of learners should be discouraged..

7.4.31 The researcher's view point

Quality education can only take place in schools when educators, with their superior knowledge and skills may facilitate while accepting the responsibility for creation, progress and outcomes of their facilitation and learners learning. Among other facilitation skills that tend to ensure quality education are as follows:

- Preparing the classroom well;
- Developing rules and procedures early in the school year;
- Spending little time getting organised;
- Dealing with inattentive or resistant behaviour briefly and in an orderly manner;
- Establishing clearly when and how learners can get assistance with their work;
- Offering a variety and an appropriate level of challenge in assignments or projects;
- Pacing lessons smoothly and allow discussions;
- Running activities smoothly;

Furthermore, to ensure quality education educators should also have certain personality characteristics such as loyalty, sound leadership, style, positive attitude to life, fairness, honesty, friendliness and understanding, a relationship based on trust must be created between educators and their learners. For quality education to take place,

educators must be seen as the axis around which activities in the classroom revolve. They are conductors who control the volume and timing of all events in their classrooms.

7.5 Conclusion

The captured information makes it very clear that educators resist playing a major role in the process of facilitating the learning process, converting learners from positive receivers into workers or prosumers. The study has revealed that educators use textbook method for facilitation and learning which is contrary to the objectives of outcomes-based education which encourage a learner-centred and activity-based approach to education.

Inabilities of learners to know and interpret the vision and mission statements of their school result in a serious facilitation and learning discord. This simply indicates that educators do not facilitate or work as a team and learners see the knowledge offered to them in a form of compartments, they do not see any coherence in what is offered to them by their educators.

The continued use of corporal punishment indicates resistance to comply with the new approaches recommended for learner discipline. The lack of parental involvement in the education of their children clearly indicates that educators are not interested to form partnership with parents as required by the South African Schools Act. On the contrary they are only interested on the parents if school fees are to be paid or a particular learner to be disciplined

CHAPTER 8

OVERVIEW, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUDING REMARKS

8.1 AN OVERVIEW

The new South Africa requires an education system that will provide equity in terms of educational provision and promote a more balanced view by developing the learners' critical thinking powers and problem-solving abilities. Educators are aware of the need to prepare for the future but resist planning and carrying out the needed change.

The literature review revealed that though there is currently much discussions in education about change and the need to develop and use new approaches it is "in name and only" and the change activity is mainly talk about change. The paradox, that education, the organisation whose main function is to prepare the next generation for the future, is the least concerned about preparing for future developments and one of the most change resisting organisations, becomes more evident and striking in light of the recent interests in and study of the future. (Kruger, 1998:33) Educators have in their position the tools to shape the learners future and to improve their organisations or schools.

It was also revealed that the new educational system aims at changing the face of South African education and training, as it amongst others:

- Integrate education and training;
- Promote lifelong learning for all South Africans;
- Based on outcomes rather than concepts ;
- Equip all learners with knowledge, competencies and orientations needed to be successful after completion of their studies;
- Encompass a culture of human rights, multilingualism, multiculturalism and nation building; and
- Aim at producing thinking, competent future citizens.

The study made it clear that for quality education to take place, principals and educators, as agents of change must carry out their tasks in a legal context and should therefore be familiar with the relevant legal requirements. They need to be familiar with the legal provisions that affect their duties and responsibilities at work. The aims of ones familiarization with educational law are as follows:

- Educational law is necessary for providing a secure environment in which learners may develop;
- It regulates the rights and obligations of interested parties in education;
- It contributes to the creation of an harmonious working environment;
- It creates a clear framework for the role of principals and educator as professionals;
- It provides the structures and guidelines for educational management activities.

Consequently, the law influences effective facilitation and learning decisively. Hosten et. al,(1979:10) asserts that the law also changes continually as society changes. Principals and educators should therefore continuously take cognisance of the new legislation and the verdicts of the courts. In the Department of education instance, the South African schools Acts were promulgated in 1996 to regulate quality education and the smooth running of both, public and private schools. This policy document consists of subordinates and quasi-legislation that should be studied meticulously by all stakeholders of the school community. Cognisance should always be taken of the legislation that is readily available.

The empirical research has revealed that 80% of the participating schools have no code of conduct for learners (ref par 7.4.1) Table 7.4.12 indicates that 90% of the participating schools have no homework timetables, 70% no period registers (table 7.4.23) and 70% no vision and mission statements (table 7.4.25 and 7.4.26). It has also been revealed that most educators still rely on the textbook as a mean of facilitation. In paragraph 7.4.7, the majority (70%) indicated that their educators read form textbooks to teach them. The majority (70%) of participants in table 7.4.8 indicated that corporal punishment is still used as a means to instil discipline in learners.

It can be concluded from the above that educators resist changing for quality education. The latter resembles exactly what Confucius a Chinese philosopher and teacher said: "Only the Wisest and the stupidest never change" Toffler (1985:1). On the other hand contends that some organisations including schools are beyond rescue and they

are not capable of change because of their resistance. These organisations, according to Toffler, could just as well be placed in the museum of corporate dinosaurs.

Educators and the principals must remember that in any organisation, in order to stay abreast of changing life world. Winston Churchill, the former British prime minister said “To improve is to change, to be perfect is to change often”.

The schools act makes it very clear that corporal punishment may no longer be used in public and independent (private) schools as a means to instil discipline on learners. In addition, section 12 of the constitution states that everyone has the right not to be punished or treated in a cruel, inhuman or degrading way. It is therefore illegal for any person to apply corporal punishment in respect of any learner at a public school or independent school. Parents may as well, not give principals or educators to use corporal punishment. As well as formal corporal punishment, non formal use or force such as slapping and rough handling are also prohibited. Anyone who ignores this regulation and applies corporal punishment at a school may be charged with assault in the court of law and be sentenced to a prison or for a fine.

The resistance of principals and educators to communicate the schools vision and mission statements, aims and objectives indicates that such schools do not have proper work ethics. They leave everything to chance and no quality education can ever take place in such schools. This is confirmed by the schools inability to have periods as well as

homework timetables. No proper planning can be done without a vision, mission, aims and objectives. The latter have the following advantages

- Provide a sense of direction and purpose,
- Serve as a criterion for policy making,
- Characterise the school to its community,
- Generate consistency of action,
- Serve to motivate challenges.

Vision, mission, goals and objectives of the school should be formulated with the involvement of all staff and management and should include:

- An indication of the core purpose.
- Specification of the services to be provided.
- Reference to values.
- A commitment to quality .

The empirical study has also brought to the light that educators don't read educational journals. Some of them only read newspapers sent by their unions once a month. Lack of knowledge limits educators to:

- Become acquainted with issues and trends in education that affect their practice.
- Expand their knowledge with regard to new educational laws and policies governing education.
- To be able to apply the acquired theory on educational issues to their work situations.

- Acquire knowledge and skills that will enable them to become better educators and managers.

Nowadays, it is very essential for educators and principals to be controversial with current issues in education as well as judicial provisions. They should have a sound knowledge of the legal system and the laws affecting education as to carry out their educational and managerial tasks efficiently and competency. Some educators and principals were frank to indicate that they are not clear or conversant with the constitution and education legislation that affect them in their daily routines.

8.2 RECOMMENDATIONS WITH REGARD TO THE EFFECT OF RESISTANCE TO CHANGE ON QUALITY EDUCATION

Changes which are happening in this post apartheid era in South Africa are a complete reversal of the old education system mindset and of what has previously been accepted. The starting point is the achievement of a major paradigm shift, that is, a complete change in attitude and a total departure from that of the past. Fletcher (1990:16) sees a paradigm shift as functional viewing of the world, a conceptual framework or guide for making sense of things, and a way to define truth and reality. Some paradigms are difficult to change; others shift almost immediately.

According to Everard and Morris (1990:235) change cannot be managed in a haphazard way. They indicate in order for quality education to take place, educators need to adopt an objective, rational systematic, scientific approach to implement change. This is far more likely to be

crowned with success than relying simply on intuition. The following guidelines can be drawn up as examples of such a rational approach:

- Change should be managed in a systematic way;
- The school should set up a structure for the management of change;
- The change should be well publicised;
- All the school stakeholders must confirm their commitment to the change process;
- The change must be effectively evaluated.

Smuts (1996:67) goes on to indicate that change is needed on many levels, and that educators and principals must be prepared to change. Educators and principals must adapt by meeting among other things, the new demands in the country and policies as determined or prescribed by the National and Provincial Education Departments. Educational managers or principals must motivate their staff and even learners to play a part in the change process. It should always be remembered that principals will in many cases find resistance from some members of staff when there is a question of change. The resistance is not always equally strong, but it is always there.

Principals must accept the principle that people are the schools most valuable resource, for without them there would be no school. It is of significant importance for principals to consider the way in which they treat and manage the staff and learners. Trust is a prerequisite for any change. Principals must also note with care that people's behaviour is

often difficult, sometimes impossible to alter. The individual member's response is a pivotal factor in successful change process.

Educators at all levels must be empowered and encouraged to be innovative in their jobs. Empowerment can be likened to motivations, and important skills to any manager. All educators at whatever level must focus on self-empowerment which is the ability to feel capable and motivated in pursuing a goal. Empowered educators are those who know not only their own speciality, but their school as a whole, its environment, vision, mission, goals and objectives.

School principals must communicate the vision and mission statements of their schools in order to secure the commitment of others and translate the vision into practical action. The vision must be closely related to the mission statement, which it will take up and project into a realistic picture of the future. All school stakeholders at all levels should share in the creation and expression of their schools mission.

Educators and principals must look to the future, as an old Chinese proverb says "they lower their heads to pull the cart instead of looking at the road" (Bottery, 1992:6). Educators and principals must raise their heads to look at the road of the future and not be obsessed by the present.

For quality education to take place, educators and principals must be willing to attend courses, workshops and acquisition of additional qualifications. Principals, as managers must have additional knowledge upon which they draw and they should keep up to date with the current

additional developments in education. Knowledge on promoting quality education can be read from books, professional journals, pamphlets, circulars, material handed out in courses and of course, from newspapers. Successful educators and principals must allow themselves time to read and study, and this process has to be carried out constantly.

School principals must construct and manage the leading environment that encourages rather than coerce learners to learn and educators to facilitate. The school environment must be inviting, interesting and purposeful it motivates effective facilitation and learning. For quality education to take place, discipline must be in a firm, but thoughtful manner rather than angrily and punitive. Some guidelines for principals in order to empower and to create such an enabling learning and facilitation environments are as follows:

- Mobilising others to self-organise;
- Facilitating decision making in a team;
- Being a coach as a spider in communication web;
- Motivating others to utilise their problem solving capacity for common goals;
- Striving to win with status;
- Receptiveness to new ideas;
- Having an attitude to learn new things;
- Creating respect by giving examples;
- Emphasis on praise, honouring those who deserve it;
- Ample information and warnings; and

- Steering with feedback.

Principals must always remember that the present and the future of the schools they are managing are determined by their management. They must make it a point that workshops and acquired information with regard to quality education must be reported back and discussed with all parties concerned. Policy documents supplied by the National and Provincial Education departments must be collectively and consistently discussed for common understanding. Copies of “Alternatives to corporal punishment documents” should be made accessible by both educators and learners. Educators should have a copy of the constitution and relevant policy documents that deal with the new curriculum approaches. The relevant contents of the constitution and policies must always be referred to. All school stakeholders must be encouraged to comply and work as prescribed by policy documents and the constitution of the country.

Education authorities should support schools in the provision of quality education. This should be done by statutory means and in-service support. It is the researchers view that although the schools are supported fully, intensive research will be needed to find the best strategies for dealing with the effect of resistance to change on quality education.

Finally, the District and circuit offices must keep the school community well informed about any changes to policy, legislation or regulations which affect issues on diversity and about any new policy or legislation. If principals are experiencing problems with regard to the provision of

quality education and adaptation to change they must seek help from the circuit or district officers because they may be having knowledge and experience that they don't have (DoE 2000:32).

Staff development is also of significant importance in that the objective being to ensure that school staff works together in a healthy climate of collaboration for the improvement of the learners learning and behaviour. When this happens, the school becomes more effective. It is of significant importance that principals, in their daily routines, remember that they are managers, instructional leaders, disciplinarians, human relation facilitators, change agents and conflict mediators to be successful in the provision of quality education. It is desirable that the principal tries his/her level best to become competent in each role so that each role can be performed effectively as the situation requires. Successful change and the provision of quality education require creativity in dealing with problems, solutions, the transition process and the roles that are being carried out by the key actors.

8.3 SUGGESTIONS FOR FURTHER RESEARCH

The majority of South African educators have grappled with an education system that has been in the throes of rapid transformation sparked by the student cohort of 1976. Throughout the 1980's education served as one of the focal areas that characterised resistance to injustices of apartheid (Seedat, 2004:196). Educators are now challenged to exert their professional judgement, curriculum expertise, facilitating prowess/expertise and management skills in the interest of learners, schools, communities and the nation (DoE, 2003:2).

The successful implementation of the new curriculum has long-term implications for the country, as it has to provide increased opportunities to improve the quality of life of the South African people as a whole. Since the introduction of the new system of education, many problems have showed up, some of which require short-term and quick solutions, while others have long-term implications for the country's development. Some of the problems concern the quality of facilitation by educators.

This study focussed on the effects of resistance to change on quality education. Findings of the study revealed that educators resist change because they were not effectively introduced to the new curriculum. Most of the officials who conduct workshops are not clear of the curriculum themselves. Educators themselves don't know the contents of the constitution of the country as well as the South African Schools Act. Evaluation of educators are not properly carried out but, only done for the sake of allocation of scores for submission to the Department of Education and standards unit. The study has also revealed that learners lack motivation to learn and are ill-disciplined. Finally, it has revealed that educators still rely on corporal punishment for discipline.

A further research could be conducted to investigate the teacher evaluation, if properly carried out would help to improve performance in their present jobs.

A study could also be conducted to determine factors that led to the decline and de-motivation of learners in our modern schools. Also, it can help a great deal if a study to investigate if learners behaviour in schools is not instilled by the continual use of corporal punishment.

Finally, the same study can be conducted at a provincial level to provide a clearer and broader picture of the effect of resistance on quality education that was not revealed by this study.

8.4 CONCLUDING REMARKS

The transformation of education in South Africa emphasizes the right of all to quality education (Education white paper, 1995). The first intent is to redress the discriminatory, unbalanced and inequitable distribution of the education services of the apartheid regime and secondly to develop a world class education system suitable to meet the challenges of the 21st century.

To ensure quality education, the core mission of the schools is to improve the educational achievements of learners. All school stakeholders have responsibility for the quality of their own performance. The quality of facilitation and learning must be standardised. Educators are part of a dynamic profession and must keep abreast of improvements in facilitation methods. One of the most effective ways to bring about curriculum change, facilitation improvement and the professional growth and development of educators is through organised in service programmes for educators within the education system. In-service programmes should include activities that:

- Will develop educators skills in facilitation and in use of modern visual aids;
- Can encourage educators to adopt various modern methods of evaluating learners performance;

- Are aimed at increasing educators skills or knowledge in the learning areas they facilitate;
- Would involve educators in contributing to the development of the educational objectives of the school system;
- Would develop an understanding in educators of the value and function of education in society and its relationship to social, economic and governmental structures.

Some of the means of encouraging and motivating educators to adapt to change may take form at workshops, seminars, refresher courses, exchange facilitation, professional writing, visits to other schools to observe facilitation and learning methods in those school programmes and policies.

It is of significant importance that people conducting the in service trainings must be knowledgeable of what they are doing and the programme activities must be significant to the participants. There must be a real climate for improvement.

If educators are well motivated, they will easily adapt to change and will also strive to establish co-operative social relations in school and quality education will take place. In this case, instead of being pushed, they will become basically self directive. They will want to help and contribute, exhibit self-control, seek opportunities for creative expression and try to work hard for excellence in everything they do in their school. Under proper conditions therefore, most educators and learners will seek greater responsibilities and use much of their imaginations, intelligence

and creativity in solving school problems to ensure the quality facilitation and learning.

For quality education to take place, and to avoid resistance, the school principals must always keep it in mind that each stakeholder carries to the schools his/her social and material needs and that the survival of the schools they administer depends largely on the ability of the schools to maintain them by the satisfaction they give to their staff. All human beings want social recognition and esteem, the attainment of the goals of the school may be difficult, if not impossible, if the principal of the school habitually ignores the opinions and feelings of educators as well as those of the learners, on matters which affect them.

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ADDENDUM A

INTERVIEWING SCHEDULE FOR PRINCIPALS

The purpose of this interview is to gather data from relevant respondents for the purpose of attaining the goals of the study on resistance to change on quality education in Mopani District in Limpopo Province.

Instructions

- Please answer all questions
- Provided information will be kept and treated as strictly and highly confidential as possible
- Be honest with yourself when responding to questions
- Note that there are neither write nor wrong answers.

1. Are you clear about the different roles and responsibilities of the SGB and SMT at your school

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2. Does your SMT work as a team with the SGB members providing support to one another

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3. Are all the school policies and procedures aimed at ensuring that the learners receive quality education

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4. Do the school stakeholders respect one another

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5. Does your SMT know and understand the policies and laws which now provide framework for running the school

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6. Does your SMT welcome the idea of change without the feeling of fear

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7. Do all staff members keep up-to-date work programmes, work schedules and preparations

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8. Are lesson preparations monitored regularly

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9. As a school leader and manager, what do you do to make the constitution a living document

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10. How well do you know the constitution and the South African Schools Act 84 of 1996

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11. Which Constitutional principles affect you as a school leader and manager

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12. Which challenges does the NCS policy present to you

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13. What challenges does the IQMS policy present to you

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14. How adequate are your engagement with the Curriculum Advisors

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15. Are you satisfied with the implementation of your school policies

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16. If yes, name three important aims of your schools' disciplinary policies

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17. Do you have a vision and a mission for your school

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18. How were your vision and mission statements drawn

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19. How do you support the SMT and staff to strive towards their attainment

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20. What needs and or expectations do you have of the educator development to ensure the delivery of quality education in your school

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21. Does each staff member have a clear job description

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22. How often do you conduct school-based INSET

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23. Are you satisfied with the level of your learners' achievement when they leave your school

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24. How is the relationship of the staff, SMT, SGB and learners at your school

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25. How often do you interact with new policy as a staff

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26. How often do you give feedback to learners and educators on their performance analysis

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27. How do you conduct class visits to educators

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28. Is it possible at your school to provide a general and a one-to-one support to educators as a way of dealing with change

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29. How do you involve learners towards the development of their learning environment

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30. How do you involve UNION representatives at your school towards ensuring effective teaching and learning

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ADDENDUM B

INTERVIEWING SCHEDULE FOR EDUCATORS

The purpose of the interview is to gather data from relevant respondents for the purpose of attaining the goal of the study on the resistance to change on quality in Mopani District in Limpopo Province

Instructions

- Please answer all questions
- Provided information will be kept and treated as strictly and highly confidential as possible
- Be honest with yourself when responding to questions
- Note that there are neither write nor wrong answers.

1. Why did you choose to become an educator

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2. How do you presently feel about your chosen career

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3. What are your biggest challenges in your profession

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4. Which changes can you identify that occurred recently in your school

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5. What is your defined intra and extra-curricula job description

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6. What kind of learners do you want to work with, and why.....

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7. What is your feeling about the abolishing of corporal punishment

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8. What are the problems you encounter concerning learners' discipline

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9. What do you do with learners who are reluctant to do their work

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10. What is it that you are doing to develop yourself

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11. Do you have a Professional Growth Plan

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12. How often do you submit your work programme and schedule for control by management

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13. How do you view the process of control at your school

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14. What is your opinion on regular monitoring of lesson preparations by the SMT

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15. What kind of colleagues you prefer to work with and why?

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16. What development needs are you expecting to satisfy during this academic year?

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17. How often and why do you communicate with learners' parents?

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18. What professional articles have you read from the educational journal this year?

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19. How do you participate in the smooth running of the school?

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20. How well do you know the South African Schools Act 84 of 1996 as amended?

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21. Which constitutional principles affect you as an Educator?

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22. Mention things that makes you happy in your profession today?

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23. Given a chance to do so, what is it that you can immediately change in your school?

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24. How do you relate with the parents of the learners you are teaching ?

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25. How often do you communicate feedback on learner performance to parents?

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26. Does the parents' attendance rate of meetings have a negative or positive influence in the general performance by their children?

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27. What do you think are the problems likely to prevent parents from attending meetings at your school?

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28. Do you have functional learning area Committees?

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29. How often do you have learning area meetings at your school?

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30. Do you think teaching has been your right career choice, and why?

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ADDENDUM C

INTERVIEWING SCHEDULE FOR LEARNERS

The purpose of the interview is to gather data from relevant respondents for the purpose of attaining the goal of the study on the resistance to change on quality education in Mopani District in Limpopo Province

Instructions

- Please answer all questions
- Provided information will be kept and treated as strictly and highly confidential as possible
- Be honest with yourself when responding to questions
- Note that there are neither write nor wrong answers.

1. Does your school have a code of conduct for learners?

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2. How was the code of conduct designed?

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3. What do you feel about this code of conduct regulating learner behaviour at your school?

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4. How do you share ideas in your school as learners?

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5. Are you satisfied about the manner in which discipline is implemented in your school?

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6. Mention things you consider to be problems in your school?

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7. Where does your teacher often stands whilst teaching?

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8. Which learning approach do you often adopt/follow in class?

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9. Mention at least ten rules that govern your classroom

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10. How many projects in Natural Science did you do this year?

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11. What are the duties of your class representative?

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12. Is corporal punishment still used as a means of discipline in your school?

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13. How is the relationship between the learners and educators in your school?

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14. Do educators treat you with respect and show an interest in what you have to say about the school?

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15. How involved are you in the organization of the school activities and your welfare?

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16. How is the information shared between learners and educators at your school?

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17. Do you often get feedback of submission made to the school or to your teachers in the form of assignments, tests, etc.

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18. How can you describe your involvement in the school leadership processes/ activities?

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19. How do you participate in the resolving of problems that involves learners in your school?

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20. How can you characterize the involvement of your parents in the resolution of learners problems at your school?

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21. Do you prefer that your parents become involved whenever there is a problem about you at school?

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22. Are your tables and chairs arranged in rows or groups in your school?

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23. Do you have a period register? What do you think is the main aim of this register?

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24. Do you know of any policies in your school that deals with your safety and how to treat learners affected by HIV/AIDS?

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25. What is the vision of your school?

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26. What is the mission of your school?

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27. Do educators mark your work on a daily basis?

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28. Do you have a homework time-table?

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29. Do you have access to career knowledge from your teachers?

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30. If you were given a chance what would you change in your school?

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ADDENDUM D

ENQ : Mbalati BV
REF : 81072813
Tel : (015) 3030730
0835325553

P O Box 119
LETABA
0870

Wednesday, 27 June 2007

The Head of Department
Limpopo Department of Education
Private Bag X9489

POLOKWANE

0700

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

1. I, BV Mbalati, a PhD student at the University of Limpopo (Faculty of Education Management and Law) hereby request permission to conduct a research at Mopani District schools.
2. I am presently attached to Ritavi Primary School and is aspiring to pursue a research with the Senior Phase Educators and Learners.
3. My proposed topic is "The effect of resistance to change on quality education in Limpopo Province Schools".
4. Thanking you in anticipation.

.....
BASANI VIOLET MBALATI (Mrs)

ADDENDUM F
CONSENT FORM

Research title:.....

Researchers surname: First name:

Telephone number: Address:

The researcher appreciates your willingness to be interviewed for this research project. The researcher will contact you to arrange the time for the interview to take place.

Your involvement in this study is voluntary, you are not obliged to divulge information you would prefer to remain private, and you may withdraw from the study at any time. The researcher will treat the information you provide as confidential. You will not be identified in any document, including the interview transcripts and the research report, by your surname, first name, or any other information. You will be referred to in the documents under a code name. No one, other than the researcher, will be informed that you participated in this research. The research may include risks to you, but these will be minimal and no difference to those encountered by people on a daily basis. Every effort will be made to minimize possible risks. The research findings will be made available to you should you request them. Should you have any queries about the research, now or in the future, you are welcome to contact the researcher at the above address.

The researcher appreciates your willingness to be involved in this research project.

I understand the contents of this document and agree to participate in this research.

.....

.....

Signature

Date

.....

Name

.....



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

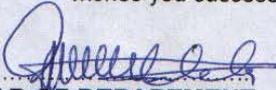
Enquiries: Mokoka M B, Telephone: 015 290 7918, Fax: 015 297 2690,
Reference: 2/5/6/1 e-mail: mokokam@edu.norprov.gov.za

Mbalati BV
P.O.Box 119
Letaba
0870

Dear Researcher

Request For Permission To Conduct Research

1. Your letter of request bears reference.
2. The Department wishes to inform you that you are granted permission to conduct research at schools in Mopani District. The title of the research project is "The effect of resistance to change on quality education in Limpopo Province schools".
3. The following conditions should be observed:
 - 3.1. The research should not have any financial implications for Limpopo Department of Education.
 - 3.2. Arrangements should be made with both the Circuit Office and the schools concerning the conduct of the study. Care should be taken not to disrupt the academic programme at the schools.
 - 3.3. The study should be conducted during the first three terms of the calendar year as schools would be preparing themselves for the final end of year examinations during the fourth term.
 - 3.4. The research is conducted in line with ethics in research. In particular, the principle of voluntary participation in this research should be respected.
 - 3.5. You share with the Department, the final product of your study upon completion of the research assignment.
4. You are expected to produce the accompanying letter at schools/offices where you will be conducting your research, as evidence that permission for this activity has been granted.
5. The Department appreciates the contribution that you wish to make and wishes you success in your investigation.


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AHEAD OF DEPARTMENT

06/08/2007
.....
DATE

**UNIVERSITY OF LIMPOPO
ETHICS COMMITTEE**

PROJECT TITLE:

PROJECT LEADER:

CONSENT FORM

I, _____ hereby voluntarily consent to participate in the following project: *(it is compulsory for the researcher to complete this field before submission to the ethics committee)*

I realise that:

1. The study deals with _____ (eg. effect of certain medication on the human body) *(it is compulsory for the researcher to complete this field before submission to the ethics committee)*
2. The procedure or treatment envisaged may hold some risk for me that cannot be foreseen at this stage;
3. The Ethics Committee has approved that individuals may be approached to participate in the study.
4. The experimental protocol, ie. the extent, aims and methods of the research, has been explained to me;
5. The protocol sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for myself or others that are reasonably expected from the research and alternative procedures that may be to my advantage;
6. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation;
7. Access to the records that pertain to my participation in the study will be restricted to persons directly involved in the research;
8. Any questions that I may have regarding the research, or related matters, will be answered by the researchers;
9. If I have any questions about, or problems regarding the study, or experience any undesirable effects, I may contact a member of the research team;

- 10. Participation in this research is voluntary and I can withdraw my participation at any stage;
- 11. If any medical problem is identified at any stage during the research, or when I am vetted for participation, such condition will be discussed with me in confidence by a qualified person and/or I will be referred to my doctor;
- 12. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

SIGNATURE OF RESEARCHED PERSON

SIGNATURE OF WITNESS

SIGNATURE OF PERSON THAT INFORMED
THE RESEARCHED PERSON

SIGNATURE OF PARENT/GUARDIAN

Signed at _____ this ____ day of _____ 2006