

**A critical assessment of the role of conversational
leadership in overcoming resistance to change in public
high schools in Umlazi District.**

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DECLARATION

I, **CHAKANYUKA VINICENT**(Student), **DR R.I. MORGAN**(Supervisor) do declare that in respect of the following thesis:

A CRITICAL ASSESSMENT OF THE ROLE OF CONVERSATIONAL LEADERSHIP IN OVERCOMING RESISTANCE TO CHANGE IN PUBLIC HIGH SCHOOLS IN UMLAZI DISTRICT.

As far as I know and can ascertain: No other similar thesis exists. This thesis project is my own work. All references as in the thesis are complete in terms of all personal communications engaged in and published works consulted. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

Student's Signature:

Date: 13 March 2020

Chakanyuka Vincent

Supervisor's Signature:

Date: 13 March 2020

Reuben Ivan Morgan Dr

DEDICATION

I dedicate this thesis work to:

My late father Mr Svinurayi LathielChakanyuka who made an immense contribution and sacrificed for my life and education. My mother Mrs Alice Chakanyuka who took care of me after the death of my father to continue with my Education. My Father in-law Mr Richard Makaza and my mother in-law the late Mrs P Makaza for their tremendous contribution in my life. The Chakanyuka, Makaza families, my wife and children.

ABSTRACT

Organisational Development (OD) and change management literature defines resistance to change as an impediment, an inevitable and natural reaction to change.

South African Education System is not performing well especially public schools due to several factors including teacher resistance to curriculum reforms. Resistance to change by school educators is one of the impediments to achieving the goal of quality education in the republic.

Resistance shall be apparent regardless of how reasonable or necessary, a change may be. The rationale behind this research was to critically assess the role of conversational leadership in overcoming resistance to change. It explored the contribution of conversational leadership concept in managing change in public high schools. Change is implemented for positive reasons so that schools can remain competitive by producing products, which can participate meaningfully in the global arena. The quality of teaching and learning (T&L) has to be improved, but often educators react negatively to change efforts by the Department of Education (DoE) or even National Government.

There are several reasons why educators resist changes in schools. Lack of motivation, feeling insecure, loss of freedom, fear of the unknown, lack of knowledge and skills, internalised individual and organisational habits, lack of involvement and participation in decision making and policy formulation, lack of trust and poor channels of communication are some of the reasons.

A lot of literature seems to view resistance as something wrong. On that note, there is a missing link. Resistance can be positive. However, there are several ways School Management Teams (SMT) can employ to overcome resistance to change. Some of the strategies are; negotiation and agreement, encouraging teacher participation and involvement in decision making, building confidence in educators, staff development programs and support, opening lines of communication, accepting positive critic

creating a democratic environment to involve all educators in designing, modifying, implementing and evaluating educational changes.

The research study used the Mixed Methods design namely the quantitative and qualitative methods. To collect the required data a questionnaire containing five-point Likert scale and interviews were conducted on five high school principals and twenty educators in Umlazi district. Data collected was presented in Tables and graphs. Data analysis was done to unlock information hidden in the raw data from the survey and interviews and transforming it into something useful and meaningful.

A questionnaire and interview questions were administered to principals and educators in five high schools in Umlazi. District in KwaZulu Natal Province. The following findings emerged; educators resist change if they are not involved in policy formulation. They resist change due to fear of the unknown, personal habits and perceptions as well as for security reasons. Findings revealed that educators resist change as an indication of bad relationships between principals and educators, if it's not rewarding, if they do not receive enough support, if they find it to be a threat to established power relationships and if they do not have enough resources to implement the changes. Even if educators wish to change, the organisational behaviour of the group as well as structural norms may act as constraints. Ignoring teacher autonomy often ensures that they do not implement new changes. Communication is an essential measure to prevent changes in schools.

From the findings, it was discovered that conversational leadership style has the power to manage resistance to planned change in public high schools. Conversational leadership, if properly understood and implemented can help school principals and educators discover common interests, share knowledge, imagine the future and cooperate to survive and thrive.

Resistance to change in schools can be reduced through educating and communicating with educators, involvement of educators in decision making, facilitation and support and delegation of duties and responsibilities to educators.

The researcher recommends that a functional research section of high qualified, competent and experienced professionals should be established at circuit, district and provincial levels. School principals should engage in an honest dialogue and discussions with the educators and all stakeholders for change to occur in schools. To keep all members of staff motivated during the change process, principals should give them support, empower and capacitate them to try new things. Parents and all stakeholders should be fully involved in the life of the school. Change committees should be established by school principals in schools. School principals should develop themselves through studying for higher qualifications in school management.

Principals should build a coalition of supporters for change. Rewarding systems should be put in place by the Department of Education. Power strategies and dictatorial tendencies cannot enforce compliance but evoke resistance. A conversational approach to managing change in schools is highly recommended.

The data presented and analysed in this research study had shown that educators resist change for a number of reasons. Some of the reasons given are poor leadership, fear of the unknown, fear of losing power, lack of consultation, lack of resources, poor communication, lack of participation and involvement, poor planning, psychological factors, insecurity, organisational culture, hostile school environment as well as the discomfort associated with change.

For effective change to occur in schools, there should be teacher support programmes, educators should have access to information, all stakeholders should be consulted, principals should open effective and efficient lines of communication, both human and material resources should be made available, a conducive working environment must be created and there should be transparency in the way the initiative is managed.

School processes must be redefined and redesigned and adapted to specific geographical and cultural settings. Educators need to be retrained to acquire new skills and knowledge needed for change. The school tone and culture need to be reshaped to support the new initiatives introduced.

Parents should fully participate in school management and administration. They should help in identifying areas that need to be changed in schools; they should support school principals and educators. Parents should organise themselves and discuss issues affecting education system in the Republic and make recommendations to the Department of Education on what they feel to be done in the education system. They must take the lead in advocating for change in schools.

Some barriers to change have also been identified. Amongst the barriers are organisational culture, individual beliefs, lack of expertise, organisational politics and lack of support from Department of Education. Most principals and educators managed to give their understanding of Conversational Leadership. However, they indicated that the style is not common in most of the schools.

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All the authorities I consulted for this dissertation

Chapter One – Overview of the study

1.1 Introduction

The research study “A critical assessment of the role of conversational leadership in overcoming resistance to change” is located within the area of the public school's sector management was undertaken with the aim of unraveling the role of conversational leadership in change management.

Conversational leadership has existed since ancient times and probably an essential style which can be employed in today's modern and sophisticated organisations. Traditionally, leaders used to figure out what was right for their societies and communities as well as their organisations, and they would persuade them to do it. For as long as we have lived in human communities, a great conversation has been the source of fresh ideas and innovations. It was a rational way of discovering the new meaning that shaped their future. Through discussions, human beings developed collective thinking that served their societies for better. They were able to bring desired changes in their communities, discover what they valued and shared together.

Each generation has important skills and wisdom from their life experiences which we need to honour and recognise. It makes sense these days to adopt their principles of face to face conversation in organisational communications. Conversing generate important feedback from members of staff without the necessity of formal requests from top management.

In today's organisations, great conversations create spaces for authentic dialogue and effective collaboration across generations that act as a catalyst for change and innovation. Leaders should embrace the philosophy of collective thinking for an effective change to occur in organisations. Shanwall (2013:01) contends that, “Conversational leadership begins with the philosophy of embracing collective

brain power, an appreciation that we can be smarter, more creative and more capable together than we could alone.”

Conversations are the heart of leadership today. When a leader knows how to open safe and creative space for conversations and collaboration, there is no need to worry about "buy-in" or convincing members of staff. Good ideas emerge naturally from collective thinking, and everybody is committed to change and take action. A leader these days needs to be a host, one who convenes diversity, convenes all viewpoints in the creative process where our mutual intelligence can come forth (Wheatley 2011:246).

Conversational leadership emphasises keen attention, self-discipline, and particular kind of artistry in engaging and communicating with others. It does not mean engaging in endless talking but rather identifying and engaging with the crucial and often courageous exchanges that facilitate meaningful change. It begins with leaders understanding that one of their critical functions is shaping and changing an organisation and to consciously address the crucial conversations and interactions which give directions to staff members' thinking and actions. Many of these conversations go unspoken in public settings, remained unaddressed because they often reveal the conflicts or tensions that lie below the surface, bringing controversy and disagreements in the workplace. It takes courage for a leader to step into this territory, as it asks them to let go of control and open to the input and differences of others (Shanwall 2013:02).

As organisations get more complicated in functions and structure, it is vital to re-evaluate or assess the way organisational leadership and communication occurs to ensure that they function effectively and efficiently. Proper conversations help improve functionality, meet goals and objectives and maintain good productive relationships in public schools. Miller (2012:19) argues that effective internal communications can help create a healthy atmosphere of motivation, trust, engagement and sharing of thoughts and ideas freely.

Conversations in organisations usually happen or occur at three important levels; interpersonal level (between supervisor and subordinate), between groups (co-workers) and at an organisational level (within the organisation and with the outside stakeholders and the communities at large). Conversations and flow of information are guided by the structure of the institution or institutional hierarchy. Postmen (2003) cited in Sharma (2015:16) affirms that information can flow from top-down, bottom-up, horizontally and between individuals, within or between groups or at an organisational level.

Conversational leadership advocates for good human relationships for the successful change to occur in organisations like schools. Some researchers recognised the importance of human relationships in organisations as crucial for successful organisational renewal. Kreitner and Kinicki (2010:45) advances that Elton Mayo's 1933 Hawthorne studies, Abraham Maslow's 1943 hierarchy of needs theory and Frederick Herzberg's two-factor theory affects how workers behave in organisations as well as their satisfaction and dissatisfaction levels.

1.2. Background to the study

South African schools are operating within an increasingly volatile environment and are in a state of constant change. The pressure to change stems from the internal and external forces such as political, social, economic, religious and technological forces. Few educators want to go through the trouble of learning and implementing new teaching and learning (T&L) methodologies. They find it easy to stick to the old and traditional ways of doing things. They resist change. They don't like change. However, to overcome resistance to change, educators should be convinced that the change is needed, the problem is real, and the change will solve the problem. Boohene and Asamoah (2012:135) reinforce that organisational change aims at adapting to the changing environment, improving performance and change in employee's behavioral patterns at the workplace.

According to Prew (2010:14), South Africa has a high cost but low-performing education system that does not compare favourably with education systems in other African countries or similar developing nations. South African Government through school principals should aim to address the poor quality of education in the majority of schools.

Signs of a weak culture of (T&L) in South African public schools manifest themselves in different aspects. Some of the notable features are poor school attendance by both the educators and the learners, conflicts and divisions amongst educators, lack of cooperation, girl child pregnancies, alcohol and drug abuse, vandalism of school property, dilapidated buildings, lack of facilities like science laboratories and libraries, high school dropouts, poor school results from Grade Eight to Matric, poor sanitation, crime-learners using dangerous weapons, corrupt leadership in schools, under qualified managers and administrators, demotivation and lack of morale in schools and poorly trained and educators are some of the signs of weak teaching culture and learning in South Africa.

Williams (2012:13) points out that the results of the International Comparative Research study done in 2004 on Mathematics and Science were disquieting. South African learners' average scores were far below those of learners in other developing countries; including some in Africa. These results make it critically important for school principals and their School Management Teams (SMTs) and educators to change. Conversational leadership believe that significant changes demanded of school can only be achieved through shared decision making that encourages and involves people to address challenges that are faced by the education system in South Africa. There is a great need for the government through the Department of Education (DoE) to restore a culture of teaching and learning in public high schools.

In solving the challenges faced by the education system, there is a need for a conversational approach and engagement. Without this engagement, the

education system will continue to go down, and it will take decades of perseverance, hard work and commitment to rebuild it. From a conversational leadership perspective, principals and their school management teams should work hand in hand with educators, learners, parents and all stakeholders.

Successful leaders can no longer rely on the traditional authority of the command and control culture to deliver outcomes. Research evidence suggests that force and directive behavior does not lead to long-term commitment. Leaders should aim to foster good lasting relationships and influence to build commitment and accountability in their teams. Jorgensen (2014:7) asserts that leaders who use a conversational approach in organizational management elicits new thinking, fosters accountability, builds commitment and passion for work in employees.

In South Africa, school reforms are facing severe challenges to both principals and educators. Morale in the education system is very low. Staffbehaviour displays job withdrawal. Many skilled educators have since resigned in large numbers. Principals and their(SMTs) seem to lack understanding and capacity to deal with rapid changes in the education sector. Jorgensen (2014:11) stresses that to bring desired change, conversational leaders should follow the five guidelines of,“listening, understanding, speaking from the heart, suspend judgement, hold space for differences and slow down the inquiry.” The changes in school curriculum are very critical and for this to happen; educators, parents and stakeholders must agree on change initiatives to be adopted and implemented. Change to be implemented in the school must be well thought, planned and articulated.

Educational institutions suffer from an ignorance of how to properly design and implement change initiatives. Principals are reluctant to involve the collective intelligence of parents, educators and learners in implementing change. Conversational leadership emphasises transparency, responsibility, democracy and accountability. Parents, educators and learners should take part in decision

making. The current trend in the South African education system is the devolution of decision-making powers from central Government to school level. Steyn (2010:251) says that "Together with certain structural reforms regarding shared decision-making, South African Government has also initiated programs of Curriculum reform, and a general drive to improve the culture of teaching and learning in schools." The other trend is the formation of school-based management support teams and full participation of all stakeholders.

The initiatives by the DoE rest on the assumption that participation by educators, learners and parents can enhance the achievement of the desired transformation. School-based management gives more responsibilities to principals and their (SMTs). They are accountable for everything that happens in the school.

The Department of Education (2001:01) cited in Steyn (2010:253) asserts that, "Two imperatives have driven Post-apartheid education reconstruction, the government had to overcome the legacy of apartheid and provide a system of education that builds democracy, human dignity, equality and social justice and secondly a lifelong system learning for South Africa has to be established. New educational policies require school principals and their management teams to work collaboratively with communities in participative ways to build strong relations and ensure quality education is given to the South African child."

Leadership and management deal with areas such as supervision of staff, improving quality of T&L, drafting the vision and mission for the school community relationships, budgeting, and maintenance, of school infrastructure and implementing educational policies as well as monitoring learner progress.

Several reforms have been put in place to guide the transformation in education in the Republic for some years to come. The core program according to the Department of Education (2000d) as cited in Steyn (2010:259) is as follows:

programme1: HIV/AIDS. The program is aimed at dealing urgently and purposely with HIV/AIDS.

Program 2: School effectiveness and educator professionalism. The program states four priorities which are: schools must become centers of community life, conditions of physical degradation in South African schools must end, the professional quality of the teaching staff must be developed and, the active success learning by learners must be ensured.

Given the program explained above, the same author points out those seven projects have been proposed to achieve those priority programs:

Project 1: Making school work. The strategic objective of this project is: to concentrate on restoring public confidence in the school system and improving the quality and standards of education in the Republic (Steyn 2010:259).

Project 2: Leadership and management: Strategic objective for this project are: to ensure that all schools should have management teams that demonstrate a commitment to the development of a school culture that engenders and promotes quality, to support a shared vision and quality learning and teaching, to set high standards and expectations for learners and educators, and to create a climate that is conducive to teaching and learning and the professional growth of educators (Steyn 2010:259).

Project 3: Governance: strategic objectives of this project are to ensure that all schools have governing bodies and all secondary schools have learner representative councils in accordance with the South African Schools Act, to create conditions for school governing bodies to share experiences and expertise, to facilitate the establishment of training and development program for governing bodies and learner representative councils, and to facilitate the building of national governing bodies (Steyn 2010:259).

Project 4: Status and quality of teaching: Strategic objective of this project are: to develop a framework for educator development that promotes and enhance competence and professional skills of all educators; to ensure the development of the South African Council for Educators (SACE) as a professional body for educators, to implement in partnership with SACE, the code of conduct that guides the standards of practice and ethics of educators (Steyn 2010:260).

Project 5: Learner Achievement: The strategic objective of this project is to ensure improved learner performance and attainment. A culture of non- performance will not be tolerated in any school Department of Education (2000:13) cited in Steyn (2010:261).

Project 6: School Safety: the strategic objective is to create a safe and tolerant environment by ensuring that all schools are free from crime, violence and sexual harassment (Steyn 2010:261).

Project 7: School infrastructure: The strategic objective is to develop a plan for dealing with the infrastructure backlogs in schools, including the rehabilitation of schools that are in a state of collapse (Steyn 2010:261).

Program 3: National Literacy Campaign: this program is aimed at breaking the backlog of illiteracy among adults and youth.

Program 4: Further and Higher Education: This program is aimed at creating a vibrant further education and training system to equip youths and adults to meet the social and economic needs of the twenty-first century.

Program 5: Organizational effectiveness of the National and Provincial Departments: This program is aimed at making national and provincial systems of education work effectively and efficiently through cooperative governance.

In conversational leadership, parental and student involvement in the life of the school is paramount. Partnership with parents and the communities are pivotal in improving pupil motivation and achievement. Participation of the public reflects the broader responsibility of the school to promote better and quality education within communities and societies. Parents and the public must be regarded as life partners of the schooling system. The principal and staff members should get parents involved in developing a shared understanding of the curriculum. Campbell (2015:25) stresses that a conversational leader in education is a leader who promotes the success of all students by collaborating with families and community members, responding to diverse community members, varied community interest and needs and mobilising community resources for the development of the school.

Schools across the Republic are pressured to reform by the African National Congress (ANC) led government. Improving the South African education system was a primary goal from the list of Millennium Development Goals (MDGs). This list was the result of the commitment that the leaders of 189 countries made in 2000 to tackle the most crucial problems faced by the world before the year 2015 (Statistics South Africa 2011:03).

School-based management is no longer an option in South Africa. The DoE policy framework for decentralised decision making is embedded in the South Africa Schools Act (1996) Act 84 1996 and the pace of change will depend on the progress made in developing new competencies at all levels (South African Schools Act 1996). New educational policies require school principals and their (SMTs) who can work in democratic and participative ways to build relationships and ensure the efficient delivery of quality education to learners.

It is a well-known fact that teachers are responsible for implementing and fostering the adoption of a variety of innovative program and devices to improve the T&L processes in public high schools. Resistance is a significant factor in reform

failure. It is crucial for school principals to discover why teachers resist change and design strategies to overcome resistance.

The skills that students need to contribute effectively to society are regularly changing, but the education systems are not keeping up. Most of the public high schools in South Africa look much the same today as they were twenty years ago. Principals and educators themselves are often not developing the practices and skills required to meet the diverse needs of today's learners. Modisaotsile (2012:1) stresses that "Good leadership in schools is needed to make sure that teachers attend to their classes diligently and learners take the importance of education seriously. The government needs to ensure that teachers are trained accordingly, and schools have adequate basic resources."

It has become a norm in South Africa to find ordinarily opinionated and confident education professionals tearing their hair out with frustration trying to explain why is it that the majority of South African public high schools are so bad. Many of the young people who leave school are not entirely functionally literate and find it hard to operate in a digital and technologically advanced world (Kotter 2010:112).

Since 1994 as a nation and education system, the country has gone through phases of blaming each other, the teachers, apartheid, the principals, the provincial education departments, the ruling party, the parents and the learners themselves. The core problem is more profound rooted, and there is a great need for a conversational leadership approach in dealing with the issues faced by the South African education system. Sustaining any profound change requires a fundamental shift in thinking. School principals and educators need to understand the nature of change processes, what the forces for change that help their efforts are and how to catalyse them (Williams 2012:27).

Educators often feel threatened by change, but without change, a school cannot survive. In times of radical transformation, educators often feel insecure about the

new and many experience fears such as fear of the unknown, fear of job security and fear of status (Matihac 2012:2). School reforms are causing severe challenges for principals and SMTs. Morale in the teaching profession is very low.

Nowadays, change has become a fact of life in any given organisation, schools included. The world has become more complex and dynamic. This dynamism and complexity mean that schools cannot remain stable for a more extended period. They have to change at the same rate the outside world changes. Schools must respond quickly to external changes by operating more efficiently and effectively.

Principals should use the powers of their position in schools with high care by fostering in educators more than just compliance but also commitment and dedication. How educators are treated and how the change process is implemented can have a considerable influence on educator's resistance to any policy change. It is essential for school principals and department of education officials to treat educators fairly and to consider developing positive and productive attitudes and behaviour required for a successful change in schools. Williams (2012:40) affirms that numerous experts in organisational change believe the key to a successful transition lies in creating a working environment where change is viewed as something positive, challenging and rewarding.

Two pioneers unpacking the meaning of resistance, Miller and Rollnick (2012:16) mention that, to use the term resistance as explanatory seems to suggest that things are not going smoothly because of something that one person is doing. In a way, it is oxymoronic to say that one person is not cooperating. It requires at least two people not to cooperate, to yield dissonance.

Educators are critical to reform, but for the most part, they have not been asked to participate except to carry out the dictates of others. Many right policies have failed in the education sector in South Africa because educators are not sufficiently involved in policy formulation and design. In the last quarter of 2015, educators

through South African Democratic Teachers Union (SADTU) and other unions and associations refused to administer the writing of Annual Assessment (ANA). The DoE is failing to involve educators in change processes that are aimed at improving the quality of education.

When change is top-down or driven entirely by a school principal and the management team, for example, that change can be viewed as a threat by the educators. Successful change comes from allowing educators to be central in the decision making, implementation and evaluation processes. Imposed change is not sufficient and insignificant. For change to occur, principals and DoE officials should aim to create schools where more people participate fully in decision making. Conversational leaders motivate, inspire and unite educators on common goals aimed at improving the quality of teaching and learning in schools. They should persuade educators, parents, learners to join their vision and share their beliefs and ideals. Organizational effectiveness and efficiency are achieved through other people.

Studies by Erwin and Garman (2010:39) reveal that effective and excellent communication from management is associated with positive attitudes to change. Schools that are performing efficiently and providing quality education are those with strong leadership and very dedicated staff. Many of these schools have management teams working alongside principals, educators and learners.

Every successful group venture, whether in the business world, home or educational setting or a community project is a result of good leadership. Conversational leadership accomplishes desired goals by influencing others. Jorgensen (2014:39) testifies that conversational direction is an insightful concept based method of conducting more effective meetings, which tap into the collective, wisdom of a group and leads to higher quality relationships for teaching and learning.

The changes in society make it very crucial for schools to operate effectively and efficiently. It is the task of this thesis to assess the role of conversational leadership in managing change in public high schools in South Africa.

1.3 Research problem

Schools like any other organisation perceive change as very important for their survival and prosperity in today's more competitive socio-economic and political environment. They are supposed to embrace change initiatives to keep up the pace with the ever-changing and competitive environment. Schools need to change to sustain themselves.

Change implementation meet resistance, and some even fail due to resistance by educators. Individual educators naturally wish to defend the status quo if they feel their security or status is threatened. How to overcome resistance has been a topic under discussion and investigated for many decades. Change implementation meet with high resistance from educators. Resistance is not something principals have to overcome, but something that must be managed. Mutihac(2010:4) posits, "If management does not understand, accept and try to break the resistance barriers, even the most well-intentioned and well-conceived change efforts can go wrong."

An essential element in the change process and overcoming resistance is communication. If communication is excellent during the change process, every educator will understand the need for change, what the changes are and what impact will they have. An interface must be managed and monitored to avoid confusion.

Resistance to change by educators is a severe problem that requires urgent attention from the DoE if the future generation is to advance technologically, considering the multiplier and intergenerational benefits derived from an educated nation.

1.4 Aims and objectives

The central aim of this research study was to assess the role of conversational leadership in overcoming resistance to change in public high schools in Umlazi District in the Province of KwaZulu Natal (KZN).

Stemming from the central aim, the primary objectives of the study were as follows:

- To explore and provide insights on reviewed literature on why educators resist change.
- To investigate and document findings on the role of conversational leadership in overcoming resistance to change by high school educators.
- To identify current perceptions and understanding of the effects of conversational leadership in organizational culture and organizational learning in public high schools.
- To present findings in a manner that would assist principals and educators to comprehend the concept of conversational leadership and change management clearly and related issues are thereby enabling those to understand the transforming nature of public high schools better.

1.5 Research questions

The primary research question regarding the research topic was: What is the role of conversational leadership in overcoming resistance to change in public high schools in Umlazi District in KZN Province?

To guide this investigation, four research questions were formulated as:

- Why do teachers in public schools resist change?
- What is the power of conversational leadership in overcoming resistance to planned change in public high schools?
- What are the principals and educator's current perception of conversational leadership on organisational culture and learning?
- What can principals in public schools do to make teachers more willing to implement new changes in the school curriculum?

1.6 Significance of the study

There appears to be limited research on the role of conversational leadership in managing change. Results of this study will help fill in gaps in understanding the contribution of conversational leadership as a concept that can help in change management in schools.

The primary benefit of this study was to provide the DoE in South Africa as well as public high school principals and educators with the research findings to unravel the complexity that change and change management presents objectively. It was envisioned that findings of this study provided an evidence-based framework of principals and educators views on conversational leadership and change management that might be beneficial to South African public high schools.

The research study aims to: provide a thesis document on the role of conversational leadership in overcoming resistance to change, contribute to a new body of knowledge base nationally and internationally as a reference for future research studies. The findings were explained to participants as feedback and be conveyed to other principals and educators in Umlazi District and beyond.

1.7 Research methodology

In this section, the researcher briefly looked at research designs, population and sampling, research instruments, data collection and analysis procedures.

1.7.1 Research design

Research methods in education and other social sciences are often divided into three main types' quantitative, qualitative and mixed methods. Whyte (2015:10) commented that the product of all meaningful research is new knowledge and skills but the nature of that critical information influences the methodology. The

methodology is underpinned by a philosophy which informs the direction, process and the outcomes of the research.

The research study was based on mixed methods; the qualitative and quantitative methodologies. Mutihac (2010:07) stipulates, "The qualitative approach is described as a research strategy that usually emphasises on words rather than quantitative in collection and analysis of data. However, qualitative research does not employ measurements. The primary aim of the qualitative study is to get a better understanding of the research problem, the qualitative paradigm concerns ideas, feelings and attitudes gathered from participants.

Qualitative research has the advantage of allowing the researchers to study a phenomenon from lived experiences of people involved in the study. It is also influenced by a philosophical foundation embracing a post-positivist belief which asserts that knowledge and reality are subjective and thus obtainable through multiple methodological approaches based on the concept of triangulation.

In a qualitative study, the researcher goes deeper in research through interviews, focus group discussions and detailed documentation on findings. Qualitative research also emphasises on inductive reasoning and approach. Baron (2012:18) states that an inductive method, the researcher collects data and develops theory from data analysis. The inductive approach is used to understand the social world through an assessment and interpretation of that world by the participants, seeing through their eyes experiences.

In qualitative research, data analysis is carried from the beginning of the study to make sense of what the researchers saw, heard and read. In this study, data analysis was done after all data has been collected. The research established patterns and generate tentative explanations of the emerging trends. Themes from interviews were compared with findings from quantitative design.

Quantitative paradigm is informed by the philosophy of positivism where the focus is on a deductive process that is locating one's research problem with existing theories of knowledge (Baron 2012:19). The quantitative approach can be described as a research strategy that emphasises on quantification in the collection and analysis of data. Creswell (2015:30) states that, in a quantitative research approach, the phenomena that are studied can be measured and quantified; hence the results are often represented in numbers. There is only one-way communication within a quantitative methodology. This results in the way the information is collected, usually by questionnaires with standardised options of alternative answers which are profoundly influenced by the researcher.

The strategy was chosen because the research aims to test existing theory and practices on change management in school. Quantitative research designs are closely associated with theory testing and enhancing. The process of quantitative studies starts with the theory that guides the development of research questions and hypothesis.

The problem that was explored in the research study was successfully studied by using quantitative merits. The merits of using quantitative research designs are as follows firstly; quantitative research gives clear and unambiguous results about causal relationships. Secondly, the designs are good at providing information in breadth from a more substantial number of units. Thirdly, the high level of standardisation facilitates the comparison of multiple studies. Fourth, there is higher generalisability and external validity as these studies are typically based on extensive statistical samples.

The empirical part of this study was discussed from the qualitative and quantitative perspectives. To do only a survey or questionnaire administration could not serve the entire purpose of this thesis. It was equally crucial for the researcher to do some face to face interviews with school principals and educators who were involved in change management.

1.7.2 Target population and sampling

The term population in research refers to the total number of elements or cases that one can investigate. It is not always possible in most research studies to examine on each and every member of a given population because of constraints of time, space, resources, urgency and practicability.

Because of the above factors, the population of interest in the research was five (5) high school principals and twenty (20) high school educators. The researcher visited each school in arrangement with the school principals to administer the questionnaire and interview questions. The principal assisted in identifying four educators that is two females and two males.

The minimum sample size is as proposed below:

PARTICIPANTS	NUMBERS
Principals	5
Educators	20
TOTAL	25

1.7.3 Measuring instruments

Two types of instruments were used for data collection namely the questionnaire and the interview guide. A survey containing five-point Likert Scale was administered to five (5) high school principals and twenty (20) high school educators in Umlazi District. The researcher visited each of the schools to administer the questionnaire and do interviews with the school principals and educators.

1.7.4 Data collection technique

Data collection involves the gathering of information for a research project or thesis through a variety of data sources. After having determined the most suitable research strategy for the thesis in the above sections, it was critical to decide on how the empirical data was to be collected. Data was collected through self-administered questionnaires, personal accounts and narrative interviews. The interviews were used because they allowed for a degree of openness and non-directivity with a high level of correctness and detailed information. Baron (2012:21) urged researchers to use multiple sources of evidence even if they cover the same set of facts and because no single source has a complete advantage over the other. Thus, it is useful to use methods such as interviews, focus group discussions, observations, questionnaires and surveys in collecting data.

Both primary and secondary data was collected and analysed in this thesis. The secondary data was obtained from books, journals and articles for the researcher to understand better the problem under investigation. The data shall be organised as a frame of reference, illustrating different authors' views on issues such as symptoms and causes of resistance to change and how it can be managed with particular attention to conversational leadership.

Having in mind the advantages and disadvantages of the sources of evidence, the researcher collected primary data using questionnaires and interviews with school principals and educators. The researcher interviewed five participants from each sampled school namely the principal and four educators.

The collected data from questionnaires and interviews was matched and confirmed with documentation from previous studies by other researchers.

1.7.5 Data analysis methods

According to Yin (1994) cited in Mutihac (2010:12) data analysis involves, "Examining, categorising, tabulating or otherwise recombining the data". From the above explanation, data analysis can be viewed as a process of unlocking information hidden in the raw data and transforming it into something useful and meaningful; it is during this course of data analysis that the research makes use of statistical tools. In this research study, collected data from the questionnaires was presented in tables. Statistical calculations of responses were done.

Data from interviews was carefully analysed, interpreted and the results presented in detail. Creswell (2015:153) state that, data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other materials that can accumulate to increase the researcher's understanding of them. Collected data from questionnaires and interviews was quantitative and qualitative respectively and therefore the presentation and analysis of data was mainly descriptive and supported by frequency distribution tables and percentages as well as through thematic analysis.

1.7.6 Anonymity and confidentiality/ethical considerations

With all data collection methods, qualitative or quantitative, there is a responsibility by the researcher to be accountable to the persons from whom they solicit information. Awareness of and adherence to fundamental humanitarian principles should be the first step of all researchers when carrying out research.

Participants' confidentiality was not at any time compromised, as their names were not used in the collection of data. Ethics is an integral part of educational researchers. Ethics has to do with the respect for people's rights. It includes issues like fairness, honesty, and respect for people's integrity and confidentiality of specific information.

Researchers are very interested in gathering accurate and honest opinions from participants. Keeping participant information anonymous and or confidential is one way to ensure that they give the researcher precise information as the right to confidentiality of the participants must be respected.

Pomona (2010:25) argues that evaluators and researchers have an ethical responsibility not only to provide accurate information to their clients but also to protect their security, dignity and self-worth of participants. Collecting information in a way that is anonymous or confidential are one tool evaluators and researchers use to protect participants. Participants were assured that their identities were never to be highlighted or disclosed in the research. Focus was on group data rather than individual data. All the necessary steps were taken so that participants were coerced to take part in this study. No participant was forced to participate in the study. They formed part of the population after they gave their consent.

1.7.7 Validity and reliability

Both qualitative and quantitative data are empiric but collect kinds of information using different methods. Neither type of data is intrinsically superior to the other (ACAPS 2012:10). Asking the right questions in the right ways at the right time and to the right audience is vital to achieving validity and reliability.

Reliable information is defined by the degree to which the instrument consistently measures what it purports to measure, and validity refers to the accuracy with which it measures this information. Collection of both qualitative and quantitative data calls for specific and agreed upon technical methods and requires skills for collaboration, collection and analysis of data.

For research to be sound, it must be free of bias and distortion. Reliability and validity are two concepts that are important for defining and measuring prejudice and distortion. Together, they are at the core centre of what is accepted as scientific proof by scientists and philosophers. Validity encompasses the entire

experimental or research process and establishes whether the results obtained meet all the scientific research methods.

The idea behind reliability is that, any significant results must be more than a one-off finding and be inherently repeatable. Other researchers must be able to perform the same experiment or survey under the same conditions and generate the same results. Reliability will reinforce the findings and ensure that the broader scientific community will accept the hypothesis. Without this replication of statistically significant results, the experiment and research have not fulfilled itself as an accepted scientific truth. Research findings should also open doors for other researchers.

To improve validity and reliability of the study, the researcher made specific aims and objectives that are defined and operationalised. The questionnaire was designed to measure the goals and objectives, pilot testing the research instruments and compare the findings with other research findings that are available (Literature Review). Additionally, the findings were reviewed by faculty experts to obtain feedback on progress made.

1.7.8 Delimitations of the study

The study was concerned with responses from five (5) high school principals and twenty (20) high school educators in Umlazi District. The study was restricted to conversational leadership and its role in change management. The research was carried out within defined geographical boundaries. Only five (5) high schools in Umlazi District in KwaZulu Natal Province were selected for this study.

1.7.9 Limitations

In carrying out this research study, the researcher had the foresight of some of the challenges that may be encountered. The challenges have hindered the strength of the research study.

Only five (5) high schools were selected for the study and not all educators in five the (5) schools participated in the study. A possibility always existed that a different perception would have been obtained about the role of conversational leadership in overcoming resistance to change if more educators and more schools were to be involved in the study.

The research involved one circuit in one district, and possibly different results might have been obtained if more circuits and communities were to be included. The study suggests that the results cannot be generalised to the broader population in the province or the country. Most educators struggle with time constraints, and they were less likely to respond to the questionnaire or interview sessions because they felt over-worked. The researcher is from another country; cooperation may not be high as desired for the study. To build trust and confidence in participants, the researcher shall obtain consent for educators' participation from the Department of Education in KwaZulu Natal Province.

1.7.10 Definition of Key Terms

To help clarify the readers' understanding and to avoid any unnecessary confusion, this section attempted to define key terms and concepts.

Change – Mutihac (2010:14) defines change at an organisational level as, "A set of behavioral science-based theories, values, strategies, and techniques aimed at the planned change of the organisational work setting for enhancing individual development and improving organisational performance, through the alteration of organisational members on the job."

Deslandes (2014:25) defines change as a process of causing a function, practice, or thing to become different somehow compared to what is at present or what it was in the past.

From the above definitions, change can be viewed as a term describing the effects or outcomes after the transition or transformation of a function, method or process

Conversational Leadership – It is explained as the way workers discover what they know, share it with their colleagues and in the process, and create new knowledge for the organisation. In the new economy, conversations are the most important form of work so much that the conversation is the organisation (Hurley 2012:01). (Derber 2012:15) sees conversational leadership as an interaction with tightly focused topic that happens either formally or informally, symmetric and for the purpose of establishing and maintaining social ties.

From a critical analysis of the above citations, conversational leadership can be viewed as an interactive communication between two or more people. The development of conversational leadership skills and etiquettes is an important part of socialisation.

Management– Holmes (2012:16) says, management is the administration of an organisation, whether it is business, a non-profit organisation, or government board. Management includes the activities of setting the strategy of an organisation and coordinating the efforts of its employees to accomplish its objectives through the application of available resources, such as financial, natural, technological and human resources.

Griffin (2014:20) asserts that, to manage is to forecast and to plan, organise, to command, to coordinate and control workers in an organisation.

Warring (2016:12) defines management as the process of getting things done through the process of planning, organising, coordinating, leading and controlling the resources of an organisation.

Management can be viewed as the function that coordinates the efforts of people to accomplish organisational goals and objectives by using available resources efficiently and effectively. It includes planning, organising, staffing, leading, directing and controlling an organisation to achieve set goals.

Organisation -Douma and Schreuder (2013:24) define an organisation as an entity comprising multiple people, such as an institution or an association that has a particular purpose. In an organisation there must be four things: a goal in mind, a leader or committee making the decision, action plans, communication and members.

Scott (2012:05) sees an organisation as a group of people who work together in an organised way for a shared purpose in a continuing way.

It is an organised group of people with a purpose, such as a business, or government department. It can be viewed as a unit of people that is structured and managed to meet a need or to pursue collective goals.

Organisational change- Ravasi and Schultz (2012:4) assert that organisational change is about the process of changing an organisation's strategies, processes, procedure, technologies, and culture as well as the effects of such changes on the organisation.

Organisational change looks at the process in which a company or any organisation changes its operational methods, technologies, organisational structure, whole structure, or strategies as well as what effects these change have on it (Hatch 2013:78).

Warring (2016:35) says that, organisational change occurs when business strategies or major sections of an organisation are altered. Also known as re-organisation, restructuring and turnaround. It is framework for managing the effect of new business processes.

Organisational change can be viewed as a process that follows a follows a repeatable cycle and uses a holistic set of tools and processes to bring the desired outcomes. It enables the organisation to move and creates capability to increase organisational effectiveness.

Organisational Culture- Organisational culture encompasses values and behaviours that contribute to the unique social and psychological environment of a business. It influences the way people interact, the context within which knowledge is created, the resistance they will have towards certain changes and ultimately the way they share knowledge (Modaff 2011:16).

Organisational culture represents the collective values, beliefs and principles of organisational members and is a product of factors such as history, product, market, technology, strategy, type of employees and management style. Culture includes the organisation's vision, values, norms, beliefs, systems, symbols, language, assumptions, environment, location and habits (Hatch 2013:78).

Ravasi and Schultz (2012:458) characterise organisational culture as a set of shared assumptions that guides behaviour. It is also a pattern of such collective behaviours and assumptions that are taught to new organisational members as a way of perceiving and, even thinking and feeling.

Organisational culture affects the way people and groups interact with each other, with clients and stakeholders.

Qualitative Research-Qualitative research is a scientific method of observation to gather non-numerical data. This type of research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and description of things and not their counts or measures (Rosenthal 2018:13).

Babbie (2014:303) asserts that, qualitative research has come to be defined as research whose findings are not arrived at by statistical or other quantitative procedures. Qualitative research is often said to be naturalistic. That is, its goal to understand behaviour in a natural setting.

Corrine (2011:51) views qualitative research as a primarily exploring research. It is used to gain an understanding of underlying reasons, opinions and motivations. It provides insights into the problem or helps to develop ideas or hypothesis from

potential quantitative research. It is a research strategy focusing on non-quantifiable measurements.

Qualitative research design based on a social constructivism perspective. Research problems become research questions based on prior research experience. Data collection involves interviews, observation and document analysis. It aims to understand how the participants derive meaning from their surroundings, and how their meaning influences their behaviour.

Quantitative research- (Corrine 2011:45) defines quantitative research as a research which performs mathematical modelling and statistical estimation or statistical influence or a means for testing objective theories by examining the relationship between variables.

Mesly (2015:118) says that, in natural social sciences and some other fields quantitative, and some other fields, quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques.

Wadsworth (2010:7) propounds that, research emphasises objective measurements and the statistical mathematical or numerical analysis of data collected through polls, questionnaires and surveys or by manipulating pre-existing, statistical data using computational techniques. It focuses on gathering numerical data and generalising it across groups of people

Quantitative research is used to quantify the problem by way of generating numerical data that can be transformed into useable statistics. It is used to quantify attitudes, opinions, behaviour, and other defined variables, and generalise results from a larger sample population. It uses measurable data to formulate facts uncover patterns in research.

Theory- a theory is a contemplative and rational type of abstract or generalising thinking, or the results of such thinking. Depending on the context, the results might, for example include generalised explanation of how nature works. (Gulliaume 2015:19)

Cummins (2011:31) views a theory as a type of explanation of nature, made in a way consistent with scientific method, and fulfilling the criteria required by modern science.

From the above explanations a theory can be viewed as a coherent statement or set of ideas that explains observed facts or phenomena and correctly predicts new facts or phenomena not previously observed or which sets out laws and principles or something known.

1.8 Organisation of chapters

The front matter

The front page comprised of the title page, preface, acknowledgements, table of contents and list of tables and figures.

Chapter 1: Background to the study

Chapter one introduces the core research problem and sets the scene and outlines the path which the researcher travelled. This chapter includes, background to the study, research problem, aims and objectives, research questions, significance of the study, research design, target population and sampling, measuring instrument, data collection technique, data analysis methods, ethical consideration, anonymity and confidentiality, validity and reliability, delimitations, limitations and definition of key terms and concepts.

Chapter 2: Review of Literature

A literature review is a text written by a researcher to consider the critical points of current knowledge including substantive findings. It is a meaningful evaluation of previous research findings on the topic. It includes; a brief explanation of the research problem, aims and objectives, questions, and primary theoretical framework: the body of knowledge.

Chapter 3: Research Methodology

Having explored the literature on the topic, this chapter examines possible methods by which to answer the research questions highlighted in chapter one. The areas to be explored in this chapter were research design, target population and sampling, measuring instrument, data collection technique, data analysis methods, anonymity and confidentiality, validity and reliability, ethical considerations, delimitations and limitations of the study.

Chapter 4: Data collection, Analysis and interpretation

In this chapter, the researcher outlined findings to research questions presented in figures and written text. The results contained facts on findings. The areas to be explored were the sample, findings from questionnaires and interviews, and presentation of graphs, tables and diagrams.

Chapter 5: Recommendations and Conclusions.

This chapter included an overview of the study, recommendations and conclusions.

References

Appendices

Letter of consent

Permission to Conduct Research – Gatekeepers Letter

Questionnaire

Interview Questions.

1.9. Conclusion

The chapter highlighted the purpose and background of the study, its aims and objectives, research questions, significance of the study, delimitations and limitations of the study. The physical location of the schools under study was highlighted. Chapter two reviewed and analysed literature on the role of conversational leadership in overcoming resistance to change in public high schools.

In today's changing world, management of change forms part of all management processes. To understand the dynamics of conversational leadership in managing resistance to change, the researcher critically reviewed the literature with the aim to unpack how these variables fit together and ultimately lead to sustainable change in schools. In South Africa, research has indicated that most school reforms fail. Several reasons have been put forward. However, school principals are asking themselves what they can do in their school to beat the odds.

Resistance to change in schools should not result in principals and other agents of change perceiving a division of educators into "good guys and bad guys". They should remember that although some educators resist change, they are not always bad. Many educators because of their experience and frames of reference have good reasons for resisting change. Educational leaders should aim to work with educators in professional ways to address their concerns before, during and after a change initiative. Effective leaders assist educators in seeing the benefits of new changes.

It is essential for school principals and their management teams to use methods situational to overcome resistance to change in schools. Some of the methods they can employ in managing resistance to change as has been discussed in this chapter were education and communication, participation and involvement,

facilitation and support, negotiation and agreement, manipulations and co-optation, explicit and implicit coercion.

The chapter attempted to critically present a review of the literature pertinent to the theory conversational leadership. The researcher had to come up with a theoretical framework. Sources of resistance have been discussed under two headings namely reasons emanating from organisational culture and those originating from individual perceptions and self-interest. Chapter Three presented the proposed methodology for collecting data.

Chapter Two –Literature review

2.1. Introduction

Every researcher engages in a research task with a specific purpose in mind. This research aims to generate new knowledge that will help scholars, principals and educators in their understanding of conversational leadership in managing change in educational institutions. In generating new knowledge, the researcher did not start from scratch. There is literature that has been generated, established and documented by other researchers.

The chapter critically explored this literature on the role of conversational leadership in managing resistance to change. Reasons for resisting change and how these can be handled in the change process was discussed. Conversational leadership concept was addressed regarding the conceptual model as well as its evolvment in the educational field.

It must be emphasised from the onset that resistance to change is a critical issue facing school management. Teacher resistance has been identified as a serious contributor to the failure of many well-intended and well-conceived efforts to bring change in schools. The section to follow gave the main conceptual framework. Using current models, the researcher adopted own model for conversational leadership within the educational sector. Relevant studies on overcoming resistance to change were discussed.

2.1.1Conceptual Framework

Colander (2013:74) says that, a conceptual framework is an analytical tool with several variations and contexts. It can be applied in different categories of work where an overall picture is needed. It is used to make conceptual distinctions and organise ideas. Strong conceptual frameworks capture something real in a way that is easy to understand, remember and apply. They define the way ideas are organized to achieve a research project's purpose.

Conceptual framework is used to study a phenomenon in a new area where there is no known theory or little research has been done. They assist in finding ways to solve the problem that the researcher wants to find solutions. They allow ideas to be tried and tested. Robert and Bernanke (2013:21) assert that, conceptual framework could mean integration of assumptions, concepts, beliefs and expectations that underpin a particular piece of research. This could be a narrative or diagram which brings together key factors or variables and their relationships which the research wants to consider.

2.1.2 Conversational Leadership

Defining leadership is perhaps one of the most written about concepts around the world. For the purpose of this study, a leader is viewed as a person who guides, influences into action an opinion or plan. A leader is not necessarily a senior person in the organisation, nor is it a hierarchical position. It is about an attitude towards others and organisational goals, than about formal positions and status.

Literature all over the world is full of numerous models and theories of how leadership is exercised, and what leadership styles are most effective in any given situation. Whatever style or theory is used, communication is the fundamental building block of them all (Oschadleus 2014:17). Conversational leadership concept refers to one of the most common communication interactions between people. It is about what happens socially. It happens when leaders walk around, building relationships, familiarity and trust, while promoting objective oriented critical thinking skills. The concept suggests that the, most effective form of sustainable leadership is developed through effective and meaningful formal and informal discussions. Conversational leaders should stimulate creativity and insight in workmates.

Given the above ideas, what leaders need to do is have conversations with others that create a safety zone in which all participants in the change process are contributing to the shared meanings. As long as workers feel safe to continue

disclosing information they will contribute, meaningfully in the development of the organisation. The moment one part feels threatened, the defensive walls go up and the brain prepares for a fight or flight. This requires the leadership to be aware of the physical, emotional, or behavioural cues that signal when the other person may feel their safety is at risk, and then diffuse that tension.

Oschadleus (2014:05) outlines steps to be followed to achieve desired outcomes in conversational leadership. The first step is to create awareness and establish mutual purpose. When engaging in a crucial conversation, which is designed to change opinions and mind sets or to solve a problem, create awareness of what need to be achieved, and what the outcome will be. The leader should allow people time to reflect through asking questions that stir the mind. The second aspect is to gain permission. Asking people to think requires their permission. Doing so, build trust and respect and gives the other person a greater sense of security. Failing to do so creates defensiveness and people stop listening and cooperating. The third step is to anchor the conversation. The leader should anchor the conversation by checking where the organisation is, where the organisation has been and it is going. It also addresses the “W” and “H” questions like why, when, what, who, how the conversation and ensures that both parties are talking about the same thing.

The fourth step is for a conversational leader to ask questions that stimulate thinking. This is the most challenging step. All questions are not equal and some lead to defensiveness, while others lead to revelation and insight. The right questions, asked the right way, are one of the most powerful communication tools available to any leader. When a leader starts asking the right questions, he/she stirs the mind, create awareness, and move people towards action. Questions create insights, develop thinking and change behaviour. The last step is for the leader to clarify understanding. Clarification gets to the bottom line of the conversation. It emphasises the essence of what was said and what is supposed to happen in the organisation.

Conversational leadership is about recognising the extraordinary and underutilised power of face to face conversations and adopting a conversational approach to the way in which people in organisations live and work together. Conversational leadership is for anyone who wishes to take responsibility, to influence and lead, to make a difference, large or small in their life, in their job and in the world (Hurley 2012:06).

2.2 Main Conceptual Framework

Conversational leadership

Since our earliest ancestors gathered in circles around the warmth of a fire, talking together has been human kind's primary means for discovering common interests, sharing knowledge and ideas, imagining the future, and cooperating to survive and thrive.

The conceptual framework for this research study will be developed from an in-depth study of reviewed literature on studies carried out on conversational leadership concept. Conversational leadership is a concept that has evolved into the private and public-sector organisations primarily in the United States of America (USA). Conversational leadership concept has drawn its strength in putting a more significant deal of engagement, collective thinking and intelligence of the whole group in change management (Boohene and Asamoah 2012:77).

Conversational leadership expects the leader to encourage and motivate followers to contribute fully to the organisation and work collaboratively. Through this interaction and engagement workers theoretically develop a sense of self-efficacy, experience excellent job satisfaction and have increased levels of organisational commitment. Conversational leadership play a pivotal role in helping educators develop an increased sense of teaching efficacy by assisting them to understand

and believe in their capacity to foster change as an individual as well as a collective group (Shanwall 2013:07).

Conversational leadership focuses more on change and inspires followers to commit to shared vision and goals for an organisation. Baldwin (2015: 10) has defined conversational leadership as the intentional use of conversation as a core meaning-making process to cultivate the collective intelligence needed to create organisational change and social value. The natural cross-pollination of relationships, ideas and meaning as people move from one conversation to another enables individuals to learn, explore possibilities, and co-create and change together. Organisations are changed through conversations. From this perspective, conversations are action – the very heartbeat and lifeblood of social systems like organisations, communities and cultures.

West and Turner (2010:241) propound that conversational leadership takes root when leaders see their organisations as a dynamic web of conversations and consider conversations as a core process for effecting positive and systematic change. Conversation is a human way of discovering the new meaning that shapes the future. Through collective thinking, people serve organisations and the world for a better future. Great conversations create spaces for authentic dialogue and effective collaboration across generations that act as the catalyst for change and innovations around the globe (Shanwall 2013:08).

Nina (2015:28) argues that in conversational leadership there is the collective intelligence of a group that can come together, make the connection and act for effective change. Most leaders use the knowledge of just a few members of staff when they can gain so much by including the whole staff in the conversations. This can quickly be done through meetings and staff development programmes. Through strategic conversations about organisation change, leaders have unprecedented opportunities to tap the collective efforts of the group members and guide action towards the desired change. Shanwall (2015:04) mentions that

conversational leadership begins with the philosophy of embracing collective brain power with the appreciation that people in the organisation can be smarter, more creative and more capable together than one could alone.

The challenges faced by modern organisations are global and complex to solve alone. Therefore, a leader these days needs to be a host, one who convenes diversity, who gathers all viewpoints in a creative manner where staff members' mutual intelligence can come forth thereby bringing effective organisational change. Leadership is relational and how leaders engage staff members is key (D'Ortenzio 2012:11). There are school principals who see themselves as saviours, without them the schools cannot survive, who think that new ideas or innovations cannot succeed. Arnold (2002) cited in Hall (2012:02) says, "Their change paradigm is still limited to the single-leader, hero model of leadership."

Some school principals and their SMTs may see conversational leadership which is democratic as a style that forces them to surrender power to the self-interest of educators. Some principals and teacher unions alike strive to keep the status quo (Modisaotsile 2012:50).

If a school fails to involve educators in planning for and implementing change initiatives, it will be the educators who will feel the fallout. There would be more complaints, more conflicts and more resignations. There is need to get the whole system in the room, making all members of staff part of the change process, the principal goes from being the controller to the facilitator of the change process. Conversational leadership is not dependent on one lone-ranger styled leader. It is not a command-and-control environment. It seeks out ideas and challenges. It encourages active and proactive participation. It promotes and tolerates workers who behave and act like they own the organisation Brown and Hurley 2010:08).

Conversational leadership requires leaders to be connectors, people who can cultivate and nurture diverse viewpoints inside their organisations and beyond. Hart and Veenman (2014: 16) argue that conversational leadership is a style that has communication as one of its defining features. More open and personal styles characterise that leaders themselves act and attempt to institutionalise at all levels of the organisation thereby creating a culture of inclusiveness and collaboration (Brown and Hurley 2010:08).

There is evidence that the importance of this open, conversational style of leadership has been much more widely accepted than it has been adopted in many organisations across the globe. Effective leaders today engage with staff members in ways that bring change and organisational performance. These engagements should be much more interactive, formal and informal and person-to-person rather than the traditional corporate communication where the top management determines, distributes content and policy changes (Hurley 2012:07).

Conversational leadership depends less on the heroic actions of a few individuals at the top, and more on collaborative leadership practices distributed throughout the organisation. The best leaders surround themselves with people who offer adverse opinion, compliment their abilities and efforts and are not afraid to offer and take different approaches in the process of change. They need people at every level who dare to honestly tell the leader what's working and what's not (Nodeson 2012:04).

It is critical to recognise from the paragraph above that conversational leadership admit that the environment where staff members feel free to challenge one another, to share knowledge and debate solutions, regardless of their level in the organisation is crucial for sound decision making, creativity, innovation and change. In too many organisations employees or staff members do not make suggestions on how policies should be implemented because they do not think it will make any difference, or because they are afraid to be branded as

troublesome. The result is resistance and organisational silence. This would lead to organisational dysfunctional and decay (Hurley 2012:07).

An organisation's effectiveness is determined through a network of staff commitments, born out of their day to day conversations. Brown and Hurley (2010:3) reveal that, "Instead of admonishing our children at school and employees in organisations to stop talking and get to work, we might be better served to encourage them to start talking and create together." Through conversations, new ways of doing things emerge and innovative opportunities are collectively shared.

Mutihac(2010:66) propounds that, the command and control approach to managing organisational change has in recent years become less and less viable. Globalisation, new technologies, and change on how organisations improve performance and interact with staff and stakeholders have sharply reduced the efficiency and effectiveness of purely directive top-down model of leadership. Grosberg and Slind (2012:02) argue that traditional corporate communication must give way to a new process that is more dynamic and more sophisticated. Most important that process must be conversational leadership style.

In developing this model of leadership, Professor Grosberg and his co-author Michael Slind have identified four elements of organisational conversation that reflect the important attributes of interpersonal conversation. These elements include intimacy, interactivity, inclusion and intentionality.

Intimacy

Personal conversation flourishes to the degree that the participants stay close to each other, figuratively as well as literally (Grosberg and Slind 2012:01). Organisational conversations require leaders to reduce the distances, be them institutional or attitude that separates them from their staff. Where conversational intimacy prevails, those with decision-making authority seek and earn the trust of

those who work under that authority. They do so by cultivating the art of listening to people at all levels of the organisation and by learning to speak with members of staff directly and authentically(Hurley 2012:13).

Conversational leaders step down from their corporate positions and step up to the challenges of communicating personally and transparently with members of staff.Grosberg and Slind (2012:2) assert that, "Intimacy distinguishes organisational conversation from long standard forms of corporate communication. It shifts the focus from a top-down distribution of information to a bottom-up exchange of ideas."Conversational intimacy manifests itself in various ways namely gaining trust, listening well and getting persona fulfilment. Where there is no trust, there can be no intimacy. However, trust is hard to achieve. In organisations, it has become difficult for staff members to put trust in their leaders. Leaders will earn it if they are authentic and straightforward (Brown and Hurley 2010:15).

Interactivity

Conversational leaders talk with employees and not just to them. Channels of communication must be open to allow members of staff to cross-pollinate ideas. There should be honesty interactions amongst members of staff for efficient and sustainable change to happen (Hurley 2012:13).

Inclusion

At its best, conversational leadership is an equal opportunity endeavour. It enables members of staff to share ownership of the change initiative. As a result, members of staff will put their hearts and souls into the change process thereby reducing the high level of resistance. The free flow of information and inclusiveness in decision making creates an open environment for change (Hurley 2012:14).

Intentionality

Grosberg and Slind(2012:29) propound that, intentionality differs from the other elements of organisational conversation in one key element. While intimacy, interactivity and inclusion all serve to open the flow of information and ideas within an organisation, intentionality brings a measure of closure to that process. It enables conversational leaders and their staff to drive strategically relevant action from the push and pull of discussions and debates. According to D’Ortenzio (2012:136), “Conversational intentionality requires leaders to convey strategic principles not just by asserting them but by explaining them, by generating consent rather commanding assent.” Leadership should speak extensively and explicitly with employees about the vision and logic that underlie executive decision making. As a result, members of staff at every level gain a big picture of where their organisation stands.

According to Grosberg and Slind (2012:04) the first three elements serve to open up the flow of information and ideas in the organisation during the process of change. Intentionality which is the fourth element brings a measure of closure to that process; it enables leaders and staff members to derive strategically relevant course of action from the push and pull of discussions and debates.

As depicted in figure 2.1, Hurley (2012:01) has elaborated on six steps which form the conceptual framework for conversational leadership. Firstly, the leader should clarify purpose and strategic intent. Without clarity and plan, no one knows where they are headed or why. Purpose determines which policy changes are important. It helps leaders and relevant stakeholders to select a format to support collaboration. It guides the development of strategy and enables people to decide what to do as they make real-time decisions in rapidly changing circumstances (Hurley 2012: 01).

Secondly, the leader should explore critical issues. Without a focus on critical issues, there is no reason to change and no context for collaborative learning. Conversational leaders are judged on how well they address change issues that define their domains. Policy changes must be thoroughly defined. A conversational leader develops the capacity for evoking and articulating powerful questions – and fosters that capacity to change in others (Hurley 2012:02).

Thirdly, the leader should engage all the stakeholders. Without involving all key stakeholders, there is little chance of a breakthrough. The process of identifying critical questions shows the need for diverse voices so change and innovation solutions can reveal themselves. Cross-functional teams, multi-stakeholder dialogues and getting the whole system aware that "ecology of thought" is needed to understand any policy change, develop change strategies and gain support for change (Hurley 2012:02).

During the fourth step, the leader should skilfully use collaborative social technologies. Brown and Hurley (2012:02) propound that without social technologies, dialogue can devolve into a diatribe, and those with the loudest voices own solutions. They have the loudest voices they can easily resist any policy change. To design an environment that fosters collaborative thinking and reduce resistance, conversational leaders need to clarify the context for change, the reasons for the change, create a friendly space, explore issues that matter, encourage everyone's contribution, cross-pollinate and connect perspectives, listen together for insights and share collective discoveries.

During the fifth step, the leader should guide collective intelligence toward effective action. Without collective knowledge and wise action, the future of many organisations remains imperilled. Leaders should view organisations as living networks of conversations. They need to design infrastructures that enable change and organisational performances (Hurley 2012:03).

Lastly, conversational leaders should foster innovative capacity development. Without leadership capacities that rise to today's complex challenges, employees in various organisations will depend on approaches that are no longer relevant. Hurley (2012:03) argues that developing the capacity for conversational leadership may be one of the most productive investments that organisations can utilise.

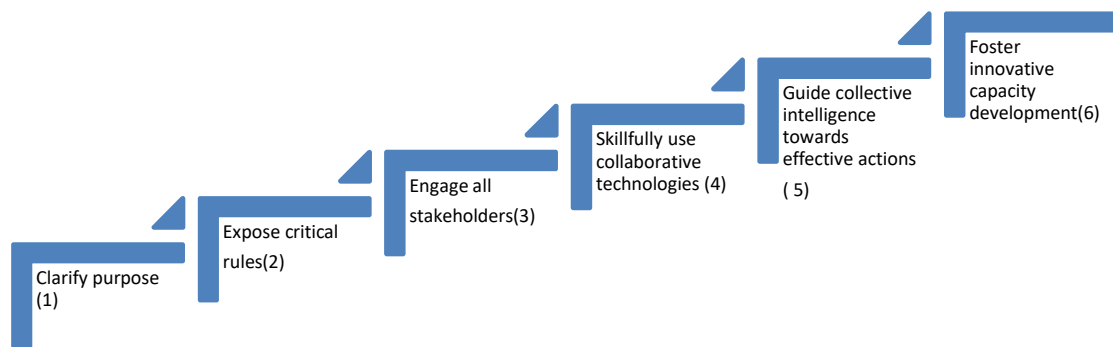


Figure 2.1: Conversational leadership –The six steps

Source: The researcher (2016) Adapted from Hurley 2012. Conversational Leadership: Thinking Together for a Change

Hurley (2012:03) gave a simple framework for understanding the practice of Conversational Leadership. According to Hurley, the framework can be applied at several levels in the organisation, from the design of single meetings to the development of multi-faceted programs of long-term, large-scale strategic change initiatives.

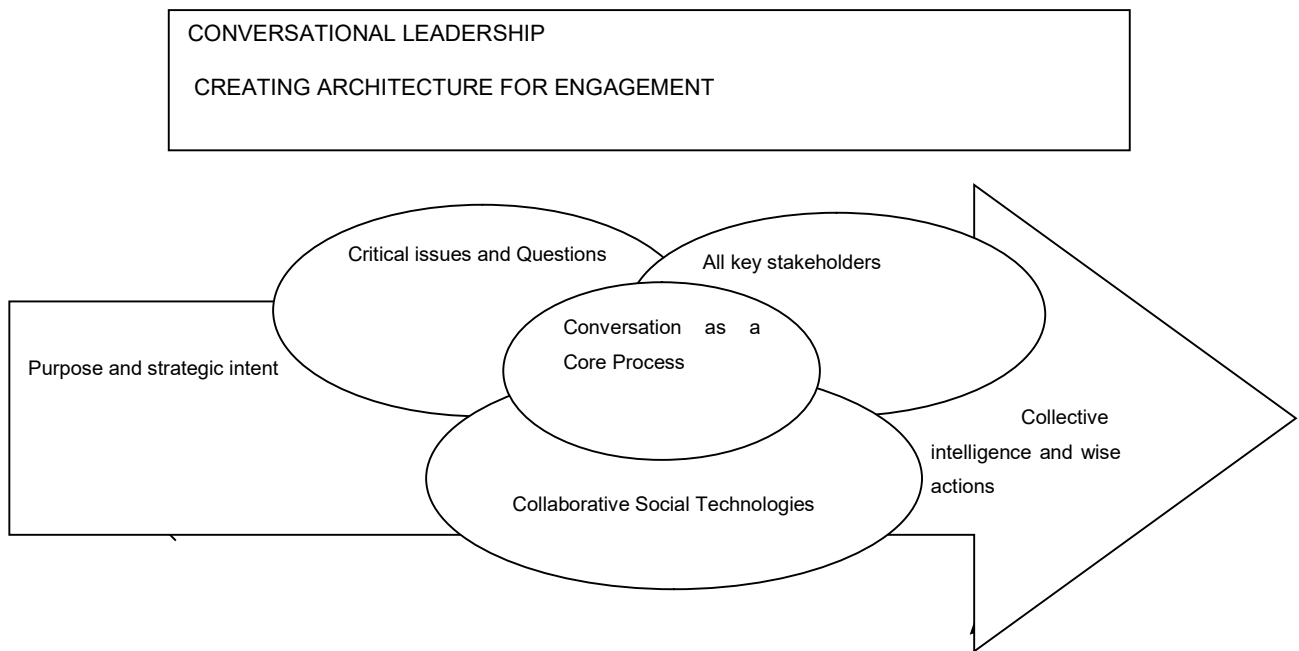


Figure 2.2: Innovative Leadership and Capacity Development

Source: Hurley 2012 Conversational Leadership: Thinking together for a change.

To design effective architectures for engagement, a conversational leader will consciously use six key processes.

A true conversational leader must aim to: Create a conducive climate for discovery, evoke and honours diverse perspectives, ask compelling questions, suspends premature judgement, explore assumptions and beliefs, embrace ambiguity and not-knowing, listen for connections between ideas, captures critical insights and articulates shared vision and understanding.

Each human being whether educated or not is guided, not by a single idea but by a multiplicity of ideas put together to form a view of the world of reality called philosophical outlook. The ideology of socialism put together concepts or ideas such as means of production, workers, ownership, alienation, class conflicts, historical materialism, and division of labour, substructure and superstructure. A thinker or any individual whose thoughts have such a constellation of ideas guide practices has what is termed Socialist or Marxist Theoretical framework (Kurasha 2013:07). From the above explanations, a conceptual framework is characterised by a collection of interrelated concepts that shape one's thinking. Researchers and thinkers in any given discipline are more variably influenced in their thinking or in understanding their world viewpoints by these frameworks.

In Management, Administration and Governance the most classical theoretical framework is planning, organising, leading and controlling. In modern marketing, the conceptual framework is the "seven P formula ". These are product, price, promotion, place, packaging, positioning and people.

In conversational leadership the researcher adopted four classical tenets or collection of ideas that form the underlying theoretical framework. These are trusted communication, collective thinking and engagement. Put together they can assist school principals in overcoming resistance to change.

The conceptual framework for this study was developed from an in-depth understanding of literature examining the conceptual basis of conversational leadership as well as its evolvement into the public education system.

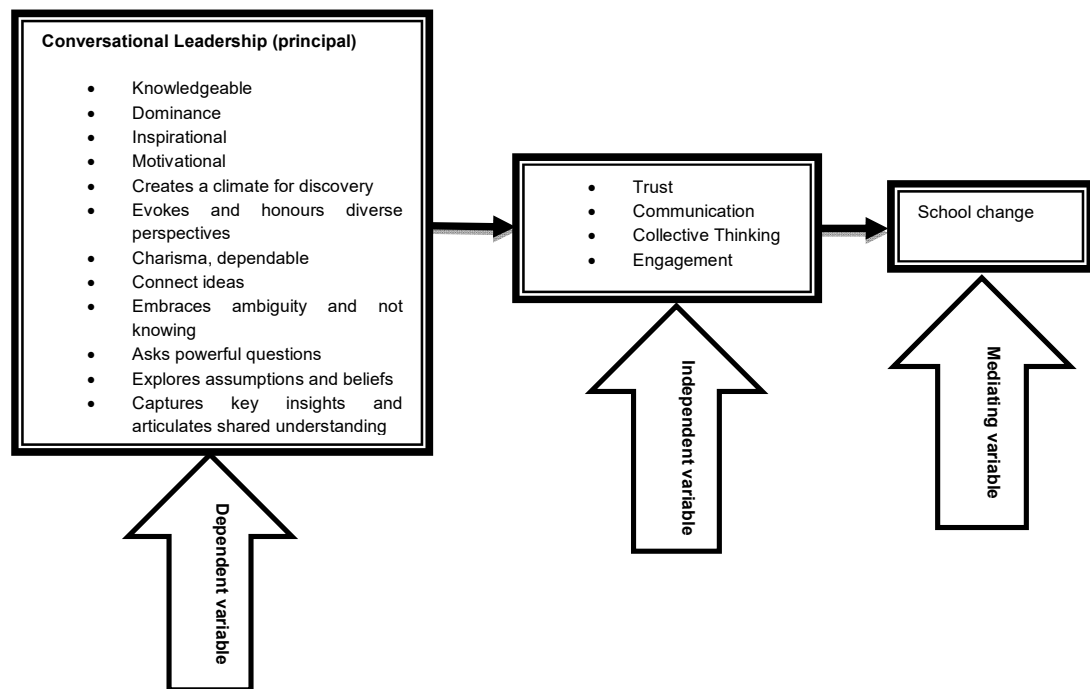


Figure 2.3: Diagrammatical presentation on conceptual framework for exercising conversational leadership in high school

Source: researcher (2016)adapted from Hurley 2012 Conversational Leadership: Thinking Together for a Change.

The diagram above has the following features to take note of:

- There is a definite and significant relationship between conversational leadership and the trust on the leader, communication, collective thinking and engagement.
- There is a definite and significant relationship between the four mediating variables and school change.

- There is also a significant positive relationship between conversational leadership traits and school change.

Therefore, the four variables which are trust, communication, collective thinking and engagement have significant mediating role between conversational leadership and school change.

Trust

Encouraging trust is a prerequisite for school principals in developing a school culture that provides support through a balanced approach to change. When principals include educators, parents and learners in developing a shared vision and goals for reaching the vision and mission, their actions will give meaning and trust to everyone in the school. Research has indicated that there is a definite effect of trust on a leader and follower relationship. The existence of trust between principals and educators will always improve their relations. Lack of confidence will always worsen or destroy their relationship. Miguels (2013:123) state that, the cooperation level of employees is associated with the trust they have in the leadership. Educators who have the confidence in their principals and the entire school management teams will have a high level of cooperation and indicate low resistance to change. The existence of trust will increase educator acceptance to change plans.

Conversational leadership requires trust, as it also builds confidence. Right, and honest conversations serve as catalysts for indeed far-reaching change in schools. Teachers, parents and learners want to be heard; they want to share ideas and compare with other institutions. They must be listened to and should be given space to express themselves (Miller 2012:53).

Through conversations, principals create an honest platform where every member of staff is involved in making decisions. By providing opportunities for teacher collaboration and participation in decision making, school principals and their SMTs can also develop a supportive culture for change. Influential educators who

are considered as opinion leaders can be trusted with influencing other colleagues in the adoption of innovations (Nodeson 2012:75).

Principals should motivate, inspire and unite teachers on common goals. To manage resistance and build trust, they should involve teachers, parents, learners and all stakeholders in adopting and adapting to new challenges, solving problems as a team and improving learner's performance. School principals should understand that without trust it is impossible to implement any new change and make it a success. The hearts and minds of all members of staff are captured through trust, transparency and meaningful dialogue (Pretorius 2014:16).

Communication

A conversation by its definition involves an exchange of comments and questions between two or more people. The same with school organisational conversation in which principals talk with educators, parents and learners. This interactivity makes the organisation open and fluid. The school principal should foster genuinely interactive culture, values, norms, standards, and behaviours that create a welcoming space for dialogue (Prew 2012:17).

Conversational leadership emphasises on a face-to-face communication. This type of communication has a more significant impact because it is a two-way communication encouraging the involvement of key stakeholders in the change process. Principals should make use of the following communication networks; emails, school website, school data bases, notice boards; meetings; phones; face-to-face; memos; newsletters; flyers; school magazines and many other forms. Mutihac (2010:43) laments that "Theories of communication state that effective communication depends both on the receiver hearing message as it was intended by the sender and the feedback loop, which enables both the receiver and sender to check for understanding.

The behaviours of school principals should create a school climate that encourages openness, transparency and dialogue. Principals should encourage discussion around potentially tricky topics to foster transparency and openness for change to occur. A culture of transparency, unbiased, collaborative thinking and clarity will become embedded over time in the school system's formal routines and procedures, thereby allowing authentic and meaningful conversations to become institutionalised in the whole system(Smit 2011:54).

The principal should design structures that encourage sharing of ideas, best practices and experience. A principal with a solitary tendency on self-discovery may lose sight of responsibility towards others and institution. They should focus more on change and school performance and inspire followers to commit to sharing vision and goals for the institution and challenging all members of the institution to be innovative problem solvers.

Principals as agents of change should learn to be good listeners. Resisters will always tell them what is wrong with the new initiative, and they will never say the benefits linked to the initiative. They need to understand them and acknowledge their concerns, use their comments and invite them to participate in informed discussions and explorations (Smit2011:55).

Collective Thinking

Conversational leadership is the leader's intentional use of conversations as a core process to cultivate the collective intelligence needed for change in high schools. It encompasses a way of seeing, a pattern of thinking and a set of practices that are particularly important to foster positive change.Principals and educators of high schools should design, convene and host conversations about important innovations that should happen in their schools. These conversations should be encouraged so that principals and educators should talk and create situations for change together. Once school principals begin to view the school

community as a living network of conversations, they can focus that network on issues that truly matter
(Sannino 2010:36).

Research has indicated that successful changes and measurable outcomes / good results in school are more likely when principals and the department of education bring the voice of all educators in policy formulation, implementation and evaluation. Bringing the views of educators is critical when an institution aims to strategise, foster new changes, improve school processes that is the teaching and learning environment and to nurture community relations and connections (Steyn 2010:54).

School principals should aim to create a climate for self and group discovery, evoke and accept different thinking, ask compelling questions, and explore different assumptions and beliefs that educators hold. They should listen for connections between different views. They should also capture critical points to the change process and then articulate shared understanding for implementing change. By empowering educators to participate in decision making, principals would cultivate educators' competence as problem solvers and promote an environment of risk taking that encourages educators to try new ideas and strategies. At the heart of this leadership style is an understanding of organisations as a network of conversations and a benefit in the power of collective thinking. Principals as agents of school changes should host diverse voices in addressing critical issues through powerful face to face discussions (Yilmaz and Gokhan 2013:68).

Principals who do not have the capacities to rise today's complex systematic challenges, would make schools will rely on old theories, perspectives and approaches from an earlier period that is no longer adequate and suitable to the present day. Principals should leverage the power of conversations as a core process of thinking together in designing, implementing and evaluating strategic

change initiatives. For change to be successful in schools, there must be collaborative thinking and learning, collective intelligence and co-ordinated actions (Williams 2012:54).

It is critically, important for school principals to focus on all stakeholders; teachers, parents, learners, religions groups, politicians and non-governmental organisations in creating sound, healthy and supportive relationships within the school. They should tap into their passion and capabilities. This would result in high levels of loyalty and willingness to innovate and talk change initiatives seriously.

Engagement

To design efficient architectures for engagement school principals are supposed to:

- clarify the purpose of change and strategies;
- involve educators, parents, students and all stakeholders; and
- Foster innovative capacity building.

Clarifying purpose and strategy for change is the first step in designing ways to engage people. Purpose determines which issues or opportunities are important and which operational questions matter. It helps principals to identify relevant resources both human and material and methods needed to fulfil that purpose. It also guides on the development of strategies and enables all key stakeholders to decide on what to do what not to do during the change process (Sharma 2015 28).

The task of leadership is to engage all stakeholders for effective change to occur. Without involving all key stakeholders, there is very little chance of breakthrough thinking or finding an innovative path forward on critical issues. The creation of cross-functional teams, school committees, multi-stakeholder dialogue and large-scale school processes that emphasises getting the whole system in the room all reflect growing awareness that more robust ecology of thought is needed to

implement change initiatives fully. Engaging all key stakeholders and exchanging diverse perspective is a guiding principle in achieving school renewal (Steyn 2010:55).

To address critical issues with diverse stakeholders effectively principals should be intentional about choosing the processes for engagement that allows the contributions of all coherently. South African institutions need principals with high-level leadership capacities that rise to today's challenges. Principals and educators are therefore called upon to step forward with courage to transform the schools(Williams 2012 54).

The table below presents the processes and output of conversational leadership.

Table 2.1:The process and outputs of conversational leadership: a summary of conceptual framework

	Processes	Results/Outcomes
Conversational leadership	<ol style="list-style-type: none"> 1. Engagement 2. Collective intelligence 3. Cross pollination of relationships 4. Staff innovation 5. Staff development programmes 6. Communication 7. Networking 8. Create a conducive climate for change 9. Ask questions 10. Explore assumptions 11. Give individual support 12. Build collaborative structures 13. Develop a sense of belonging and shared vision 	<ol style="list-style-type: none"> 1. Renewal 2. Cooperation 3. Discovery of new meanings 4. Organisational performance 5. Creativity 6. Sound decision making 7. Infrastructure development 9. Job satisfaction

**Source: the researcher (2016) .Adapted from Brown and Hurley 2010
Conversational Leadership: Thinking Together for a Change**

2.3 Sources of resistance

Schools across the Republic are pressured by the National Government led by the African National Congress (ANC) to reform to improve the quality of education in the country. These ambitious calls for change fall on the shoulders of school principals and educators. Schools change over time due to external pressure by the volatile economic, social, political, technological and religious environment. Therefore, it is essential to sustain the stability of schools and give place to quality, relevant and effective education in South Africa. Change practices in schools include implementing new methodologies and approaches to curriculum, management structures and new programmes that affect students and educators. Even though change is implemented for positive reasons, educators often react to change efforts negatively and resist change (Williams 2012: 156). Some of the reasons why educators resist change in schools include individual perceptions, inconvenience or loss of freedom, economic implications, security needs, fear of the unknown, threat of power or influence, lack of knowledge and required skills, organisational structure and lack of resources (Dixon 2010:05). Sources of resistance can be classified into two broad classes namely; the organisational culture and individual perceptions and self-interest.

2.3.1 Organizational culture

From the literature reviewed, corporate culture may be the most critical force in shaping and maintaining an organisation's identity. Educators frequently work for many years in schools because their daily work helps them meet their life needs and goals. Many educators identify with their schools and take gains and losses either individually or collectively. As a result, they may feel threatened by efforts to make radical changes in the school's culture. If forced to change they resign in large numbers (Boohene and Asamoah 2012:67).

Policies not designed and formulated without the involvement of educators and their unions may face resistance or rejection precisely because the Department or

SMT did not involve them. The reasons why public schools in South Africa fail to accomplish change initiatives is because the Department and school principals underestimate the influence change has on individual educators. Therefore, neglecting psychological perceptions of educators towards policy or curriculum changes lead to failure of change initiatives in schools (Williams 2012:150).

It is critical to realise that effective management of change is based on clear understanding of human behaviour in the organisation. Yilmaz and Gokhan (2013:46) mention that due to the challenges posed by change, individuals may react with some emotions like uncertainty, frustrations or fear and feel threatened and disoriented. Because educators exhibit a defensive and negative attitude they can easily resist change initiatives. Conversational Leadership takes cognisance of the fact that the power of change needs to be respected and efficiently managed. Every institution has its politics. Some educators resist change to prove an institutional political agenda. They may resist showing that whoever is leading the proposed change is not up to the task or does not belong to their group or camp. They do everything in their powers to see that the change effort fails.

Educators are intellectual people; they can disagree on school curriculum changes if they are not involved and believe that the proposed policy shift is ill-timed. Lack of fact or poor timing may lead to resistance. Undue resistance can occur because changes are introduced in an insensitive manner or at an awkward time (Tanner 2015:46). Most public schools have limited resources both human and material. They prefer to maintain their status quo since change requires resources like finances and educators who have appropriate knowledge and skills. Inadequate resources can impede desired policy or curriculum change in schools (Spaull 2013:25).

Schools have Visions, Mission Statements and goals they aim to achieve. Literature reviewed that Mission Statements and School Policy are powerful forces

for stability and can make it difficult for educators to accept any new changes in their schools.

2.3.2 Individual perceptions and self-interests

Although educators can and do identify themselves with their schools, they are also concerned with their own needs. In return for doing a good job, they expect adequate remuneration, satisfactory working conditions, job security and specific amounts of appreciation, power, promotion and prestige.

Change preventing people from the fulfilment of economic, social, esteem and other needs may encounter resistance. Educators will always resist changes that lower their incomes, job status and social relationships (Yilmaz and Gokhan 2013:55). There is a common saying that says, "Managers get what they reward." Educators will resist any change if they do not see any rewards. Without proper rewarding systems, there is no motivation to support any educational change in schools.

Individual educators may react to a proposed change if it is likely to increase control over them and workload. They may resist changes which appear to lessen their job security or increase the level of work required for the same salary. This is an area where trade unions like Confederation of South African Trade Unions (COSATU), South African Democratic Teachers Union (SADTU), National African Teachers Union (NATU) are vigilant when scrutinising on behalf of their members on change proposed by employers.

Many individual educators find security in the past. A future which is perceived as if it will be slightly different from the past may be regarded with high suspicion. Most educators are comfortable with retaining the old ways of doing things by referring to tried and tested procedures. Individuals who have higher security needs resist change more than others because change threatens their sense of security. When educators are faced with new and unfamiliar methods or policy

changes they may reflect on the past with a wish to return the good olden days (Shanwall 2015:18).

Educators resist change due to selective perceptions of information processing. The process gave information selectively in order not to change their point of view. People shape their world through their opinions. Once they have created this world, they resist change. So, human beings are guilty of processing information selectively to keep their perceptions intact. They ignore information that challenges the world they have created. People hear what they want to hear and disregard any information threatening their worldview. In other words, people interpret an image of the real world with their perception of reality which gives birth to a biased view of a situation and resistance to change occurs (Williams 2012:266).

Educators resist changes due to fear of the unknown. Changes in their nature substitute ambiguity and uncertainty for the known. The fewer educators know about the change and its impact on them, the more fearful they become. According to Kreitner and Kinicki (2010:07) if innovation or radical changes introduced without giving information about the nature of change, the organisation members become fearful and anxious about change implications. In the absence of proper leadership and people skills, grapevine, rumours fill the void and sabotage the change effort. Internalised habits by educators can impede changes in schools. Habits provide security and comfort and guide actions in well-established fashion and routines. The proposed change to well established habitual behaviour often meets with educator resistance. Even where the necessity for change is accepted individual educators may still find it challenging to change ingrained practices.

The management of change is complicated by the fact that change inevitably rarely benefits everyone; it is usually in someone's interest and favour and thus contrary to someone's (Hayashi 2010:15). In organisational setting; public schools included, educators, will resist administrative and technological changes that result in their roles being eliminated or reduced. From their perspective change from

above is harmful to their status quo. Forcing them to change does not work. The Department of education uses policy instruments to force changes in school, and this is not working at all. It is overusing this approach, and as a result, it will harm its effectiveness in bringing change in schools. Without a thoroughly, researched change management strategy to address this area, the DoE will always trigger strong resistance and institutional turnover by educators (Williams 2012:55).

2.4 Resistance to change in schools

The first essential step in the change process is for school Principals to ensure that there is enough motivation and preparation for the upcoming change.

In the context of school change, resistance is frequently presented and perceived as irrational and problematic, something that needs to be dealt with in any change management initiative. Principals should be aware that many educators perceive the change as difficult and that they need to learn new tasks, programmes and routines as well as unlearn that was previous viewed as normal (Mutihac 2010:23).

Symptoms of resistance

According to Spaul (2013:74) there are two categories of symptoms of resistance: active resistance, which takes forms such as being critical, finding fault, blaming or accusing, distorting facts, blocking and starting rumours and passive resistance which includes agreeing verbally but not following through, failing to implement change, standing by and allowing change to fail and withholding information, suggestions, help or support.

Kegan and Lahley(2011:142) make another classification of resistance, distinguishing between open/indirect attacks and hidden/indirect attacks. The first are the most obvious means of resisting change and can be complaining openly, intentionally slowing down on the job, or sabotaging new initiatives to make the change process fail. The second are much harder to recognise and take the form of stall for more time or spreading false rumours. They also come up with a third category-passive behaviour or dropping out. This symptom is extremely hard to

recognise since no one is complaining openly. Workers just drop out and resign themselves to the change.

Another distinction can be made between rational and irrational resistance. Rational resistance must have reasonable explanations and symptoms such as resistance behaviour have to be in line with the intention of the resistant individual or group. Contrary to rational resistance, when manifesting irrational resistance, employees usually resist change without having any logical explanations. Chishlom and Chilisa (2012:45) argues that while rational resistance can be handled by training, learning and communication, the ability to overcome irrational resistance depends on organisation culture, which may eliminate resistant behaviours. Pretorius (2014:36) approaches the problem of resistance focusing on cynicism; Cynicism about change involves a real loss of faith in the leaders of change and is a response to a history of change attempts that are not entirely or clearly successful. The successes of many innovations depend upon commitment and follow through. Thus cynicism becomes an important barrier to change.

2.5 Causes of resistance

The reasons behind educators resisting change are several and vary with every individual personality. While one educator may react favourably to a suggested change, another educator may react angrily. Principals should be aware that change efforts often meet some form of human resistance. They should take time before any institutional change, to see who might resist the change initiative and for what reason, in order to be able to remove resistance and increase the chances for the change process to be successful Smit(2011:184), claims that the level of resistance also depends on the level of participation in the process of change. Basically, they state individuals and groups that are given the opportunity to participate in the creation and development of change activities are less likely to resist the implementation than those who are kept away from the process. Based on Yilmaz and Gokhan (2013:54) study, the main reason for educators to perform

poor and to resist change is because of the loss of social status within the organisation and the ignorance of their skills.

According to D'Ortenzio (2012:64) there are six main reasons why educators resist change initiatives in schools:

- Ambiguity about the nature of change in the minds of those who will be affected by it;
- Different interpretations about the change and its impact;
- Strong forces preventing individuals from changing;
- Strong top-down imposition in individuals who will be influenced by the change
- Lack of participation
- Personal interests in directing change
- Ignorance of pre-established institutions in the group

Smit (2011:188) claims that educators resist change mainly because they fear the consequences the change might have or they feel threatened by the change. According to Chishlom and Chilisa (2012:67) when a change initiative is introduced educators usually experience different problems which are not completely understood by school principals such as clarity on the idea of change. Unless they grasp the meaning and necessity of change they tend to resist it and rigidity for the way change is intended to be implemented, the change in the social status at workplace, and fear of the increase in workload.

Mutihac (2010:26) states that there are four reasons why educators resist change: a desire not to lose something of value, a misunderstanding of the change and its implications, a belief that the change does not make sense for the system and a low tolerance for change.

The different types of resistance can be summarised as:

1. Fears and imagined threats

A major reason for resisting change is the belief that the educators will lose something valuable or they fear possible side effects that a change may have on their situation. Educators fear several outcomes like:

- The unknown- Educators worry about what they should accept, whether they can handle all the changes or how the new practices will affect the school or them personally;
- Reduced job security- Educators may see improvements for example new curriculum, new equipments, or new methods of teaching as threats to their job security; they fear that their skills will become obsolete and they will be replaced or taken for retraining;
- Economic Loss- Educators imagine that the change is somehow going to affect their salary and earnings; a job loss is the most acute financial loss but there are also others such as transfers, demotions, overtime, or smaller salary adjustments;
- Reduced job status- If educators will fear that their job, title, responsibility, or authority might be reduced from an important one, with loss status and recognition from others, they will not view the change favourably
- Change in workgroup relationship- Educators often form friendly groups, in which they share experiences and help each other out; through these they experience a sense of belonging; a unified group will view changes as a threat and resist them; educators may fear that change may disrupt informal communication and cause group members to be transferred or replaced, even individual educators who are not directly affected by change may resist it, in order to protect the interests of close friends or colleagues

2. Misunderstanding and lack of trust

Spaull (2013:115) states that, it is common for educators to resist change when they do not understand their implications and perceive that they will lose much more than they will gain. As long as educators believe that the risks are much

more than benefits they will gain from change they will be afraid of it and tend to resist. Such situations often occur when there is lack of trust between principals and educators.

3.Different Assessments

Another common reason for resisting change occurs when the educators assess the situation differently than their principal or those initiating the change. Normally those initiating the change or those in charge of implementing the change often assume that they have all relevant information between the two groups (principals and educators) often leads to differences in analysis, which can lead to resistance.

4.Wrong Methods

Williams (2012:138) states that another reason for resisting change is the belief that the organisation is not handling the change process well. Mutihac (2010:56) argues that sometimes change is ordered in such a way that educators resent or resist it because they do not like being told what to do.

5Inertia or low tolerance for change

Some educators see the change as a threat, instead of a potential advantage for the school, when they believe that the change will make it harder for them to meet their needs. Educators will not support a change unless they see clearly the need for it. Sometimes, educators resist change even if they realise that it is a good thing, because they fear that they will not be able to develop the new skills and behaviour that will be expected.

Schools have to adapt to their environment and need to comfortably operate with the structures, policies and procedures that have been introduced by the environment. However, to ensure effectiveness; individuals in schools may prefer to focus on the routine things that they perform well and set up defences against change by resisting it. In addition educators may reject change due to the fact that

they believe it is not worth their time, effort and attention (Yilmaz and Gokhan 2013:16).

The main conclusion that can be drawn from the different classifications of resistance to change is that, there is no clear and unique explanation of resistance to organisational change. Because of a wide range of organisational change that occurs, it is unlikely that a single universal explanation of resistance will be sufficient. The results of educators' resistance to change include: slowdown of the change process, poor results, corruption in schools, high educator turnover; disturbance and trouble in the change programme and failure of change.

2.6The Nature and context of Resistance to change in schools.

One of the most important tasks of school principals in South Africa is to facilitate changes smoothly. Change is always inevitable but so is resistance to change. It is basic human nature for people to try and keep their methods and customs constant. This is where change management comes into play.

In order to facilitate transitions and changes, school principals must be able to identify the exact reasons for resistance. Such resistance to change is common in all organisations, schools included. The following are some of the reasons why educators resist change:

- Educators generally find it convenient to continue doing something as they have always been doing. Making them learn something new is difficult.
- Changes always bring about alterations in the educator's duties, powers and influence, hence the educator to whom changes will affect negatively will always resist
- Educators who are adamant in maintaining customs instead of taking risks and doing new things will always resist changes. This can happen either due to their insecurities or lack of creativity and will (Prew 2010:166).

According to Williams (2012:75) Resistance to change in schools maybe of the following three types:

- a) Logical resistance: this kind of resistance basically arises from the time people genuinely take to adapt and adjust to changes.
- b) Psychological Resistance: Under this category, the resistance occurs purely due to mental and psychological factors. Educators often resist changes for reasons like fear of the unknown, less tolerance to change, dislike towards the management and many other factors.
- c) Sociological Resistance: This resistance relates not to individuals but rather the common values and customs of groups. Individuals may be willing to change but will not, due to pressure from the group they are members of. For example teachers' unions like the South African Democratic Teachers Union. The list of reasons why educators might be resistant to school changes has grown worldwide. It is safe to assume that any attempts to cover all of them would produce volumes of literature. However, there are several reasons that are quite common and prevalent which help provide a solid basis to understanding the concepts. Educators resist change because they have to learn something new. In many cases there is no agreement with the benefits of the new process, but rather a fear of the unknown feature and about their ability to adapt to the new order. Most educators are reluctant to leave the familiar behind. Most are suspicious about the unfamiliar, and they are naturally concerned about how they will get from old to the new, especially if it involves learning something new and risking failure.

Low tolerance for change is defined as the fear that one will not be able to develop new skills and behaviours that are required in a new work setting. According to Anderson (2013:56) if an employee has a low tolerance for change, the increased ambiguity that results as a result of having to perform their job differently would likely cause a resistance to the new way of doing things. An educator may understand that a change is needed, but may be emotionally unable to make the transition and resist for reasons they may not consciously understand.

Kegan and Lahley (2011:85) describe a psychological dynamic called a 'competing commitment' as the real reason for educators to resist organisational change. The change is not challenged, but rather it is resisted, or not implemented at all because the employee faces additional issues or concerns related to the change. When an employee's "competing commitment" is uncovered, behaviour that seen irrational and ineffective suddenly becomes stunningly sensible and masterful but unfortunately on behalf of a goal that conflicts with what the organisation and even the employer are trying to achieve. Competing commitments are designed to keep the status quo intact.

The adoption of innovations involve, altering human behaviour, and the acceptance of change Smit (2011:245). There is a natural resistance to change for several reasons. The adoption of new ideas and techniques does not occur naturally in schools but results from hard work and commitment by educators. All broad spectrums of skills are needed to lead to effective management and innovation and change. Multiple channels of communication and involvement should be used to promote the adoption of an innovation. Successful programmes in the education sector need to be carefully conceived and carried out. Human contacts are critical ingredients, and need to be used along with good written and visual materials. Those materials are useless without an understanding of the needs, limitations and problems of the implementers (Kegan and Lahley 2011:86).

The changing nature of public schools in South Africa reflects an increasing demand for accountability in public schools. Many changes within education sector are results of national initiatives born outside of the world of education. That they are external does not invalidate them, however, it does often make these initiatives harder to realise. These moves towards educational reform are direct responses to trends within education by policy makers outside of education. The difficulty is that when the change is activated at national level it often takes time to trickle down the regional and local levels. Occasionally by the time it does, it is no longer as relevant and vital as it first was.

According to Spaull (2013:152) the implementation of Curriculum Assessment Policy Statement (CAPS) has invited conflicting responses in South Africa. There are those educators who see (CAPS) as a complex and far-reaching initiative to transform the South African education system completely within the parameters of the impose National Qualification Framework (NQF). These educators see CAPS as a comprehensive change to the entire hierarchical structure of schooling for what is to be taught and how learning is assessed. It is hopeful that, the new curriculum will trigger economic development in South Africa and contribute towards building a new nation, and promote skills development and equality for all learners. Pretorius (2014:101) states that educators see little or no change in CAPS and insist that is how they have been teaching all along. It has also been indicated and believed that changes brought by CAPS do not have the depth and magnitude to be considered a new dispensation or a paradigm shift from Outcomes Based Education (OBE).

From the above, it is clear that there will always be resistance in schools. However, change is unavoidable, so the tendency to ignore it and escape by resisting will be fatal for the survival and progress of the education system in the Republic.

2.7 Effects of resistance to change

Change is inevitable in any organisation including schools. Educators can resist the processes of change, and that has a negative impact on the provision of quality education to the learners. It is critically important to understand the adverse effects of resistance to change in school (Bennet and Bush 2013:09).

Some of the effects of resistance to change by educators are low morale, lessened efficiency and disruptive work environment. When educators resist a change taking place at school, they may feel less optimistic and hopeful about their future. This is evident where there is lack of communication on reasons for a change.

Lowered morale can spread throughout the entire staff which can lead to poor performance and resignations by educators.

When educators spend time focusing on resisting curriculum changes taking place in the school, they become less focused on doing their daily work. This may also lead to poor performance by learners during internal and external assessments.

Another adverse effect of resistance among educators may be internal and external struggles and conflicts leading to more disruptive school environments. Educators resisting change may cause commotions in the school. They may spread that same negativity among other staff members, encouraging them to behave and act in a similar manner which can, in turn, end up causing more considerable unrest in the whole school system (Smit 2011:80).

However, there are numerous ways conversational leaders can put in place to mitigate the adverse effects of resistance to change by staff members. All staff members must engage in positive discussions in which everyone can air their views regarding changes. Extra training and resources to help educators adapt to proposed change must be provided (Sharma 2015:04).

2.8 Change management in schools

Many organisations in South Africa are currently facing challenges that are political, social and economic in nature. At the same time, they are also under pressures and uncertainties due to global changes. Equally, lifestyle changes, technology, legislations, internationalism and workforce expectations all impact on public sector organisations, causing them to change (Williams 2012:85). As a result, the unstable environmental conditions in which modern organisations operate mean that the ability to successfully manage change has become a key competitive asset.

The forces behind school change are numerous and varied. Changes in the global economy, completion, government laws regulations have put South African schools under pressure to change in its internal and external operations and management systems. Yilmaz and Gokhan (2013:67) state that internal forces for change are related to human resources and managerial behaviour- for example poor morale in schools, abnormal levels of absenteeism and turnover, inadequate performance evaluations, lack of promotion systems and workplace conflicts. Subsequently, schools are required to implement new technologies in teaching and learning and many other new work processes.

Principals should prepare for change by understanding the change process not only as it relates to members of the organisations but also as it relates to them personally (Sannino 2010:04). If principals expect teachers to take risks in learning and practising new behaviours, they themselves must be open to change and willing to express their own weaknesses by becoming learners (Botha 2014:87). Principals should emphasise lifelong learning processes and strive for excellence and display optimism and determination as they encourage their teachers to challenge old assumptions and become risk takers. Making decisions from systems perspective is also helpful to principals who must understand both the big picture and detailed aspects of improving their schools. Principals must be skilled in analysing the alignment among their school systems, strategies, structures and culture in order to identify areas for improvement.

Mausethagen (2013:42) asserts that school principals must identify the types of change needed in their schools by ordering them and then match appropriate leadership behaviours to the degree of the change involved. Change should move along a continuum from first to second order to the extent that educators perceive the innovation as significant. One of the most important characteristics of principals, who want their educators to follow them on the rocky road to change, overcoming obstacles on the way, is the ability to earn their trust. In building trust leaders of great organisations hold themselves accountable when the problems

arise and yet are quick to share credit with others when they experience success (Botha 2014:89).

Educational institutions, like all other organisations require constant monitoring to identify areas for potential improvement. Reeves (2010:15) notes that educational institutions are organised on many levels, from the individual classroom under the management of a single educator, or subject specialist to groups of classrooms supervised and managed by a head of department to a whole school structure, under the guidance of the principal. Within each level of educational endeavour, there exists the possibility of improvement to practices.

The school principal, as the key figure around which much of the schools activities revolve determines to a great extent the school's success and failure when change is implemented. In order to manage the educational institution effectively, both the educators and the principals should take into account the degree to which the total school community will be affected by change and the degree to which it is aware of the changes. This will bring successful change and desired results.

Ginger (2012:63) says that change is managed according to its phases. Planning is one of the key factors in the success rate of the implementation and acceptability of change. This means that the principal has to give special attention to how he/she intends to manage change as a process, evaluate the effects of the change strategy to persuade members of staff to accept the changes, communicate the aims of the changes to the school staff, record in writing the planning for proposed changes and circulate among members of staff and share the information about the changes. This can be done during staff meetings, class visits and in informal discussion. Together with the help from the educators, principals identify priorities dealing with the changes, draw time schedules for reporting results and identify sources of help in reaching the desired outcomes.

Principals must realise that their view of change need not necessarily be the correct and or the only one that should be implemented. One of the main aims of the process of implementation is to compare various impressions of reality with one another through interaction, in order to identify the best option. After this, principals must acknowledge the fact that there are certain tasks which need to be executed, and they must summon the courage to challenging phase with confidence. It would be of great value to the principals if they could sometimes be realistic. A sense of collective thinking must be developed in staff members. The fact that attempts at change can fail initially does not mean that the plan is doomed forever (Mausethagen 2013:95). Educators are prepared to follow someone whom they rate highly and trust. The principal will therefore have to earn the respect of the staff members. By means of change management, principals must guide the educators to attain the objectives that have been set for the process of change.

Sannino (2010:37) says that, in order to manage change effectively, principals must first of all distinguish between the various aspects of responsibility that they need to carry. These include the following:

- The principal's primary responsibility is to help the institution and its educators to increase their resilience. An institution and its educators and staff must be helped to increase their capacity and ability to adapt to change. Ample time must be vested in understanding the various group members such as educators and other stakeholders in education and in finding ways of satisfying those concerns while currently implementing change.
- Another responsibility involves helping educators and staff to see connections between particular change initiative and the general direction in which the school is headed. Principals must create a sense of urgency for major changes by selling the changes to critical decision makers, stakeholders and influential persons. Trust must be established with this group prior to engaging in authentic a potentially redundant communication

about the proposed change. The connection between change and the institutions guiding principles must also be shown. Establishing trust is accompanied by allowing educators to challenge, without fear of reprisal, the conduct and intentions of those initiating change.

- Principals must help educators understand that they do indeed have choices between being victims or initiators of change. The efforts to help educators adapt to change include helping them to approach change as an opportunity for advancement and improvement. Forcing a new dispensation or implementation of new programme or policy on the staff could give rise to resistance and cause the project to fail.
- It is critical that principals should know how to manage resistance among teaching staff, because if the educators are not prepared for the demands made on them by renewal and change, it can lead to tension accompanied by related symptoms such as frustration, exhaustion, insomnia and moodiness and withdrawal. Change can be implemented fairly easily if the principal knows and has insight into the nature, reason, reactions and forms of resistance to change and also knows how to deal with and manage change in the school.

2.9 Overcoming resistance

Change is a complicated process, and it has become a science in many learning institutions across the globe. A review on change management literature reveals four primary stages that would assist change agents to reduce the amount of resistance. Literature reviewed emphasised is on building trust, creating a clear vision, ensure strong and consistent implementation and supporting the change with consistent follow-through (Kotter 2010:15).

Building trust

Professional learning is most successful in settings that foster support and confidence. D'ortenzio (2012:513) says, "The single factor common to every successful change initiative is that relationship improves. If relationships improve, things get better. If they remain the same or get worse during the implementation process, ground for effective change is lost." Resistance is an indication of a bad relationship between leaders and subordinates. Staff members who have the trust of the management will have a high level of cooperation, and high level of collaboration indicates low resistance. The existence of trust will increase employee acceptance and recommendation of the change plan.

Creating a clear plan

Schools as organisations should develop and articulate clear statements of vision of where the organisation needs to move to. The future is envisioned and described so that all educators can see the total picture of where the school is going. The long-term success of change is dependent upon understanding and creating a clear vision and goals for the desired change (Williams 2012:58).

School principals must take strong actions to overcome resistance to change to lead the school into the future successfully. Mission and vision statements gather dust on walls and shelves without being implemented in schools. It is the responsibility of school principals to provide meaningful education and empowerment to teachers so that they can act on the mission and vision of the school.

Ensure a consistent and robust plan

The principal and his SMT usually are responsible for the development of the implementation plan. The plan must cover all the aspects required of the change process. Staff members must share it within the school. The plan must include short-term wins to motivate employees through experiencing the importance of the change and to provide direction in moving towards the vision of the organisation.

Regular meetings must be held to measure the successes and challenges being faced by members of staff as well as the impact of change.

Change initiation involves a forward mapping that demands continual reinforcement and motivation of staff for the desired change to happen (Williams 2012:59).

Supporting the change with consistent follow through

The organisational head needs cooperation from members of staff to bring about successful change. The implementation of change process can only occur through a cross-functional group, working in collaboration with all stakeholders. Without cooperation, any desired change process introduced is bound to fail. There must be mutual respect amongst all members of staff in the school if the change is to succeed (Yilmaz and Gokhan 2013:70).

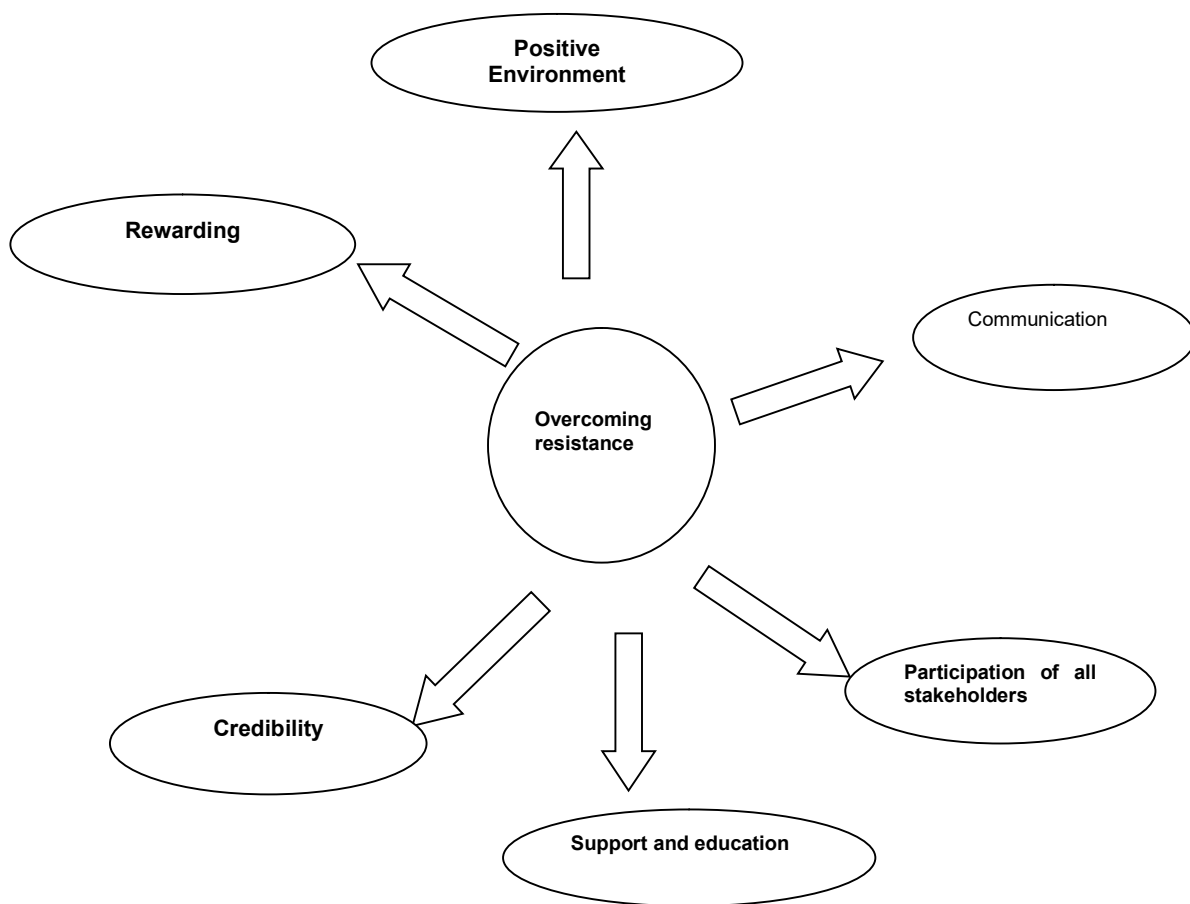


Figure 2.4: Overcoming Resistance to change Plant (1987) cited in Mutihac (2010:30)

The diagram above indicates that resistance can be managed through creating a positive environment, communication, participation of all stakeholders, support and education, credibility and rewarding as highlighted in the following paragraphs.

Create a positive environment

The first thing school principals should do when confronting with a change process is to create proper attitude in the workplace. Even before resistance is visible, principals should build an attitude of acceptance to change among educators. This can be accomplished by explaining the reasons for change and showing that the

change will be beneficial and produce more good than bad. Educators who understand the importance of change will be more cooperative (Anderson 2013:135).

At the same time, educators' insecurity may be reduced by decreasing their fear of failure. Therefore school principals should create an atmosphere in which employees feel safe expressing their negative emotional responses to change openly.

Communication

Many authors discuss the importance of communication during a change process. One of the most common ways to overcome resistance to changes is to inform people about it beforehand. Educators should be informed on when the change will take place, how the change will be implemented, what is expected of them, how the change will influence their jobs, and how the school will support and motivate them to be more committed to the change. Early communication can decrease cynicism and uncertainty, neutralise rumours before they spread throughout the whole organisation (Bennet and Bush 2012:184).

People have a desire of predictability in their working environment. This is why it is crucial for principals to make predictions of the outcome of the change and ensure that every educator has reasonable knowledge of why, what and how the change is implemented.

Participation and Involvement

Many authors argue that participation is the primary method to overcome resistance to change. Principals should give Educators the opportunity to shape the change process so that they feel it is their own. Educators are more open to change if they participate in its design. This can be realised by soliciting opinions and using their advices. Higher commitment can be achieved if educators believe their opinions can be heard and taken into consideration (Bennet and Bush 2012:185).

Support and Education

Another way for principals to deal with resistance to change is by being supportive-providing training in new skill when educators feel their skills will become obsolete, or listening and providing emotional support. By offering retraining programmes educators will become more likely to support the change, moreover it is essential to allow educators to voice their fears and provide them with education related to mental and physical health to reduce stress during implementation. Education also refers to keeping the people who are affected informed about the process of change. Educators' perceptions and interpretations significantly affect resistance, which is less likely to occur when employees believe that the benefits of change will overshadow the personal costs (Bolman and Dell 2013:87).

Creation of Credibility

Credibility can be enhanced by using credible spokespersons or opinion leaders to spread the message about the change and letting the message be based on positive and logical appeals. Change messages should be repeated and transmitted through multiple channels to ensure that everyone in the organisation is well informed about the change. Even though the messages should focus on positive aspects of the change, the negative features should also be included in the messages. Furthermore, past change failures and mistakes in previous implementation of change should be admitted by management in order to enhance credibility (Botha 2014:41).

Acceptance and Fairness

Another way of overcoming resistance is through rewards. The way people are treated can have considerable influence on resistance to change. If educators receive benefits like rewards, recognition, advancements and involvement when creating proper atmosphere for change they will learn to accept the change. Furthermore, establishing a reputation of fairness and creating confidence in the change, will help principals gain educators' confidence and trust and they will become more effective in implementing and managing change. When educators'

believe that they are treated fairly they develop attitudes and behaviours required for a successful change (Botha 2014:41).

Researchers in the field of change management have revealed that trust is an important ingredient for building cooperation among staff members. Principals in schools should give teachers the opportunity to provide inputs before, during and after the processes of change. The philosophy behind conversational leadership is engagement and collective intelligence. Each staff member should be given space to share their ideas and concerns (Erwin and Garman 2010:51).

Whitehead (2010:26) propounds that school principals should use open channels of communication and delegate duties and responsibilities to the staff members. They must avoid manipulation and coercion and demonstrate willingness to compromise and sharing ownership of the new idea.

Additionally, Yilmaz and Gokhan(2013:12) have identified six methods School Principals can use to overcome resistance namely; education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and cooperation as well as explicit and implicit coercion.

Education and cooperation

Educators in the school organisation are supposed to be educated about the nature of and need for change before implementing and made aware of the logic of change. When resistance is based on inaccurate and lack of information, this strategy works best (Whitehead 2010:27).

Conversational leaders should provide training in new skills when staff members feel their skills will become obsolete during the change process. Whitehead (2010:141) argues that it is essential to allow employees to voice their fears and

provide them with education related to mental and physical health to reduce stress during implementation.

If the members of staff receive the full facts that would clear up any areas of doubt or misunderstandings, there will be less resistance. Communication can be achieved through face-to-face discussions, memos, staff development programmes, meetings and reports (Campell 2015:70).

Participation and involvement

School principals should give educators the opportunity to plan, design and implement changes. This would provide educators with the opportunity to contribute their ideas and advice and that can reduce resistance to change. This strategy is useful when school principals do not have all the information they need to design the changes and educators have essential information and have considerable power to resist.

Kotter and Schlesinger (1979) quoted in Mutihac (2010:31) state that employees are more open to the change if they participate in its design. Higher commitment can be achieved if staff members believe their opinions have been heard and taken into consideration. School principals should give attention to their Heads of Departments and senior educators because they are respected by other colleagues and can influence their attitudes towards change. In most cases, participation leads to commitment, but it may also lead to inferior solutions and can be time-consuming.

Facilitation and support

Supportive principals make the work environment more pleasant and enjoyable for the change process. The strategy does work when educators are frustrated by work constraints and difficulties that are encountered in the change process and have adoption and adjustment problems. School principals can offer a range of supportive efforts to reduce resistance. When educators fear and anxieties are high, counselling and therapy, new skills training, or a short-paid leave of absence

may facilitate adjustment. The drawback of this tactic is that, as with the others, it is time-consuming. It is expensive, and its implementation offers no assurance of success (Regenesys Business School 2014:48).

Negotiation and agreement

Incentives to actual or potential change resistors in the schools are offered in negotiation and agreement form. This approach is useful when a member of staff in the school loses something of value in the change process and must resist. Negotiation as a tactic may be necessary when resistance comes from an authoritative source. However, there is the risk that once a change initiator negotiates with one party to avoid resistance, the initiator may be open to the possibility of being blackmailed by other individuals in positions of power (Campbell 2015:71).

Manipulation and co-optation

To achieve desired change, the principals should influence people, necessary information is provided, and the required events for change are structured. When these mentioned tactics fail to work and are expensive, manipulation and co-optation approach may be employed. However, this approach is not recommended in conversational leadership. Twisting and falsifying facts to make them appear more attractive and confident, withholding undesirable information, and creating false rumours to get members of staff accept a change are all methods of manipulation. D'Ortenzio (2012:143) says, "Manipulation and co-optation are relatively inexpensive and easy ways to gain the support of adversaries, but the tactics could backfire if the targets become aware that they are being tricked or used. The change agent's credibility may drop to zero, once discovered."

Explicit and implicit coercion

Change agents employ the force of their authority for acceptance of the change by staff members. Resisters in the schools are threatened with undesirable situations if they do not go along with the proposed changes. However, conversational leaders have warned organisational leaders of the adverse effects of using coercion such as frustration, fear, revenge and alienation which in turn may give birth to poor performance, dissatisfaction and staff turnover (Yilmaz and Gokhan 2013:19). Examples of coercion are threats of transfer, loss of promotions, negative performance evaluation and poor letters of recommendations.

However, the last two do not have a place in conversational leadership. Resistance is not something Principals can overcome, but it is something they can manage. They should aim to encourage acceptance and support for a change to occur in schools. A critical element in managing change is communication. Through communication, every staff member in the school would understand the need for change, what the new policies are and what impact they will have (Botha 2014:41).

Once a change is underway, school principals must continue to be active and supportive. Small successes should be celebrated and positively complimented thereby giving educators the motivation to aim higher. It is important for principals to make follow-ups, provide support and solve problems together with the educators as they arise. Educators having hardships should be listened to by the change agents about their ideas, problems and complaints. It is vital for change agents to use these ideas, issues and complaints as learning curves. Principals as change agents should strive to make the work environment more pleasant and enjoyable for change to occur thereby improving the quality of teaching and learning in the Republic of South Africa (Botha 2014:42).

Once the Department of Education has drafted a change programme, it should communicate their message or policy change consistently through all channels of

communication at their disposal. Specific strategies for implementation should be made available to the educators. According to Kotter (2010:34), implementation strategies can include professional learning, how often it will be provided and what resources, equipment and materials will be available.

A lot of literature reviewed seems to view resistance as something bad or wrong. To that note, there is a missing link. Resistance can be positive. Resistant forces often offer valuable insights and learning opportunities (Whitehead 2010:153). There is an adage that advises that "We can only lean against that which resists." This shows that there might be something good or useful about resistance. Change often occurs as a direct result of resistance. Change is costly, and it is hard. It entails sacrifice, courage and commitment. It demands patience, collaborative thinking and hard work (Dixon 2010:16).

2.9 Conclusion

In today's changing world, management of change forms part of all management processes. To understand the dynamics of conversational leadership in managing resistance to change, the researcher has critically reviewed the literature with the aim to unpack how these variables fit together and ultimately lead to sustainable change in schools. In South Africa, research has indicated that most school reforms fail. Several reasons have been put forward. However, school principals are asking themselves what they can do in their schools to beat the odds.

Resistance to change in schools should not result in principals and other agents of change perceiving a division of educators into "good guys and bad guys". They should remember that although some educators resist change, they are not always bad. Many educators because of their experience and frames of reference have good reasons for resisting change. Educational leaders should aim to work with educators professionally and finding ways to address their concerns before, during and after a change initiative. Effective leaders assist educators in seeing the benefits of new changes.

It is essential for school principals and their management teams to use methods situational to overcome resistance to change in schools. Some of the methods they can employ in managing resistance to change as has been discussed in this chapter are education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulations and co-optation, explicit and implicit coercion.

The chapter has attempted to critically present a review of the literature pertinent to the concept conversational leadership. The researcher had to come up with a conceptual framework for exercising conversational leadership. Sources of resistance have been discussed under two headings namely reasons emanating from organisational culture and those originating from individual perceptions and self-interest. Chapter Three shall present the proposed methodology for collecting and displaying data.

Chapter Three - Research methodology and design

3.1 Introduction

This research critically assessed the role of conversational leadership in overcoming resistance to change in public high schools in Umlazi District. Change implementation meet with greater resistance from educators. Therefore, the aim of this thesis was to investigate and document the critical role of conversational leadership in managing resistance to change. Through mixed methods, the primary objective of the study was to employ mixed methods of research to gather information and findings in a manner that would assist principals and educators to comprehend the concept of conversational leadership and change management as well as related issues thereby enabling them to understand the transforming nature of public high schools better.

The tenets of both qualitative and quantitative methods were highlighted. The principles of quantitative research, its advantages and disadvantages and the questionnaire, which is the most common method for collecting data in quantitative research was discussed.

A thorough explanation of qualitative research designs namely ethnography, field study, case study, ethno methodology, phenomenology and grounded theory were given. The advantages and disadvantages of qualitative methods were discussed. The last part of the qualitative research looked at the interviews, which are the most commonly used method for collecting qualitative data.

It was also the task of this chapter to highlight the target population, sampling procedure, measuring instruments, data collection techniques, data analysis methods, anonymity and confidentiality, ethical considerations, validity and reliability, delimitations and limitations of the study and lastly a section on the definition of key terms.

3.2 Research design

3.2.1 The quantitative research design

It is any research that involves the manipulation of numbers to make claims, provide evidence, describe a situation, and determine relationships or causation. A phenomenon is explained by collecting numerical data that are analysed using mathematically based methods, statistics (Baron 2012:13).

Explaining situations is the key element of any research be it done quantitatively or qualitatively. The major thrust of any research is to explain a situation or something. Quantitative research is realistic, objective and positivist in nature. It means that research is there to uncover the truth. The researcher must be detached from the research as much as possible and use methods that maximise objectivity. Welman *et al.* (2010:15) say that positivism is the most extreme form of this worldview. According to positivism, the world works according to fixed laws of cause and effect. Scientific thinking is employed to test theories about the laws. They can either be rejected or provisionally accepted.

Creswell (2015:25) holds that post-positivism as the underlining philosophical stance for quantitative studies accept that the objective of an investigation is not entirely independent from the researcher and that the researcher's philosophical worldview influences the research strategy through the background, knowledge and values of the researcher. The process of quantitative studies starts with the theory that guides the development of research questions.

Worldview

A worldview is a framework of beliefs and ideas through which a person interprets the world and interacts with it. In this study, the researcher adopted pragmatism as the underlying epistemology. It has been adopted because it is a worldview paradigm that underpins most mixed methods research. It is a problem oriented philosophy that takes the view that the best research methods are those that help to most effectively answer the research questions. In social science research, this often involves a mix of quantitative and qualitative methods used to evaluate different aspects of a research problem.

Creswell (2015:52) pinpoints that, pragmatists tend to perform mixed methods research due to not having boundaries and therefore have the freedom of choice in their methods, techniques and procedures for research that best meets their purpose and understanding of the problem. Pragmatism as a paradigm is based on the notion that mixed methods want to explore a concept from more than one worldview therefore making it more practical in terms of overall outcomes and impact.

Quantitative research is informed by the philosophy of positivism where the focus is on a deductive process that is locating one's research problem within existing theories of knowledge (Baron 2012:19). It can be described as a research strategy that emphasises on quantification in the collection and analysis of data. Creswell (2015:30) states that, in a quantitative research approach, the phenomena that are researched upon can be measured and quantified. Hence the results are often represented in numbers.

A research strategy is a step-by-step plan of action that gives direction to the researcher's thoughts and efforts, enabling the researcher to conduct research systematically and on schedule to produce quality results and detailed reporting (LeCompte and Schensul 2010:18).

A research strategy is an activity that needs to be undertaken to ensure that there are adequate resources available to complete the study in the time available, to make sure that the approach to the design of the study is the appropriate one to achieve the study's objectives, that suitable soft wares are available to manage and analyse data, that sensible sets of data are collected to ensure analysis and allow required information to be extracted (McNiff 2013:61).

This study adopted two main strategies namely the quantitative and qualitative strategies. The thesis was mainly researched using mixed methods namely the questionnaire and the interview guide. They were chosen because of their flexibility in acquiring data. The two strategies enabled the researcher to have face to face interaction with the participants. The researcher with the help of educators who were not part of the final sample scrutinised the questionnaire and interview guide to establish their reliability and validity in gathering the required information. Only after inputs from selected educators regarding the terminology appropriate to public school environmental conditions were the final draft pre-tested. A sample of educators in the Umlazi District participated for this purpose.

Advantages of quantitative research designs

The merits of using quantitative research designs are as follows; first, quantitative research gives clear and ambiguous results about casual relationships. Second, the designs are good at providing information in breadth and larger numbers of units. Third, the high level of standardisation facilitates the comparison of multiple studies. Forth, there is higher generalisability and external validity as these studies are typically based on extensive statistical samples. According to Moses *et al* (2014:4), quantitative research designs are objective and reliable.

Disadvantages of quantitative research

Quantitative research fails to account for the full set of potentially influential factors that may be crucial for understanding how experiences are constructed. There is only one-way communication within a quantitative methodology. This is a result of the way information is collected, usually by questionnaires with standardised

options of alternative answers which are profoundly influenced by the researcher. Moses *et al* (2014:4) argue that only research that considers measurable phenomena can be undertaken, a reason why singularities are often overlooked in quantitative studies. The distant relationship between the researcher and the respondent is another downside as this might be crucial to understanding the problem entirely. Quantitative studies are always based on hypothesis derived from theories and using previously approved constructs, and this might very well lead to focusing on wrong factors.

The questionnaire

In addition to overall research designs, in quantitative research, there are many methods that a researcher can use to collect data. The most commonly used method for collecting data in quantitative research are questionnaires. They are sometimes called surveys. A questionnaire is a document containing questions designed to solicit information appropriate for analysis. They include a series of questions that respondents must answer. The answers will provide descriptive data from a large sample of people whose identities can remain anonymous.

However, they are not good at gathering detailed accounts of events. Respondents can misunderstand questions. Because they are anonymous, validity and reliability can be compromised if both the researcher and respondents do not take their work seriously and honestly. In this study, a self-administered questionnaire was developed. Each questionnaire was accompanied by a cover letter explaining the purpose of the study to the respondents. Instructions on completing the questionnaire were included. The questionnaire was pre-tested using a few educators and school principals who were not included in the final sample. The major reason for pre-testing was to improve on the wording of the instrument.

3.2.2 The Qualitative Research Design

The qualitative research design is derived from social sciences or humanities, and more specifically; philosophy and history. The discipline of Anthropology has over the years shaped the design. Its main tenets are the derivation of meanings attached to spoken and written words. Litchman (2010:118) points out that, qualitative research methods refer to methods of study that employ participant observation and documentation of information in its depth. The design is interpretive and is non-statistical. They are primarily ethnographic, because it mostly involves cultural studies. The method is based on the philosophy that people can interpret their social context that is both their internal and external worlds. Research, therefore, should take cognisance of what they say, hear, feel and think. It recognises the complexity of the human social environment and rejects the simple cause and effect equations. It emphasises specificity rather than universality.

The theory emerges from local data or is grounded on local data or lived experiences. The sampling procedure is normally purposive. Analysis of data is on-going and continuous. It focuses on words for meaning, and not on figures or statistics. There is a prolonged engagement of respondents at the site of study to achieve a natural environment for the participants. The design emphasises triangulation of data collection methods and sources. The researcher is the main instrument of data collection and analysis. The participants are real players or agents of development and change in their cultural configurations.

Qualitative research explores "real life" findings by gathering holistic and rich data in a multidimensional social and open research process. Moses *et al.* (2014:4) hold that, "Regarding philosophical assumptions, qualitative research is close to constructivism, advocacy and participatory knowledge."

In qualitative research, usually, six strategies are used singly or in combination. These are Ethnography, Field Study, Case Study, Ethno Methodology, Phenomenology and Grounded Theory.

Ethnography

This strategy is normally used when one is studying a cultural setting at both micro and macro levels. This could be a classroom, a school, a village, a district or province (Baron 2012:25).

The researcher studies and interacts with a cultural group of people over a prolonged period. Observation from the field setting allows the researcher to derive information and put it into context to understand cultural habits and behaviour.

Field study

In this strategy, the researcher is making direct observations, audio and videotaping situations and taking detailed notes of the happenings at the site of research (Baron 2012:25).

Case study

This strategy focuses on studying a single entity. According to Creswell (2015:15), case studies are conducted to explore events, programmes, activities or processes of one or multiple individuals. The case studies give in-depth information which can be collected in different ways such as interviews, observations and literature review. A theory emerges from the insights.

Ethnomethodology

Sociologists usually use ethno methodologies to gather and analyse information. It is used to study language structures within a social context. Its focus is on discourse analysis and experimentation.

Phenomenology

The focus of this design is on perspectives and views of a given group of people on restructuring their realities. The strategy is ideal for research on classroom and school situations where learners and educators could be involved in constructing their understanding and give meaning to their environment. Through extensive engagement such as interviews, various perspectives of the individuals are

collected and analysed to find patterns and relationships in their meanings. In qualitative research, an existing theory can be enhanced, improved, or a new one will be created based on the observation or information gathered during interviews (Moses *et al* 2014:3).

Grounded theory

The strategy focuses on developing theory that is derived from local data that is data on the site of study. In other words, a theory is the outcome of data, not its starting point. Theory emerges from the information gained from the local population.

The premise of the qualitative research is describing and understanding real-life experience through the eyes of the participants without specific limitations. Nina (2015:33) laments that the major aim of qualitative methods is to find and reveal unexpected or hidden facts without a hypothesis. The non-hypothetic character of qualitative research means that researcher has no pre-assumptions, but rather the theory is developed from the empirical literature produced by the interviews.

Advantages of qualitative research

Qualitative designs use subjective information to describe the context of natural settings to gain an understanding of the entire situation. It assists the researcher to get first-hand information from the respondents involved. The focus of any research is to produce meaning and scholarly work that many other researchers could make use of in future (Babbie 2014:05).

The use of qualitative methods in this research study was appropriate for several reasons. Firstly, qualitative methodology through formal interviews afforded the researcher with greater opportunities to explore principals and educators understanding of the role of conversational leadership in change management. When little is known about an area of research, the use of qualitative research methods is suitable because they incorporate a high degree of openness and flexibility (Baron 2012:25).

Data is collected in a naturalistic setting and therefore brings with it the environment in which it is housed. It facilitates understanding of experiences, perceptions and process in context and from the perspectives of the participants. It focuses on the meanings, traits, events, people, interactions, settings, cultures and lived experiences (Bryman 2012:25).

Open-ended questions in the data collection phase give the researcher the opportunity to describe the situation in the words of the participant rather than forcing answer pattern. This can provide the researcher with valid and meaningful answers and information beyond the researcher's expectations.

Disadvantages of qualitative research

Since only a limited number of cases can be studied, the data have limited generalisability. The data is soft as hard facts such as clear numbers are included, which can lead to subjective conclusions.

Qualitative findings grow out of three kinds of data collection namely: direct observation, interviewing and document analysis. The section that follows discussed the interview method of data collection in qualitative research.

Interviews

Interviews are mostly used as significant tools for qualitative research. There are two types of interviews namely formal and informal. Both can involve individuals and groups depending on the research topic and purpose of research. In this research, the researcher employed the formal type in which individuals were involved. The interviews sought to understand educators and principals' lived experiences on conversational leadership in change management.

Interviews refer to data collection process in which there is direct interaction between the researcher and the respondent. The purpose of interviewing someone is to find out what they think about a certain phenomenon. Giovanni (1993) quoted in Williams (2012:59) says, "Words are of utmost importance to qualitative

researchers, are not only the general ideas salient but also the richness of the word choices and metaphors even slang is worth noting."

The benefit of an interview as a data collection method is its flexibility. Depending on the situation, the researcher can clarify, repeat, focus, simplify or deepen the questions. They give both the researcher and interviewee a degree of freedom to express thoughts without imposing their views and ideas on each other. In an interview, the emphasis is on wholeness, participation and dialogue, all linked to lived experiences. The interviewer can establish a rapport and motivate the respondent to answer fully and accurately, thus contributing to the quality of the data obtained. There is an opportunity to probe inadequate or vague responses. They can capture rich and valid perspectives. The Assessment Capacities Project (ACAPS) (2011:10) propounds that, as a means of data collection, interviewing is second only in popularity to surveys and can provide researchers with a wealth of information in addition to that which may be collected from questionnaires.

However, there are also shortcomings of interviews. Interview effect is one problem, where the interviewer's expectations or personal characteristics can influence responses. Respondents may give invalid, socially desirable answers to suit the interviewer's expectations. They can also be time-consuming, demanding and costly (Bryman 2012:17).

3.2.3 Mixed Methods

Mixed research is a general type of research in which quantitative and qualitative methods, techniques are mixed in a study. The two-major types of mixed research are distinguished as mixed-method versus mixed model (Creswell 2015:10).

Mixed method research is whereby the researcher uses the qualitative research strategy for one phase of a research study and the quantitative research strategy for another phase of the study. An example is where a researcher might have experiment (quantitative). After the experiment, the researcher would conduct an

interview study with the participants (qualitative) to check how they observed the experiment and checked whether they agree with the results.

Mixed model research is whereby the researcher applies both quantitative and qualitative research approaches within a stage of the study or across two different stages of the research process

To take advantage of qualitative and quantitative research as well as to overcome the drawbacks of both approaches mixed model research design was employed in this thesis study. As defined by Creswell and Clark (2011:15) mixed methods research is a research design with philosophical assumptions as well as methods of enquiry.

Philosophical assumptions of the study

Philosophical assumptions are distinct from theories about phenomenon. Philosophical assumptions generally have to do with beliefs, values and ethics. They are typically the first ideas in developing a research study. The philosophical assumptions of this study are as follows:

- Failure to motivate educators in policy formulation leads to resistance.
- Educators resist change due to fear, personal habits and perceptions.
- Educators resist change if they do not receive enough support from school principals and department of education officials.
- Educators resist change if they find it to be a threat to their expertise, power relationships and resource allocation.
- Communication is an essential measure to prevent resistance.
- Facilitation and support from school principals can assist in managing change
- The command and control approach to managing change in schools has become less effective.
- Conversational leadership can help in managing resistance to change.
- Conversational leadership is a style of leadership that has widely been adopted and understood in many educational institutions.

The approach to mixed methods adds value to many different research settings. One key advantage according to Moseset *al.* (2015:5) is that, "It offsets the weakness of both quantitative and qualitative research and provides more comprehensive evidence for studying a research problem as it helps to answer the questions that cannot be answered by either quantitative or quantitative research alone.

Research has shown that both quantitative and quantitative have advantages and disadvantages. Mixed methods research design, which is a combination of the approaches, is regarded as the best way to conduct research and the strength of both approaches are taken advantage of, while simultaneously avoiding respective disadvantages thereby improving research results (Moseset *al.* 2014:6).

3.3 Target population and sampling

Target population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusions. The target population usually has different characteristics and it is also known as the theoretical population (Flower 2013:26).

The study population for this study comprised all principals and educators in the province of KwaZulu Natal Department of Education. However due to the vast expanse of the province and for purposes of logistics and accessibility, the researcher decided to delimit the research to the district of Umlazi only.

Sampling

Sampling is the selection of a subset, statistical sample of individuals from within statistical population to estimate characteristics of the whole population (Bryman 2012:10). Sampling means taking a small group of people from a larger population to represent that population. It is not always possible in most research studies to

investigate on each and every member of a given population because of constraints of time, space, resources, urgency and practicability.

Because of the above factors, the population for the sample in this study were five (5) school principals and twenty (20) high school educators. The eligibility of the person to the sample was defined at the time of survey. The individuals selected to the sample were educators and school principals in the five selected schools. In each school, simple random sampling especially for educators was employed. No population groups were excluded from the sample.

The researcher visited each school in arrangement with the principals to administer the questionnaires and interview questions. The principals assisted in identifying four educators that are two (2) females and two (2) males. The minimum sample size was proposed.

Random Sampling

This is applicable when a population is small, homogeneous and accessible to the researcher. All members are given an equal opportunity or probability of selection to participate in the study. Ease of use represents the most significant advantages of simple random sampling. It is made to be an unbiased representation of a group. Another key feature of simple random sampling is its representativeness of the population. An unbiased random selection and a representative sample are important in concluding the results of the research study. Due to the representativeness of a sample obtained by simple random sampling, it is reasonable to make generalizations from the results of the sample back to the population (Creswell 2015:52).

One of the most limitations of simple random sampling method is its need of a complete list of all the members of the population. A sampling error can occur and as a result the sample will not accurately reflecting the population it is supposed to represent (Corrine 2011:18).

Purposive Sampling

The researcher chooses the sample based on who they think would be appropriate for the study. This is usually employed when there is a limited number of people that have expertise in the area being studied (Baron 2012:35).

Purposive sampling is also known as judgemental, selective or subjective sampling and is a type of non-probability sampling techniques. It relies on the judgement of the researcher when it comes to selecting the participants and organisations that are to be studied. The goal of purposive sampling is to choose units randomly from a population to create a sample with the intention of making generalisations that is statistical inferences from that sample size to the population of interest. Purposive sampling focuses on characteristics of a population that is of importance, which will best enable the researcher to provide answers to research questions (Corrine 2011:18).

One of the significant merits of purposive sampling is the wide range of sampling techniques that can be used in qualitative research designs. It can provide researchers with the justification to make generalisations from the sample that is under study; it provides a wide range of non-probability sampling techniques for the researcher to draw on. For example, critical case sampling may be used to investigate whether a phenomenon is worth investigating, before adopting an expert sampling approach to examine specific issues further (Dudovskiy 2018:13).

Some of the disadvantages of purposive sampling are that the techniques can highly prove researcher bias. The idea that a purposive sampling has been identified and studied based on the researcher's judgement is not a good defence when it comes to alleviating possible researcher biases compared to probability sampling techniques that are designed to reduce such biases. The subjectivity and non-probability based nature of unit selection that is the participant and institutions

in purposive sampling mean that it can be difficult to defend the representativeness of the sample (Saunders 2012:50).

Convenience Sampling

It is sometimes known as opportunity sampling or accidental sampling. The sample is normally drawn from that part of population which is close at hand and is readily available and convenient. The researcher cannot make generalisations about the total population from this type of sampling because it might not be representative. It is normally used for pilot testing. The results are easy to get because the sample size is conveniently set by the researcher (Colander 2013:39).

In its basic form, convenience sampling method can be applied by stopping people randomly on the street and administer a questionnaire. The technique may prove to be effective during exploration stage of the area to be researched.

The use of convenience sampling technique is discouraged by many research supervisors due to its inability to generalise research findings, the relevance of bias and high sampling error. Convenience sampling is the easiest compared to other sampling methods. The simplicity of sampling and the ease of research is one of its major merits. Data collection can be facilitated in a short duration of time (Flower 2013:15).

Some of its disadvantages are that; it's highly vulnerable to selection bias and influences beyond the control of the researcher. Studies that use convenience sampling have little credibility (Saunders 2012:45).

Table 3.1: Sample size

PARTICIPANTS	NUMBERS
Principals	5
Educators	20
TOTAL	25

Measuring instruments

Only two types of measuring instruments were used for data collection and analysis namely the questionnaire and the interview guide. A questionnaire containing Five Point Likert a Scale (FPLS) was administered to five (5) high school principals and twenty (20) high school educators in Umlazi District. The researcher visited each of the schools to administer the questionnaire and interviewed the school principals and educators.

3.4 Data collection technique

Data collection involves the gathering of information for a research project or thesis through a variety of data sources. After having determined the most suitable research approach for this thesis in the above sections, it was important to decide on how empirical data were to be collected. Data was collected through self-administered questionnaires, personal accounts and narrative interviews. The interviews were used because they allowed for a degree of openness and non-directivity with a high level of correctness and detailed information. Baron (2012:21) urges researchers to use multiple sources of evidence even if they cover the same set of facts and because no single source has a complete advantage over the other. Thus, it is useful to use methods such as interviews, focus group discussions, observations, questionnaires and surveys in collecting data.

Both primary and secondary data was collected and analysed in this thesis. Having in mind the advantages and disadvantages of the sources of evidence from secondary data, the researcher collected primary data using the questionnaires and interview guides. The researcher interviewed five participants from each sampled school namely the principal and four educators.

The secondary data was collected from books, journals, and articles. The data was organised as a frame of reference, illustrating different authors' views on issues such as symptoms and causes of resistance to change and how it can be managed with a special attention to conversational leadership.

The collected data from questionnaires and interviews was matched and confirmed with documentation from previous studies by other researchers.

3.5 Data analysis methods

According to Yin (1994) cited in Mutihac (2010:12) data analysis involves, "Examining, categorising, tabulating or otherwise recombining the data." From the above explanation, data analysis can be viewed as a process of unlocking information hidden in the raw data and transforming it into something useful and meaningful. It is during this course of data analysis that the researcher made use of statistical tools such as planning, designing, collecting data, analyzing, drawing meaningful conclusion and reporting. Collected data from questionnaires was presented in tables. Statistical calculations of responses were made.

In qualitative research there is continuous analysis and interpretation of data. The major task of the researcher is to bring out the hidden meanings in the data. Information based on the interviews and observations is used to construct new concepts, new statements and a new theory (Litchman 2010:45).

3.6 Thematic Analysis

Guest (2012:11) says that, thematic analysis is one of the most common forms of data analysis within qualitative research. It emphasises on pinpointing patterns of meaning within data. For some thematic analysis proponents, themes and patterns of shared meaning across data items, underpinned by a central concept, are important in understanding of a phenomenon and are associated with a specific research question. It is best thought of as an umbrella term for a variety of different approaches, rather than a singular method.

Different versions of thematic analysis are underpinned by different philosophical and conceptual assumptions and are divergent in terms of procedure. Saldan (2011:15) propounds that, leading proponents of thematic analysis, psychologist Virginia Braun and Victoria Clarke distinguish between three main types of thematic analysis namely, coding reliability, code book and reflexive. Thematic analysis is used in qualitative research and focuses on examining themes within given data. This method emphasises organisation and rich description of the data set. Thematic analysis goes beyond simply counting phrases of words in text and moves on to identifying implicit and explicit ideas within data. Coding is the primary process for developing themes within raw data and encoding it prior to interpretation. The interpretation to those codes can include comparing theme frequencies, identifying theme occurrences, and analytically display relationships between different themes (Honorene 2017:21).

Guest and MacQueen (2012:4) say that, thematic analysis is also related to phenomenology in that it focuses on the human experiences as the paramount object of study. Thematic analysis can occur in two main ways; inductively or deductively. In an inductive approach, the themes identified are strongly linked to the data because assumptions are data-driven. Deductive approaches on the other hand, are theory-driven. The form of analysis tends to be less descriptive because analysis is limited to the preconceived frames. This study followed the inductive approach (Litchman 2010:59).

Thematic coding is a form of qualitative analysis which involves recording or identifying passages of texts or images that are linked by a common theme or idea allowing the researcher to index the text into categories and therefore establish a framework of thematic ideas about it. Thematic analysis is a qualitative research method that can be widely used across a range of epistemologies and research questions. It is a research method for identifying, analysing, organising, describing, and reporting themes found within data sets.

Saldana (2011:14) highlighted some steps to be followed in thematic analysis. The steps are as follows:

Step 1: Familiarise yourself with data.

Step2: Assign preliminary codes to your data in order to describe the content.

Step 3: Search for patterns or themes in your codes across different interviews.

Step 4: Review themes.

Step 5: Define and name themes.

Step 6: Produce your report.

3.7 Data Quality, Validity and Reliability

Data quality refers to the condition of a set of values of qualitative or quantitative variables. There are many definitions of data quality but data is generally considered high quality if it fit for its intended uses in operations, decision making and planning. Dai and Wardlaw (2016:439) say that, data is deemed of high quality if it correctly represents the real-world construct to which it refers. It can be viewed as the degree to which a set of characteristics of data fulfill requirements. Example of data quality characteristics are: completeness, validity, accuracy, consistency, availability and timelessness.

Both qualitative and quantitative data are empirical but collect kinds of information using different methods. Neither type of data is intrinsically superiors to the other (ACAPS 2012:10). Asking the right question at the right time to the right audience is vital in achieving validity and reliability.

Reliable information is defined by the degree to which the instrument consistently measures what it purports to measure, and validity refers to the accuracy with which it measures this information. Collection of both quantitative and qualitative data calls for specific and agreed upon technical methods and requires skills for collection and analysis of data (Babbie 2015:110).

For research to be sound and scholarly, it must be free of bias and distortion. Validity and reliability are two critical concepts that are important for defining and measuring bias and distortion. Together they are at the centre of what is accepted as scientific proof by scientists and philosophers. The two related concepts ask researchers to consider whether they are studying what they think they are studying and whether the measures they used are measuring what they are supposed to measure. Validity encompasses the entire experimental or research process and establishes whether the results obtained meet all the scientific research methods (Flower 2013:11).

The idea behind reliability is that any significant results must be more than a one-off finding and be inherently repeatable. Other researchers must be able to perform the same experiment or survey under the same conditions and generate the same results. This will reinforce the findings and ensure that the broader scientific community will accept the research as scholarly. Without this replication of statistically significant findings, the research will not have fulfilled itself as an accepted scientific truth. Research findings should also open doors for further investigation by other researchers (Gulliam 2015:136).

To improve validity and reliability of the study, the researcher defined and operationalized aims and objectives. The questionnaire measured to the aims and objectives of the research study. The findings were reviewed by faculty experts to obtain feedback on progress made.

In qualitative research, validity and reliability are usually realised through triangulation of methods and sources.

3.8 Triangulation

Triangulation is a powerful technique that facilitates validation of data through cross verification of two or more sources. It refers to the application and combination of several research methods in the study of the phenomenon. It involves using multiple data sources in an investigation to produce understanding. To make research findings bias free, valid and generalised, triangulation plays an important role in this area by increasing the rate of certainty and bringing neutrality (Mangal 2013:33).

Triangulation is an attempt to map out, or explain fully, the richness and complexity of human behavior by studying it from more than one standpoint (Patton 2011:67). Triangulation is a technique that uses the strength of each method to overcome the deficiencies of the other. The findings for this particular study were deduced from the questionnaire and the interview. Data was collected through the questionnaire and interviews. The purpose of triangulation is not necessarily to cross validate data but rather to capture different dimensions of the same phenomenon (Honorene 2017:91). In this study data was captured and analysed from different dimensions that is from the quantitative as well as the qualitative dimensions.

3.9 Qualitative data analysis.

Qualitative data analysis refers to non-numerical information such as interview transcripts, notes, video and audio recordings, images and documents. According to Dudovskiy (2018:21) qualitative data analysis can be divided into the following categories:

1. Content analysis

This refers to the process of categorising verbal or behavioural data to classify, summarise and tabulate the data.

2. Narrative analysis

This method involves the reformulation of stories presented by respondents taking into account context of each case and different experiences of each respondent. Narrative analysis is the revision of primary qualitative data.

3. Discourse analysis

A method of analysis of naturally occurring spoken words and all types of written text.

4. Framework analysis

This is more advanced method that consists of several stages such as familiarisation, identifying a thematic framework, coding, charting, mapping and interpretation.

5. Grounded theory

This method of qualitative data analysis starts with an analysis of a single case to formulate a theory. Then, additional cases are examined to see if they contribute to the theory. Unlike in quantitative methods, in qualitative data analysis there are no universally applicable techniques that can be applied to generate findings. Analytical and critical thinking skills of the researcher plays significant role in data analysis in qualitative methods. Therefore no qualitative study can be repeated to generate the same results (LeCompte and Schensul 2010:09).

3.10 Quantitative data analysis

In quantitative data analysis, the researcher is expected to turn raw numbers into meaningful data through the application of rational and critical thinking skills. It may include the calculation of frequencies of variables and differences between variables. A quantitative approach is usually associated with finding evidence to either support or reject hypothesis formulated in the earlier stages of the research process (Saunders, Lewis and Thornhill 2012:55).

The first stage in the analysis of data collected is data preparation, where the aim is to convert raw data into something meaningful and readable. Robson (2011:78) highlights the four steps in the analysis of quantitative data. The steps are as follows:

Step 1: Data Validation

The purpose of data validation is to find out, as far as possible, whether the data collected was done as per the pre-set standards and without any bias. It is a four step process which includes; fraud, screening, procedure and completeness. Fraud has to do with inferring whether each respondent was actually interviewed or not. Screening is whereby the researcher makes sure that respondents were chosen as per the research criteria. Procedure means that the researcher has to check whether the data collection procedure was fully followed and completeness means that the researcher has to ensure that the interviewer asked the respondent all the questions rather than just a few (Gulliaume 2015:136).

Step 2: Data Editing

Normally large data sets have errors in them. For example the respondent may fill fields incorrectly or skip them accidentally. To make sure that there are no such errors, the researcher should conduct basic data checks, check for outliers, and edit the research data to identify and clear out any data points that may hamper the accuracy of the results.

Step 3: Data coding

This is the most important stage in data preparation. It refers to grouping and assigning values to responses from the survey.

Step 4: Data analysis

After the above steps have been followed, the data is ready for analysis either through descriptive statistics or inferential statistics. To analyse data, both the descriptive and inferential statistics were adopted in this research study.

3.11 Anonymity and confidentiality

With all data collection methods, qualitative or quantitative, there is a responsibility by the researcher to be accountable to the people they solicit information.

Researchers are very interested in gathering accurate and honest opinions from respondents. Keeping participant's information anonymous and confidential is one way to ensure that they give the researcher accurate and meaningful information as the right to confidentiality of the participants has to be respected (Kurasha 2013:04).

Pomona (2010:25) argues that evaluators and researchers have an ethical responsibility not only to provide accurate information to their clients but also to protect their security, dignity and self-worth as participants.

Collecting information in a way that is anonymous and confidential is one tool evaluators and researchers use to protect participants. In this study, participants were assured that their identities would not be highlighted or disclosed. Focus was on group data rather than individual data. All necessary steps were taken so that participants were not coerced to take part in this study.

The data generated was not given to any third party in a manner that could identify the participants. Personal information that could allow for identification of participants did not appear in any report, thesis or other work produced from the information gathered from the participants.

3.12 Ethical considerations

Ethics in social sciences are the principles and guidelines that govern the behaviour and operations of both the researchers and participants. Their conduct should conform to the accepted norms, values and standards of research (Bryman 2012:40).

The ethics committee of the Durban University of Technology (DUT) checked the research proposal for the thesis to ensure that it meets the university's code of conduct. The epistemic imperative of any research study at Doctoral level is the search for truth. Williams (2012:67) says, "The epistemic imperative is not merely a nice idea or convenient rhetoric, it acts as a regulative principle to guide the conduct of scientists". Research is a two-way practice between the researcher and participants and must at all cost be conducted in good faith, honest, trust and fairness between the parties. Participation in any research must be voluntary. It is the responsibility of the researcher to explain the nature of the research to participants including the aims, objectives, procedures and making clear how the results will be published. Participants must consent to participate. Welman *et al.* (2010:201) say, "The researcher must obtain the necessary permission from the respondents after they have been thoroughly and truthfully informed about the purpose of the research any benefits or risks involved."

Informed consent is a principle which is very crucial to the conduct of academic research. In this study, the participants signed a consent form. To build trust and confidence in participants, the researcher obtained consent for educator's participation from the DoE in KZN Province.

3.13 Delimitations of the study

The study was concerned with responses from five (5) high school principals and twenty (20) high school educators in Umlazi District. The study was restricted to conversational leadership and its role in overcoming resistance to change. The research was carried out within certain geographical boundaries. Only five (5) high schools in Umlazi District in KwaZulu Natal Province were selected for this study.

3.14 Limitations of the study

In carrying out this research study, the researcher has the foresight of some of the challenges that may be encountered. The challenges might hinder the strength of the research study.

Only five (5) high schools were selected for the study and not all educators in five (5) schools participated in the study. A possibility always existed that a different perception would be obtained about the role of conversational leadership in overcoming resistance to change if more educators and more schools were involved in the study.

The research involved one circuit in one district, and possibly different results might be obtained if more circuits and districts were to be involved. This suggests that the results cannot be generalised to the broader population in the province or the country.

Most educators struggled with time constraints, and they were less likely to respond to the questionnaires or interview sessions because they felt over-worked. The researcher was from another country; cooperation was not high as desired for the study.

3.15 Conclusion

The chapter presented a description of the methodology employed to collect and analyse data for this thesis. Included in this chapter was a description of both the quantitative and qualitative designs. This section is followed by a description of a questionnaire, interview schedule, target population in sampling, measuring instruments, data collection technique, data analysis methods, anonymity and confidentiality, ethical considerations, validity and reliability, delimitations and limitations of the study. The last section is the definition of key terms. Chapter Four provide tenets and description of data collected for this study as well as statistical findings and analytical procedures used to test each question that was quantitatively and qualitatively investigated in this study. The findings were presented in tables and narrative forms.

Chapter Four – Data presentation, analysis and interpretation

4.1 Introduction

Chapter four presented the findings of the study. These findings were presented in line with the methodological descriptions provided in chapter three. Data from questionnaires was presented in the form of tables and percentages. An analysis of each table and graph was done. The findings from the oral and written interview processes were presented. The in-depth description revolved around the interviews and the emerging of themes emanating from the principals' and educators' responses. This study sought to investigate the role of Conversational Leadership in overcoming resistance to change.

To guide the research investigations, four research questions have been formulated. They are as follows:

- Why do teachers in public schools resist change?
- What is the power of Conversational Leadership in overcoming resistance to planned change in public high schools?
- What are the principals and educators' current perceptions of Conversational Leadership on organisational culture and learning?
- What can principals in public schools do to make teachers more willing to implement new changes in the curriculum?

From the four major research questions, sub-questions were formulated for survey and interview sessions. Descriptive and quantitative statistical procedures were used to analyse and report data in this study. The findings were reported and summarised in the sections below.

4.2 Context of Umlazi District

Umlazi is a township on the east coast of KZN, South Africa, located south west of Durban. It is the fourth largest township after Soweto, Tembisa and Katlehong. Umlazi is divided into 26 sections, A through to Z, with the exception of I, O and X, but with an addition of AA, BB and CC.

Umlazi like any other townships in the urban areas of Cape Town, Port Elizabeth, Durban and Johannesburg, is witnessing increased private and government investments, as seen in the construction of new shopping complexes, primary and secondary schools, universities of technology and libraries.

The new educational infrastructure is particularly important, as an affordable, easily accessible quality secondary education is very valuable in children in Umlazi particularly with regards to their search for employment following school. Most young residents do not attend tertiary institutions due to their families' limited financial resources.

Mangosuthu Highway is the most popular road in Umlazi and it links the residents to the many sections. The township has two FET Colleges, Umlazi Coastal College V and BB campuses and a university, Mangosuthu University of Technology.

Demographic findings

This study was conducted in a township area in the Southern part of Durban. Principals and educators had different perceptions towards this study. However, the majority were supportive because they readily responded to the questions. Some of the principals had the feeling that their leadership capabilities and skills were being questioned yet that was not the thrust of the research. Most of the educators were very much interested in the study. This was indicated by their willingness to respond to survey questions and to participate in interview sessions. The gender representation for the study was 50/50. All the teachers who participated in this study have served in the DoE for more than 5(five) years. Demographic findings indicated 92% of this study's respondents reported holding

Bachelors' degrees; 5% Masters' degree and 3 % reported holding Educational Teacher Certificate. No one had a Doctoral degree.

4.3 Data presentation and analysis from the questionnaire

A questionnaire was used to collect data which were presented in the form of tables and percentages and analysed as shown below. A Key was used to help on how to interpret the table.

KEY

Points for option

Strongly Agree.....	(SA):	5
Agree.....	(A):	4
Neither Agree nor Disagree.....	(NAND):	3
Disagree.....	(D):	2
Strongly Disagree.....	(SD):	1

EXAMPLE: Table 4.1 question2 of the questionnaire for educators this would be 100%.

N: stands for total number of respondents answering the questions.

F: stands for frequency that is the number of respondents choosing an alternative.

TP: stands for total points for each alternative calculated by multiplying the frequency by the points for each alternative.

EXAMPLE: For SA in table 4.1 for Educators Question 2 we multiply 16 x 5. Thus
Frequency (F) = 16 x 5 points.

Therefore TP = 80.

% = Percentage of points calculated as follows:

$$\frac{\text{TP for that response}}{\text{TP for the sub question}} \times \frac{100}{1}$$

For strongly agree in table 4.1 for Educators, Question 4.1.2 it would be

$$\frac{80}{96} \times \frac{100}{1} = 83\%$$

NOTE: Total points for that response is 80

Total points for that sub question is 80 + 16 = 96

Therefore, as a percentage it is

$$\frac{80}{96} \times \frac{100}{1} = 83\%$$

TPA = Total percentage agreeing that is a combination of % SA and % of A

EXAMPLE: In table 4.1 questions 4.1.2 for educators this would-be SA = 83 %

$$A = 17\%$$

Therefore TPA = 100%

T.P.D = Stands for Total Percentage Disagreeing that is a combination of the percentage of those disagreeing and % of Strongly Disagree.

EXAMPLE: In table 4.1(b) question 2 for educators this would be % D + % SD.

This would be 0% + 0%

$$\text{TPD} = 0\%.$$

Table 4.1: Individual resistance factors: Responses from school principals

QUESTION NUMBER	S A				A			NAND			D			SD					
	N	F	TP	%	F	TP	%	F	TP	%	F	TP	%	F	T P	%	%TPA	%TPN AND	%TPD
4.1.1	5	5	25	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-
4.1.2	5	5	25	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-
4.1.3	5	3	15	65	2	8	35	-	-	-	-	-	-	-	-	-	100	-	-
4.1.4	5	-	-	-	2	8	57	-	-	-	3	6	43	-	-	-	57	-	43
4.1.5	5	5	25	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-
4.1.6	5	4	20	83	1	4	17	-	-	-	-	-	-	-	-	-	100	-	-

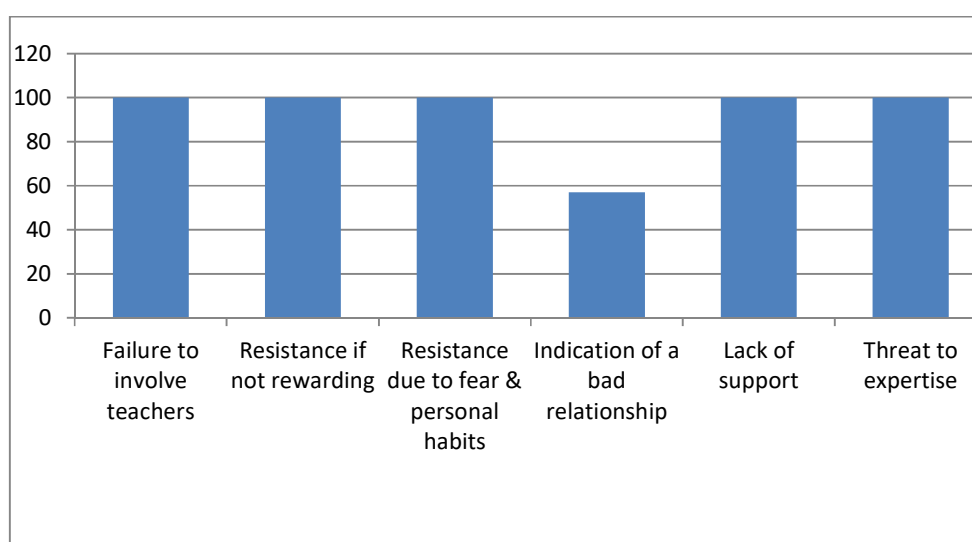


Figure 4.1: Graph Showing Responses from School Principals on Individual Resistance factors

All school principals 100% strongly agree that educators resist change if they are not involved, the change is not rewarding, support is not given, it is a threat to expertise and they also resist due to fear of the unknown and personal habits, 57% of the principals believe that educators resist changes as an indication of bad

relationship between school principals and educators. From the findings 43% of the principals did not agree with the notion that educators resist changes because of bad relationships between them and the educators.

Table 4.2: Individual resistance factors: Responses from educators

QUESTION NUMBER	S A				A			NAND			D			SD			%TPA	%TPNA ND	%TP D
	N	F	TP	%	F	TP	%	F	TP	%	F	TP	%	F	TP	%			
1	20	20	100	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-
2	20	16	80	83	4	16	17	-	-	-	-	-	-	-	-	-	100	-	-
3	20	18	90	92	2	8	08	-	-	-	-	-	-	-	-	-	100	-	-
4	20	-	-	-	5	20	39	5	15	29	6	12	24	4	4	8	39	29	32
5	20	17	85	88	3	12	12	-	-	-	-	-	-	-	-	-	100	-	-
6	20	15	75	79	5	20	21	-	-	-	-	-	-	-	-	-	100	-	-

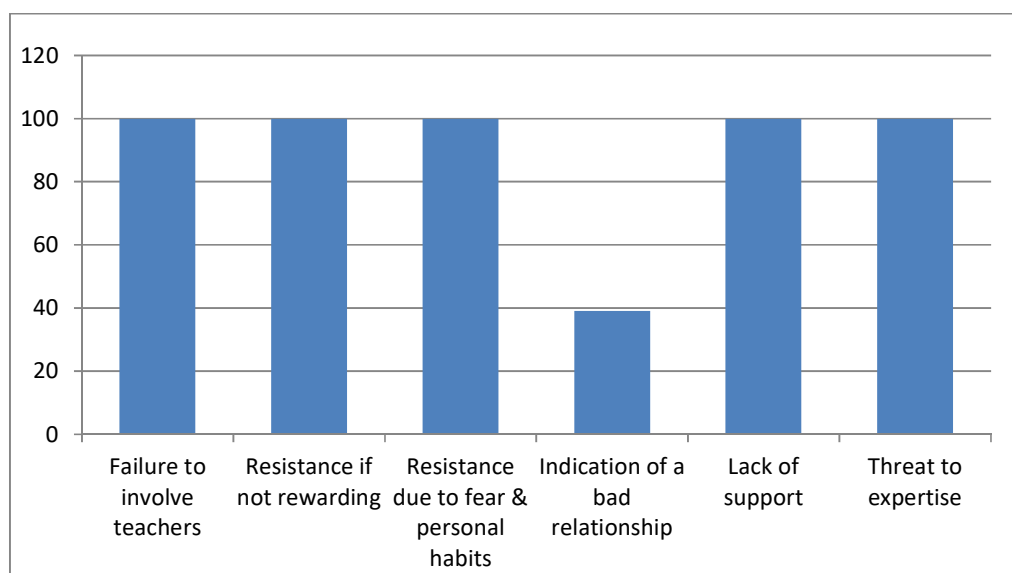


Figure 4.2: Graph showing responses from educators on individual resistance factor

All educators 100% agreed that they resist changes if they are not involved, if it's not rewarding, they lack support from school principals and officials from the department of education, if it is a threat to their expertise and they also resist due to fear of the unknown and personal habits. On the issue of bad relationship as a cause for resistance 39% of the educators believed that it could be a cause for

resistance, 29% neither agreed nor disagreed while 32% totally disagreed with the notion.

Analysis of Table 4.1 and 4.2: Responses from School Principals and Educators

All school Principals and educators from all schools in each case felt that educators resist any change initiative if:

- They are not involved in policy formulation;
- They find it to be a threat to their expertise or if; and
- It is not rewarding

Dixon (2010:05) sums up the above by saying that, some of the reasons why educators resist change in schools include individual perceptions, inconvenience or loss of freedom, economic implications, security needs, fear of the unknown, threat of power or influence, lack of knowledge and required skills, organisational structure and lack of resources.

The same percentage (100%) believes that Educators resist changes due to the fear of the unknown, personal habits and perceptions as well as security needs. From the findings 57% of the school Principals and 39% of the Educators felt that resistance to change in schools is an indication of a bad relationship between Principals and Educators. 29% of the Educators neither agreed nor disagreed. Findings revealed that 43 % of the school Principals and 43% of Educators opposed the notion. However, the more significant percentage has indicated that educators resist change if their relationship with school Principals is bad.

Table 4.3: Organisational resistance factors: Responses from school principals

QUESTION NUMBER	S A				A			NAND			D			SD					
	N	F	TP	%	F	TP	%	F	TP	%	F	TP	%	F	TP	%	%TPA	%TPN AND	%TPD
1	5	3	15	65	2	8	25	-	-	-	-	-	-	-	-	-	100	-	-
2	5	1	5	24	4	16	76	-	-	-	-	-	-	-	-	-	100	-	-
3	5	3	15	65	2	8	25	-	-	-	-	-	-	-	-	-	100	-	-
4	5	5	25	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-

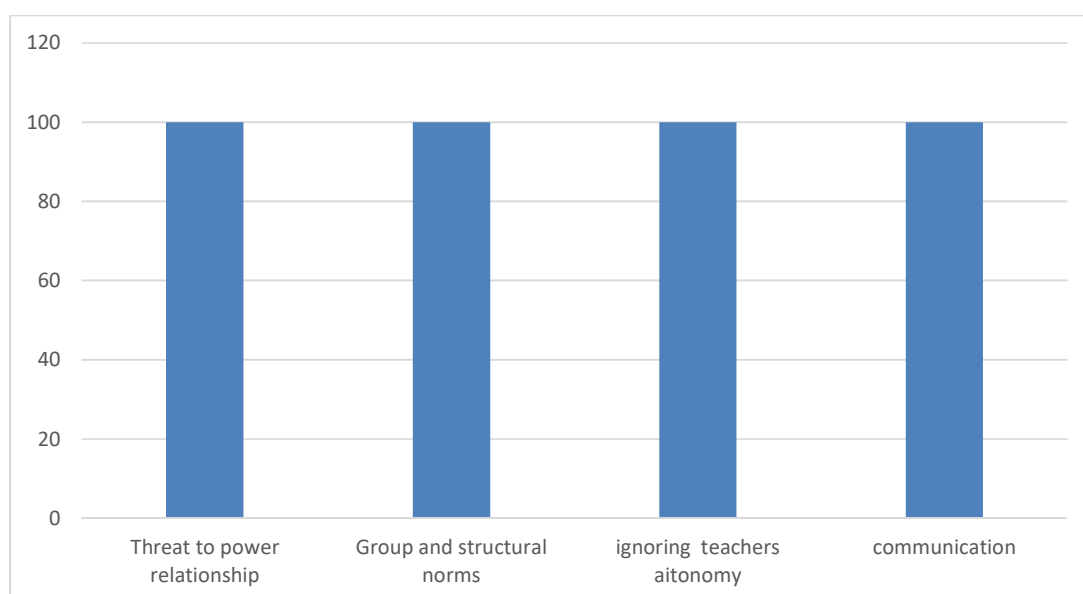


Figure 4.3: Graph showing responses from school principals on organisational resistance factors.

Responses from school principals revealed that 100% in each case strongly agree that educators resist changes in schools if they find it to be a threat to established power relationship. All principals 100% believed that ignoring educator autonomy may lead to resistance. They all believed communication is an essential measure to prevent resistance. They also believed that if educators wish to change, their

organisational behaviour group and structural norms may act as constraints to change.

Table 4.4: Organisational resistance factors: Responses from educators

QUESTION NUMBER	S A				A			NAND			D			SD			%TPA	%TPN AND	%TPD
	N	F	TP	%	F	TP	%	F	TP	%	F	TP	%	F	TP	%			
1	20	15	75	79	5	20	21	-	-	-	-	-	-	-	-	-	100	-	-
2	20	10	50	59	6	24	29	2	6	7	2	4	5	-	-	-	88	07	05
3	20	15	79	79	5	20	21	-	-	-	-	-	-	-	-	-	100	-	-
4	20	20	100	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-

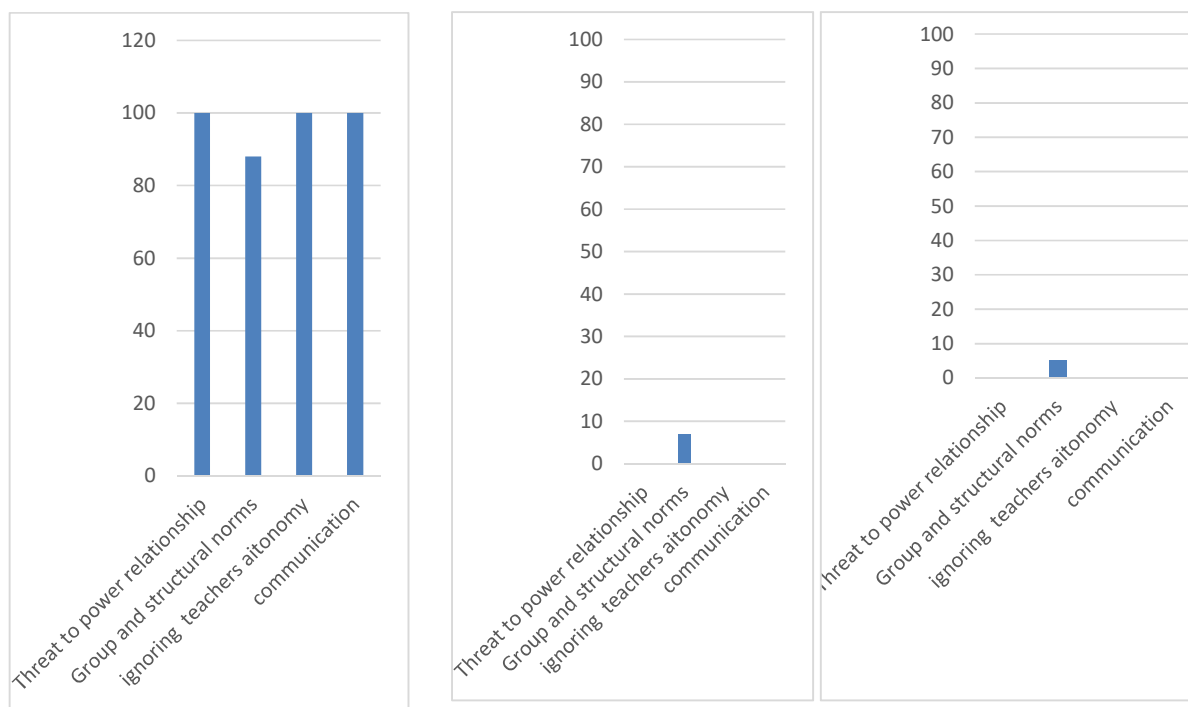


Figure 4.4 Graphs showing responses from educators on organisational resistance factors.

On organisational resistance factors, 100% of the educators agreed that educators resist change if they find it to be threat to established power relationship and resource allocation. The same percentage agreed that ignoring teacher autonomy may lead to resistance. They all agreed that communication is an essential measure to prevent resistance. 5% of the educators disagreed with the notion that educators resist change due to organisational norms.

Analysis of Table 4.3 and 4.4: Responses from school Principals and Educators

Regarding organisational resistance factors, 100% of the school Principals and 100% of the educators felt that educators resist change if they find it to be a threat to established power relationships and resource allocations. While 100% of the school Principals felt that even if individual educators wish to change their organisational behaviour, group and basic norms may act as a constraint, 88% of the educators felt the same while 7% neither agreed nor disagreed with the notion and 5% disagreed with the assertion.

All the school Principals and Educators (100% in each case) felt that ignoring teacher autonomy often ensures they do not implement new practices. The same number or percentage felt that communication is an essential measure to prevent resistance. Hurly (2012:13) propounds that, conversational leaders talk with employees and not just to them. Channels of communication must be open to allow members of staff to cross-pollinate ideas. There should be honesty interaction amongst members of staff for efficient and sustainable change to happen.

Table 4.5: Ways of managing resistance to change: Responses from school principals

QUESTION NUMBER	S A				A			NAND			D			SD			%TPA	%TP NAN D	%TPD
	N	F	TP	%	F	TP	%	F	TP	%	F	TP	%	F	TP	%			
1	5	5	25	100	-	-	-	-	-	-	-	-	-	-	-	-	100		
2	5	3	15	65	2	8	35	-	-	-	-	-	-	-	-	-	100		
3	5	2	10	45	3	12	56	-	-	-	-	-	-	-	-	-	100		
4	5	3	15	65	2	8	35	-	-	-	-	-	-	-	-	-	100		
5	5	-	-	-	-	-	-	-	-	-	-	-	-	5	5	100	-	-	100
6	5	-	-	-	-	-	-	-	-	-	-	-	-	5	5	100	-	-	100

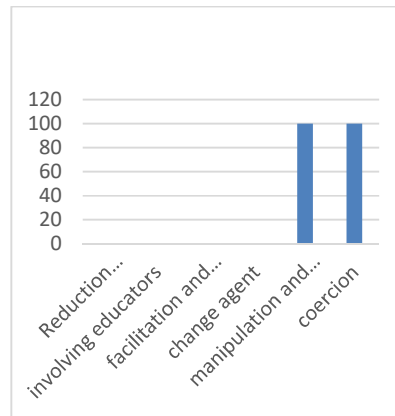
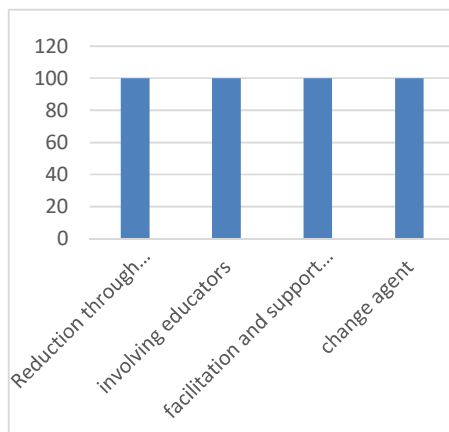


Figure 4.5: responses from school principals on ways of managing resistance to change

On question 1, 2, 3. And 4 all school principals 100% in each case agreed that resistance can be reduced through communication, facilitation and support, involving educators and negotiation. They all 100% disagreed with the idea of using manipulation and coercion to manage resistance.

Table 4.6: Ways of managing resistance to change: Responses from educators

QUESTION NUMBER	S A				A			NAND			D			SD					
	N	F	T	%	F	T	%	F	T	%	F	T	%	F	TP	%	%TPA	%TPN AND	%TPD
1	20	17	85	88	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-
2	20	10	50	56	2	8	35	-	-	-	-	-	-	-	-	-	100	-	-
3	20	12	60	65	3	12	56	-	-	-	-	-	-	-	-	-	100	-	-
4	20	16	80	83	2	8	35	-	-	-	-	-	-	-	-	-	100	-	-
5	20	-	-	-	-	-	-	-	-	-	-	-	-	5	5	100	-	-	100
6	20	-	-	-	-	-	-	-	-	-	-	-	-	5	5	100	-	-	100

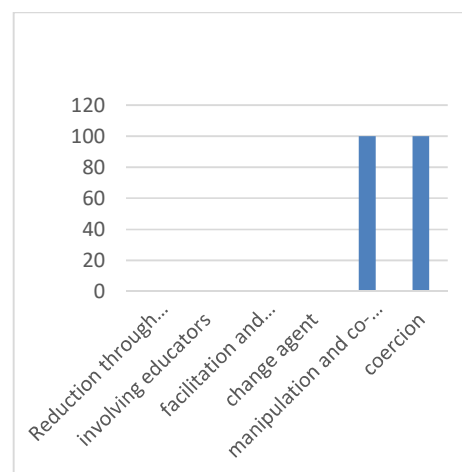
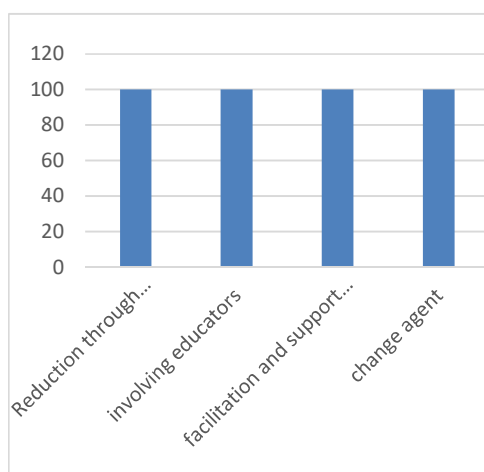


Figure 4.6: Responses from educators on ways of managing resistance to change.

All educators 100% agreed that resistance can be reduced through communication, participation and involvement of educators, facilitation and support as well as negotiating with the educators. They all 100 disagreed with ideas of manipulating and coercing educators as a way of managing changing.

Analysis of Table 4.5 and 4.6: Responses from Principals and Educators

From the research findings for questions 1, 2 and 4 all the school Principals and Educators (100%) felt that resistance can be reduced through communicating with educators, it is also difficult for educators to resist a change decision in which they

participated, facilitation and support from school principals can assist in managing change and they all felt that a change agent can use negotiation as a tactic to manage change in schools.

On question 5 and 6 all the Principals and educators (100%) in each case disagreed with the notion that to manage change, school Principals must use manipulation and co-option as a tactic. They all disagreed with the idea that Principals must use force (coercion) to manage change. The findings were in line with what other researchers in the literature review had found.

Table 4.7: Conversational leadership: Responses from school principals

	S A				A			NAND			D			SD					
QUESTION NUMBER	N	F	TP	%	F	T	%	F	T	%	F	T	%	F	TP	%	%TPA	%TPN AND	%TP D
1	5	5	25	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-
2	5	5	25	100													100	-	-
3	5	4	20	83	1	4	17										100	-	--
4	5	-	-	-							3	6	75	2	2	2	-	-	100
5	5	1	5	26	3	12	63				1	2	11				89	-	11

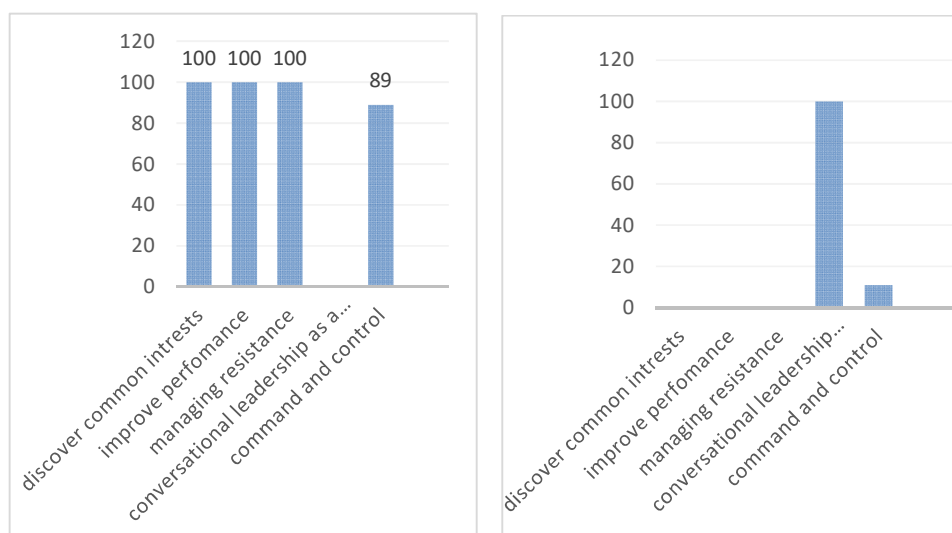


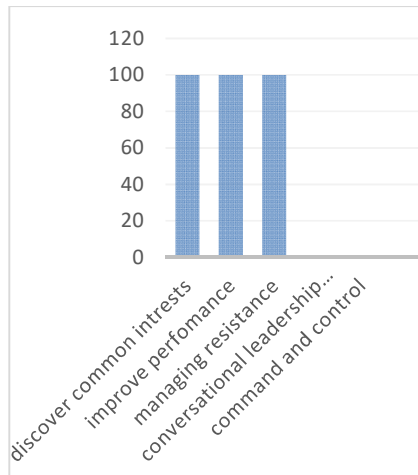
Figure 4.7: Responses from school principals on conversational leadership

All principals 100% agreed that conversational leadership helps them to discover common interests, share knowledge, imagine their future and cooperate to survival and thrive. 89% of the principals felt that the command and control approach to manage change in schools has become ineffective while 11% believed that it was still effective to employ it as a change strategy.

Table 4.8: Conversational leadership: Responses from Educators

QUESTION NUMBER	S A				A			NAND			D			SD					
	N	F	TP	%	F	TP	%	F	TP	%	F	T P	%	F	TP	%	%TPA	%TPNA ND	%TPD
1	20	20	100	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-
2	20	20	100	100													100	-	-
3	20	18	90	92	2	8	8										100	-	--
4	20			-										20	20	100	-	-	100
5	20										5	10	40	15	15	60	-	-	100

Graph showing % TPA



Graph showing % TPD

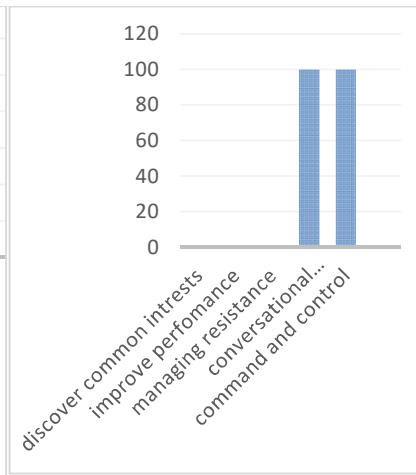


Figure 4.8 Graphs showing responses from educators on conversational leadership.

All educators 100% in each case agreed that conversational leadership helps them discover common interests, share knowledge, imagine their future and cooperate to survive and to thrive. All the educators 100% believed that the command and control style of management has become less effective.

Analysis of Table 4.7 and 4.8: Responses from school Principals and Educators

From the research findings, for questions 1, 2 and 3 all school Principals and Educators (100%) felt that conversational leadership helps them discover common interests, share knowledge, imagine their future and cooperate to survive and thrive. They all believe that through conversations they can serve schools and improve performance. The same percentage (100%) in each case felt that conversational leadership can help in managing resistance to change. Shanwall (2013:01) contends that, "Conversational leadership begins with the philosophy of embracing collective brain power, an appreciation that we can be smarter, more creative and more capable together than we could alone."

On question 4 all school Principals and Educators (100%) felt that conversational leadership is a style of leadership that has not been widely adopted in many educational institutions.

From data presentation, it was observed that 89% of the Principals felt that command and control approach to managing change in schools has become ineffective while 11% believe that it was still effective to employ it as a change strategy. All the Educators (100%) felt that the command and control approach to managing change in schools has become less effective. All of them strongly disagree with the assertion

4.4 Data presentation and analysis from interview sessions

The section presented findings of data obtained from five high school Principals and twenty educators. The Principals were named randomly as Principals A, B, C, D and E. The educators were also grouped randomly as follows: Group A, Group B, Group C, Group D and Group E.

In each group there were four educators for example in Group A, there was A1, A2, A3, A4, in B there was B1, B2, B3, B4 and so forth.

Findings from the interview

Interview Question One: What is change?

The purpose of the first interview question was to determine whether school principals understand the term change.

Findings

Principal A: *Change is when there is a shift from the original way things were done to a new way of doing things. Change can be either positive or negative, but we usually view change as a decisive realignment.*

Principal B: *Change is an alteration in an organisation, people, structure and technology.*

Principal C: *Change is a shift from existing norms and values of a given organisation to the intended. It is also a restructuring of the organisation's operations and goals.*

Principal D: *Change is a shift from one system to the other, either for desired reasons or imposed.*

Principal E: *Change is a process of making/modifying something that existed into a new thing. This should be gradual and not abrupt.*

Emerging Themes

Definition of change

From the findings, Principals have indicated that there are several definitions of change. They understand change as:

- A shift from the usual way of doing things.
- A formal way of bringing in a new idea and innovations in the education system.
- A way of doing things differently with the sole aim of bringing better results.
- A way of putting aside old ways of doing things and making way for new ideas and innovations.
- Transformations.

New ideas and innovations in the education system

The definitions from the principals show that they all share a reasonably similar position of the term "change". They all believe change is bringing new ideas and innovations in the education system. Although the principals had a clear understanding of what change is; the critical question seems to be on how they implement new ideas and innovations in the education systems. They also looked at change as a process, tools and techniques to manage people in to order achieve set, organisational objectives. The definitions emphasise different aspects of change, but they all made similar points in different perspectives. Some looked at change management as the coordination of a structured period of transformation from Situation B to Situation C with the aim of achieving lasting change within an institution.

Systematic approach and application of knowledge

It is viewed as a systematic approach and application of knowledge, ideas, skills and human material resources to deal with innovation. It is a way of defining and adopting organisational strategies, structures, procedures and technologies to deal with change in the internal and external environment.

Change is viewed as activities involved in defining and instilling new values, attitudes, morals, norms, beliefs and behaviours within an organisation that supports new ways of doing things. It is a style of management that aims to encourage organisations and individuals to deal effectively and efficiently with the prevailing situations at their institution (Yilmaz and Gokham 2013:23).

Interview Question Two: From your perspective why do educators resist change in schools?

The second interview question sought to find out reasons why educators resist change in public high schools.

Findings

Principal A: *Educators resist change because they do not want to shift from the way they have been doing things for fear of the unknown. They feel insecure when a change occurs. Change brings typically new ways of doing things, and some educators are old, and so they no longer possess the mental capacity to embrace and adapt to change.*

Principal B: *There are several reasons why educators resist change. Among them, uncertainty about the results for a change, concerns for personal loss. Some educators fear to lose their posts and a belief that change is not for the best, they say what is wrong with the status quo. Educators resist change because of a lack of trust, lack of communication if it is introduced as a threat and poor handling of the process by school principals.*

Principal C: *There are many reasons why educators resist change. Some of them are:*

- *Job insecurity due to downsizing;*
- *Disturbances in working relationships;*
- *Not clarified need for change;*
- *Maintaining the status quo (positions); and*
- *If change benefits the change designer.*

NB – fear of the unknown embraces all factors and reasons mentioned.

Principal D: *Educators resist change due to the following reasons:*

- *Lack of enough information that leads to this change to take place;*
- *Traditional behaviour of humans to desist from routine work;*
- *Not asked to contribute towards the required change;*
- *Fear – what will I become if the change is effected, e.g. If I am teaching Grade 12 this year what Grade will I be teaching next year? If I am in management will I remain there if a change is affected;*
- *Let them do it, and I will remain to see the results; and*
- *Lack of knowledge and interest.*

Principal E: *change is usually resisted in organisations if implementers are not fully and adequately educated. Non-involvement of implementers in the process results in resistance. Fear of the unknown like in status quo may lead to resistance. Implementers are more likely to resist change if there is neither material nor financial benefit to it. A general dislike of a shift from routine experiences can lead to resistance to change.*

Emerging Themes

Lack of desire to change

Most educators resist change because they lack the desire to change, they are satisfied with what they already have in place, they require knowledge of the rapid change research, lack benefits and rewards, insecurity brings with it increased burden a fear of the unknown. Kreiter and Kinicki (2010:07) say that, educators resist change due to fear of the unknown. Changes in their nature substitute ambiguity and uncertainty for the unknown. The fewer educators know about the change and its impact on them, the more fearful they become.

The reasons behind educators' resistance to change in schools are several. It is important for school principals and other agents of change to understand that change efforts often meet some resistance from educators.

Principals gave the following as the reasons why educators resist change in schools; economic factors, fear of the unknown, selective information processing, lack of resources, a threat to expertise and established power relationship as some of the reasons why they resist change. Smit (2011:188) claims that educators resist change mainly because they fear the consequences the change might have or they feel threatened by the change.

Economic factors

As educators, they have a high need for security. Change should not put their current positions in jeopardy. Change substitute ambiguity and uncertainty for the known. The Department might introduce compulsory computer education for all

educators; meaning educators will have to learn new skills, some may fear they will be unable to do so. They develop a negative attitude towards computer education or become dysfunctional if required to use new technologies in their teaching.

Threat to expertise

Change can threaten educators' expertise and personal identity causing them to react negatively towards the change, and they may feel personally attacked. Findings have indicated that in the absence of a proper communication strategy the whole change process may turn into dismal failure. The change agent or agents must convey how significant the change initiative is to the entire school and must reflect their personal and visible commitment towards the whole process of change. This would also send a message to the whole institution about how serious is the initiative in the development and life of the institution and the education system.

Literature

Interview Question Three: How do you manage change in schools?

The purpose of the third question was to determine whether school principals understand the steps in the change process.

Findings

Principal A: *Change is sometimes difficult to embrace, but we can't do without change. If we remain adamant to change, then there may not be meaningful development. Since change should be embraced it must be managed well. Change must be effected in piece-meal. Wholesome changes are likely to be resisted. Change must be implemented after a thorough and clear explanation as*

to the desired effect of change. Improperly explained and hurried change will see different interpretations from the educators. This results in lack of cohesion and implementation.

Principal B: I think the following should be the steps in the change process; educate the people involved and have thorough communication on change. All people in the change process must participate. There should be facilitation and support by the management. There should be negotiations before a change is affected. Manipulation, co-optation and coercion can be used where resistance is rife. Develop conducive working environment.

Principal C: Change in organisations can be managed through the following strategies –

- (a) Rational –Empirical strategy- people accept the need for change and where to change. The need to change is brought to people through workshops, conferences and staff development courses are carried as well.*
- (b) Normative-Re-education strategy-clients are motivated, and they are enlightened on the need for change through resetting of norms and values. Acceptance of change is viewed as an achievement on the side of change implementers.*

Principal D: Change can be managed through the following steps:

- Make all workers understand why making the changes.*
- Explain what they are going to benefit from the change.*
- Allow all workers to take part in the process and not only tell them without their contributions.*
- Empower and capacitate educators to take leadership roles in the change process.*

Principal E: A process is something that follows stages or steps so that improvements can be made at each step/stage or go back to begin the whole

process if results are unfavourable. In the process of change there are major players namely; changed agent; stakeholders and the receivers.

Stage 1-Change awareness- develops change vision.

Stage 2-Educating stakeholders and change implementers.

Stage 3-Review of the whole process.

Stage 4-way forward.

Stage 5-Re-educating if necessary.

Stage 6-Change implementations.

Emerging Themes

The findings show that the process of change is never smooth or cannot go unchallenged. Most Principals felt that resistance to change is a healthy scenario because it would assist them in drafting new changes strategies and triggers their minds to think critically.

Problem solving techniques

They felt they needed problem – solving techniques almost daily to deal with academic and professional issues. They also felt that change is an unavoidable phenomenon arising from the dynamics of the environment and it is inevitable for an organisation that desires to grow, achieve its mission, vision, aims and objectives. Schools must adapt to the challenging environment to become effective, efficient, and competitive thereby producing the desired results at the end.

Change management processes

On steps in the change management process, principals felt that there is no one best way to manage change. From the research findings, below were common points raised by the principals. Their role is to:

- Analyse the school organisation and its needs for change. Principals and School Management Teams should look at the patterns of resistance and analyse the forces for and against change.
- Create a sense of ownership and a shared vision with all staff members. The vision must reflect on the school's value systems, the reasons and benefits for change. Williams (2012:58) asserts that, schools as organisation should develop and articulate clear statements of vision of where the organisation needs to move to. The future is envisioned and described so that all educators can see the total picture of where the school is going. The long-term success of change is dependent upon understanding and creating a clear vision and goals for the desired change.
- Develop non-threatening working environments. All members of staff should participate and be involved in decision – making.
- Motivate educators so that they can buy – in in their vision. Those who excel and perform better in implementing change strategies successfully should be rewarded.
- Ensure that parents and students should be fully involved in policy formulation, implementation and evaluation.
- To implement plans and develop enabling structures, workshops and training programmes should be adequately planned to consider the needs of all individual educators. Effective change involves listening to the different voices within the school system.

From the findings, schools must take steps to develop and maintain a high level of communication that engenders trust in the management and reduces the level of resistance to change. The establishment of open and free lines of communication would allow for the dissemination of information and return of valuable feedback. Miguels (2013:123) states that, the cooperation level of employees is associated with the trust they have in the leadership. Educators who have the confidence in their principals and the entire school management teams will have a high level of cooperation and indicate low resistance to change. The existence of

trust will increase educator acceptance to change plans. Pretorius (2014:16) echoed the same sentiments that, “The hearts and minds of all members of staff are captured through trust, transparency and meaningful dialogue.”

Grouping educators

Some Principals believe that educators should be grouped homogeneously. Putting together educators with same qualifications who belong to the same department is critical to the success of any change initiative. The group must have the right composition, a significant level of trust and a shared vision and objectives. It is important that the group develop a level of trust amongst themselves. The group should be seen and respected by those in the school so that all their requests will be taken seriously by other staff members. It must have enough proven and experienced leaders to be able to implement and evaluate the change process.

Creating a change vision

Principals and educators should develop a change vision. In that vision, the change agent should clarify how the future will be different from the past. They believe that rather than just telling educators, parents and students what they stand to gain from the initiative, change agents may also tell them what they stand to lose if they do not plan and implement the change. The vision motivates staff members, parents and students to act in the right direction even if it is painful and challenging. A good vision must provide direction. It should be focused, flexible and easy to communicate.

Creating a positive tone for change

Principals set the tone for change and innovation in the school. When schools have a defined and worthwhile mission and promote visionary leaders, who

encourage other members of staff to bring on board change and innovation from the bottom up, that innovation can develop into a culture of the school system.

Some Principals believe that the first steps in the change process are to define the strengths and weaknesses of the current situation in the school and the situation they wish to achieve. They should identify the forces working for and against the desired change. The third step is to identify the forces that they consider to be the most important and list all the actions to overcome resistance. Lastly, there is the need for all the stakeholders to agree on the actions most likely to achieve change and the resources needed to implement them. Sharma (2015:28) says that, it helps principals to identify relevant resources both human and material methods needed to fulfil that purpose. It also guides on the development of strategies and enables all key stakeholders to decide on what to do during the change process.

Interview Question Four: What do you think are the conditions necessary for change?

Interview question four sought to find out the conditions necessary for change in schools

Findings

Principal A: *For change to be effective, certain conditions should be made available. Everyone must be clear on what the school vision, mission goals, policy, ethos and ethics are. There should be transparency in the way the School is administered. Every educator must be well motivated to do their work. A sense of belonging to the school must prevail. All educators should be properly qualified to handle change.*

Principal B: *For change to occur certain conditions should prevail in the school especially leadership roles in managing change:*

(a) Changing the structure

- *Work specialisation, that is delegation and division of labour*
- *Departmentalisation, that is creating departments within the school, e.g. subject panels.*
- *Policy guides Formalisation, that is operations of the policy*
- *Job design that is making rotation in the job place to reduce boredom, e.g. on grade allocation.*

(b) Changing technology

- *Bringing new technology.*
- *Changing the operating methods.*
- *Introduce automation.*
- *Computerisation of the process.*

(c) Changing people

Use organisational development technique

These are techniques to change people and the quality of interpersonal work relationships. These include:

- (i) *Sensitivity training on methods of changing behaviour through unstructured group interactions*
- (ii) *Survey feedback that is a technique for assessing attitudes, identifying discrepancies between these attitudes and perceptions and resolving the differences by using survey information feedback groups.*
- (iii) *Process consultation, for example from outside the organisation*
- (iv) *Team building*
- (v) *Inter-group development*

Principal C: *Below are the conditions necessary for change*

- *Teacher support programs;*
- *Access to information;*
- *Community support;*
- *Learner support;*

- *Communication;*
- *Availability of funds;*
- *Problem-solving incentives for adoption(Rewarding);*
- *Availability of competent change agents and consultants;*
- *Creating a positive work environment; and*
- *Participation and involvement of educators, parents and learners.*

Principal D: *Conditions necessary for change in schools are as follows:*

- *Tell the educators reasons for change;*
- *Explain the benefits they will get from the initiative;*
- *Monitoring and evaluation of the change process; and*
- *Education and training of staff members.*

Principal E: *For effective change to occur in schools as a principal, one should be able to interpret the change to staff members. The change agent should monitor every stage and be innovative in the way you handle each step in the process. One should be a good listener and influence change. Appraise where necessary at every stage and do not be rigid. Accept different views and work to convince the stakeholders.*

Emerging Themes

Findings from principals indicate that change can be managed through communication, creating a positive working environment, participation and involvement of all educators, support and education, right timing, acceptance and fairness as well as the creation of credibility.

Communication

Authorities have emphasised the importance of communication in managing and overcoming resistance. School principals have echoed the same sentiments that communication is a critical ingredient in managing resistance. If school principals and other agents of change communicate efficiently and successfully and the

communication is a two-way process both downward and upward, they will be aware of how educators feel. They will be able to consider their ideas thereby reducing the risk of resistance. Bennet and Bush (2012:184) advance the notion that, early communication can decrease cynicism and uncertainty, neutralise rumours before they spread throughout the whole organisation.

All the principals indicated that effective communication helps drive the desired outcome in the school system. They revealed that communication is one of the toughest issues in change management. According to the principals, effective communication is a scenario whereby the message conveyed by the change agent must be presented, the recipient of the message listens and critically analyse the message and where necessary ask questions for clarification and give feedback on their understanding of the message.

Creating a positive working environment

Principals felt that, well before the change process begins, school principals and other agents of change should aim to create an attitude of acceptance among educators and show to them that change will be in their best interest. The responses have shown that school principals understand that schools must change. Some could elaborate on the benefits of change such as obtaining good results, improving working conditions and personal development.

Educators will always cooperate if leaders lead by example. They cooperate if they are valued and understand the benefits of change. People go where they are wanted and stay where they are appreciated, and their needs are met. Principals believe that it is their role to make sure that the needs of educators are fulfilled. Fulfilling those needs include providing satisfying work schedules, making available opportunities for personal and professional growth and development, giving incentives and providing a safe and secure work environment. The same sentiments are shared by Steyn (2010: 259) "All schools should have management teams that demonstrate a commitment to the development of a school culture that engenders and promotes quality, to support a shared vision and quality learning

and teaching, to set high standards and expectations for learners and educators, and to create a climate that is conducive to teaching and learning and the professional growth of educators.

In creating a productive working environment, principals revealed that school staff should have a good rapport among themselves, with students and parents. The educators should regularly experience two-way communication with management.

Participation and Involvement

Most researchers consulted in Literature Reviews argue that participation and involvement is the most important method to overcome resistance to change. The findings from school principals revealed that educators are more willing to accept a change initiative if they have participated and been involved in its planning and design.

Participation and involvement require knowing who does what, where, when, how much and how often. Individual or group roles should be defined, and all educators need to have the appropriate skills, responsibilities and authority to make decisions, some encountered problems and take necessary measures. Positive participation in the change process on the part of educators is guaranteed to increase if they are provided with opportunities for engagement. Bennet and Bush (2012:185) assert that, educators are more open to change if they participate in its design. This can be realized by soliciting opinions and using their advices. Higher commitment can be achieved if educators believe their opinions can be heard and taken into consideration.

Principals believed that one of the most efficient and effective ways of managing change is to ensure that the right people are in the right position. Educators should be delegated with responsibilities. Leaders should recognise that they are surrounded by highly qualified and skilled professionals who are keen to support

them in bringing good results and quality in the system. They should, therefore, capacitate and empower the educators.

Without the involvement and participation of key stakeholders, it is impossible to expect success from any change project. The task of any school principal is to focus on developing new strategies to ensure that the increasing change in the education system is managed and embraced. School principals should work as a team. They should exchange ideas amongst themselves. Collaboration provides school principals with one of the most useful tools for coping with change. They revealed that schools have begun to work together in sharing ideas and experiences. Principals have started to work together to improve the quality of teaching and learning in all schools in the district.

At the school level, principals should establish change management committees. Planning the change process should not be confined to the management teams. Delegating planning for change if educators make the initiative a success. When organising change management committees, school principals should think beyond the confines of educators working in the school and bring parents, students, churches and political leaders into the advisory group.

Research findings have revealed that if a change is executed in a consultative and an open manner, the results and outcomes of the overall process will be effective. In each phase of the process, providing information will help in managing the fear of uncertainty. Hurly (2012: 14) says, "The free flow of information and inclusiveness in decision making creates an open environment for change." Providing specific information might be difficult, but it is helpful to let educators know the current facts and processes the principal already know. Resistance comes from fear of the unknown and can be reduced by providing appropriate information.

Principals should validate legitimate concerns and negative effects of change that educators express. Educators need to know that they are being heard even if they differ with the principal.

School principals should not be tempted to be defensive, as there might be mistrust between the principal and the educators that might need to be addressed. Rather than becoming defensive, the leader should make a concerted effort to listen to the educator(s) instead of arguing with them. School Principals should encourage communication to enhance trust. An opportunity to express feelings will help diffuse teacher resistance.

Interview Question Five: What are barriers to effective change in schools?

The purpose of the fifth question was to determine the barriers to effective change in public high schools.

Findings

Principal A: *Barriers to effective change are as follows:*

- *Religious beliefs;*
- *Cultural practices;*
- *Politics; and*
- *Individual strengths and weaknesses.*

Principal B: *Barriers to effective change in schools are as follows:*

- *The idea to maintain status quo;*
- *Change in technology;*
- *Organisational culture;*
- *Economic challenges;*
- *Employee attitude; and*
- *Poor planning.*

Principal C: *Barriers to effective change in schools are:*

- *Unavailability of material, financial and human resources;*

- *Unworthiness of change;*
- *Political interests;*
- *Lack of consensus;*
- *Lack of expertise (knowledge and skills); and*
- *Lack of enabling environment for change.*

Principal D: *There are several barriers to change in schools. Amongst them are the following:*

- *Fear of changing positions ;*
- *Dislike for additional work to the already loaded system; and*
- *Attitude-what are the benefits that I will receive.*

Principal E: *the following are some of the barriers to effective change in schools:*

- *Lack of enough knowledge and support on the part of owners of change, for example the Department of Education;*
- *Little research into the way the change should be handled;*
- *Little involvement or non-involvement of the stakeholders;*
- *Little assessment of stage by stage results;*
- *Failure to accept mistakes and change for the better; and*
- *Being dictatorial and defensive.*

Emerging Themes

Bureaucratic factors

Identifying institutional barriers to meaningful educational change requires consideration of schools at two levels. First, schools as a group must be viewed as social institutions that interact with and are influenced by an array of other social institutions. Second, school systems must be entities onto themselves, each with its bureaucracy, personnel, budget, environment and resources. The dynamics existing within and among these bureaucratic factors create fertile grounds for barriers to change.

School principals have observed that education and the educational decision-making process have become overly politicised. Many competing agendas have always confronted schools, so there is a problem of accommodating political differences in schools. There is an increase in the number of politically active groups in schools, the ruling party, opposition parties, teacher unions, student movements to mention a few. Modisaotsile (2012:50) asserts that, school principals and their School Management Teams may see conversational leadership which is democratic as a style that forces them to surrender power to the self-interest of educators. Some principals and teacher unions alike strive to keep everyone doing the same old way. Each group has its agenda from the schools. Different value systems exist in these groups. As a result, any policy that does not provide more for every group and interest will be mostly contested and rejected by a group in the school system.

Poor planning

Poor planning could be a barrier to effective change in schools. Without a step by step planning, change in a school is likely to fall apart or cause more problems than benefit. Principals need to assign roles to individuals who are responsible for the change, so all duties and responsibilities are covered, the timeline for change is very critical. Without proper planning, change in schools is likely to fail or cause more problems than benefits. Sannino (2010:04) posits that, principals should prepare for change by understanding the change process not only as it relates to members of the organisations but also as it relates to them personally. Bad decision making, when planning and implementing organisational change, can have bad results. The resources needed should be identified and made available to achieve set objectives. If this is not considered in the planning stage, teachers are more likely to resist the change initiative.

Lack of consensus

If principals fail to get everyone on board with the school changes, he/she is likely to face resistance during the process. The decision to implement changes should come from the top level of the school. All the members of the School Management Team need to be on board and ready to deal with the changes. It is not easy to have everyone on board right from the beginning. Showing educators and all other stakeholders how the change will positively affect the school system and the steps for implementing the changes helps get everybody on board if they initially had reservations.

If change agents fail to get everyone on board with the organisational changes, they are likely to face resistance during the process. Educators, like any other human being, have an inherent fear of change. In most schools, educators will be delegated with some responsibilities. In the process of implementing change, there will be fear of failure.

Principals pointed out that psychological factors have a tremendous effect on teachers' resistance to change. Examples of these factors are the feelings of loss, threat, doubt, discomfort and worries. Change moves people from what is known and comfortable to what is unusual and uncomfortable. The uneasiness leads people to resist change. Therefore, neglecting psychological perceptions of educators towards policy or curriculum changes lead to failure of change initiatives in schools (Williams, 2012:150).

School culture can be the most significant barrier to change. School culture was found to have a significant effect on educators' perception of change and its adoption or rejection.

For change to occur successfully, the norms and values represented by the new initiative should be in line with the culture in the school and its basic value systems. The principal's behaviour is critical in shaping the school culture and

consequently facilitating or hindering change. The principal needs to share information and ideas about the change with all stakeholders involved; raise their awareness about the change, keep them informed, address their concerns; and assist in reducing their feelings of fear, anxiety and frustrations.

Organisational Culture

Principals believe that organisational culture can be a problem to change management. The culture in a school influences educator on how to behave and act. However, their belief and value systems can be a barrier to change in schools.

Interview Question Six: What is your understanding of conversational leadership?

The sixth question sought to find out whether school principals have a clear understanding of the tenets of conversational leadership

Findings

Principal A: *Conversational leadership in my view relates to the way leaders communicate to everyone in the organisation. It refers to the appropriateness of the registers used when giving instructions and when speaking to subordinates and everyone. It is a leadership style which is not entirely documented and utilised in our institutions as it can have both negative and positive impact on the stakeholders depending on how it is used*

Principal B: *Leading through conversation.*

Principal C: *The school head is a change agent. The clients are educators who implement change. There is a need for an agent to communicate with clients on matters that need change. The client strives to bring up change to minimise clashes. The client is bound to change, and there is no need for change agent to reward client. When client is rewarded change is instilled in the client forever. Conversational leadership calls for unfreezing, changing and refreezing and thus behaviour modification through conversations.*

Principal D: *It is a leadership style where leadership and subordinates talk together and or disagree on what to do. This is democratic for one may want to change or refuse to do so. There is no force. An individual is free to choose what he or she wants.*

Principal E: *Conversational leadership is the ability by a leader/ person to perform the duty of exchanging messages or ideas between two parties. A conversational leader in an organisation is the person who mediates between the change process and the implementers so that the implementers are influenced to accept, take part in the change process and fully to enjoy implementing the change out of will without any form of coercion.*

Emerging Themes

Creating a vision for change

Not all principals were conversant with the leadership style. However, they believe that as leaders they should communicate and persuade educators to join their vision and share their ideas. Erwin and Garman (2010:51) assert that, the philosophy behind conversational leadership is engagement and collective intelligence. Each staff member should be given space to share their ideas and concerns. Leaders have the skills to achieve results through people in an organisation. They also believe that the style has not been fully documented and utilised in schools. They pointed out that a conversational leader is someone who can mediate between the change process and implementer. Jorgensen (2014:7) asserts that leaders who use a conversational approach in organizational management elicits new thinking fosters accountability, builds commitment and passion for work in employees.

Data obtained from educators

Interview Question One: What is Change?

Findings

Group A

A1: Change is reshuffling of management staff. It also includes changing of policies and rules that govern the organisation.

A2: Change is the act or process that results in something becoming different. It can be a succession or substitution of one's position with another.

A3: Change is a way of doing things differently; moving from the ordinary methods to newly invented ones.

A4: Change is a constant variable.

Group B

B1: change is a shift from one position to another or to develop.

B2: change is applying new ideas and behaviours.

B3: A change from an old system to a new one as in the curriculum from OBE to CAPS.

B4: Change refers to new things being done or being introduced that's diverting from things people are used to.

Group C

C1: Change means transformation.

C2: Change means remove something from a place and replace with something.

C3: Change is the difference in life expectation

C4: It is adaptation of new things or ideas or orders in our lives whether at work, home, community and even in the country.

Group D

D1: Change is the process of becoming different.

D2: Change is another way of perceiving things for the better.

D3: Change is transformation from the traditional settings to incorporate the aspect of advanced technology in education.

D4: Change is a technical and human aspect; it begins and ends with individuals acting to make schools better and effective.

Group E

E1: A process of adopting a new concept of doing things. It can also mean moving from normal and familiar to the unfamiliar.

E2: An action process through something that is becoming different from something that I know.

E3: It is a process that requires times. It occurs both on the individual and at institutional levels. It's a shift from the known to the unknown.

E4: It is to do or become different in an organisation. It is a process of adapting to a new way of doing things.

Emerging Themes

Instilling new values, attitudes, morals, norms and beliefs

Some of the educators could not define the term change. They showed very little understanding of the concept. However, from the definitions above educators looked at change as the coordination of a structured period of transition from situation A to situation B with the aim of achieving lasting change within an institution.

Change is viewed as a systematic approach and application of knowledge ideas, skills and technology deal with change in the internal and external environment. Change is viewed as activities involved in defining and instilling new values, attitudes, morals, norms, belief and behaviours within an organisation that support

new ways of doing things. It is a style of management that aims to encourage organisations and individuals to deal effectively and efficiently with the prevailing situations in their institution.

Interview Question Two: From your Perspective, why do educators resist change in schools?

Findings

Group A

A1: Poor leadership causes resistance. If there is dictatorship, the subordinates choose to go otherwise. Over emphasising and over controlling contribute to resistance.

A2: Resistance is caused by fear to lose power or status. Educators fear that their roles may be eliminated or reduced. Surprise and fear of the unknown may also cause resistance. The less the members know about the purpose of change and its results the higher the resistance. Change can be resisted to protect the interests of groups or cliques. If there is mistrust in the school as well as witch hunting, change is bound to be resisted. Change may be resisted to prove a point. "That doesn't work here" belief by the generality of the staff will cause change to be resisted. Lack of timing and appropriate tactics by agents of change leads to resistance.

A3: Educators are comfortable in what they know and are afraid of the unknown: sometimes they resist because change increases workload.

A4: Educators resist change in schools because they are used to routine. They do not want to deviate from their organisational culture and peer-pressure.

Group B

B1: They fear to be irrelevant or redundant.

B2: Educators resist change in schools because of lack of knowledge about change.

B3: *I want to rest and enjoy life because I am qualified to teach why I should be asked to do new things.*

B4: *A lot is involved in change, new ideas, ways of implementing and resources may not be provided by change agents.*

Group C

C1: *Educators can resist change because of uncertainty.*

C2: *Change sometimes brings discomfort as it may entail abandoning old and usually traditional ways of doing things. The fear of the unknown is also a problem. "They say better the devil you know than the angel you don't." Change sometimes throws away redundant workforce, so people fear to be replaced or being redundant. A lot of effort is also needed to implement change, so people do not want to work, and as such they fear the amount of effort needed to get to grips with new things.*

C3: *Educators resist because of lack of resources.*

C4: *Lack of human and material resources may lead to resistance.*

Group D

D1: *Educators resist change in schools because change might be expensive. Lack of knowledge and understanding of the change process may lead to resistance.*

D2: *Fear of change in workload may lead to resistance.*

D3: *Educators may resist change because of fear of the change because of; fear of change itself, feeling of insecurity, lack of consultation, lack of expertise demanded change and lack of resources.*

D4: *A Large part of resistance stems from fear of the unintended results of change. People become anxious when exposed to new ways of doing things. No one can predict the effects of change. A feeling of fear grips people especially when they don't see the need for change. Change can be resisted if it is a threat to job security and positions of power. There may be concern for such vested interest as the loss of jobs, reduced promotional potential, and reduction of income and an increase in workloads for remaining Educators.*

Group E

E1: If educators do not understand the need to change they resist especially those who firmly believe the current way of doing things work well.

E2: Resistance is a major factor in reform failures. Poor leadership can lead to resistance.

E3: Members of the school may resist change because of uncertainty. The trusted tested and predictable and well known past ways of doing things are preferable to the new and unknown. Individual s and groups who perceive that a change will lessen their degrees of influence and can strongly resist such changes.

E4: Most of the time educators will resist because change on its own takes up a lot of toll in student and in educators. If a new curriculum is introduced, it means that there will be change in the ways of teaching. It becomes a discomfort because both educators and the learners were very much used to the old curriculum.

Emerging Themes

The causes of resistance can be summarised as:

Lack of support and a rewarding system

Educators revealed that if they see the importance of change, they will learn to accept it as part of their daily work. When educators feel that they are being treated fairly and supported, they develop positive attitudes towards change. Most educators felt that they were not treated fairly by school Principals and the Department of Education. They felt that they are not rewarded according to their workload and all activities they do in the school. They mentioned the need for an objective rewarding system which is in line with each educator's performances.

Most educators interviewed declared that in most cases they are not given opportunities to participate in the planning of change initiatives. They felt they are

not receiving enough support from their superiors and the department. They echoed that they need to be fully equipped, supported and trained during the change process. Most educators stated that they resist change from the Department because they were not involved in the designing process. It is therefore imperative for the DoE to involve educators in policy formulation and design.

Lack of understanding and trust

Educators resist change when they do not understand the implications and impact to their profession. As long educators think that the risks associated with the change process are much more than the benefits they will gain from it, they will resist. Spaul (2013:115) asserts that, it is common for educators to resist change when they do not understand their implications and perceive that they will lose much more than they will gain. Educators emphasise the need for communication as an essential means to prevent resistance. Resistance can be reduced through educating and communicating with educators. Facilitation and support from school principals and Department officials can assist in change management.

Different situation analysis.

From research findings, when educators analyse the situation differently from their principals or other agencies of change, they normally resist. The differences in information and situational analysis between the two groups may lead to resistance especially by the majority who are the educators.

Low morale and tolerance for change

Educators may view the change initiative as a threat, instead of merit they resist. Educators and parents may not support change unless they see and understand the need for change. The schools which were under investigation, most of them are in township areas which are painfully affected by several social and economic ills namely unemployment, drug abuse, vandalism, gangsterism, teenage pregnancy, high school dropouts, child-headed families and HIV and AIDS.

Involvement of the community is very low. If parents are called to assist in school development projects, they do not show up.

Poor handling of the change process

If school principals and other change agents do not handle the change process properly, educators tend to resist. An interesting finding was that educators tend to resist change because school principals created hostile working conditions in schools. They use autocratic methods of leadership. They do not involve educators in policy formulation, implementation and evaluation. They tended to impose change initiative on educators. For change to occur in schools, educators believe that they should be rewarded for an initiative. Principals should create good working relations with the educator. They should receive enough support from Principals and the Department of Education. They called on the department of education to provide with enough resources in schools. They felt that ignoring teacher autonomy often ensures that they don't implement new practices. They also felt that parents and learners should be fully involved in the change initiatives at all levels in the education system.

Fear of the unknown and imagined threats

If educators feel that they are going to lose something valuable they fear and as a result, they resist any change initiatives. Among the fears as highlighted during interviews are reduced job statuses, economic loss, and change in workgroup relationship and reduced job security. Educators may view improvements as threats to their job security. With the introduction of new technologies and better methods of teaching, they fear that their skills will become obsolete and they will be replaced. If educators' fear that their job title, responsibility, power and authority might be reduced thereby losing their status and recognition from others, they will tend to resist. Matihac (2012:2) asserts that, educators often feel threatened by change, but without change, a school cannot survive. In times of radical transformation, educators often feel insecure about the new and many experience fears such as fear of the unknown, fear of job security and fear of status.

In all organisations, workers normally form friendly groups in which they share their experiences and assist one another. Through friendly groups, they develop a sense of belonging and identity. As a united group, they may view change as a threat to their grouping system and resist. Educators may disrupt the formal setups and may lead to group members being transferred or replaced, even those who are not directly affected by the change may resist protecting the interests of those close friends whom they want to remain in the institution.

From the findings, there is no unique explanation for resistance to change. No single explanation of resistance to change will be sufficient due to complexities of modern schools.

Educators believe that if principals tell them the need and benefits of change, they will be on board and ready to implement change. They felt it's not the case; they (educators) need to understand why the change is being made and how it is likely to affect them. Communication management is the key to successful change in schools. Botha (2014:41) says, "A critical element in managing change is communication. Through communication, every staff member in the school would understand the need for change, what the new policies are and what impact they will have.

Lack of Communication

Educators feel that enough is not done in communicating the change. They believe that for them to feel committed to the initiative, a clear vision should be communicated to them. If the vision is articulated, negative thoughts could be reduced.

Interview Question Three: How can change be managed in schools?

Findings

Group A

A1: Change can be managed in schools through being humble as a leader, involving everyone and buy their opinions. Change is a process and not an event. The leader should have a listening ear and be rational.

A2: The leader should consider other views in the process. The leader should be open and transparent on the need for the change. Change should be managed gradually taking into consideration the effects it has on members.

A3: Involve all educators, parents and learners. Resources should be provided for successful change to happen.

A4: the leader should make people know the importance of change and why it is necessary. The benefits of change must be explained to the educators, parents and learners. Change can be managed in schools through; involvement of all parties concerned.

Group B

B1: By giving financial support and relevant information.

B2: Change can be managed in schools through the use workshops and meetings.

B3: Leaders should use force and intimidation on those who do not want to change.

B4: Change should be brought gradually, and implementers should be involved so that they are the ones who are making changes. If imposed upon them, people resist.

Group C

C1: Change should happen slowly, and information must be provided. The goals and the objectives of the initiative should be explained. School principals should

use democratic leadership styles. They should accept different ideas coming from educators.

C2: Change can be managed by; introducing it in bits and pieces, targeting the young educators, in servicing the old educators to accept new ideas and laying off redundant workforce especially those who are about to retire.

C3: Change can be managed by creating new environment preparing educators for change, providing resources and supervising all educators thoroughly.

C4: Change can be managed through supervision and regular auditing to all the changes implemented.

Group D

D1: There is need for intensive in-service training to equip educators with knowledge and skills about the required change.

D2: Explain the advantages and disadvantages to learners and educators.

D3: Change can be managed through information dissemination, supervision and monitoring of educators.

D4: Educators may be dissatisfied with the current practices, procedures and activities in the school. There is need for the principal to make diagnosis of the situation. The principal and educators should plan for change. Lack of planning leads to confusion, more dissatisfaction and hardens resistance to change.

Group E

E1: Principals should not bring complete change but rather slight changes on an incremental basis. They should also monitor how change will be affecting stakeholders.

E2: Consider the full organisation and what needs to change. Change management may be used solely to refer to people and teams that are affected by such organisational transition. It deals with many different disciplines from behavioural to social sciences.

E3: Conditions necessary for change in schools include education and communication. As people practise the new changes and activities, their attitudes,

values and norms will gradually be realigned with the new changes. Encouragement, motivation and rewarding will go a long way in maintaining support for the new change and in preventing a return to the old ways.

E4: Change can be managed by the pre-change activities meaning that training and work-shopping should take place so that educators are trained and made aware that a change can or will take place. It will also enable them to introduce change to students slowly. There is need to prepare them because it is difficult to move from an old way of doing things to another. In schools, teachers should or must be work-shopped to prepare them for change as they can easily adjust or make amends to what might take place. The procedure must be put in place that would make it less painful for educators and learners to adapt and adopt to new ways of doing things.

Emerging Themes

Communication

Reflecting on the findings by educators, change can successfully happen in schools if principals and other agents of change communicate the desired changes and reasons for them professionally. Potential resistors should be involved in designing and implementing change strategies. Principals and the department of education should provide skills training and emotional support. Educators believe that focus should be on local schools rather than the whole district province or the entire country. The focus should be on the needs of individual or cluster school, agreeing on the needed change that the school or schools, educators and community can support.

A climate of mutual respect and understanding with all who make the school function including not only educators but parents, office personnel, students and all stakeholders, church, politicians and non-governmental organisations must be maintained.

Proper planning

Educators believe that the change agents should utilise the time during school hours for needed planning, staff development, in-services, reflection and collaboration. Carrying change programmes after school hours is always poor time for in-depth thinking and planning. Educators will be tired, have lessons to prepare for the next day, marking, recording and evaluating previous work.

They also revealed that schools might have many areas of needed improvement, but attempting to focus on all need changes simultaneously may result in resistance, exhaustion and frustration. It is better to implement needed change one at a time. Once the first initiative has been applied successfully and forms part of school culture, educators are more likely to be willing to take the next initiative. The focus should be on consolidating gains.

Teachers are the key to educational reform, but for most of the time they have not been asked to contribute in policy formulation but expected to carry out the dictates of others. To be effective reform must come from within the school and from educators and be implemented by the educators in that school. Educators who feel a sense of ownership and are likely to embrace a reform they view as needed and valuable.

Sharing information

The goals and the objectives of a change initiative require that information is continuously presented and coherently and in different ways that are positive, encouraging, informative, educative, supportive and timely. Some educators felt that communication is not effective because information is not always made available to every educator. Principals and change agents should be present whenever they are required during the change process. Educators felt that communication can be enhanced through group emails, regular staff meetings, emails, message boards and memo systems.

Power and authority

To enhance confidence and credibility in the change process educators felt that principals and leaders in the change process must have power and authority vested in them to carry out the change programmes. They should be appealing to the educators, parents and students'. They should involve people of high integrity in the eyes of the educators and all stakeholders. Educators' felt that school principals should be more qualified and knowledgeable to lead the change process.

Celebrate small wins

They also believed that change should form part of the school culture. Small wins should be celebrated. As small wins accumulate educators become more open in trying out new things. If they fail, they should not lose heart. According to the findings, they believe failure is part of learning experience. Efficiently dealing with challenges is important if the change is going to be accepted as part of a school's culture. Trying to impose change on educators before they are comfortable with the idea and processes will not work.

Principals should accept positive criticism. They should bear in mind that it's always healthy to have opposing views on the process of change. It's good to be optimistic about new change in the school system, but positive criticism will keep every member grounded.

Change leaders should put into consideration and respect the individual perceptions of what the new curriculum should look like in the present day, while at the same time they should convince all stakeholders that what they are proposing will bring better results in the system.

Interview Question Four: What do you think are the conditions necessary for change in school?

Group A

A1: Appetising remuneration, peace and doing away with gossip.

A2: Effective two-way communication, trust, transparency, corrects tactics, right timing and proper planning.

A3: Addressing the needs of educators, delegation of responsibilities, sharing power with principals, proper allocation of resources, involvement of all stakeholders and having a common understanding.

A4: Acknowledging the need for change, identifying what needs to change, suggesting ways and strategies, introduce change, implementing change, follow up and review the effects of change and celebrating or complementing achievements where necessary.

Group B

B1: Change of mind set, support from literature and restraining.'

B2: Conditions necessary for change in schools are availability of resources, knowledge to the implementers and supervision.

B3: If the government wants us to change, it should give us money, allow us to go home a little bit early on Fridays, reduce the number of learning areas, they are too many to provide us with prepared plans.

B4: Involve implementers who are prepared to meet the demands and challenges.

Group C

C1: The educators must be psychologically prepared to receive the change, and proper remuneration should be given to the process of change.

C2: As on question three.

C3: Having enough materials for learners and educators should apply proper methods of teaching.

C4: *To improve the quality of education and even the appearance of the school.*

Group D

D1: *There must be qualified personnel and enough material to implement the change in textbooks IT labs and science labs.*

D2: *Motivation, for example giving rewards to students in areas where change will be applied.*

D3: *As in question three.*

D4: *Another way of lessening resistance is that of allowing educators to participate in the decision-making process. In this way, educators will be part of the change process rather than having to force it down their throats. Participation increases the probability that educators will accept the change because they will feel that they have interest in the change, and were involved in the planning as well as indecision, making. They will own the change.*

Group E

E1: *There should be relevant in the way the school functions. Schools should cater for the diverse needs of learners.*

E2: *Change process should aim at helping employees to accept and embrace change.*

E3: *Education and communication are important conditions necessary for change in schools. Lack of reliable, sufficient and accurate information leads to rumours, prejudice and uncertainty. Principals must be prepared to explain the need for change adequately and also to listen to the viewpoints of educators.*

E4: *Principals should make students and teachers aware that change might or will take place, prepare them for change by moving around the school asking them how they feel about change to get their views. There is need to workshop educators about the change. Show that change is not bad as it appears to be and that people can adjust to change. They should be taught that systems or ways of doing things change with the time so that we are not left out in the dark.*

Emerging Themes

Need to address educators' concerns

Educators believe that the DoE should address their concerns first. Principals as agents of change should deal with personal concerns of educators first and focus later the institutional benefits. They believed that educators are more sensitive to lose than to gain. People focus their attention on avoiding loss. For change to succeed it should appeal to the educators' current beliefs, desires and feelings.

Educators believed that they should at least have minimum necessary space, equipped to do their job in a comfortable physical and social environment that is conducive to teaching and learning. Educators should be more networked and provided with the opportunities to share and spread good teaching practices.

Power sharing

Educators revealed that principals should be willing to share power with educators and should be empowered to try new things on their own. They also pointed out that most educational leadership programmes focus on supervising educators, not supporting them as leaders.

Government to allocate resources

The government should allocate appropriate human and material resources. Dysfunctional structures and teaching and learning practices should be identified and changed. The DoE should provide abundant staff development programmes by facilitating an on-going, interactive, flexible, friendly a teaching and learning atmosphere for the development of new knowledge ideas and skills. It should provide coaching, modelling, demonstrations, collaborative planning and reflection.

Need for consultation

Educators believe that as critical stakeholders in the school; they should be consulted and involved in all school activities. They should form part of planning teams in the change process. Educators believed that little is being done in making parents fully participate in the school management and administration. Parents' views must be considered when bringing changes in schools.

They also believe that school principals should address teacher concerns first, the other issues the educators care about, tap into educator desires, tailor information to educators' expectations and be aware of overloading them with a lot of work.

Communication

Educators felt that principals should be communicating with them openly, honestly and often. Educators know that their schools must adapt to change for them to survive and thrive. What they want is to be informed publicly and honestly about any changes that are taking place. When educators know that they will consistently be informed, they will be less anxious and therefore be productive and task oriented. It is also critical for school principals to foster collegial relationships with all educators. They should demonstrate personal knowledge of each educator's roles and responsibilities. They should engage them on a personal level. Principals should express a sense of appreciation for the work being done by educators. Let them know that they are working hard and their effort is appreciated. That acknowledgement can go a long way to reduce stress and increase job satisfaction.

Educators need to be valued. Principals should recognise the efforts of all educators. They should highlight each educator's contribution to the group, school, and the department. They should be highly visible and convey leadership. Periodic informal chats with the individual educators are also effective.

Interview Question Five: What are the barriers to effective change in schools?

Findings

Group A

A1: *Poor salaries that are not meaningful and not commensurate with our duties and responsibilities.*

A2: *There are many barriers to effective change in schools amongst them is lack of resources, lack of training to adapt to change especially if it involves technology, feeling of threats or the culture of a school or schools in general.*

A3: *comfortability, fear and lack of knowledge.*

A4: *Barriers to effective change in schools are Lack of communication- not involving all stakeholders in decision making, poor implementation strategies, lack of school goals and visions, bad relations amongst the management team and poor styles of leadership.*

Group B

B1: *Political unwillingness, untrained personnel, fear of the unknown, poor planning and timing.*

B2: *Barriers to effective change in schools are; Lack of resources, community backgrounds, culture and lack of knowledge.*

B3: *Effective change may not happen in schools due to too much work and poor salaries.*

B4: *The following are the barriers to effective change in schools:*

- *Resistance by both teachers*
- *Lack of resources;*
- *Lack of knowledge;*
- *Mere laziness; and*
- *Negative attitudes by implementers.*

Group C

C1: The following are the barriers to effective change in schools:

- *mistrust among organisational leadership;*
- *lack of communication;*
- *Ignorance ;*
- *Benefits associated with status quo;*
- *Anticipated cost of change; and*
- *Lack of planning on the side of management.*

C2: Barriers to effective change in schools are as follows:

- *Lack of resources;*
- *Lack of knowledge;*
- *Not knowing the desired outcomes of change; and*
- *Poor communication leads to zero trust.*

C3: Barriers to effective change in schools are shortage of resources, lack of knowledge and inadequate supervision.

C4: Some educators are not flexible when it comes to accepting change. They think there is nothing better than they already know. Some they fear losing their jobs and some do not have the skills needed.

Group D

D1: Lack of resources can be a barrier to effective change in schools.

D2: Lack of resources, negative attitude and ignorance can be the greatest barriers to effective change.

D3: Change in schools fails due to lack of resources, infrastructure and expertise.

D4: Barriers to effective change in schools can take a variety of forms. They can be physical, technological, systematic or financial. Some barriers are created by those who supply education such as schools and education departments.

Group E

E1: *We are sometimes overworked and forced to do a lot of work even outside professional duties.*

E2: *The following are the barriers to effective change in schools; culture of the organisation, managers who feel threatened by the process of change, lack of understanding on why change is taking place, lack of communication and trust.*

E3: *Barriers to effective change in schools are fear of the unknown, lack of resources, unskilled educators and poor planning by management.*

E4: *I think the following can prevent change from happening in schools:*

- *Lack of understanding of why change must take place;*
- *Lack of communication and faith in the new system;*
- *Fear of the unknown;*
- *Feelings of being threatened by the process of change.*

Emerging Themes

Lack of school goals and vision

Educators have found the following to be the barriers to effective change in schools, lack of school goals and visions, no follow up or feedback from change agents, principals and heads of departments without relevant competencies or bright ideas on how to drive the change. They also suggested that top management is problematic because they are often found to be not united, impatient and struggle with power and politics. Educators believed that resistance starts with the senior management and it effects the whole organisation. Power struggles are the greatest barriers to effective change in schools. It can put the entire change process on hold.

Lack of support

Educators stated that proper and competent leadership play a pivotal role in sustaining commitment and building legitimacy in the change process. 'Educators, parents and learners need considerable support and assistance throughout the

change process. Principals as change agents should motivate educators and build their confidence. They should be able to listen and learn from educators, parents and learners. If principals lack expertise or capacity to handle change it could affect educators, attitudes and beliefs towards the initiative. Principals should make bold decisions during the change process. In making those decisions, educators must be involved.

Overworked

Educators feel that they are sometimes overworked and overburdened by top management. They think that principals and other change agents often simplify requirement for educators, request too much and set dubious and extreme deadlines. They believe that the principals want the change to be done faster than what may be possible and achievable. This could lead to frustration and stress and result in educators exhibiting resistant behaviour. The amount of work given to each group of educators should be reasonable enough that they can use it freely in a conducive working environment.

Lack of planning

Educators identified lack of planning by principals as a barrier to curriculum change in schools. Principals fail to set organisational goals and should be aware that change is not an event but process; therefore they need to plan, develop, implement and evaluate change gradually. Educators need time to learn new things. They should acquire specific skills and understand what and how change will affect them.

Poor communication

On communication, most educators have the view that principals as agents of change should lead by example. They should not only communicate verbally, their behaviour towards change should be exemplary and positive. As leaders, they should initiate and guide the change process in a positive nature. The school management teams, principals, communities, members of staff and students

should work together in promoting new initiatives in schools. Where assistance is need, the principal should be seen giving direction and support.

Interview Question Six: What is your understanding of conversational leadership?

Group A

A1: Conversational leadership is situational whereby there is a good rapport between the management and staff. Mistakes are ironed out amicably.

A2: Type of leadership that identifies and engages with the critical and often courageous exchange that results in meaningful changes. This type of leadership views their organisation as dynamic webs of conversations.

A3: Leading through communication with the subordinates, getting their opinions, suggestions and ideas on matters relating to the organisation. This style is, however, rarely used in schools.

A4: Conversational leadership is whereby the leader engages in dialogue with all stakeholders. Engagement is of fundamental importance in conversational leadership.

Group B

B1: It involves merging of horizons through democratic principles and motivation.

B2: Conversational leadership is when the leader seeks ideas from the counter parts and applies in leading the group.

B3: Conversation is talking, and this is talking leadership. Talking is good because the quite leaders only fill forms and act without asking for reasons.

B4: Conversational leadership refers to a type of leadership whereby the leader is comfortable with opinions from others. People can give their views. It's a one-man load. The style is rarely applied in most schools.

Group C

C1: Conversational leadership entails a systematic engagement of members of the organisation. Group views, attitudes and feelings are taken to shape up group dynamics in organisations.

C2: It is a style of leadership whereby one understands and put emphasis on the power of conversations or dialogue. This type of leadership entails collectiveness. The leader should engage others through effective communication. It is an excellent leadership style but rarely employed by school principals.

C3: It is a democratic way of leading an institution. People sit down together and arrange activities that should be done and agree.

C4: Conversational leadership is a leadership style which is like democratic leadership. The leader gives all the subordinates a chance or room to decide. The style involves all subordinates in decision making.

Group D

D1: conversational leadership is a style of leadership which is democratic. The leader consults with employees.

D2: It is a style of leadership that respects the views and ideas of every member of the organisation.

D3: It is a leadership style that is consultative.

D4: Is the sort of leadership that your school or district needs.

Group E

E1: This is leadership through communication. A leader communicates with the people in the organisation before implementing any decisions. This is where the opinions of every member of the organisation are considered regardless of their positions. However, the style is not fully utilised in many organisations.

E2: Conversational leadership is a consultative style of leadership.

E3: A leader must communicate with his or her colleagues. There must be transparency in everything that is happening in the organisation. He/she must not hide information.

E4: conversational leadership is when a leader is more involved and able to communicate with the employees in an ordinary person to person conversation. It is a smart way of leading, and you can learn a lot from your employees if you use a conversational leadership approach in your school or work place.

Emerging Themes

A leadership style

Most educators interviewed understood the term conversational leadership. However, they were very much interested to see it being practised in schools. They believe conversational leadership is a style of leadership that has not been widely adopted and understood in many educational institutions. Hurly (2012:06) asserts that, conversational leadership is for anyone who wishes to take responsibility, to influence and lead, to make a difference, large or small in their life, in their job and in the world. West and Turner (2010:41) propound that, conversational leadership takes root when leaders see their organisations as a dynamic web of conversations and consider conversations as a core process for effecting positive and systematic change.

Need for dialogue and engagement

They believe through dialogue and engagement they can discover a common interest, share knowledge, imagine and cooperate to survive and thrive. It was also observed from the findings that, the command and control approach to managing change in schools has become less effective.

Collective thinking and decision making

They view it as systematic management of all stakeholders. Group views, concerns ideas, attitudes, feeling and decisions are taken into cognisance and taken to shape group dynamics in organisations. There should be proper relationships between management and staff. The style entails collective thinking

in decision making. In conversational leadership, there is respect for employees' views. There is great consultation in conversational leadership.

4.5 Findings from the research

Research findings relate to the research objectives and research questions in chapter one.

Findings from research objective 1: why educators resist change

A questionnaire and interview questions were administered to educators and principals in five high schools in Umlazi District in the province of KwaZulu Natal.

The following findings with regard to why educators resist change in schools were made:

- Educators resist change if they are not involved in policy formulation.
- If it's not rewarding, educators resist.
- They resist change due to fear of the unknown, personal habits and perceptions as well as security.
- Resistance by educators to change is an indication of bad relationship between principals and educators.
- Educators resist change if they do not receive enough support from principals and Department of education officials.
- They resist change if they find it to be a threat to their expertise.
- They resist change if they find it to be a threat to established power relationships and resource allocation.
- Even if individual educators wish to change, the organisational behaviour of the group as well as structural and institutional norms may act as constraints.
- Ignoring teacher autonomy often ensures that they don't implement new practices.
- Communication is an essential measure to prevent resistance to change in schools.

Findings from Research objective 2: The power of Conversational leadership in managing resistance to planned change in public high schools.

The following findings were made:

- Conversations help people in organisations like schools to discover common interests share knowledge, imagine the future for the organisation and cooperate to survive and thrive.
- Through conversational leadership, principals can serve schools and improve in performance.
- Through conversational leadership, resistance can be managed in schools.
- Conversational leadership is a style of leadership that has not been widely adopted and understood in many educational institutions.
- The command and control approach to managing change has become less effective.

Findings from Research objective 3: Principals and educators current perception of conversational leadership.

The following findings were made:

- Conversational leadership if properly understood and implemented can help principals and educators discover common interests, share knowledge, imagine the future and cooperate to survive and thrive.
- Conversational leadership can help in managing resistance to change.
- Conversational leadership is a style that has not been widely adopted in many educational institutions.

Findings from Research objective 4: Ways of managing resistance to change in schools.

The following findings were made:

- Resistance can be reduced through educating and communicating with educators.
- There is need to involve educators in decision making.
- Facilitation and support from school principals can assist in managing resistance to change.
- Manipulation coercion and co-optation should not be used as change strategies.

4.6 Conclusions from the findings

Conclusions from each finding above are discussed in the following paragraphs.

Objective 1

Educators resist change for a number of reasons among them; lack of involvement, fear of the unknown, personal habits and perceptions, lack of support, threat to expertise, lack of resources, peer pressure and poor communication.

Regardless of how well school principals manage change there is always going to be resistance. Principals should engage those who are opposed to change. By doing this, they actively see what their concerns are and possibly alleviate the problem in a timely manner. By allowing teachers time to give their input, it assures them they are part of a team that actually cares about its workers.

Communication is necessary when trying to convey anything to workers. There should be a constant conversation between the management and the educators on what is happening on daily basis, and for what is to come in the future. The management should be honest, truthful, straightforward and timely when communicating with educators. An explanation for why the change is needed is always a good idea. By helping educators better understand why change is important for the school, it's easier to get them on board with change and encourage them to become the advocates for change. Through participation and

involvement, educators would see the big picture and benefits of the change. If there is another piece of advice that principals should take, it's to receive and respond to the feedback that is provided by the educators.

Change should be implemented in stages. It doesn't happen all at once. Principals should first prepare educators for the change, then take action on the change and make a plan for managing the change, and support the change and assure that all is going as planned. Employing several different ways to communicate change helps explain the vision, goals and expectations for what needs to happen. Educators are willing to accept a change initiative if they have participated and been involved in its planning and design. Resources should be provided for effective change to happen.

Objective 2

Collaborative relationships offer the advantage of creating a pleasant work environment. They are also the key to creating and shaping the normative and practical aspects behind the institutions, traditions and their successful functions. Through conversations school principals and educators can serve schools and improve performance. Though conversational leadership has not been widely adopted in many educational institutions it can assist in managing resistance to change. The command and control approach to managing change in schools has become less effective.

Objective 3

From the findings, the following conclusions can be drawn; conversational leadership can reduce resistance to change in schools and can help in managing change. As a leadership style, it has not been fully documented and utilised in schools. Through dialogue and engagement, principals and educators can discover a common interest, share knowledge, imagine and cooperate to survive and thrive.

Objective 4

Conversational leaders should provide training in new skills. School principals should give educators the opportunity to contribute their ideas and advice. Supportive principals make the work environment more pleasant and enjoyable for the change process. For effective change to occur in schools, principals can employ the following methods to overcome resistance namely; education and communication, participation and involvement, facilitation and support, negotiation and agreement. Manipulation and co-optation should not be employed as change strategies.

4.7 Conclusion

The research intended to investigate the role of conversational leadership in overcoming resistance to change in public high schools. This was done by selecting a sample of five high school principals and twenty educators.

The data presented and discussed in this chapter had shown that educators resist change for several reasons. Some of the reasons given are poor leadership, fear of the unknown, fear of losing power, lack of consultation, lack of resources and the discomfort associated with change.

For effective change to occur in schools there should be teacher support programmes, educators should have access to information, all stakeholders should be consulted, principals should open lines of communication, both human and material resources should be made available, a positive work environment should be created and there should be transparency in the way the initiative is managed.

Some barriers to change have also been identified. Amongst those barriers are organisational culture, individual beliefs, lack of expertise, organisational politics and lack of support from the Department of Education.

Most principals and educators managed to give their understanding of conversational leadership. However, they indicated that the style of leadership is not commonly employed in schools.

Chapter five shall present a summary of the study, conclusions and recommendations.

Chapter Five- Recommendations and conclusion

5.1 Introduction

In the previous chapter, the results of the study were presented, analysed and discussed. This chapter provides an over view of the study, together with the conclusions drawn and the resulting recommendations.

5.2 Overview of the study

In the first chapter, the researcher highlighted the background to the study. The problem statement was identified and discussed to show the importance of the research study. From the problem statement, it was evident the change implementation meet resistance mainly from educators. Individual educators naturally wish to defend the status quo if they feel their security or status is threatened. Resistance to change by educators is a serious problem that requires urgent attention from the DoE. A key element in the change process and overcoming resistance is communication.

Based on the problem statement the central aim of the study was to assess the role of conversational leadership in overcoming resistance to change in public high schools in Umlazi District in the province of KZN. Four primary objectives were identified and to guide the investigation four research questions were also formulated.

In chapter one, a number of procedures for the empirical study were discussed namely, the significance of the study, research methodology, research design, target population and sampling ,measuring instruments ,data collection techniques,data analysis methods ,ethical considerations ,validity and reliability ,delimitations of the study, limitations of the study, definition of key terms and organisation of chapters.

Chapter two focused on the main conceptual framework. The chapter contains a thorough and a detailed literature review that focused on conversational leadership, sources of resistance, effects of resistance and method change agents can employ to manage resistance to change.

Conceptual framework from this study was developed from an in-depth study on reviewed literature on studies carried out on conversational leadership concept. Conversational leadership is a concept that has evolved into the public and private sector organisations. It has drawn its strength in putting a greater deal of engagement, collective thinking and intelligence of the whole group in change management.

Chapter three discussed the research methodology and design. Mixed methods were employed namely the qualitative and the quantitative methodologies. The research looked at the advantages and disadvantages of both the qualitative and the quantitative methodologies. Two types of measuring instruments were used for data collection and analysis namely questionnaire and the interview guide. A questionnaire containing Five Point Likert Seale (FPLS) was administered to five high school principals and twenty high school educators. In chapter four the results were presented in detail with the aid of frequency tables. Findings from the questionnaire and interview guide were presented and analysed. Chapter five discussed on recommendations and conclusions of the whole research study. Discussed in greater detail was the overview of the study, academic and professional recommendations, suggestions for further research and the conclusion. In all levels of the school system, it seems from the research findings the top management has internal problems leading to resistance which may affect the rest of the school. Top management seems to struggle mostly with power issues, politics and disagreements.

If thorough preparation is done at the planning level, implementation could be easy, and all stakeholders can embrace the change. Unsuccessful change is a result of not having clear goals and objectives. Top management should set

aside politics and stand united behind the change. Based on the findings, everything starts from the top. Top management's influence, either positively or negatively affects the rest of the school system. If people at the top act as if they are not supporting the change, the educators and all stakeholders will not support it.

From research findings, it is evident that the roles of principals and educators are related and can't be separated when it comes to change design, implementation and evaluation. Principals should derole and engage educators fully in all processes that have to do with change. For effective management of educational institutions, in the Republic of South Africa, principals and educators should be conversant with the tenets of conversational leadership as a style of leadership that can bring about the desired change in schools. The whole school community should be taken on board for change to be effective. If principals and educators closely work together with the parents, learners and pressure groups, South African schools will be effective and efficient in their operation.

Research confirms that resistance is expected with any change. The study concluded that resistance to educational change would increase if the change is not planned well, educators are not provided with effective training on implementing change, a culture for learning new things /technologies and the willingness to change do not prevail, or a rewarding system does not exist.

Conversational leadership; if practised well can reduce the levels of resistance. The absence of proper leadership and direction for change would lead to resistance as educators will not be able to see their way.

An analysis of both the questionnaire and interview schedule reflects that change was a complex process and was not easily understood by all principals and educators. For those who viewed the change process from a positive perspective, there was a general sense that it was a result of good communication and

relationships in the schools. Educators wanted all school principals to be capable leaders who are willing to level the change process in an open and committed manner, take the humanistic approach and have the necessary skills and qualifications to implement change. Interaction among all stakeholders should be encouraged to create opportunities for relationship development thereby creating a sense of trust and ownership of the initiative.

Involving all stakeholders during planning is key to a successful change effort. As stakeholders understand the reason for the change and have the time to be part of the planning they would be more readily accept and support the initiative. There are many barriers to change. By involving everyone and opening lines of communication, staff members and stakeholders will be most likely to get on board and implement the change and adapt to school change more readily.

5.3 Recommendations

Academic and Professional Recommendations

The researcher recommends that a functional research section of highly qualified and experienced professionals be established at the circuit, district and provincial levels with the sole purpose of conducting systematic research on problems and changes that should occur in the education system. The research section should aim to inform policy makers and implementers on what changes should occur in schools. School principals and educators should be trained by the research unit on how to manage change processes in schools.

Conversational leadership is a concept that requires:

- School principals to create a sense of urgency around the need for change in the planning phase for the change process. They should engage in honest dialogue and discussion for change to occur. It is critical for them to define a clear vision at the beginning of the change project.

- School principals should set goals and objectives early in the process of change. They should also focus on short-term gains to win creditability and trust from all stakeholders. To keep all members of staff motivated during the change process, school principals should give them support. Educators should be empowered and capacitated to try new things.
- Principals should be well versed with changes in the school curriculum and the education system. Knowing what is happening in the system would assist them to act practically and pro-actively. They should also upgrade themselves through studying for higher qualifications especially in the field of School Management and Administration. To bring transformation in school's principals and educators should be empowered and capacitated with deep understanding and knowledge of curriculum changes.
- Principals and their SMTs should work collaboratively with different stakeholders, parents, educators, political organisations and non-governmental organisations. Parents should be fully consulted and be involved in the life of the school. The contribution of different stakeholders is paramount. They should be involved in the planning, implementation and evaluation of school programmes.
- School principals should establish change committees in schools. For change to happen without resistance, the committees should be trained and empowered to deal with any change initiatives effectively. Team spirit should be cultivated and encouraged in the school system. Collective decision making should be supported if effective changes are to happen in schools. The committees should be involved in curriculum development, staff development and training courses. They should be involved in the coordination, monitoring and evaluation of different activities in the school.
- Principals should strengthen their leadership skills and give directions to educators and learners. There is a need for school principals to capitalise on what has been achieved and establish a stronger culture of change. The success of any change in a school is not dependent upon tools and systems but on strong leadership and direction. Sustained commitment by top

management is required. That commitment needs to be cascaded down to all stakeholders involved in the change process.

- High school educators should staff develops themselves by studying and upgrading their knowledge and expertise in different learning areas to move with changing times and technology.
- The study revealed that lack of training regarding change management leads people in organisations to resist change. It is important that before initiating any change, the Department of Education should train change agents especially school principals on how to manage change in schools. If resources permit, all stakeholders involved in the implementation of change should undergo training. This would ensure successful implementation thereby minimising resistance.
- Principals should emphasise on group and intergroup processes. There should be collaboration within the organisation. Principals and Heads of Departments should serve as consultants and facilitators. They should all focus on enabling educators to adopt the entire changes and view it as their own. Initiatives should not be haphazardly implemented. Educators' concerns should be adequately addressed. Educators are expected to be creative with it and modify where necessary. Change implementation is more than delivering new materials for courses. It requires an understanding of the purpose of the programme, the roles people will play and those affected.
- The most significant essence of conversational leadership is the relationship between followers and leaders. Principals should be able to identify their values and the values of educators at the same time creating a shared way of doing things, aligning every educator around a common purpose with a future orientation.
- Based on research findings it would be prudent for change agents to choose a participative change approach. Power strategies and dictatorial tendencies cannot enforce compliance but evoke resistance. Moving educators to participate in the change process would be a critical ingredient to the success of change. Utilising the participative approach not only

enhances two-way flow of information within the school but sends a clear message to the educators that they are valued and that the organisation trusts them enough to be included in the decision making process.

- Principals should build a coalition of supporters for change initiatives envisaged by identifying opinion leaders and encourage them to support the change at all levels. This will make change implementation easier, successful and effective. Reward systems such as special incentives, increase in salaries and the awarding of bonuses can be an effective way of signalling the Department of Education's commitment to change in schools.
- School processes must be redefined and redesigned and adapted to specific geographical and cultural settings. Educators need to be retained to acquire the skills and knowledge needed for change. The school tone and culture need to be reshaped to support the new initiatives introduced properly.
- Parents should fully participate in school management and administration. They should help in identifying areas that need to be changed in schools. They should support school principals and educators.
- They should organise themselves and discuss issues affecting the education system in the country and make recommendations to the Department of Education on what they feel should be done in the education system. They must take the lead in advocating for change in schools.

5.4 Suggestions for further research

It is suggested that professional duties and responsibilities of top management in schools need further research. The study was confined to High schools in Umlazi District of KZN. Not all districts or schools were covered in the province; therefore, for further research, a similar study be conducted in other districts in the province. The studies would also assess and evaluate whether the studies could yield similar findings on the role of conversational leadership in managing changes.

Researchers are encouraged to replicate the study in other districts or provinces in the country, preferably using a larger sample.

The findings of this thesis revealed that all stakeholders such as parents, politicians and pressure groups should be involved in the planning, implementation, and evaluation of change. It is therefore equally important for researchers to investigate the role of politicians in the management of change in schools.

Although the findings of this study indicate strongly that collaborative thinking and participation of all stakeholders in the change process will lead to more positive relationship within the school and thus prepares everyone for the process of change, it could be more important if these findings could be generalised to other schools and provinces and not limited to the schools which participated in this study. For this reason, the researcher would suggest that any researcher wanting to embark on research on a higher academic nature can make use of this study as a foundation on which to build a further study on conversational leadership and change management.

5.5 Study Limitations and Mitigating Measures

In carrying out this research study, the researcher had foresight of some problems that could have hindered the strength and validity of the study. The following were some of the limitations anticipated and how they were handled:

- High schools in Umlazi district schools are scattered all over the district and at long distances apart, travelling was a problem. The long distances were a limitation on the use and direct supervision of the questionnaire and the interview guide. To mitigate the obstacle the researcher designed a time table for each school visit. I would spend two days at a school administering the questionnaire and conducting interviews. Two days were reserved for each of the five schools.

- The researcher was working on foreign land; cooperation was not high as was deserved for the study. To mitigate this obstacle, the researcher had to build trust in participants by obtaining consent letter for the educators' participation from the Department of Education. The participants were also informed that their individual identities were not highlighted in the research. The researcher also explained to the educators and principals well in advance the reasons behind the study, the aims and the objectives were made known to the participants. I assured them that their dignity was to be respected and that I needed their participation and information purely for professional and academic purposes.
- The study was also limited by the instrument used. It is a well-documented fact in research literature that questionnaires have disadvantages that may limit data collection and validity. While the return rate was good, it was noted that responses could have been a mere reaction to a request to complete the questionnaire. It does seem like many respondents did not really apply their minds to the questionnaire. To mitigate the obstacle, a combination of the qualitative and quantitative research methods could perhaps have addressed this limitation.

Generally the participation from school principals and educators was pleasing and the study went on well as evidenced by the findings and conclusions. However that can be the subject for further research,

5.6 Conclusion

The rate of organisational change has increased in recent years due to technological systems and processes. All organisations, schools included should recognise that we are living in the globalisation period and that change has become a fact of organisational life. Leadership and management skills such as planning, organising, budgeting, prioritising, visioning, goal setting, providing feedback and rewarding success are critical factors for successful change.

To stay competitive and provide the best and quality education schools must do away with routine work and processes that do not add value to the education system.

Principals and educators should embrace the role played by conversational leadership in creating democratic leaders who can listen and work collaboratively with all stakeholders in bringing meaningful changes in schools.

The research study will assist department officials, school principals, educators and parents on ways and strategies they can employ in managing change in schools. From research findings, if school principals can employ the principles of conversational leadership, it is possible to make some sound and meaningful judgement about change and change management in public schools. Much of the literature on change management shows that educators and principals have problems in planning and implementing change and the principals' role in change management is to manage resistance to change. The researcher, therefore, recommends that school principals – educators' relationship regarding change implementation be seriously considered and that all stakeholders should be viewed as proactive strategic planners and change implementers. This means that there should be collaborative and collective thinking in the planning, implementation and evaluation stages as advocated by the principles of conversational leadership.

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Appendix 1: Letter of Information

LETTER OF INFORMATION

Title of the Research Study: A critical assessment on the role of conversational leadership in overcoming resistance to change in Public High Schools in Umlazi District

Principal Investigator/s/researcher: Chakanyuka Vincent

Qualifications

- i) Certificate of education
- ii) Diploma in Education
- iii) B.Ed. Degree Education (EAPPS)
- IV) M.Ed. Degree Education (EAPPS)

Co-Investigator/s/supervisor/s: Doctor R.I Morgan

Qualifications: PhD.

Brief Introduction and Purpose of the Study:

The purpose for this study is to explore and provide new insights on why teachers resist change, assess the role of Conversational Leadership in overcoming resistance to change by high school educators and document findings on the role of Conversation Leadership in overcoming resistance to change.

Outline of the Procedures:

The population of interest in this research study shall be six high school principals and twenty-four high school educators who shall be randomly selected to respond to a questionnaire. The researcher shall visit each school on arrangement with the school principals to administer the questionnaire. The principal shall cordially be requested to assist in identifying four educators that is two females and two males who will respond to the questionnaire.

The researcher shall also engage with the participants in pretesting. Pretesting and piloting would help in identifying questions that do not make sense to participants, or problems with the questionnaire that may lead to biased answers.

Five participants, one high school principal and four educators shall participate in the pilot testing. The chosen participants will form part of the target group and they will participate in the final survey. The testers shall complete the survey in the same way that it will be completed in the actual project.

Risks or Discomforts to the Participant: This is a straight forward research which does not put participant at risk.

Benefits:

i. Participants

Principals and educators would understand some of the reasons why educators resist change. Principals will get insight on strategies they can employ in managing change in schools.

ii. Researcher

Publications would be made available on the role of Conversational Leadership in managing change in public Schools.

Reason/s why the Participant May Be Withdrawn from the Study:

A participant can be withdrawn from the study if he/she does not comply, fall sick, and or transfer from a school under study. There will be no adverse results for the participant should they choose to withdraw.

Remuneration: Participation is voluntary

Costs of the Study: There are no costs involved.

Confidentiality:

Ethics is an important part for educational researchers. It has to do with respect for people's own rights. It includes issues like fairness, honesty, respect for people's integrity and dignity and confidentiality of certain information. In this study participant information shall be kept anonymous. Individual identify shall never be highlighted. Focus shall be on group data rather than individual data.

Research-related Injury: This is a straight forward project which does not put participants at risk.

Persons to Contact in the Event of Any Problems or Queries:

- i. Researcher : Chakanyuka V. Cell – 074 337 8553
Email: chakanyukavincen@gmail.com
- ii. Supervisor : Dr. R.I Morgan
Cell Number: 072 340 4642
Email: reuben521@webmail.co.za
morgan@ukzn.ac.za
- iii. Institutional Research Ethics Administrator on – 031 373 2900

Thank you

Chakanyuka, V. (Researcher)
074 337 8553



CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Chakanyuka, V (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____.
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	
Full Name of Participant	Date	Time	Signature / Right
Thumbprint			

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Chakanyuka Vincent	2015/06	
Full Name of Researcher	Date	Signature

_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature





Faculty of Management Sciences

Department of Public Management & Economics

Date

Dear Participant

I am writing to invite you to participate in my research study. The title of my research is "A critical Assessment of the role of Conversational Leadership in overcoming resistance to change in Public High Schools in Umlazi District"

The researcher for this study is Mr Chakanyuka Vincent. My supervisor is Dr R.I Morgan of Durban University of Science and Technology.

I kindly request you to spend few minutes of your precious time reading the enclosed information letter. During the research process, you shall be requested to participate in a interview session and a survey.

Your cooperation is highly appreciated.

Sincerely Yours

Chakanyuka Vincent

074 337 8553

Student
Contact Details

DR. R. MORGAN

072 340 4642
Supervisor / Promoter

Contact Details

Co-Supervisor/Co-Promoter
Contact Details



Appendix 2: Permission to Conduct Research



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Original

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref.:2/4/8/884

Mr V Chakanyuka
8 Suttonmerre
2 Sutton Crescent
Morningside
Durban
4001

Dear Mr Chakanyuka

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "A CRITICAL ASSESSMENT OF THE ROLE OF CONVERSATIONAL LEADERSHIP IN OVERCOMING RESISTANCE TO CHANGE IN PUBLIC HIGH SCHOOLS IN UMLAZI DISTRICT", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 August 2016 to 01 December 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

uMlazi District

Adv. MB Masuku

Acting Head of Department: Education

Date: 23 August 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 *beyond the call of duty*
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CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzneducation.gov.za

Appendix 3: Questionnaire

QUESTIONNAIRE FOR SCHOOL PRINCIPALS AND EDUCATORS

Please indicate your response to each item by ticking in the appropriate box. The following are the codes where you have to indicate your reaction to each of these questions.

AGE GENDER YEARS IN THE PROFESSION POSITION

Key
 Strongly Agree (SA) 5
 Agree (A) 4
 Neither Agree Nor Disagree (NAND) 3
 Disagree (D) 2
 Strongly Disagree (SD) 1

A. INDIVIDUAL RESISTANCE FACTORS	SA 5	A 4	NAND 3	D 2	SD 1
1. Failure to involve educators in Policy Formulation leads to resistance.					
2. Educators resist change if it's not rewarding.					
3. Educators resist change due to fear, personal habits perceptions and security needs.					
4. Resistance is an indication of bad relationship between Principals and Educators.					
5. Educators resist change if they don't receive enough support from Principals and the Department of Education.					
6. Educators resist change if they find it to be a threat to their expertise.					

B. ORGANISATIONAL RESISTANCE FACTORS	SA 5	A 4	NAND 3	D 2	SD 1
1. Educators resist change if they find it to be a threat to established power relationship and resource allocation.					
2. Even if individual educators wish to change their organisational behaviour, group and structural norms may act as a constraint.					
3. Ignoring teacher autonomy often ensures that they don't implement new practices.					
4. Communication is an essential measure to prevent resistance.					



C. WAYS OF MANAGING RESISTANCE TO CHANGE	SA 5	A 4	NAND 3	D 2	SD 1
1. Resistance can be reduced through educating and communicating with educators.					
2. It is difficult for Educators to resist a decision to change in which they participated.					
3. Facilitation and support from school principals can assist in managing change.					
4. A change agent can use negotiation as a tactic to manage change in schools.					
5. To manage resistance to change, school principals must use manipulation and co-option as a tactic.					
6. Principals must use force (coercion) to manage change.					

D. CONVERSATIONAL LEADERSHIP	SA 5	A 4	NAND 3	D 2	SD 1
1. Conversations help us to discover common interests, share knowledge, imagine our future and cooperate to survive and thrive.					
2. Through conversations we can serve our schools and improve performance.					
3. Conversational Leadership can help in managing resistance to change.					
4. Conversational Leadership is a style of Leadership that has been widely adopted and understood in many educational institutions.					
5. The command and control approach to managing change in schools has become less effective					

Appendix 4: Interview Questions.

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS AND EDUCATORS

Kindly complete the sections below. Do not write your names.

1.1 SEX

MALE	
FEMALE	

1.2 AGE GROUP

20 - 25		41 - 45	
26 - 30		45 - 50	
31 - 35		OVER 50	
36 - 40			

1.3 NATURE OF POST

Permanent	
Temporary	

1.4 YEARS IN THE PROFESSION

0 - 1		11 - 15	
2 - 4		16 - 20	
5 - 10		OVER 20	

1.5 HIGHEST QUALIFICATION

Certificate	
Diploma	
Bachelor's Degree	
Master's Degree	
PhD	
Other	

1. What is change
2. From your perspective why do educators resist change in schools?
3. How can change be managed in schools?
4. What do you think are the conditions necessary for change?
5. What are the barriers to effective change in schools?
6. What is your understanding of conversational leadership?

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS AND EDUCATORS

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3. How can change be managed in schools?
4. What do you think are the conditions necessary for change?
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6. What is your understanding of conversational leadership?