# CHANGE MANAGEMENT:

## Structural Change – A Case Study in the Maldives

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degree of

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For my loving mum

The secret behind the success of this long journey in education is
your love, support and encouragement

# Abstract

Changes to schools structure is a common practice in the Maldives. Structural change impacts on people at every level of the organisation. It is essential to identify how change is managed at different levels in schools in order to implement change successfully.

This study is based in a secondary school in the Republic of Maldives. This research examines the processes, school systems and practices, that facilitate change in structure. It seeks to understand how processes facilitate structural change at the various levels of school organisation, namely senior management (principal, assistant principals, supervisors), middle management (heads of departments) and teachers. In this inquiry, the structure selected to examine processes of change is the 'Organisation Chart'; in particular, changes to the roles and responsibilities of individuals.

To understand aspects involved in managing change, a review of literature focused on change and change management, leadership, structures of organisations, change agents and culture. This provided the researcher insight into the processes, aspects and issues in managing change.

A qualitative case study was undertaken for this research. A qualitative approach allowed the researcher to understand multiple realities, interpretations and perspectives of individuals associated with structural change. Data collection incorporated individual interviews, focus group discussions, document analysis and observations. Data was analysed using the, 'constant comparative method' (Merriam, 1998).

Evidence from this study suggests that equal attention needs to be given to the systems, change agents and culture of the school to facilitate and manage change.

# Acknowledgements

# Table of Contents

# List of Tables

# List of Figures

# Chapter One

## Introduction

### 1.1 Introduction and Overview

Changes to a school's structure are a common practice in the Maldives. The main reason for such changes can be identified as the frequent change of the principal or head of the school. Literature identifies change and change management as a difficult task (see, for example, Higgs & Rowland, 2005; Burnes, 2004; Fullan & Steigelbauer, 1991). As Senge (2006) points out, in order to manage change, structures and capabilities need to be built.

This study is based in a secondary school in the Republic of Maldives. This research examines the processes, school systems and practices, that facilitate change in structure. It seeks to understand how processes facilitate structural change at the various levels of school organisation, namely senior management (principal, assistant principals, supervisors), middle management (heads of departments) and teachers. In this inquiry, the structure selected to examine processes of change is the 'Organisation Chart'; in particular, changes to the roles and responsibilities of individuals.

For the purpose of this research, the term 'principal' is used to indicate the head of school, that is, the person in the position of a principal but perhaps not officially designated a principal. It needs to be noted that in some instances, schools in the Maldives are managed and led by a deputy principal or senior assistant principal and each is referred to as the head of school. The head of school executes the same authority as that of a principal.

## 1.2 Rationale and Purpose of the Study

As mentioned, this research is based in the Maldives. As a supervisor in a secondary school in the Maldives, the researcher has witnessed frequent structural changes brought on by the change of principal. The rationale for selecting this topic arises from the following key areas:

- Structural change to school organisation is a common practice in the Maldives;

- In terms of change, different aspects have been explored in the literature. However, much of change literature concentrates on managing curriculum and other policy changes. This research aims to provide insight into how structural change is managed and the processes, systems and practices, that facilitate structural change;

- Since structural change is a common practice in the Maldives, this study seeks to generate information that may assist other schools in the change management process;

- Having personal experience of structural change and being aware of how it impacts on everyone, this study seeks to examine management aspects of change from perspectives of senior management, middle management and teachers; and

- It is a personal belief that change has both positive and negative aspects. Detailing what this means may help other school personnel better identify aspects of change that may need attention and as a result, better manage the change process and its impacts.

## 1.3    Research Questions

This study poses two main research questions, namely;

- What are the processes, school systems and practices, that facilitate structural change?

- How is such change managed at the levels of;
  - the senior management (principal, assistant principals and supervisors);
  - the middle management (heads of departments); and
  - teachers?

## 1.4    Background of the Maldives and the Sample School

In order to position the research within a setting, this section provides a brief introduction to the Maldives and its education system. The background of the sample school is then portrayed together with a sample copy of an organisation chart, that is, roles and responsibilities of school members.

### 1.4.1  The Maldives

The Maldives is an archipelago, situated in the Indian Ocean south-west off the coasts of Sri Lanka and India (see Appendix A)[1]. The capital of the Maldives is Male'. The Maldives consists of some 1192 coral islands out of which 199 are inhabited. These islands are clustered into 26 natural atolls but the government has grouped them into 19 atolls for administrative purposes[2]. The Maldives has a population of around 299 thousand people according to the 2006 census figures (Ministry of Planning and National Development, 2006). Out of this, 104,403 people live in the capital Male' (Ministry of Planning and National Development, 2006). In 2005, there were 102,073 students enrolled in schools (primary and secondary) in the Maldives, which is approximately 34% of the total population

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[1] Please refer to Appendix A on page 147 for a map depicting the Maldives and its location.
[2] For a detailed history of the Maldives, see Maldives Story, online: the Maldives Story http://www.maldivesstory.com.mv/.

(Ministry of Planning and National Development, 2006). Tourism and fisheries are the main economic sectors of the Maldives.

**Education System of the Maldives**

'School Statistics' published by the Ministry of Education (2005), show that there are 334 schools in the Maldives to cater for the large number of population. The capital Male' has 22 schools out of which seven schools cater for only primary grade students. Twelve schools cater for both primary and secondary students. Only three schools cater for secondary students exclusively. These three schools are government schools.

Majority of schools in the Maldives are government schools. Teachers and resource allocations for these schools are carried out by the Ministry of Education. Both foreign and local teachers are employed in Maldivian schools. According to 2005 statistics, 894 foreign teachers and 641 local teachers were employed in schools in the capital Male' (Ministry of Education, 2005). Foreign teachers working in the Maldives are mainly from neighboring countries such as India, Sri Lanka and Pakistan. Most foreign teachers are employed for a fixed period to teach in schools that lack trained local teachers in different subject areas. Others work on a voluntary basis in schools.

Principals and assistant principals are also appointed to government schools by the Ministry of Education. There is no fixed period of employment set down by the Ministry of Education for these positions. Principals and assistant principals may be asked to move from school to school, sometimes on a yearly basis.

The medium of instruction in schools is English. Apart from the local language (Dhivehi) and religion (Islam), all other subjects are taught in English. The primary schools follow a local curriculum. Secondary schools follow the University of Cambridge curriculum as students at the end of their secondary schooling (grade 10) will sit the International General Certificate of Secondary Education (IGCSE) Examinations of the University of Cambridge International Examinations.

The Ministry of Education rewards students who achieve the top ten positions in the IGCSE examination. Schools are also awarded points according to students' performance and ranked in different categories according to the examination grades allotted.

The academic year of schools is divided into three terms. At the end of the each term, all students from grade five to ten will sit an examination. These exams are based on the subject material taught during the term. After each end of term examination, students are given a report of the marks that they have obtained for each subject. Secondary school students are promoted or transferred to the next grade or asked to repeat the same grade depending on the marks obtained in these exams.

Even though the Ministry of Education is the governing body of government schools, principals have the authority and power to initiate and implement internal changes to structures of schools.

### 1.4.2 Sample School

The sample school in this research is a secondary school in the Maldives. The school caters for grades eight, nine and ten students only. Over 14 subjects are taught in this school. English, Dhivehi, Islam and Mathematics are regarded as compulsory subjects. Apart from compulsory subjects, students need to take two subjects from the stream that they are enrolled in (see Table 1) and any other two subjects as elective subjects. Elective subjects include Biology, Art, Computing, Travel and Tourism Studies, Economics, Literature, Arabic and Fisheries Science.

*Table 1:* *Stream subjects offered in the school*

| Stream | Science | Business | Arts |
|---|---|---|---|
| **Subjects** | Chemistry and Physics | Commerce and Accounting | History and Geography |

Like all the schools in the Maldives, this school operates two sessions, that is, a morning session and an afternoon session. The morning session is from 7.00 am to 12.30 pm. Students attending this session are all grade nine Science stream students, grade nine Art stream students and all the grade ten students. The afternoon session is from 1.00 pm to 6.30 pm, and all grade eight students and grade nine business stream students attend this session. The school is divided into two sessions to accommodate the large number of students attending the school. A problem faced by this school and other schools in the capital Male' is lack of space to expand.

In addition to academic subjects, a number of extra activities are offered to students by schools. Most of the extra activities are related to clubs or associations. Students and teachers belonging to these clubs and associations meet weekly or fortnightly and hold a number of competitions. Other schools are invited to participate in some of the competitions. The clubs and associations also celebrate a 'day' related to their club and are involved in celebrating nationally and internationally marked days, such as, environment day, children's day, independence day and literacy day.

Students are elected as presidents, vice presidents, secretaries and other posts associated with clubs and associations. Teachers are normally in charge of these clubs and associations and help students organise various activities as detailed below:

- **Environment Club**

This club involves students in environmental related work and creates awareness of environmental issues. Students are provided opportunity to participate in nation wide environmental activities.

- **Art Club**

The main focus of this club is to build students' creativity through Art. Students present their work in various Art exhibitions and participate in national and international art competitions.

- **Science Club**

Students are involved in science related activities that promote creativeness through exploring science related subjects.

- **Quran Club**

Students are prepared to participate in the National Quran competitions held each year. The club holds a number of competitions throughout the year to create interest in students in reading Quran.

- **Mathematics Club**

Students are involved in Mathematics related activities that promote creativeness through exploring Mathematics.

- **English Literary Association**

Students are involved in English related activities that promote creativeness through exploring English and literature.

- **Dhivehi Literary Association**

Students are involved in Dhivehi related activities that promote creativeness through exploring Dhivehi and the history of the Maldives. The association prepares students for the National Oratory Competition, National Poetry Competition, and various other literacy related national competitions each year.

- **School Band**

The main focus of the school band is to teach students to play a number of instruments such as side drum, bass drum, trumpet, clarinet, symbol and flute. The band performs at public parades on special occasions such as Independence Day, National Day and during Eid celebration.

- **Singing Club**

The club prepares students for national singing competitions held each year and creates awareness and interest in music.

## Organisation Chart

An organisation chart represents the structure of an organisation in terms of school personnel, position and rank (Wikipedia, 2007). The organisation chart of the sample school (see Figure 1) shows the hierarchy and position of management, teaching and administrative staff of the two sessions separately. The position of the Parent Teacher Association is also displayed. The chart also shows staff relationships and functional relationships between positions. The school's organisation chart is a public document which is accessible by both the staff of the school and its visitors. Members' roles and responsibilities are briefly outlined below as background information for data presented in Chapter Four.
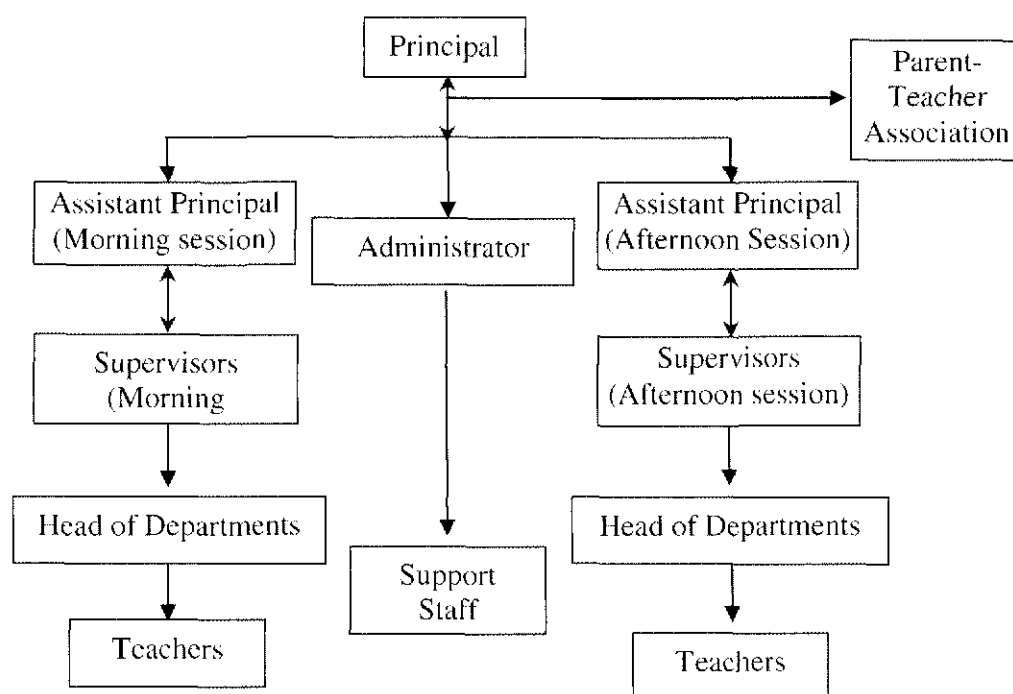


*Figure 1:* Organisation Chart of the school

### Senior Management

The senior management of this school consists of the principal, assistant principal and supervisors. The principal has overall charge of the school. The principal monitors the work of both morning and afternoon sessions and all other school

activities. The two sessions are normally headed by two assistant principals. However, at the time of data collection, only one assistant principal was working in the school. She had responsibility for overseeing the afternoon session.

Assistant principals monitor the work of all staff in a session. They are in charge of administration. Decisions that need to be made during the session are made by the assistant principal with outcomes communicated to the principal.

Different supervisors work in each session. Supervisors are normally appointed by the school. There are both foreign and local supervisors employed in the school. Teachers who have good work records and have been teaching for more than four years are eligible to be selected as supervisors. Supervisors rarely change in a school expect for those leaving at the end of the academic year. Supervisors are mainly in charge of a group of classes. All academic, disciplinary and other issues are monitored by the supervisors. Supervisors also monitor the work of teachers associated with allocated classes. In addition, they have the responsibility of overlooking a club, association, extra curricular activity or a subject department.

**Middle Management**

Heads of departments are defined as the middle managers. Heads of departments are in charge of subject departments. Both foreign and local personnel work as heads of departments in the school. They are appointed by the school as well. Heads of departments' roles and responsibilities include conducting curriculum meetings with teachers under their jurisdiction every week to discuss subject related work and other issues. They monitor all academic work of teachers. They are involved in club related activities that are relevant to their subject departments. They are also involved in school wide monitoring of students during and after session time.

**Teachers**

Both foreign and local teachers teach in the school. Teachers, like other staff, have to work only in one session. Most of the teachers are allocated by the Ministry of

Education at the beginning of the year. A team from the Ministry of Education visits neighbouring countries to interview and select teachers every year.

Teachers are mainly involved in teaching. Apart from teaching, they are in charge of clubs, associations and various extra curricular activities. They are responsible for organising such activities at the student level of practice. They are also involved in school wide monitoring of students during and after session time.

## 1.5    Background to the Study

Numerous changes to school structure are a common feature in the Maldives. Structural change impacts on people at every level of an organisation (Fullan & Steigelbauer, 1991; Deal, 1993). In the sample school, changes to the organisational structure meant peoples' roles and responsibilities, their decision making capacities were altered. It is essential to identify the processes, systems and practices, that facilitate structural change and explore how such change is managed at different levels in schools.

Different approaches and models have been identified for change management by authors such as Higgs and Rowland (2005) and Kotler (1992). However, most approaches are based on managing change for business organisations or in curriculum/policy. Literature on change management has not properly addressed the issue of structural change in schools, particularly at the level of practice.

It is the researcher's view that it is essential to identify the processes, systems and practices, that facilitate change in order to manage structural change. It is the practices, processes, systems and structures of schools that facilitate change, that need investigation as they effect people working in schools.

Even though the issue of structural change has not generated any headlines in the Maldives, school personnel would have experienced the impact of structural change, albeit positive and or negative. While literature on change identifies change as essential to organisations, it also highlights the importance of change

management (Burnes, 2004; Harvard Business Essentials, 2003; Fullan & Steigelbauer, 1991).

To understand aspects involved in managing change, the researcher reviewed literature on business organisations and educational organisations. The review focused on change and change management, leadership, structures of organisations, change agents and culture. As noted earlier, while there was an abundance of literature on change and change management and curriculum and policy changes, a lack of literature existed on structures of organisations and its relationship to change management.

In addition, lack of academic research and published material on schools and the education system of the Maldives, meant a more thorough review of literature was further constrained.

In order to conduct this research, permission from the Ministry of Planning and National Development (see Appendix B) was obtained. Permission was also obtained from the Ministry of Education (see Appendix D) of the Maldives and the participating school (see Appendix C). Massey University Human Ethics Committee's approval (see Appendix E) was obtained to carry out this research, and the researcher strictly adhered to all ethical guidelines stipulated.

### 1.5.1 Methodology Undertaken for this Research

A qualitative approach was undertaken for this research. A qualitative approach in research allows the researcher to understand the multiple realities, interpretations and perspectives of individuals associated with structural change (Pring, 2000; Clark, 1997).

The epistemological position adopted concerns interacting with participants and interpreting their position from their perspective. This research suits a case study as it is an educational research that aims to examine, gain insight and understand the processes, systems and structures, that facilitate structural change and to explore how change is managed by people working at different levels of the

school. This research focuses on subjective realities of participants and, as such, suits a more qualitative approach which a case study allows (Merriam, 1998).

## Data gathering methods
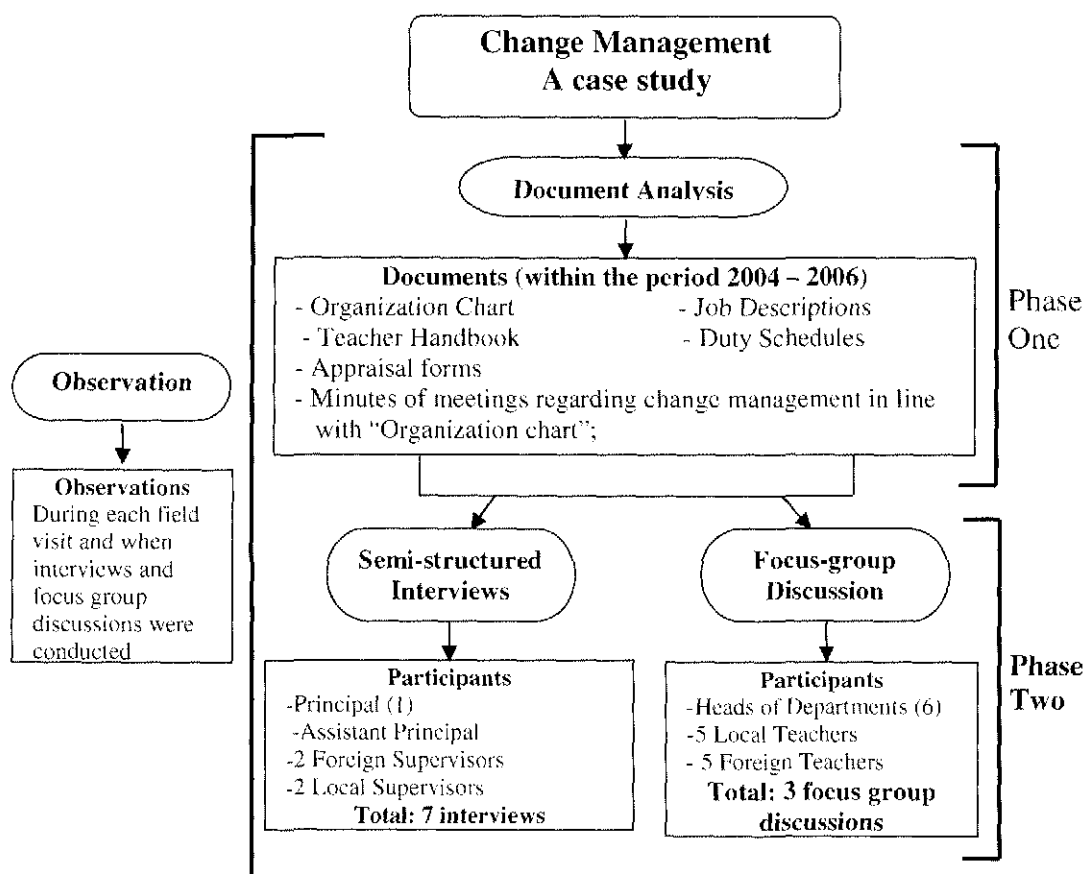


*Figure 2:* Data gathering methods of this research

Figure 2 outlines the data gathering methods adopted in this research. As indicated, participants involved in this research were from different levels of the organisation and included the principal, assistant principal, supervisors, heads of departments and teachers. Participants were selected purposefully and randomly. Purposeful selection was carried out to include participants who have experienced structural change. Random selection of participants was carried out to give members of the school who fit the criteria an equal opportunity to participate in this research. Both foreign and local personnel were invited to participate in this research. Details are presented in Chapter Three, the methodology chapter.

Data collection took place in two phases. In the first phase, the researcher analysed documents that related to the purpose of the research. The purpose of analyzing documents was to identify changes that have taken place to the organisation chart, especially roles and responsibilities of participants. Information gathered from documents analysis was subsequently used to facilitate the individual interviews and focus group discussion guide.

The second phase of data collection incorporated conducting semi-structured interviews and focus group discussions. Both individual interviews and focus group discussions were carried out as per a set agenda. Observations were carried on an informal basis while in the field. The researcher made a record of daily events through out the data collection period. This research was completed within one year. The timeframe for this research is shown in Table 2.

*Table 2: Timeframe for research*

| Month | Phase | Activity |
|-------|-------|----------|
| January to April 2006 | ONE | o Selecting topic for research<br>o Proposal completion<br>o Ethics application approval<br>o Left to the Maldives for data collection |
| April to June 2006 | TWO | o Data collection in the Maldives<br>o Data analysis commenced |
| June to August 2006 | THREE | o Return to New Zealand after having completed data collection<br>o Data analysis |
| August to December 2006 | FOUR | o Data analysis completed<br>o Writing of the chapters commenced: Introduction, Literature Review, Methodology, Findings, Discussion, and Conclusion |
| December 2006 & January 2007 | FIVE | o Reviewing chapters |
| February 2007 | SIX | o Submission of thesis |

## 1.6  Organisation of the Thesis

This thesis is presented in six chapters. Chapter One provides an introduction to the thesis. It outlines the purpose and rationale for this study. The research questions are introduced. The chapter presents an outline of the country, location,

details and general information about education system and the sample school. Finally the nature and structure of this thesis is presented.

Chapter Two presents a review of the literature on change, change management, systems and structures that facilitate change, stakeholders as change agents and the role of culture in managing change. It establishes and defines relationships between these terms, gives an overview to the topic and positions this study accordingly.

Chapter Three outlines the rationale for selecting a case study design and the theoretical perspectives that underpin it. It also provides an explanation of sample selection, data gathering methods and data analysis that were undertaken. Issues of trustworthiness, validity, reliability and ethics are detailed.

Findings from the research are presented in Chapter Four. Data is presented using a model developed by the researcher for change management in the chosen school. The model was developed by using the three major themes of structure, change agents and culture and several sub themes that emerged from the analysis.

Chapter Five discusses the findings with reference to the current literature. In this regard, the three major themes and sub themes that emerged are discussed. The chapter also answers the two research questions posed in this study.

Conclusions obtained from the research are discussed in Chapter Six. The chapter includes recommendations for future research and suggestions of topics that require further investigation.

# Chapter Two
# Literature Review

## 2.1    Introduction and Overview

This research examines how structural change is managed in one secondary school in the Republic of Maldives. The research focuses on exploring processes, school systems and practices, that facilitate structural change. In this inquiry, the structure selected to examine processes of change management is the 'Organisation Chart'; in particular, changes to the roles and responsibilities of individuals. The inquiry seeks to understand how processes, school systems and practices, facilitate structural change at various levels of school organisation, namely senior management (principal, assistant principal, supervisors), middle management (heads of departments) and teachers.

This chapter presents a review of the literature on change, change management, systems and structures that facilitate change, stakeholders as change agents and the role of culture in managing change. The rationale for this is to establish and define relationships between these terms, give an overview to the topic and position this study accordingly. The review of the literature is presented in four sections.

The first section explores aspects of change and change management. Here, issues that arise with regard to change and different perspectives and approaches on change management are examined. The second section defines organisational structures and systems. The role of structures and systems in the change management process is investigated.

The third section defines stakeholders as change agents. Their role and leadership in change management is addressed. Literature states that the leadership of change agents is crucial in change management (London, 1988). In this regard, the leadership of the principal, middle managers and teachers is detailed. The last section examines culture and its role in managing change. It also focuses on defining sub cultures and the role of sub cultures in change.

## 2.2 Change

Change is inevitable in any organisation. Change is part of organisational life and essential for progress (Harvard Business Essentials, 2003). Fullan and Steigelbauer (1991) refer to change as, "a fact of life" (p. 30). Change is a necessity in today's changing world as those that do not change with the context of the world or with new discoveries, are bound to stagnate or fail (Harvard Business Essentials, 2003; Burnes, 2004). Change, in fact, affects people at all different levels of an organisation (Fullan and Steigelbauer, 1991). Understanding change and how to manage such change needs to be an integral part of today's organisational management and leadership.

Educational organisations are as much or more pressured to change with the changing context of the world. In today's world, educational change is "ubiquitous" as, "it is not only a policy priority but a major public news" (Hargreaves, Lieberman, Fullan & Hopkins, 2005, p. vii). Fullan and Steigelbauer (1991) state that as a result of complexities in societies, there will always be pressure for educational change. These changes will mostly affect the structure and culture of schools, for example, in restructuring roles and reorganising responsibilities. In this research, the sample school is challenged with managing changes to organisational structures, roles and responsibilities.

Implementing any type of change is a difficult task. It is reported that up to 70 percent of all change initiatives fail (Higgs & Rowland, 2005). Factors such as poor leadership, insufficient investment, lack of internal and external support and mismanagement are some of the reasons for the failure of most change initiatives. Hargreaves and Goodson (2006) argue that even from change initiatives that are successfully implemented or managed initially, very few of those reach, "the institutionalization stage when they become a routine and effortless part of most teachers' practice" (p. 5). To manage change and make it "last or spread" (Hargreaves & Goodson, 2006, p. 5), it is necessary to understand issues involved in the change process and find ways to deal with those issues.

Numerous studies on change and change management have suggested various approaches (Kotter & Cohen, 2002; Burnes, 2004; Browne, 2005). Perspectives on change and change management differ among authors. Authors such as Beckhard (1969), Kotter (1990), and Hammel and Champny (1999) assume that change is a straight forward process that can be driven from the top of the organisation and be implemented uniformly (as cited in Higgs & Rowland, 2005). Higgs and Rowland (2005) in their research, "All Changes Great and Small: Exploring Approaches to Change and its Leadership", challenge this view and support the view that change is a complex issue. Indeed their research concludes that views or approaches to change that fail to take into account complexity are likely to be unsuccessful in any change context. Approaches that take into account the complex nature of change are found to be more effective (Higgs & Rowland, 2005). This view is also supported by authors such as Meyer and Stensaker (2006), Senge (2006) and Fullan (1993). Indeed, Senge (2006) states that change management needs to be addressed by developing intense capabilities and systems within which to work.

Change means doing things differently (Levin, 2001). Change involves the multiple realities of individuals and their deeply held values and beliefs (Fullan & Steigelbauer, 1991). Deal (1993) points out that change is difficult for members of any organisation because it alters cultural forms that give meaning to peoples' lives. He further states that change brings disequilibrium, uncertainty to everyone in an organisation and makes day to day life chaotic and unpredictable. Fullan (2001) states that in a culture of change, emotions frequently run high. This often leads to differences of opinion and sometimes outright opposition to change initiatives (Fullan, 2001). For this reason, organisations such as schools need to find ways to sustain and manage change as those that fail to do so, may end up facing crises (Senge, Kleiner, Roberts, Ross, Roth, & Smith, 1999; Higgs & Rowland, 2005).

One of the main aspects of change is that there will always be individuals or groups resisting it. According to Stoll and Fink (1997), resistance from different groups may create departmental divisions and powerful barriers to whole-school communication and collegiality. Hargreaves (1999) believes that the existence of

a resistance group, however small or big, may be the greatest obstacle to a new cultural direction or change management process. Furthermore, Fullan and Steigelbauer (1991) stress that rational solutions to change have backfired because of the existence of such groups.

The successful implementation of change depends on the way issues of resistance are addressed and managed. In order to address resistance, McEwan (2003) states that it is essential to acknowledge that people resist for what they view are good reasons. Often those who resist have something important and influential to say and their views may very well be alternatives that are relevant to the change process (McEwan, 2003). Indeed, Mauer (1996, p. 49) believes that, "they may understand problems about the minutiae of implementation that we never see from our lofty perch atop Mount Olympus" (as cited in McEwan, 2003, p. 77). To manage resistance, Fullan (2001) suggests seeking diverse views and experiences of everyone involved in the change process and establishing procedures and mechanisms to address issues of resistance.

It is also important to understand how and why members of an organisation react to change negatively. According to Fullan and Steigelbauer (1991), neglecting how people actually experience change is one of the main reasons why reform initiatives fail. The concern people have with change must be addressed and not ignored as it is a natural part of the change process (Nieuwenhuis & Mokoena, 2005). Evidence from a case study conducted by Nieuwenhuis and Mokoena (2005) showed that when concerns of the people were ignored, the envisaged change did not proceed smoothly. It is also essential to know that change is multidimensional and varies from person to person as well as within groups. Change involves people's basic conceptions of education, their skills, occupational identity, sense of competence, and self concept (Fullan & Steigelbauer, 1991). As a result, individuals may find it difficult to develop a sense of meaning about change. Successful change management is based on developing shared meaning among members of the organisation (Fullan & Steigelbauer, 1991).

## 2.2.1 Change Management

Change management is defined by Moran and Brightman (2001, p. 111) as, "the process of continually renewing an organisation's direction, structure, and capabilities to serve the ever-changing needs of external and internal customers" (as cited in By, 2005, p.369). Bolman and Deal (2003) comment that an organisation's environment is filled with complexity, surprise, deception and ambiguity. As such, managing change requires incorporating different ways to tackle such elements. By (2005) states that each organisation should have the ability to manage change as it is crucial in achieving future goals and organisational vision. Each organisation is unique in terms of structure, stakeholders, location, socio economic status of the area and political power and authority. As such, each organisation's ways of managing change will differ.

Kotler (1992) identifies several approaches to change management. Some approaches identified include the structural, process change, humanistic, political and general systems as detailed below.

Managing change in a structural approach involves the redefinition of formal roles and relationships to address change in structures (Kotler, 1992). As such, it may include centralization or decentralization of systems, parallel organisations, and establishment of work teams. The process change approach places emphasis on interrelationships and work flow among the various units of the organisational structure. A process change approach entails a shift in thinking about products/results and services (Kotler, 1992).

The humanistic approach sees people as critical to an organisation's change strategy and success. The assumption is that people are the key to organisational change. In this approach, people are used as the instrument of change and emphasis is on aligning organisational goals with individual goals (Kotler, 1992). The political approach focuses on shifting allocation of power and resources. It assumes that both power and scarce resources must be allocated among competing forces and change is brought about by conflict, negotiation, and bargaining. Unlike other approaches where change is initiated at the top and flows down, a

political approach assumes that change can be driven from any level or interest group of the organisation when an individual or group is able to shift the allocation of resources, the structures or processes, the hiring, promotion, or reward systems, and or alter the power and decision making structures (Kotler, 1992).

Finally, the general systems approach includes a set of tools for defining the system, diagnosing the problem, analysing all the subsystems involved and synthesizing solutions. It is based on the understanding that in order to create long term change, every aspect of the organisation needs to be involved and incorporated in the change process. It identifies the need for a strong shared vision and strategic planning (Kotler, 1992).

By (2005) argues that most literature on change management does not provide a valid framework for managing change in organisations, but rather, provides confusing and contradictory approaches to change management. In this regard, Pettigrew and Whipp (1993) argue that there are no universal rules in managing or leading change and one approach may not suit all organisations (as cited in By, 2005). Indeed, Higgs and Rowland (2005) argue that approaches to change management should be context-specific as approaches will vary with the type of change initiated and the context of the organisation. In fact, different authors have advocated incorporating different actions and processes in managing change.

According to Fullan and Steigelbauer (1991), implementation and management of educational change involves change in practice, which suggests three things: change in resources or technologies; change in strategies or approaches to implement the resources or technologies; and the possible alteration of beliefs about innovation or change. It is argued by Schein (2004) that even though the first two aspects of change can be achieved (resulting mainly from the visibility of structural changes), changing beliefs and values are more difficult as they challenge individuals' core values related to education and regarding educational purposes. To change these deeper values means establishing ways to address them in non threatening ways.

Four main common practices that should be incorporated in change management as identified from various literature include: creating opportunity for shared experiences (Fullan, 2001; Senge, 2006, Schein, 2004); building vision (Deal & Patterson, 1999; Kotler, 1992; Fullan & Steigelbauer, 1991; Stoll & Fink, 1997; Cambron-McCabe, Cunningham, Harvey & Koff, 2005; Fullan, 1997); communication (Durran & Holden, 2006; Cushman, 1993 and Moffet, 2000); and creating a learning environment (Senge, 2006; Hopkin, Ainscow & West, 1994; York-Barr & Duke, 2004; and O'Neil & West-Burham, 2001). These four practices are discussed in the following sub sections.

### 2.2.1.1 Creating Opportunity for Shared Experiences

A crucial part of managing change is to embrace the diverse views of individuals and create an environment to share such diversity. Fullan (2001) believes that such environments can be achieved through knowledge building, knowledge sharing, knowledge creation and knowledge management. In fact, such environments and practices would create collaborative, noncompetitive learning cultures. They would provide opportunities for members to engage in activities and develop reflective and inquiry skills where people start discussing various subjects. Enabling people to talk openly about complex conflictive issues without invoking defensiveness is critical in the change management process (Fullan, 2001; Senge, 2006). Environments conducive to change can be created by giving members the opportunity to share experiences (Fullan, 2001). Shared experiences can happen when opportunities are given to members in the form of various culture building activities and practices (Schein, 2004).

### 2.2.1.2 Building Vision

Vision is a critical element of a school's culture (Deal & Patterson, 1999; Kotter & Cohen, 2002). The purpose of an organisational vision is to provide members with a brief and clear description of where an organisation is going in the future (Kotler, 1992). Cunningham and Gressor (1993) state that, "vision translates intentions into reality" (p. 79). As such, vision permeates the organisation with

value, purpose, and integrity for both what the organisation needs and how to improve it (Fullan & Steigelbauer, 1991).

Stoll and Fink (1997) state that a shared vision drives everyone in the school to pursue the same direction. In order to develop a shared vision, members of an organisation need to think about their personal values, beliefs and share their personal visions as well (Cambron-McCabe, et.al 2005). Opportunities need to be provided to build this vision through shared experiences. Fullan (1997, p. 36) lists seven skills and qualities that are required to building vision in an organisation. They are: "two-way communication skills, risk-taking, the balance of clarity and openness, the combining of pressure and support, integrity, positive regard for others, and a perpetual learning orientation".

## 2.2.1.3  Communication

Developing and implementing different means of communication systems is vital for change management. As Kotter and Cohen (2002) mention, it is the communication that would provide the means to build a common vision. It is also communication that will get people to understand the processes involved in change (Kushman, 1993).

According to Durrant and Holden (2006, p.10), "developing a sense of community and facilitating dialogue are fundamental to sustainable change". To achieve this in schools, Moffet (2000) advocates different groups in the school meeting to discuss and promote change by ascertaining what is desired. At the same time, it is important to involve teachers in the decision making process by encouraging them to voice their beliefs and opinions and giving them the assurance that their opinion is valued (Moffet, 2000).  Involving teachers in processes of collaborative decision-making through different means of communication strengthens relationships among them and creates a sense of belonging, a necessary component in implementing and managing change at different levels (Leithwood, Beagley & Cousins, 1994).

Davies and Davies (2006) argue that in all forms of change, strategic conversations should be encouraged. Hirschhorn (1997), Van der Heijden (1996) and Davies (2002) describe strategic conversation as a means to involve everyone in discussions about the present and future of the school (as referred by Davies & Davies, 2006). According to Davies and Davies (2006), these conversations carried out reciprocally will enable people to develop a strategic perspective of what the school might become and will bring people in line with future organisational goals.

### 2.2.1.4    Creating a Learning Environment

In order to manage change, importance should be given to what people in the organisation value and how they work together to accomplish it (Fullan, 2001). O'Neil and West-Burham (2001) note that, "individuals' capacity to perform effectively is shaped by the context in which they work and socialize" (p.11). Since rapid change is part of a school's culture, members of the school need to be continually involved in learning.

One way of involving members in learning is through training and professional development. York-Barr and Duke (2004) state that professional development can be used to help teachers become effective leaders, learning about leadership responsibilities, school culture, how the system works and about understanding themselves as learners. However, professional development programmes need to be an integrated part of school culture rather than a one off practice (Hopkins, et.al, 1994). Indeed, Senge (2006) argues that an important part of change management is ensuring organisations become learning capable places.

Senge in his book, "The fifth discipline: the art and practice of the learning organisation" (2006, p.12) describes a learning organisation as a, "place where people are continually discovering how they create their reality" and, "how they can change it". To achieve this, he advocates that organisations incorporate five lifelong organisational disciplines. These are personal mastery, mental models, shared vision, team learning and systems thinking as detailed below.

- Personal mastery is the discipline of continually clarifying and deepening personal vision by creating a coherent picture of what one most desires to gain as an individual alongside current reality.

- Mental models are the deeply ingrained assumptions and awareness of attitudes and perceptions that influence thought and interaction by which one can gain more capability in governing ones own actions and decisions.

- Building shared vision focuses on mutual purpose which gives people a sense of genuine commitment in a group or organisation by developing shared images of the future.

- Team learning is a discipline of group interaction where teams transform their collective thinking through dialogue and discussion to achieve common goals.

- Systems thinking is the discipline where people learn to better understand interdependency and change, and thereby deal more effectively with the forces that shape the consequences of their actions.

It is argued by Senge (2006) that these five disciplines will help organisations become learning capable places by fostering aspiration, developing reflective conversation and understanding capabilities. Senge (2006) emphasises that system thinking is the discipline which integrates other disciplines, fusing them into a coherent body of theory and practice.

## 2. 3   Structures and Systems

Weiss (1994) defines 'structure' as the following:

> Structure in organisations identifies and defines jobs and formal
> reporting relationships. Structure is a vehicle for coordinating and
> delegating work to help people implement an organisations goals and
> strategies. Ideally, structure clarifies roles, responsibilities, and
> authority of individuals and groups who must collectively implement
> the vision and mission of the enterprise. (p. 274)

As evident from the above definition, structures in organisations play different roles. According to Nieuwenhuis and Mokoena (2005), structures provide the framework for the formal distribution of authority in an organisation, influencing the amount of discretion an employee has over his or her job. They further note that such authority vested in people at different levels gives them the discretion and power to make decisions and to enforce the implementation of those decisions. Authority, in this sense, gives legitimate power to people at senior levels to supervise, monitor, shape and direct behavior of those at lower levels of the organisation (Bolman & Deal, 2003). This legitimate power helps supervise and monitor the implementation of change in an organisation.

Bolman and Deal (2003) state that structures can enhance and constrain what an organisation can accomplish. As such, Clegg and Hardy (1996) argue that structural designs of an organisation can influence the strategies (processes and procedures) in place for managing change. Strategies, processes and procedures for managing resistance, conflict and other complexities arising from change are identified by Clegg and Hardy (1996) as vital for change management. Chrispeels and Martin (2002) support this view, stating that structures and strategies in place can also influence the amount of interaction taking place, the type of support and alter the nature of relationships between people in the organisation. These interactions and relationships are identified as essential elements of change management (Stoll & Fink, 1997; Fullan, 2001; Durrant & Holden, 2006; Moffet, 2000). Understanding structures, strategies, processes and procedures and how

they influence organisations is critical to the change management process (Chrispeels & Martin, 2002).

### 2.3.1 Role of Structures and Systems in Change Management

Jackson (2000, p.44) comments that if an organisation is, "a collection of people working together to achieve a common purpose" then, "the role of organization design is to facilitate the relationships between people so that purpose can be achieved" (as cited from Graetz & Smith, 2005, p. 9 ). As such, Meyer and Stensaker (2006) note that solutions to large change processes have to include altering existing structures such as reallocation of positions, adjusting programs, revising policies and routines, planning and implementation of employee training programmes and so on. Schwahn and Spady (1994) further stress that these alterations should be organised and planned to reflect the envisaged change.

Graetz and Smith (2005) argue that peoples' ability to make adjustments in behavior and expectations are influenced by organisational structures as they reflect organisational culture and power relations. For this reason, they stress that structures in place can enhance or worsen relationships. One way of facilitating and enhancing existing relationships between members is by changing the structures, processes and boundaries of an organisation to fit the purpose of the organisation (Graetz & Smith, 2005). For example, if the change is to develop a collaborative decision making environment, it is unlikely to be successful unless the structure of decision making allows people the opportunity to engage in open dialogue and communication.

As mentioned before, creating opportunity for shared experiences, building vision, communication and creating a learning environment are identified as crucial requisites for successful change management. Each can be accomplished by building systems and structures that allow such practices to take place. Chrispeels and Martin (2002) state that possibilities for interaction, access to meetings, opportunities to share or learn may be limited or enhanced based on the existing roles, social and political norms and organisational structure. In order to build a shared vision, create a learning community, communicate or share experiences,

structures and systems within schools should be organised to allow for this (Katzenmeyer & Moller, 1996). Structures that fail to do so present a major constraint on the change management process (Katzenmeyer & Moller, 1996).

Systems of communication are essential for change management as they outline direction and establish focus and attention on the purposes of change (O'Connor & Fiol, 2006). However, as Katzenmeyer and Moller (1996) point out, unless systems of communication provide the means for communicating change in organisations, their significance cannot be appreciated. Katzenmeyer and Moller (1996) state that in systems of communication, recognition and participation must be made explicit in their design.

Conducting professional development or training people to facilitate change is also important. However, as Chrispeels and Martin (2002) found in their study, despite leadership training undertaken by members of four different school leadership teams, existing organisational structures and the cultural norms of schools limited the teams' ability to carry out their work and, in some cases, contributed to frustration. Graetz and Smith (2005) argue that training alone does not help manage change. Equally important is structural knowledge. Without understanding an organisation's structural design, knowledge gained from training will have limited effect on managing change. Chrispeels and Martin (2002) found that gaining knowledge on systems allowed members the opportunity to access or affect systems and initiate and influence programmes according to their beliefs.

Large secondary schools, such as the sample school in this research, have several subcultures or sub groups operating. According to Bolman and Deal (2003), attention needs to be given to the structure of every group and sub group in an organisation. These authors state that the structure of different groups within an organisation evolves as its members work together. Group structures may either help or hinder effectiveness of change management. Bolman and Deal (2003) suggest that conscious attention be given to structure and roles of groups as they can make an enormous difference to organisations. In order to manage change, organisations need to give attention to group structures and vary them according to site condition.

## 2.3.2 Structure and Culture

Research evidence suggests that the success of an organisation depends on the ability to reconfigure its structure to fit the situation. Such ability encourages creativity, ownership and understanding of structure (Bolman & Deal, 2003). Hannay and Ross (1999) believe that structural changes precede cultural changes. According to O'Connor and Fiol (2006), the successful implementation of change is facilitated when an organisation's culture, systems, and structures support and reinforce the new vision, objectives, and behaviours.

In order to manage change, it is important to understand the structures of the school and what they reflect in terms of values and beliefs. Stoll (1999) states that culture and structure of a school are interdependent and both need to be given equal attention for successful change. In addition, structures are easy to manipulate as they are visible, but unless the underlying culture is addressed, it is difficult for the structural change to take effect. Schools are shaped by their history, context and the people within them (Stoll & Fink, 1997). Unless people in the organisation believe and value the new structure, structural alterations cannot be put in place and succeed (Stoll, 1999). Structures influence culture and the reverse is also true. For example, if a school timetable does not allow the people in a school to meet, then the timetable acts as a barrier in the development of a collaborative culture despite efforts to promote it (Stoll, 1999). To incite effective change, organisations need to find ways to build structures that promote interrelationships and interconnections while simultaneously developing cultures that promote collegiality and individuality.

Wilms (2003) notes that daily work routines and prescribed work systems have a powerful shaping influence on an organisation's underlying culture. He further comments that training alone cannot overcome the power of an institution to resist change or change habits. Rather, it is the daily routines of work that must be altered because they produce the beliefs and assumptions that ultimately become part of an organisation's culture. Furthermore, Wilms (2003) states that before any deeper cultural changes can be made, the core work processes and practices must first be redesigned because work processes and practices determine how

employees spend their time and think about the company and one another. Change implementation become successful when the people alter their behaviour in order to accommodate changes and are supported by the organisation's culture, systems and structures (O'Connor & Fiol, 2006).

## 2.4    Change Agents

Managing change depends on the people working to achieve it. There is growing evidence that the role of leaders in change management does impact significantly on the success of change initiatives (Kotter & Cohen, 2002; Higgs & Rowland, 2005). In this research, participants who were involved in the initiation, implementation and monitoring of change are referred to as change agents.

Beckhard (1969) defines change agents as, "people, either inside or outside the organisation, who are providing technical specialised or consulting assistance in the management of change effort" (as cited in Ottaway, 1979, p. x). In contrast to this, London (1988, p.11) defines change agents as, "leaders who see a need for change, conceptualize and design the change, implement it, and or adopt the change". Wilms (2003) highlights the importance of change agents by stating that lasting change would not be possible without the active cooperation of all employees.

London (1988) describes three types of change agents; change generators, change implementors and change adopters (taxonomy adapted from Ottaway, 1979). Change generators are described as people converting an issue into a felt need or initiating change. Change implementors assume responsibilities to implant and model change to other change agents. Change adopters practice the new changes and show commitment by maintaining the changes and making it the norm of the organisation.

Change agents as leaders are vital in the change management process. They are people who are genuinely committed to deep changes in themselves and in their organisations by influencing others through their credibility, capability and commitment (Senge et al., 1999). Senge et al. (1999) argue that an organisation

has many leaders because there are many people at many levels in the hierarchy who contribute vitally to the way that an enterprise shapes its future. Research on leadership highlights the importance of leaders' views and beliefs on change and change management (Higgs & Rowland, 2005; Hargreaves & Goodson, 2006, Senge, 2006; Davies & Davies, 2006; Fullan, 1997; Sergiovanni, 2005; Zimmerman, 2005).

Leadership in education is important as the type of leadership adopted by schools makes a difference to the success of schools. Carlson (1996) believes that leadership is a process rather than an event happening at only one point in time. As such, the term leadership is defined by Senge (2006, p. 16), "as the capacity of a human community to shape its future, and specifically sustain the significant process of change required to do so".

Over the years, literature on leadership has moved from the perspective of leadership as role bound to a, "shared process where principals and teachers together negotiate goals and collaborate on strategies for improving learning of adults as well as children" (Foster & Hilarie, 2003, p.2). Moreover, Mulford, Silins and Andrew (2003) point out that the National College for School Leadership centre suggest that their most successful schools are those that are self-improving. Leadership in those schools tends to be shared and the focus is on concepts such as 'capacity', 'dispersed leadership' and 'learning communities'.

The term leadership has been classified into different forms by different authors and their definition varies according to the classification. Some of the classifications include invitational (Novak, 2005), ethical (Starrat, 2005), learning-centred (Southworth, 2005), constructivist (Lambert, 2005), poetical and political (Deal, 2005), emotional (Beatty, 2005), entrepreneurial (Hentschke & Caldwell, 2005), distributed (Harris, 2005), sustainable (Hargreaves, 2005), moral (Sergiovanni, 1992) and parallel (Andrews & Crowther, 2002). Durannt and Holden (2006, p. 5) argue that these, "prescribed leadership models are not easily applied to the unique and changing circumstances of schools, and can be misinterpreted and manipulated". Further, Foster (1986) points out that all

leadership cannot be reduced to the simplicity of a formula as they take place in different contexts, time and situations.

Davies and Davies (2006) claim that a key aspect of any leadership activity should incorporate strategic leadership qualities which equates to translating vision and moral purpose into action. In their research, 'Developing a Model for Strategic Leadership in Schools', they found strategic leadership as a, "delivery mechanism for building the direction and the capacity for the organisation to achieve that directional shift or change" (p. 124). Strategic leaders involve themselves in five key activities: direction setting, translating strategy into action, enabling the staff to develop and deliver the strategy, determining effective intervention points, and developing strategic capabilities, all essential change management tools. Further, strategic planning, as part of strategic leadership, is also believed to provide the, "basis for turning decision into actions in a proactive rather than reactive way" (Preedy, Glatter & Wise, 2003, p. 6), thus managing the change process better.

While altering structures that manage change is emphasized, leadership in bringing about such change is also equally important. Higgs and Rowland (2000) state that leaders need to create structural change based on understanding change. Further, such structural change should provide support during the process in order for successful change implementation to results. Higgs and Rowland (2000) emphasize leaders create the case for change, engage everyone in the whole change process, develop effective plans to ensure good monitoring and review practices, and facilitate and develop capability to successfully manage change.

Like leaders of any organisation, school leaders can manage change by aligning the school vision with the organisational structure. This can be achieved by providing organisational support for people involved in the change process and developing compelling reasons for change (Schwahn & Spady, 1998). At the same time, importance should be given to creating a learning environment (Senge, 2006; Hargreaves & Goodson, 2006) and training people in areas of new change initiatives. Ottaway (1979) states that, "training is often the core of a change strategy" (p. 1). Graetz and Smith (2005) advocate leaders incorporate training

programmes to build leadership in members such as the principal, middle management and teachers.

## 2.4.1 Principals' Leadership

Principals play very powerful roles in changing schools (Fullan, 1997). Principal leadership can help build strong relationships, collegiality and leaders at all levels; all of which are necessary to implement and manage change (Sergiovanni, 2005). Schein (2004) points out that leaders help build cultures that have the power to support change. Executive leaders, such as principals, are vital as their efforts can help create an environment for continual innovation and knowledge generation (Senge et al., 1999). Any change can occur smoothly when people who lead the change help to create a proper climate for change based on transparency, accountability, effective communication, leadership and sound administration (Nieuwenhuis & Mokoena, 2005). It can be concluded that failure to provide such an environment increases frustration, tensions, mistrust and lack of confidence in management, and consequently failure of the change process.

Fullan and Steigelbauer (1991) argue that principals can help schools move in certain directions, adapt to certain values and build cooperative cultures and collegiality. In this regard, Barth (1990) states growing evidence suggests that principals who value collegiality can help a school move towards making it a collaborative work culture. Sergiovanni (2005) notes that principals can influence the school and its culture as they are in control of communication system, allocation of resources and have power in making decisions. All these are important to establish processes, systems, and practices that facilitate and manage change.

Complex change in education requires active top-down or external initiation, but for it to be successful, there must be a good deal of shared control or decision making during the implementation (Fullan, 1997). While initiation comes from the principal, Miles (1987) argues that power sharing is critical from that point onwards. Three points are noted by Fullan (1997) regarding interactive power sharing. First, peer interactions are needed to integrate both pressure and support

to get things done. Second, people need empowering through provision of additional resources such regular free time during the day. Third, a "new mindset about the roles of diversity, conflict and resistance", (p. 32) needs to be created as part of culture.

As mentioned earlier, culture is an important aspect of change management and principals' leadership in shaping culture is highly significant (Stoll & Fink, 1997). Since school heads are founders of school culture, they have the power to dismantle existing cultures and build new ones based on their values and beliefs (Schein, 2004). Strong functional cultures can only emerge when leaders and school members deliberately nurture and build them (Sergiovanni, 2005). In order to develop a core culture in line with changes taking place, principals need to work with staff to identify key values and beliefs, seek and provide opportunities to promote innovative learning experiences, encourage discussion on professional issues and be positive and enthusiastic about professional change management roles (Stoll & Fink, 1997).

According to Katzenmeyer and Moller (1996), when principals identify unique talents of different members and allocate responsibilities according to those talents, there is a greater possibility of managing change successfully. Principals should also try to distribute authority and leadership to other members in order to build strong, trusting relationships that create collaboration (Sergiovanni, Kelleher, McCarthey & Wirt, 2003).

McEwan (2003, p. 76) found that highly effective principals demonstrate the following characteristics:

- Instigate change where and when it is needed;

- Facilitate a variety of processes to identify problems and possible solutions;

- Procure the resources to fund the change process;

- Provide the stability and continuity that are needed to sustain meaningful change; and

- Facilitate the response of a school community to on going changes in the district or community without losing sight of the mission.

## 2.4.2 Middle Managers' Leadership

Middle managers, is the term given to heads of departments. Middle managers are heads of departments, heads of faculties or people in charge of teams or groups, who are in the middle of senior management and teachers and who articulate senior managements' visions in practical terms (Briggs, 2002). Middle managers have a key role in mediating tensions and change in schools. They have considerable 'local' knowledge, power and autonomy and are responsible for key departments or groups within schools (Briggs, 2002). Ramsden (1998, p.12) states that middle managers are, "in a critical point of influence", as they are, "not only able to exert pressure for change on the organisation and its policies as a whole, but also to influence the culture of the work unit for which they are responsible".

However, it has to be noted that research on middle managers is limited to their academic influence as managers. Literature on their role in school wide activities and in change management process is scarce. Hannay and Ross (1999) argue that the roles of middle managers as heads of departments in secondary schools are taken for granted and unquestioned. Their role in change management is critical as they are at the centre, "of the management sandwich", "working with the practical difficulties and pressures from below, and the higher aspirations from above" (Wise, 2001, p. 5).

Clegg and McAuley (2005) state that there is evidence that middle managers are at the forefront of change in organisations. Their contribution in shared decision-making is important in the change management process (Briggs 2002). Hargreaves (2000,) believes that middle managers are critical in organisations as they have current knowledge to generate new knowledge and practices. Brown, Boyle and Boyle (2000) agree that it is important to focus on the heads of department level as they are an important bridge between agency and structure.

Departments in secondary schools have their own sub cultures. Wise (2001) argues departments with their own sub cultures in schools can impact whole school cultures. Their values and belief could have implications on school wide change initiatives. That is, if departments resist change envisaged by the senior management, it is likely that change would not be successfully implemented. It can be concluded that the role of heads of departments are important in managing change. They can influence the view of members in the faculty and the change management process.

## 2.4.3 Teachers' Leadership

Teacher leadership is also critical in change management. According to Sikes (1992), it is teachers who are mostly impacted by changes, reforms, and improvements as, they are people who have to implement them. As such, Grant (2006) argues teachers and other members need to be included in leadership aspects concerning change. Katzenmeyer and Moller (1996) and Meyer and Stensaker (2006) stress that there is a better chance of change succeeding, if teacher leaders as change agents are used in the change management process. According to Grant (2006), by allowing teacher leadership to emerge, genuine and sustained changes are more likely to occur and could lead to a collaborative culture with an emphasis on sound teaching and learning.

Distributing leadership responsibilities can facilitate change. Harris (2004, p.14) states that distributive leadership is a, "form of collective leadership in which teachers develop expertise by working together". Distributive leadership means interdependency, where various leaders at different levels of an organisation share roles and responsibilities, rather than depending on one leader (Muijs & Harris, 2003; Gronn, 2000). However, distributive leadership would only occur when principals distribute authority to teachers and seek their expertise (Grant, 2006). Principals should trust, empower and protect teacher leaders from their colleagues and give credit for their success (Barth, 2001). The advantage of building distributive leadership is that it seeks expertise of staff from within the organisation, rather than seeking it merely through formal positions or roles (Harris, 2004). According to Barth (1990), this empowers teachers and creates

professional growth which enhances relationships, between teacher and principal and between teacher and teacher.

According to York-Barr and Duke (2004, p. 268), teacher leadership can, "build trust and rapport with colleagues, establish solid relationships, work collaboratively, influence school culture through relationships, promote growth among colleagues and can envision broader impact of decisions made by administrators and teachers". Katzenmeyer and Moller (1996, p. 93) state that when teacher leaders participate in the change process, there is less resistance from other teachers as, "they know that the person speaking has had similar experiences" and creates easier pathways for the change management process.

Katzenmeyer and Moller (1996) state that if leadership can be developed in all teachers, it creates a structure that encourages, "sharing and problem solving through collegial relationships among teachers and between teachers and other stakeholders" (p. 80). Fullan and Steigelbauer (1991) also claim that teacher leadership contributes to creating collaborative work cultures that can reduce isolation of teachers allowing for codification and sharing of successful practice and the provision of support that are necessary for the change process.

Principals' support is vital for the success of teacher leadership. York-Barr and Duke (2004, pp. 273-274) summarise the views of different authors about ways in which principals can promote teacher leadership:

- Include both formal structures and informal behaviours to create a school culture and environment that is conducive to teacher leadership (Bishop, Tinley, & Berman, 1997);

- Create opportunities for teachers to lead, build professional learning communities, provide quality, results-driven professional development, and celebrate innovation and teacher expertise (Childs-Bowen, Moller, & Scrivner, 2000);

- Provide an environment in which teachers engage in reflective practice and can implement ideas that grow from reflection (Terry, 1999); and

- Pay attention to the change process and to human relationships, listen well, communicate respect, perpetuate ongoing dialogue about teaching and learning, and encourage teachers to act on shared visions (Conzemius, 1999).

## 2.5 Culture

Culture plays a powerful role in changing schools (Stoll & Fink, 1997). Research on both school effectiveness and school improvement emphasises school culture as a key feature of change and improvement (Prosser, 1999). As Mulford et.al, (2003, p. 1) point out, "reforms for schools, no matter how well conceptualized, powerfully sponsored, brilliantly structured, or closely audited are likely to fail in the face of cultural resistance from those in schools". Culture holds systems, structures, and resulting behaviours in place (O'Connor & Fiol, 2006). All this means that changes to the structures can only be successfully implemented and managed by understanding the culture of the school.

Definitions of culture vary. Culture is defined by Cunningham and Gressor (1993) and Deal and Kennedy (1982) as the way things are done in an organisation. Solvason (2005, p. 86) states that culture, "is the basis on which day to day life at school is built", "it has solidity" and is, "deeply embedded in the organisation's history: beliefs, values, choices made, traditions kept". Prosser (1999) describes culture as an unseen and unobservable force behind activities, a unifying theme that provides meaning, direction, and mobilisation for members.

According to Schein (2004), culture is, "a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 17). These shared basic assumptions help a group to solve problems repeatedly and as they develop into an unconscious everyday activity, become taken for granted. These taken-for-granted basic assumptions then become the rules and norms that are taught to newcomers; a reflection of the culture (Schein, 2004).

Basic underlying assumptions are especially relevant and important to schools in the change management process. Schein (1992, p. 19) argues that unless those basic assumptions are brought to the surface and process of "cognitive transformation" started, long-term changes in the way things are done in a school will be difficult to achieve. Underpinning basic assumptions can be brought to the surface by guiding behavior of people, by designing and building structures to reinforce the new cultural direction (Cowley, Voelkel, Finch & Meehan, 2005).

Changes to organisational structure impact on culture. According to Stoll (1999), change of participants, society, technologies and other factors constantly evolving, reconstruct culture. Further, Lee (2004) states that culture is dynamic and day to day internal factors such as processes, goals and values held by members shape the culture of organisations. Durant and Holden (2006) further remark that it is not only the internal factors that shape culture but also the external social and political factors as well. Cunningham and Gresso (1993) argue that cultural change is both a product and process. As a product, it embodies the accumulated wisdom of people who were part of the organisation and, as a process, is continually renewed and recreated (Cunningham & Gresso, 1993).

Understanding culture and the context of change is an important stage in the management of change (Prosser, 1992; Stoll 1999). Prosser (1992, p. 12) states that, "schools who map their own culture are in a good position to understand, maintain, and alter that culture". Stoll and Fink (1997) argue that any attempt to change schools without addressing the school culture may account for failure. Further, Hargreaves (1999) states that change to a school should be brought about after verifying the nature of the school's actual culture, and with a definite vision of the future culture. If culture, systems and structures are inconsistent with a change initiative, limited progress typically occurs (O'Connor & Fiol, 2006).

According to Hargreaves (1999), in order to change aspects of culture, attention needs to be paid to both its mental and behavioural elements. Mental elements include beliefs, attitudes, and values, while behavioural elements are exercised through practices, routines, habits, ceremonies and rituals — part of a culture (Hargreaves, 1999). Once developed into an integrated set of assumptions, any

challenge to the status quo may create anxiety and defensiveness, destroying cognitive stability (Schein, 2004). It is important for leaders to recognise and understand that the essence of culture lies in the pattern of basic underlying assumptions (Schein, 2004). The challenge for leaders is, "how to get at the deeper level of a culture, how to assess the functionality of the assumptions made at the level and how to deal with the anxiety that is unleashed when those levels are challenged" (Schein, 2004, p. 36).

Driskill and Brenton (2005) state that values, beliefs and views of leaders can be culturally defined only when members of the organisation share it. According to Schein (2004), new cultural directions are the result of shared experiences as they help build and create values, beliefs and assumptions, which are important factors in the change management process.

## 2.5.1 Sub Cultures

Different departments and members in schools may have their own way of doing things. In this regard, several cultures are in existence: student culture, department culture, leadership culture and extra activities culture (Stoll, 1999). Larger establishments, such as the secondary school in this research, may have several sub cultures and not have a universally shared culture (Solvason, 2005). Nias, Southworth and Yeomans (1989) found that in five schools they studied, none had identical group cultures nor were they totally cohesive. This is understandable since an individual can be part of different sub cultures depending on their position, roles and responsibilities. According to Schein (2004), sub cultures exist within organisations, however, they often represent larger cultures which are also different in important ways.

When sub cultures are more dominant than a whole school culture, problems that interrupt the change management process could arise. Deal and Kennedy (1982) believe that sub cultures can create problems for internal coordination as when two or more cultures co-exist and interact, there can be conflict of values in the day to day interactions. This can create departmental divisions and can become powerful barriers to communication and collegiality (Stoll, 1999). Schein (2004)

states that if tensions grow among sub cultures, the situation may ultimately lead to failure of change initiatives and thereafter, the organisation.

Whole school cultures can be built when members belonging to different sub cultures share experiences and knowledge as a whole group. As identified earlier, altering structures and leaders' role in the change process can help influence and build a unified school culture. Dalin, Rolff and Kleekamp (1993) state that since individuals, groups and their relationships develop and form different cultures, influencing them can change and alter whole school cultures. However, Schein (2003) argues that changing culture in the sense of changing basic assumptions is difficult, time consuming and highly anxiety provoking. Deal and Kennedy (1982) note that getting to know the existing culture, asking all participants what the school really stands for, noting how people spend their time, finding out who plays key roles in the cultural network, and finally, reflecting and acting on the values they represent facilitates change.

## 2.6    Conclusion

This chapter has reviewed the literature on change, change management, systems and structures that facilitate change. It also covers stakeholders as change agents and the role of culture in managing change. In examining the literature it is clear that while change is a complex issue, it is also a necessary part of every organisation. Aspects of change and approaches to change management were explored in the first section of the review.

Definition of structures and their importance in the change management process were discussed in the second section. The literature revealed that structures and systems need to be modified to accommodate change, as structures define an organisation and what it values. The relationship between structure and culture was also examined. Leadership of the principal, middle managers and teachers as change agents and their leadership in the change management process were detailed in the third section.

The last section examined culture and its role in managing change. Here, factors that influence culture, such as leadership and structures, were examined. The role of sub cultures in managing change was also explored.

The next chapter outlines the methodology adopted in this research. The rationale for using a qualitative case study, data collection processes, sample selection, data analysis and trustworthiness of the research are detailed. Issues of ethics and limitations of a case study are addressed.

# Chapter Three
## Methodology

### 3.1 Introduction and Overview

This research examines how structural change is managed in one secondary school in the Republic of Maldives. The research focuses on exploring the processes, school systems and practices, that facilitate structural change. In this inquiry, the structure selected to examine change management is the 'Organisation Chart', in particular, changes to the roles and responsibilities of individuals. The inquiry seeks to understand how processes facilitate structural change at the various levels of school organisation, namely senior management (principal, assistant principals, supervisors), middle management (heads of departments) and teachers.

A case study approach was selected as the most appropriate research design. This chapter outlines the rationale for the selection of a case study design and the theoretical perspectives that underpin it. It also provides an explanation of how sample selection, data gathering methods and data analysis were undertaken. Issues of trustworthiness, validity, reliability and ethics are provided coverage.

### 3.2 Design and Suitability

Educational research is identified as an attempt to make sense of the activities, policies and institutions that help to transform the capacities of people to live fuller and more distinctive human lives (Pring, 2000). Educational research is conducted using different disciplines and various methods depending on the type of inquiry and research being undertaken (Wiersma, 1995). According to Merriam (1998), some of the best approaches to educational research are through a qualitative research design as it focuses on discovery, insight and understanding from the perspective of those being studied. It also offers the greatest promise of making significant contribution to the knowledge base and practice of education. The focus of this research is to gain deeper insights and understanding of the

processes involved in managing structural change. In this case, a qualitative case study design is considered appropriate.

## 3.3    Theoretical Background: An Interpretivist Paradigm

Paradigms in human and social sciences help us understand phenomena; they encompass both theories and methods (Creswell, 1994). Choosing a design for a research requires an understanding of the underlying philosophical foundations of research and be informed about design choices available within the paradigm (Merriam, 1998).

Quantitative research methods, such as surveys, are used frequently in researching different aspects of education. These methods are based on a positivist epistemology where quantifiable data is collected and analyzed (Scott & Usher, 1999). Research, in this paradigm, places emphasis on outcomes and products where generalizations are based on context free analysis of results and outcomes (Wiersma, 1995). Clark (1997) states that a positivist paradigm deals exclusively with factual matters and on observable and measurable data. Positivism claims that, "research is a matter of observation and measurement, and that it has a universal rather than an embedded rationality and that it works with a unitary and invariant set of methods" (Scott & Usher, 1996, p. 12).

Qualitative research methods, such as case studies, are based on an interpretive paradigm that considers education to be a process. The focus is on gaining knowledge, understanding and establishing the meaning of processes or experiences of multiple realities that are socially constructed by individuals from an inductive or theory generating mode of inquiry (Merriam, 1998; Denzin & Lincoln, 2005).

An interpretive paradigm is suitable for this study. Exploring the processes, school systems and practices, that facilitate structural change and how such change is managed at the various levels of school organisation requires deeper understanding of world realities of participants within a particular context.

Interpretivism is about explaining people's behaviour (Pring, 2000). The subjective meanings participants bring to their work, their intentions and their motives are central to interpretivism (Pring, 2000). Subjective meaning can only be understood within a social context of shared concepts and a common language that give individual interpretations their sense of meaning (Clark, 1997).

This research endeavours to understand the multiple realities, interpretations and perspectives of individuals associated with structural changes. Scott and Usher (1996, p. 18) claim that, "an interpretive epistemology in educational research focuses on social practices". The epistemological position adopted concerns interacting with participants and interpreting their position. It is essential to appreciate each participant's experience and point of view. According to Scott and Usher (1996, p. 19), "the interpretation of part of something depends on interpreting the whole, but interpreting the whole depends on an interpretation of the part". In order to understand how structural change was managed at different levels, the position adopted in this inquiry required the researcher to interpret the experiences of the individuals involved in the process.

## 3.4    Case Study Design

This research encompasses a case study design. Cohen, Manion and Morrison (2003, p. 183) state that case studies, "investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance" and, "can penetrate situations in ways that are not always susceptible to numerical analysis". This research utilises a case study approach to explore a single entity or phenomenon ("the case") bounded by time and activity (events, processes and institutional structure) (Creswell, 1994; Stake, 2005).

Qualitative case studies, based on an interpretivist epistemology, ensures knowledge is available to the research participants revealing the reasons why people act as they do and the significance of their actions within the context of social groups (Scott & Usher, 1999; Clark, 1997). According to Denscombe (2003), a case study's focus is narrow, the emphasis is more on the relationships and social processes rather than outcomes. Case studies explain the reasons for

certain outcomes and end results. In this research, a case study was used to investigate processes, systems and practices, that facilitate structural change in more detail and discover aspects of change management. This may not have been possible had the researcher adopted a quantitative traditional design such as survey.

In a case study, the researcher does not begin with a theory to test or verify; rather, a theory may emerge during the data collection and analysis phase of the research or be used relatively late in the research process as a basis for comparison with other theories (Creswell, 1994; Merriam, 1998). Silverman (2004) states that qualitative researchers approach settings or phenomena of interest without assuming that they know in advance what will turn out to be important. Hence, they are able to take advantage of unexpected circumstances by developing new and unexpected sources of data.

A case study design is preferred in this research as its unique strengths lie in revealing the complexities associated with change management from a variety of data collection procedures and multiple sources such as documents, artifacts, interviews and observations (Creswell, 1994; Merriam, 1998; Yin, 2003). This research project's aim is to examine, gain insight and understand how structural change is managed in one secondary school in the Republic of Maldives. The research focuses on exploring the processes that facilitate structural change. This research focuses on the subjective realities of participants and, as such, suits a more qualitative approach that facilitates depth of investigation. In this research, viewpoints of senior management, middle management and teachers on how change is managed caters for such depth. The study provides an opportunity to get meaningful information about the phenomenon of change management from a variety of perspectives.

### 3.4.1   Limitations of a Case Study Design

A number of criticisms regarding validity and reliability, from researchers situated in the positivist paradigm, are aimed at case studies. Reliability deals with whether or not instruments for data collection can measure the same trait consistently upon

repeated uses (measurements), while validity concerns whether instruments are truly measuring specific traits that they are supposed to be measuring (Cohen, et.al 2003; Merriam, 1998; Wagemaker, 1992). Lincoln and Guba (1985), in transforming the concept of validity and reliability from quantitative to qualitative research, refer to internal validity as credibility, external validity as transferability and reliability as dependability.

Criticism regarding the term internal validity in qualitative research is that it raises questions of accuracy of the results with regard to the data collected (Burns, 2000). Issues of internal validity or credibility can be addressed by using multiple sources of evidence and maintaining a chain of evidence (Yin, 2003; Burns, 2000; Lincoln & Guba, 1985; Merriam, 2002). Further, Cohen et al. (2003, p. 155) state that validity of qualitative research can be maintained, "through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher".

The issue of external validity is that case studies provide little basis for scientific generalization (Yin, 2003; Stake, 1995; Burns, 2000). According to Burns (2000), the generalization issue is the one that raises the most intellectual problems in case studies because what is inferred in the research is a general proposition from a sample of one or few, and hence, it is argued that the findings from one or few cannot be used to generalize to many. However, Yin (2003, p. 10) states that, "case studies like experiments are generalizable to theoretical propositions and not to populations or universes". In attempting a case study, the goal is to expand and generalize theories (analytic generalization) and not to enumerate frequencies or statistical generalization (Yin, 2003). Further, Yin (2003) states that the intention is not to generalize findings but to form a unique interpretation of events. As such, Stake (1995) notes that the term particularization is more relevant to case studies than generalization since particularization emphasises getting to know well the particularities of the case, the uniqueness of it and understanding it.

Reliability for qualitative research may be simply unworkable. Reliability in quantitative research is the degree to which a research can be replicated using the same methods and the same sample to obtain the same results (Cohen et al., 2003).

Reliability in qualitative research is problematic simply because human behaviors are never static nor are the many experiences people go through; there can be numerous interpretations of the same data (Merriam & Associates, 2002). Replication of a qualitative study will not yield the same results. However, this should not discredit the results of any particular study (Merriam & Associates, 2002). According to Lincoln and Guba (1985) and Merriam (1998), the more important question is whether the results are dependable and consistent with the data collected. Aspects of trustworthiness of this research are discussed later in this chapter.

## 3.5    Sample Selection

The design of this study tries to understand change management by examining the particularity and complexity of a single case within a set of circumstances or bounded system (Stake, 1995). Hence, purposeful sampling was used to select the case (Burns, 2000; Patton, 1990). Purposive sampling facilitates deeper insight and understanding into a particularly chosen phenomenon (Burns, 2000), which, in this inquiry, is how structural change is managed; the processes that facilitate structural change.

In this study, the site selected is a secondary school where a number of structural changes have recently occurred due to a new principal being appointed. In the Maldives, principal change and associated structural change to school organisation is a common practice. This makes this school a 'typical instance'. Furthermore, out of the three secondary schools specifically catering to secondary students on the island of Male' (the researcher's island), the researcher has worked in two schools in the capacity of teacher and supervisor. The researcher has not worked in this school. Choosing this school was one way of minimising the effect of researcher bias. Conducting research in a secondary school in one of the other islands would have not been financially possible or feasible.

Changes to organisational structure affect different levels of the institution. To gain in-depth knowledge on the impact of change at the different levels and how

such change is managed, requires participants who have experienced changes to their roles and responsibilities. Senior management, middle management and teachers who fit the above criteria were invited to participate in this study (see Table 3).

Participant selection was carried out in accordance with purposive and random sampling. The criterion for participant selection included school participants involved in the initiation and implementation of change. As such, the principal and assistant principal were included as they were in positions of decision making and change initiation. Four supervisors, two foreign and two local, were selected purposefully and by simple random sampling. The list of participants who fitted the criteria for this research was negotiated with the senior management team.

Heads of departments and teachers were selected purposefully and by simple random sampling from a list of participants provided by the senior management team. Since schools in the Maldives have both local and foreign teachers, representation from both groups was considered important. For local and foreign teachers, random selection of participants was carried out. This was undertaken separately for both groups. The benefit of simple random sampling is that, "each member of the population under study has an equal chance of being selected" and, "each selection is entirely independent of the next" (Cohen et al., 2003, p. 100). According to Mitchell (2000), the most straightforward way to select samples avoiding bias is by simple random sampling.

***Table 3:*** *Interview and focus group schedule*

| Individual Interviews | Number of Participants | Focus groups | Number of Participants |
|---|---|---|---|
| • Principal | 1 | • Heads of Departments | 6 |
| • Afternoon Session | | • Local Teachers | 5 |
|    Assistant Principal | 1 | • Foreign Teachers | 5 |
| • Local Supervisors | 2 | | |
| • Foreign Supervisors | 2 | | |

## 3.6     Permission and Entry to the Site

The conditions of entry to a site are extremely important in any research as it is these negotiated conditions that set the boundaries for the research (Earlandson, Harris, Skipper & Allen, 1993; Wellington, 2000). In order to gain entry, a brief proposal or justification for the research was developed and submitted to participants to explain the researcher's interest in this inquiry. Care was taken to ensure that the aim and parameters of the study were fully explained in ways that made sense to the members of the setting (Creswell, 1994).

The research was based in the Maldives. Permission from the Ministry of Planning and National Development to conduct the research in the Maldives was obtained (see Appendix B) prior to obtaining permission from the participating school. Since the researcher was in New Zealand, an informal invitation by email was sent to the principal to explain the researcher's interest in conducting the inquiry in the school. An application was lodged to the Massey University Human Ethics Committee for approval to carry out this research.

An official letter of approval from the school (see Appendix C) and the Ministry of Education (see Appendix D), the governing body of the school, was obtained on Massey University Human Ethics Committee's request. The ethics application together with all the letters seeking permission were then reviewed by the Massey University Human Ethics Committee. Concern of "potential harm" to participants and the researcher meant the focus of the research was redefined from a focus on structural changes that a new principal brings, impact on school culture and how such changes were managed at different levels to a consideration of processes, school systems and practices, that facilitate change in structure.

The structure that was chosen as a source for attention was a negotiated decision with the principal and occurred when the researcher met the principal in person for an initial discussion. The Ministry of Education in the Maldives was subsequently informed of the change in research focus. According to suggestions made by the Massey University Human Ethics Committee, a third party from the Maldives was contacted for advice and guidance should a situation arise that may

cause potential harm to the researcher and participants. This person was contacted prior to data collection in an advisory capacity. The focus of the research, ethical issues and risk of harm were discussed in generic terms.

Once the researcher arrived in the Maldives, initial contact with the school was made by phone to set up a meeting with the principal. The meeting focused on discussing changes that had occurred to the initial research proposal and select a suitable structure for the research. At this stage, the purposes of the research, participant selection and data collection procedures were initially raised. Once final clearance was provided by the Massey University Human Ethics Committee (see Appendix E), times for data collection, focus group discussions, interviews, observations, collection of documents and time for member checking of interview/focus group transcripts were negotiated.

It needs noting that, upon selection of the 'organisation chart' as the structure of focus for the research, concern for "potential harm" to the participants and researcher resurfaced. A protracted period of correspondence with the Massey University Human Ethics Committee occurred to resolve issues raised. The process was frustrating and time consuming. However, the researcher accepted the necessity of the process involved and was able to resolve it to the satisfaction of the Massey University Human Ethics Committee.

In the early phase of the research, two weeks were spent in the field getting to know potential participants in the staff room, tea room and supervisors' room. During this phase, potential participants were able to reflect on the proposal, their involvement in the study and raise any issues of concern that needed the researcher's attention.

Times for data collection, focus group discussions, interview and member checking of interview/focus group transcripts were negotiated and decided in a second meeting with the principal. In agreement with the principal, documents relating to the changes to organisation chart were collected from the school.

Selected potential participants for individual interviews were approached individually by the researcher and the information sheet given out (see Appendix F). During this meeting, additional queries were answered and time and place for interviews negotiated. Potential participants for the three focus group discussions were also met with separately and respective information sheets provided. Time and place for these meetings were also negotiated. Written consent (see Appendix G) from all participants was obtained prior to the interviews and discussions. Three participants, one local and two foreign teachers, declined the invitation to participate due to personal reasons.

## 3.7    Data Gathering Methods

A major strength of a case study research design is the opportunity to use many different data collection tools to obtain sources of evidence. Different sources of evidence also address the potential problem of validity and provide multiple measures of the same phenomenon (Yin, 2003).

According to Denscombe (2003), use of different methods of data collection will improve the quality of the research. The benefit of using multiple methods is that it allows, "an investigator to address a broader range of historical, attitudinal, and behavioral issues" (Yin, 2003, p. 98). Furthermore, multiple methods also allow the researcher to look at the same topic of research from different perspectives, and hence enables an understanding of the topic in a more, "rounded and complete fashion" (Yin, 2003).

The main tools for data collection in this research included observations, semi-structured interviews, focus group discussions and document analysis. These tools, according to Burns (2000) and Merriam, (2002), are the main forms of data collection for qualitative research. Incorporating multiple tools for data collection allowed for a holistic interpretation of the phenomenon being investigated (Merriam, 1998). Document analysis was carried out prior to interviews as information and data obtained were used to facilitate and generate the interview prompts or probes.

### 3.7.1 Interviews

One of the most important sources of case study information is the interview. Most case studies are about human affairs. As such, Yin (2003) argues, human affairs should be reported and interpreted through the eyes of specific interviewees and well-informed respondents who can provide important insights into a situation.

Qualitative researchers take pride in discovering and portraying the multiple views of participants, and the interview is the most appropriate tool to capture multiple realities (Stake, 1995). This research incorporated semi-structured interviews with the principal, assistant principal and supervisors.

In this study, semi-structured interviews for data collection allowed the interviewer to be more flexible in terms of order in presenting topics for discussion (Denscombe, 2003). It enabled the interviewee to develop ideas and speak more widely on the issues raised (Denscombe, 2003). Semi-structured interviews, "enables respondents to project their own ways of defining the world"; permitting, "flexibility rather than fixity of sequences of discussions" and enabling, "participants to raise and pursue issues and matters that might not have been included in pre-devised schedules" (Denzin, 1970 as cited in Cohen et al., 2003, p. 147).

In all semi-structured interviews, emphasis was given to questions that call for reflection. Information gathered through document analysis served as guides for the interviews. The interview guide (see Appendix H) provided an overall focus with prompts and probes used to manage the process. Participants were given the guides two days prior to the interviews, to provide opportunity to reflect on the questions. Participants were encouraged to describe and reflect on processes, systems and practices, that facilitate structural change. In qualitative research, recognition of non-verbal gestures and emotions also count. In this study, such details were recorded in a journal and added to the depth of information gained.

The interviews were conducted in a language comfortable to the participants. As mentioned in Chapter One, all Maldivian schools are English medium schools. Apart from the local language period (Dhivehi) and religious period (Islam), all other subjects are taught in English. Hence, majority of the staff were fluent in both languages. All participants preferred to speak in English during the interviews. All interviews were tape recorded with the consent of participants and transcribed by the researcher. Member checks were conducted with participants in order to increase authenticity of the data and dependability of findings.

## 3.7.2  Focus Group Discussions

Focus group discussions are a rich source of data that encourage conversation (Kamberelis & Dimitriadis, 2005). Focus group discussions involve engaging a small number of participants to represent a population in informal group discussions around a particular topic or set of issues (Mertens, 1998). One of the benefits of focus group research is that participants are stimulated by each other's responses and, as such, additional insights that might not have come up in individual interviews are gained (Driskill & Brenton, 2005).

In this research, focus group discussions were conducted with heads of departments, local teachers and foreign teachers. Six heads of departments and five local and five foreign teachers were selected randomly. The discussions took place in a language comfortable to the participants. Focus group discussions with the heads of departments and foreign teachers took place in English. Focus group discussion with local teachers took place in the local language, Dhivehi. Since the researcher is from the Maldives and was educated in both languages, she had the capacity to conduct such discussions, without any hindrance.

Focus group discussions were based on a fixed agenda strictly adhering to the aims of the research. The set of questions (see Appendix H) that guided the discussions was given to all participants two days prior to the discussion taking place. This allowed participants time to think about their responses to identified questions. The questions were semi-structured in nature to ensure coverage of important issues yet allowed flexibility in responding to group initiated concerns

(Mertens, 1998). Each question was discussed separately. Each participant was given a piece of paper and encouraged to contribute (in writing) their ideas aligned to the question being discussed. Once participants had responded in writing, the pieces of paper were collected and a group discussion followed. The researcher acted as the facilitator guiding the process so that all participants had opportunities to express themselves (Mertens, 1998). Due to the nature of the discussion taking place and to keep the momentum of the discussions flowing, participants were not asked to write their responses after the first two questions. The researcher noted the main issues discussed and, at the end of the session, summarised and shared ideas from the focus group discussions with participants. Alterations were made at the time in negotiation with participants. A written summary of main points was sent to each member of the group for checks on accuracy and authenticity.

### 3.7.3 Document Analysis

Documents can transmit a first hand account of events as they have a direct physical relationship with the events constructed (Cohen, et.al, 2003). In this research, document analysis was used to, "corroborate information and augment" interview responses (Yin, 2003, p. 87). Documents were used to make inferences regarding the research questions. They were also used to identify different changes to the roles and responsibilities of members with respect to changes to the organisation chart. Documents were used to develop probes for the interviews and focus group discussions. Access to documents was negotiated with the principal. Selected documents (see Table 4) were photocopied for future referral, with the principal's consent.

**Table 4:** *Sources of documents for analysis*

| Documents | Rationale |
|---|---|
| Job descriptions of supervisors | • Changes to roles and responsibilities |
| Minutes of meetings (relating to change of structure) | • Process of communication and decision making taken place |
| Teachers hand book (2004, 2005 & 2006) | • Source of communication between the senior management and other members<br>• Shows the systems and procedures in place<br>• Changes to roles and responsibilities |
| Schedules and duty lists | • Source of communicating the changes in roles and responsibilities and monitoring |
| Weekly report of class teacher supervision form | • Source of communicating and monitoring |
| Weekly report of departmental management form | • Source of communicating and monitoring |
| Activity reports (forms) | • Source of communicating and monitoring |

According to Yin (2003), when using documents as a source of evidence, it is important to remember that every document was written for some specific purpose and some specific audience other than those of the case being studied. In this sense, the case study investigator needs to be a vicarious observer. By trying to identify the objectives of the documents, the researcher is more likely to be accurate in the interpretation of its contents. However, Burns (2000) suggests that it is important to remember that documents may not be very accurate or contain bias as they are written by specific authors for specific audiences. In this research, accuracy of documents was determined by establishing the origin of the document, its author and the context in which it was written (Merriam, 1998).

### 3.7.4 Observations

Observational evidence is often useful in providing additional information about the topic being studied. According to Merriam (1998), observation is a major means of data collection in qualitative research as it offers direct evidence of events. As such, the researcher is able to witness events as they unfold (Denscombe, 2003). Observations add new dimensions for understanding either the context or the phenomenon being studied (Yin, 2003; Patton, 1990).

In this research, observation was carried out less formally in the form of visits to the school. This included direct observations made when conducting field visits, particularly those occasions during which other evidence, such as that of interviews and focus group discussions, were obtained. The researcher spent four to five hours in the field every day for a month. All observations were recorded in a note book as field notes.

### 3.8    Data Analysis

Data analysis is the process of making sense out of the data. It involves consolidating, reducing and interpreting what people have said and what the researcher has seen and read (Merriam, 1998). Data collection and data analysis commenced simultaneously during the data collection process. According to Merriam (1998, p. 162), data that is analysed while being collected is both, "parsimonious and illuminating" without which, "the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed".

Events, observations and communication taking place in the field were recorded by the researcher during the field visits (see Appendix I) and organised on a daily basis. After each visit, all hand-written notes were typed, reviewed, edited and revised (see Appendix J) in order to make sense of what was happening. Analysed documents were used to search for patterns and the researcher noted common themes that were emerging.

The first interview was transcribed and analysed to see whether it reflected the purpose of the research. Transcripts, field notes and initial documents analysed were read and reread and notes made at the margins to comment on the data (Merriam, 1998). Tentative categories were built during this process (Merriam, 1998). The researcher looked for patterns and, where necessary, alterations were made to the probes and the order of questioning.

Once data collection was completed, the raw data was organised into four different groups, namely, interviews, focus group discussions, documents and observations (field notes). The interview transcript of the principal was first analysed. The whole interview was divided into chunks. Each chunk was given a number (code) for ease of identification and reference (see Appendix K). According to Merriam (1998), Charmaz (2005), and Miles and Huberman (1994), in order to easily access the data in both analysis and the writing of findings, a code needs to be allocated to all the data. The different codes allocated for the data are displayed in Appendix V.

A chunk of the data from the first interview was then compared with other chunks of the same interview looking for recurring regularities in the data (Merriam, 1998). These comparisons led to tentative categories that were then compared to each other and to other chunks. Five different categories emerged from the analysis of the first interview transcript. The five categories were changes, systems, change agents, communication and culture. The categories were devised in a systematic manner and were informed by the purpose of this research, the researcher's orientation and knowledge, and the meaning made explicit by the participant (Merriam, 1998). Chunks of data belonging to different categories were then cut and pasted on the computer accordingly and checked to ensure accurate coding. Appendix L presents a sample of the chunks belonging to different themes pasted accordingly.

Data chunks that belonged to the five main categories were then further analysed to determine recurring sub categories. Different sub categories for each of the main categories also emerged in this constant comparative method of data analysis

(Merriam, 1998). The numbers representing each chunk of these sub themes were then displayed in tabular form (see Appendix M).

The other five individual interview transcripts, three focus group discussion summaries, eight sets of documents and observations (field notes) were coded and analysed according to the above process (see Appendix N, O). Each of these was recorded and displayed in a separate table and was given a separate color. Once these individual sets of data were analysed, numbers representing the chunks of data that belonged to each of the group (interviews, focus group discussions, documents and observations) were then combined and displayed separately (see Appendix P, Q, R). Field notes were coded and analysed in the same manner, but they were not recorded in tabular form (see Appendix S).

In this way, the researcher was able to further compare the categories and subcategories of interviews, focus group discussions, documents and observations separately and with each other. By using this constant comparative method, the researcher was able to integrate and refine categories, properties and hypothesis in order to derive a theory from the data (Merriam, 1998). This clarified the logic by taking out non-relevant properties, integrating and elaborating details of properties into major outline of interrelated categories (Glaser & Strauss, 1967). An example of the refined categories, subcategories and their inter relationships are displayed in Appendix T.

## 3.9    Trustworthiness

The nature of qualitative research means that the results of the research must be trustworthy so as to stand up to the measure of validity and reliability (Merriam, 1998). As noted by Wiersma (1995), the terms validity and reliability becomes problematic in qualitative research as, it is difficult to replicate qualitative studies, as it occurs in natural settings. In addressing validity and reliability, qualitative researchers often refer to the concept of trustworthiness (Cohen et al., 2003).

In this research, issues of trustworthiness were addressed by:

- Strictly following the ethical guidelines set by the Massey University Human Ethics Committee and fulfilling all the requirements made by the committee;

- Ensuring data triangulation, that is, data were gathered from multiple sources such as individual interviews, focus group discussions, document analysis and observations (Yin, 2003; Wiersma, 1995);

- Member checking of all the interview transcripts and summaries of focus group discussions with all participants (Merriam, 1998);

- Maintaining constant email contact with both supervisors and keeping a daily research log during data collection. The main events and issues were recorded on the log and emailed to both supervisors daily. Both supervisors were in contact and monitored the researcher's field work during data collection (see Appendix U);

- Checking the meanings and interpretations of data by the thesis supervisors to determine accuracy of data analysed (Creswell, 1994);

- Detailing all the aspects of the methodology taken in this research including preparation, participant selection, data collection and analysis procedures (Yin, 2003);

- Prolonged engagement with data sources and persistent observation of emerging issues (Lincoln & Guba, 1985; Denscombe, 2002);

- Consistently checking raw data with their sources and systematically testing the working hypothesis or emerging theme with the analytical statements (Lincoln & Guba, 1985); and

- Detailing the findings of the research (Lincoln & Guba, 1985).

## 3.10    Ethics

Research in any area involving humans should protect the rights of the individuals involved. The purpose of research is to improve the situation of human beings and as such the research must not in anyway harm any human beings. This research was conducted according to ethical norms (Snook, 2003) and guidelines provided by Massey University.

Due to the sensitive nature of the research topic (change management) and concerns raised by the Massey University Human Ethics Committee that participants may react positively and or negatively to the structural changes taking place, the major ethical issue in conducting this research centered on potential harm to participants and the researcher. The researcher acknowledged the Committee's position and worked cooperatively in structuring the research in a way to minimise and avoid potential harm. The following steps were taken to address the issue of potential harm to participants and the researcher, in ways that strictly followed the ethical guidelines set by Massey University:

- *Focus of the research was changed.* The new focus of the research concentrated on exploring the processes, school systems and practices, that facilitate structural change. This limited the opportunity for participants to make judgemental comments about personalities and other issues.

- *The methodology underpinning the research was carried out to minimise and avoid potential harm to the participants and the researcher.* The format of the questions focused on the description of processes, school systems and practices, that facilitate change rather than personal opinions or beliefs. The study was constructed within strict boundaries of examining processes that facilitate structural change. The strict boundaries of the study safeguarded the research participants, the researcher and the school. Personal opinions and beliefs aimed at any particular person were not considered as they were not within the bounds of the research. The findings from the research focused and utilized only the information that reflects the research questions of this thesis. That is:

- What are the processes, school systems and practices, that facilitate structural change?

- How is such change managed at the levels of ;

  - the senior management (principal, assistant principal and supervisors);
  - the middle management (heads of departments); and
  - teachers?

- *The researcher allowed opportunity for participants to reflect on the research and provided detailed information regarding the research.* Prior to data collection, and in negotiation with the principal, the researcher spent time in the school getting to know the staff, establishing trust and credibility by allowing participants opportunity to explore the researcher's background, knowledge and experience in terms of conducting this study. The researcher also allowed time for potential participants to reflect on the proposal and their involvement in the study and raise any issues of concern that the researcher could then address. All potential participants were approached by the researcher alone in order to safe guard participant's anonymity and ensure participation in the study was free from coercion.

- *Permission and informed consent were obtained from all the necessary authorities and participants.* Permission was sought from the Ministry of Planning and National Development of the Maldives to conduct the research in the Maldives (see Appendix B). Permission was also obtained from the participating school (see Appendix C) and the Ministry of Education (see Appendix D), which is the governing body of the school. In order to respect human freedom, participants were invited to participate in this research free from all form of coercion. Their agreement and willingness to participate was based on full and open information (Cristians, 2003; Bouma, 1996). Written consent (see Appendix G) from all participants was obtained (Hartley, 1982). An information pack (see Appendix F) outlining the research purpose, data collection procedures and security of data collected, was sent to the participants prior to study commencement.

- *All reasonable steps were taken to ensure anonymity and confidentiality of the school and participants.* The researcher could not guarantee absolute anonymity in this research as the Maldives is a small country and the research was confined within one school. However, the researcher endeavoured to maintain confidentiality of the school and participants at all times. In order to fulfil confidentiality requirements, pseudonyms were used for the participating school and individuals. In terms of individual interviews, participants were given a pseudonym in the order of the interviews conducted. This meant attaching a code ranging from A – F to each participant according to the order of the interviews conducted. The focus group discussions were given a letter in order of discussions ranging from FA – FC. Participants attending the focus group discussions were given pseudonyms, G - V.

The researcher and supervisors were the only people accessing the data. Data was stored separately from the consent forms. Data and consent forms were stored in locked conditions. Computer records were password protected. Tapes and transcripts will be kept securely for a period of five years in the researcher's home. The researcher, in consultation with her supervisors, will have data disposed of by shredding or electronic deletions.

In writing up the report, the findings and discussion chapters were sent to both supervisors for review and accuracy checks. A final report will be given to the school on conclusion of the study. Particular care was taken to ensure the report does not contain any evaluative implications for staff and the school.

## 3.11 Conclusion

This chapter outlines the research method and design adopted in this study. The rationale for selecting a qualitative research method, such as a case study research, and its theoretical background is addressed. This research is conducted in a Maldivian secondary school. Detailed explanations of how and why the school

was selected for this study, entry to the site and participant selection, data gathering methods and data analysis undertaken are provided.

This chapter identifies criticisms regarding qualitative research and notes how they have been addressed. Data analysis involved the constant comparative method detailed by Merriam (1998). Details of how the analysis was carried out, categories formed and refined and how theory emerged have been outlined. Data codes, displayed in tabular form to compare chunks of data from each data group to other groups, have been outlined.

The chapter concludes by focusing on ethical issues, such as, informed consent, anonymity and confidentiality in conducting the research. More importantly, the issue of potential harm to participants and the researcher, a main concern for this research, is given extensive detailed coverage.

The next chapter presents the findings of this research. Data is presented using a model developed by the researcher for change management in the chosen school. The model was developed by using the three major themes of structure, change agents and culture, and several sub themes that emerged from the analysis.

# Chapter Four

## Findings

### 4.1 Introduction and Overview

This research focuses on exploring the processes, school systems and practices, that facilitate structural change. The researcher spent a month in the field conducting individual interviews, focus group discussions, observations and analysing documents. Data from the field work was analysed using the constant comparative method of data analysis suggested by Merriam (1998). Three major themes and several sub themes emerged from the analysis of the data. These themes and sub themes were used to develop a model (see Figure 3 below) for change management in the chosen school. Three parts representing the three major themes (systems, change agents and culture) are used separately as a framework for presenting the data.

At the centre of the model, systems, change agents and culture are placed (see Figure 3). These were the three major factors that contributed to the change management process in the school. These three factors were found to be continuous, dynamic and equally influential. The next layer of the model expands each factor. Different systems in place, the role of change agents and aspects of the existing culture that contributed to the change management process are clarified. The outermost layer details actions, practices, roles and responsibilities with respect to systems, change agents and culture.

This chapter is sub divided into four different sections. In order to explore the process of change management, the first section presents data on changes that have taken place to the organisation chart of the chosen school. It also discusses issues that surfaced as a result of above mentioned changes.

The second section discusses systems in place to facilitate and manage change, diagrammatically captured in Figure 4. These include systems of monitoring the

implementation of change, communication processes and the decision making process.

Figure 7 represents the role and the level of involvement of change agents in the process of change management. This is presented in section three. The term change agent is used to indicate members who were involved in initiating, monitoring and implementing change. The last section of this chapter focuses on the culture of the school and its role in the change management process. Different aspects of culture that contributed to change management are captured diagrammatically in Figure 8.
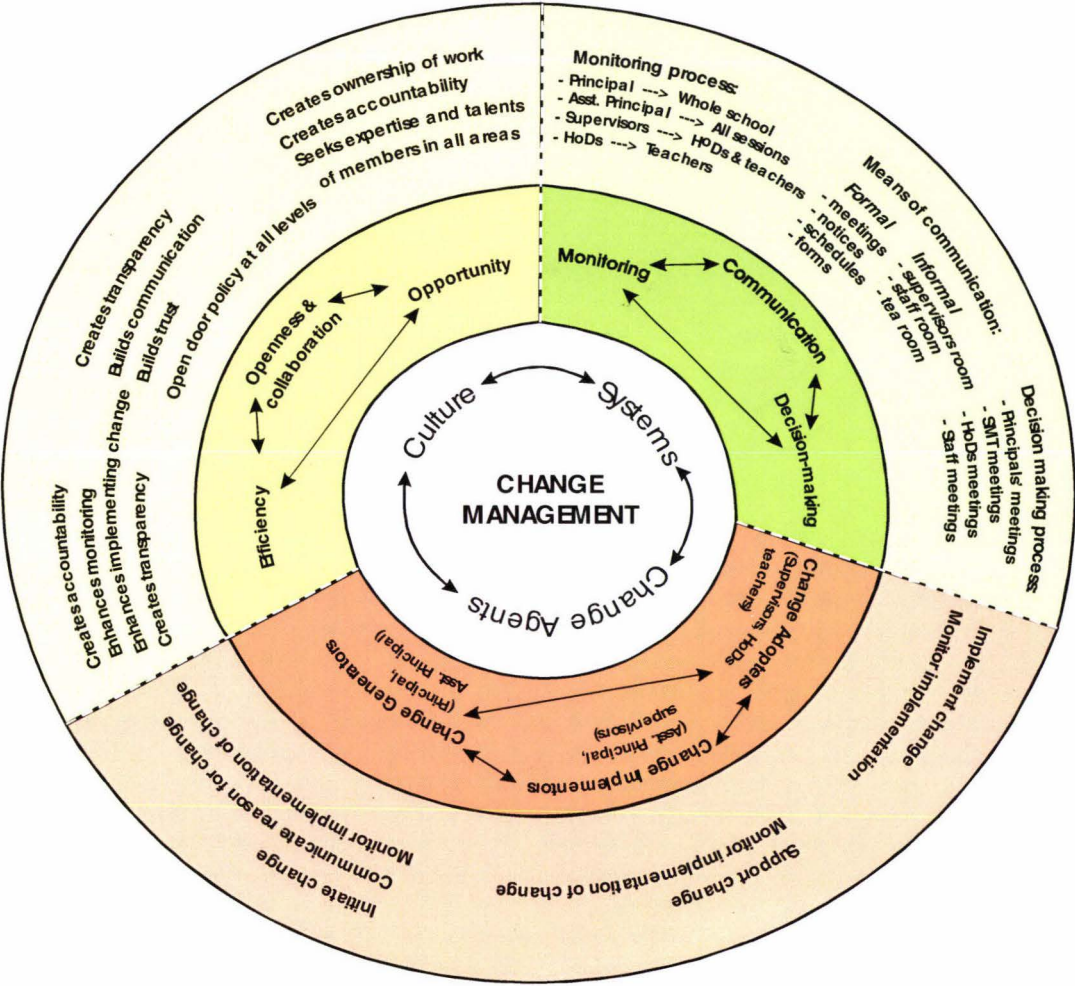


***Figure 3:*** Change management model for the sample school

## 4.2    Changes

Several changes to the organisation chart were visible from the data obtained from the documents, interviews and focus group discussions. Roles and responsibilities of heads of faculties were shifted to heads of departments, where by removing the position from the organisation chart. Other major changes included changes to the roles and responsibilities of supervisors, heads of departments and teachers, and their capacity to make decisions.

The following three sub sections present findings on changes that took place and the issues that surfaced as a result of the changes. The first part presents data on the significant changes to the roles and responsibilities of specific groups. Data for each group is presented separately. Groups concerned are: supervisors, heads of departments and teachers. The second part presents data on changes to the decision making capacity of supervisors, heads of departments and teachers with regard to individual roles and responsibilities. Roles and responsibilities of all participants in the process of whole school decision making is not explored in this section as it is presented later in the chapter. The third part outlines the concerns participants had regarding changes. Here, participants' views and suggestions are outlined.

### 4.2.1  Significant Changes to Roles and Responsibilities

Data from document analysis, individual interviews and focus group discussions revealed that roles and responsibilities of supervisors, heads of departments and teachers have changed significantly. Changes to roles and responsibilities of these participants are discussed separately.

#### 4.2.1.1    Supervisors

Prior to conducting interviews, the researcher analysed documents to identify changes to the roles and responsibilities of supervisors. It was noted from job descriptions of supervisors that previously there was a division between academic

supervisors and grade supervisors. The roles and responsibilities of academic supervisors were to deal with matters related to subjects allocated to them; they "used to be involved in only the subject areas and not any disciplinary issues or anything" (IB)[3]. The roles and responsibilities of the grade supervisors were to deal with matters related to students, parents and teachers of their allocated grade only. Such roles and responsibilities meant dealing with behaviour related issues and organising parent teacher meetings. Previously, all academic supervisors and grade supervisors had common job descriptions where designated roles and responsibilities were according to supervisory roles.

With changes to the roles and responsibilities, new job descriptions were issued to all the supervisors. Previous job descriptions were vague and outlined the overall duty of each group of supervisors. They did not outline and define specific duties for each individual supervisor. New job descriptions are unique to each individual supervisor with specific duties and responsibilities outlined and detailed. Job descriptions provide structure, efficiency and transparency of roles and responsibilities. New roles and responsibilities, evident by comparing past and present job descriptions, included:

- Assembly duties – that is to monitor and check teachers' and students' movement and seating on days of assembly;

- Supervision of school and classroom rounds at allocated times everyday;

- Monitoring the round duties of teachers and attending to issues that arise during the period;

- Supervision of class teachers' work – meeting with allocated teachers individually on a weekly basis to ensure teachers are maintaining records and to give guidance and counselling for teachers needing it;

- Special duties – monitoring smooth functioning of a club, association, an extra activity, committee or subject;

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[3] Individual interview with participant B. Please refer to Appendix V on page 176 for further detail.

- Monitoring the work of the teacher in charge and contributions of other teachers of allocated club, association, an extra activity or committee; and

- Attending to any other task given by the head of the school.

Interviews with supervisors and the analysis of documents revealed that with the changes, the work of supervisors were "distributed equally" (IA, IC and ID). Unlike previously, where there were academic and grade supervisors, now all the supervisors were in charge of a group of classes (six to nine classes depending on other responsibilities) and their role was to monitor both academic and extra curricular work of the teachers and students of those classes. In addition, each supervisor was in charge of a club, association, an extra activity, committee or subject (DS 2)[4]. Supervisors work as facilitators by monitoring the work of teachers and heads of departments in these clubs and extra activity groups. All supervisors were also allocated duties after their session time (DS 1, 3, 6, 7, 9, 11 and 12) whenever students are present for extra activities or extra classes in the school.

In describing some of the changes that have taken place to the roles and responsibilities of the senior management, the following comment was made:

> "Before one supervisor managed the whole grade and everyone almost did the same things. Now each supervisor is given a limited number of classes. I have to see the day to day running of those classes. I have to check whether the teachers are doing their work. Now I am also the supervisor in charge of the ___ Department. I have to observe __ teachers, attend curriculum meetings, club meetings and help and monitor the HOD to oversee the department... more like a facilitator" (IF).

### 4.2.1.2    Heads of Departments

Heads of departments detailed the changes that had taken place in their roles and responsibilities during the focus group discussions. They noted that the main reason for the changes was now there are, "no head of faculties in charge of different departments" and "hence heads of departments work is very

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[4] Documents (Schedules). Please refer to Appendix V on page 176 for further detail.

independent "(FG)[5]. Previously heads of departments had to, "report their work and prepare work with consultation of the heads of faculties". Since the position of heads of faculties had been removed, additional work and responsibilities were delegated to heads of department in managing the departments.

Another major change, evident from the focus groups discussion with heads of department, is their involvement in non academic work of the school. Previously, they were entrusted with academic work and, "improving the results of students" (FG). Now, heads of departments have to do, "round duties to monitor students during certain period", attend to "paper work related to the round duties" and, "attend to disciplinary problems that occur during round duties" (FG). Heads of departments are also allocated after school hours duties with supervisors to monitor the smooth running of extra curricular activities (DS7).

### 4.2.1.3    Teachers

The changes in the teachers' roles and responsibilities were evident by comparing the teachers' hand book between the periods 2004 to 2006. The teachers' hand book is used as a guide for all teaching staff regarding their roles and responsibilities. New and additional roles and responsibilities of teachers included:

- Special duty periods – where teachers were asked to monitor an allocated area of the school to check whether teachers were in classes, note down late comers, absentees and report to the duty supervisor; and

- Attend disciplinary issues arising during the duty period and make notes of such issues and report to the duty supervisor.

Teachers in both focus group discussions noted that their roles and responsibilities had changed profoundly. In the past they were only concerned with teaching and subject related matters. They now have additional responsibilities such as, going on, "round duties where each teacher has to monitor allocated classes for one period per week" attending to, "paper work related to the round duties, to write

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[5] Focus group discussion. Please refer to Appendix V on page 176 for further detail.

down any observations made during the period", "report to supervisors regarding any issue during round duties", and "attend to disciplinary problems that occur during round duties" (FG[6] and DS 5).

In addition to the above roles and responsibilities, teachers are also allocated after session duties with supervisors to monitor extra activities or extra classes in the school (DS 7).

## 4.2.2 Capacity to Make Decisions with Regard to Roles and Responsibilities

Changes to the roles and responsibilities of members had an impact on their capacity to make decisions. The capacity to make decisions varied with the roles and responsibilities of each member.

The principal encouraged participants to be involved in the decision making process. As the following comment by the principal reveals, people were initially reluctant to make decisions.

> "… when I started assigning supervisors tasks instead of doing everything by myself they come to ask me how they could go about each and every task. I had to take all the supervisors through all the process. And I came to a point where I said look I know you [can do this] I would like something to be done which is constructive and if you can justify any decision you make please go ahead and do it. If you are not sure about something you could always come and ask me. I will be there to help you. When I started doing this I found that the supervisors were more involved in the tasks because they took ownership in what they were doing. And now they no longer do sort of things like what I want or how I think it should be done".

The principal encouraged members of the senior management, heads of departments and teachers to make decisions with regard to their work. In describing the involvement of the staff in making decisions, the principal commented that, "they take decisions now, they evaluate the choices they make and they decide how they are going to do anything". The principal also

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[6] Focus group discussion. Please refer to Appendix V on page 176 for further detail.

encourages members to, "try out new things", in order to actively participate in making decisions.

Changes that have taken place to the 'capacity to make decisions' for supervisors, heads of departments and teachers are presented separately.

### 4.2.2.1 Supervisors

Individual interviews with supervisors revealed that they had the capacity to make decisions regarding their allocated roles and responsibilities in relation to club activities and other student related activities. Indeed, as mentioned before, the principal encouraged it. A supervisor in charge of monitoring subjects commented that they, "along with the teachers would be making the decisions and report to the principal" (IA). Additional comments were made regarding supervisors' freedom to make decisions regarding their roles and responsibilities.

> "Actually we (supervisors in charge of club and teachers) as a team, we decide all the activities and then have to just inform the principal. If we decide (principal) is not going to change what we have decided. We have the authority to do the activities" (IC).

Supervisors expressed that now they, "have more opportunity to make decisions like arranging club activities" (IF). They voiced that now, "it is totally (their) decision to decide the functions and everything" (IF) for activities and other matters that they are in charge.

### 4.2.2.2 Heads of Departments

Heads of departments noted that their decision making capacity has changed significantly with regard to their work. Since the position of heads of faculties has been removed from the organisation chart, heads of departments have the authority to independently manage their departments. The following comment was made by the principal regarding heads of departments' capacity to make decisions.

"Heads of departments they have a lot of opportunity to run the department as they wish. They don't have to wait for the principal's initiatives to conduct whatever is necessary. They have all the authorization to carry on all the programmes".

Heads of departments noted that, now they have the, "freedom to run the department as they want but need to inform of any changes and decisions to supervisors and Principal" (FG).

### 4.2.2.3    Teachers

All teachers in both focus group discussions agreed that they, "can make decisions regarding club related activities". However, all the teachers agreed that current changes had not made much impact on their ability to make decisions regarding student discipline related activities or other department level issues.

### 4.2.3  Issues related to the Changes

Like any change initiative, participants voiced concerns regarding the changes observed. Issues of concern were:

- Resistance and additional work  – when the principal was asked whether there were any resistance regarding the changes to the roles and responsibilities, the principal pointed out that initially, when the teachers were allocated duties, "there was a lot of chaos", teachers were, "most critical about the round duties" and "yes" they resisted to some extent. The principal noted that it was resolved by having the, "understanding" from both sides and having, "procedures in place" but at the same time having, "room for flexibility". The principal further said that, "when (teachers) found out that it was helping them to conduct teaching they began appreciating as they could do more work in class now". However, some participants still felt that 'round duties' were additional work for them. Those who voiced such concerns also acknowledged that positive benefits resulted from such change. They believed that round duties had made a difference in student discipline and had given them the opportunity to have more contact with students.  However, all members of the focus group

discussions believed that supervisors needed to be doing the actual round duties, rather than just monitoring whether teachers or heads of departments complied with this aspect of their job. Justification for this related to the perception that, as supervisors had less work in terms of classroom teaching, marking books and preparation for exams, they could accommodate the round duties.

- Decision making – although a system for collaborative decision making was in place, some participants noted that because of the 'set up' of the meetings they did not get involved in the process. Perception of some participants was that most decisions were made at the senior management level and any comments or suggestions given by them might be regarded as resisting change. Teachers and heads of departments suggested that if the physical set up of the staff meetings were changed to encourage small group discussions, then this would provide a collective means of making suggestions in the meetings.

- Meetings – the issue of time was raised by some supervisors with respect to the frequency of meeting individual teachers. Suggestions raised were that having grade level meetings would give more opportunity for the supervisors and teachers to talk openly about matters and get involved in meaningful conversation.

## 4.3 Systems

Figure 4 shows the systems that are in place to manage and monitor change. Key systems in place are those of monitoring, communication and decision making. Each influences the change management process.
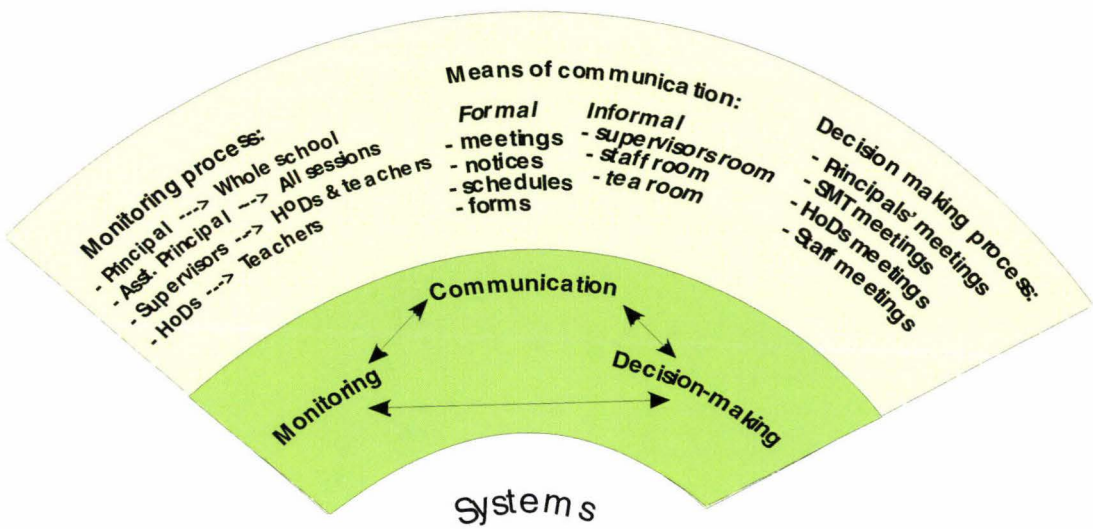


***Figure 4:*** Systems in place to manage change in the school

The researcher found that the processes and practices of communication had an impact on the decision making process. The different ways of communicating created opportunities for members of the school to be involved in the decision making process. Formal communication was a necessary part of the decision making process, however, it limited opportunities for teachers to make suggestions regarding decisions made at the senior management level. Informal communication processes and procedures provided teachers the opportunity to express their views in a non-threatening way.

Communication practices also had an impact on the monitoring system. Communicating through meetings, filling different forms, and notices and schedules found to be an important means of monitoring the changes in the school. Processes of decision making impacted on the distribution of roles and responsibilities. Negotiation of such roles and responsibilities took place in the decision making process. The process of decision making and negotiation was

thus found to be influencing the monitoring system and how monitoring was undertaken.

It was evident from the data that systems of monitoring, communicating and decision making were designed in a way to include everyone in the change management process. Since the school was a large school, such monitoring systems allowed implementation of change at every level and the distribution of work to everyone. Frequent formal communication with different groups were carried out to make sure everyone was informed of events happening in the school. This also provided a means of involving everyone in the decision making process, enabling discussion at every level.

### 4.3.1  Monitoring System

The most captivating aspect of managing change in the school was that every member of the school, at all levels, engages in ritual monitoring type activities. The rationale behind this appears to be to "see that (the) changes (were) implemented properly" (IA).  Monitoring is done in a systematic and transparent manner. This was apparent in schedules, duty lists and forms that needed to be filled in the school.  The monitoring system is designed in a way to involve every body in the process, "so it doesn't become a burden on one person" (ID). Figure 5 shows how monitoring was carried out at different levels.
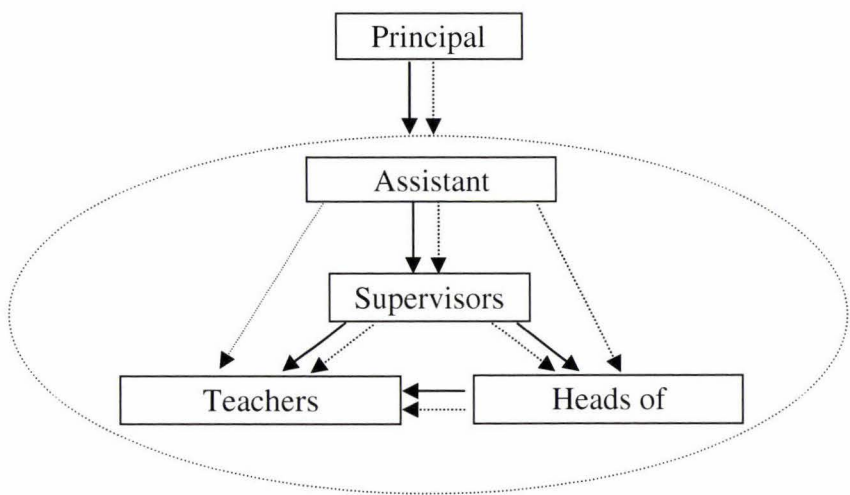


***Figure 5:*** System of monitoring in the school

The bold arrows in the figure shows direct monitoring through formal meetings and through formal reporting system such as filling forms and reports. Such reports and forms included; 'weekly report of class teacher supervision', 'weekly report of departmental management', 'annual departmental reports', 'class teacher appraisals by supervisor', 'supervisor appraisal by principal' and 'subject teacher appraisal by heads of departments'. The dotted arrows indicate indirect monitoring of the members through informal daily meetings in the staff room, tea room and supervisors' room (JN)[7].

Documents such as the duty schedule for 'clubs and uniform activities', 'duty period for monitoring the session', 'supervisors duty lists' and 'supervisors and teachers duty lists' displayed on notice boards, inform the duties and responsibilities of everyone and provide a formal and informal pathway to monitor the work of members at every level.

As Figure 5 shows, the principal monitored everyone formally and informally. Members of staff were monitored by scheduled formal meetings and through systems such as form filling. The assistant principal and supervisors "have to meet the principal and give feed back regarding (their) duties. (They) also have special forms to fill regarding the duties" (IB). Details of these formal meetings are discussed in the section on communication. Informally, the principal monitors members through informal meetings, gatherings, questioning and going on rounds. One participant commented that the, "principal personally talks with the supervisor about 'round duties' if a teacher supposed to be on the round duty is found seated in the staffroom" (IA). The researcher was also able to witness informal monitoring by the principal in the administrative office, tea room and supervisors room (JN).

The assistant principal monitored the work of supervisors both formally and informally (see Figure 5). The assistant principal commented, "now it is more about monitoring the supervisors, looking into the work of supervisors whether they do their roles and duties". Even though there was no direct monitoring of

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[7] Journal Notes. Please refer to Appendix V on page 176 for further detail.

teachers or heads of departments by the assistant principal, the researcher witnessed informal and indirect monitoring of teachers and heads of departments by the assistant principal on a daily basis in the supervisors room and staff room (JN).

Supervisors played the main role in monitoring (see Figure 5). Supervisors monitored the implementation of changes to roles and responsibilities of teachers and heads of departments both formally and informally on a daily basis. Supervisors were given, "a set of classes to monitor" (IA). All aspects of class functioning were monitored by them. Supervisors monitored duty rounds of teachers and heads of departments during session time and other allocated duties after session time. Supervisors also monitored the department work of heads of departments, club related activities and teachers' involvement in those activities. Teachers in both focus group discussions stated that, "now supervisors are in school at all times" (FG and FG) to monitor the school, the work of teachers and heads of departments and to see whether the, "changes are put into practice" (IA).

In response to the monitoring role of supervisors, the following comments were made by participants;

> "We have to fill certain forms. We have subject meetings where the subject teachers will be meeting and the supervisor in charge of the subject has to look into see whether it is being done each week. We have to also monitor the teachers and fill forms. So through these forms it is able to see whether the changes are put into practice" (IA),

> "Supervisors have to meet their teachers individually...Supervisors keep schedules. They have these forms to fill. So the teachers monitor the classes and the supervisor checks the teachers, whether teachers have followed the scheduled duties. The teacher's responsibilities are specifically outlined in the teachers hand book and supervisors monitor whether they have attended to those (ID) and

> "..teachers who are on monitoring schedule will record their observations and inform us (supervisors) if anything needs to be attended and these duty teachers can help to assist other teachers. when we have round duties we monitor whether teachers are on round duties and also monitor what the students are up to as well..."(IE).

Heads of departments were also involved in the monitoring process (see Figure 5). They were involved in monitoring teachers and students academic work. Heads of departments have to prepare, "weekly report to record the events of each week" (FG). The weekly report was prepared by answering a specific set of questions related to the following:

- Conduction of weekly curriculum meetings;
- The involvement of teachers in preparing weekly work for the department;
- Teachers submission of lesson plans and working in accordance with the scheme;
- Observation of lessons by heads of departments;
- Attendance of teachers to club related activities; and
- Teachers' contribution to club related activities of the department (DR 1)[8].

The monitoring system proves efficient in facilitating processes of change management. It adds structure whereby everyone is held accountable to their roles and responsibilities. It also provides transparency of the change implementation process. The monitoring of everyone at different levels meant support was provided in implementing changes.

## 4.3.2 Communication

Formal and informal communication practices were in place to manage and facilitate change in the school. All individual interviews and focus group discussions revealed that communication regarding implementation, monitoring and facilitation of change took place frequently, both formally and informally.

### 4.3.2.1 Formal Communication

The main means of formal communication in the school was through meetings. Meetings such as, "principals meetings, SMT meetings, HOD meetings and general staff meetings are all forums where how changes can be implemented are

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[8] DR 1: Document, Report. Please refer to Appendix V on page 176 for further detail.

discussed" (IA). Table 5 shows the types of formal meetings that took place in the school.

*Table 5: Formal meetings in the school*

| Meeting | Members | Frequency of Meeting |
|---|---|---|
| Principals meetings | Principal<br>Assistant principals | Prior to other meetings |
| Senior Management meetings | Principal,<br>Assistant principal<br>Supervisors | Every fortnight |
| Heads of Departments meetings | Principal,<br>Assistant principals<br>Heads of Department | Every fortnight |
| Session Meetings | Principal<br>Assistant principal of the session,<br>All the staff of the session | Every fortnight |
| Staff meetings | All the staff | Every month |
| Curriculum meetings | Head of departments and teachers of that department | Every week |
| Supervisors meetings with teachers | Supervisors and allocated teachers on an individual basis | Every fortnight |

Members of the senior management team expressed that, "the communication systems and procedures in place do help to manage and facilitate change" (IE)[9]. Different meetings provided them the opportunity to express their opinions regarding the changes and provided opportunity to, "decide collectively" (IC). The forms that needed to be completed weekly and fortnightly communicated the implementation of change to participants in a formal manner. Senior managers, "monitor the records (forms and reports)" which is a, "way to monitor the teachers" (IE). The records are then, "used in filling the staff appraisals at the end of the term" (IE). This creates a sense of accountability among the staff for their roles and responsibilities.

Teachers revealed that curriculum meetings were "very open forums" (FG and FG) where weekly subject related matters, club related activities and other issues were discussed. Teachers felt that those meetings "provided them (with) information that (was) discussed at senior management level and heads of department level" (FG and FG). Teachers also had the opportunity to, "openly raise issues of

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[9] Individual interview with participant E. Please refer to Appendix V on page 176 for further detail.

concern" (FG and FG) to their department heads in the curriculum meetings. Thus, the meetings were also viewed by most teachers as an indirect means of communicating issues of concern with the principal through heads of departments (FGB and FGC).

Apart from the above, there were, "frequent meetings if urgent issues or special events are happening in the school" (IA). During the period of field work, several such meetings were held regarding an infectious disease that was spreading in the country. Notices were put up on boards and announcements were made regarding the emergency meetings (JN)[10]. Emergency meetings held included senior management meetings, heads of departments meetings, session meetings and staff meetings (JN).

Notice boards played an important role in formal communication. The researcher observed that the school has notice boards every where reminding students and teachers of their duties and giving updates of events happening in the school (JN). Duty schedule for 'clubs and uniform activities', 'duty period for monitoring the session', 'supervisors duty lists' and 'supervisors and teachers duty lists' were displayed daily on notice boards providing, 'updates of all daily events' (FGB). The researcher observed that notice boards were fixed in supervisors' rooms, heads of departments' rooms, staff rooms, per level and in the lobby. All participants commented that notice boards played, "a major role in the formal communication process" (IA) and acted as a way of, "reminding them of their duties and responsibilities" (FGB). All focus group participants noted that the forms that need to be filled after round duties, teacher appraisals and other activities were also a means of communicating information. Assemblies were also a formal way of communication as, "important notices (were) sometimes given during assemblies" (FGB and FGC)[11].

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[10] Journal Notes. Please refer to Appendix V on page 176 for further detail.
[11] Focus group discussion with groups B and C. Please refer to Appendix V on page 176 for further detail.

### 4.3.2.2   Informal Communication

It was observed by the researcher that informal communication was part of the school culture and a means of making decisions and conducting important discussions. The researcher was able to witness informal communication and decision making taking place between the principal and assistant principal, principal and supervisors, supervisors and heads of departments, and heads of departments and teachers on a daily basis in the supervisors' room, staff rooms, tea room and teachers 'sitting room' (JN). For example, decisions on activities and a programme to mark environments day by the environment club were made after a discussion between the teacher in charge of the club, the supervisor monitoring the club and the principal on an informal basis (JN). The staff room provided teachers and heads of departments with a space to discuss and negotiate matters related to teaching, round duties, other duties and extra activities on an informal basis (JN). With regard to informal communication facilitating the change process, the principal commented that:

> "I try to have my tea in the canteen at times when there are lot of teachers there. Because then I can have informal talks with people and get to know them. I try to take opportunities like that to have a talk and be there and then instead of telling people what to do I tell them why I want that change".

The findings on both formal and informal communication practices in the school allowed the researcher to conclude that everyone in the school was informed of all the events at all times through different means. The communication system provided a means to facilitate change and it created an environment where expectations were translated. It also generated transparency regarding the changes and created awareness of events happening in the school.

### 4.3.3   Decision Making

The process of decision making in the school was influenced by the communication systems in place. Evidence from individual interviews, focus group discussions and documents such as minutes of meetings taken from senior management, heads of departments and staff meetings revealed that all members

in the school are given opportunity at different levels to be involved in the decision making process. (This opportunity was provided by the decision making processes and the communication systems existing in the school). The following comment described the decision making process in the school:

> "First SMT (senior management team) meets. They discuss and decide many things. Then it is taken to the HoDs (heads of departments) meeting. HoDs will also give suggestions and ideas and tell the things that they have problem with. Then these suggestions and decisions are taken to the general staff meeting, there also these ideas are presented they (teachers) talk about it and give suggestions" (IC).

This system of meetings and engagement in decision making provides opportunity for collective decision making. In describing such processes, data revealed that all major changes were, "initiated by the principal" (IA, IB, IC, ID, IE and IF)[12] and, "discussed with the assistant principal" (ID). The suggestion to make changes was then discussed in the senior management meeting, "where supervisors who have been in the school for a longer period contributed their ideas regarding the changes" (IA). "Suggestions and comments (of supervisors) were taken in to consideration" (IC) and included. It was then discussed, first, at heads of departments meetings and then in the staff meeting. All staff were, "informed of changes" (FGB and FGC) and distribution of roles and responsibilities and their opinions sought during meetings at different levels. Data revealed that this process made the, "changes transparent" (IF), the participants knew what was, "expected from them" (IF) and thus were provided opportunities to contribute to change management. The principal notes that, "what ever decision we (senior management, that is principal, assistant principal and supervisors) make are justifiable because we (senior management) get their (teachers) ideas, even in staff meetings I do take their suggestion".

Heads of departments and teachers from focus group discussions agreed that the, "floor was open for suggestion" (FGA, FGB and FGC) and, "if anyone have any ideas or suggestions they are welcome to talk and suggest idea" during those

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[12] Individual interviews with participants A, B, C, D, E, F. Please refer to Appendix V on page 177 for further detail.

meetings. Participants of focus group discussions agreed that, "discussions did take place regarding some issues" (FGA). However, most focus group participants felt that most decisions were taken by the senior management team prior to meeting them, "most changes (were) informed and then asked for suggestions" (FGA and FGB). Perception of some teachers' was that the opportunity to make suggestions was not used by most teachers. "Few teachers gave their opinions and suggestions" (FGB). Some participants expressed that they did not get involved in the decision making process regarding the changes thinking that they maybe, "labelled as people resisting change" (FGB and FGC) if they commented on any issue. However, supervisors revealed that teachers did give their suggestions and ideas regarding the changes in the general staff meeting and their views were incorporated in the decisions as well.

Negotiation was part of the decision making process. The principal stated that, "a lot of things are negotiated", "even at teachers level (principal) negotiates with them". The following example illustrates negotiation taking place as part of the decision making process. A change was planned to be implemented in the near future, which required "moderating all exam papers by the supervisor in charge of the department and a senior teacher from the department" (ID). The decision was made by the principal, where "it was first discussed in the SMT and then the HOD meeting and then later on with staff" (ID). Participants of senior management and most of the heads of departments stated that after initial discussion of the issue, negotiation did occur as to how to moderate the paper and who would be involved in the process. The final outcome of the negotiation was to incorporate the suggestions of the heads of departments, that is, "include the heads of departments in the paper moderation process" (FGA).

The following diagram (Figure 6) shows the set up of decision making in the school.
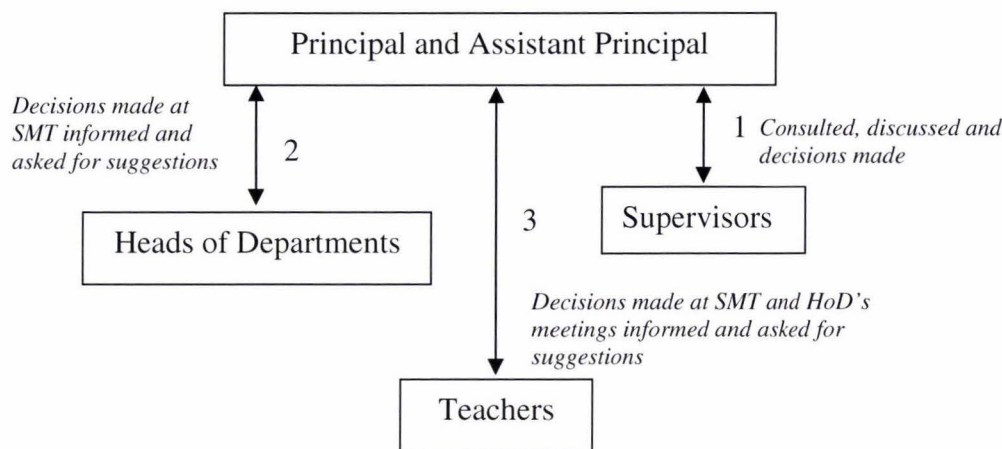
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                    ┌─────────────────────────────────────┐
                    │  Principal and Assistant Principal   │
                    └─────────────────────────────────────┘
  Decisions made at              ↕                    ↕        1  Consulted, discussed and
  SMT informed and              2                                  decisions made
  asked for suggestions
                                              3   ┌──────────────┐
  ┌──────────────────────┐                        │  Supervisors │
  │ Heads of Departments │                        └──────────────┘
  └──────────────────────┘

                                        Decisions made at SMT and HoD's
                                        meetings informed and asked for
                              ↕         suggestions

                      ┌──────────────┐
                      │   Teachers   │
                      └──────────────┘
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*Figure 6:* Set up of the decision making process in the school

The numbers displayed in Figure 6 indicate the order of the decision making process. As it shows, the principal and assistant principal initially discusses issues and initiate change. These issues are then taken to the supervisors in the senior management meetings. As indicated by participants, most decisions are made in, "consultation with supervisors" (IB). Decisions made at senior management level are then taken to the heads of departments meetings, where the principal discusses the decisions made at the senior management meetings and seeks the view and opinion of the heads of departments. Finally these decisions are taken to teachers who are asked for their suggestions and opinions.

Data reveals that the decision making process is set up to enhance movement towards collective decision making. Perception of some participants was that the set up of the meetings prevented their participation in the process. However, knowing that the opportunity to contribute to the decision making process is available gives them a sense of belonging in the process (FGB). By peeling back the layers of the decision making process, it can be concluded that the way current decisions are made is open for suggestions from all members. Processes provide opportunities for everyone to participate, making for a collaborative decision

making process. The format of the decision making process also provides structure, efficiency and transparency.

## 4.4    Change Agents

The term 'change agent' is used in this research to describe participants who were involved in the initiation, monitoring and implementation of the change process. The decision to use the term was based on findings of the research, which reflected that actions of all participants in the initiation, monitoring and implementation of  change fits the definition of change agents described by London (1988).  London (1988, p. 58) defines change agents as "leaders who see a need for change, conceptualize and design the change, implement it, and or adopt the change". Figure 7 below identifies change agents and their roles in the change management process.

The terms used for the roles of change agents and the descriptions are borrowed from London (1988, pp. 58-60). The rationale for using these terms is that the description fits the roles played by participants in the change process. 'Change Generator' as a key change agency role, is described as converting an issue into a felt need while change generator as a demonstrator, demonstrates support for the change conceptualized by the key change agent and shows support by action. 'Change Implementors' assume responsibilities to implement changes and model the changes to other change agents. 'Change Adopters' practice new changes and show highest commitment by maintaining the changes and making it the norm of the organisation.  Change Adopters as maintainers keep the organisation going by implementing the changes and are willing to adopt the change process. Change Adopters as users make a habit of changes, thus ensuring success.
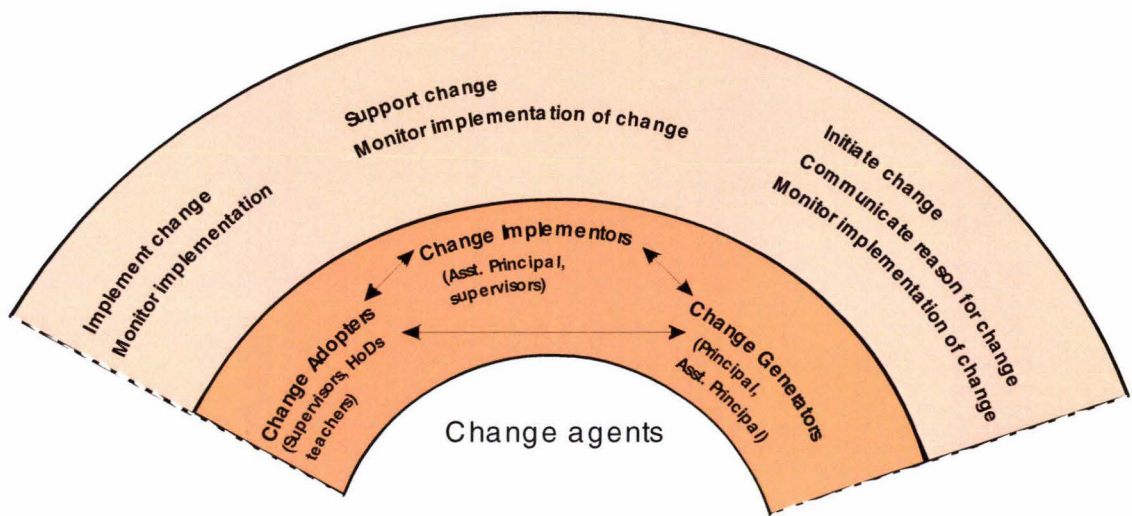
***Figure 7:*** Roles of change agents in the change management process

As Figure 7 shows, the principal is a 'change generator' (London, 1988) and plays a key role in initiating change. Even though change was initiated by the principal, it was clear from the data that, 'all changes (were) discussed with assistant principal' (ID). The assistant principal's role as change generator and implementor is demonstrated by the support given to the principal in bringing about changes and helping to monitor them. Supervisors, as change implementors and adopters, showed commitment to the changes and help monitor the implementation process. Heads of departments and teachers as change adopters implement changes. Their change agency roles and responsibilities are further clarified in Table 6 below.

**Table 6:** *Roles and responsibilities as change agents*

| Participant | Role as a change agent | Responsibilities |
|---|---|---|
| Principal | Change Generator as Key change agent (London, 1988) | · Initiated changes and was working towards creating a change ready environment<br>· Communicated reasons for change<br>· Monitored consistently the progress of change through formal and informal means at different levels |
| Assistant Principal | Change Generator as Demonstrator and Change Implementor (London, 1988) | · Supported the changes<br>· Monitored consistently the progress of change through formal and informal means at different levels and reported to the principal |
| Supervisors | Change Implementors and Change Adopters as Users (London, 1988) | · Implemented and showed highest commitment for the changes<br>· Maintained the changes and made the changes the new habit in the school<br>· Monitored the implementation of duties of teachers and heads of departments by round duties, meetings and filling allocated forms |
| Heads of Departments | Change Adopters as Maintainers (London, 1988) | · Implemented the changes to maintain system flow and worked together with other members |
| Teachers | Change Adopters as Maintainers (London, 1988) | · Implemented the changes to maintain system and worked together with other members. |

The researcher's observations during field work revealed that changes were monitored and implemented at all levels. Coordination and communication regarding the responsibilities of the change agents were visible in their day to day tasks. Multiple roles were played by change agents to facilitate the change process. Analysis of data concluded that while participants were attending to day to day tasks like teaching and attending to student related issues, they were also acting as change agents by implementing and monitoring new changes.

The findings of this research revealed that even though there were issues of concern from participants regarding actual changes, their actions were that of leaders who were facilitating the change management process by being fully involved and committed to implementing and supporting the change process.

The following sub sections further details the different roles played by the participants as change agents. The first part details the role of the principal and assistant principal in initiating change and the reason for the change. The second outlines supervisors' involvement in the change process. The final part presents the heads of departments' and teachers' role in implementing the changes.

### 4.4.1  Principal and Assistant Principal

In this school, the principal was the change generator as the key change agent. All participants stated that, "it was the principal who took the initiative" (IF) to bring about change. Changes initiated reflected the theme of the school for the year 2006, which was "taking responsibility" "in the process of educating (the) students" (DH)[13]. Changes enacted were justified by the principal as working towards creating an environment where "it's not only the principal doing things but people doing things at different levels".  In order to successfully implement the changes, the principal urged all the staff and, "all teachers to undertake all their duties in a responsible manner" (DH) and, "to work as a team towards (their) vision and mission" (DH). Further, the principal stated that, "I think the head of the school can bring about a major change in school depending on (his/her) beliefs and what (he/she) thinks has to be in an ideal school". In this regard, the principal's own vision was to create;

> "A child friendly, parent friendly and teacher friendly school. A school where students get better instructions, a school where teacher are happy and a school where students are happy and willing to learn. Earlier (this school) was focusing totally on results on studies but we have moved away from it to make it more caring environment. Studies are important but there are equally other important things."

To translate this vision to reality, changes were brought to the roles and responsibilities of everyone in the school.  It was observed that work was, "distributed among supervisors" (IA); teachers and heads of departments were entrusted with responsibilities other than teaching and academic work.  The rationale for this change was to monitor students whenever they were in the

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[13] Document, Teachers Handbook. Please refer to Appendix V on page 176 for further detail.

school and to create a close relationship between the students and staff. The principal noted "previously the school used to be very very noisy there will be children moving all over the school at all times and so on".

Evidence from focus group discussions, interviews and documents suggest that alterations were made to the systems or structures in place to manage change. It was also evident from focus group discussions and interviews that, "the reason why the changes have taken place" (IA) was communicated in different meetings by the principal.

Participants had a common understanding of the reason for change in their roles and responsibilities. All the participants expressed that, "the school being very large the distribution of all classes to all supervisors" (IA) and involving teachers and heads of department in monitoring students outside classroom meant getting the opportunity to know students and teachers better. The principal noted that with the changes, the school is now, "quiet and teachers can teach better".

The assistant principal was identified as a "change generator as a demonstrator" where the role played was more of a supportive role to the principal. The assistant principal was found to be involved in the monitoring process through formal and informal meetings at different levels, and thus, can also be identified as a change implementor.

### 4.4.2 Supervisors

Supervisors played the role of both change implementors and change adopters as users. They were involved in both implementing the changes and monitoring, "that the changes are implemented properly" (IA). Their main role was in monitoring the heads of departments and teachers' work. Supervisors' roles and responsibilities were distributed in such a way so as to be, "present in the school all the time when activities are going on" (ID). As change implementors and change adopters as users, they were also involved in the negotiation process where by, "looking back at previous years experiences", (IB) they negotiated new changes.

### 4.4.3 Heads of Departments and teachers

Both, heads of departments and teachers were change adopters as maintainers. Changes are, "implemented at department level" (IB) by heads of departments and teachers. Both heads of departments and teachers implemented their new roles and responsibilities by being involved in non academic activities and monitoring the school at given times during and after school hours. They worked together with the supervisors in implementing changes by, "constantly reporting to the supervisors" (FGB) regarding issues that arose during their monitoring time. This maintained the flow and facilitated the change process.

It can be concluded that as change agents, participants played a major role in facilitating change. Their effort and unity enhanced the management of change. As Hargreaves (1999) points out, if any group, big or small, resisted the changes, it would not have been possible to implement them. Further, it was the actions of the change agents that created the current school culture, which also contributed to the change management process.

## 4.5    Culture

Identifying culture and cultural aspects was not part of the research. However, data revealed that the existing culture of the school played an extremely important part in managing change, and this provides the rationale for its inclusion. The researcher was able to sense and witness different aspects of existing school culture during the time spent in the field. Interviews, focus group discussions, documents and the researcher's observations during data collection confirmed the researcher's perception of a culture that is open, efficient and collaborative.

Documents such as teachers' handbooks confirmed the schools vision, "to inculcate in students love and respect for Islam and the nation, and a willingness and desired to achieve their maximum intellectual potential, enabling them to contribute to the school and society as responsible individuals" (DH)[14]. The mission was outlined as, "to develop high standards and high expectations for all

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[14] Document Teachers hand book. Please refer to Appendix V on page 176 for further detail.

students in a happy, caring and challenging learner-centred environment, which will motivate them, build their confidence and enrich their intellectual, physical, social and moral experiences" (DH). It was observed that the culture created in the school was based on the vision and the mission of the school.

Figure 8 shows three dominant aspects of culture operating in this school that facilitated change. These include openness and collaboration, efficiency and opportunity. All three were found to influence and contribute towards change management.
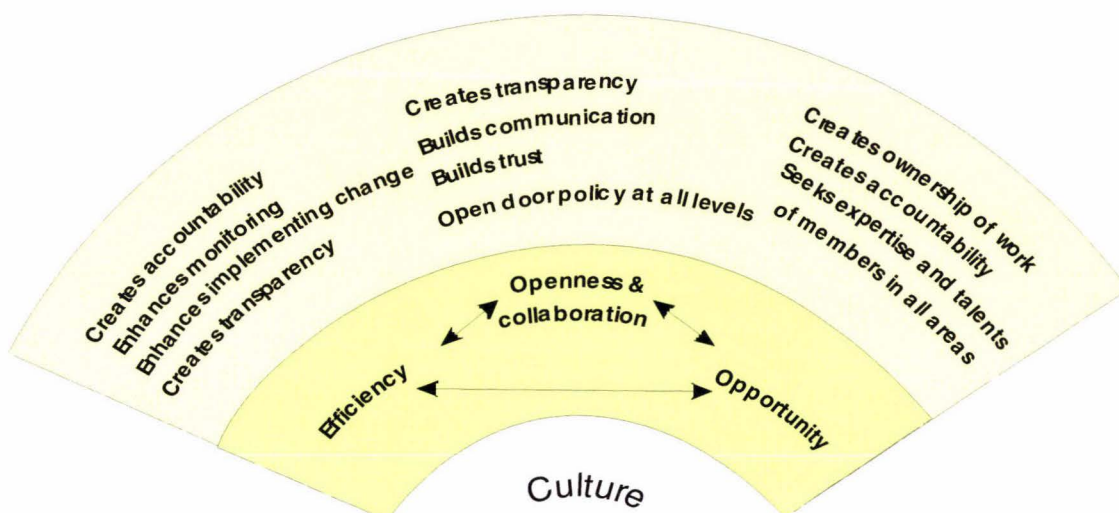


***Figure 8:*** Aspects of culture contributing to the change management process

The open door policy in the school creates freedom to express views, approach peers in moments of crisis and lend support to the collaborative ways of working among members. Here, an open door policy is referred to a policy where all staff are free to meet anyone at school at anytime regarding any matter. Such openness also contributes in providing opportunities for communication and leadership. Staff also had opportunity to contribute their expertise and talents in areas other than teaching. These opportunities create collaboration among staff. Level of collaboration varied according to different levels and groups. The efficiency of doing things provided a sense of security and a structured way to implement change.

### 4.5.1 Openness and Collaboration

During the first meeting with the principal, the researcher witnessed that an open door policy was part of the culture, and that senior management staff had the authority to make and negotiate decisions regarding their responsibilities (JN). One example that captured this is the following.

One supervisor entered just before I (researcher) left. Principal introduced us and informed the supervisor of my reason for being in the school. The supervisor informed the principal about a new teacher who had come for a job interview. The supervisor said that a class had been arranged for the teacher to teach in so as to observe the teacher's style of teaching and asked the principal for her views. The principal said to let her know the teacher's style and to give the supervisor's opinion and feedback following the observations (JN).

This example of an open door policy suggests openness in communication, and making decisions based on evidence. All participants commented that, "there was no layer in between" (IC) and "direct communication was there between (supervisors), teachers and the principal" (IB). There was an, "open door" (IB) policy at all times at all levels. All participants also responded that they, "can meet principal anytime regarding matters" (FGA, FGB and FGC). All the staff were also, "encouraged to meet (the principal)" (ID) regarding any matter at anytime. The researcher witnessed that teachers, supervisors and heads of departments meet with the principal unofficially to discuss matters on a daily basis (JN).

The researcher was able to conclude that people used the open door policy to discuss day to day matters regarding their roles and responsibilities, students, teachers and personal issues. The opportunity to openly discuss matters relating to day to day issues and, "hav(ing) the opportunity to be involved in discussions" (FGA & FGB), gave participants a sense of responsibility and "ownership" (IE) in implementing the changes.

It was noted by participants that the open door policy created, "transparency"(IA) of work and kept everyone, including parents, informed of all issues at all times. It

was witnessed that the open door policy gave opportunities for teachers and heads of departments to communicate better with supervisors (JN). On a daily basis, teachers and heads of departments "dropped into" (JN) the supervisors' room to talk informally about their worries, work concerns and other issues. Supervisors would also "drop in" to the staffroom or sitting room frequently to have informal conversations (JN). This in fact was found to be a major contributing strategy in managing change, as participants had opportunity to discuss concerns on an informal level and share their thinking.

The openness in communication and the open door policy was seen as a major factor contributing to the collaborative nature of the school. Participants from different levels and subject areas were seated together in the staffroom (JN). Both foreign and local teachers and teachers from different departments shared tables in the staff room, had tea breaks together, participated in common fun activities (JN). However, as research into large secondary schools' culture suggests, evidence from data showed that the school had different sub cultures. Members were found to be belonging to not one sub culture but to a number of different ones depending on the work and physical arrangement of the rooms and other structures. Collaboration among members was evident from their involvement in activities, language used and from their openness in communication (JN). Some of the sub groups or sub cultures dominant in the school with collaborative work ethos included;

- Supervisors
- Supervisors and heads of departments
- Supervisors and teachers
- Heads of departments and teachers
- Teachers

Evidence shows that most of the members belonging to the sub cultures worked collaboratively. It was observed that some members belonged to more than one sub culture. Most supervisors, teachers and heads of departments belonged to more than one sub culture. This belongingness and collaboration facilitated change management, as people from different levels with different responsibilities

worked together and shared information regarding processes of change management (JN).

During data collection, the researcher was able to witness whole school collaboration during a special function in the school. Different members from different level of the school were seen working together. The time the researcher spent in the school provided her with evidence that openness in communication gives members of this school opportunity to voice their beliefs and opinion in a frank and honest manner, thus creating a common ground for negotiation and collaboration (JN).

The culture of the school can be described as a collaborative work culture, especially towards implementing change. Even though some participants have reservations about some aspects of the changes, their effort, support and commitment was very much stated and visible during the data collection period.

## 4.5.2 Opportunity

Data revealed that the school provided opportunity for members to contribute their special skills or expertise in different ways. Members were encouraged to contribute their expertise and talents in clubs, committees in preparing students for competitions, and in policy related issues such as design budgets and disciplinary measures. Participants were assigned work that, "they were interested in" (ID). These opportunities provided the members with a sense of, "belonging" and, "ownership" (IB). Participants in the school were encouraged to, "organise new and different activities for students" (ID).

Teachers and supervisors were given the, "opportunity and authority" (ID) to run clubs and associations in the school and organise activities. Their role in clubs and associations was described as, "more like a facilitator" (IF, IB and ID) that included, "organizing activities" (IA), "guide teachers in preparing resource materials" (IC), and "oversee the running" (IF) of them. Supervisors responded that in most clubs the "head of the club is a teacher" (IF) and teachers, "inform (supervisors) the activities that they are going to have" (IF). The authority to

organise and run clubs and associations provided participants with opportunities to be involved in decision making that generate collaborative sub cultures.

Opportunities were also given to teachers, heads of departments and supervisors to participate in policy level committees such as the budget and disciplinary committee. The role of supervisors in the budget committee, for example, was explained by the principal as:

> "Two supervisors are on the budget committee. They have been chosen because they have experience in financial matters. One of the supervisor on the budget committee from last year is (supervisor) a qualified accounts teacher and (she/he) would be able to contribute to this meeting. (Second supervisor) owns a small business and is a part time lawyer, so (she/he) would know the legal side of how money and such things need to be financed. So they contribute a lot. They advice the committee on rates that have been proposed in bids are reasonable or not. People who are more involved in finance would know whether it is too expensive or whether things can be done at a cheaper rate. So their role is to discuss whether it's alright and to see whether something is required or not."

Providing opportunity to be involved in different activities was found to be an additional responsibility by a few participants. Majority viewed such involvement as, "valuing (their) talents" (FGB) and, "seeking (their) opinion" (IB).

The opportunity to be involved in matters other than teaching created a "culture of opportunity". Processes also held members accountable. At the same time, school's policies and decisions made at various levels were made transparent.

### 4.5.3  Efficiency

Efficiency was observed to be a part of the existing culture of the school. There was a systematic organised way of doing things in this school. Documents such as, 'teachers hand book', 'job descriptions', 'duty schedules' all provide evidence of efficiency. Roles and responsibilities of each and everyone were detailed and documented. Participants are informed of their "specific roles and duties" (ID).

Everyone was expected to be involved in monitoring students. To ensure this, "round duties and other duty schedules are given to all members" and displayed on notice boards. "Administrative office and budget office have to be opened" (ID) whenever students are present in the school. This is ensured by duty lists for office staff. The work is distributed to involve everyone in the monitoring of students.

The teachers' hand book details and specifies what staff are required to do in the school. The purpose of the handbook is to "provide teachers with the necessary information about procedures observed" so that a "common norm (can be) established by all" (DH)[15]. Some of the things included in the teachers hand book that contribute to an efficient culture include:

- Detail of work hours;
- Responsibilities of teachers including all the roles and duties of a teacher;
- Meeting protocols and what is expected in meetings;
- Administrative aspects of class teachers work;
- Pastoral aspects expected of all teachers;
- Academic and discipline aspects expected of all the teachers;
- Assembly times ;
- Guidelines for teachers in dealing with students and parents;
- Professional standards expected from staff;
- Grooming and dress code for staff;
- Absence and leave policy;
- Lines of communication expected from staff;
- Procedures for dealing with disciplinary issues at different levels; and
- Head of schools, guidelines for dealing with disciplinary issues.

All the data presented in this chapter reveals that the school has a culture of efficiency. This provides participants with structure. Duties were made transparent. Efficient systems held everyone accountable to their respective work and distributed the work equally. Most importantly, an 'efficiency' cultural hallmark offered a sense of security and structure enhancing the change management process.

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[15] Document, Teachers Handbook. Please refer to Appendix V on page 176 for further detail.

## 4.6 Conclusion

This chapter presented the research findings. A model was developed to represent the processes, practices and systems, in place to manage change. Three aspects contributing to the change management process were; systems, the role of the change agents and the existing culture of the school. These have been explicated in detail.

The chapter was presented as four sections. It started with describing the changes that have taken place to the organisation chart in terms of roles and responsibilities and decision making capacities. Issues of concern were also presented.

The second section presented systems in the school that manage change. Parts of the model were utilised for this. Systems in place to manage change were the monitoring system, formal and informal process of communication and decision making processes. All systems were found to influence each other in change management.

Change agents' roles and responsibilities proved crucial in the change management process. The role of the principal was found to be that of a "change generator" (London, p. 1998) where the key role was initiating change. The assistant principal as change generator and implementor supported the principal in bringing the changes and helped monitor the changes. Supervisors as change implementors and adopters showed commitment to the changes and helped monitor the implementation process. Heads of departments and teachers as change adopters implemented the changes.

Three dominant aspects of culture; openness and collaboration, opportunity and efficiency were found contributing to the change management process. An open door policy at all levels created freedom to express views, approach colleagues in crisis and contribute to the collaborative work culture among members. Openness also contributed in providing different opportunities for members. Participants were given opportunities to contribute their expertise and talents in areas other

than teaching. These opportunities created collaboration among staff. The efficient nature of the culture provided participants with a sense of security, structure and direction in the change management process.

The next chapter discusses the findings with reference to the current literature. In this regard, the three major themes and sub themes that emerged are discussed separately. The chapter also answers the two research questions posed in this study.

# Chapter Five
# Discussion

## 5.1    Introduction and Overview

Chapter Four presented the findings from this study. Three major themes were discussed. They were; systems, change agents and culture. Themes and sub themes that emerged from the analysis of the data were used to develop a model for change management in the chosen school. The model detailed each of the major themes and sub themes separately, clarifying the different systems that were in place, the role of change agents, and aspects of the existing culture. It also detailed the actions, practices, roles and responsibilities with respect to systems, change agents and culture.

This chapter examines and discusses the findings with reference to the current literature. In this regard, issues arising from change and the change management approach used by the school are first analysed and discussed. Each of the major themes and sub themes evident from the data is then discussed separately with reference to the literature reviewed in Chapter Two. The format of this chapter is presented in a way to answer the two main research questions, namely:

- What are the processes, school systems and practices, that facilitate structural change?

- How is such change managed at the levels of;

    · the senior management (principal, assistant principals and supervisors);

    · the middle management (heads of departments); and

    · teachers?

## 5.2    Change Management

As mentioned in Chapter Four, major changes to participants' roles and responsibilities were initiated as a result of initiating change to the organisation chart of the school. Their capacity to make decisions regarding their roles and responsibilities also impacted as a result of the changes.

Literature on change highlights change as an important and necessary part of an organisational life (Harvard Business Essentials, 2003; Fullan & Steigelbauer, 1991; Burnes, 2004). Participants in this study acknowledged that changes to their roles and responsibilities were important. Participants had an understanding that, in order to successfully implement the changes, it was necessary to involve everyone in the process of change.

However, as Deal (1993) points out, change is difficult for members of any organisation because it means doing things differently. This was observed for this school as well. Although they viewed change as a necessity, some participants felt it brought extra work. The important issue in dealing with change thus becomes how to sustain and manage change, as those that fail to do so, may end up facing crises (Senge et al., 1999; and Higgs & Rowland, 2005).

It is evident from this research that change was a complex process for the chosen school. Change was facilitated and managed in the school by developing intense capabilities and systems within which to work (Senge, 2006). As authors such as Levin (2001), Fullan and Steigelbauer (1991), Fullan (2001), Deal (1993), Stoll and Fink (1997), and Hargreaves (1999) point out, issues of resistance were linked with the change process in the school. However, it should be noted that issues of resistance in the school were addressed by having procedures in place to address such issues and at the same time having flexibility for teachers to negotiate things. Nieuwenhuis and Mokoena (2005) stress the importance of having procedures to address issues of resistance. Strategies for managing resistance, conflicts and other complexities arising from change are vital for change management (Clegg & Hardy, 1996; Fullan & Steiglbauer, 1991).

In analysing the data from this research, it is evident that no one particular approach to change management was used in this school. The change management approach of this school was context specific (Higgs & Rowland, 2005). In fact, data illustrates that aspects of structural, process, humanistic and general systems approaches to change management as outlined by Kotler (1992), were evident in the school. The following table shows different approaches to change management, their characteristics, and aspects of the change management process used in the school.

*Table 7:* *Approaches to change management used in the school*

| Approaches to change management | Characteristics of the approach | Aspects of the approach used in the school |
|---|---|---|
| Structural approach | Formal roles and relationships are defined to manage change | Roles and responsibilities changed to suit the purpose of the change |
| Process approach | Emphasis on the work flow among the various units of the organisational structure | Structured monitoring of work flow at different levels |
| Humanistic approach | Sees people as critical to an organisation's strategy and success | Everyone was involved in the change process |
| General Systems approach | Based on the understanding that in order to bring long term change, every aspect of the organisation needs to be involved and incorporated in the change process | Every aspect of the school, namely, systems, members and cultures were part of the change management process |

As Table 7 shows, different aspects of the above mentioned approaches to change management were evident in the school. These included changing roles and responsibilities, involving everyone in the process, establishing a system to monitor the work flow at different levels, and incorporating aspects of culture in the change management process.

In analysing the data, using the constant comparative method (Merriam, 1998), three major factors were found to be facilitating the change in the school. They are the systems in place, the role of the change agents and the culture of the school. A

strong link was evident between these three factors. The following sub sections analyses these three factors separately.

The model for change management in the chosen school (Figure 3) is once again presented here to give an overview of the different systems in place, the role of change agents and aspects of the existing culture that contributed to the change management. It also details actions, practices, roles and responsibilities with respect to systems, change agents and culture.
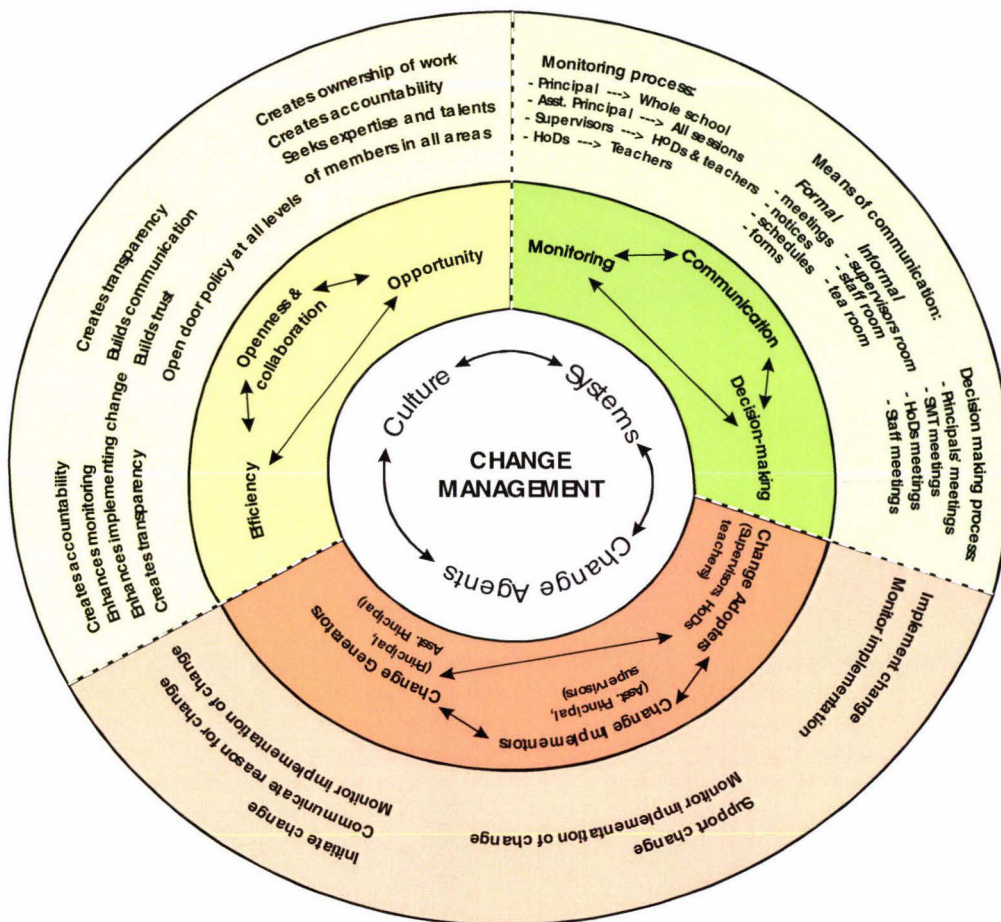


***Figure 3:*** Change management model for the sample school

## 5.3   Systems and Structures

Structures and systems are identified as an important part of any organisation (Weiss, 1996; Nieuwenhuis & Mokoena, 2005; Bolman & Deal, 2003; Clegg & Hardy, 1996; Chrispeels & Martin, 2002; Jackson, 2000; Graetz & Smith, 2005; Meyer & Stensaker, 2006; Schwahn & Spady, 1994; Ross & Hannay, 1999; O'Connor & Fiol, 2006; Stoll & Fink, 1997; Wilms, 2003). Literature reviewed on structures and systems revealed that they have different purposes and that they contribute in various ways to the change management process in an organisation. The structures that could be identified from the literature, their functions and roles in change management are outlined in Table 8.

*Table 8:* *Structures, their functions and roles in the change management process*

| Structure | Function | Role in change management process |
|---|---|---|
| Organisation Chart | • Defines jobs and formal reporting relationships (Weiss, 1996)<br>• Formal distribution of authority (Nieuwenhuis & Mokoena, 2005) | • Enforce the implementation of those decisions at different levels (Nieuwenhuis & Mokoena, 2005)<br>• Give legitimate power to people at senior levels to supervise, monitor, shape and direct behavior of those at lower levels (Bolman & Deal, 2003) |
| Communication and time | • Influence the amount of interaction taking place (Chrispeels & Martin, 2002)<br>• Enables formal and informal meetings (Graetz & Smith, 2005) | • Help build a common vision (Katzenmeyer & Moller, 1996)<br>• Enable to create a collaborative culture and build relationships (Graetz & Smith, 2005)<br>• Give opportunity for shared experiences (Katzenmeyer & Moller, 1996; Chrispeels & Martin, 2002 ) |
| Professional development programmes and training | • Provides knowledge and skills (Chrispeels & Martin, 2002) | • Give opportunity for shared experience (Katzenmeyer & Moller, 1996)<br>• Help create learning communities (Senge, 2006; York-Barr & Duke, 2004) |
| Schedules, time tables and duty lists | • Makes everyone accountable to work (Wilms, 2003) | • Help implement and monitor change (Bolman & Deal, 2003) |

As apparent from Table 8, structures or systems are very important in the change management process. They determine the roles and responsibilities of individuals and help the change management process by ensuring practices are favorable for the changes that are taking place. Structures or systems within school can also provide opportunity and time for members to be involved in culture building activities. The design of structures and the practices and processes occurring within organisations hold people accountable to their roles and responsibilities and in return help implement change successfully.

This research revealed that three systems were facilitating change in the school; they are, systems of monitoring, communicating and decision making. Nieuwenhuis and Mokoena (2005) state that part of any change process should incorporate systems and structures to facilitate change. This was evident in the school. According to Bolman and Deal (2003) and Graetz and Smith (2005), structures can enhance and constrain what an organisation can accomplish. The systems and structures in this school enhanced the change management process. Table 9 below summarizes the role of the systems (monitoring, communicating and decision making) in the change management process of the school.

*Table 9: Role of the systems in the change management process*

| Systems | Role in the change management process |
|---|---|
| **Monitoring** | · Involved everyone in the change process by distributing work to everyone<br>· Made the change process systematic and transparent<br>· Everyone was held accountable to their roles and responsibilities<br>· Provided transparency of the change implementation process<br>· Provided support in implementing changes |
| **Communication** | **Formal**<br><br>· Reminded everyone of roles, duties and provided updates of daily events<br>· Created an environment where expectations were translated<br>· Generated transparency regarding the changes<br>· Created awareness of changes and events happening in the school<br>· Provided support in implementing changes<br>· Provided opportunity to express views on matters and to be involved in decision making<br><br>**Informal**<br><br>· Provided opportunity to express views in a non-threatening way<br>· A means of making decisions and conducting important discussions<br>· Helped in creating collaborative culture |
| **Decision Making** | **Regarding individual work**<br><br>· Provided opportunity to evaluate choices regarding work<br>· Provided opportunity for creativity<br>· Gave a sense of ownership of the work<br>· Opportunity to work collaboratively with members from different levels<br><br>**Regarding whole school decisions**<br><br>· Provided structure, efficiency and transparency of decisions made<br>· Gave opportunity for staff at different levels to be involved in the decision making process<br>· Ensured that collective decision making is practiced in the school<br>· Provided opportunity to negotiate changes and decisions |

## 5.3.1 Monitoring

As evident from the above table, all three systems of monitoring, communication and decision making provided transparency to the change management process. The monitoring system in the school gave participants at different levels the legitimate power and authority to supervise and monitor the implementation of changes (Bolman & Deal, 2003). Higgs and Rowland (2000) argue that good monitoring and review practices can facilitate and develop capability to manage change. Similarly, in this school, participants were monitored both formally and informally. Formally by formal meetings, filling forms and observations made. Informally through informal communication and interaction in supervisors' room, staff room and tea room. The monitoring system also involved everyone in the process of implementing the changes by distributing the work to everyone. Monitoring of the work at different levels meant that everyone was held accountable to their roles and responsibilities.

## 5.3.2 Communication

Literature on 'change' stresses the importance of communication in the change management process (Stoll & Fink, 2001; Fullan, 2001; Durrant & Holden, 2006; Moffet, 2000). However, communication is facilitated if the systems of communication are designed in a way to include everyone in the change process. Chrispeels and Martin (2002) state that structure and setting of communication system in place can influence the amount of interaction taking place, the type of support provided and alters the nature of relationships between people in the organisation. The sample school had different means of communication at every level. Structured frequent meetings were held frequently. Notice boards and different duty lists and schedules were used to remind everyone of their roles and responsibilities.

The school being a large school, the setup of both formal and informal communication system was designed so as to include everyone in the communication process. All the participants agreed that communication helped to implement and facilitate change. As Table 9 shows, the setup of the

communication system reminded every one of their roles and duties, and gave updates of daily events happening in the school. It also created an environment where expectations were translated and provided support in implementing changes.

The setup of the communication system also enhanced a collaborative culture in the school. As Stoll (1999) points out, structures influence culture and unless the structures of communication allowed the people in a school to meet and interact, barriers in the development of a collaborative culture would have resulted. The structure and setup of the systems of communication in this school promoted interrelationships and interconnections with subcultures and collegiality at all levels of school functioning. It helped participants to establish focus and attention on implementation of change (O'Connor & Fiol, 2006).

As findings of this research confirm, informal communication taking place in the supervisors' room, tea room and staff rooms was used to monitor the work of participants at every level. Decisions regarding organisation of events and such other matters were also taken in such informal communication settings. This informal setting helped participants to express their views in a non threatening way.

### 5.3.3  Decision Making

As evident from Table 9, participants were involved in two types of decision making processes. They had the freedom (within boundaries) and the opportunity to make decisions regarding their day to day roles and responsibilities, and to participate in the whole school decision making process. This was facilitated by the communication system. Frequent meetings held at different levels meant everyone was involved in the decision making process. Decision making processes were collaborative and facilitated change as everyone's ideas and suggestions were incorporated in the final decision.

Moffet (2000) encourages teachers to be involved in the decision making process and to voice their beliefs and opinions. In this regard, findings from this research reveal that teachers and other staff were encouraged by the principal to make

decisions regarding their roles and responsibilities. They were also encouraged to participate in whole school decision making processes. Involving teachers in collaborative decision making processes strengthened relationships among them and created a sense of belonging thus facilitating the change process (Leithwood et al., 1994).

In this research, negotiation proved to be part of the decision making process of the school. Participants of senior management agreed that although the principal initiated changes, their suggestions and comments based on their previous experiences were included in the final changes. Negotiation occurring as part of the decision making meant that ideas of different people were incorporated in the final decisions that were made. This gave participants a sense of belonging and ownership to the changes that took place.

Evidence from the findings and Table 9 illustrate that all three systems in school were interrelated. The processes and practices of communication influenced decision making. Monitoring was carried out by formal and informal structures' of communication. Negotiation occurring as part of decision making impacted on the distribution of roles and responsibilities.

It can be concluded that, in this school, systems of monitoring, communicating and decision making were designed in ways to include everyone in the change management process. Roles and responsibilities were distributed to involve everyone at every level in the change management process.

## 5.4   Change Agents

The definitions of the term 'change agents' have changed over the decades. Almost four decades ago, Beckhard (1969) defined it as, people who provide technical, specialised or consulting assistance in the change management process. London (1988) refers to change agents as 'leaders' who initiate and create the case to implement change. In this research, change agents are identified as leaders who initiated, monitored and implemented changes. These leaders' roles were crucial in the change management process in the school, as it was their behaviour that was altered to accommodate the changes (O'Connor & Fiol, 2006).

This research adds to the evidence that the role of leaders in the change process does impact significantly on the success of change initiatives (Higgs & Rowland, 2005; Hargreaves & Goodson, 2006; Senge, 2006; Davies & Davies, 2006; Fullan, 1997; Sergiovanni, 2005). In this research, leaders at different levels were genuinely committed to deep changes in themselves and in their organisation. These are the qualities that need to be present in leaders (Senge et al., 1999). They influenced others through their credibility, capability and commitment. As mentioned previously in Chapter Four, even though there were issues of concern from participants regarding the changes, their actions were that of leaders who were facilitating the change management process by being fully involved and committed in implementing and supporting the change process.

The principal, assistant principal, supervisors, heads of departments and teachers, as change agents, contributed to the successful implementation of the change. The roles played by the change agents in the change management process are summarized in Table 10.

*Table 10: Role of change agents in the change management process*

| Change Agent | Roles played in the change management process |
|---|---|
| Principal | · Initiated changes to the organisation chart, especially the roles and responsibility of members<br>· Worked towards creating a change ready environment by structuring the systems to the envisaged change<br>· Communicated vision and reasons for change<br>· Monitored consistently the progress of change through formal and informal means at different levels<br>· Provided support for all members in the change management process<br>· Provided a transparent environment to implement and manage change<br>· Provided the means to create a collaborative work environment |
| Assistant Principal | · Supported the principal in the change process<br>· Monitored the work of the session in charge and the implementation of the changes<br>· Enhanced the change process through communication<br>· Provided support for all members in the change management process |
| Supervisors | · Implemented roles and responsibilities<br>· Showed highest commitment for the changes<br>· Negotiated some of the changes by making suggestions with regard to their experiences<br>· Maintained the changes and made the changes the new habit in the school<br>· Monitored the implementation of duties of teachers and heads of departments by round duties, meetings and filling allocated forms<br>· Provided support for the heads of departments and teachers<br>· Worked in creating a collaborative work environment |
| Heads of Departments | · Implemented the changes to keep the flow of the school and worked together with other members<br>· Provided support for the teachers of their departments<br>· Worked in creating a collaborative work environment |
| Teachers | · Implemented the changes to keep the flow of the school and worked together with other members<br>· Worked in creating a collaborative work environment<br>· Provided support for other teachers |

## 5.3.1 Principal

As Table 10 shows, change was initiated by the principal. According to Fullan (1997), research literature identifies that complex change in education requires active top-down or external initiation. While initiation comes from the principal, Miles (1987) stresses the importance of power sharing as critical for successful implementation of such change is endorsed. Three points are noted by Fullan (1997) regarding interactive power sharing. Evidence from this research suggests that to 'share power' in this school, a system of collaborative decision making was

in place. Different meetings were held at different levels to seek people's opinion regarding the changes. Evidence also suggested that the principal encouraged everyone to be involved in making decisions, regarding their roles and responsibilities and in school wide decision making. Everybody in the school had the opportunity to take initiatives and be responsible in their given duties and doing things at different levels.

Literature suggests that vision is a critical element in any organisation (Deal & Patterson, 2002, Kotler, 1992). In fact, building a shared vision is identified as a key component of the change management process (Deal & Patterson, 2002; Kotler, 1992; Fullan & Steigelbauer, 1991; Stoll & Fink, 1997; Cambron-McCabe et al., 2005). In this research, the principal communicated the vision and mission of the school. It was highlighted and transmitted by inclusion in the acknowledgement of the school's hand book and in meetings. The principal's own vision for the school was aligned with the school mission where the main focus was to develop a happy, caring environment for the students where they get better instruction. In order to make the vision and mission a reality, a theme developed for 2006, was 'taking responsibility'. This theme in fact reflects the changes, which is distributing the work to everyone to create "a child friendly, parent friendly and teacher friendly school. A school where students get better instructions, a school where teacher are happy and a school where students are happy and willing to learn" (principal).

The principal's role in creating a culture of opportunity was very much visible from the data. Participants indicated that they were involved and that there was opportunity for them to be involved in club and other related activities that suited their unique talents. Moller (1996) states that when principals identify unique talents of different members and allocate responsibilities according to those talents, there is a greater possibility of managing change successfully. The principal's policy to distribute and allocate club and other non teaching work according to people's interest and talents, and giving the authority to make decisions regarding those roles and responsibilities, provided participants the opportunity to build strong trusting relationships at different levels and to work collaboratively.

Building strong trusting relationships and working in collaboration are identified by Sergiovanni et al. (2003) as key aspects of successful change management.

## 5.3.2 Assistant Principal

The assistant principal's roles and responsibilities were not impacted with the changes. The assistant principal's roles in the change management process was mainly monitoring the work of the session in charge and supporting the principal and other staff (see Table 10). Evidence from the research strongly suggested that strong support was provided by the assistant principal in the day to day monitoring of the session by both informal and formal meetings.

## 5.3.3 Supervisors

Supervisors played the main role in monitoring the implementation of the change process. They coordinated and communicated day to day issues regarding the changes. As evident from Table 10, multiple roles were played by supervisors to facilitate the change process. Analysis of data concludes that, while they were attending to day to day tasks like teaching and attending to student related issues, they were also monitoring new changes and implementing them by fulfilling their roles and responsibilities. All participants and documents, such as different duty lists, indicated that supervisors were available in the school whenever students were present or any activity was carried out. They were also involved in negotiating the change process.

As leaders, supervisors can be identified as people "translating vision and moral purpose into action" (Davies & Davies, 2006). They provided support for everyone involved in the change process by both formal and informal communication. They played the role of monitoring the change to review the duties of teachers and heads of departments and to ensure that the implementation of the change was happening smoothly and effectively. Monitoring and reviewing practices are identified by Higgs and Rowland (2005) as crucial to managing change.

### 5.3.4 Heads of Departments

Heads of departments in this school were in the middle of senior management and teachers and they articulated senior managements' visions in practical terms to their allocated departments. As Table 10 illustrates, heads of departments and teachers were mainly involved in implementing changes. A strong relationship was visible between heads of departments and teachers belonging to the same departments. Teachers viewed weekly curriculum meetings with heads of departments as "very open forums" (FG and FG), where they were open to talk about any issues of concern. Teachers also commented that those meetings were an indirect means of communicating issues of concern with the principal through their department heads.

In this research, heads of departments were "in a critical point of influence" by being "able to influence the culture of the work unit for which they are responsible for" (Ramsden, 1998, p. 12). As such, heads of department's role in managing the day to day affairs of the department did influence the change management process. Teachers voiced that heads of departments provided support for them and played a key role in mediating tensions within departments (Briggs, 2002).

One of the main sub cultures evident in the school was among members belonging to different subject departments. Wise (2001) argues that departments with their own sub cultures in schools can impact whole school cultures. Their values and beliefs could have implications on school wide change initiatives, as when departments resist change, it is likely that change would not be successfully implemented. Contrary to this argument, heads of departments in this research were found to be contributing to the collaborative nature within those sub cultures. Both heads of departments and teachers had good relationship with supervisors. Evidence illustrates that they worked together with supervisors in implementing the changes by constantly informing supervisors of any issues arising from their roles and responsibilities.

## 5.3.5 Teachers

In reviewing literature on leadership, teachers' leadership was found to be given a lot of attention in recent years. The researcher could identify that literature on leadership has moved from the perspective of role bound to one person to a "shared process where principals and teachers together negotiate goals and collaborate on strategies for improving learning of adults as well as children" (Foster & Hilarie, 2003, p. 2). This shift could be because, as Grant (2006) argues, with changes to the current systems of schooling, schools need to use the potential of all its members such as teachers to be included in leadership aspects concerning change.

This research found that teachers as change agents contributed to managing change. They were involved not only in academic areas of the school but also, as participants pointed out, they were in charge of clubs, associations and groups, and were involved in policy level committees. This meant that teachers were involved in making decisions for these roles and responsibilities. Further, they had the opportunity and were involved in school wide decision making process.

From the analysis of data, the researcher was able to observe elements of distributive leadership in the school. Research findings reveal that, in this school, the principal distributed authority to teachers and sought out their expertise in areas of their talent and skills. This is identified by Grant (2006) as a way to enhance distributive leadership. As Barth (1990) points out, distributive leadership creates professional growth for teachers by enhancing relationships, between teacher and principal and between teacher and teacher, which was evident in this research. Similarly, Katzenmeyer and Moller (1996, p. 93) state that when teacher leaders participate in the change process, there is less resistance from other teachers as, "they know that the person speaking has had similar experiences" and creates easier pathways for the change management process.

It has to be noted that even though literature emphasises teacher leadership, it can only succeed if sufficient support is provided by the school. A number of authors have identified that principals' support for teacher leaders is necessary to build a

school culture and environment that is favourable to teacher leadership (York-Barr & Duke, 2004; Bishop, Tinley, & Berman, 1997; Kahrs, 1996; Lierberman, 1998; Barth, 2001; Troen & Boles, 1994). However, from this research findings, it can be identified that it is not only the principal's support that is required to develop teacher leadership, but support from supervisors, heads of departments and other teachers as well. Supervisors involved in this research pointed out that they provided support for teachers who were in charge of clubs and associations by being facilitators and guiding them when ever they needed it. Teachers confirmed that their relationship with supervisors and heads of departments helped them to work effectively.

It can be concluded that smooth implementation of change did occur in the school. The reason was that change agents at different levels, helped to create a proper climate of change based on transparency, accountability, effective communication, leadership and sound administration (Nieuwenhuis & Mokoena, 2005). In this school, change was managed at different levels by the leaders providing organisational support for people involved in the change process and developing compelling reasons for change (Schwahn & Spady, 1998). All evidence from this research reveals that the roles played by the change agents identified in Table 10, helped manage change at different levels of the school, namely; senior management, middle management and teachers.

## 5.4 Culture

Culture plays a powerful role in the process of change management (Stoll & Fink, 1997). Mulford et al. (2003, p. 1) capture the power of culture stating that, "reforms for schools, no matter how well conceptualized, powerfully sponsored, brilliantly structured, or closely audited are likely to fail in the face of cultural resistance from those in schools".

As mentioned in Chapter Four, identifying and examining culture and aspects of culture was not part of this research. However, culture of this school was found to be the factor that connected the participants, their behaviours, activities, formal and informal interactions and systems together. In fact, Stoll (1999) states that

culture and structure of a school are interdependent and both need to be given equal attention for successful change.

In determining aspects of culture which facilitated the change process, three main aspects were evident. They are; openness and collaboration, opportunity and efficiency. The role of each of these aspects in the change management process is outlined in Table 11.

*Table 11: Role of culture in the change management process*

| Aspect of Culture | Role in the change management process |
|---|---|
| Openness and Collaboration | · Created freedom to express views, approach each other in crisis<br>· Created a collaborative working culture among members<br>· Contributed in providing different opportunities for members to openly discuss matters relating to day to day issues arising from the changes<br>· Gave a sense of responsibility and ownership towards implementing the changes.<br>· Created transparency of work and kept everyone including the parents informed of all issues at all times.<br>· Created belongingness and collaboration as people from different levels with different responsibilities were working together and sharing information regarding the change process |
| Opportunity | · Created collaboration among staff<br>· Provided opportunity for members to contribute their special skills or expertise in different areas<br>· Provided members with a sense of belongingness and ownership of the work<br>· Gave authority to organise and run clubs and associations<br>· Provided participants opportunity to be involved in decision making and create collaborative sub cultures<br>· Held members accountable to their work<br>· Made schools policies and decisions at various levels transparent |
| Efficiency | · Provided a sense of security and a structured way to implement change<br>· Provided systematic way of monitoring, communicating and making decisions.<br>· Provided participants with structure in their daily work routines<br>· Duties were made transparent<br>· Held everyone accountable for work and distributed the work equally<br>· Offered a sense of security and structure to the participants in the change process. |

### 5.4.1 Openness and Collaboration

As Table 11 illustrates, the openness and collaborative nature of this school's culture created freedom to express views and build in peer support during times of crisis. As mentioned before, communication plays a vital role in managing change. Openness in communicating provides different opportunities for members to openly discuss matters relating to day to day issues arising from change. This was visible in day to day events in the school. The culture of openly discussing matters created a sense of belongingness and collaboration as people from different levels with different responsibilities shared information. The open door policy was used to discuss day to day matters regarding participants' roles and responsibilities and personal issues covering students and teachers.

Authors such as Ross and Hannay (1999), O'Connor and Fiol (2006) and Stoll and Fink (1997) establish that culture and structures are linked. Wilms (2003) notes that daily work routines and practices in place impacts culture as they determine how employees spend their time and think about the company and one another. As such, evidence from this research suggests that the collaborative nature of the school was achieved through the systems of monitoring, communicating, decision making and the physical settings of the school. These systems; the routines, practices, processes of these systems allowed participants to interact and exchange ideas while they were given authority to be involved in the decision making process of the school. This proved to be a powerful influence in creating the existing collaborative culture. These systems and the physical setup of the school also provided participants with an environment to share experiences and knowledge to engage in activities (Fullan, 2001). In fact, literature suggests that such environments provide members the opportunity to start discussing "undiscussable" subjects, enabling them to talk openly about complex conflictive issues without invoking defensiveness (Fullan, 2001; Senge et al., 1999).

### 5.4.2 Opportunity

In reviewing the literature on culture, the researcher found a gap related to culture of opportunity facilitative to change management. However, in this research,

"opportunity" to be involved in non-academic activities proved to be one of the main aspects of this school's culture that contributed to change management. In this school, participants were not only involved in club or sport related activities; they were also involved in policy level committees, in making suggestions regarding budget issues and disciplinary issues. Participants were provided with the opportunity to contribute their special skills or expertise in different activities. Data from this research revealed that such a culture of opportunity gave participants a sense of belongingness and ownership. It also created transparency of work as members across levels were involved in various committees.

### 5.4.3  Efficiency

An efficient culture was observed in this school. All the data analysed from this research indicated that there was a systematic organised way of doing things.  In order to ensure the implementation of change, everything was 'set up' and carried out in an efficient way.  As evident from Table 11, the efficient culture of the school provided a sense of security for the participants and a structured way to implement change. It also held everyone accountable to their work by the systems in place.

### 5.4    Conclusion

In this chapter, the researcher examined and (analysed) the findings of this research and discussed it with reference to the current literature to answer the following two research questions.

- What are the processes, school systems and practices that facilitate structural change?

- How is such change managed at the levels of ;
  - the senior management (principal and assistant principals and supervisors);
  - the middle management (heads of departments); and
  - teachers?

In analysing the findings from the research, this section first looked at the change management approach used in the school. It was evident that a single approach to change management was not used in the school but rather different aspects of different approaches were used in managing change in the school. This section also discussed the issue of resistance to change and how it was addressed in the sample school.

The three major themes (systems, change agents and culture) and several sub themes that emerged from the analysis of the data were discussed next. In this regard the different systems that were in place, the role of change agents and the aspects of the existing culture were discussed. The actions, practices, roles and responsibilities with respect to systems, change agents and culture are discussed separately.

The next chapter summarises the findings of this research. It also outlines the research methodology adopted in the study and its limitations, and further includes recommendations for future research and better change management.

# Chapter Six
## Conclusion

## 6.1 Introduction and Overview

The purpose of this research was to explore the processes, systems and practices, that facilitated change in structure in one secondary school in the Maldives. It also aimed to investigate how such change was managed by the senior management (principal, assistant principal and supervisors), middle management (heads of departments) and teachers of the school.

The data obtained from documents, individual interviews, focus group discussions and observations provided insight into the change management process of the sample school. This data was used to build a model for change management in the school (see Figure 3). This model was used as a framework for presenting the findings of this thesis.

As presented in the preceding chapters, the participating school is managing change by the systems in place, by the actions of the change agents and within the existing culture of the school. These three factors provided transparency of changes taking place, a collaborative work environment with different opportunities and, most importantly, support for all members of the school.

This chapter concludes this research thesis with the main findings from this research and provides recommendations for future research on change management. The first section provides a summary of the findings of this research. In this respect, it reviews the answers to the research questions. The second section outlines the methodology adopted in this research and its limitations. The last section presents recommendations for further research.

## 6.2    Change Management

Change is a complex issue. It is part of every individual and organisation's life. The most important aspect of change is to understand how to manage it. Managing change differs with the conditions and context of change. A tailor made, uniform approach to change management is likely to fail in successful implementation on any envisaged change. As Higgs and Rowland (2005) indicate, approaches to change management should be context specific.

In this research, the sample school was faced with structural changes; that is, the changes to the organisation chart. In this respect, participants' roles and responsibilities were affected. Participants' capacity to make decisions regarding their roles and responsibilities, and their involvement in whole school decision making were impacted as well. There were also issues of concern from participants regarding the changes to the organisation chart.

The findings of this research revealed that the approach to change management in this school was indeed context specific. Three factors contributed to change management in the school; they are, the systems in place, the role of change agents and the existing culture of the school.

This section first summarises the suggestions made by participants to address issues of concern that were revealed in the study. Next, the three factors that facilitated change and their roles in the change management process are reviewed.

### 6.2.1    Suggestions from Participants to Address Issues of Concern

Literature by Stoll and Fink (1997), Hargreaves (1999), Fullan and Steigelbauer (1991), McEwan (2003) and Mauer (1996) emphasised the need to embrace diverse views of members and to address any issues of concern in the change management process. Three issues of concern were voiced by participants in this research; that is, additional work for participants, the set up of the decision making system and the issue of time.

The research findings revealed that teachers and heads of departments were involved in non academic work such as going on round duties during session time. These participants viewed this as an additional responsibility for them. Their suggestions were to involve supervisors to do the actual round duties, rather than just monitoring whether teachers or heads of departments complied with this aspect of their jobs. Their rationale for this suggestion was that supervisors had less work in terms of teaching classes and marking books and exam papers.

Perception of some participant was that they were reluctant to participate in whole school decision making process due to the set up of the staff meeting. Participants' suggestions were to change the set up to encourage small group discussions as it would provide a collective means of making suggestions in the meetings.

Some supervisors in this research voiced their view that individual meetings with their allocated teachers were not very practical in terms of time. Their suggestion was to have grade level meetings, where all the supervisors of that certain grade could meet all the teachers and have meaningful discussion about issues regarding the grade.

## 6.2.2 Systems, Change Agents and Culture

As mentioned before, systems in place, roles of change agents and the existing culture facilitated change to the structure of this school. These three factors were found to be continuous, dynamic and equally influential in the change management process.

### 6.2.2.1 Systems

Research on organisational structure and change reveals that systems and structures in place help manage change (Meyer & Stensaker, 2005; Bolman & Deal, 2003). In this school, three systems were in place to facilitate change: namely, systems of monitoring, communication and decision making. Since the school was a large school, each of these systems was set up to include everyone in the change management process.

Every member of the school, at every level, was engaged in monitoring type activities in the school. The monitoring system allowed implementation of change at every level and the distribution of work to everyone. Monitoring is done in a systematic and transparent manner, both formally and informally. Formally, everyone was monitored by formal meetings and by forms that needed to be filled in the school. Informally, it was carried out by observation, through informal communication and by the forms that are filled.

The monitoring system proved efficient in facilitating the change management process by holding everyone accountable to their roles and responsibilities. It also provides transparency of the change implementation process. Furthermore, the monitoring system provided support for everyone involved in implementing of changes.

According to the participants in this study, communication helped to facilitate and mange change in the school. All participants revealed that communication regarding implementation, monitoring and facilitation of change took place frequently, both formally and informally.

Formal communication took place by frequent formal meetings with different groups and through the notice boards in the school. Data revealed that these formal means of communication were carried out to make sure everyone was informed of everything happening in the school. Participants expressed the view that different formal meetings at different levels provided them the opportunity to express their opinions regarding the changes, and provided opportunity to be involved in collective decision making. Formal communication also took place through forms that needed to be completed weekly and fortnightly regarding implementation of changes.

According to participants, informal communication processes and procedures provided teachers the opportunity to express their view, in a non-threatening way. They also acted as a means of making decisions and conducting important discussions. Informal communication taking place in the staff room, supervisors' room and tea room provided participants with a space to discuss and negotiate

matters related to teaching, round duties, other duties and extra activities on an informal basis

The findings on both formal and informal communication practices in the school revealed that the communication system in the school informed participants of the events taking place in the school at all times. It provided support in the change process and created an environment where expectations were translated. It also generated transparency regarding the changes and created awareness of events happening in the school.

The decision making process in the school was set up to provide opportunity for collective decision making. Decision making was influenced by the communication system in place. Data also showed that negotiation was part of the decision making process in the school. Evidence from this research revealed that all members in the school are given opportunity at different levels to be involved in the decision making process. This opportunity was provided by the decision making processes and the communication systems existing in the school.

Based on evidence, it can be concluded that the decision making process in the school is set up in a way that incorporates suggestions from all members. The format of the decision making process also provides structure, efficiency and transparency in the change management process.

### 6.2.2.2   Change Agents

Change agents are described as, "leaders who see a need for change, conceptualize and design the change, implement it, and or adopt the change" (London, 1998, p. 11). In this research, such leaders included the principal, assistant principal, supervisors and teachers. They were involved in the initiation, monitoring and implementation of the change process.

All participants revealed that the principal initiated all the changes. It was clear from the data that the principal discussed the changes with the assistant principal, supervisors, heads of departments and teachers, before finalising decisions. In the

change process, the main role played by the assistant principal was supporting the principal in bringing about changes and helping to monitor them.

Data revealed that both the principal and assistant principal worked towards creating a change ready environment by structuring the systems to the envisaged change. They were also found to be consistently monitoring and offering support for all members through formal and informal means of communication.

Supervisors implemented changes to their roles and responsibilities and monitored the implementation of changes by both heads of departments and teachers. They facilitated the change process by providing support for all the participants. They were also involved in the decision making process and negotiated changes.

Heads of departments and teachers implemented the changes by being involved in non-academic activities and monitoring the school at given times during school hours and after hours. They worked together with the supervisors in implementing the changes, and communicated with them regarding issues that arose during the implementation of change. They were involved in the decision making process. They also maintained the flow of the systems and facilitated the change process.

It can be concluded that, as change agents, participants played a major role in facilitating change. Their effort and unity enhanced the management of change. Analysis of data revealed that, while participants were attending to day to day tasks such as teaching and attending to student related issues, they were also acting as change agents by implementing and monitoring new changes. Data also provided evidence that it was the action of the change agents that created the current school culture, which also contributed to the change management process.

### 6.2.2.3   Culture

Culture is identified as a key feature in changing schools (Stoll & Fink, 1997; Prosser, 1999). The findings of this research revealed that the existing culture of the school played an extremely important part in managing change. Cultural aspects of the school were identified from the interviews, focus group discussions,

documents and the researcher's observation during data collection. Three aspects of culture were evident: openness and collaboration, opportunity and efficiency. The school's culture can be described as an open, efficient and collaborative work culture.

The data in this study provided evidence that an open door policy was part of the school culture. Data revealed that the open door policy created openness in communication, provided support for all participants and created transparency in implementation of changes. It also helped to create collaboration among work staff as all staff of the school are free to meet anyone at school at anytime regarding any matter. The openness in communication and collaboration helped participants to discuss day to day matters regarding their roles and responsibilities, students, teachers and personal issues.

Participants were given opportunities to contribute their expertise and talents in areas other than teaching. This created a 'culture of opportunity' for members of the school. Participants agreed that these opportunities gave the members a sense of belongingness and ownership of the work they do. These opportunities also gave participant the authority to organise and run clubs and associations that in turn provided them with the opportunity to be involved in the decision making process of the school.

All findings suggested that efficiency was part of the school culture. Everything regarding the change management process was structured and systematic. There were orders, procedures, distinct processes and practices to be followed. Systems of monitoring, communication and decision making were set up in a structured and efficient way to include everyone in the change management process. All participants' duties, roles and responsibilities were informed to establish a common norm in the school.

All the data presented in this chapter reveals that the school has an efficient culture. All the systems in place had an efficient and systematic way of monitoring, communicating and making decisions. These provided participants with structure in their daily work routines. Duties were made transparent. Efficient

systems held everyone accountable to work and distributed the work equally. Most importantly, the efficient nature of the culture offered a sense of security and structure to the participants in the change process.

### 6.2.3  Conclusion

As mentioned before three factors facilitated the change management process in this school; they were the structures in place, the roles of the change agents and the existing culture of the school. Data revealed that these three factors:

- Provided support for participants;

- Created transparency of the implementation of change;

- Held participants accountable for their roles and responsibilities;

- Created a change ready environment;

- Provided a collaborative decision making process;

- Provided opportunity to be involved in non academic activities; and

- Provided openness in communication.

## 6.3    Review of the Methodology and its Limitation

This section reviews the methodology used in this research and identifies its strengths and limitations. In this regard, design and suitability, data collection method, sample size and aspects of researcher bias are examined.

### 6.3.1  Design and Suitability

A qualitative approach was undertaken in this research, as it focuses on discovery, insight and understanding from the perspective of those being studied (Merriam, 1998). The focus of this research was to gain deeper insight and understanding of the processes, systems and practices, involved in managing structural change and how such change was managed at different levels of the organisation.

A case study design was adopted as this research explored a single entity or phenomenon ('the school') bounded by time and activity (events, processes and institutional structure) (Creswell, 1994). The qualitative case study design method of data analysis gave the researcher the opportunity to use a 'constant comparison' to ensure that the categories that emerged were grounded in the data and, therefore, credible.

As a qualitative design, this research cannot be replicated, as human behaviors are never static nor are the many experiences people go through, and there can be numerous interpretations of the same data (Merriam & Associates, 2002). However, the findings from this research can be expanded and an 'analytic generalization' (Yin, 2003) can be done in similar settings.

### 6.3.2 Sample Size

This study tried to understand change management by examining the particularity and complexity of a single case within a set of circumstances or bounded system (Stake, 1995). Purposive, criterion-based sampling was used to select the case (Burns, 2000).

Participants were selected by purposive and random sampling from members of the school who were involved in the initiation and implementation of change. As such, the principal, assistant principal, four supervisors, six heads of departments and ten teachers were selected. Attention was given to include an equal number of foreign and local personnel in this study.

This study involved one secondary school in the Maldives and, therefore does not present a complete picture of how all secondary schools manage structural change in the Maldives. Concentrating on one secondary school meant that the sample size was small (22 participants). The findings of this research are, therefore not generalizable to other populations. The findings of this study are intended to offer insight into the processes, systems and practices that facilitate structural change and how such change is managed in the sample school.

### 6.3.3 Data Gathering Methods

To address the potential problem of validity in qualitative research, multiple sources of evidence (Yin, 2003) such as data from interviews, focus group discussions, documents and observation, were used. Different methods (interviews, focus group discussion, document analysis and observation) of data collection were also used to improve the quality of the research (Denscombe, 2003). The multiple methods adopted allowed the researcher to look at the topic from different perspectives, and hence, enabled an understanding of the topic in a more 'rounded and complete fashion' (Yin, 2003).

This research examined changes to one structure by multiple methods. Examining changes to more that one structure by multiple source data would have provided broader understanding of the change management process. Using multiple methods triangulated the data (Yin, 2003), added breadth and depth (Burns, 2000) and rigour (Creswell, 1994) to the research.

The timing of data collection prevented the researcher from observing meetings where communication regarding the changes took place. Observing the process of communication and negotiation taking place would have given more depth into the processes of communication and decision making in this research.

### 6.3.4 Researcher Bias

As data is collected, analysed and presented by the researcher, researcher bias as identified by Burns (2000) can be a limitation. Researcher bias and inaccurate interpretation was reduced in this research by triangulating the data, by member checking of all interview transcripts and focus group discussion summaries with all participants, using constant comparative method of data analysis, and checking the meanings and interpretations of data by the thesis supervisors.

## 6.4 Recommendations for Further Research

The following areas for further research are recommended by the researcher. These recommendations are informed by the methodological limitations of this research and experience of the researcher.

- Extending the range and nature of organisations studied in order to gain deeper understanding of how structural change is managed.

- Exploration of the changes a new principal brings to an organisation and its impact on the culture.

- Exploring how structural change managed at initial stages of implementation can be maintained for long term.

- Exploration of the experiences of principals who have to change schools frequently.

- Exploration of supervisors experiences when principals are changed frequently and how it impacts there professional growth.

## 6.5 Recommendations for Better Change Management

This research has given the researcher the opportunity to explore how structural change is managed in one secondary school in the Maldives. During the course of this research, a vast body of literature was reviewed to understand the concept of change, the role of change agents and the importance of structures or systems in the change management process. The combination of the knowledge gained from the literature, the previous experiences of the researcher working in secondary schools, and the findings from this research provided a better understanding of change management. In light of this, the researcher has the following recommendations for better change management.

- Initiate change for a purpose and communicate the purpose to all the staff. Communicating the reason or purpose of change to the people who have to implement the change gives them a reason to believe in the change. In the

researcher's experience, in instances where visible structures are changed and people who have to implement the change do not know the purpose or the reason of the change, resistance is provoked with people thinking change is unreasonable.

- Have a plan of the whole change process. That is a plan to initiate, negotiate, implement and monitor change. Include processes and procedures to address resistance as well.

- Involve teachers in the decision making process. In most change initiatives, teachers are involved in the implementation of the changes. Incorporating teachers' suggestions would add and generate a sense of ownership.

- Set up formal meetings and means of communication in a way to encourage group discussions, so that people who are reluctant to give suggestions in meetings have a way to communicate their ideas and suggestions.

- Create a learning environment where staff is continuously involved in learning, training and professional development.

- Provide time away from teaching for teaching staff to be involved in culture building activities. Structure the time in a way for staff to share experiences.

## 6.6 Concluding Remarks

This study has provided insight into how structural change is managed in one secondary school in the Maldives. Overall the researcher believes that this study has made a contribution to the existing research undertaken on Maldivian schools. The researcher hopes that research into schools in the Maldives from the recommended areas for further research is pursued. This is to develop better change management practices in Maldivian schools, which in turn will help those school personnel who have to encounter numerous changes every year.

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# Appendix A
## Map of the Republic of Maldives



Source: Neville, A. (2003). Dhivehi Raajje: A portrait of Maldives. Seven Holidays.

# Appendix B
## Approval from the MPND[16]

*Vibrant Society - Dynamic Nation*

**Ministry of Planning and National Development**

No. 100-ST/MIS/2006/33

08 March 2006

Dear Mizna Qasim,
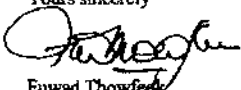
**Subject: Change Management, An Exploration of Changes a New Principal Brings and its Impact on School Culture.**

This is with reference to your e-mail dated 07 March 2006

As it is conducted in schools, we hereby approve your application to conduct the above mentioned research in the Maldives from 17 April to 30 May 2006.

With best regards

Yours sincerely

Fuwad Thowfeek
Assistant Director General

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[16] Ministry of Planning and National Development ("MPND"). Please note that, after approval was given by the MPND, the title of the research was changed from "Change Management: An Exploration of Changes a New Principal Brings and its Impact on School Culture" to "Change Management: An Exploration of Processes – School Systems and Practices that Facilitate Change in Structure". This was informed to the MPND prior to data collection.

# Appendix C

## Approval from the School[17]

**SCHOOL**

Male'
Republic of Maldives

29th March 2006

Ms. Mizna Gasim
Massey University
New Zealand.

Dear Ms. Mizna Gasim,

Subject:    **Change Management: An exploration of changes a new principal brings and its impact on school culture.**

This is to inform that you have been granted permission to conduct the research mentioned in your letter and the school will extend its full cooperation.

Thank you.

Yours sincerely

Principal
Senior Asst. Principal (Am. session)
Senior Asst. Principal (Am. session)
Senior Asst. Principal (Pm. session)

Administrator
Supervisor
Office
Fax

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[17]Please note that, after permission was given by the school, the title of the research was changed from "Change Management: An Exploration of Changes a New Principal Brings and its Impact on School Culture" to "Change Management: An Exploration of Processes – School Systems and Practices that Facilitate Change in Structure". This was informed to the school prior to data collection.

# Appendix D

## Approval from the MoE[18]

## Ministry of Education
### Male' Republic of Maldives

29 March 2006

Ref. No: *22.m8/mis/2006/1126*

Ms Mizna Qasim
School of Education
Massey University
North Shore MSC
Auckland
New Zealand

Dear Ms Mizna Qasim,

This is with reference to your letter dated 28 March 2006 to Honorable Minister of Education requesting permission to conduct part of your fieldwork at      School in Maldives.

We have studied you proposal and grant you permission to conduct your data collection activities at      School as stipulated in the above-mentioned letter. Furthermore, we would be pleased to offer you our assistance to facilitate your work here in Maldives.

Let us also request you to share with us your findings for our information and possible use as per conditions appropriate to you and your University. However, this sharing of your findings is not conditional to our consent for conducting your fieldwork at      School.

You are required to conform to all local regulations in all your activities in Maldives. You are also required to share with us a time-line of activities prior to the commencement of your field-work so that we will be able to alert school.

If you need any further clarifications please get in touch with us. You may share this letter with any concerned party who may contact us for further verification purposes.

Yours Sincerely,

Abdul Muhsin Mohamed
Deputy Minister of Education
amuhsin@moe.gov.mv

CC/- (1) Ms Jameela Ali Kahalid, Superintendent of Education, SA Section-Male' Schools
CC/- (2)      ,      ,      School
CC/- (3) D section

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[18]Ministry of Education ("MoE"). Please note that, after permission was given by the MoE, the title of the research was changed from "Change Management: An Exploration of Changes a New Principal Brings and its Impact on School Culture" to "Change Management: An Exploration of Processes – School Systems and Practices that Facilitate Change in Structure". This was informed to the MoE prior to data collection.

# Appendix E

## Approval from the MUHEC[19]

**Massey University**
AUCKLAND

OFFICE OF THE DEPUTY VICE-CHANCELLOR
(Auckland & International)
Private Bag 102 904
North Shore MSC
Auckland
New Zealand
Deputy Vice-Chancellor (Auckland & International)
T 64 9 414 0800 extn 9517
Regional Registrar (Auckland)
T 64 9 414 0800 extn 9516
F 64 9 414 0814
www.massey.ac.nz

1 June 2006

Mizna Qasim
c/- Ms P Stringer
College of Education
Massey University
Albany

Dear Mizna

HUMAN ETHICS APPROVAL APPLICATION – MUAHEC 06/012
"Change management: An exploration of processes - school systems and practices that facilitate change in structure"

Thank you for your application. It has been fully considered and approved by the Massey University, Albany Campus, Human Ethics Committee.

Approval is for three years. If this project has not been completed within three years from the date of this letter, a reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

Associate-Professor Ann Dupuis
**Acting Chairperson,**
**Human Ethics Committee**
**Albany Campus**

cc: Ms P Stringer & Professor W Edwards
College of Education

Te Kunenga
ki Pūrehuroa

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[19] Massey University Human Ethics Committee.

# Appendix F
# Information Sheet

**Massey University**
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

SCHOOL OF EDUCATION
Private Bag 102 904
North Shore MSC
Auckland
New Zealand
T 64 9 443 9681
F 64 9 443 9717
www.education.albany@massey.ac.nz

Male' Maldives

Dear                      ,

**Change Management: An exploration of processes - school systems and practices that facilitate change in structure.**

INFORMATION SHEET

My name is Mizna Qasim, a student undertaking a Research Thesis for a Master of Educational Administration degree at Massey University, New Zealand. The research is being supervised by Professor Wayne Edwards, Head of Department, School of Educational Studies, Palmerston North and Mrs. Patsy Stringer, School of Education, Massey University, Albany.

Thank you very much for your willingness to participate in this project. The aim of my research is to examine processes – school systems and practices that facilitate structural change. In this inquiry, the structure selected to examine processual change (as indicated above) is the "Organisation Chart". This inquiry seeks to understand how processes - school systems and practices facilitate structure change at the various levels of school organization namely senior management (Principal, Assistant Principals), middle management (Heads of Departments and Supervisors) and teachers.

The criterion for participant selection involves school participants involved in the initiation and implementation of change. In this regard, you are invited to participate in this research.

Data will be gathered by the researcher and will include document analysis, non-participant observations, semi-structured individual interviews and focus group discussions..

All physical records such as notes, photocopied documents, tape recordings and computer discs will be securely stored in the researcher's home. All records on computer will be password protected. Access to the data will be restricted to the researcher and research supervisors. Data will be stored for five years before being disposed of by shredding or electronic deletions. Taped interviews will be returned to you if this is indicated in the consent form.

1

Te Kunenga
ki Purehuroa

**Massey University**

COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

SCHOOL OF EDUCATION
Private Bag 102 904
North Shore MSC
Auckland
New Zealand
T 64 9 443 9681
F 64 9 443 9717
www.education.albany@massey.ac.nz

Project data will be shared with participants during the research through member checks (confirmation of accuracy and authenticity) of interview transcripts and focus group discussion (summaries for accuracy). A final report will be given to the school on conclusion of the study. The researcher cannot guarantee absolute anonymity but all reasonable care will be taken to ensure that this does occur. Furthermore, the researcher shall endeavour to maintain confidentiality of the school and participants at all times. In order to maintain confidentiality, pseudonyms will be used for the participating school and individuals. The researcher and her supervisors will be the only people accessing the data. The final published report will focus on the main themes of the questions, and will not disclose the identity of individual school or participants. Particular care will be taken to ensure that the report does not contain any evaluative implications for staff and the school.

In this research, you are invited to participate in a semi-structured interview scheduled to last one hour and/or a focus group discussion scheduled to last no more than two hours. Further time may also be required as the interview transcript/summary of focus group discussion will be returned to you for member checks.

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:
- o decline to answer any particular question;
- o withdraw from the study within three weeks of commencement;
- o ask any questions about the study at any time during participation;
- o provide information on the understanding that your name will not be used unless you give permission to the researcher;
- o be given access to a summary of project findings when it is completed; and
- o ask for the audio tape to be turned off at any time during the interview.

You are welcome to contact any of the following people regarding the project if you have any queries or questions.

Researcher: Mizna Qasim
Unit 5/30 John Jennings Drive
Albany, Auckland
New Zealand
+ 64 (09) 475 9802
miznaqasim@hotmail.com

Supervisor: Professor Wayne Edwards
Head of Department
School of Educational Studies
Massey University, PALMERSTON NORTH
+ 64 (09) 414 0800 extension 8968
W.L.Edwards@massey.ac.nz

2

Te Kunenga
ki Pūrehuroa

**Massey University**
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

SCHOOL OF EDUCATION
Private Bag 102 904
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Supervisor: Mrs. Patsy Stringer
School of Education
Massey University, ALBANY
+ 64 (09) 414 0800 extension 9877
P.M.Stringer@massey.ac.nz

Please note that this project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 06/012. If you have any concerns about the conduct of this research, please contact Associate-Professor Ann Dupuis, Acting Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x9054, email humanethicsnorth@massey.ac.nz.

Yours faithfully,

Mizna Qasim

3

# Appendix G

## Participant Consent Forms

**Massey University**
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

**CHANGE MANAGEMENT:**
**An exploration of processes – school systems and practices that facilitate change in structure.**

**PARTICIPANT CONSENT FORM AND CONFIDENTIALITY AGREEMENT:**
**INDIVIDUAL INTERVIEW**
**SENIOR MANAGEMENT AND SUPERVISORS**

**This consent form will be held for a period of five (5) years**

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree not to disclose anything discussed in the interview.

I agree / do not agree to the interview being audio taped.

I do/ do not wish to have the interview tapes returned to me after a period of 5 years.

I agree to participate in this study under the conditions set out in the information Sheet.


Signature


Full Name (printed):


Position:


Date:

Te Kunenga
ki Pūrehuroa

**Massey University**
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

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Private Bag 102 904
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**CHANGE MANAGEMENT:**
An exploration of processes – school systems and practices that facilitate change in structure.

**PARTICIPANT CONSENT FORM AND CONFIDENTIALITY AGREEMENT:**
**FOCUS GROUP DISCUSSIONS**
**HEADS OF DEPARTMENTS AND TEACHERS**

**This consent form will be held for a period of five (5) years**

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree not to disclose anything discussed in the focus group interview.

I agree / do not agree to the focus group interview being audio taped.

I do/ do not wish to have the focus group interview tapes returned to me after a period of 5 years.

I agree to participate in this study under the conditions set out in the information Sheet.


Signature


Full Name (printed):


Position:


Date:

Te Kunenga
ki Purehuroa

# Appendix H

# Interview Guides

## Interview Guide – Individual Interview

*Questions*

1. What was the initial structure like in terms of Roles and responsibilities?
2. What changes are now in place in terms of Roles and responsibilities?
3. Who are the school personnel involved in the change process?
4. What are their roles and responsibilities in the change process?
5. How did you contribute to the change process?
6. What school systems and practices are in place to manage change? Can you give me some examples? (you may like to consider, school policies, procedures and structures of communication)

## Interview Guide – Focus Group Discussion

*Questions*

1. What was the initial structure like in terms of Roles and responsibilities?
2. What changes are now in place in terms of Roles and responsibilities?
3. Who are the school personnel involved in the change process?
4. What are their roles and responsibilities in the change process?
5. How did you contribute to the change process?
6. What school systems and practices are in place to manage change? Can you give me some examples? (you may like to consider; school policies, procedures and structures of communication)

# Appendix I

## Field Notes (Written)



APRIL                       (P)      20

**24** Monday                           Week 17 : 11

*Observation for 3rd.*

- Came  11:30  — set up
  - intro to  — in sup
  - introduced to features
    - Eng / Dhiveli / Islam / Math
- Supervisor
  - English requested for son who taught types

- Newspaper article incident
  - Controversial issue of dance
  - introduced to afternoon staff

Sitting room.

Some teachers — conversation regarding

* Competition with Cambridge
other school. open Malé

talked about research
requested for teaching / Video.
maybe next

| January 2006 | February 2006 | March 2006 | April 2006 | May 2006 | June 2006 |
|---|---|---|---|---|---|
| M 30 2 9 16 23 | M 6 13 20 27 | M 6 13 20 27 | M 3 10 17 24 | M 1 8 15 22 29 | M 5 12 1 |
| T 31 3 10 17 24 | T 7 14 21 28 | T 7 14 21 28 | T 4 11 18 25 | T 2 9 16 23 30 | T 6 13 2 |
| W 4 11 18 25 | W 1 8 15 22 | W 1 8 15 22 29 | W 5 12 19 26 | W 3 10 17 24 31 | W 7 14 21 |
| T 5 12 19 26 | T 2 9 16 23 | T 2 9 16 23 30 | T 6 13 20 27 | T 4 11 18 25 | T 1 8 15 22 |
| F 6 13 20 27 | F 3 10 17 24 | F 3 10 17 24 31 | F 7 14 21 28 | F 5 12 19 26 | F 2 9 16 23 |
| S 7 14 21 28 | S 4 11 18 25 | S 4 11 18 25 | S 1 8 15 22 29 | S 6 13 20 27 | S 3 10 17 24 |
| S 1 8 15 22 29 | S 5 12 19 26 | S 5 12 19 26 | S 2 9 16 23 30 | S 7 14 21 28 | S 4 11 18 2 |

# Appendix J
# Field Notes (Reviewed & Typed)

**24<sup>th</sup> April 2006 (Monday)**

Went to school again. ███ set me up with ███. She will be assisting me thru the data collection period. I have been asked to sit in the supervisors room. I'm v happy with the arrangement as it is next door to the staff room n supervisors room is where all the actions happen.. Heaps of notice board. Mainly of events happening, duty schedules, extra class and activity schedules and other important notices.

███ introduced me to heaps of staff.. Mainly eng, Dhivehi, Islam n Mathematics.. surprising to see both foreign n local staff of different subjects sitting at the same table.. v friendly n open environment.. Some teachers talked abt English oral exam..

Sitting room.. a small room for teachers with some chairs n unofficial place to talk n have a tea.. maths teachers mainly praising the school for its achievement in maths.. v happy abt results.. can sense the competitiveness from the conversation..

Talked abt my research to teachers… most of them asked questions abt my experience, abt ███ n ███.. hehe wanted to know whether I would be interviewing them.. told them abt the procedure of the research.. random sample selection n stuff.. some teachers v interested aboutt NZ n how to get PR..

Met my Maths teacher in Gr 6 I think.. not sure.. he was v impressed I was doing research in ███.. talked abt the research had a great conversation.. catching up…

After morning session heaps of teachers came to supervisors room. Talked abt the ██ that was to be held next weekend.. some upset abt the preparation going .. not happy with the ███

News paper article abt the ___ n how it is ___ .. teachres, sups, hods heaps of ppl came into sup room after hearing it.. v v upset that someone written it… collaboration.. definitely.. defending school n management n ███ ███

Mailed Pasty from GS… home net not working..

# Appendix K

# Interview Transcript (Coded)[20]

Thank you very much for participating in this research. As I have outlined before this research focuses on processes – school systems and practices that facilitate structural change. In this inquiry, the structure selected to examine processes of change management is the 'Organisation Chart'. The inquiry seeks to understand the processes - school systems and practices facilitate structural change at the various levels of school organization.

*What was the initial structure of the organization chart like in terms of roles and responsibilities?*

| | |
|---|---|
| ID1 | What I have realized is that the principal is the authority herself here and all the decisions in the school has to be made by the principal. |
| ID2 | Whether it's regarding studies, whether it's regarding staff whether it's regarding extra activities the principal makes all the decisions and when she assigns middle management staff she also tells them exactly how she wants things to be done. |
| ID3 | This is something which I could see happening because when I started assigning supervisors tasks instead of doing everything by myself they come to ask me how they could go about it. |
| ID4 | Each and every task... can I do this can I do that... is it alright if I do this or that .. shall I ask the parent .. shall I get the parent .. it was very difficult cause I had to take all the supervisors through all the process. |
| ID5 | And I came to a point where I said look I know you [can do this] I would like something to be done which is constructive and if you can justify any decision you make please go ahead and do it. |
| ID6 | if you are not sure about something you could always come and ask me. I will be there to help you. |
| ID7 | When I started doing this I found that the supervisors were more involved in the tasks because they took ownership in what they were doing. And now they no longer do sort of things like what I want or how I think it should be done. |
| ID8 | They take decisions now, they evaluate the choices they make and they decide how they are going to do anything. For example like the SELF club the supervisor in charge decides the posts that they are going to elect she would talk with the other teachers in the department and decide when are they going to have the meetings, how often they are going to have the meetings and what activities they are going to carry out. If they decide speech competition they do not have to come and ask me can we have a speech competition that's up to them. |
| ID9 | So they decide what their programs going to be how they are going to do that |
| ID10 | and also when I joined          there were two senior assistant principals here and one of the senior assistant principals was only involved in administrative duties. He's also changed. He started going to classes. He started doing principals rounds. |
| ID11 | Its not just going on rounds it was monitoring students behavior attending the assemblies, speaking at assemblies these were things that were not expected of him before. |
| ID12 | But since he was given the opportunity to do so he also became more involved in students activities and this also was a good thing because he continued to spend more time in school than before. |

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[20] Part of individual interview D.

# Appendix L

## Interview Transcript (Categorised)[21]

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### CHANGE MANAGEMENT:
#### An exploration of processes - school systems and practices that facilitate change in structure.

#### Participant D

- **Changes** (Chg)

ID1     What I have realized is that the principal is the <u>authority herself</u> here and all the <u>decisions</u> in the school has to be made by the principal.

ID2     Whether it's regarding studies, whether it's regarding staff whether it's regarding extra activities the principal makes all the decisions and when she assigns middle management staff she also tells them exactly how she wants things to be done.

ID3     This is something which I could see happening because when I started assigning supervisors tasks instead of doing everything by myself they come to ask me how they could go about it.

ID4     Each and every task.. can I do this can I do that.. is it alright if I do this or that .. shall I ask the parent .. shall I get the parent... it was very difficult cause I had to take all the supervisors through all the process.

ID5     And I came to a point where I said look I know you [inaudible] I would like something to be done which is <u>constructive</u> and if you can justify any decision you make please go ahead and do it.

ID6     If you are not sure about something you could always come and ask me. I will be there to help you.

ID7     When I started doing this I found that the supervisors were <u>more involved in the tasks</u> because they took <u>ownership</u> in what they were doing. And now they no longer do sort of things like what I want or how I think it should be done. .

ID8     They take decisions now, <u>they evaluate the choices</u> they make and they <u>decide how they are going to do anything</u>. For example like the SELF club the supervisor in charge decides the posts that they are going to elect she would talk with the other teachers in the department and decide when are they going to have the meetings, how often they are going to have the meetings and what activities they are going to carry out. If they decide speech competition they do not have to come and ask me can we have a speech competition that's up to them.

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- **Systems – (Processes and Practices)** [syst]

ID56     But I am more concerned with     to deal with discipline, deal with students, what are the areas.     said that     is interested in the library so the duties related to library like getting new books to the library and to oversee the functioning of the library could be part of     responsibilities

ID58     Class teachers we have given them a duty period where they are expected to monitor what is happening around school and see that things are done and so on.

ID59     Subject teachers, class teachers I think the things that they have to look into has changed what they have to monitor has changed a lot.

ID60     Because the roles are specific now rather than just observing whether students behave properly.. specific things that they have to observe has changed. I do expect teachers to supervise students at practices during sports meets attend functions they are given a schedule and like our sports meet a schedule was given..

6

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- **Communication**

ID130 I do. (management meetings) Once a fortnight. We have decided that since we have so many things happening this term to meet once a week and we have been having it once a week.

ID132 Staff meetings once a month. It's a fixed meeting. The whole school staff meetings once a month and session wise once a fortnight. It's a session level one. Those meetings are to address things regarding the session. We discuss issues only related to the session but if urgent matters need to be discussed we do have urgent staff meetings more frequently.

ID134 Coordination meetings takes place every week on Wednesdays. The HODs and the teachers meet.

ID136 Supervisors have to meet their teachers individually. They don't have a group meeting. But they have to meet their teachers once every fortnight.

ID138 Supervisors keep a schedules.. they have these forms to fill and so on so give the time. The forms would be teacher appraisal forms. Have you got one? Ya... I will give you a copy of all the forms after this interview.

ID139 So the teachers monitor the classes and the supervisor checks the registers of the teachers, and whether teachers have followed the scheduled duties. They check the record books. Checks whether matters related to students who are absent has been attended to.

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- **Stake holders – as change agents**

ID7 When I started doing this I found that the supervisors were more involved in the tasks because they took ownership in what they were doing. And now they no longer do sort of things like what I want or how I think it should be done.

ID8 They take decisions now, they evaluate the choices they make and they decide how they are going to do anything. For example like the club the supervisor in charge decides the posts that they are going to elect would talk with the other teachers in the department and decide when are they going to have the meetings, how often they are going to have the meetings and what activities they are going to carry out. If they decide speech competition they do not have to come and ask me can we have a speech competition that's up to them.

ID9 So they decide what their programs going to be how they are going to do that

ID11 Its not just going on rounds it was monitoring students behavior attending the assemblies, speaking at assemblies these were things that were not expected of before.

ID12 But since was given the opportunity to do so also became more involved in students activities and this also was a good thing because continued to spend more time in school than before.

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- **Culture**

ID23 But now I am more willing to accept more ideas I am willing to let people try out new things and this year at the staff meeting I even made the suggestion to try new things. You don't have to always do the things the way you have always done it.

ID24 Bring in new ideas try different things and we do have different activities. For example this year Dhivehi department organized the first student parliament in the Maldives in association with the Citinzen Majlis.

ID25 So they have also been trying out new things.

ID26 So in a way what the major change that has come would be its not only the principal doing things but people doing things at different levels.

ID27 Even the supervisors they can try new ideas have different activities for students provided they can take the responsibility for organizing it and everything.....

# Appendix M

## Categories of ID[22] in Tabular Form

**PARTICIPANT D**

| Main Category | Codes | Themes | Line no |
|---|---|---|---|
| Change (Chg) | Chg-Dstr<br>Chg-RR<br>Chg-Own/frd<br>Chg-Opp/pow<br>Chg-Acc/resp<br><br>Chg-Dec<br>Chg-Cllct<br>Chg-Strct/flow<br>Chg-Trnsp<br>Chg-Comm | • Distribution of work<br>• Roles/responsibility<br>• Ownership/freedom<br>• Opportunity/power<br>• Accountability/<br>  responsibility<br>• Decision making<br>• Collective<br>• Structure/flow<br>• Transparency<br>• Communication | *(handwritten line references)* |
| Systems (Syst) | Syst-Mnt/Sup<br>Syst-Strct<br>Syst-Impl<br><br>Syst-Flinfo<br>Syst-Meet<br>Syst-Ngt<br>Syst-Dec | • Monitoring/supervision<br>• Structure<br>• Implementation of<br>  change<br>• Flow of information<br>• Meetings<br>• Negotiation<br>• Decision making | *(handwritten line references)* |
| Communication (Comm) | Comm-Infml<br><br><br><br>Comm-Fml | Informal<br>• Staff room<br>• Supervisors room<br>• Principal Office<br>Formal<br>• Assembly<br>• Meetings<br>• Notice boards | *(handwritten line references)* |
| Change agents (ChAgnt) | ChAgnt-Init<br><br>ChAgnt-Ngt<br><br>ChAgnt-Imp/Mnt/Sup<br><br>ChAgnt-Imp | Initiation<br>• Principal<br>• APs<br>Negotiation<br>• Supervisors<br>• HODs<br>Implementing and<br>monitoring/Supervising<br>• Supervisors (main SH)<br>Implementation<br>• Teachers<br>• HODs<br>• Admin staff | *(handwritten line references)* |
| Culture (Cult) | Cult-Collb<br>Cult-Syst<br>Cult-Acc<br>Cult-Opn<br><br>Cult-Expt<br>Cult-Trst/Shr<br>Cult-Care/opp<br><br>Cult-Car | • Collaborative<br>• Systematic<br>• Accountable<br>• Openness—Limited<br>  to certain levels<br>• Expectation<br>• Trust /sharing<br>• Caring<br><br>caring | *(handwritten line references)* |

# PARTICIPANT D

| Main Category | Codes | Themes | Line no (ID) |
|---|---|---|---|
| Change **(Chg)** | Chg-Dstr<br>Chg-RR<br>Chg-Own/frd<br>Chg-Opp/pow<br>Chg-Acc/resp<br><br>Chg-Dec<br>Chg-Cllct<br>Chg-Strct/flow<br>Chg-Trnsp<br>Chg-Comm | • Distribution of work<br>  • Roles/responsibility<br>• Ownership/freedom<br>• Opportunity/power<br>• Accountability/<br>  responsibility<br>• Decision making<br>• Collective<br>• Structure/flow<br>• Transparency<br>• Communication | 5, 10, 16, 30, 32, 33, 34, 40, 44, 49-51, 58-60, 61, 65, 66<br><br>7, 13, 15, 32, 70-73<br>7, 11, 12, 23, 27, 32, 33, 34, 49-51, 70-73<br>5, 7, 8, 9, 15, 16, 27, 28, 58, 59, 60, 61, 62, 63, 64<br>7, 8, 9, 15, 35, 36<br>13, 17<br>1-10, 11, 28, 29, 41, 61-63, 64, 68, 74, 75, 98<br>29-32, 172<br>7-9 |
| Systems **(Syst)** | Syst-Mnt/Sup<br>Syst-Strct<br>Syst-Impl<br><br>Syst-Flinfo<br>Syst-Meet<br>Syst-Ngt<br>Syst- Dec | • Monitoring/supervision<br>• Structure<br>• Implementation of<br>  change<br>• Flow of information<br>• Meetings<br>• Negotiation<br>• Decision making | 11, 58, 59, 62-66<br>5-8, 15, 16, 28, 29-32, 49-51, 58, 59, 60, 62, 66, 74, 75, 79, 80, 86, 90-96, 98, 149, 150, 155, 157, 158, 160-167<br>29-32, 55, 58-61, 79, 80, 155, 157, 158, 159<br><br>29-32, 53, 54, 55, 62-66, 90-96, 160-167<br><br>53, 54, 55, 68, 92, 168, 169, 170<br>5-8, 15, 16, 35, 36, 74, 75 |
| Communication **(Comm)** | Comm-Infml<br><br><br>Comm-Fml | Informal<br>  • Staff room<br>  • Supervisors room<br>  • Principal Office<br>Formal<br>  • Assembly<br>  • Meetings<br>  • Notice boards | 2-6, 15, 50, 53-55, 102, 118, 120, 128, 130, 136, 139, 140, 142, 143, 146, 148, 171, 174, 175, 176, 177<br><br>21, 90, 92, 100, 124, 125, 128, 132, 134, 144, 171, 177 |
| Change agents **(ChAgnt)** | ChAgnt-Init<br><br><br>ChAgnt- Ngt<br><br><br>ChAgnt-<br>Imp/Mnt/Sup<br><br><br>ChAgnt-Imp | Initiation<br>  • Principal<br>  • APs<br>Negotiation<br>  • Supervisors<br>  • HODs<br>Implementing and<br>monitoring/Supervising<br>  • Supervisors (main<br>    SH)<br>Implementation<br>  • Teachers<br>  • HODs<br>  • Admin stafff | 11-17, 23, 26, 27, 28, 29, 53-56, 79-80, 84, 98, 100, 128<br><br>7, 8, 23, 26, 27-28, 29-36, 92, 132, 146, 168-178<br><br><br>5-9, 23, 42, 44, 62, 66, 86, 88, 150<br><br><br>23, 29, 36, 61, 64, 65, 58-60, 86, 88, 102, 132, 136, 138, 146-149, 155, 169, 177 |
| Culture **(Cult)** | Cult-Collb<br>Cult-Syst<br>Cult-Acc<br>Cult-Opn<br><br>Cult-Expt<br>Cult-Trst/Shr<br>Cult-Care<br>Cult-Opp | • Collaborative<br>• Systematic<br>• Accountable<br>• Openness – Limited<br>  to certain levels<br>• Expectation<br>• Trust /sharing<br>• Caring<br>• Opportunity | 15, 17, 28, 53-56<br>11, 27, 28, 32, 33, 41-49, 62-65, 79-81, 128-140, 149, 150-154<br>5, 27, 29, 30, 58-61, 66-68, 106-113<br>20, 21, 23, 26, 51, 53-56, 102, 106-113, 125, 142, 143, 144, 168, 169, 172-177<br>58-61, 62-66, 98<br>13, 98, 104, 105, 106-113<br>18, 19, 98, 104, 105, 106-113, 115, 118-122, 168<br>3-7, 9, 12, 13, 15, 16, 24, 26, 27, 28, 32, 33, 36, 51, 53, 56, 72-74 |

# Appendix N
# Focus Group Discussion A

## FOCUS GROUP DISCUSSION A

| Main Category | Codes | Themes | Line no |
|---|---|---|---|
| Change **(Chg)** | Chg-Dstr<br>Chg-RR<br>Chg-Own/frd<br>Chg-Opp/pow<br>Chg-Acc/resp<br><br>Chg-Dec<br>Chg-Cllct<br>Chg-Strct/flow<br>Chg-Trnsp<br>Chg-Comm | • Distribution of work<br>  • Roles/responsibility<br>• Ownership/freedom<br>• Opportunity/power<br>• Accountability/<br>  responsibility<br>• Decision making<br>• Collective<br>• Structure/flow<br>• Transparency<br>• Communication | 15, 16, 17<br><br>21<br>21, 22<br>21, 22<br><br>19<br>22<br>23<br>23<br>23, 51-57 |
| Systems **(Syst)** | Syst-Mnt/Sup<br>Syst-Strct<br>Syst-Impl<br><br>Syst-Flinfo<br>Syst-Meet<br>Syst-Ngt<br>Syst- Dec | • Monitoring/supervision<br>• Structure<br>• Implementation of<br>  change<br>• Flow of information<br>• Meetings<br>• Negotiation<br>• Decision making | 23, 25, 26, 28<br>22, 25, 26, 39<br><br><br>25, 26, 39, 51-57<br>39<br><br>39, 40, 51-57 |
| Communication<br>**(Comm)** | <br>Comm-Infml<br><br><br>Comm-Fml | Informal<br>  • Staff room<br>  • Supervisors room<br>  • Principal Office<br>Formal<br>  • Assembly<br>  • Meetings<br>  • Notice boards | 25, 26, 42, 44, 80<br><br><br><br>38, 45, 59, 78, 79, 81, 82 |
| Change agents<br>**(ChAgnt)** | ChAgnt-Init<br><br><br>ChAgnt- Ngt<br><br><br>ChAgnt-<br>Imp/Mnt/Sup<br><br><br>ChAgnt-Imp | Initiation<br>  • Principal<br>  • APs<br>Negotiation<br>  • Supervisors<br>  • HODs<br>Implementing and<br>monitoring/Supervising<br>  • Supervisors (main<br>    SH)<br>Implementation<br>  • Teachers<br>  • HODs<br>  • Admin stafff | 51, 52, 67<br><br><br>56, 57, 68, 69, 70<br><br><br>70 |
| Culture **(Cult)** | Cult-Collb<br>Cult-Syst<br>Cult-Acc<br>Cult-Opn<br><br>Cult-Expt<br>Cult-Trst/Shr<br>Cult-Care | • Collaborative<br>• Systematic<br>• Accountable<br>• Openness – Limited<br>  to certain levels<br>• Expectation<br>• Trust /sharing<br>• Caring<br>• Opp | 27<br>51-57, 45, 23<br>22, 23<br>27, 44<br><br><br><br>19, 22 |

# Appendix O
## Documents

**DOCUMENTS**

| Main Category | Codes | Themes | Line no/document no |
|---|---|---|---|
| Change **(Chg)** | Chg-Dstr<br>Chg-RR<br>Chg-Own/frd<br>Chg-Opp/pow<br>Chg-Acc/resp<br><br>Chg-Dec<br>Chg-Cllct<br>Chg-Strct/flow<br>Chg-Trnsp<br>Chg-Comm | • Distribution of work<br>  • Roles/responsibility<br>• Ownership/freedom<br>• Opportunity/power<br>• Accountability/<br>  responsibility<br>• Decision making<br>• Collective<br>• Structure/flow<br>• Transparency<br>• Communication | Ap1, Ap2, Ap3, Sch, Mints1, Mints 2<br>JD<br><br>Mints 2, Mints 3<br>Mints1<br>Ap1, Ap2, Ap3, Sch,  JD<br><br>Mints 2, Mints 3<br><br><br>Ap1, Ap2, Ap3, Sch<br>Sch, Mints1, Mints 2,  Mints 3 |
| Systems **(Syst)** | Syst-Mnt/Sup<br>Syst-Strct<br>Syst-Impl<br><br>Syst-Flinfo<br>Syst-Meet<br>Syst-Ngt<br>Syst- Dec | • Monitoring/supervision<br>• Structure<br>• Implementation of<br>  change<br>• Flow of information<br>• Meetings<br>• Negotiation<br>• Decision making | Ap1, Ap2, Ap3, Sch, Mints 2 JD<br>Ap1, Ap2, Ap3, Sch, Mints 2 JD<br><br><br>Ap1, Ap2, Ap3, Sch, Mints 2<br>Ap1, Ap2, Ap3, Sch, Mints 2 JD<br>Ap1, Ap3<br>Mints 2, Mints 3<br>Ap1 |
| Communication **(Comm)** | Comm-Infml<br><br><br><br>Comm-Fml | Informal<br>  • Staff room<br>  • Supervisors room<br>  • Principal Office<br>Formal<br>  • | <br><br><br><br>Ap1, Ap2, Ap3, Sch, Mints1 JD |
| Change agents **(ChAgnt)** | ChAgnt-Init<br><br><br>ChAgnt- Ngt<br><br><br>ChAgnt-<br>Imp/Mnt/Sup<br><br><br>ChAgnt-Imp | Initiation<br>  • Principal<br>  • APs<br>Negotiation<br>  • Supervisors<br>  • HODs<br>Implementing and<br>monitoring/Supervising<br>  • Supervisors (main<br>    SH)<br>Implementation<br>  • Teachers<br>  • HODs<br>  • Admin stafff | <br><br><br><br><br><br><br>Ap1, Sch JD<br><br><br>Ap2, Ap3, Sch |
| Culture **(Cult)** | Cult-Collb<br>Cult-Syst<br>Cult-Acc<br>Cult-Opn<br><br>Cult-Expt<br>Cult-Trst/Shr<br>Cult-Care | • Collaborative<br>• Systematic<br>• Accountable<br>• Openness – Limited<br>• Expectation<br>• Trust /sharing<br>• Caring<br>• Opportunity | Ap1, Ap2, Ap3 Sch, Mints 3<br>Ap1, Ap2, Ap3, Sch, Mints 2, Mints 3 JD<br>Ap1, Ap2, Ap3, Sch JD<br>Ap1, Ap2, Ap3, Mints1<br><br>Ap1, Ap2, Sch JD<br>Ap1, Ap2,<br>Ap2, Ap1, Ap3 JD<br>Ap2, Mints 3 |

# Appendix P

## Individual Interviews (All)

### Change (Interviews)

| Themes | Line no/ Document no. |
|---|---|
| • Distribution of work<br>　• Roles/responsibility | 11, 34, 26,  81, 27, 32, 33, 34, 6,7, 9, 11, 13, 14, 58, 59, 60, 5, 10, 16, 30, 32, 33, 34, 40, 44, 49-51, 58-60, 61, 65, 66, 1, 2, 2, 6, 7, 19, 20, 51 |
| • Ownership/freedom | 30, 7, 13, 15, 32, 70-73, 22 |
| • Opportunity/power | 29, 30, 61, 63, 68, 70, 76, 7, 11, 12, 23, 27, 32, 33, 34, 49-51, 70-73, 2, 22, 7, 14, 15 |
| • Accountability/<br>　responsibility | 12, 32, 33, 34, 14, 59, 60, 5, 7, 8, 9, 15, 16, 27, 28, 58, 59, 60, 61, 62, 63, 64, 2, 19, 20, 22, 23, 7 |
| • Decision making | 12, 30, 63, 7, 8, 9, 15, 35, 36, 22, 23, 14, 15 |
| • Collective | 40, 42, 68, 70, 13, 17, 29 |
| • Structure/flow | 11, 12, 8, 28-30, 14, 1-10, 11, 28, 29, 41, 61-63, 64, 68, 74, 75, 98, 6, 7, 20 |
| • Transparency | 30, 68, 70, 29-32, 172, 24, 51, 33 |
| • Communication | 65, 7-9, 24 |

### Systems (Interviews)

| Themes | Line no/ Document no. |
|---|---|
| • Monitoring/supervision | 12, 13, 39, 32, 33, 57, 58, 59, 11, 58, 59, 62-66, 8, 9, 10-15, 17, 19, 6, 7, 21 |
| • Structure | 12, 13, 29, 30, 31, 38, 39, 41, 28, 32, 33, 43, 44, 53, 54, 60, 63, 64, 92, 30, 52, 53, 56, 57, 58, 60, 67, 74, 75, 76, 81, 5-8, 15, 16, 28, 29-32, 49-51,58, 59, 60, 62, 66, 74, 75, 79, 80, 86, 90-96, 98,149, 150, 155, 157, 158, 160-167, 10-15, 17, 28, 32, 6, 20, 21, 27, 47 |
| • Implementation of<br>　change | 12, 13, 33, 38, 37, 39, 37, 81, 83, 84, 57, 67, 68, 70, 29-32, 55, 58-61, 79, 80, 155, 157, 158, 159, 8, 9, 10-15, 6, 7, 9, 35, 37 |
| • Flow of information | 18, 41, 42, 55, 59, 60, 61, 11, 39, 48, 89, 34, 40, 53, 74, 75, 76, 82, 29-32, 53, 54, 55, 62-66, 90-96, 160-167, 10-15, 32, 34, 42, 43, 40, 43, 47 |
| • Meetings | 41, 39, 61, 26, 33, 52, 53, 80, 82, 87, 29-32, 53, 54, 55, 62-66, 90-96, 160-167, 32, 34, 11 |
| • Negotiation | 29, 31, 36, 41, 39, 61, 62, 40, 50, 67, 76, 53, 54, 55, 68, 92, 168, 169, 170, 29, 30, 35, 40, 51 |
| • Decision Making | 24, 41, 55, 38, 44, 46, 89, 90,  40, 63, 76, 5-8, 15, 16, 35, 36, 74, 75, 21, 22, 24, 40, 14, 15 |

### Communication

| Themes | Line no/ Document no. |
|---|---|
| • Informal (staff room,<br>　sup room, Principal<br>　Office) | 42, 44, 46, 50, 56-58, 61, 8, 9, 11, 56, 75, 77, 81, 83, 85, 87, 2-6, 15, 50, 53-55, 102, 118, 120, 128, 130, 136, 139, 140, 142, 143, 146, 148, 171, 174, 175, 176, 26, 28, 11, 33, 35, 37 |
| • Formal (Assembly,<br>　Meetings, Notices) | 27, 29, 32, 33, 36, 41, 42, 43, 47, 50, 51, 52, 53, 61, 64, 41, 56, 57, 58, 61, 63, 64, 66, 68, 69, 70, 71, 84, 85, 86, 26, 31, 33, 34, 36, 38, 42, 50, 52, 21, 90, 92, 100, 124, 125, 128, 132, 134, 144, 171, 177, 15, 17, 19, 28, 32, 34, 36, 38, 42, 43, 25, 39, 43, 53, 45 |

## Change Agents (Interviews)

| Themes | Line no/ Document no. |
|---|---|
| Initiation<br>• Principal /AP | 29, 32, 36, 38, 39, 43, 44, 46, 47, 48, 40, 48, 50, 52, 67, 11-17, 23, 26, 27, 28, 29, 53-56, 79-80, 84, 98, 100, 128, 28, 17, 19 |
| Negotiation<br>• Supervisors/HOD | 32, 35, 36, 39, 41, 38, 39, 53, 54, 40, 42, 50, 7, 8, 23, 26, 27-28, 29-36, 92, 132, 146, 168-178, 29, 32, 40, 23, 51 |
| Implementing and monitoring/Supervising<br>• Supervisors (main SH) | 29, 33, 34, 37, 38, 45, 28, 32, 33, 34, 36, 38, 39, 64-77, 81, 86, 87, 34, 38, 61, 5-9, 23, 42, 44, 62, 66, 86, 88, 150, 15, 17, 19, 32, 7, 21, 33 |
| Implementation<br>• Teachers/<br>HODs/Admin Staff | 29, 23, 29, 36, 61, 64, 65, 58-60, 86, 88, 102, 132, 136, 138, 146-149, 155, 169, 177, 15 |

## Culture (Interviews)

| Themes | Line no/ Document no. |
|---|---|
| • Collaborative | 27, 29, 32, 36, 41, 8, 11, 40, 42, 48, 50, 52, 53, 15, 17, 28, 53-56, 29, 14, 19, 23, 51 |
| • Systematic | 26, 30, 31, 39, 46-48, 49, 53, 60, 61, 32, 33, 34, 39, 41, 46, 47, 56, 59, 63, 64, 66-70, 38, 40, 48, 52, 53, 56, 68, 80, 81, 11, 27, 28, 32, 33, 41-49, 62-65, 79-81, 128-140, 149, 150-154, 34, 36, 38, 43, 19, 21, 47, 49, 51 |
| • Accountable | 37, 38, 39, 55-57, 32, 33, 34, 66-70, 57, 59, 61, 5, 27, 29, 30, 58-61, 66-68, 106-113, 23, 21 |
| • Openness – Limited to certain levels | 27, 29, 32, 41, 42, 8, 11, 56, 61, 75, 77, 92, 34, 50, 52, 53, 64, 68, 80, 81, 87, 20, 21, 23, 26, 51, 53-56, 102, 106-113, 125, 142, 143, 144, 168, 169, 172-177, 24, 39, 40, 33, 35, 51 |
| • Expectation | 33, 63, 64, 57, 58-61, 62-66, 98 |
| • Trust /sharing | 13, 98, 104, 105, 106-113 |
| • Caring | 55, 56, 57, 18, 19, 98, 104, 105, 106-113, 115, 118-122, 168 |
| • Opportunity | 29, 30, 89, 90, 63, 3-7, 9, 12, 13, 15, 16, 24, 26, 27, 28, 32, 33, 36, 51, 53, 56, 72-74, 22, 23, 14, 15 |

# Appendix Q
## Focus Group Discussions (All)

### Change (FGD)

| Themes | Line no/ Document no. |
|---|---|
| • Distribution of work<br>  • Roles/responsibility | 15, 16, 17, 16, 17, 18, 19, 20, 16, 17, 20, 75, 79 |
| • Ownership/freedom | 21, |
| • Opportunity/power | 21, 22, 23 |
| • Accountability/<br>  responsibility | 21, 22, 17, 18, 74, 20, 21, 18 |
| • Decision making | 19, 23 |
| • Collective | 22, |
| • Structure/flow | 23, |
| • Transparency | 23, |
| • Communication | 23, 51-57, 30, 48, 49 |

### Systems (FGD)

| Themes | Line no/ Document no. |
|---|---|
| • Monitoring/supervision | 23, 25, 26, 28, 16, 27, 78, 16, 17, 19, 79, 80 |
| • Structure | 22, 25, 26, 39, 16, 27, 76, 79, 27, 79 |
| • Implementation of<br>  change | 16, 16, 17, 19, 20 |
| • Flow of information | 25, 26, 39, 51-57, 17, 25, 30, 42, 47, 31, 41, 65 |
| • Meetings | 39, 25, 31, 36, 37, 51, 52 |
| • Negotiation | 38, 56 |
| • Decision Making | 39, 40, 51-57, 23, 37, 58 |

### Communication (FGD)

| Themes | Line no/ Document no. |
|---|---|
| • Informal (staff room,<br>  sup room, Principal<br>  Office) | 25, 26, 42, 44, 80, 30, 39, 81, 84, 31, 82, 87 |
| • Formal (Assembly,<br>  Meetings, Notices) | 38, 45, 59, 78, 79, 81, 82, 25, 35, 36, 44, 60, 82, 83, 85, 86, 36, 37, 61, 83, 85, 86, 88, 89 |

## Change Agents (FGD)

| Themes | Line no/ Document no. |
|---|---|
| Initiation<br>• Principal /AP | 51, 52, 67, 25, 51, 25, 38, 51 |
| Negotiation<br>• Supervisors/HOD | 56, 57, 68, 69, 70, 52, 53, 52 |
| Implementing and monitoring/Supervising<br>• Supervisors (main SH) | 70, 54 |
| Implementation<br>• Teachers/ HODs/Admin Staff | 16, 74, 54 |

## Culture (FGD)

| Themes | Line no/ Document no. |
|---|---|
| • Collaborative | 27, 44-49, 30, 37, 41, 61, 62, 62, 63 |
| • Systematic | 51-57, 45, 23, 16, 61, 76, 79, 16-20, 27, 43, 79 |
| • Accountable | 22, 23, 16, 27, |
| • Openness – Limited to certain levels | 27, 44, 30, 39, 40, 41, 61, 62, 64, 69, 25, 31, 41, 42, 62, 63, 75 |
| • Expectation | |
| • Trust /sharing | |
| • Caring | |
| • Opportunity | 19, 22, |

# Appendix R
# Documents (All)

## Change (Documents)

| Themes | Line no/ Document no. |
|---|---|
| • Distribution of work    • Roles/responsibility | Ap1, Ap2, Ap3, Sch, Mints1, Mints 2 JD |
| • Ownership/freedom | |
| • Opportunity/power | Mints 2, Mints 3 |
| • Accountability/ responsibility | Mints1 |
| • Decision making | Mints 2, Mints 3 |
| • Collective | |
| • Structure/flow | |
| • Transparency | Ap1, Ap2, Ap3, Sch |
| • Communication | Sch, Mints1, Mints 2, Mints 3 |

## Systems (Documents)

| Themes | Line no/ Document no. |
|---|---|
| • Monitoring/supervision | Ap1, Ap2, Ap3, Sch, Mints 2 JD |
| • Structure | Ap1, Ap2, Ap3, Sch, Mints 2 JD |
| • Implementation of change | Ap1, Ap2, Ap3, Sch, Mints 2, JD |
| • Flow of information | Ap1, Ap2, Ap3, Sch, Mints 2 JD |
| • Meetings | Ap1, Ap3 |
| • Negotiation | Mints 2, Mints 3 |
| • Decision Making | Ap1 |

## Communication (Documents)

| Themes | Line no/ Document no. |
|---|---|
| • Informal (staff room, sup room, Principal Office) | |
| • Formal (Assembly, Meetings, Notices) | Ap1, Ap2, Ap3, Sch, Mints1 JD |

## Change Agents (Documents)

| Themes | Line no/ Document no. |
|---|---|
| Initiation<br>• Principal /AP | |
| Negotiation<br>• Supervisors/HOD | |
| Implementing and monitoring/Supervising<br>• Supervisors (main SH) | Ap1, Sch JD |
| Implementation<br>• Teachers/ HODs/Admin Staff | Ap2, Ap3, Sch |

## Culture (Documents)

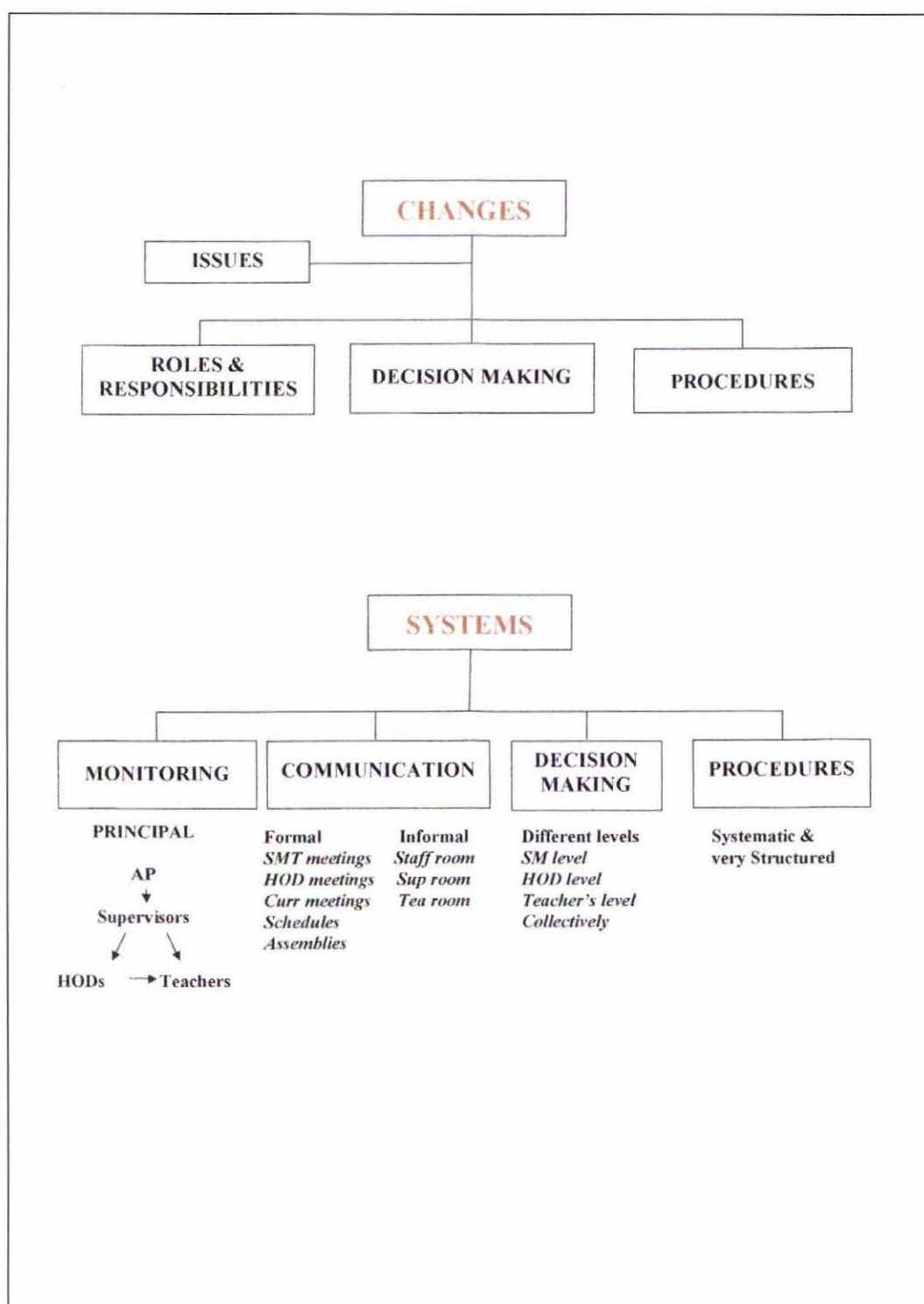| Themes | Line no/ Document no. |
|---|---|
| • Collaborative | Ap1, Ap2, Ap3, Sch, Mints 3 |
| • Systematic | Ap1, Ap2, Ap3, Sch, Mints 2, Mints 3 JD |
| • Accountable | Ap1, Ap2, Ap3, Sch JD |
| • Openness – Limited to certain levels | Ap1, Ap2, Ap3, Mints1 |
| • Expectation | Ap1, Ap2, . Sch JD |
| • Trust /sharing | Ap1, Ap2, |
| • Caring | Ap2, Ap1, Ap3 JD |
| • Opportunity | Mints1, Mints2 |

# Appendix S

# Journal Notes

**23rd April 2006 (Sunday)**

J1  Today I phoned ████████ (Principal) at 7.30 am to fix a meeting. She said to come around 9 to meet her.

J2  I went to the school at 8.50 am. I was able to meet her at 9.10. I had to wait because she was in a meeting when I went. Looked around the Lobby. It looks pretty much the same since I was in school (1992 grade 10).

J3  There was a big notice board on one of the walls. One notice was addressed to all the staff regarding that they have to inform the principal if they need to remain in school after 10.30 pm. Some schedules and duty lists were displayed.

J4  We exchanged greetings and introduced each other. We sat in the sofa and she about t my studies, my previous work experiences in schools. Talked about different things for 5 minutes before talking about my research and the data collection period.

J5  I explained my research topic and the changes that have taken place since sending the letter to her. I also explained that I will be looking at one change of structure rather than looking at all the changes that have taken place.

J6  The Principal said that several changes have taken place however the most significant change is to the organizational chart.

J7  That is the middle management (supervisors and heads of department) responsibilities have changed immensely since she arrived. She has increased the number of supervisors and given the authority to make decisions regarding their responsibilities without consulting her all time. The heads of departments have to report to the supervisors rather than her all the time.

J8  Teachers have been given added responsibilities since she arrived. Teachers are asked to volunteer to be in charge of different programmes and clubs or extra activities in the school, apart from their teaching responsibilities.

J9  Teachers and heads of departments are involved in monitoring the students during school hours and after school hours.

J10 Teachers are also given authority to make changes to those activities in consultation with the management. They are also given the authority to make decisions regarding activities without consulting the management; but as long as they can justify the decision.

J11 The principal said that the reason for giving added responsibilities and authority for others to make decisions is to build their capacity as leaders.

J12 She also said that she wants to be a facilitator and not an authoritarian leader.

# Appendix T
# Refined Categories

**CHANGES**

ISSUES

ROLES &
RESPONSIBILITIES

DECISION MAKING

PROCEDURES

**SYSTEMS**

| MONITORING | COMMUNICATION | DECISION MAKING | PROCEDURES |
|---|---|---|---|

PRINCIPAL

AP

Supervisors

HODs → Teachers

Formal
*SMT meetings*
*HOD meetings*
*Curr meetings*
*Schedules*
*Assemblies*

Informal
*Staff room*
*Sup room*
*Tea room*

Different levels
*SM level*
*HOD level*
*Teacher's level*
*Collectively*

Systematic &
very Structured

# Appendix U

## Communication with Supervisors

Monday, May 29, 2006 6:56 PM
To :                      P.M.Stringer@massey.ac.nz, W.L.Edwards@massey.ac.nz
Subject :          Field work (29th May)

Dear Patsy and Professor Wayne Edwards,

Monday (29th May 2006)

I was able to conduct two interviews today. The third interview scheduled for today was postponed for tomorrow. Consent forms and confidentiality agreements were signed prior to the interviews. The purpose of the research was outlined before the interviews.

I have finished transcribing one of the interviews and will finish the other one in few hours time. I will be giving them for member checks tomorrow (Tuesday, 30th May).

I met with Heads of Departments and teachers and negotiated focus group discussion times today. In the meeting I explained the research and gave the information sheets and questions for the focus group discussion.

Tomorrow (30th May), I will be conducting two more interviews and one focus group discussion. Interviews will be held during session time as per negotiated with participants and the Principal. Focus group discussion will take place after school.

All the staff of the school is very cooperative and so far I have not encountered any sort of problem.

Thank you

Mizna

Monday, May 29, 2006 11:25 P
M

To :                       "mizna qasim" <miznaqasim@hotmail.com>
CC :                      "Edwards, Wayne" <W.L.Edwards@massey.ac.nz>
Subject :           RE: Field work (29th May)

Hello Mizna

I am so pleased Ethics is sorted and that you are on track with data collection. How are you finding the interview/focus group questions? Are they managing to meet the requirements re the project. What prompts have you incorporated as a result of the previous interviews and document analysis. I suppose the concern lies in collecting sufficient data about process - processes that facilitate change. The key word is facilitate. So what processes in the school do this. For example:
Communication - bi-directionality of information?
Negotiation
Opportunities for collective dialogue
Decision making - how does this occur? what processes are involved?
When you said that the principal initiates all change perhaps consider that this maybe so initially but also that it could become a collective processes? If this is the case - what makes this so and at what stage?

Processes that facilitate change involve complexity. You said that the school were going to talk about the organisation chart in two weeks - are you planning to stay for this? Thanks for keeping us informed of your progress.
Regards
Patsy

# Appendix V

## Codes

- IA, IB, IC ...     Individual interview with participant A, B, C, ...

- IA 1, IA 2 ...     Chunk one, two ... of individual interview with participant A

- IF 1, IF 2 ...     Chunk one, two ... of individual interview with participant F

- FGA, B, C     Focus group discussion with group A, B and C

- FGA1, FGA2 ... Chunk one, two ... of focus group discussion with group A

- FGB1, FGB2 ... Chunk one, two ... of focus group discussion with group B

- JN     Journal Notes

- DS     Document Schedules

- DS 1     Document Schedule (Supervisors' duty list, morning session)

- DS 2     Document Schedule (Extra activities, clubs, associations, departments overseen by supervisors)

- DS 3     Document Schedule (Supervisors' and teachers' schedules for subject coordination meetings)

- DS 4     Document Schedule (Revision class time table)

- DS 5     Document Schedule (Teachers' duty period for monitoring, morning session)

- DS 6     Document Schedule (Supervisors' duties)

- DS 7     Document Schedule (Duty list of monitoring clubs and uniform activities)

- DS 8     Document Schedule (Camp schedule)

- DS 9     Document Schedule (Supervisors' evening duty list)

- DS 10     Document Schedule (Extra activities information)

- DS 11     Document Schedule (Supervisors in charge of grade classes)

- DS 12     Document Schedule (Change of zone supervisors)

- DH     Document (Teachers Handbook 2004, 2005 & 2006)

- DR 1     Document (Weekly report of departmental management to be completed by heads of departments)

- DR 2     Document (Annual departmental report)