

EXPLORING TEACHERS' PERSPECTIVES ON EFFECTIVE ORGANIZATIONAL CHANGE STRATEGIES

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ABSTRACT

This study explores behaviors which teachers perceive would be effective when leaders are undertaking organizational change. A sample of one hundred teachers drawn from all levels of the education system in Jamaica was used. The data were collected using a Likert-type instrument that was designed by the researcher and was tested for reliability using Cronbach's Alpha. The study found two categories of leadership conduct, and ten specific strategies which teachers considered to be effective tools in effecting organizational change efforts. This study also found that the forces for change are largely internal and deeply personal. The findings of the study suggest that change at the organizational level requires, and depends upon, change at the level of the individual employee and the quality of the engagements and interactions at the interpersonal level. If organizations are to be successful in effecting organizational change they must first succeed at effecting behavior change at the individual level. The study has major planning implications. Planning for improvements in the performance of schools is a change management undertaking, especially for schools which are underperforming. This study also provides clues for leaders concerning the kinds of leadership approaches and behaviors which motivate and sustain support for change.

INTRODUCTION

Effecting and/or confronting change is one of the most present and potent reality that faces organizations. Changes ranging from down-sizing to mergers and inclusive of relocations, restructuring, technological changes, process-oriented and people-oriented changes are all parts of the tapestry of life in organizations (Scandura & Sharif, 2011). The issue, therefore, that faces organizations is not whether to change but how effectively to carry out or meet the change. Some forms of change may be effected by humans with replacing machines and new technologies; other forms of change require that humans adapt to new environments as well as become agents of the change effort. In this regard, stimulating support for change is a major task of those who must lead change efforts.

Given the highly competitive environment in which businesses, including educational institutions, operate, it is becoming increasingly important for organizations to gain competitive advantage by being able to manage and survive change (Amagoh, 2008). Change efforts evoke feelings and responses of resistance, anxiety, fear, hostility, uncertainty, opposition, and doubt. Many change efforts often failed not because the path to change or the reason for change was bad but because the strategies and approaches used to effect the change were flawed. Given the inevitability of change, organizations that will succeed, and have succeeded are those that have implemented change strategies that work.

Some organizations and industries in Jamaica have enjoyed tariff protection or guaranteed rates of return by way of government policy. Presently, all or most of those protections and privileges have been removed and competition is the standard for just about every type of organization. These formerly protected and/or taxpayer funded organizations must now undertake change. This

study examines teacher perceived strategies that educational organizations may consider using in undertaking change efforts in Jamaica.

STATEMENT OF THE PROBLEM

Changing employee behaviours is necessary to align everyone in the organization with the strategic direction of the organization, as Bradford (2001) has suggested. This alignment of behaviour is one of the most important things the leadership of an organization can do beyond formulating and implementing great strategies. One of the major reasons strategic efforts fail is due to lack of sufficient engagement, as Li, Guohui, and Eppler (2008) emphasized.

Educational institutions, both private and public, have been forced to adapt to competition as government funding is no longer guaranteed. In addition, these institutions are being forced to find ways of collaboration. Hecht (2013) noted that given the combination of shrinking demand, diminishing support, and intense competition, organizations individually could not confront the complex and interconnected problems of modern society. To survive, organizations must adapt to a new world order of global competition and collaboration. Both modes of functioning require that organizations change their business processes and systems, but more importantly, change the cultures of their organizations as well as the attitudes, behaviours, and consciousness of their employees. Changing systems may simply require new policies and technologies. But changing employee behaviour can be complex, time-consuming, and hard to accomplish.

Thus, this study seeks to examine perspectives of teachers in the education system in Jamaica concerning what approaches and strategies are deemed effective in stimulating their commitment to support organizational change efforts.

RESEARCH QUESTIONS

The purpose of this research is to seek to answer the following questions:

- (1) What are teachers' perspectives concerning the approaches/strategies that are most effective in stimulating passion for and commitment to supporting change efforts?
- (2) What leadership behaviours do teachers regard as being supportive of their efforts to facilitate organizational changes being undertaken?

LITERATURE REVIEW

Lewin (1951) is a pioneer in the theory of organizational change. He advanced a three-step model which he described as unfreezing, moving, and refreezing. Unfreezing means loosening the forces that keep the organization stuck at a level and once that happens move the organization to the desired new level. Having been successful in moving the organization to the desired new level, steps are taken to codify and calcify the new level as that new state.

Greiner (1967) adopted a six-phase model which encapsulated the elements of Lewin's model. Greiner's phases include pressure from top management for change, which is the same as unfreezing, creating a sense of urgency, initiation, and planning. The mid-point of the model speaks to diagnosis and intervention. The final phase in Greiner's model speaks to reinforcement which is identical to consolidation and refreezing.

Harris (1975) developed a five-phase model which assumed a continuous non-discrete process from

planning and initiation, momentum building, responding to new problems created, turning point, and finally termination. Harris's phases capture the essential arguments of Lewin's and Greiner's models. It is, therefore, arguable that when Kotter (1996) expanded Lewin's three-step model in his more detailed eight-step model, he was also building on the work of Greiner and Harris.

The elements of Kotter's (1996) eight-step model are like the underlying theme of Lewin's model: establishing a sense of urgency, which involves unfreezing; creating a coalition; communicating the change vision, which involving moving; consolidating gains; and anchoring the new approaches in the organization's culture which amounts to refreezing. The elements identified by Lewin and Kotter resonate with the planning and initiation phase as well as momentum building and response to newly-created problems in Harris's model. The ideas of turning point and termination in Harris's model equate to consolidating gains and anchoring in Kotter's characterization and refreezing in Lewin's analysis.

These four classical and path-breaking models describe common features which typify a particular conception of organizational change focusing on what occurs at the macro level of the change process. Thus, all four models are built around a similar set of ideas and formulation. What is missing from these models is an insufficiency of focus, especially in Lewin's and Harris's models, on the activities and engagements at the micro or individual level that are necessary to effect change. It is in this regard that this study seeks to fill a void in the literature on how organizational change can be successfully implemented. This study seeks to fill this void through sharing insights into the perspectives of employees on what approaches to change management are likely to have a greater chance of inducing them to believe in and invest the energy to support change initiatives.

Skyttner (1996) posited the view that a system was a set of two or more elements in which the behaviour of each element influences the behaviour of the whole. A system perspective is a helpful looking glass for analyzing organizational change, regardless of whether one leans to a 'closed' or 'open' systems perspective, although one's understanding of, and approach to organizational change will likely be affected by whether one sees organizations as open or closed systems. The general system theory was first advanced by Ludwig von Bertalanffy in 1940 but was not given prominence until the 1960's based on the work Boulding (1956).

Armitage, Brooks, Carlen and Schulz (2006) characterized organization change as being essentially about performance and in that regard, focused their assessment of organizational change at the individual level with reference to what steps an organization takes to stimulate change in performance and behavior. Armitage et al., (1996) like Clawson (2006), emphasized that the focus needed to be on the leadership. Their views ran counter to that of Amagoh (2008) who advanced the system theory or organization change arguing, as does Skyttner (1996), that understanding the behavior of the whole organization, not just parts, was central to successfully implementing change. Amagoh located the origins of system theory in the sciences, particularly biology, economics, and engineering in arguing that when undertaking change the entire ecosystem of an organization must be considered. An important dimension in the analysis of the process and dynamics of organizational change is provided in the dialectic between the so-called "open systems" theory versus the "closed systems" theory. Essentially, the closed system perspective holds that the main features of an organization are its internal elements. On the other hand, the open system theory holds that the organization's interaction with the external environment is vital for organizational survival and success (Alter, 2007; Amagoh, 2008).

Fullan (2011) offered a perspective on the change process and the elements required to effect change that are closely aligned to this study. Fullan's articulations are to be seen more as themes, than stages or steps, and corroborates, somewhat, the issue of strategies or approaches which this study seeks to advance. Fullan's themes include the notions that change is learning, change is a journey, change requires the willingness to confront friends, change requires resources, and change requires energy (power) to manage it. These components highlight the underlying notion of a systems' theory and appears to support the view, while not being explicit, that organizations are open system. The elements of change as outlined by Fullan (2011) underscore the notion that change is as much about observable shifts from one stage to another as it is about an ongoing state of being and a continuous process of adaptation. Thus, in Fullan's thinking, a state of freezing (Lewin, 1951) does not exist, as organizations operate in a continuous stage of flux, and while some measure of consolidation (Kotter, 1996) may be attainable, the ongoing energy required to maintain momentum means that some measure of change is always occurring. This gives a strong indication that Fullan is of the view that organizations are open systems.

THEORETICAL FRAMEWORK

This work is informed by five theoretical perspectives namely: the distributive leadership theory of Spillane and his colleagues (2004) and (2006); the change management theory of Fullan (2007), the influence theory of Biggs (2005) and the strategy implementation theory of Li et al. (2008), and the peer influence theory of Boruah (2016).

According to Spillane, Halverson, and Diamond (2004), one of the ways in which organizations can effect changes in the behavior of employees is through involving them in leadership responsibilities. This approach they describe as distributed leadership. The underlying philosophy of distributive leadership is that there are multiple leaders in the organization. By bringing these leaders into the decision-making process the organization deepens engagement, and thus paves the way for producing attitudes and behaviors that are in step with the needs of the organization (Harris & Spillane, 2008; Spillane & Camburn, 2006).

Fullan (2007) discussed the change process and suggested that the probability that humans would change a given behavior was not necessarily increased in the face of life-threatening consequences. He argued that trying to scare people into a course of action did not often lead to compliance and threatening tough sanctions did not often yield to change in behaviour. Fullan concluded that the easiest way to change behaviour was to invest in relationships and sought to influence the desired change.

Closely aligned to Fullan (2007) is the work of Biggs (2005). Biggs suggested that the most effective way to effect behavior change was through influence. He identified three types of influence – negative, neutral, and positive. Under negative influence he listed coercion, intimidation, and manipulation. Neutral influence he suggested to involve negotiation while positive influence used persuasion and logic. Biggs' conclusion was that behavior change came through appealing to the inner person, which all three forms involved, but sided with positive influence as the most effective.

Li et al. (2008) reckoned that when an organization was seeking to undertake drastic change it really was involved in strategy implementation. They posited that there were nine factors that determine how employees in organizations respond to the demands that strategic changes place upon them. These nine factors they subdivided into three categories: soft, hard, and mixed factors. Soft factors they described as people-oriented variables which included the executors of the strategy and involved

activities such as communication. Hard factors referred to institutional features and characteristics and included elements such as organizational structures and systems. Mixed factors referred to the dynamic forces at work in the organization which contained hard and soft factors. These dynamic forces were ultimately embedded in relationships and involved emotions and individual sensitivities. They concluded that it was an understanding of how these dynamic forces work and be implemented that will determine the success or failure of change efforts.

The fifth theoretical perspective that informs this study is that of Boruah (2016) who reminded that peer played an important role in overall social and emotional development of a person. The pressure exerted by a peer group in influencing a person's attitude, behavior and morals can be as much positive as it can be negative. In this line of thinking the question that this study examines is the degree to which organizations can advance the prospects of successfully implementing change by relying on peer influence, mindful that peers can serve to also undermine efforts at organizational change.

The effective and sustainable pursuit of organizational and employee behavioral change is the central plank of this study. The scientific literature, beginning with the foundational work of Lewin (1951), has sought to define the process with a seminal contribution by Kotter (1996) which advances key steps, and before him, Harris (1975) and Greiner (1967), both of whom articulate somewhat similar perspectives.

Spillane, Halverson, and Diamond (2004) and Spillane and Camburn (2006), Fullan (2007), Biggs (2005), Li et al. (2008), and Boruah (2016) have presented what may be called some deeper human dimensions which point to a more organic characterization of the change process. These organic characterizations appear to offer a more nuanced explanation of the nature of change and how to effect organizational and employee behaviors to support change. This study is to explore a possibly deeper human or organic set of explanations and propositions that may be posited for how change can be effectively and sustainably implemented.

METHODOLOGY

Research Design

A quantitative descriptive research design is employed in this study. According to Anastas (1999), descriptive research helps to provide answers to the questions of who, what, when, where, and how, though such a design is not intended to answer the question 'why'. This study is focused on 'what' and 'who', but primarily on 'what', and seeks to answer the question of what teachers' perspectives regarding effective organizational change strategies are.

Sampling

A convenience sampling technique was used in the study. As Saunders, Lewis and Thornhill (2012) expressed, convenience sampling is used when the first or most easily available would-be participants are representative of the relevant population for the study. Illustratively, a convenience sample is comprised of people one "meets on the streets." In the researcher's regular work, there is constant interface with teachers. These interfaces would occur during visits to their institutions. Among the topics of regular conversation were their concerns about changes taking place in or being planned for their institutions or the education sector. These encounters occurred over several years prior to and during the research.

The researcher targeted two hundred participants using email and direct delivery of the questionnaires

and realized a response rate of 48% or 97 completed questionnaires with 75, or 77% females. Participants were drawn from the early childhood (Kindergarten), primary, secondary, and tertiary levels of the education sector in Jamaica. Two critical demographic features of the sample, age, and years of teaching experience are captured in Table 1.

Table 1. Age and Years in Teaching Profession Cross-tabulation

Age Group	5 years or less	6–10 years	11–15 years	16–20 years	Over 20 years	Total
20–30 years	8	5	0	0	0	13
31–40 years	12	15	13	5	0	45
41–50 years	2	1	7	4	6	20
51–60 years	0	0	0	2	12	14
60+ years	0	0	0	1	2	3
Blank	22	21	20	12	20	97

Instrumentation, Reliability, and Validity

The survey instrument, (Appendix A) is a forty-item questionnaire with thirty-five items falling on a 5-point Likert-scale. The items on the Likert scale were partly derived from issues to which I was exposed based on my readings of, and engagements with, and challenges facing leadership. More significantly, however, they were formulated based on conversations and consultations the researcher had with employees in several organizations over several years.

The instrument was pilot tested for the purposes of assessing reliability. The pilot involved forty teachers. The data from the pilot was analyzed by using Cronbach’s alpha. Tavakol and Dennick (2011) contend that Cronbach’s alpha is the most widely used objective test of reliability. The analysis of the results from the pilot generated a C-Alpha of .938, which is above the minimum standard of .90 recommended by Nunnally (1978).

The sampling procedure used for the collecting the data supported the external validity of the instrument. In addition, the process of the development of the instrument supported the content validity of the instrument as the items which were included reflected the issues and concerns that were often raised in conversations with members of staff at various institutions. The content validity was further confirmed by the extent to which the items in the instrument were aligned to issues about change and attitudes to change which are contained in the scientific literature.

The items in the instrument are focused on behaviors, perspectives, attitudes, and approaches to leadership which teachers deem that an effective leader should possess. The instrument is predicated on the notion that the fundamental responsibility of a leader is that of evoking and evincing the commitment of those being led to support the strategic directions and operational pursuits of the organization both of which often involve facing or making changes.

Data Collection and Analysis Procedures

The instrument was emailed to members of the target group as well as hand delivered by volunteer research assistants located at various institutions who had access to colleagues at other institutions. Given that the study was not focused on a particular institution or a specific segment of the teacher population, any teacher anywhere would qualify for participation. The instrument was coded and data were entered into excel and later transported into SPSS, V. 22.0, and analyzed.

A series of descriptive analyses were conducted to determine the perspectives of teachers in relation to certain variables. These variables were selected based on their assessed importance to the change management process as outlined in the scientific literature. Following the analysis using descriptive statistics, a confirmatory factor analysis was used to corroborate the assessed importance of the variables to the change management process.

FINDINGS

The variables which were the subject of a descriptive analysis are shown in Table 2. The study found that between 95.9% and 100% of the research participants either agreed or strongly agreed that those factors were of importance to them in the leadership offered by their principals. The percentages of each variable are indicated in Table 2.

The results of the confirmatory factor analysis showed a model fit for effective organizational change. The type of fit was relative to the different indices used to assess the goodness of fit of the model. Using the benchmarked established by Leach et al. (2008), it was found that the CFI (.979) and the IFI (.980) of the model was a good fit falling impressively above the bench mark of .93. Additionally, the model showed good fit for the TLI (.970), and a reasonable fit for the GFI (.930) as this fell directly on the benchmark. However, while the NFI (.885) fell somewhat below the benchmark set out by Leach et al. (2008), the results represented a reasonable fit. According to Leach et al., if the RMR fell below .05 then the model is a good fit. This model measured at .017. Additionally, the RMSEA indicates a good model fit as the score of .045 fell significantly below the bench mark of .80 (See Table 3).

Overall, this analysis suggests that the identified variables are corroborated by the confirmatory factor analysis and the two sets of behaviors and their ingredients, identified in Figure 1 and detailed in Table 2, may be plausibly deemed to constitute environments that are vital to supporting organizational change efforts.

Table 2. Teachers' Perception of Leadership Strategies to Stimulate Staff and Behaviours to Support Organizational Change

#	Behaviours	Ingredients and Percentage Agreeing or Strongly Agree
1	Strategies to stimulate staff	*Advocate for justice 97.9% *Use influence rather than power 96.9% *Involve staff in decision-making 99% *Create an exciting work environment 96.9% *Demonstrate care 99% *Provide support to low performing employees 95.9% *Create opportunities for staff to provide leadership 96.9%
2	Leadership supportive behaviours	*Commending staff 96.9% *Facilitating Professional Development 97.9% *Motivating staff 100%

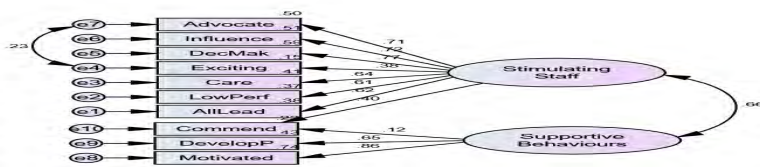


Figure 1. Items of confirmatory factor analysis.

Table 3. Results of the Goodness of Fit for Model

Fit Index	Model	Cited Benchmark
CMIN	38.102	NA
DF	32	NA
CFI	.979	> .93
NFI	.885	> .93
GFI	.930	> .93
TLI	.970	> .93
IFI	.980	> .93
RMR	.017	< .05
RMSEA	.045	< .08
AIC	84.102	NA

Note: CMIN (Chi square); DF (Degree of Freedom), CFI (Comparative Fit Index); NFI (Normed Fit Index); GFI (Goodness of Fit Index); TLI (Tucker Lewis Index); IFI (the Incremental Fit Index); RMR (Root Mean Square Residual); RMSEA (Root Mean Square of Approximation); AIC (Akiake Information criterion).

DISCUSSION

The forces of technological cultural change, global competition, and decreased governmental support for businesses and organizations in Jamaica have forced organizations of all types, including protected industries, former monopolies, and educational institutions to find new strategies of survival. In this vein, competence in managing change becomes mandatory for leaders of organizations.

In many respects, the organizations that will succeed are those that are able to thrive on chaos, according to Peters (1991). The key to the survival and success of organizations, when faced with the pressures to change, is that organizations need to be able to create an environment of shared leadership, as Spillane et al. (2004) and (2006) have argued. This issue of shared leadership, as a strategy for motivating employees to support change efforts, is a motif in the findings of this study.

The leadership behavior of “creating the conditions for staff to participate in leadership decision-making” is categorized among behaviors such as “use influence rather than use power” and “demonstrate care”, as behaviors which stimulate commitment towards change efforts. The factors resonate with elements of Kotter’s (1996) eight-step model of organizational change in which he spoke of establishing a sense of urgency, creating a coalition, and communicating a change vision. The factors listed as ingredients in the behavior which stimulate the commitment of staff towards change, when viewed through the prisms of Kotter (1996) and Spillane et al. (2004) and (2006), suggest that the efficacy of efforts to create a sense of urgency, creating coalitions, and communicating a change vision, is dependent of how deeply and widely leadership is distributed.

In addition to the finding that the creation of conditions for involvement in decision-making is a key behavior which stimulates teachers’ commitment to support change efforts, the findings of the study also indicate that behaviors which serve to support or sustain commitment towards change include affirming teachers’ commitments and contributions as well as providing opportunities for professional development.

Another important finding of this study is that when leaders rely on influence rather than power to get buy-in from staff for change efforts, there is a greater likelihood of eliciting the commitment of staff members. The change models advanced by Lewin (1951), Greiner (1967), Harris (1975), Kotter (1996), and Fullan (2011) all have at least one thing in common, namely that the path to effecting organizational change runs through the hearts and minds of employees and it is their commitment to behavior change that will determine whether changes in policies, procedures, systems, and technologies will be effective. Li et al. (2008), captured the essence of this reality beautifully in the distinction they created among hard, soft, and mixed approaches to strategy implementation. Their conclusion that the dynamic forces for change are ultimately embedded in relationships and involve emotions and individual sensitivities compellingly makes the case that change management is principally about behavior change.

It is in this vein that the finding of this study which shows that the influence rather than power is the premier change management strategy is solidly a valid finding. Fullan (2007) showed that people would resist change that was forced upon them even if the continuation of the undesired behavior could be fatal. Biggs (2005) also insisted that positive influence has a greater chance of succeeding in changing behavior than force or negative influence. Boruah (2016) contended that the greatest source of influence on behavior was peer influence which was characterized by equality and a relatively egalitarian environment versus power and forced control. The argument can then

be made, using Boruah (2016) that when managers wish to implement change they seek the support of members of staff to work with, and on, their peers. This strategy has been well established in the use of “change champions” in organizational change management efforts. Under this model, for which Kotter (1996) is to be credited, change champions are drawn from each level or category of employees.

The variables “influence versus power”, “advocate for justice”, “commend staff who demonstrate commitment”, and “makes effort to keep staff motivated” are vital to the success of organizational change efforts. Kotter (1996) addressed this when he spoke about the need to communicate the change vision as well as the errors organizations made in undertaking change efforts. Among the errors he highlighted are (a) the failure on the part of the leaders of the organization to successfully make the case for change by creating a sense of urgency about the need for change; (b) overlooking or underestimating the importance of having a coalition to manage the change process; and (c) the faulty assumption that everyone will be sold on the case for change.

The suggestive call to organizational leaders to consider ways to stimulate the commitment of staff, as the behaviors involved, as shown by the findings of this study, relates to the area of distributive leadership. Spillane et al. (2004) and (2006) provided important clues for how an organization might be effective in selling the change idea. With leadership responsibility distributed at all levels of the organization, a technique which this study has found to represent an effective change management approach, the number of people available to sell the change idea increases and thus increases the chances of success. Further, taking into account the insights of Biggs (2005) who emphasized the value of influence and Boruah’s (2016) who stressed the efficacy of peers in influencing behavior change within the peer group, what emerges is that when organizations have leaders spread across all levels, employees see them as their peers and are thus more responsive and susceptible to their influence.

The debate over whether organizations are correctly viewed as open or closed systems remains unsettled. There is consensus that the dynamics of an organization are influenced by a bit of both. While not disputing the emerged consensus that both external and internal forces are to varying degrees responsible for the capacity of an organization to adapt to and change, this study found that the forces for change are largely internal but more than just internal, deeply personal. It is this issue of where the motivation for change lies that represents the distinctive contribution of this work.

SIGNIFICANCE OF THE STUDY

The study is significant for at least two reasons. First, it examines an important and current issue to which several countries and organizations are searching for solutions. In a recent study conducted in the Netherlands, Pieterse, Caniels, and Homan (2012) who studied the implementation of a new ICT system for an airline, found that the quality of the discourse between and among different professional groups can be a source of resistance to change. The findings indicated that different professional groups operated in different professional cultures and thus paying attention to the differences in professional cultures was vital to succeeding in effecting change. One implication of this study is rooted in the first research question which asks: “What are teachers’ perspectives concerning the approaches/strategies that are likely to be most effective in stimulating passion for and commitment to supporting change efforts?” Educational institutions need to recognize and address the cultural differences between teachers and administrators for change efforts to be successful.

The second significance of this study is that it has identified important pieces of the change management puzzle which will help to clarify some of the questions posited by Todnem (2005) and Hao and Yazdanifard (2015). Todnem (2005) conducted a critical review of organizational change management efforts and theories and argued that organizational management had become a highly required managerial skill that there was quite a bit that we did not know about. Hao and Yazdanifard (2015) concurred with Todnem (2005) there were still more that we needed to know about how to effectively lead organizational change. There remain unresolved questions about how change is effectively managed. While this paper advances ideas that depart from the dominant perspectives in the scientific literature, it is reasonable to accept that there is much more that we need to know. The critique of Guimaraes and Armstrong (1998) is instructive in this regard. They have said that much of what has been published about change management is superficial.

CONCLUSION AND RECOMMENDATION

This study has identified ten (10) change management behaviors which are deemed to be critical in stimulating and supporting organizational change efforts. These behaviors are to be deemed as factors which potentially increase the likelihood of success of organizational change efforts. While acknowledging that organizational change involves new processes, procedures, systems, and technologies, this study has also established that those elements alone are not sufficient to stimulate and sustain organizational change without employee commitment.

The survival and success of any organization depend on the capacity to change and adapt to change. Having regard to the reality that organizations are faced with the pressures to adapt to new conditions arising from global competition, culture change, and changes in governmental policies, one of the tests of the effectiveness of leaders can be seen in how effectively they can move the organizations they lead to adapt to changes.

Based on the foregoing conclusions, the following recommendations are proffered:

- (1) Given the evolution of approaches to organizational management of change and the findings of this study, it is found that human factors, specifically individual behaviors, play an exceedingly important role in successfully managing change. It is recommended that organizations undertake more robust attempts at exposing its leaders to the human dynamics involved in adaptation to change.
- (2) To strengthen the capacities of organizational leaders to rely more on influence rather than power in getting results, it is recommended that organizations expose their leaders and prospective leaders to training in the nature of influence versus power (including emotional intelligence skills).
- (3) The findings of this study indicate that involvement in decision-making is a likely contributor to generating support for organizational change efforts. It is recommended that organizations pursue steps to increase the breadth and depth of distributive leadership implementation.
- (4) In light of the finding that peers play a positive and negative role in influencing employees' behavior, organizations are encouraged to adopt work teams as work models and decision-making processes. This will empower the work teams with greater trust and responsibility for the organization's development.

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APPENDIX - TEACHERS’ QUESTIONNAIRE

Please respond to the questions below using the following as a guide:

SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

	SA	A	U	D	SD
Do you think that in order to be an effective leader a principal should:					
(1) Take an interest in the opinions of staff members					
(2) Show high regard for the professional judgment of staff members					
(3) Welcome the points of view of staff members even when those views are different to his / her					
(4) Respond positively even when there are disagreements between his / her views and that of staff members					
(5) Resist any inclination on his or her part to dictate how staff members should think					
(6) Show respect to staff members					
(7) Make an effort to keep staff motivated					
(8) Encourage staff members to continue to develop their professional skills					
(9) Demonstrate care for the needs of members of staff					
(10) Seek to influence staff rather than use power to enforce his / her will					
(11) Commend staff who demonstrate commitment					

(12) Publicly recognize staff who produce spectacular results					
(13) Admit error on his / her part when this is established					
(14) Show a willingness to accept criticism					
(15) Convey by his / her actions that views and approaches other than his / her own can be correct					
(16) Show mastery of the job of school management					
(17) Defer to other members of staff on matters on which they are more knowledgeable					
(18) Model the behaviours he / she requires of staff members					
(19) Be willing to debate issues on which there are diverse opinions					
(20) Be willing to subject his / her positions to the collective wisdom of staff members					
(21) Be a good listener					
(22) Encourage diversity of perspectives					
(23) Encourage camaraderie among staff members					
(24) Promote collective responsibility					
(25) Ensure performance evaluations are done of every staff member					
(26) Ensure that low performing staff members receive support to improve					
(27) Create the conditions for members of staff to participate in decision-making					
(28) Lead in the development of a strategic plan					
(29) Be trained in the fundamentals of strategic planning					
(30) Be an advocate for justice					
(31) Promote the value of learning from the successful practices of other schools					
(32) Utilize the diverse strengths of members of staff in the operations of the school, in addition to their primary competencies					
(33) Allow leaders to develop at all levels in the organization					
(34) Be firm with repeated failures to meet standards of excellence					
(35) Create an environment that makes work exciting					

PLEASE ANSWER THE FOLLOWING QUESTIONS

(36) Your age group is:

- (a) 20 – 30 []
- (b) 31 – 40 []
- (c) 41 – 50 []
- (d) 51 – 60 []
- (e) 60+ []

(37) You have been a teacher for:

- (a) 5 years or less []
- (b) 6 – 10 years []
- (c) 11 – 15 years []
- (d) 16 – 20 years []
- (e) Over 20 years []

(38) You have been teaching at your current school for:

- (a) 5 years or less []
- (b) 6 – 10 years []
- (c) 11 – 15 years []
- (d) 16 – 20 years []
- (e) Over 20 years []

(39) Your highest professional qualification is:

- (a) Diploma []
- (b) Bachelor's Degree []
- (c) Master's Degree []
- (d) Postgraduate Cert in Education []
- (e) Doctorate []

(40) You are:

- (a) Male []
- (b) Female []

(41) You currently teacher at the:

- (a) Early Childhood Level []
- (b) Primary Level []
- (c) Secondary Level []
- (d) Tertiary Level []
- (e) Other _____ []

(42) You are currently based in the:

(a) Corporate area []

(b) Rural area []

(43) You are currently working in a:

(a) Public school []

(b) Private school []

(44) You are a principal:

(a) Yes []

(b) No []