The Dyke

Experiences and coping strategies of school heads implementing Competence Based Curriculum. A case study of ten primary school heads in Chirumanzu Rural District, Zimbabwe.

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ARTICLE HISTORY

ABSTRACT

This case study explored how school heads' experienced and managed the implementation of Competence Based Curriculum. School heads of ten rural primary schools in Chirumanzu District in the Midlands province of Zimbabwe participated in the study. Questionnaires and interviews were used to collect data after seeking consent from participants. Findings of the study were that school heads were surprised by the announcement to introduce a Competence Based Curriculum since they saw no need to introduce it. The school heads expressed ignorance about the Competence Based Curriculum. The demands of the Competence Based Curriculum was a burden on their poor schools already struggling to keep afloat in a sinking and declining economy. Threats from the minister to hastily implement the Competence Based Curriculum disoriented, overwhelmed and left school heads very insecure. The school heads coped with the implementation of the Competence Based Curriculum under these conditions by; managing educator emotions, providing leadership and stress management, empowerment of educators, involvement, rational persuasion and using legitimate authority. To manage resource constraints, school heads reprioritised school budgets and encouraged improvising where possible and the use of the local environment as well as encouraging innovations.

KEYWORDS:
Leadership, change management, competence-based curriculum, implementation

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Introduction

Zimbabwe's education system has been criticised as being too academic to provide the much-needed skills to transform the country's economy (CIET, 1999). This criticism became more pronounced after 2000 when the country's economic meltdown became severe. As a reaction to this criticism, a Competence Based Curriculum (CBC) framework was developed and finalised in 2015 and its implementation commenced in 2017 (Ministry of Primary and Secondary Education, 2015). The CBC requires that learners attain specific competencies at each exit level. However, the Competence Based Curriculum was not spared from resistance and criticism either. Teachers, parents and some politicians have sharply criticised the CBC system.

Studies on challenges teachers face in implementing CBC have been carried out (Kafyulilo, Rugambuka, & Moses, 2012). However, of particular note is the rather silent voice of school heads who lead teachers in implementing CBC. Whilst school heads have been identified as critical to the successful and sustainable implementation of educational reforms (Kadji-Beltran, Zachariou, & Stevenson, 2013, p. 304), the researcher has noted a dearth in literature about school heads' perceptions on leading and managing curriculum implementation in challenging circumstances such as those obtaining in Zimbabwe. As such, it is the researcher's contention that school heads, whose voices are missing in this discourse. These voices are the critical piece of the puzzle that needs to be put in place for CBC to be a success.

CBC is an education system that defines educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviours students have to possess at the end of the course of study (Komba & Mwandanji, 2015). The competences should enable the learner to develop critical thinking skills, to learn independently and in groups, be creative, innovative and be able to work and live well with other people (Ministry of Primary and Secondary Education, 2015). Mosha (2012) sums up by saying CBC seeks to develop in learners the ability to develop technical skills needed for various jobs, life-long learning skills and the ability to work with other people.

The concept of CBC is an old idea that first started in America in the 1960s and 1970s and later spread to Europe in the 1980s (Nodine, 2016). From a psychological perspective, CBC resulted from the Behavioural Objectives Movements of the late 1950s and 1960s and Mastery Learning initiatives (Likisa,

2018). Philosophically, competence-based education has its roots in social constructivism where learners engage in a process of constructing their own knowledge by interacting with their environment (Nodine, 2016).

In Africa, CBC is a contemporary issue which most African states, including Zimbabwe, have seen as the panacea to their problems of social decay and retarded economic growth. As such, a number of African states have embraced CBC of late. For example, in South Africa CBC was introduced in 1998 being referred to as Curriculum 2005 or outcome-based Education (Dayson, 2016). Ethiopia introduced CBC in 2004 (Likisa, 2018), Tanzania in 2005 (Komba & Mwandanji, 2015) and Rwanda in 2015 (Rubagumya, Peeraer & Ntawigira, (2018).

Following recommendations of the Presidential Commission of Inquiry into Education and Training (CIET), sometimes referred to as the Nziramasanga Commission of 1998 in recognition of Dr Caiphas Nziramasanga who chaired the commission, the Government of Zimbabwe introduced CBC in 2017. However, it is with no exception that all the countries that adopted CBC faced challenges peculiar to their unique settings and education histories. A review of the literature revealed that most of the challenges investigated were challenges teachers or schools in general face as they implement the new curriculum. For example, Muranganwa (2017) observes that government's haste in implementing the Competence Based Curriculum in schools created confusion among teachers.

Zhangazha (2017) claims that the Zimbabwean government's elitist approach to educational planning negatively impacted on teacher implementation of the updated curriculum. Gondo et al. (2019) studied issues surrounding the updated secondary school curriculum in Zimbabwe and found that infrastructural provision was a serious challenge impeding effective curriculum implementation in Zimbabwe. Further, Ngwenya (2020) found that policy laxity on fees payment militated against curriculum implementation in the Bulawayo Metropolitan Province of Zimbabwe. In addition, in a study done in four African countries, Akinrinola, Ogegbo, Emmanuel and Adewusi (2020) noted that lack of professional support hampered teachers' efforts to implement CBC.

School heads as school managers, have not been the object of study in most of these studies. It is the researcher's contention that the school heads, who are the drivers in the implementation of the curriculum, are not immune to challenges stemming from their leadership and management roles as they lead

the curriculum implementation process. Shifting from one curriculum type to another has implication for school heads' change management strategies and how they cope with the demands for change and the change process itself. One may want to know for example, how school heads experienced the shift from the old curriculum to the updated and CBC and coping strategies they used. Answers to these questions may be key indicators to some of the challenges teachers face in implementing CBC. Unfortunately, this angle of analysis has largely been left out of the major debates about curriculum change and implementation which is my point of departure in this study.

Literature review

Change management is a critical part of any change initiative. It leads managers, workers and stakeholders to accept new programmes, processes, technologies, systems, structures, and values, transitioning them from their present way of working to the desired way of working (Ryerson University, 2011).

This study is anchored on the ideas of Kotter (1996)'s change management guidelines as described by Daft (2015 in Robbins & Judge, 2019). Following Kotter (1996)'s eight-step model, the change process starts with top leadership creating a sense of urgency in followers to change things. This is followed by identifying highly committed members who will build a guiding team to lead the change initiative. Step 3 shares a clear and compelling vision with change agents. The fourth step involves communicating clear, credible, and heartfelt messages to the organisation in order to gain understanding and buy-in.

Step 5 is about removing barriers, inspiring, promoting optimism and building confidence around the change effort as the change process is set into motion. Step 6 is about creating quick-wins that are visible to many around the change initiative. Short-term wins nourish faith in the change effort and are emotionally rewarding to the hard workers. In step 7, top leadership should keep urgency up and eliminate unnecessary and exhausting work. Further, victory should not be declared prematurely. Step 8 is about creating a supportive culture to root in the change initiative. Kotter believed that if administrators and managers follow these steps the change process will be experienced more favourably by all players involved. Kotter (1996)'s ideas here outlined will be used as a lens to see through and scrutinize how the introduction of CBC was experienced and managed by school heads. Kotter (1996)'s model also

provides a detailed guide for successfully implementing change. Apart from providing guidance, Kotter's model also provided the researcher with insights about how best resistance to change can be managed. The researcher also used the model as an evaluation tool to see how change implementation and management by MOPSE conformed to the dictates of renowned literature on change management.

The study is aimed at exploring how school heads experienced and coped with the introduction and implementation of competence-based education in Zimbabwean schools at a time when the country is in serious economic challenges. The results that have come out of this study may help school heads to effectively manage and implement educational reforms with limited resources in ways that may attract minimum resistance from teachers and educational stakeholders. The results also provide useful pointers as to how best policy makers may plan and sell change ideas to operational managers and stakeholders in education. The study is guided by the following research questions:

How did school heads experience the introduction of CBC in Zimbabwe?

1.   *How are school heads coping with the implementation of CBC?*

Methodology

This qualitative study made use of a case study design. Case studies are particularly useful where one needs to understand some particular problem or situation in great-depth using information rich participants, and where one can identify cases within their real-life context, (Noor, 2008). Data about school heads' experiences coping with the implementation of CBC were captured in rich and thick descriptions to illuminate readers' understanding of curriculum implementation and change management from a perspective of the participants of the study. As such, a sample of 10 school heads from a population of 72 in Chirumanzu Rural District in the Midlands province of Zimbabwe participated in this study. The district is populated by low-income small holder farmers and local council run schools.

The ten school heads were deemed adequate for generating rich and authentic data due to their vast experience implementing government school programmes. The school heads were purposefully selected because they are the drivers of the curriculum implementation process. Their rural set-up exposes

their schools to the vulnerabilities of a harsh economy ravaging education in Zimbabwe at the moment. An open-ended questionnaire was used to collect data from all participants and interview probes on sticky issues picked from the questionnaire data were done with the school heads. Descriptions of data were done and analysed using thematic analysis, conscious of the research objectives and reported in narratives and direct quotes. The themes were identified from reviewed literature.

Results

School heads' experiences with the introduction of CBC

To gather data on school heads experiences with the introduction of the CBC the heads were asked to complete a questionnaire. Their responses are captured in Table 1. In the table, A, B, C…J stand for names of the ten school heads who participated in the study. The responses 'O' stand for a No and 'X' stands for Yes.

Table 1: School heads' experiences with CBC

	School heads experiences with CBC	A	B	C	D	E	F	G	H	I
1	My school staff received CBC as a noble idea	O	O	O	O	O	O	O	O	O
2	Intimidation was used against school heads by ministry officials	X	X	X	X	X	X	X	X	X
3	The MOE District Office supported CBC implementation with necessary resources	O	X	O	O	O	O	O	O	O
4	The community supported CBC implementation	O	X	O	O	O	O	X	O	O
5	As a school we were ready for CBC implementation	O	O	O	O	O	O	O	O	X
6	Learners are eager to learn CBC	O	X	O	O	O	O	X	O	O
7	CBC implementation resources are adequate	O	X	O	O	O	O	X	O	O
8	I can confidently explain CBC to educators and parents	O	O	O	O	O	O	X	O	O

From the data, all the ten school heads said their staff did not see CBC as a noble idea. This suggests that school heads found themselves implementing an unpopular curriculum change not supported by their school staff. The ten school heads concurred that the MPSE officials used threats to push the implementation of CBC. Instead of threats, Kotter (1996) suggests that the change agent (the ministry) could have shared with school heads a compelling vision of schools running a CBC curriculum. School heads' experiences suggest that the Ministry of Primary and Secondary Education failed to get school heads and teachers as the right team (A guiding team according to Kotter, 1996), whose appreciation of the change process and commitment must be sought. Top management support is crucial for any major change project (Daft, Murphy & Willmott, 2020). As such, the CBC change process needed the support of school heads. School heads are well-respected within the education system, and have power and influence to drive the change effort at their schools. In this regard, positive experiences of change that win school heads' favour to lead the change process are critical for successful implementation of change.

Nine out of the ten school heads said they were not getting enough resources from the Ministry of Primary and Secondary Education as support for implementing CBC. On the other hand, two school heads, A and G said they got support from parents to implement CBC. The data suggests that CBC ran under a crippling resource base. As such, most school heads felt like the ministry introduced CBC but then left them in the deep end with no resources to implement it. The findings are in line with prior findings by Gondo et al. (2019) and Ngwenya (2020) who cite lack of financial and material resources as major drawbacks to the implementation of CBC.

Only one out of the ten school heads said they were ready for the implementation of CBC. This suggests that the majority of school heads felt like being stampeded into implementing a change programme they were not ready to implement. The same experience was reported in a study by Muranganwa (2017) who observed that government's haste in implementing the CBC in schools created confusion.

Two school heads, B and G, reported that their learners welcomed CBC. Learners' responses may be attributed to their ignorance about CBC since their school heads and educators claimed that they knew little about CBC.

All the ten school heads felt they were not competent enough to sell the idea of CBC to educators and parents. Lack of confidence by school heads may suggest that the school heads felt insecure as they knew very little about CBC such that they could not explain it to teachers. What the school heads experienced was also recorded in a study by Akinrinola, Ogegbo, Emmanuel and Adewusi (2020) who noted that lack of professional support militates against implementation of CBC.

An analysis of responses displayed in the table shows a pattern where school heads B and G lead in 'Yes' responses in many questions. The researcher observed that whilst the majority of schools under study were poor rural schools, the schools lead by these two school heads were relatively well off and as such, would afford and overcome implementation challenges the other schools struggled with. This suggests that while the data points to a generally negative experience of implementing CBC by school heads, there are a few school heads who had a relatively positive experience.

Coping strategies

a)   Managing emotions and damage control

School heads were asked how they coped with the implementation of the CBC curriculum the heads had this to say;

> *I could tell that the educators were very unsettled and bitter over many issues related to the incoming CBC. After-assembly briefings and general meetings became charged instantly upon mentioning CBC. I then realised that the only way forward was to allow the educators to vent out their emotions and to listen carefully so as to establish and possibly attend to some of their concerns. At the end of the meeting, I would acknowledge their concerns and assure them that moving forward as a team, we will find solutions to most of the challenges at hand and enjoy teaching CBC. At first I could read through their reactions that I was saying something they didn't want to hear. However, I continued sending out the same message by word and deed and with time, I had a lot of educators on my side* (School head A).

What school head A said was also echoed by school heads E, F, G, H and L suggesting that it was a common approach by school heads to cope with resistance to the implementation of change. School head 'I' had a different approach and this is what she said;

> *Consultations were done before the CBC curriculum was introduced. However, when the curriculum came, reactions of the educators suggested that the educators believed that the curriculum*

was totally different from what they had expected to come from the consultations that had been made. This did not go well with them to say the least. This was exacerbated by the state of the economy versus the high cost of implementing the curriculum and no tangible support from the ministry and government. I was quick to learn that what will work in this situation was to empathise with the educators. Any other action could have led to a total breakdown of the implementation process (School Head I)

Although said in different ways, school heads B, D and J also used empathy to appeal to the hard feelings of the educators. Another recurring them is captured by what School head C said but also captured from interviews with school heads A, E, F and G.

No educator was happy with CBC. A lot of harsh words and also questions were thrown to me as if CBC was my baby. I realised that I could not argue with people who were 'angry'; if the word will describe fully how the educators felt about CBC. I did a lot of listening instead. Whenever I spoke, I would be trying to divert them to something small but positive. I also concentrated on generating group solutions to ameliorate the losses and fears voiced by the educators. Over time I was able to share a vision of a brighter future with CBC. I shared this with my administration first and these became my first allies and foot soldiers (School head C).

From the data quotes above, it can be said the school heads coped with educator emotions in different ways. School head 'A' and others identified with his response allowed educators to grieve and vent out their emotions, practiced active listening and attended to concerns that he could possibly address. School heads I, B, D and J empathised with the educators whilst school heads 'C A, E, F and G used damage control, highlighted short wins and articulated an appealing vision of a fully-fledged CBC school. In his eight-step model, Kotter (1996) raised the issue of creating a vision and foregrounding short wins as strategies of coping with the implementation of change. In addition, the data generated by the study suggests that damage control and active listening are also effective strategies to manage bitter emotions of followers during a difficult change process.

b) Empowerment

Those educators who resisted CBC, why were they resisting?

Responses to this question varied but what school head G said featured in responses given by school head A, B, C, E, D, F and I. The following is what School head G said:

Fear, anxiety and misinformation were brewing a lot of resistance among educators. Many educators feared that their Diploma in education will be found not to be good enough and they may be asked to go back to college or lose their jobs. Yes we realised that there was a big skills gap even amongst us school heads too. To manage job security anxiety, I encouraged attendance of workshops out of the school and at school level. We shared notes and I personally made it a point that all relevant information about CBC was communicated timely to all educators. Social media which is most popular with educators was used for communication extensively. Information and communication were great empowerment both to me and also the educators (Head, School G).

The above sentiments by School head G and also C, D, F and I reveal that resistance to change was seen as emanating from little information about the change process leading to rumours and misinformation. Training and communication were a common strategy used by school heads to cope with this challenge. The same strategy was referred to by many authors in the literature (Daft & Lane, 2015; Robbins & Coulter, 2016; Robbins & Judge, 2018; Daft, Murphy & Willmott, 2020) as an effective empowerment strategy of coping with the implementation of change programs. The same issue can be looked from the perspective of Kotter (1996)'s model. His fourth stage involves communicating clear, credible, and heartfelt messages to the organisation. This is mostly during sharing of a vision. However, communication for purposes of sharing critical organisational information to create more understanding about the change process is more critical in order to win support to implement change.

Providing leadership and stress management

What was your major role in the CBC implementation process?

My educators were dispirited, dejected and others were considering leaving the profession. Absenteeism increased and conflicts were more common among educators. I had many counselling sessions. I assisted individual teachers cope with their losses and tried to make them adjust to the new CBC situation (Head, School E).

What was said by school head E was a recurring theme echoed in the interviews with school head A, B, C, G, I and J. On the other hand, school head D had this to say;

I used after assembly briefings as a platform for raising the spirit and hope of my teachers by focusing their attention to some quick wins the school was making and pointing to the possible brighter future when CBC was fully implemented. Messages of motivation were also part of all my addresses (Head, School D*).

When asked about her role in implementing CBC, school head C explained that;:

I came up with implementation teams that reported to me every fortnight. We realigned the timetable and had to restructure our local administration structure to make it more responsive to the needs of CBC. Our School Development Committee SDC was helpful in mobilising resources and support from the community. I had to seek the assistance of the School Development Committee (SDC) after realising that a section of the community was also resisting CBC (Head, School C).

What school head C said was also noted in responses given by school head A, B and G.

Descriptions of educators by school head 'E' and also A, B, C, G, I and J suggest high levels of stress among educators (Mullins & Christy, 2016). It can be said that the school heads' major role in managing the implementation of CBC was the management of stress among educators. However, the other school heads concentrated on providing leadership through motivation, restructuring and mobilising resources. Providing leadership for change traits can also be discerned in all the other discussions with the school heads quoted in this study. Providing leadership for change was also recommended by Daft, Murphy and Willmott (2020). They particularly recommend transformational leadership style as the best leadership style for coping with the challenge of implementing change.

c)   Using authority

What did the ministry and district officials do to make sure CBC was implemented?

Responses to this question were not varied. This is demonstrated by the three responses from some school heads which are typical of what almost all the other school heads said. The school heads thus responded:

The implementation of CBC came as a directive accompanied by threats from the ministry. I remember an education official telling us that those who cannot implement the CBC curriculum will be relieved of their duties to pave way for those willing to do so. We were reminded of this very often. We had to be honest with educators. We relayed the same message to them (Head, School B).

We received numerous circulars from the ministry compelling us to implement CBC. It was declared a dismissible offence to be found not implementing fully CBC at your station. We read out these circulars to educators. Inspections by the district office also increased. This position by the ministry made CBC move forward but with a lot of resentment (Head, School F).

Everyone, school heads and educators felt trapped. The threat of losing our jobs was so real. I had to emphasise with the educators but was clear that their options were very limited in this case. They had to tore the line. However, I noted that this militated against most of our initiatives to have educators accept and own CBC (Head, School, *H).*

Responses from all the three school heads suggests that coercion was used by district education officers based on legitimate power/authority. The same coercion used on school heads was passed on to teachers by the school heads. Whilst the school heads admitted to using their authority to force change, they also voiced concerns that the approach (imposed on them by the situation) militated against voluntary compliance and commitment to the new change. Lunenburg and Ornstein (2012) aver that when other methods have failed, coercion can be used as a last resort. However, in this study it looks like authority was use from the onset to coerce educators to implement CBC. Whilst this produced result, it was observed to be one of the major sources of resistance to the change process.

Involvement and Rational Persuasion

Apart from using position authority, what else did you do to encourage educators to implement CBC? The except that follow is what school head a teacher said. Similar responses also came school head C, E, F, and H.

As earlier on said, we had to run marathon meetings and workshops with educators to prepare them for CBC. I prepared well for these meetings and workshops. I used figures, charts, fliers and relevant literature to sell and support the idea of CBC to educators (Head, School, A).

Some school heads had a different way of encouraging educators to implement CBC. For example, the responses of school heads D, G and J are typified by what school head B said;

Most of the time, I invited one or two educators to attended workshops that I attended. The educators will then give feedback to other educators and also lead implementation of strategies learnt from the meetings and workshops. Over time, all educators had an opportunity to attend and eventually we all became facilitators (Head, School B).

School head C had a unique way of encouraging CBC implementation. This is what he had to say:

> *I shared success stories and literature from countries that implemented CBC. This allayed the anxiety and fears educators had about CBC. In fact, it created interest about CBC in educators* (Head, School C).

School head A, C, E, F, and H. and also school head C used a technique called rational persuasion. The researcher identified this influence tactic from leadership literature. "Rational persuasion involves the use of explanations, logical arguments, and factual evidence such as using figures, charts, fliers and relevant literature in meetings to explain why a request or proposal will benefit the organisation or help to achieve an important task objective (Yukl, 2013 p. 203). The effectiveness of rational persuasion (logic) is based on the assumption that people resist change if they do not fully understand the change process and how the change will impact on their individual interests and the organization in general. School head B, D, G and J managed the implementation of CBC by encouraging involvement of all educators in activities and programs related to the change process. This involvement created a sense of ownership and enhanced citizenship behaviours, leading to commitment to the change process.

Financing the change project

> *How did you cope with financing the implementation of CBC?*

Responses from all the school heads revolved around issues of local initiatives to finance CBC implementation. Below are typical examples of responses that came from the school heads:

> *We had lined up projects for the year. All this was disrupted since we were forced to revisit our budget and put CBC at the top of our priority list although it was initially not budgeted for. Regardless of the poor state of the economy, we managed to come up with a budget for CBC implementation* (Head, School D).

> *Our biggest challenge was how we were going to finance the implementation of CBC from the already strained budget. We intensified the garden and poultry project so as to generate extra funds to support CBC implementation* (Head, School B).

> *The school expected assistance to implement the capital-intensive CBC from the government. Unfortunately, nothing came. So, we had to make do with the little that was available which was all diverted to CBC requirements which we saw as first priority. I encouraged my educators to extensively use the local environment as a lab and a learning resource bank in an effort to innovate*

and improvise. This came after realising that no funding was coming from central government. Also, because of the poor state of the economy, donors are now very hard to come by and as such none came to our aid (Head, School I).

The above data reveals that, the three school heads saw the need for more funding to support CBC activities. According to Daft, Murphy and Willmott (2020), any change project has financial implications and if poorly funded, change will fail. In this case, asking educators to use their own resources to fund the change project could have torched a storm of resistance leading to failed implementation. Change from the traditional curriculum to CBC was poorly funded by the ministry of education and could have faltered as a result. However, school heads coped with this challenge by generating local resources, improvising, encouraging innovation and also reprioritizing their budgets as a way of generating adequate funds for CBC implementation.

Discussion

Findings from the study were that school heads had a nasty experience with the introduction of Competence Based Curriculum. They were told that they would lose their jobs if they failed to implement the CBC. The whole process robbed them of any confidence and left them insecure since they were expected to sell an idea they hardly knew or understood to resistant staff and parents and were threatened with losing their jobs if the CBC implementation failed in their schools. In addition, no funding for the change process was availed by the government leaving school heads at the deep end of implementing a new change project with no budget from the parent ministry. These experiences left the ministry short of a critical ally (school heads) in supporting and spearheading the implementation of CBC.

School heads used various strategies to cope with the implementation of CBC under the described operating environment. The strategies included managing educator emotions which were very high and damage control since educators had a lot to lose as a result of the coming of CBC. Further, new skills, information and knowledge were also needed to implement the updated curriculum. To manage this, school heads attendant training workshops together with the educators which helped clear any misinformation. School-based staff development sessions were also intensified. School heads encouraged educators to participate in all change processes as a way of making them identify with the change. In addition, rational persuasion was also used to generate confidence

and buy-ins to the change process. The government did not provide the financial assistance otherwise needed by the schools and school heads managed this problem by reprioritising their budgets to accommodate CBC requirements as well as engaging in income generating projects to generate more income.

The coming in of CBC brought with it a lot of anxiety and stress which affected educator emotions and work behaviours, impeding change implementation. School heads coped with staff stress by proving counselling services. Above all, change management required strong leadership. As such, school heads lead by example, motivated and inspired the educators with compelling visions. Whilst literature says authority and coercion must be used as a last resort (Yukl, 2013), in this study it was used at all stages to compliment strategies used by both the district office and school heads.

Conclusion

From the results of the study, it was concluded that school heads had negative experiences with the implementation of CBC. These experiences were a serious impediment and de-motivator to the school heads' change implementation efforts. It was also concluded that various strategies were used by school heads to cope with the Implementation of CBC. The strategies may be grouped as force and persuasion strategies. It was concluded that both worked each time they were used though with varying outcomes. Force strategies worked but produced a lot of resistance from both school heads and educators. Persuasion always produced positive results.

Recommendations.

The following recommendations are made that:

- School heads should be empowered in order for them to effectively implement change in schools.
- Any change initiative ought to be adequately financed to facilitate smooth implementation.
- Training of all participants in the change process should be given high priority.
- That strategies should be put in place to effectively deal with stress and burnout by both school heads and educators during the implementation of a change process.
- When implementing change, persuasion strategies ought to be used more than force strategies.

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