

School Leadership: Impact of changing school management for internal stakeholder satisfaction

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Abstract

Once a nearly collapsed public primary school has been determined to be a successful and well managed by the new principal. The case highlights the study of (1) how a woman and the new principal was successfully carried out a change in school management; and (2) how this change improve the satisfaction of the school teachers as internal stakeholders. The research was carried out in two stages: First, in-depth interviews with the principal and senior teachers on the basis of the model of organizational change of Lewin's - unfreezing, changing, and re-freezing – to map the model. Data collected was analyzed by dialogical interpretation method and change management was identified with a focus on 'the transparency of financial management'. Second, the transparency of financial management approach as found in the first stage was then measured its impact on internal stakeholder satisfaction structured into 'supplier-customer work chain', and team work into 'teachers' perception on successful teamwork'. Data was collected through survey on 30 teachers and then analyzed using descriptive technique. The result showed that average internal stakeholder satisfaction score was higher than that of team-work. Meaning that the implementation of *financial transparency* in the organization, gave an impact to the internal stakeholder satisfaction. This study also suggests further research on how the financial issues could trigger internal work satisfaction that lead to the achievement of organizational goals.

Keywords: education, leadership, organizational change, school

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Introduction

In the past, a change is defined by the presence of a new phenomenon or something newly discovered; whereas now the discussion about changes more emphasis on accelerating the change itself (Jackson, 2007, p.3). Changes at all levels on both individually and organizationally happened are not alone. There are trigger factors that influenced the dynamics organization interacts with its environment. Environmental factors are then given effect, even pressure against the possibility of an organization to make changes (McShane & vonGlinow, 2008, p.19).

When we are talking about change, there are 3 important factors can be discussed: the reason to change, target components of change, and how the change conducted.

The reason to change could be the strong motive of change. For example can be mentioned are the unfavorable circumstances organization dealt with.

Target components of changes need to be recognized and identified for the changes to take place as planned. Jones (2005) and Robbins (1998) suggested four components – human resources, functional resources, technology advance, and corganizational structure/culture. Those components can be explained: (1) human resources, as an organizational asset, are very valuable in the change process. Employees with high skill abilities will provide high competitiveness; (2) functional resources as the change target will affect the procedures, systems, and work patterns that support the manager dealing with changing process and accelerate the process of goal achievement; (3) technology as the change process will keep the organization communicating with both internal and external stakeholders. Finally, the fourth is structure and organizational culture as change target will change bound employees become mutual interrelated and integrated functions.

How the change process being conducted can be exposed through steps of changing. Commonly different expert gives his own argument but basically they describe the same steps. One very well known model of change management is recommend by Kurt Lewin (Schermerhorn, 1993, p.667)). Lewin suggests that the change consists of three main phases, namely: (1) unfreezing; (2) changing, and (3) re-freezing. The phases of the change is shown in the following chart.

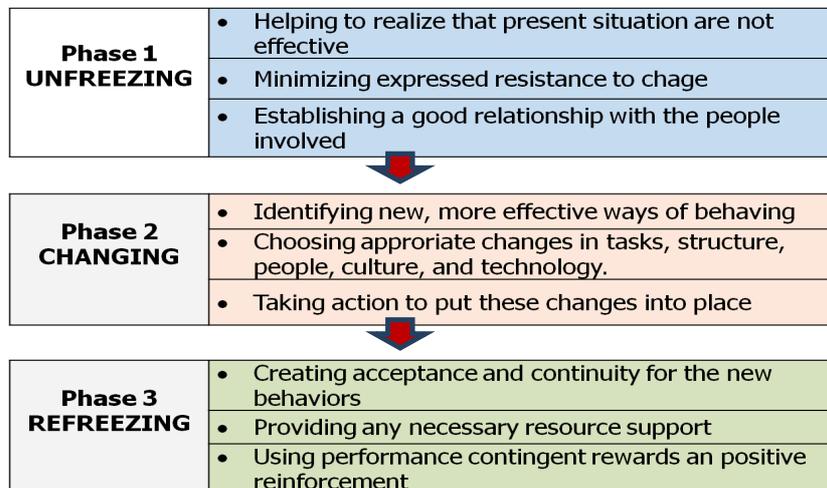


Figure 1. Lewin's Three Steps of Organizational Change Management

This current research narrates about one nearly collapse public primary school that has been determined successful and well managed by a new principal. The case highlights the study of (1) how the new principal has been successful in carrying out the change on school management. This study was carried out by doing in-depth interviews with the principal and senior teachers on the basis of the model of organizational change of Lewin's - unfreezing, changing, and re-freezing – to map the model; and (2) how this change has given an impact to the satisfaction of school teachers as internal stakeholders. The latest focus of the study will explain later.

Regarding to first stage of study, the changing management process has already conducted started two years ago in 2011; and when the data of first study is being collected, the said changes are being implemented to date still. After being implemented for two years, the changing process or the situation now is on the Phase 3 – Refreezing, the phase where a school principal is dealing with the effort of sustainability to keep running new system. As a result, some impacts may occur. Two impacts are expected: to teamwork pattern and to internal stakeholders satisfaction. This current study, as noted on second study is addressed to know which one aspect is more impacted over the change management.

Research Method

This is a qualitative research approach, focused on organizational change management, and its impact to internal stakeholder satisfaction. By applying qualitative research, researcher may use observation and interview methods, and documentation study (Stake, 2010, p.20). Qualitative approach also emphasizes on the integrity of reality as phenomenon, obtains data from a series of events that was seen as something different or unique, and much depends on the interpretation of researcher.

The organization as the object of this research is determined on purpose. It is a Primary Public School in Pekanbaru Riau, namely SD-No.37-Tampan. The said primary school is deliberately chosen because of its achievement values deserved to be revealed for the advantage of knowledge and practice matters.

In term of data collection, the primary data is obtained from key informants (the principal of the school and senior teachers) by doing in-depth interviews on the basis of the model of Lewin's organizational change - Unfreezing, Change, and Re-freezing – to map the model. The data will be analyzed by dialogical interpretation method, combined by Focus Group Discussion technique. Data of the second study is collected after the change has been implemented for about two years. Two set questionnaire are collected from 30 teachers, then are analyzed using descriptive technique. The aim of this second study is to measure its impact on internal stakeholder satisfaction, structured into 'supplier-customer work chain', and the teamwork pattern into 'teachers' perception on successful teamwork'.

Result and Discussion

The Situation Triggers the Change

The school of SD-No.37-Tampan is one of four primary schools in the City of Pekanbaru located in Tampan area, Pekanbaru City. The school was established and

started operations in 1971. On the map, Tampan area is a suburb area connected to another suburb located at different city, called Kampar City.

Name of SD-No.37-Tampan is not an original name given by the Government in 1971, but SD-No.50-Kampar. In 1988, there was an extension of Tampan bounding area covered the area where the old SD-No.37 is located. Since 1988 the SD-No.50 is moved to under jurisdiction Pekanbaru City with new name SD-No.17-Tampan. Furthermore, in 2010 SD-No.17-Tampan has a new name to SD-No.37- Tampan, Pekanbaru until now.

Similar to other elementary level, primary school of SD-No.37-Tampan also has a basic objective of education, which is laid on intelligence, knowledge, personality, attitude, and independent. Right now in academic year of 2013, daily operation of the school is supported by 41 teachers, two administrative staff and librarian, two personnel of security and janitor. It has 1,176 students which is divided into 30 classes. Due to the limited number of class rooms, learning process is done with 3 shifts of class in one school day.

In 2010 SD-No.37-Tampan has already achieved the status of RSBI, stands for Rintisan Sekolah Berstandar Internasional, or International Standard School. The school is classified as a great school and received more funds from the Government compared to schools with national standard (SSN). Unfortunately, the school dealt with serious problem. Let us say that the school is no longer managed efficiently, be short of work motivation of teachers and staff, and decrease student academic achievements. Thus, the school was put into vulnerable condition. Accreditation assessment team stated the warning indication to close the school. Dealing with this critical circumstance, the local school administrator has assigned new principal to cope with school problems, in terms of school management innovation

Steps of Change Management of School

The change of school management carried out by new principal of the SDN-37-Tampan was mapped according to Lewin's Three Phases of Change – Unfreezing, Change, and Re-freezing. The data presents the change process conducted in two years (2011-2013), obtained through in-depth interviews to the principal and a number of senior teachers, validated with document related.

First phase, unfreezing. This phase is basically a stage of implementing something new, because the old system perceived no longer relevant and needs to be replaced. The old system need to be melted. In this context, all teachers and staff at the school who involved need to realize that the old system has no longer accurate, inefficient and ineffective. Step of unfreezing helps every person ready to accept the presence of new system as a necessary requirement for the better organization.

Research found a number of steps taken, as the first phase - unfreezing, as follows:

- a. Figure out the core problem and discover solutions. Managing 'sick' organization firstly one should notice the root problem. To do so, new principal do it by reflection alone. Looks like such contemplation action was quite unique silently at her unpleasant office with a bleak color wall that is not comfortable. She also toured around the school yard to obtaining inspiration over the root problem. Based on information she gathered, investigations then was followed by doing

discussions with a number of senior teachers and sharing their experiences.

Together with those who trusted and dependable, most of them are senior teachers. They are talking about root causes in order to find solution. Many alternatives emerged and need to be selected in order to find the right one, simple and easily understood to be implemented in a short or medium-term targets. As a result two core problems are wrapped up: Database problem, and Financial matters.

- b. Communicate to all teachers and staff as internal stakeholder of the school.
After having information about the core problems as well as solutions, she, a new principal creates communication channels with a major aim to disseminate any update situation to all teachers and staff. They are internal stakeholders of school to whom the school achievement depended on.
- c. Socialize new system.
Socialization is an important part to the changing, therefore, another major aim of creating communication channel is to reduce refusal and negative response may occur from internal stakeholders. On various occasions giving a speech is always present to communicate messages related to change management. Days selected to propagate the significant of the change are at any official ceremony, at beginning of internal meeting, and at every week on regular strategic meeting.

Much efforts to apply the new system continue to be implemented. The principal should be aware watching the reaction of the teachers and staff. If there is any person reacts by doing 'no-action', then immediate advocate and encouragement is made. Such reaction does not mean reflected the attitude of rejection; on the contrary, it may be happened due to lack information. This advocacy steps need to be done to build and strengthen synergy because as more and more teachers and staff are aware to the need for change, it means the changing needs more socialization.

Providing with communication channel will make messages movement flow fluently and smoothly from the principal to internal stakeholders - teachers and staff. This existing strength built the Unfreezing phase. The phase of changing management then switch to the second phase – Change.

The phase of Changing is basically an implementation phase. There are two steps on Changing phase taken by the school, namely: Implement the concept of financial transparency; and Work distribution to some selected teachers on the basis of teamwork.

The implementation of second phase, Change, is conducted by:

- a. Introduce the concept of 'transparency of the financial sector'. The actual step taken is to assign financial management to a teacher who can be trusted and being selected by all teachers. There is a financial transparent system by which teachers any time are able to access financial status. When this such transparent financial management technically has been running well, then it is not just a matter of financial accountable (note correctly) but also financial auditable (reasonably of the use of funds). As a result, financial transparence determines the status of unqualified opinion, and in turn generates trust to each other among teachers and to management level.

- b. Working on the basis of teamwork pattern. This is the agenda of the next implementation which is done by facilitate internal sphere in teamwork pattern. The school experienced with a session of morning tea. Morning tea is the term naming on briefing activities once a week. It seems that it is duplicated from the western way but finally after implemented several times, morning tea session is worthy and valuable.

Additional way to form a teamwork pattern for any kinds of school task was carried out based on the classification quality standards set by the government. There are 8 quality standards to be accomplished. All teachers are divided into 8 task groups.

These two steps in the phase of Change have been implemented for about two years. Is there any conflict occur? Of course!!. Conflict is not expected but undeniable. Conflict may occur when there is exist an uncertainty and distrust over the implementation of 'financial transparency'. What school leaders need to do is to prove that the solution determined is the correct answer. At this stage in the range of leadership, change will be a challenge.

Beside conflict, another impact has arose is on 'work distribution' to teamwork pattern. School management should allocate additional honorarium for the additional assignment of teachers.

On the other hand, some progresses are accomplish and have a positive impact. The positive impact over the implementation of financial transparency system is the collection of a sum of money getting from efficient way of working. The money was then used to support the session of get-together – visiting neighbor country during school holiday.

The third stage is the Stabilization. At this stage, the leader of the school need to maintain new system which has been implemented successfully. The new situation existed must be assure controlled. There are various forms of reinforcement, starting from the leadership to the people involved to support provide intangible growth acknowledgment (reward) over the greatest achievements at any aspect. Many accomplishments obtained during the period of Change needs to be legalized and to be internalized formally. Of one way to realize it is by putting the programs into the document of Strategic Planning of the school.

To maintain and stabilize the progress achieved, the school needs to strengthen monitoring and evaluation systems. Establishing strong organizational structure in the form of collaboration may drag internal stakeholders to form the trusted work environment. Four teachers selected and assigned as vice principal, respectively for the affairs of the curriculum, administration, student, and community relations.

All three phases covered Unfreezing, Change, and Refreezing has mapped the change management process of the primary school of SD.No:37-Tam pan in Riau Indonesia. It is presented in Table 1.

Table 1. Phases on Change Management in Primary School - SD-No.37-Tampan, Academic Year of 2011 s/d 2013

UNFREEZING	CHANGE	REFREEZING
<ol style="list-style-type: none"> 1. Figure out the main core problem as well as di the concept of financial transparency scover solution 2. Create communication channel to up-date situation and to motivate teachers – significant of the change 3. Socialize new system in order to reduce refusal & negative response. 	<ol style="list-style-type: none"> 1. Implement the concept of financial transparency 2. Work distribution to some selected teachers 	<ol style="list-style-type: none"> 1. Set up policy within the Strategic Planning procedure 2. Strengthen monitoring

The changing process is conducted by new principal of SD.No:37-Tampan in order to cope with terrible condition caused by former principal. When the data was collected, this kind change management has being implementing for about two years.

The year of 2012-2013 is the second year of the change. Lewin's three-stage process is flowing likes a cycle. There are always new provisions produced which is actually addressed as the phase of Unfreezing. For example, due to government's decision on the implementation of new Curriculum 2013, the curriculum itself is bringing new values that need to be introduced the objectives and long-term benefits.

Other thing interested to be discussed over new system is the determination of 'financial transparency' has implemented consistently. Many people realize that financial management is a sensitive matter that needs to be managed properly and consistently.

Research results gathered from 'depth interviews' to primary and companion source persons have revealed that there is one element of verstehen (a hidden finding that need to be revealed) that answers why 'financial transparency' is the key factor. The answer is the attitude of 'sincerity' (sincere or genuine) of women leaders. Could the male leader also claim this attitude of sincere or genuine ?.

Leadership with a sincere attitude or an attitude of genuine major reflected as a transformational leader. The term transformational refers to the concept of transform or change into another form something different. She or He commonly is able to manage the energy of organization's resources (school) to achieve school improvement goals.

Second Study

School management with new system emphasizes two things: Financial transparency and Work distribution based on teamwork pattern. Having applied for two years, the change then be measured its impact on two variables - Team work pattern and Internal stakeholder satisfaction

Teamwork is understood as a group of people working together to achieve one same mission. All kinds of school tasks are performed by teamwork pattern. The transparency of financial management approach as found in the first stage was then measured its impact. The impact is measured using items that focused on 'teachers' perception on successful teamwork'. The questionnaire consists of 16 indicator is constructed based on three aspect measurement – Understanding teamwork concept, Characteristics of team members, and Accountability (Goetsch & Davis, 2013, p.152).

Furthermore, the transparency of financial management approach as found in the first stage was then measured its impact on internal stakeholder satisfaction structured into 'supplier-customer work chain' (Goetsch & Davis, 2013, p.96-97). The chain ranged between supplier-customer reflected their interaction. The supplier is supposedly provide service to customer; how far their support to each other; and support matters, all are constructed into 16 items.

Those two questionnaires then are distributed to 30 teachers. The answer provides 4 options – Completely true (score 4), Somewhat true (score 3), Somewhat false (score 2), and Completely false (score 1) match with the statement (questionnaires).

The result showed that average internal stakeholder satisfaction score (51 or 79,8%) is higher than that of team-work (45,7 or 71,4%). Meaning that the implementation of *financial transparency* in the organization, gave an impact to the internal stakeholder satisfaction. This study also suggests further research on how the financial issues could trigger internal work satisfaction that lead to the achievement of organizational goals.

	Score	(%)
Internal Stakeholder Satisfaction	51	79,8
Teachers' Perception on Success Teamwork Implementation	45,7	71,4

Figure 2.
Comparison of scores between Internal stakeholder satisfaction with Teachers' Perception on success

Figure 2 notes the difference score between Internal stakeholder satisfaction and teachers' perception on successful teamwork is not significant, as we can understand focused on interactional.

Conclusion

School change management made by new principal of SD.No.37-Tampan is mapped using Lewin's three-phase model of Changing Management. The changing management consisted of Unfreezing, Change, and Refreezing. In terms of Unfreezing, the principal do steps: Figure out the root of the problem and solution, Communication channels, and Socializations. While the phase, Change, the principal

operating ideas of Financial transparency, and Work distribution on the basis of teamwork pattern. In order to stabilize or to assure the change can run well, two Re-freezing actions are carried out: Set up policy/institutionalized; and Strengthen monitoring. When this new system has been carrying out for two years, the running new system is measured, in terms of teamwork pattern and internal stakeholder satisfaction.

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