

MANAGING THE IMPLEMENTATION OF SCHOOL DEVELOPMENT PLANS



RURAL PRIMARY SCHOOLS

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NOMANGWANE JUDITH MGEBISA

DECEMBER 2004

This study established that although schools are embarking on development planning, there are challenges and factors that prevent the schools from understanding the development planning process. Hence managing the implementation of a SDP is not yet achieved. Many of these challenges may be the result of a lack of knowledge and skills among SMT members on managing the development process, inadequate management training received by SMT members and resistance to change by SMTs and staff.

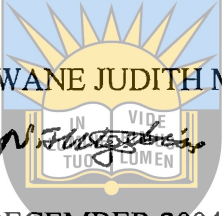
This study confirmed that school development planning and the management of the development process itself is still lagging behind. Despite these problems, the study has confirmed that a shared approach in decision-making is the preferred one.



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DECLARATION

I declare that, Managing the implementation of school development plans in rural primary schools in the Eastern Cape, is the author's original work and has never been submitted by the author or any one else at any university for any degree. All the sources that have been quoted have been indicated and acknowledged by means of complete references.

NOMANGWANE JUDITH MGBISA

DECEMBER 2004

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ACKNOWLEDGEMENTS

I have reached the end of the tunnel, but it was a long and tiring journey. The light then appears because of certain people who made it possible for me to reach this end. Those people are worth mentioning:

- Firstly, I would like to thank the Lord God Almighty, my provider, for giving me health, strength and the opportunity to pursue this study.
- I am proud of my Supervisor, Prof. Ben Lindeque, for his guidance, support and encouragement throughout my research.
- I wish to express my sincere appreciation to all the primary school principals together with their staff for participating in this project.
- To my colleagues, who always supported and encouraged me, especially in times of distress, Mr. Kalipa, Mr. & Mrs. M.B. Kuze, Mrs. M. Muluse, Mrs. C. Ngcetú and Mr. L. Dyani.
- A very special thanks to my family, especially my mother for her words of encouragement and my children (Litha and Imitha) for surviving without my love and care, words cannot express how grateful I am.
- Last but not least, to my friend Bulelwa Mondi, who was a source to the beginning of this project.

ACRONYMS USED IN THIS STUDY

C2005 : Curriculum 2005

DoE: Department of Education

EDO: Education Development Officer

HOD: Head of department

LEA: Local Education Authority

RNCS : Revised National Curriculum Statement

SDP: School development plan

SMT: School Management Team

UR: Union Representative



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DEDICATION

This study is specially dedicated to my mother “BONIWE NOMZIWAMANENE”, who is a source of inspiration and strength to my life. This research has also been undertaken in honour of those who are still fighting for better education in our country.



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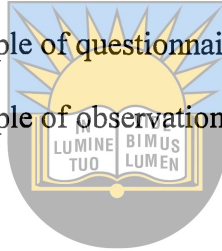
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CHAPTER ONE

INTRODUCTION

1.1 CONTEXT AND BACKGROUND

The apartheid system in South Africa has affected all spheres of life, including the political, economic, social and educational spheres. Research indicates that the South African education system employed a highly centralised decision-making process (Gallie et al 1997:461). Schooling, particularly in black schools, was increasingly characterised by an authoritarian and bureaucratic style of governance and management (NEPI 1993:127). There was a lack of managerial capacity demonstrated by school management committees. The principals were merely viewed as implementers of decisions, not as administrators with the opportunity to formulate their own school policies.

In 1994 the newly elected government reviewed the education system. Educational policy transformation was one of the key recommendations made by the government (Gallie et al 1997:460). The government placed emphasis on the introduction of policies and mechanisms aimed at redressing the legacy of a racially, ethnically, fragmented and unequal education system. The transformation was around three key principles, namely:

- “Centralisation, with single national education system.
- Decentralisation, allowing meaningful participation by all key stakeholders.
- Teacher professionalism and teacher development” (Ota 1997:488).

The Department of Education introduced various school transformation programmes to promote educational development in schools. One such programme is the school development plan. The school development plan is designed to allow a school to organise, with greater efficiency and success, its existing programmes of development and change. A school development plan's purpose is to improve the quality of teaching and learning in a school, through successful management of innovation and change (Hargreaves & Hopkins 1991: 3).

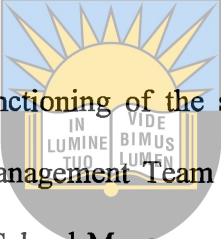


Since school development planning is a new initiative in South Africa, the Eastern Cape Department of Education supported the process through the introduction of the Imbewu project, which was a primary school improvement project. Some of the key outputs of the Imbewu project were to improve the management capacity of principals and school management teams, to improve the quality of teaching and learning and, to enhance community involvement. Only 1500 of the 6500 primary schools participated in the project (DoE 2004:6).

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Currently the Eastern Cape Department of Education expects all schools to have annual school development plans. It was established that not all schools were able to formulate the plans. Some schools do not use the format of the school development plan that is provided to them by the Department of Education. Nevertheless, the format and procedures for developing and implementing the plans are clearly outlined in the manual for school management that has been provided to all schools.

Although school development planning is taking place, it appears that it has not yet produced the intended results of improving the quality of teaching and learning. Seemingly, the conditions in some rural primary schools are not conducive for teaching and learning. The researcher has observed that some rural primary schools are characterised, among other things, by high absenteeism by both teachers and learners, pupils being late for classes and children in school uniform roaming the streets during school hours.

The logo of the University of Fort Hare is a shield-shaped emblem. It features a blue background with a yellow sunburst at the top. Inside the shield, there is a yellow sun with rays. Below the sun, the Latin motto "IN LUMINE TUA VIDE BONUS LUMEN" is written in white capital letters. The shield is flanked by two yellow pillars.

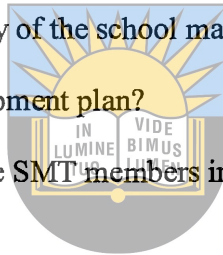
Nevertheless, ensuring effective functioning of the school is the responsibility of the school principal and the School Management Team (SMT). As stipulated by law, the principal, in collaboration with the School Management Team (SMT), is responsible for the day to day management of the school and ensuring the implementation of school policies (DoE 2002: B2). They are responsible for making certain that all areas in the school function effectively. Therefore, they are responsible for ensuring that the school development plan is implemented effectively in schools. The researcher has been prompted to carry out this research by the fact that SDP is a new initiative in South Africa. Therefore, there is a challenge to the way in which schools were managed in the past. Thus, the researcher is interested to investigate how the school management teams (SMTs) manage the implementation of the school development plans.

1.2 THE STATEMENT OF THE RESEARCH PROBLEM

The main research problem is to investigate how the school management teams manage the implementation of school development plans.

The research problem can be reflected in the following questions:-

- (i) What is the role and responsibility of the school management team during the implementation of school development plan?
- (ii) Are there challenges that face the SMT members in managing the implementation of school development plans?
- (iii) How do SMT members manage and sustain the implementation of school development plans?



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1.3 AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to examine how the implementation of school development plans is managed.

The study has the following objectives:

- (i) To identify the roles and responsibilities of the SMT members in managing the implementation of school development plans.

- (ii) To identify the challenges facing SMT members in managing the implementation of school development plans.
- (iii) To determine how the SMT members manage and sustain the implementation of school development plans.

1.4 DELIMITATIONS OF THE STUDY

This study will cover four rural primary schools in the King William's Town district, in the Eastern Cape. The actual distribution of questionnaires and conducting of interviews shall be done during the months of July and August in the year 2004.



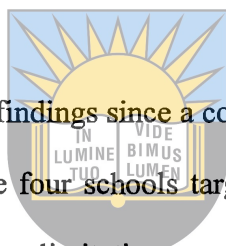
The data for this study will be collected from the school principals, school management teams, educators, district officials and union members. It is the concern of this study to investigate issues such as the roles of the SMT members and the challenges facing them (SMT) during development planning.

1.5 LIMITATIONS OF THE STUDY

Since every research project is not unique, this study on managing the implementation of SDP may not be exceptional. There are likely to be limitations relating to undertaking a project of this nature, both from an operational and a methodological point of view.

The findings from the study may not be extended beyond the sample population, since the study covers only schools in the King William's Town district. However, the findings may be extended to schools that are located in other areas. The findings could also be used in other research projects. Time and money are always inadequate; as a result only four schools in the King William's Town district are targeted. Resistance to participate from school principals, school management teams and educators are likely to be a hindrance.

These limitations may not upset the findings since a comparison of findings would reveal a true picture of the situation in the four schools targeted for the research. To try and minimise the negative impact of these limitations, answers shall be kept as confidential information



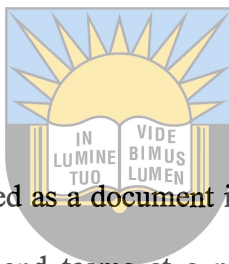
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1.6 OPERATIONAL DEFINITIONS OF KEY TERMS

Terms that could be misinterpreted are defined below and definitions are made in the frame of reference with which the researcher shall approach the problem of managing the implementation of school development plans in rural primary schools:

- (i) **Management** is about getting things done efficiently and effectively. It relates to the monitoring and support provided to the staff by the school management teams.

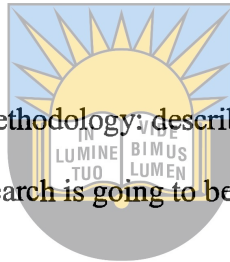
- (ii) **Implementation process** focuses on how the implementing agents interpret and meet the demands made on them. It is the stage whereby the planned priorities and targets are put into action.
- (iii) **School development plan** will refer to a document and a plan drafted and adopted by the school, which integrates the national and provincial policies together with the school's vision, values and selected priorities to be achieved for a particular year.
- (iv) **Action plan** will be used as a document indicating activities to be performed by individual teachers and teams at a particular time to realise the school development plan. It puts selected and planned priorities into practice.
- (v) **School management team** will refer to the school principal together with the school's deputy principal, heads of department and senior teachers who work with the principals. They are responsible for the overall success of their schools.
- (vi) **Imbewu Project** is a primary school improvement project, initiated by the Eastern Cape Department of Education, aimed at improving teaching and learning.
- (vii) **Implementing agents** are the school principals, school management teams and educators who put the plans into actions



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1.7 OVERVIEW OF THE STUDY

- Chapter 1 : Background of the problem, which is the introductory chapter. It outlines and highlights major issues of the project.
- Chapter 2 : Review of related literature. This chapter will examine some of the theories put forward on school management and development planning.
- Chapter 3 : Research Methodology describes clearly and concisely how the research is going to be carried out.
- Chapter 4 : Data presentation and analysis. This chapter will present the findings that are put forward by respondents. In this research, data will be analysed, identifying the main themes.
- Chapter 5 : Summary, conclusion and recommendations. It will outline and highlight the major findings of the study.



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CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The planning. Furthermore, research that has investigated school management will be examined. School development planning is a new initiative in South African schools. Therefore, there is a challenge to the way schools were managed in the past. Thus this chapter seeks to unpack the arguments against aspects of the traditional approach to school management and highlights, according to school improvement theory, the approaches that the SMTs should be seeking to practice during development planning. Thus literature on the following aspects will be reviewed:

- School Development planning process
 - What is a school development plan?
 - The purpose of a school development plan.
 - The link between development planning and a school development plan.
 - Whole school development and school development planning.
 - Development planning and school culture.
 - The process of development planning.

- Development planning and school management
- What is management?
- The roles and responsibilities of the SMTs.
- Development planning and leadership.
- Development and maintenance.
- Coping with change.

2.2 SCHOOL DEVELOPMENT PLANNING



2.2.1 What is a school development plan?

A school development plan is an overall plan which brings together national and provincial policies and initiatives, the school's vision and values, its existing achievements and its need for development (Hargreaves & Hopkins 1991:3). When looking at all these together, in terms of a planning exercise, the school acquires a shared sense of direction and is able to control and manage the tasks of development and change (Hargreaves & Hopkins 1991:3).

During development planning, priorities for development would be selected and planned in detail for one year. These would be supported by action plans for the staff. The priorities for later years are sketched in outline to provide the longer term programme (Hargreaves & Hopkins 1991:3).

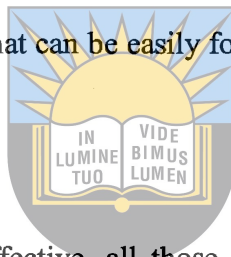
According to Annecke et al (undated: 6), a development plan combines curriculum changes with modifications to the school's management arrangements and how the school is organised in terms of people, structure and processes. Hence the DoE (2003c:18) introduced whole school development as a basis for planning, which involves curriculum development and implementation, community integration, management, leadership and governance, resource development and management, learner welfare, development and support, teacher welfare, development and support and school environment.



Hopkins, in Ribbins & Burrige (1994:87), argues that development planning combines “curriculum change with modifications to the school's management arrangements”; therefore, development planning does not focus on a single area of development. According to Hopkins in Ribbins & Burrige (1994: 79) the main focus should be on teaching and learning in classrooms. Staff development, leadership, and school community need to be adopted and reflect on a school development plan. Hence school development planning is viewed as a base to whole school development. As schools in South Africa are facing rapid change, school development planning is a useful tool. In the words of the DoE (2002:B5) the “school development plan should seek to improve the capacity of a school to achieve the educational aims of the country.... particularly the values and aims of the school.”

Practice indicates that most schools in South Africa, particularly in the Eastern Cape, experience difficulties during the development planning process. The DoE (2002:B5) suggests that school development has a greater success if it has the following attributes:

- A small set of realistic and prioritised objectives
- Be time-bound, two to three years term plan
- Spell out the responsibility of all stakeholders individually and collectively and it is important that they should understand and consent to their roles
- Outline the resources required as well as ways in which such resources should be managed
- Be presented in a format that can be easily followed by most people in the school community.



For a development plan to be effective, all those who have an interest in the school should be involved at various stages of its preparation. What is more important is that the school governing body should work closely with the SMT members. Other stakeholders involved during development planning according to the DoE (2002:36) may be educators, administration and support staff, learners, parents, education department officials and local community.

A school development plan should contain all the important information about the school.

This includes:

- The school motto
- The school vision and mission
- The school aims which should relate to national and provincial aims of education
- A situation analysis and the context of the school and the community it serves

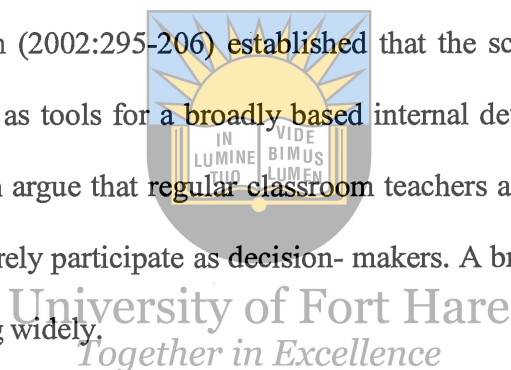
- School priorities, which have been arrived at through discussions with the stakeholders
- Action plans for the first year of the plan
- The planning cycle should be repeated at the beginning of each year keeping in mind the priorities set during the previous year (DoE 2002:B7).

Internationally, research evidence indicates that since 1989, schools in Wales and England have been engaged in school development planning (Fidler 2002: 4). These were externally initiated by Local Education Authorities (LEAs). The plans were to assist LEAs to formulate staff development needs for school improvement and to summarise for each school the aggregate training needs required. The externally determined plans seemed unproductive and inefficient. As a result, the internally generated plans were supported, where the staff would be involved in a holistic way. Literature reveals that school development planning is certainly better than other approaches to school change and improvement (Hargreaves & Hopkins 1991:8). Nevertheless, it was established that there is a tension between centralisation (increasing government control over policy and direction) and decentralisation (more responsibility for implementing resources management and evaluation at the local level) (McLaughlin 1990:75). Practice suggests that schools depend much on policies and plans developed by educational authorities.

Based on the research carried out in the United Kingdom, assessing whether the school development plans do make a difference in schools, it was established that most Local Education Authorities (LEAs) and schools supported the idea of development planning (Mortimore et al 1994:162-170). Nevertheless, Bennet et al (2000:348-349) established

that most schools tend to use the school development plan as a guiding plan, rather than a blueprint. Research findings indicated that development planning rests largely on the principals of the schools. Teaching staff spent more time in classes, acting independently of any published plans. In addition, the deputy principals, where they exist, offer help with stock ordering and checking resources allocation. The schools engaged in development planning did not involve the relevant stakeholders in the process.

Mintrop and MacLellan (2002:295-206) established that the school improvement plans (SIPs) were less useful as tools for a broadly based internal development of the school. Mintrop and MacLellan argue that regular classroom teachers are infrequently consulted as expected and they rarely participate as decision- makers. A broadly based consultation process is found lacking widely.

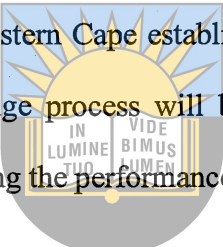


In South Africa, school development planning was introduced in 1999, particularly in the Eastern Cape Province. Since development planning is a new initiative, the Eastern Cape Department of Education supported the process through the introduction of the IMBEWU project, a primary school improvement project. The mentioned project aimed, among others, to improve the management capacity of principals and School Management Teams (SMTs).

The successful implementations of a school development plan rely greatly on school management. As stated by Hopkins in Robbins and BurrIDGE (1994:87), school development planning is about helping schools to manage innovation and change successfully. Therefore it is the nature of development planning that makes it not a

simple set of practices (Hargreaves & Hopkins 1991:viii). Thus every school has to find its own unique approach to development planning. This idea is based on the argument that for a change to be meaningful, it should be controlled, directed and managed (DoE 2002:B5). Hence in terms of the law, in South Africa, it is the role and responsibility of the principal, together with the school management team (SMT) to manage change (DoE 2002:B5).

The research carried out in the Western Cape established that it is clear that experience and skills to manage such a change process will be needed, to develop an effective system for improving and monitoring the performance of schools.



2.2.2 THE PURPOSE OF SCHOOL DEVELOPMENT PLANNING

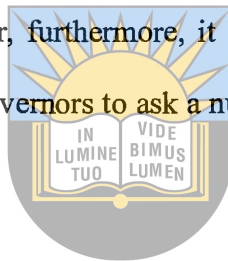
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Based on Hargreaves and Hopkins (1991:vii) development planning has a very important role to play in the tasks of managing change and school improvement. Therefore, Hargreaves and Hopkins (1991:7) suggest these main reasons for development planning in schools:

- It offers a means of managing rapid and substantial change
- It allows the school to focus on its fundamental aims concerned with teaching and learning
- Is the way in which each school interprets external policy requirements so that they are integrated into its own unique life and culture

- It creates a partnership between teachers, governors, parents and others in which there is a shared commitment to the school's improvement.

Annecke *et al* (undated:7) indicate from their research that principals and teachers highlighted a number of advantages of development planning, including that, it covers all aspects of schooling, (curriculum, assessment, management, organisation, finance and resources), the quality of staff development improves and the task of reporting on the work of the school is made easier, furthermore, it encourages leaders, principals, staff (support staff and teachers) and governors to ask a number of basic questions. According to Hargreaves and Hopkins



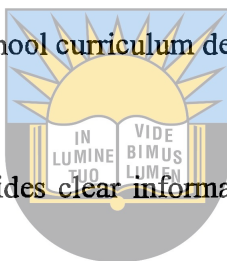
(1991: 3) these questions are:

- Where is the school now?
- What is the context in which the school operates?
- What is the vision for the school?
- How do we deal with the threats and opportunities?
- What changes do we need to make to ensure school improvement?
- How do we prioritise what changes we need to make?
- How shall we manage these changes over time?
- How will we know when we have been successful?

Through development planning the school will be able to provide practical answers to these questions. "Therefore development planning also helps the school to manage innovation and change successfully" (Hargreaves & Hopkins 1991:3).

The Department of Education (DoE 2002: B6) suggest the following reasons for school development planning:

- It helps the school to focus on improving learner progress and achievement.
- It provides all the relevant stakeholders with an opportunity to participate in the development of the school as a team.
- It provides learners and educators with learning targets
- It links staff development to school curriculum development



Thus, development planning provides clear information about strengths, weakness and the priorities of the school.

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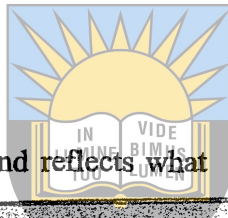
2.2.3 DEVELOPMENT PLANNING AND A SCHOOL DEVELOPMENT PLAN

Hopkins (in Ribbins & Burrige 1994:87) argues that when schools embark on development planning for the first time, attention is focused on the plan in the form of a document. Practice indicates that people keep worrying about the type of document required, how they can make their plan a good plan, and their need for a guide or format to follow when drafting the plan.

The process of development planning, rather than the plan as a product, is the key to success. It is the quality of the process that determines success, as stated by Hopkins (in Ribbins & Burrige 1994:87). The production of a good plan and its successful implementation depend upon a sound grasp of the processes involved.

A wise choice of content for the plan, as well as means for implementing the plan successfully, will be made only when the process of development planning is thoroughly understood (Hopkins in Ribbins & Burrige 1994:8). The school must have a grasp of the total process of development planning.

2.2.4 WHOLE SCHOOL DEVELOPMENT AND SCHOOL DEVELOPMENT PLANNING



The attached diagram illustrates and reflects what whole school development is about

(Figure 2.1 DoE: 2003b:8)

WHOLE SCHOOL DEVELOPMENT WHEEL

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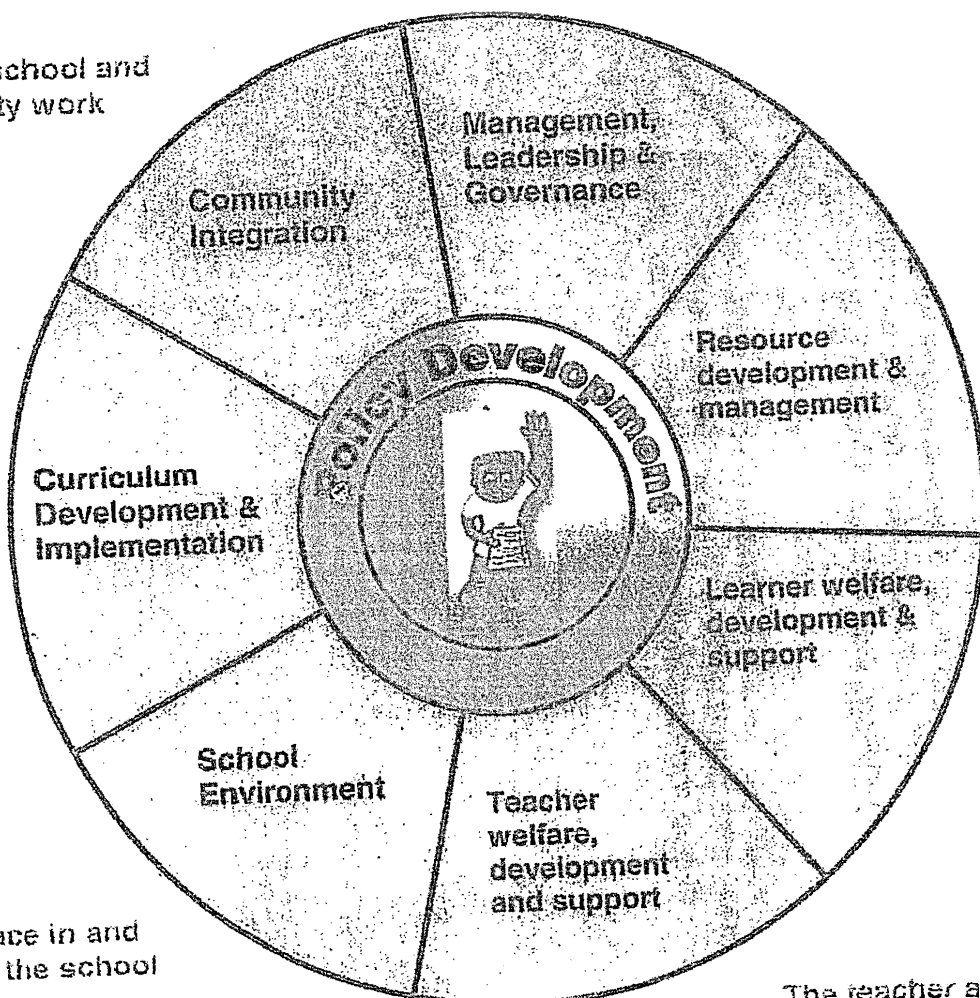
How the school is run

How the school and community work together

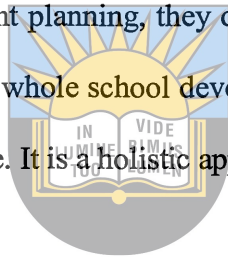
The resources we can use

The learner as a holistic and fulfilled human being

The teacher as a complete and fulfilled human being



Based on the above diagram, whole school development has become an important basis for school planning and evaluation. It brings to mind a vivid picture of a school as an organic, living entity where all its different parts have a complementary role in seeking the fullness and survival of the whole (DoE 2003c:5). Through whole school development, schools get a picture of how to approach school development planning, the emphasis is on understanding the “whole school”, that is, management, resources, teachers, learners, curriculum, community, and the environment (DoE 2004:8). Schools then ensure that during development planning, they develop school policies and identify priorities from each of the areas of whole school development. This is a change from the previous focus on the learners alone. It is a holistic approach to school development.



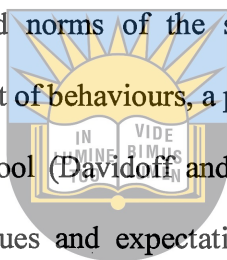
Whole school development as a means of transformation has certain characteristics, including:

- It involves all stakeholders in all aspects of school development
- The responsibility for decision-making is shared
- It is built on structures, practices and processes that promote collaboration, communication, self reliance and collective leadership
- To develop whole schools we must begin with a collaborative identification and prioritisation of the developmental needs of the school
- Whole school development focuses more on the will, spirit and commitment of the people as essential central resources rather than on the physical and material resources as central to effective schools (DoE 2003:16).

The school development planning builds on the whole school development. During development planning, the school should focus on each area of whole school development.

2.2.5 SCHOOL CULTURE AND DEVELOPMENT PLANNING

Research indicates that there is no single perspective of defining the concept “culture”. Culture comprises the values and norms of the school, the unwritten rules which determine and establish a certain set of behaviours, a particular way of being, relating and working in the context of the school (Davidoff and Lazarus 1997:42). Culture is best thought of as the procedures, values and expectations that guide people’s behaviour within an organisation.



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For the purpose of this study, the researcher shares and will use Hargreaves and Hopkins’s (1991:17) views on school culture that management arrangements are the most vital expression of school culture. Management arrangements involve frameworks such as school policies, aims, systems for decision-making, clarification of roles and responsibilities and promotion of teamwork (Hargreaves & Hopkins 1991:16).

Changing school culture may require a review of and changes to, the school’s existing management arrangements, that is, the frameworks it establishes for itself, the way in which roles are clarified and allocated and the way in which the school’s partners work together. Through a review and revision of management arrangements, a school begins to transform its culture to support effective development planning. Hopkins (in Ribbins and

Burridge 1994:88) argues that, at the same time, the process of development planning will itself generate changes to the management arrangements and to the culture of the school.

Hargreaves and Hopkins (1991: 17) contend that schools engaged in development planning need to create a participative school culture. This implies that the school needs to devise the management arrangements that promote a shared approach to management. Hargreaves and Hopkins (1991: 17) argues that if the prevailing school culture is one where managers are designing changes, whilst teachers desperately cling to practices they have come to trust, successful change cannot be achieved. Therefore, the school management teams should employ the collegial approach to school culture. In this approach, power is shared among the staff and the responsibility is a collective one.

Nevertheless collaboration is not an end in itself but an important prerequisite to the development of a culture of inquiry. Research demonstrates that if the culture in a school does not support innovation, any attempt to bring about change, without addressing the existing culture, will probably be almost ineffective (Davidoff and Lazarus 1997:41).

The above discussion supports cultural change. However, research indicates that while cultural change can occur, it is a vastly more difficult, lengthy undertaking than most people imagine (Evans 2001:4). There is no hope for rapid culture change in schools. Hence, school development planning, as a strategy for cultural change, is viewed as a systematic process. Therefore, cultural change is systemic change at a deep psychological level, involving attitudes, actions and artefacts that have developed over a substantial period of time. The approach schools employ towards cultural change, will determine the successful management and implementation of change.

According to Hopkins (in Ribbins & Burrige 1994:89) schools that wish to use development planning as a means of school improvement for cultural change, success can be achieved when they begin by reviewing their management arrangements, the number of priorities chosen is very small and there are both root and branch innovations.

2.2.6. THE PROCESS OF DEVELOPMENT PLANNING

2.2.6.1. Prerequisites for effective Development planning



According to Ruding (2000:11) before any effective planning can take place, agreed mission, vision and values, leadership and teamwork are vital pre-requisites. It is important that there is a shared and agreed approach to the philosophy of the work of the department /year group, team which, of necessity must reflect the mission, vision and values of the school. Therefore, the planning of all developments must be underpinned by mission and vision and should reflect the culture of the school and the team (Ruding 2000:11)

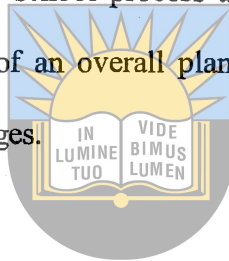
As far as leadership is concerned, all staff are expected to adopt a leadership role for parts of the work of the team. As Ruding (2000:12) argues, “this not only spreads the work load but also provides opportunities for professional development and involvement of others in the team.”

Furthermore, modern management theory propounds that teams must form the basis of the management of change or innovation (Ruding 2000:12). This allows for the

Furthermore, modern management theory propounds that teams must form the basis of the management of change or innovation (Ruding 2000:12). This allows for the empowerment of members of the teams to share in, and therefore take ownership of the process of development.

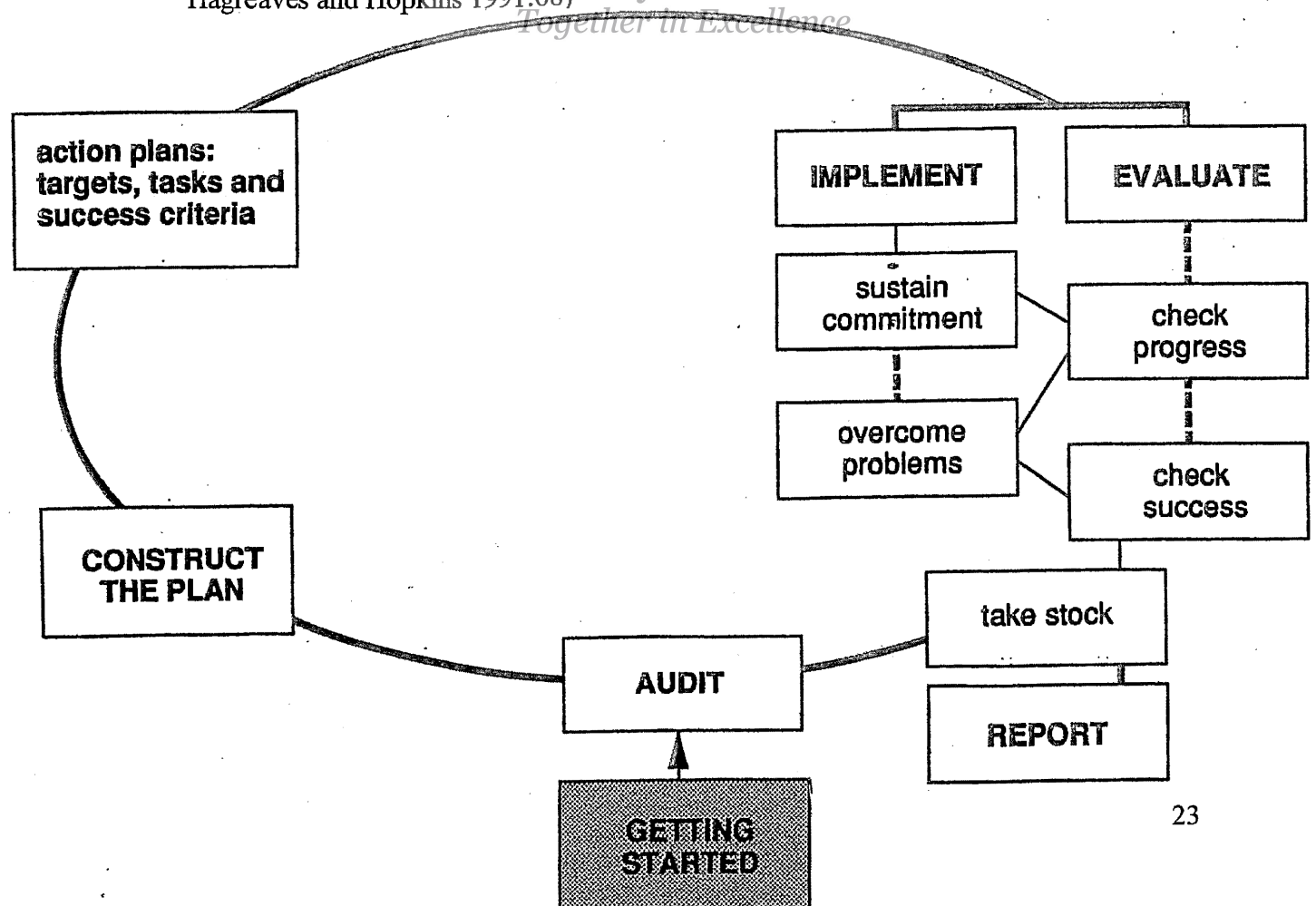
2.2.6.2 The Planning Process

Development planning is a whole school process and it involves four main processes, which facilitate the construction of an overall plan. These are the audit, construction, implementation and evaluation stages.



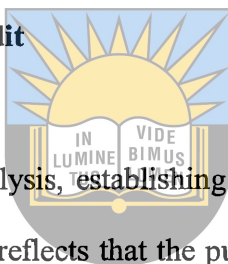
The stages in a planning cycle can be summarised in the attached diagram: (Table 2.2) Hagreaves and Hopkins 1991:68)

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The process should not be seen as distinct stages but as phases that fuse into and inform one another. Practice indicates that some schools tackle each process as an independent stage. This contradicts the view of understanding the development process as a whole. According to Ruding (200:12) the planning process is cyclical and complex in nature. The process of planning becomes integrated and is no longer a set of specialised or independent activities, but a process, which encompasses the most routine activities.

2.2.6.3 Carrying out a school audit



This phase involves a SWOT analysis, establishing priorities and sequencing priorities over a number of years. Research reflects that the purpose of this phase is to clarify the state of the school, and to identify strengths on which to build and weaknesses to be rectified (Hargreaves & Hopkins 1991: 31). Furthermore, it provides a basis for selecting priorities for development.

The audit phase should involve collection and evaluation of existing plans, policies and documentation. Where there are no existing documents, a completely fresh start should be made by discussing and agreeing on what needs to be included (Ruding 2000:13). Although it is time consuming it has the benefit of allowing all members of the team to contribute and it creates a sense of ownership from the start of the process.

Hargreaves and Hopkins (1991: 29) suggest that schools must not rush into development planning. If it is done badly, it will demoralise teachers and weaken further attempts to improve forward planning and the management of change. Hargreaves and Hopkins

(1991: 30) suggest the following useful guidelines when schools begin development planning:

- Build on early success by starting small and thinking big
- Build an understanding of the process of development planning
- Generate ownership and commitment by involving as many school partners, providing early training and devolving responsibility.



2.2.6.4 Construction Of The Development Plan

According to Hargreaves and Hopkins (1991:31) plan construction involves taking account of the context, consulting about possible priorities, making a decision on the priorities, and writing up and publicising the plan.

Research indicates that the more carefully the development plan is constructed, the easier it will be to manage the process of implementation (Hargreaves & Hopkins 1991:40). For plan construction to be realistic and effective, there needs to be an appropriate match between the plans for development and use of resources. Hargreaves & Hopkins (1991: 53) argue that a development plan needs to be supported by financial and resource planning. Therefore, effective auditing of resources will make construction of the plan easier and more realistic.

2.2.6.5. Implementation and monitoring

The construction of a development plan should be followed by implementation. During the implementation phase, the first year of the plan is turned into a set of detailed action plans for each priority (Hargreaves & Hopkins 1991: 50). According to Ruding (2000:15) an action plan enables the person with overall responsibilities to monitor the process and allows all of the team to assess the progress made. The better the quality of the action plan, the more likely it is that implementation will proceed smoothly and successfully.

Monitoring should be built into the implementation process and should be done on a continuous basis in order to spot and overcome any problems that may hinder progress (DoE 2002:B12). As Hargreaves and Hopkins (1991:65) point out, if the process of implementation and evaluation are linked, evaluation helps to shape and guide the action plan rather than being a post-mortem upon it. Practice indicates that schools tend to separate evaluation and implementation phases. Teachers find that they have too little time to undertake evaluation.

Based on Hargreaves and Hopkins (1991:67-69) implementing the action plan involves:

- **Sustaining commitment during implementation**

This is the key task for the principals, senior staff and team leaders. As the action plan will not look after itself, successful implementation needs continual support. Research reveals that commitment can be sustained through occasional informal enquiry about

progress about a teacher or team, making themselves (SMT) accessible and occasionally join team meetings to provide help.

- **Checking progress of implementation:**

At least once a term, progress from each team needs to be checked formally against the success criteria associated with the target. This implies that somebody in the team needs to be responsible for ensuring that the progress checks take place. This is an act of evaluation in the course of implementation.



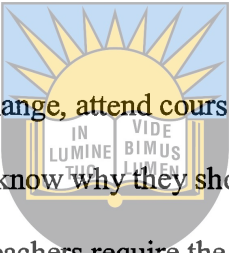
- **Overcoming any problems encountered**

During implementation, a team may experience a major setback. The principal and the SMT should provide among others, extra support to the team, reassign roles and responsibilities, seek additional help and postpone an objective until the following years and bring in substitute objectives (DoE 2002 : B13).

2.2.6.6 Evaluation and reporting

Research reveals that it is necessary to take stock and undertake a summative evaluation at the end of the planning cycle (DoE 2002: B13). This phase requires collation of information and brief analysis of progress on each of the priorities (Hargreaves & Hopkins 1991:70). Taking stock provides an opportunity to make a report back to the stakeholders in order to keep them informed and involved (DoE 2002 : B13).

Various studies on the implementation of school development plans have been carried out. Researchers established that the implementation of SDPs is not free of problems. Ruding (2000:16) argues that in some instances valuable work on planning, which has produced carefully thought-out policies on changes, has been followed by a poor implementation phase. This proves a gap between theory and practice, which Dalin (1998:107) views as the biggest problem of change. Dalin (1998:107) identified the following practical barriers to successful implementation of change:

- 
- Time – teachers need time to change, attend courses, and space to try out ideas
 - Knowledge – teachers need to know why they should change and how they should
 - Organisational development - teachers require the capacity for the process and there is a need for teacher support.
 - Specific objectives - schools need to know what is happening and why
 - Resources – change requires resources, and it's difficult to change if resources are lacking.

According to Spillane et al (2002:419), implementation failure results not because implementing agents rejects reform ideas, but because they understand them differently. Furthermore, they may also lack the skills and resources to put their understanding into practice

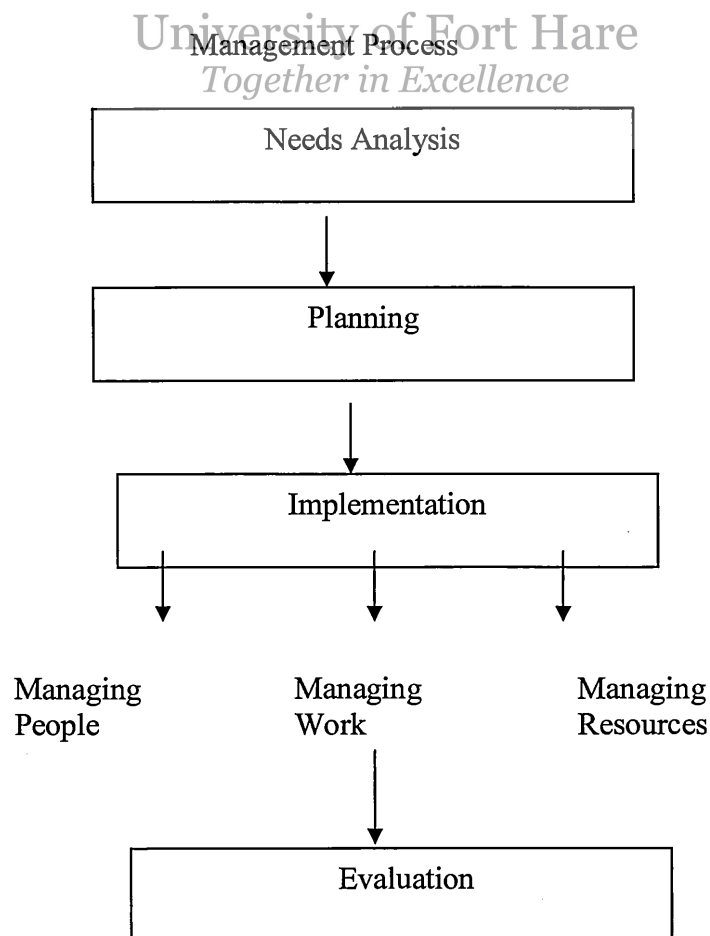
2.3 DEVELOPMENT PLANNING AND SCHOOL MANAGEMENT

2.3.1 WHAT IS MANAGEMENT?

Generally, the concept management refers to the process of managing or being managed. Different authors use different schemes in order to explain “management”. Some authors describe management as a complex process. Badenhorst et al (1987:9) support the notion of complexity, by stating that in reality management does not happen in neat steps. According to Balie (1993:3), management is a process which consists of separate but interrelated steps.



Figure 2.3 (Balie 1999:5)



The above diagram explains and suggests that management is a process which is interlinked, interdependent and simultaneous. It further suggests that during the management process new needs need to be incorporated into existing programmes, plans need to be revised in the light of implementation problems and feedback from evaluation must inform implementation .

Defining management is not as simple as it appears. It should not be viewed from a single perspective because one could conclude that management is solely that aspect. Hence some authors suggest that management involves various tasks. Badenhorst *et al* (1987:9) and Fidler (2002:32) share the following management tasks: policy-making, organising, decision-making, planning, communication and control. These functions are essential if any project is going to be successfully completed (Fidler 2002:320).

Davidoff and Lazarus (1997: 156) identify the following issues that are involved in management:

- **System management**: Ensuring that relevant structures and procedures are in place and functioning effectively
- **Time management**: Prioritising tasks, setting time-frames and keeping to them. Using time productively
- **Stress management**: producing a working environment which does not cause unnecessary stress

- **Conflict management**: Developing mechanisms for dealing with conflict openly and productively.

Hargreaves and Hopkins (1991: 15) prefer the term “management arrangements” instead of using “management”. Their view is based on the opinion that management refers to structures and procedures required to co-ordinate diverse activities of an organisation. Since structures and procedures evolve over time, they are taken for granted. Therefore, management arrangements are preferred, as they are chosen by the members of the organisation. They can be changed or adopted according to circumstances and preferences. The management arrangements have the following dimensions:

- **Frameworks** which guide the action of all who are involved in the schools; for example, school policies, aims, systems for decision-making and consultation.
- **Clarify roles and responsibilities**
- **Promote ways** in which the people involved can work together.

Research indicates that the effective performance of management tasks requires certain skills. Management in different contexts involves different kinds of skills and knowledge (Balie 1991:1) Part of the skills of management is about ensuring that everyone is on board (Davidoff & Lazarus 1997:157).

For the purpose of this study, the views of Davidoff and Lazarus (1997:136) and Hargreaves and Hopkins (1991:15) on management are supported. The following aspects will define management:

- Ensuring that the school as a whole is functioning effectively to achieve its objectives
- Ensuring that relevant structures and procedures are in place
- Prioritising tasks, setting time frames and keeping to them
- Devising management arrangements that will empower staff and guide the organisation
- Sharing management tasks among the staff.

2.3.2 THE ROLES AND RESPONSIBILITIES OF THE SMTs DURING THE IMPLEMENTATION OF SCHOOL DEVELOPMENT



The manual on school management highlights the roles and responsibilities of the SMTs.

According to the DoE (2002:B2), “the SMTs are responsible for the day-to-day management of the school and the implementation of the school policies, which have been determined by the SGB”(DoE 2002:B35). In addition, the leadership functions are part of their job. However, the principal holds ultimate responsibility for ensuring that the work is done. The SMTs have to share the management tasks more widely in the school. It is evident that the roles of the SMT can be both educational and managerial in nature. The educational roles of the SMT involve organising activities that support teaching and learning and administer teaching and learning (DoE 2002:B37).

The above roles are concerned mainly with everyday activities of the school and are therefore educational. As stipulated in the “Manual for school management” (DoE 2002 :38), the managerial roles include, planning, organising, delegation, communication,

ensuring quality, making decisions, monitoring, support, managing assets & resources of the school and exposing staff to the educational documents at staff development sessions.

Furthermore, it is the role of the SMT to work out how the school can be organised best to bring out the vision of the school community. This role is managerial in that the SMT will constantly plan, implement and monitor the observance of and adherence to the school vision.



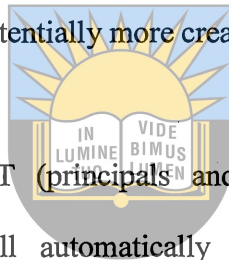
The literature suggests that management roles are not central; they exist only to complement educational roles (Sergiovanni et al 1999:72). However, research evidence reveals that many senior teachers have reduced teaching loads because they spend too much time on management (Hargreaves & Hopkins 1991:21). Research has also shown that most of the management activities are brief, ad hoc responses to relatively minor meeting visitors and maintaining the flow of paperwork and routine administration (Hargreaves & Hopkins 1991:21).

According to Hargreaves and Hopkins (1991:21), one of the tasks of the principal and senior staff is to devise management arrangements whereby:

- The SMT, staff and all who are to be involved in the development plan have opportunities to give sustained attention to the nature of development planning and to the construction of the plan itself.
- The slogan “every teacher is a manager” becomes a reality through a more equitable distribution of both development and maintenance activities.

- Senior staff make empowerment of others, rather than routine maintenance, the central purpose of their work.

To build the confidence and security of those involved with development planning, the SMT needs to provide a flexible range of roles and responsibilities to involve everyone in the management and development of the school as a whole (Hargreaves & Hopkins 1991:25). They (SMT) should recognise that horizontal teams (across subjects, department and year groups) are potentially more creative than vertical management.



Research indicates that the SMT (principals and senior staff) assume that after construction of the plan, it will automatically look after itself. But successful implementation needs continual support. The SMT's key task is to sustain the commitment of the staff. The senior staff can boost motivation by:

- Showing interest, appreciating educators' efforts and providing opportunities for reporting difficulties
- Making themselves accessible, through telling the staff that they are available to solve problems for the staff
- Joining team meetings occasionally since they may be able to provide the help which is needed (Hargreaves & Hopkins 1991: 67).

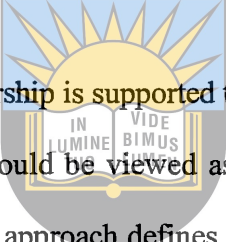
It is also the responsibility of the SMTs to assign team leaders, or somebody in the team, to make sure that the progress checks, success checks, taking stock and report progress take place (Hargreaves & Hopkins 1991: 67-70).

2.3.3 DEVELOPMENT PLANNING AND LEADERSHIP

Development planning is about helping schools to manage innovation and change successfully. According to Lazarus and Davidoff (1997: 3) “schools need to be equipped to manage such change effectively...” Furthermore, the educational change, as a process involving overlapping series of dynamically complex phenomena, requires a new thinking of change (Fullan 1993:21). The implications are that schools need to shift their approach towards development and change. This is what development planning is about. Through development planning, as stated by Hopkins (in Ribbins & Burrige 1994:87), schools face double problems. There is a tension between development (change) and maintenance (stability and continuity). Schools find it difficult to balance the demands of development and maintenance. The educational managers, together with the school management teams, must support maintenance and provide a means of dealing effectively with new development.

Transformation which has taken place in the South African education system since 1994, has led to a holistic approach to education management. This approach aims at creating a culture of participative management in schools (Schreuder & Landey 2001:14). The new approach to management has resulted in the changed role of leadership. Traditionally, leaders were viewed “as special people who set direction, make key decisions...” (Fullan 1993:70). The traditional view of leadership is embedded in an individualistic and non-systemic worldview.

There was a shift from traditional views of leadership to the new view of leadership. Based on Fullan (1993:70) leadership is responsible for building a learning organisation, become designers, stewards and teachers. Learning in an organisation can be reflected when leadership devise the management arrangements that will empower staff. Hargreaves and Hopkins (1991:15) claim that empowerment is the responsibility of management and management arrangements (i.e. policies, aims, systems, roles, teamwork) are what empower people.



The idea of a changed face of leadership is supported through research studies. According to Evans (2001:167), leadership should be viewed as transformational and be based on the strategic-system paradigm. This approach defines leadership as a craft, a unique blend of experiences, judgement, personal skills, judgement and intuition, all informed by training and research. Hence leaders who are engaged in development planning need to be equipped to manage change effectively. The new view of leadership is against leaders who solely work alone; leaders need to work in collaboration with their staff. As stated by Evans (2001:174) “leadership must inspire a strong commitment among staff to move them to extraordinary performance... raising expectations”.

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Various studies have been carried on the new view of leadership. Research evidence indicate that most principals experience difficulties in changing their own roles in the new learning organisation (Fullan 1993:72). Many principals believe that if they promote participative management, their roles will diminish drastically with respect to power and control. It was established that principals are relevant to the future role of schools as learning organisations (Fullan 1993:73). Many principals maintain that involving teachers

in management is a waste of valuable time (Holt & Murphy in Steyn 1998:132). However, research indicates the relationship between shared decision-making and the readiness of principals to help teachers to become empowered (Steyn 1998:34).

Nevertheless, what is more problematic is the question of what kind of experiences and skills training will develop the new leader required in development planning. Davidoff and Lazarus (1997:158) suggest that what is needed is an approach to leadership which recognises the need for directiveness, within a culture of negotiation and commitment towards building empowerment for all participants. Research reflects that skilled principals have saved themselves much time and have created a tremendous sense of ownership by practicing delegation (Reep & Grier in Steyn 1998:132). Therefore, the principals' new role places them at the top and bottom of the hierarchy, and they should no longer ignore the very people who can make the school great.

In terms of the law in South Africa after 1994, the principal is not expected to carry the burden of running the school alone. She/he is expected to form a School Management Team (SMT) made up of senior level staff (DoE 2002:B). However, the principal holds ultimate responsibility for making sure that the work is done. Leaders are expected to negotiate with others and involve them in leading and managing the school (DoE 2002: B3). Harris (2002:116) is of the notion that “ leadership is not the single responsibility of an individual but a collective responsibility... where teachers are also leaders and contribute to the overall direction and vision of the school” (DoE 2002:335). Nevertheless, the school management team is responsible for the day-to-day management of the school and for the implementation of the school's policies

Practice indicates that development planning is in its infancy in South African schools. Devising the appropriate management arrangements by principal and senior staff is not without problems. As Hargreaves and Hopkins (1991:16) stated pressures of change are creating a strain on the existing arrangements, and as a result, the principal and the staff revert to the traditional ways of managing the school. Hence, there is a need for schools to be equipped to manage change effectively.

In addition the quality of the principal's leadership is the single most important factor in the success of a school. Hargreaves and Hopkins (1991:20) argue that school development planning is likely to be successful when the principal is:

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- Actively and visibly involved in the planning and implementing of change
- Knows how to listen and respond positively to the ideas and concerns of all stakeholders
- Is a skilled communicator, keeping everyone informed about important decisions and events
- Emphasises the quality teaching and learning about which she/he has high expectations of all staff and all pupils.

The leadership style is another factor, which contributes to the successful implementation of a SDP. A good leader chooses the right kind of leadership for the situation (DoE 2002:B3). The new educational context emphasises transparency,

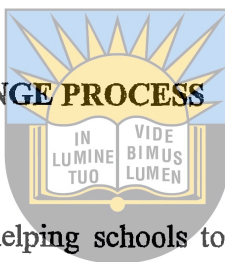
responsibility, democracy and accountability. Therefore, a good leader needs to assess the situation and use a suitable style of leadership.

2.3.3.4. DEVELOPMENT AND MAINTENANCE

Through development planning, schools are facing rapid changes and a double problem. They need to maintain continuity with their present and past practices, partly to provide stability which is the foundation of new developments, and partly because the forms do not by any means change everything that the school now does (Annecke *et al* undated :12). There should be a balance between maintenance planning and development planning. Research shows that for many schools there is a tension between development and maintenance (Hopkins 1994:87). The problem is that schools tend to generate organisational structures that predispose them towards one or the other. Schools at the development extreme may be so over-confident in their innovative capacities, and take on too much too quickly as a result, whereas schools at the maintenance extreme may either see little purpose in reform or have a poor record in managing innovation. Research reveals that as the process of development planning becomes integrated, planning is no longer a set of specialised activities but a process, which encompasses the more routine activities (Hargreaves & Hopkins 1991:10). The planning becomes more coherent as it is assimilated into the daily life of the school. According to Hopkins (1994:88) schools who can balance the demands of development and maintenance will find it easiest to engage in development planning. Therefore, these schools can manage change effectively and become learning organisations.

Maintaining the balance between development and maintenance is the responsibility of the school management team (i.e. leadership and management). Supporting this view, Hargreaves and Hopkins (1991:21) argue that the principal and the school management team (SMT) should take the lead in helping everyone to develop an agreed perspective on how the tension between development and maintenance might be resolved. This requires management arrangements that support maintenance and, on the other hand, provide a means of dealing effectively with new developments.

2.3.3.5 COPING WITH THE CHANGE PROCESS



As development planning is about helping schools to manage change and innovation effectively (Hopkins in Ribbins and Burrige 1994:87), practice indicates that the principals and school management teams are facing dilemmas as far as managing change is concerned. This means that they do not find development planning easy. Research indicates that change is not an easy process; it needs to be considered as a dynamic and evolutionary process (Hopkins in Ribbins and Burrige 1994:76). One of the reasons schools experience difficulty in managing change is that the process of change will not proceed as planned. Hence Hargreaves & Hopkins (1991:9) confirm that there will be obstacles and diversions. Some changes will need to be en route, some outcomes will not be achieved in full, but there will also be unintended outcomes and benefits.

It will be vital for school managers, SMT, and staff to have a new understanding of the change process, which Fullan (1993:22) views as a complex activity. Hopkins (in Ribbins and Burrige 1994:89) describes educational change as technically simple but socially

complex. Therefore, schools must continue to pay attention both to policies and practices. According to Fullan (1993:22-40), educational changes require new skills, behaviours, belief or understanding. For people to manage and cope with change, they need not be told what to do. Research indicates instead that “they need to be involved in the decision to change, in planning to change and subsequently in implementing it” (Ruding 2000 :8). Without the ability to understand and manage change in education, all school policies will fail at both the design and implementation stages (DoE 2003:5). Change is likely to be successful when people see that there is a need for change. Hence development planning is viewed as the best available approach to change (Hargreaves & Hopkins1991:8) where all relevant stakeholders are involved in the process of change.



Moreover, Fullan (1993:24) argues that change is a journey, not a blue print. Since schools implement multiple innovations and policies simultaneously, a series of anticipated problems are experienced through the journey. Therefore, education systems as well as schools are expected to deal with change as a way of life. The implication is that schools need to implement as well as institutionalise change.

To manage change effectively Fullan (1993: 41) proposed a pattern of working with polar opposites, for example:

- Individualism and collectivism must have equal power
- Neither centralisation nor decentralisation work.

2.4 CONCLUSION

In this chapter the researcher attempted to establish from major theorists, the changed role of leadership in managing the implementation of school development plans and the importance of understanding development planning. This requires a shift from traditional roles to a shared and participative approach to school management. It is a shared approach to management of all that happens in the school which allows management of change to be successful. The literature review demonstrated that the transformation of school culture is the central focus when a school is engaged in development planning. Thus, change in school culture requires the review and change of management arrangements, to those that support maintenance and provide means of dealing effectively with new developments.

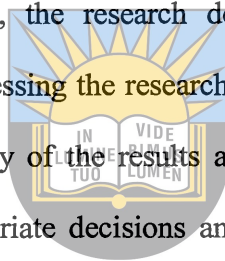
The following chapter on research methodology shall briefly and clearly show how the researcher shall carry out the study on managing the implementation of school development plans. Problems that are likely to be faced by the researcher and how these shall be minimised shall be given in the chapter on Research Methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

According to Mouton (1996:107), the research design is a set of guidelines and instructions to be followed in addressing the research problem. Thus it is crucial for the study because it maximises validity of the results and minimises error. It enables the researcher to anticipate the appropriate decisions and all the subsequent stages of the research project.

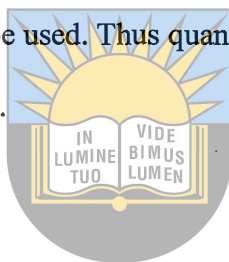


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This chapter will provide a discussion of the research paradigm and the various methods that will be adopted to collect data and other information for this study. It also attempts to give a clear and concise description of how the research will be carried out. The researcher also discusses the type of study, the population, the sample and sampling procedures, research instruments to be administered, data analysis as well as validity and reliability. The use of triangulation is then examined. Ethical considerations, kept in mind throughout this study, are also discussed.

3.2 RESEARCH DESIGN

A case study covering four rural primary schools in the King William's Town district, will be carried out. The data I will get from my respondents is in the form of words and not numbers and hence qualitative. The qualitative approach will be used because case studies are one of the most common ways to do qualitative enquiry (Denzin & Lincoln 2000:435). Also quantitative approaches where facts, claims and assertions will be presented in numerical form, will be used. Thus quantitative statistical procedures will be used in data collection and analysis.



3.2.1 Qualitative Approach

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According to Denzin and Lincoln (2000:3) "... qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or to interpret phenomena in terms of the meanings people bring to them". Thus it is used to answer questions about the nature of phenomena from the participant's point of view. The researcher's work assumes that the people's subjective experiences are real, hence the qualitative approach is used.

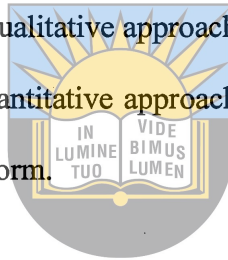
The qualitative researcher seeks to answer questions that stress how social experience is created and given meaning (Denzin & Lincoln 2000:8). Since the purpose of this study is to investigate how the school management teams manage the implementation of school

development plans, the researcher considered the qualitative approach to be most appropriate. Thus a case study will be used since it is one qualitative research technique.

3.2.2 Quantitative approach

Using a quantitative approach facts, claims and assertions are presented in numerical forms. Quantitative research approach assumes that social facts have an objective reality.

In this research, apart from using qualitative approach, where facts, claims and assertions are provided in narrative form, quantitative approach will also be used where facts and claims are presented in numerical form.



3.3 RESEARCH PARADIGM

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Many writers define paradigm according to their specific context. For the purpose of this study, the researcher shares Terre Blanche and Durrheim's (1999:36) view that "paradigms act as perspectives that provide a rationale for the research and commit the researcher to particular methods of data collection, observation and interpretation". The interpretive paradigm suits this study because it is well suited to research in the social sciences because of its constructive base. It also seeks to uncover how actors make sense of and understand their reality. Therefore, this study will be guided by the interpretive paradigm.

According to Van Rensburg (2001:16), interpretivist researchers are interested in the meaning that people make of phenomena. Working in this paradigm implies that the

researcher will investigate people within their natural contexts and attempt to make sense of their interpretations. This paradigm is appropriate because it will afford the researcher the opportunity to find out what the SMT members thought of managing the implementation of a school development plan and how they (SMTs) understand the development process and its implications. For Denzin and Lincoln (2000:19) “Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied and the situational constraints that shape inquiry”. Therefore, the researcher will rely on what the respondents told her and try to unearth reality from their responses.



3.4 THE POPULATION

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Bless and Higson-Smith (1995 :85) noted that population refers to the set of objects, events or group of people, organisations, which is the object of research and about which the researcher wants to determine some characteristics. The population for this study is the primary schools in the King William’s Town district. The target population, which the researcher focuses upon, and to which the results obtained by testing the sample should be generalised (Bless & Higson-Smith 1995:8), is the four rural primary schools in the King William’s Town district.

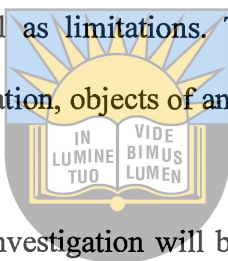
3.4.1. THE SAMPLE

The sample is viewed as a subset of the whole population, which is actually investigated by the researcher (Bless & Higson-Smith 1995:88). Thus it is observed and analysed. A

population may be too large for a researcher to investigate. Furthermore, the researcher's limited resources may not cover the number of people involved.

Mouton (1996:134) used the term sampling when referring to the procedures involved in selecting cases. The major issue in sampling is to determine the sample that best represents a population so as to allow for an accurate generalisation of results

(Bless & Higson-Smith 1995:88). There is no single correct procedure for sampling. Each procedure has advantages as well as limitations. The method chosen for this study depends on the purpose of investigation, objects of analysis and certain limitations.



The sampling procedure for this investigation will be based on the target population of school management teams comprising of principals, deputy principals, heads of division, senior teachers, educators, district officials from the Department of Education and the Teacher Union representatives.

This study will cover four rural primary schools in the King William's Town district. Two of the schools will be selected through purposeful sampling. These are the schools that participated in a primary school improvement project, known as the Imbewu project. The Imbewu project was initiated by the Eastern Cape Department of Education (DoE, Eastern Cape 2003: 6). The SMT members of the two schools were capacitated on managing the development planning process. Therefore, these two schools are information rich participants. They are expected to manage the implementation of the school development plans effectively. The researcher will select the other two schools randomly. These schools did not participate in the Imbewu project, but have school

development plans. These schools are selected in order to check how they cope with the management of the implementation of school development plans.

Respondents will be selected from the four schools, the district officials from the Department of Education and the teacher unions. Purposeful sampling will be used to select the following respondents:

- **School Management Teams (SMTs)**, because they are responsible for ensuring that school policies are implemented. Furthermore, they should be accountable to the Department of Education and parents.
- **Educators**, because they are key implementers of the school development plans in schools. Therefore they can convey the message of what is happening in schools
- **The district officials** from the Department of Education, as they are the educational authorities to which schools should account. In addition they are responsible for providing support and follow up on any school programme.
- **The union representatives** will be selected to determine their contribution towards professional development of their members.

A sample of educators will be arrived at through finding thirty percent of the total number of educators in each school. All respondents in each school will answer a self-administered questionnaire. The SMT members will also respond to face-to-face interviews.

Two district officials (EDOs) will be selected purposefully. Since the four schools are from different circuits within the district, one EDO represents two schools. The district officials will answer a self-administered questionnaire.

Two executive members from SADTU will respond to structured interviews. SADTU, is selected on the basis that it is a teacher union to which the majority of teachers belong. Therefore SADTU is responsible for capacitating its members.

matters, such as checking that each class has a teacher, answering telephone calls, matters, such as checking that each class has a teacher, answering telephone calls,

TABLE 3.1. SAMPLE

School	School principal	School Management Team (STM)	Foundation phase Educators	Intermediate phase Educators	Senior phase Educators	District officials	Union representatives	Total
A	1	2	2	1	1	1-for a and B	2 Executive members	10
B	1	2	2	2	2			9
C	1	-	1	1	-	1 for C and D		4
D	1	1	1	1	-			4
	4	5	6	5	3	2	2	27

The schools were identified by letters of alphabet (A) to (D). Data will be collected from a total of 27 groups of respondents. The larger the school, the more respondents shall be drawn from it.

3.5. DATA COLLECTION PLAN

Data collection for case studies can rely on many sources. According to Yin (1994:80), these sources involve among others documentation, interviews, direct observations, participant observation and archival records. Research evidence suggests that no single source has a complete advantage over all others. Various sources are highly complementary (Yin 1994:80). Thus a good case study will therefore want to use as many sources as possible.



The researcher will use face-to-face interviews, self-administered questionnaires, observations and document analysis. The use of multiple sources of evidence in case studies allows an investigator to address a broader range of historical, attitudinal and behavioural issues (Yin 1994:92). This implies that any findings in a case study are likely to be much more convincing and accurate if they are based on several different sources of information (Yin 1994: 92).

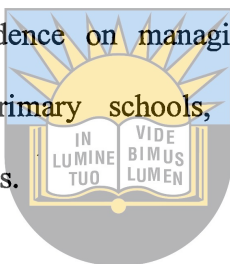
Rarely are all three techniques used equally. One or two predominate, while the other one provides supporting information. In this study the interviews and questionnaires will dominate while the observations and document analysis provide supporting information.

The ideal data collection method to be employed will be the interviews with SMT members and union representatives. The researcher will personally distribute the questionnaires to principals, SMT members, educators, and district officials. The completed questionnaires will be then retrieved after a period of seven days. This type of

delivery should guarantee hundred percent delivery and return. It will also give the researcher an opportunity to respond to the respondents' questions. Documents such as school development plans, action plans, Imbewu materials, minute books for various committees, policy on roles and responsibilities of SMT members will also be analysed.

3.6 RESEARCH INSTRUMENTS

The researcher will collect evidence on managing the implementation of school development plans in rural primary schools, using questionnaires, interviews, observations and document analysis.



3.6.1 The questionnaires

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As noted in Bless & Higson-Smith (1995: 106) questionnaires are one way of gathering information directly from the participants, if such information cannot be obtained from observation and other sources. The researcher will first administer questionnaires to the SMT members, educators and district officials. Questionnaires will be piloted first, then administered to the respondents. . Questionnaires will be primarily descriptive and factual in nature. Both open and close-ended questionnaires will be used.

The set of questionnaires formulated to gather information described the following aspects:

- The development planning process, which describes the initiation of development planning process in schools and the activities involved during the implementation phase
- The approach used by schools in managing the implementation of SDP
- The roles and responsibilities of the SMT members.

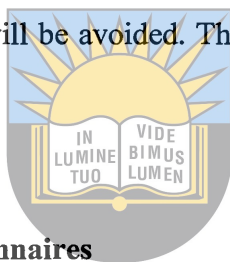
The following sets of questionnaires are suggested in this investigation:

- SMT members' questionnaire (including the principals), where questions on school setting, school development planning process, roles and responsibilities of SMT members on managing the implementation of SDP, the approach to school management and sustainability of the development planning were asked.
- Educator questionnaire, where questions on educator experience, participation on various structures in school, educator perceptions on role of SMT members on managing the implementation of SDPs, and the approach used by schools towards development planning were asked.
- District official questionnaire, where questions about their role in supporting and monitoring the school management towards successful development planning were asked. The department's future plans on promoting the SMT capacity building were also asked.

The questionnaires will be kept as short as possible, focusing on the identified variables. However, an attempt will be made to cover all necessary information.

3.6.1.1 Advantages of the questionnaire

The self-administered questionnaires to be completed by the respondents are used without direct personal contact with the researcher. Therefore, the respondents will be more relaxed and will express their opinions freely. Bless and Higson-Smith (1995:112) noted that since questionnaires are filled without indicating the name, anonymity is assured. Thus respondents will be honest in their answers. Bias due to personal characteristics of the interviewer will be avoided. Therefore, the validity of responses is increased.



3.6.1.2 Disadvantages of questionnaires

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Questionnaires may be disadvantageous during data collection. The researcher cannot probe the respondents if they give inadequate answers, which may need expansion. In some instances, the questionnaires may be misplaced, so the researcher will be expected to provide more questionnaires. The implication is that these are time and money consuming.

Consultations among respondents from the same school may take place and this may give rise to uniform responses, which can reduce the validity of data. However, respondents will be asked not to copy from each other.

The use of questionnaires results in low response rate and response bias, because it is difficult to check that the subjects understand the questions. As a result, some open ended questionnaires may be left blank.

3.6.2. The interviews

Since the effectiveness of questionnaires may be inhibited, among other things, by the level of literacy and familiarity with the language used by the respondents, interviews as a means of gathering information through direct personal contact with the participants will be used. Research evidence (Denzin & Lincoln 2000:645) indicates that interviewing is seen as the most common and powerful way to understand human beings. Both qualitative and quantitative researchers tend to rely on the interview as the basic method of data gathering (Denzin and Lincoln 2000:646).

In this investigation, structured and semi-structured interviews will be the researcher's chief data collection tools. A pilot interview with as many SMT members as possible will be conducted first. This will assist the researcher in some of the practical aspects of establishing access, making contacts and conducting the interviews. Piloting the interviews will offer the researcher an opportunity to restructure the work and correct the mistakes in the main interviews.

Before conducting interviews, the researcher will provide all the schools under investigation with an interview schedule. This will contribute to time saving and help the researcher to work systematically. Thus the schools will be able to cater for the

researcher in their daily activities and programmes. All interviews will be conducted in the respondents' places of work in order to make them feel comfortable.

All interviews will be tape-recorded. This will be beneficial to the researcher in that “ if something is not clear in the transcript, the researcher can return to the tape recorder and check for accuracy” (Seidman 1991:87). The tape recorder will assist the researcher to collect all valuable information

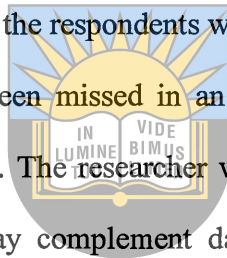
Using interviews will give respondents a chance to demonstrate what they knew about their roles during the implementation of SDP. The interview questions will elaborate on the questions asked in the questionnaires. Nevertheless interview responses can be far richer than the questionnaire data. This is based on the fact that, during interviews the respondents will be free to use their own language. They may express themselves much more freely. Furthermore, the researcher will not observe solely the respondents' verbal responses, but also their gestures, facial expressions and other and non-verbal communication.

Despite the fact that interviews are said to be useful in data collection , they have some limitations. The researcher had to travel long distances visiting the respondents and spending many hours interviewing participants. As Bless and Higson-Smith (1995:11) commented “... interviews are time-consuming and expensive. Sometimes the researcher can be biased due to lack of interviewing skills, thus reducing the validity of the gathered data.

3.6.3 Observations

Observation, as a data collection technique, is viewed as a recording of events as observed by an outsider (Bless & Higson-Smith 2000:103). In this study, the researcher will observe the school setting, the way schools are managed and the behaviour of the members of the organisation.

Observation will reveal things that the respondents would not normally tell the researcher and information that may have been missed in an interview and other forms of data collection (Cohen et al 2000:305). The researcher will use observation as a supportive technique to collect data that may complement data obtained by questionnaires and interviews (Robson 1993:238).



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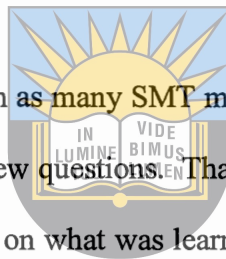
The researcher will also analyse documents such as SDPs, action plans (where available), school programmes, various committee minute books and school policies.

3.7 PILOT STUDY

Trial testing of measuring instruments was undertaken, using a subject whose characteristics are similar to those in the sample. The pilot study was carried out in one rural primary school from the King William's Town district. The magnitude of the study was streamlined and corrective measures taken accordingly, during piloting.

Before the questionnaires were administered to the respondents, they were piloted. This helped the researcher to identify questions that repeated themselves or were ambiguous and needed adjustment. The researcher piloted the questionnaires on three post level one educators of the rural primary schools under investigation because Oppenheim (1992:62) suggests, "... respondents in pilot studies should be as similar as possible to those in the main enquiry, that is they should be a judgmental sample". This helped in reducing the likelihood of getting a diversity of answers to the same question.

A pilot interview was also run with as many SMT members as necessary to establish the relevance and clarity of the interview questions. That gave the researcher an opportunity to restructure the interviews based on what was learnt from the pilot interviews. Piloting interviews minimised mistakes in the main interviews.



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3.8 VALIDITY AND RELIABILITY

Two criteria against which qualitative data and data analysis are judged are validity and reliability. Yin (1994:41) argues that there is no uniformly agreed set of validity and reliability criteria for case studies. Validity generally refers to the accuracy and value of the interpretations and reliability is the extent to which other researchers would arrive at the same results if they studied the same case using exactly the same procedures.

In this investigation, validity and reliability will be checked from the questionnaires. Content validity will be established by referring to the literature relating to the researcher's area of study. In addition, the questionnaires will be handed to the supervisor for establishing relevance.

3.8.1 TRUSTWORTHINESS

Trustworthiness includes aspects such as establishing truth value, applicability, consistency and neutrality on the collected data.

In this study, truth value will be established through the use of triangulation, whereby data from three different sources will be collected, compared and analysed. In addition, the researcher will also quote direct from raw data wherever it seemed necessary to illustrate participant meanings. To Mc Millan and Schumacher (1993: 388) this is the agreement on the description of events, especially the meaning of events between the researcher and the participants.



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In as far as applicability is concerned, various groups of respondents are involved in this study. These groups are SMT members, educators, Education Development Officers and Union members. Therefore, the findings from these groups can be transferred to other cases, but they cannot be generalized.

In qualitative research, reliability can be regarded as a fit between what the researchers record as data and what actually occurs in the natural setting that is being researched “..... a degree of accuracy and comprehensiveness of coverage” (Cohen et al 2001: 9). This reliability refers to consistency of the research findings. To increase consistency, the researcher will compare the data from various respondents. Furthermore, same questions are asked repeatedly in different sources of data collection. The researcher will also observe if what the respondents say is true.

Neutrality will refer to how the researcher will overcome bias during data collection and analysis. The establishment of the truth value and applicability employed in this study will contribute towards being neutral.

3.8.2 TRIANGULATION

The researcher will collect data from three different sources, and in the data analysis the sets of data will be triangulated. Patton (1990:187) describes triangulation as the combination of programmes. Patton argues that it is advisable that multiple sources of information be sought and used because no single source of information can be trusted to provide a comprehensive perspective of the issues being researched (Patton 1990:244).

Triangulating data sets will give a broader picture of what the respondents perceive to be true, because it is assumed that "various methods complement each other, their respective shortcomings can be balanced out" (Mouton 1996:156). Therefore, the researcher approached the research questions from various angles.

The inclusion of multiple sources of data collection in a research project is likely to increase the reliability of the observation (Mouton 1996:156). Using triangulation will, to some extent, reduce the likelihood of misrepresentation and increase the chances of validity and reliability.

3.9 DATA ANALYSIS TECHNIQUES

According to Yin (1989:105) "data analysis consists of examining, categorising, tabulating or otherwise recombining the evidence to address the initial propositions of the

study”. The data collected from the three different techniques will initially be summarised into field notes, and arranged according to key themes to provide answers to the research questions. A coding frame will be developed, sorting the data into categories based on the themes from the questionnaires, interviews and observation guide. Mouton (1986:111) is of the view that “we analyse data by identifying patterns and themes in the data and drawing conclusions from them”.

After the information has been collected, the data from the questionnaires will be compiled first. Because of the large number of questionnaire responses (23), data will be grouped according to questions asked. As far as interviews are concerned, the researcher will transcribe the interview data. According to Seidman (1991:281) transcribing “...is a crucial step, for there is the potential for massive data loss, distortion and the reductions of complexity”. After each and every interview, the researcher will immediately transcribe the tape. At this stage the researcher can clearly remember what was heard and observed. The data will be read by the researcher to familiarise herself with it. Then the themes will be established. The themes will be analysed in terms of what the research questions and literature recorded.

Furthermore, some inconsistencies and contradictions of responses might emanate from different participants. The levels of consistency in the responses will be compared with the findings from observations.

All this will be carried out after the information is collected from the interviewees, questionnaires, focus group discussion and observation guides. Blank spaces will be treated as non-responses.

3.10 ETHICAL CONSIDERATIONS

Schwandt (1997:106) defines ethics as “....moral dilemmas arising from issues of trust, confidentiality, harm, deception and so forth...” Ethical issues taken into consideration for this study were establishing rapport, anonymity, confidentiality and voluntary participation of the respondents. According to Creswell (1994:165), “the researcher has an obligation to respect the rights, needs, values, and desires of the informant(s).” The researcher will initially ask for permission from the respondents to involve them in this study. Letters from the DoE which granted permission to conduct this study at these schools will be distributed (Appendix B). In addition, a letter will be distributed to the principals asking for permission to conduct research in their schools (Appendix C).

The researcher will try to establish interpersonal relationship with the participants to neutralise initial distrust. Nevertheless, according to Mouton (1996:159) “it might hence not always be practical”.

Because there is no anonymity with face-to-face interviews, the researcher will guarantee confidentiality to the respondents. According to Arksey and Knight (1999:132), “confidentiality is about not disclosing the identity of study participants, and not attributing comments to individuals or institutions with which they are associated to be

recognised, unless they have expressly consented to being identified”. The researcher will assure the respondents that the information furnished will be made available to her and her supervisor only.

Therefore, the names of respondents and institutions will not be mentioned. Mouton (1996:157) argues, “subjects tend to be reluctant or unwilling to participate because they may regard the investigation as an invasion of their privacy”. The researcher will assure the respondents that the study will be for academic purposes only.



3.1.1 SUMMARY AND CONCLUSION

This chapter discussed the research design and paradigm used in this investigation. Issues such as the type of study, selected approaches, sampling procedures, population, pilot study, data collection and analysis as well as validity and reliability were discussed. The research design developed and used in this study will assist the researcher in giving findings that reflected the true situation in the King William's Town rural primary schools.

The following chapter on the research findings will give an overview of the responses given as challenges facing the SMT members during the implementation of school development plans in rural primary school in the King William's Town District.

In the next chapter the researcher presents the data.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The main research question this study seeks to answer is how SMT members of rural primary schools manage the implementation of SDPs within their school contexts. Since school development planning (SDP) and SMTs are (officially) relatively new phenomena in South African schools, the researcher set out to explore how school management team members cope with these phenomena, what their role and responsibilities are in managing the process and what the challenges might be.

This chapter presents and analyses the data gathered through interviews, questionnaires and observation. Both the interviews and questionnaires predominate in this study. Responses from different respondents are presented first, then analysed. Observation data are reported where it is felt to be helpful in presenting a comprehensive portrayal of the phenomenon under investigation.

The data is presented in themes identified through close reading of questionnaires and interview transcript. Respondents are distinguished from each other by means of the following key:

P= Principal

HOD= Head of Department

PL1=Post Level 1 Educator

EDO= Education Department Official

UR= Union Representative

The numbers (1-5) indicate the order in which the interview transcripts were analysed. These are the themes that emerged according to which the implementation of SDPs was managed:

- Development planning process
- Allocation of roles and responsibilities
- Shared management
- Empowerment and staff development
- Monitoring and support
- Challenges



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4.2 DATA PRESENTATION

4.2.1 Characteristics of the sample

The researcher employed the hand delivery and collection method. This assured a very high response rate. Out of the twenty- five respondents issued with questionnaires, all of them responded.

Table 4.1. Distribution of SMT members by (including school principals) by sex.

	N	%
Male	5	55, 5
Female	4	44, 4
Total	9	100

Figure 4.1. shows the distribution of SMT members that responded and their sex. Five (55, 6%) were male while four (44, 4%) were females.

Table 4.2. Distribution of educators by sex

(N = 14)

	N	%
Male	9	64, 3
Female	5	35, 7
Total	14	100

Table 4. 2. shows that there were nine (9) male educators who responded and five (5) female educators. This reflects that there are more male educators than the female educators in schools.

Table 4. 3. Respondent's ages

Age Range	SMT members		Educators	
	N= 9		N = 14	
	N	%	N	%
20- 29 years	0	0	0	0
30- 39 years	0	0	3	21,5
40- 49 years	3	33, 3	10	71, 4
50- 59 years	5	55, 6	1	7, 1
Above 60 years	1	11, 1	0	0
Total	9	100	14	100

Table 4.3 shows that 55,5 % of the SMT members are in the age range of 50- 59 years. Also 71, 4 % of educators are in the age range of 40- 49 years. The data revealed that SMT members have much experience as managers.

Table 4.4 The academic and professional qualifications of respondents.

N= 25

Qualifications	SMT members		Educators		EDOs	
	N= 9		N=14		N=2	
Standard 8 + Teacher's certificate	0	0	0	0	0	0
Standard 10 + Teacher's Certificate	1	11, 1	2	14, 3	0	0
Standard 10 + Teacher's diploma	4	44, 4	5	35, 7	0	0
Teacher's diploma + Degree	4	44, 4	7	50	2	100
Senior Degrees (B.ed hon's + M.ed)	0	0	0	0	0	0
Total	9	100	14	100	2	100

Table 4.4 shows that most SMT members and educators have bachelor's degrees and diplomas in education. Only one SMT member and 2 educators have a Teacher's certificate.

Table 4.5 Number of years experience for SMT members and educators.

N= 23

No. of years experience	SMT member		Educators	
	N= 9		N=14	
	N	%	N	%
Less than 1 year	0	0	0	0
1- 5 years	0	0	0	0
6- 10 years	0	0	1	7, 1
11- 15 years	1	11, 1	7	50
16- 20 years	5	55, 5	2	14, 3
	N	%	N	%
Over 21 years	3	33, 3	4	28, 6
Total	9	100	14	100

Table 4.5 shows that most of the SMT members are within the age range sixteen to twenty years. Most educators have been teaching between 11- 15 years. Three SMT members have over 21 years of experience. This illustrate that most of the respondents are used to the traditional approach to school management.

4.2.2 Development Planning Process

4.2.2.1 Principals, Other SMTs and Educators' Responses

A strong theme emerging from the data is the notion of development planning.

All the respondents claim that their schools have SDPs. Generally; the responses reveal that the relevant stakeholders were involved with development planning. School B was the only school which did not involve all the relevant stakeholders in the process. All the schools identified priorities for the year 2004. The following reflects which priorities were identified:



School A:

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- Renovating the school (painting), improving school grounds, cultivating the garden

School B:

- Concert (fundraising) , fencing

School C:

- Renovation, purchasing educational media

School D:

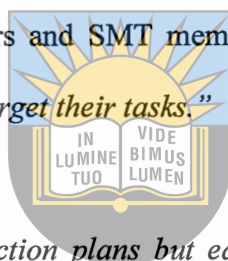
- Improving reading, HIV/AIDS awareness, garden

The respondents claim that committees are formed for the identified priorities and for other day-to-day activities. Only School C operates without committees, and P3 explains... *“we work together, because we are few. We have no specific committees for*

the priorities.” Questionnaire responses reveal that the committees operate without action plans.

According to HOD₁:

“Our committees have no actions plans, we are not aware about it. But educators perform their roles, but not always as planned”. In as far as implementation and evaluation of SDP is concerned, respondents perform various and different activities. The respondents confirm that educators and SMT members do not always adhere to their plans. HOD₄ comments *“...they forget their tasks.”*



In P₁'s situation: *“...we have action plans but educators and SMT's do not always perform their roles as per schedule. As a result we do regular inquiry and emphasise report back giving to team leaders.”*

It becomes clear that educators' commitment is one factor that contributes positively in adhering to action plans. This becomes a problem in some schools.

HOD₂ reflects on their situation *“...we (SMT's) have done and planned nothing on that score. We just follow our traditional way of doing things”*

4.2.2.2 Education Development Officer's (EDO) responses

The questionnaire responses reveal that not all rural primary schools in the district have been engaged in development planning. This is evident in that not all schools submitted their SDPs to the district offices. The respondents claim that schools have been told and are obliged to submit their SDPs. They (respondents) believe that schools understand the

aim of development planning. For the EDOs, submission of SDPs mean that schools are really engaged in the renewal cycle.

4.2.3 Allocation of Roles And Responsibilities

4.2.3.1 Principals' and other SMT members' responses

The picture that emerges from the respondents is that forming structures (committees) when engaged in development planning lessens the workload of the SMT members and sustains educator commitment. As stated by law (DoE 2002:2) the principal is not solely responsible for the smooth functioning of the school. He/She must work in collaboration with the School Management Team to ensure that school policies are implemented. Often, principals believe that any planned activity must have a committee. The respondents claimed that the allocation of roles to staff is initiated by the SMT members.

P3 comments: *" we work as one committee for all areas. As the only SMT member (no HOD) I call a staff meeting and we decide together with the staff who will be in charge for each area. We have no specific committees, we do everything together. As a result the educators perform their allocated roles as planned".*

According to P2 *".... We believe in sharing the work. In a meeting situation, the SMT members and educators group the staff into various committees and allocate roles according to the educator's expertise and interest."*

The principals seem to believe in working as a team to make sure that the SDPs are implemented. As P2 and P4 believe, through team building, every educator becomes clear about his/her role. The questionnaire responses indicate that some teams have leaders, and are responsible in keeping time frames.

The organogram in schools confirms that SMT members are allocated different sections to manage. In schools A and B, one HOD is responsible for the Intermediate phase and the other for the Foundation phase. The principal is responsible for managing the whole school. In School C, the principal is the only SMT member and is responsible for managing the whole school. School D has one HOD who is responsible for the Foundation phase and the principal is responsible for the Intermediate and Senior phase. Generally one educator is a member of more than one committee. It is interesting that, in one school, when educators are asked about their committees, educators first checked their roles on the notice board.

To examine which roles and responsibilities different SMT members perform in their schools, the following details reveal the picture:

HOD1 : “ *I am responsible for grade 5,6 and 7. I also control educator’s work in the Intermediate phase. I am in charge of the stock register, coaching cricket and scouts*”.

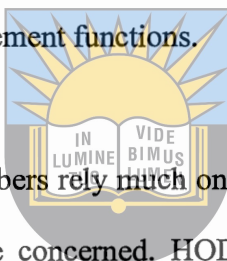
HOD2 : “ *I am grade 3 educator who is responsible for supervising Junior Phase Educators. I’m in the music and finance committees, conducting infants choir*”.

HOD4:

"I have been an HOD for 20 years now. I work with Foundation Phase educators. What I do I control their planning books, and evidence books. I am a leader of Foundation Phase committee and a member of whole school development committee."

The list reveals a wide range of the roles and responsibilities that the SMT members under investigation perform. The roles mentioned vary and they focus mostly on curriculum related issues. From the five HODs that were interviewed in this study, only one performed some of the management functions.

Another finding is that SMT members rely much on what they are told by the principals in as far as managerial roles are concerned. HOD2 comments *".... I do assist my principal in completing quarterly returns, admission of learners when asked."*



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4.2.3.2 Educators' responses

Questionnaire responses reveal that educators are committee members. School C is the only school with no formed committees. Since they are a staff of six, they work as one committee in all areas. Educators also confirm that role allocation is estimated by the SMT members. Generally, at the end of the year, schools conduct meetings to allocate roles and responsibilities to the staff. Respondents believe that they become aware of their roles through role allocation.

Another finding from educators is that the various structures function without action plans. For development planning to be successful, it must be supported by action plans. The action plans clearly indicate the person who is responsible for a particular task, the target date for completion, strategies for checking progress, success criteria and resources required. The educators confirm that they work without detailed action plans. To some educators, action plans are not a prerequisite for successful implementation of a SDP. They claim that they perform their work successfully without action plans. Others believe that they easily forget their work, since they work without action plans.



Only one school has an action plan. Even in their case, only one committee, the renovation committee, developed its action plan. It clearly states the roles of committee members, target dates for completing the tasks and resources required. The committee's minute books, the already painted school, and beautiful school entrance indicate that their tasks are completed as per schedule.

4.2.4 Empowerment and Staff Development

4.2.4.1 Principals and other SMT members' responses

Another strong theme emerging from the data is the necessity to empower and develop staff in ensuring effective implementation of SDP. However, the way principals and SMT members perceive and perform staff development, differs from school to school. The literature supports this theme in that the purpose of management is empowerment (Hargreaves & Hopkins 1991:15).

The questionnaire responses reveal that delegation is the most employed form of empowerment in schools under investigation. As P2 comments “.... *some educators are team leaders and they are empowered to be future leaders*”. Respondents claim that educators are delegated mostly on administrative and extra- mural activities.

According to P3, “*Educators take responsibility in direct supervision of extra- mural activities and in sound maintenance of the institution*”. P2 delegates administrative work to educators so that “...*when they get senior posts, they have knowledge on school administration*”. It appears that principals generally believe that their staff, even other SMT members, get empowered through the roles that are allocated to them.

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P2 says that: “... *even if the educators (PL1) in our schools are not SMT members, by virtue of being a committee member, they learn and acquire managerial skills such as planning, organising, accountability and reporting. Thus they are developed.*”

Respondents claim that they are aware of their allocated roles. What is not evident is whether they are clear and have shared understanding about their roles.

Another finding is that staff development, through conducting workshops on various aspects of schooling within the schools, is not evident in the schools under investigation. Respondents claim that they attend workshops convened and conducted by the Department of Education. Of the four schools, only one school has a staff development

programme. The programme focused only on the planning and implementing of RNCS (Revised National Curriculum Statement) in the Foundation Phase.

According to HOD4: *“.....there is a shortage of classrooms in our school. Three grades are using the community hall and a church. Therefore it becomes difficult to conduct workshop as the educators are far from each other. Arranging workshop will be time-consuming in this situation.”* Mostly, principals claimed that they use staff meetings as a platform for empowering staff.



4.2.4.2 Educators' responses

Like the SMT members, these respondents feel that educators' (including SMT's) empowerment and development are crucial in managing the implementation of SDPs. Nevertheless, they feel that it is the most neglected area by the SMT members. PL1-3 comments *“... the SMT members always delegate by asking you to help on a certain area”*. Many respondents are not happy about the way staff development and empowerment has been carried out in their schools. They claim that they share ideas informally. Through document analysis, it is evident that most schools have no staff development programme.

The questionnaire responses reveal that some management tasks are delegated to educators. Administration is the most delegated task.

According to PL1-4:

"My principal asks me regularly to assist in completing departmental circulars, draw time-table, copy school policies as we have no photocopiers. This is done because I have an eligible handwriting, she continues "I learnt a lot from this exercise".

Generally, the respondents claim that their schools do not conduct workshops on any school related areas to empower educators. The SMTs rely mostly on delegating the tasks to educators.



4.2.3.4 Union representatives' responses (SADTU)

The respondents believe that their members (SADTU) really need empowerment in all aspects of schooling. They feel that they are aware of the educators' problems and needs, as there is a strong communication flow between the union and the schools. The chairperson explains *"...in each school a site committee is formed, and it communicates with the union through the site- steward. This structure informs the union about educator's needs and problems"*.

The respondents also emphasise the importance of empowering teachers in their work, so as to improve the quality of teaching and learning. The responses reveal that workshops have been organised and conducted by the union for the year 2004. As the secretary puts it:

"...we conducted workshops on financial management, integrated quality management systems (IQMS), and stress management". She adds, *"... in all these workshops SMT members were invited"*.

The respondents believe that the IQMS also cover the process of school development planning. Therefore, SMT members have received training on the implementation of IQMS.

Workshops on managing the implementation of SDPs were only conducted in Port Elizabeth and Zwelitsha in the Eastern Cape. Not all SMT members were invited and attended the workshops. The secretary comments “...as a union, for this year, we did not conduct workshops which specifically aims at improving managerial skills of SMT members on managing the implementation of school development plans”.

When asked about the duration of the workshops that the union conducted, the chairperson replied “...our workshops take one to five days”

The respondents confirm that they work in collaboration with the DoE when conducting workshops.

4.2.5 Shared Management

4.2.5.1 Principals' and other SMT members' responses

The theme that emerged from the data is the notion of sharing management during development planning. A shared approach to school management is the cornerstone of

development planning and the effective functioning of SMT members. Respondents generally believe in shared management although it has threats and problems.

The questionnaire responses reveal that educators and SMT members were involved in the process of development planning. The respondents claim that the educators are aware of and understand the process of development planning.

In P4's situation:

" We involve our staff during development planning and there is a slight improvement on the extent to which educators adhere to certain school policies. I remember we had a problem of educators who do not want to complete leave forms for being absent at school. We discussed and share ideas on how this particular behaviour affect the school. Then we agreed on a policy that everybody is entitled to sign leave forms when absent, irrespective of the reason for the absence."

P2 and P3 view shared management as referring mainly to the involvement of all educators in decision-making at school. P2 comments *"....do not dictate to educators, ask their opinions then you can win their commitment"*

HOD4 argues *".... As I have observed, development planning needs people who can sit together, share ideas and reach consensus"*

Respondents highlighted the importance of involving educators in decision-making. They claim that it lightens the workload of SMT members in that everybody is on board.

P1 suggests “....make sure that other people also bring their ideas....” According to P3 “...once people are involved in decision-making, for example, as they do in development planning, there are chances of educators to own the plan and the school, it becomes our school. They will honour and implement the plan.”

Respondents largely felt that decision-making is not without problems. P3 commented that “educators do not understand why sometimes you take decision alone”. P1 concurred, “Educators sometimes forget that as a principal you have authority to make certain decisions”.



Of utmost importance in promoting shared management are the notions of consultation and communication. P4 claims “.....people should know what is happening around them....” The questionnaires reveal that principals use different strategies of communication and consultation in their schools. They believe communication and consultation can be in any form.

HOD1 says “...we make sure that the staff is informed of any decisions. We communicate through holding meetings with various committees and the staff as a whole. Before meetings, agendas and previous minutes are circulated to the staff”.

Respondents feel that as they are involved in development planning, working as a team has been understood in their schools. They claim that co-operation, which is crucial in shared management is lacking.

HOD1 and HOD2 noticed this during the introduction of C2005 and RNCS. HOD1 contends that *“phase educators do not really know what happens in another grade he/she is not teaching, whereas a phase is expected to plan together”*.

4.2.5.2 Educator's Responses

Like the SMT members, educators feel that shared management is crucial if success in managing policy implementation is expected. They claim to be involved during the development planning process that occurs in their schools. To them, this proves that they are involved in decision-making.



Respondents claim that they are involved in decision-making, and PL1-3 claims *“... it (shared decision-making) is not without problems.”* Questionnaire responses reveal high involvement of educators in decision-making, especially in the development planning process. PL1-1 feels *“...I do participate in decision making, mostly in aspects related to teaching.”* To PL1-2 *“.... Our SMT is not oppressive, they let people come with ideas and they do not feel threatened about those ideas, but sometimes they (SMTs) do something different from what we have decided.”* She continues *“They still belong to the school of thought that says I am the head.”*

The respondents widely felt that communication and consultation form part of shared management. To the educators, communication means talking to people about certain issues and also listening to their views.

Questionnaire responses reveal that educators from three schools under investigation were happy about the way communication flow occurs in their schools. Only educators from one school were worried about poor communication flow which characterised their school.

PL1-2 mentions that “...there is poor communication among the SMT and the staff here ... communication needs to be improved here, as a result we don't know how various communities work, progress report is not done by the teams, so that everybody should be on board. Most educators tend to forget their tasks”.



The researcher has also observed the lack of communication in this school. While conducting interviews with SMT members, I waited for one SMT member for a long time, only to find out that he was not aware of or informed about the interview, until the principal sent someone to call him.

PL1-3 suggests “... to keep good communication flow, our committees report in each and every action they have taken, so we become on board.”

4.2.6 Monitoring and Support

4.2.6.1 Principals' and other SMT members' responses

The strongest theme that emerged from the data is that monitoring and providing support to staff are a prerequisite for successful management if policy implementation is to be achieved. The effective implementation of school development plans depend mostly on monitoring, doing follow up and providing guidance. These are some of the roles played by the SMT members.



The findings from this investigation reveal that principals are aware of the value of monitoring and controlling educators' work for effective implementation of the SDP. The slight difference is on the level of consistency and approaches they employ in performing this management task. The questionnaire responses indicate that the SMT members perceive monitoring and support differently. This is reflected below.

P4: "...we remind teams and urged them, we check them quarterly" P1 explained briefly ".....we (SMTs) check progress from each committee monthly." To P3 "... there is regular check ups and ask for report back from various committees There is time frame for each activity that is done". HOD4 states that "... I seldom do supervision because it seems as a threat to the educators and it also creates attitudes, as a result I check progress randomly". HOD2 also says "...we don't regularly do class visits but we can see how far is everyone." Through document analysis and observation the researcher found that all four schools have no SMT programme or action plan for monitoring and ensuring that educators adhere to their plans.

Most respondents claim that it is not easy to provide support for the staff due to the following factors: the shortage of human resources, lack of knowledge and understanding of the new curriculum (RNCS) and quality of management training they (SMTs) received. Respondents highlighted the problem of time management they experience. P1 believes that “...*effective time management is very important for monitoring*”. P4 claims that,

“... *I don't have enough time to monitor educator's work. We are a staff of 6 and I am a class teacher and manager so it becomes difficult for me to do regular checks.*” In P1's situation: “.... *I also check progress from committees informally, by always asking how far are they (committees) on the set tasks, attend their meetings but there is not sufficient time for committee meetings*”. According to HOD1: “*there are many disturbances that result to the failure of not performing duties according to the plan, that affects time-management, We don't have enough time to monitor our educators*”.

Respondents believe that monitoring is not easy, especially with regard to curriculum activities. P3 states “...*we are not conversant and knowledgeable about the new curriculum (both C2005 & RNCS). It becomes difficult to control something you are not sure of*”.

As was observed by the researcher in some schools, checking progress and supervision is not practiced. Most educators and learners come late to school, and after assembly teachers may spend more than 10 minutes chatting to each other in groups. Classrooms are chaotic even when there are educators. This reflects negligence on the part of the

SMTs, rather than lack of time to manage.

Literature indicates that providing continual support to educators is of great importance in managing the implementation of an SDP successfully. Respondents feel that educators really need support especially in this transformation era. Principals, however, tend to believe that providing support to educators is the role of the Department of Education.

P2 claims that “... *There is this IQMS introduced to us this year. We are expected to form committees for this, and workshop educators on this IQMS. We are not even clear about it, yes workshops were conducted, but they (DoE & UNION's) only read through the document for us. How can I give support to educators, if I don't have enough knowledge and understanding of the system*”. Other SMT members agree that they only give advice to educators.

4.2.6.2 Educators' responses

Many educators feel that monitoring and support can sustain their commitment towards their work. The questionnaire responses reveal that educators are aware of the value of supervision. Educators blame the SMT members who do not perform this management function as required. PL1-2 claims that “...*the poor communication among staff result in a failure to report progress from committees*”. According to PL1-4 “....*Supervision from the SMT is lacking, there is no follow up from their (SMT) side even if we made progress report*”.

Responses reveal that some schools employ informal strategies when monitoring and supporting each other. Some respondents believe that educators can support one another.

PL1-3 claims: *“....we do check progress ourselves (educators) by checking any problems we encountered after every activity. There are no special meeting for that we use break times. What we do we discuss and check how have we performed, are there any changes / success we are happy as long as we see progress.”*

Generally educators agree on the lack of observing time frames. PL1-2 and PL1-4 say respectively *“if time frames are not observed, it becomes difficult for everybody to complete his/her task, as a result everybody lack commitment”*.



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4.2.6.3 Education Development Officers' (EDOs') responses

The questionnaire responses reveal that monitoring and support are crucial if successful implementation of the SDP is expected. The respondents claim that they (EDOs) visit different schools on different occasions. The purpose of the visit is to check how the school functions and give advice and support on various school aspects.

The respondents claim that schools are obliged to submit their SDPs as this will indicate that schools are really engaged in development planning. Furthermore, SDPs will also indicate if the SMT members are managing the process of development planning successfully.

The respondents also revealed that the DoE conducted workshops on skills development and held meetings with school principals to provide support to schools. They claim that the workshops are conducted annually for SMT members. There are no feedbacks and follow up provided by the DoE to schools. The respondents widely believe that the SMTs do not cope with managing the implementation of the SDPs.

4.2.7 Challenges

4.2.7.1 Principals' and other SMT members' responses

Respondents feel that although they are embarking on development planning, it has its own threats and challenges. Both the principals and other SMT members highlighted almost similar threats in managing the implementation of SDP. Nevertheless there are slight differences.

Respondents highlighted the time factor as a threat to managing the implementation of SDPs. They agree respectively that the management functions needed in development planning are time-consuming, for example in decision-making, communication and consultation.

P3 argues: *"....as we work in committees, regular committee meetings, discussions we have, feedback we have to provide and report of various committees to the whole staff really waste time. People become bored of attending meetings when they (meetings) are their daily bread,"*

Another factor that emerges as a challenge to the management of policy implementation is that *“too much demands on the SMT”*, as HOD2 puts it, *“...there is too much work expected from us. Administrative demands are tied up with class teaching and management, which results in unworkable situation.”*

Another potential threat highlighted by both principals and the SMT is committee building. P1 claims *“...as development planning require people to work in teams, draft their action plans, it is not easy to form strong teams”*. P3 states *“...we end up having people grouped together, (teams) and our educators are not acquainted in working as teams, they (educators) are used in being isolated in their classrooms, being masters of their classrooms”*



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Responses reveal that delegation, as part of shared management, hinders progress in the schools under investigation.” P3 acknowledges *“...most educators are not committed, they tend to define their job description, instead of learning for empowerment.”*

Respondents highlighted the lack of in-service training and proper support from the Department of Education. HOD1 comments: *“... I have been an educator for almost twenty years, as from 1999 I have been promoted to post level two. No management training was conducted for the new SMT, no induction whatsoever. We only attend 2 or 3 days workshop. As a result I am not familiar with the SMT roles, and how they differ from those of the principal's.”*

The findings from this investigation indicate that the DoE provide workshops that are not beneficial to schools. The DoE do not provide continuous support and follow up to schools. Furthermore, the workshops are still emergent.

Lack of parental involvement is seen as a significant challenge. According to P4: *"... we encountered problems in even starting with the vision crafting, because parents do not attend meetings, even if they are called for a problem,, they do not co-operate." If there was a follow up from the DoE and Imbewu co-ordinate may be, our problems will have been solved."*



Another challenge that emerged is the departmental policies that are imposed on schools. Respondents believe that these policies are guiding the school, as the SDP should be based on those policies. According to P3 *"...we (SMT) are not really clear about these policies, so we find it not easy to ensure their implementation, as we have not yet achieved development planning."*

Some of the respondents highlighted the lack of resources and high level of teacher absenteeism as inhibiting the management functions of the SMT members.

4.2.7.2 Educator's response

Respondents highlighted most of the challenges that the SMT members (including the principal) identified. Educators highlighted the following factors as threats in managing the implementation of SDP. Respondents feel that although committees are formed in schools, committees without leaders are a threat to successful management.

Another threat highlighted differently by educators is the issue of redeployment. PL1-1 reflected “...Redeployment has demoralised us in that, the number of the staff required is cut down while the curriculum has various streams, i.e. many learning areas.”

Generally, educators believe that resistance to change from SMT members affects the management of the implementation of SDP. PL1-5 comments “... I think it is because of their experience. My principal is holding this position for more than twenty years. So he has fear of the unknown, he feels comfortable with the management approach he is used to”.



4.2.8 Overview

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The interview and questionnaire responses reveal marked levels of agreement between SMT members and educators. The issue of the lack of in-service training is prominent among respondents. In general, SMT members focused on the lack of time and many demands made on them. They also blame educators for not co-operating. SMT members also choose to highlight delegation as a threat, as teachers do not accept roles allocated to them easily. The SMT and educators both agree on involving the staff in decision-making. Nevertheless, educators claim that SMT members lack knowledge and skills on managing the implementation of SDPs.

I now move on to analyse the presented data in light of literature and policy. Here I hope to draw attention to the significance of the key findings.

4.3 DATA ANALYSIS AND INTERPRETATION

Themes were presented above. In this section data is analysed and discussed according to the categories identified above:

- Development planning process
- Allocation of roles and responsibilities
- Empowerment and staff development
- Shared management
- Monitoring and support
- Challenges



4.3.1 Development Planning Process.

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This research has established that not all rural primary schools are engaged in development planning. The schools under investigation show a lack of understanding of the process of development planning. The responses reveal that in some schools not all relevant stakeholders were involved in the process. The SMT members and educators are the ones that were mostly involved in the process.

Generally, the respondents focused on the physical aspects of schooling when identifying the priorities. The day-to-day activities of the school, curriculum related issues and managerial aspects are not catered for in the SDPs. Based on these findings, to schools; development planning solely involves the physical structure of the school.

Another aspect is that committees operate without action plans. Hence SMT members are not coping with managing the implementation of SDPs

These findings confirm that DoE provided schools with guidelines for development planning. However, the research findings indicate that the SMT members do not use or read the provided documents.

4.3.2 Allocation of Roles and Responsibilities

Respondents believe that ensuring the implementation of SDPs is the role of the SMT members. They view the clarification of roles and responsibilities as a necessity to manage the implementation of SDP successfully. They claim that if the SMTs and educators are aware and understand their roles, through role allocation, the schools can achieve their aims. Nevertheless, some respondents claim that the SMT members, especially principals, initiate and select what or what not to share with the educators.

Clarification of roles and responsibilities is one other theme in the literature reviewed in Chapter 2. Role clarification is one dimension of management arrangements which ensure that people have a clear and shared understanding of their roles (Hargreaves & Hopkins 1991:15).

Through observation, the researcher established that clarification of roles is just a formality in some schools. Educators have to check first their roles on the notice board. Educators confirm that they are sometimes not clear about their roles.

The literature confirms that the formed structures should draft action plans to support development planning. This study indicates, however, that most schools function without action plans. Of the four schools investigated, only one school operates with action plans. Even in that school only one committee (the renovation committee) developed an action plan. Action plans indicate the task to be performed, person responsible, resources required, the completion date, strategies for progress checks and success criteria. Working without action plans result in a lack of understanding in as far as roles are concerned. For example, this research reveals that some educators tend to forget their committees and tasks. The danger that is observed is that recording is not completed in the schools under investigation.



This investigation reveals that the SMT members are not aware of their roles. They focus much more on curriculum-related activities. It is evident that the managerial role rests with the principals.

4.3.3 Empowerment and staff development

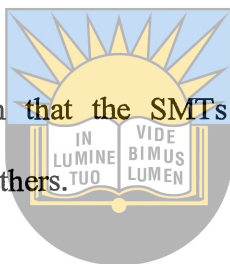
Principals and SMT members perceive and perform empowerment and staff development differently. According to Hargreaves & Hopkins (1991:15) the purpose of management is empowerment. This implies that SMT members are responsible for empowering others through shared management.

The findings are that respondents believe that their SMT members empower and develop staff. They claim that they are empowered through delegation, taking part in committees

and the roles allocated to each individual. Educators believe that they are only empowered in administrative activities.

Many respondents feel that formal training, especially for SMT members, through workshops is necessary. However, the research established that schools do not conduct workshops to empower the staff. The need for continuous formal training is based on the greater experience the SMT members have in managing their schools.

Generally, the respondents claim that the SMTs do not successfully perform the management task of empowering others.



4.3.4 Shared management

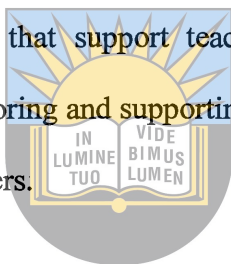
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Respondents view decision-making as a participatory activity where everyone concerned should be involved. The policy on the functions of educational management claims that the leaders should negotiate with others and involve them in leading and managing the school (DoE 2002 :B3). This is what shared decision-making is about . In participative decision-making as Owens (2002:288) argues, “all members have the right to be heard, to have their views considered, to express feeling, to offer knowledge and information”. This is prominent in the questionnaires. Many respondents believe that they are involved in most of the decisions made in their schools, especially during development planning. Principals claim that sometimes they don’t involve the staff on emerging issues. Respondents also emphasise the importance of being well informed. They claim that good communication channels are followed. Nevertheless, data from observation

suggests otherwise. This study establish that there is a lack of co-operation between the SMT members and educators.

4.3.5 Monitoring and support

The manuals on education management development (DoE 2000:3) state that the roles of the SMT can be both educational and managerial. Some of the educational roles of the SMTs are to organise activities that support teaching and learning and administer teaching and learning. Thus monitoring and supporting the staff are some of the roles and responsibilities of the SMT members.



The findings on monitoring and providing support to staff are that SMT members lack consistency, knowledge and skills. Hence the SDP's are not successfully implemented in the schools under investigation. This study established that informal strategies are employed to monitor the implementation of SDPs. In addition, there is a lack of consistency in as far as controlling educator's work is concerned.

Respondents reveal the value of supervision in managing the implementation of SDPs. It is evident from the findings that supervision is neglected by SMT members. This is based on the fact that, there are no SMT supervision programmes to ensure that educators adhere to their action plans.

Another finding is that SMT members experience problems of time- management, as a result time frames are not always observed. Respondents also claim that there is a lack of

time to manage the development planning process. Negligence on the part of SMT members is also indicated in this investigation.

Generally, the findings reveal that there is no follow up and feedback provided to schools by DoE. Furthermore, the SMT members also do not provide feedback and follow up to various committees.

SMT members provide support to educators by giving advice to them (educators). This implies that support is not effectively provided to educators. The following aspects contributed to the insufficient support provided to educators:

- Shortage of staff in schools under investigation
- The poor quality of management training received by SMT members
- Lack of knowledge and understanding of the new curriculum (RNCS).

Respondents reveal that schools are characterised by low levels of monitoring and support provided to educators.

4.3.6 Challenges

The need for ongoing training emerged strongly in the findings. According to Van der Westhuizen (1991:5-6) “the management training of the educational leaders should comprise two aspects, basic management training (the academic professional component) followed by a management development programme (in-service training)”. Generally, the respondents highlighted the following challenges facing the SMT members in managing the implementation of school development plans:

- Too many demands put on SMT members
- Lack of knowledge and skills on team building and empowering others
- Lack of time to manage the development planning process
- Lack of resources,
- Lack of parental involvement
- High level of educator absenteeism
- Resistance to change from SMT members
- Lack of in-service training and proper support by DoE
- Imposed departmental policies
- Educators' lack of commitment
- Educator redeployment process.



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From these challenges assumptions can be made that the Department of Education and the SMT members also are responsible for the situation found in schools.

It is a fact that teachers, when they are promoted to senior posts, are not trained as managers but as teachers. For this reason, the bureaucratic style of management used during the apartheid period suited them well, because they simply implemented and administered what came from above without questioning it. That is why SMT members render dysfunctional services.

Management development courses have been afforded in this country, and indeed in the Eastern Cape and even in this district. Some of the schools under investigation attended

workshops conducted by the IMBEWU project. The Department of Education has conducted workshops for improving the SMTs' managerial skills.

On the contrary, the findings from this study report that respondents are frustrated about the lack of support and monitoring from the Department of Education, complaining about the way the DoE conducts these workshops. One principal explains that officials only read documents when conducting workshops without discussing, explaining and exhausting the concepts.



On the other hand, it becomes evident that training although not yet provided, is fundamental to people in management positions. The Department is issuing manuals, guidelines and circulars that stipulate exactly what is to be done. What is surprising is that schools are operating independently of those directives. This raised suspicion as to whether the SMTs ever consult and interpret these documents. The conclusion drawn from the researcher's general observation is that these documents are seldom, if ever, read. For example, one school principal under investigation was looking for the school's development plan and year planner in his office, wondering where he put it. This implies that, he did not even know where he kept the departmental documents. The principals keep these documents to themselves; educators are not given opportunity to read them.

The picture that emerges is thus both complex and sometimes contradictory. In the next chapter, the main issues emerging from the findings are presented as part of the conclusion of this study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides a discussion and a brief summary of the research findings. This is followed by some conclusions of the study, which were deduced from the research findings. Some recommendations towards changing the traditional approach to school management are presented. These recommendations could possibly even influence national educational policy.



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5.2 SUMMARY OF FINDINGS

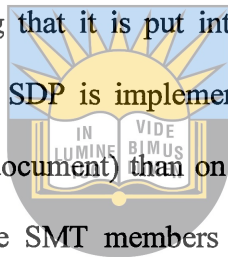
From international experience it is clear that development planning is standard practice for schools functioning in a decentralized model of management (Shand 2002:91). Accordingly, schools will be responsible for developing their own identity, strategy, structures, procedures, human resources and technical support. The findings that emerge from this study are the following:

- School development planning as a process is not fully understood by schools.

This finding is based on Hargreaves & Hopkins' (1991:14) views that "...implementing the plan successfully will be made only when the process of development planning is

thoroughly understood”. The respondents’ responses reveal that SMTs lack knowledge and skills in understanding and managing the implementation of SDPs. Hence the SMTs are not clear about their roles in the process.

Research findings indicate that schools have developed their SDPs, despite the lack of understanding of the process. According to Hargreaves & Hopkins (1991: 3) “Development planning is more than a development plan i.e. a document. It is a process of creating the plan and ensuring that it is put into effect.” Therefore, the SMTs are responsible for ensuring that the SDP is implemented. Responses reveal that schools focused more on having a plan (document) than on understanding the whole process of development planning. Hence the SMT members are not coping with managing the implementation of SDPs.



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- Formed structures (committees) are operating without action plans.

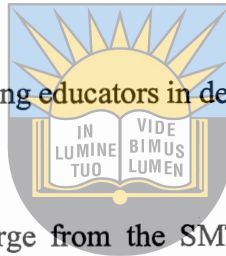
Recording and collection of evidence, which in terms of the literature provides the extent of progress, is not witnessed in schools. The literature points to the significance of action plans in that “these are working documents for staff and teachers who will be involved in the implementation of a school development plan (Hargreaves & Hopkins 1991: 50).

- Lack of clarification and shared understanding on SMT’s roles and responsibilities.

Respondents have brought the allocation of roles to the fore. Their responses indicate that although the roles are allocated to SMTs, they are not clear about their roles as discussed in Chapter 2.

- Absence of staff development programmes in schools.

The principals are strongly of the view that they empower staff through delegation. According to educators, they are empowered mostly in curriculum issues. Furthermore, only meetings are employed as a form of empowerment. According to Sergiovanni (2001:69), “feelings of empowerment among teachers contribute to ownership of and increase commitment and motivation to work”.



- There is a high level of involving educators in decision-making.

The positive responses that emerge from the SMTs are that they communicate with educators before decisions are made and that there is a high level of involving the educators in decision-making. However, this research indicates that co-operation which is involved in decision-making, is lacking between educators and SMTs.

- Lack of effective monitoring strategies.

Generally, respondents reveal that progress from committees is sometimes checked quarterly, monthly or randomly. There is no followup and feedback to educators by both the SMT members and DoE.

- While schools claim that they are engaged in development planning there are sets of threats and challenges, which make the actual practice of managing the implementation of school development plan potentially problematic.

- Formal management training and continuous support emerge as a strong need.

Participants are complaining about the quality of support and time offered for workshops by the DoE. Nevertheless the DoE claims that SMTs receive training yearly, which according to SMTs, is inadequate. According to the union representatives, no SMT workshops on managing the implementation of SDP were conducted in the year 2004. Furthermore, the participants also perceive the DoE policy documents provided to schools as a threat in that there is insufficient time to go through the documents.

- Lack of time to manage is another potential threat.

Broad consultation and the need for constant meetings by various committees are time consuming. Principals feel that they have too much work on their side hence other roles are not properly performed.

- Time- management is viewed as a problem in that SMT members lack knowledge and skills on how to manage time, a crucial element of development planning.
- Resistance to change by SMT members
- High rate of teacher absenteeism which led to educator lack of commitment.
- Lack of resources

In summary, although almost all the schools investigated are engaged in development planning, SMTs show little understanding of what decentralized management is about. SMTs seem less aware of their roles in managing the implementation of SDPs. This may be caused by SMTs who are clinging to their traditional approach to management. This has led the SMTs to be afraid of trying new ideas and rethinking management. It is clear that experience and skills to manage such a change process will be needed to develop an

effective system for improving and monitoring the performance of schools.

5.3. RECOMMENDATIONS FOR FUTURE RESEARCH

Although some work has been done on development planning, the researcher strongly feels that the practice of managing the implementation of SDPs needs further investigation. In this research, there are some research areas that came to light but were not the central focus of this study. Future researchers could be referred to the following:

- 
- The logo of the University of Fort Hare is a shield-shaped emblem. It features a yellow sun with rays at the top. Below the sun is an open book with the Latin motto 'IN LUMINE VIDE BIMIUS LUMEN' written on its pages. The shield is flanked by two yellow pillars. Below the shield, the text 'University of Fort Hare' and 'Together in Excellence' is written in a stylized font.
- This study did not focus on empowering the SMTs in managing the implementation of school policies. It will be of value if a study could be undertaken to look at how the SMTs could be empowered in managing school policies and what effects would that empowerment have on development planning.
 - The manner in which the principals delegate roles and responsibilities to educators and SMTs needs scrutiny. It would be worthwhile to investigate the criteria employed by principals when delegating.
 - Another interesting issue is gender equity: is it considered when delegating?
 - The size of a school in development planning is also not looked at in this study. It would be interesting to find out whether schools with two to three teachers can successfully manage the implementation of a SDP. This is based on the fact that most rural primary schools are affected by the redeployment process.

The most urgent and serious need for research is the underlying cause of the narrow understanding of development planning that emerged in this study.

5.4 RECOMMENDATIONS FOR PRACTICE

It is now appropriate to make recommendations to the district office, principals and SMTs respectively.



5.4.1 Recommendations to the district office

- The DoE needs to provide on-going support in the form of experts who visit schools and facilitate development programmes.
- The DoE (District) needs to provide schools with a year planner so that the staff development programmes offered are not missed.

Follow- up programmes or visits to schools are a necessity in order to identify the nature of support schools require.

5.4.2 Recommendations to the principals

- Principals need to be aware of the importance of developing action plans for every selected priority in the schools. Keeping time- frames and having a shared understanding of the allocated roles are determined by operating with action plans.
- Principals should delegate without fear of failure or mistrust of educators.

- Principals need to encourage teamwork among the staff to acknowledge the democratic nature of the school and most importantly, to support each other.

5.5 CONCLUSION

Since school development planning is a new initiative in South African schools, there is a challenge to the way schools have been managed in the past. However, the fact that the process of development planning is taking place in schools is encouraging and perhaps provides a sound foundation on which to develop our schools.



Nevertheless, in the light of what this study has found, it is evident that a participative approach to educational management has not yet been achieved. Educational managers appear to cling to the traditional and autocratic approaches to school management as discussed. Until proper support is provided to schools, improving as well as managing schools in South Africa will not be achieved.

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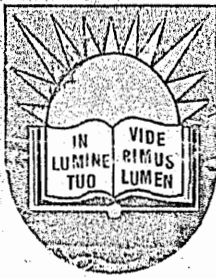
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APPENDIX A



FACULTY OF EDUCATION

PRIVATE BAG X1314 ALICE 5700
PROVINCE OF THE EASTERN CAPE - SOUTH AFRICA
TELEPHONE 040 - 6022075/ 6022412/ 6531943
CELL: 082 200 3369
E-mail: blindeque@ufh.ac.za or benlindeque@procomp.co.za

University of Fort Hare
Together in Excellence

26 March 2004

TO WHOM IT MAY CONCERN

Dear Sir/Madam

REQUEST TO BE GRANTED PERMISSION TO CONDUCT RESEARCH WITH YOUR SCHOOLS



I am kindly requesting you to permit Ms N J Mgebisa (9221149), a Master of Education in Education Management and Policy student at the University of Fort Hare, to conduct research with your schools in the King Williams Town District.

The research to be conducted in May - June 2004 will target school heads, teachers, learners, and community members of four primary schools. District officials will also be included as respondents in the study. The research entitled "The implementation of school development plans in rural primary schools" is academic, and information obtained shall be used for research purposes only.

I wish to thank you in advance.

Sincerely,

Ben Lindeque
Professor and Acting Dean

APPENDIX B



Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTEMENT VAN ONDERWYS
Private Bag X0055, BISHO 5605, SOUTH AFRICA

Ref: Enquiries: Mr A.T. Koliti Tel: 043-6425 878 Fax: 043-642 4718 Date: 11 MAY 2004

TO : PRINCIPALS
SMT'S
SGB'S
TEACHER UNIONS REPS

FROM : DISTRICT MANAGER MR F.D. XASA

DATE : 11 MAY 2004

SUBJECT: PERMISSION TO CONDUCT RESEARCH: MISS N.J. MGEBISA

University of Fort Hare
Together in Excellence

1. The above matters refers

1.1 Miss N.J. Mgebisa is hereby granted permission to conduct research as per permission to conduct research as per attached letter from University of Fort Hare.

1.2 The schools targeted are the following

1.2.1 Kalana L/HP

1.2.2 Nonibe L/HP

1.2.3 Tamara L/HP

1.2.4 Tyutyu L/HP

1.2.5 Skobeni L/HP

All the above mentioned structures within those schools are urged to give support to Mrs Mgebisa.

2. Your co-operation on this matter is highly appreciated.

Yours faithfully


F.D. XASA
DISTRICT DIRECTOR

APPENDIX C

P.O. BOX 809
KING WILLIAM'S TOWN
5600
31 MAY 2004

The Principal

Dear Sir/ Madam

**RE: REQUEST TO CONDUCT A RESEARCH PROJECT IN YOUR SCHOOL
ON THE IMPLEMENTATION OF SCHOOL DEVELOPMENT PLANS:
N. J. MGEBISA, EDUCATOR AT QAUKENI L. H. PRIMARY SCHOOL**

My name is NOMANGWANE J. Mgebisa at Qaukeni Primary School. I am a student doing Master of Education and Policy Studies with the University of Fort Hare. I kindly request to be granted permission to conduct a research project on managing the implementation of school development plans with your school.

The research shall be conducted on the to the 2004. I shall target school Principals, SMT members and selected educators. I have contacted the District Education Office on this issue and wish to stress that this is an academic research. The information obtained will be used for research purposes only and strict confidentiality of the information shall be maintained.

Thank you in advance

Yours faithfully

N. J. Mgebisa
Nomangwane Judith Mgebisa
Educator: Qaukeni Primary School
Student: University of Fort Hare

APPENDIX D

SEMI- STRUCTURED INTERVIEW QUESTIONS FOR SMT MEMBERS

1. Can you explain how the development planning process was initiated in your school?
2. Which stakeholders were involved?
3. Tell me about the priorities that your school select for this year.
4. Tell me about the procedure that your school undertakes in role allocation.
5. In your opinion, are the staff members clear about their roles? Explain.
6. Which roles do you perform here in your school? Are you clear about your roles?
7. Which activities are performed by SMT members to ensure that committees put their action plans into action?
8. How do you sustain commitment to educators? Explain.
9. Do you delegate responsibilities to staff, on which aspects?
10. How do you support and provide guidance to the staff?
11. What is your opinion on involving the staff in decision-making?
12. Did you receive management training after being promoted to the senior position? Elaborate.
13. Are there any challenges you are faced with on managing the implementation of SDP?
14. Are you happy with the way the implementation of SDP is being managed in your school? Explain
15. What is the school's future plans on improving the SMTs managerial skills?



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APPENDIX E

STRUCTURED INTERVIEW QUESTIONS FOR UNION REPRESENTATIVES

GENERAL BACKGROUND

1. Date: _____
2. Union: _____
3. Branch: _____

PERSONAL AND PROFESSIONAL CHARACTERISTICS

4. Sex:
Female []
Male []

5. Age
Below 20 years []
20- 29 years []
30- 39 years []
40- 49 years []
50- 59 years []
Above 65 years



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6. Employment status
Educator []
Head of department []
Deputy principal []
Principals []
Other _____

7. Designation

Chairperson []
Secretary []
Treasurer []

Other (specify) _____

8. Highest academic and professional qualifications

9. How long have you been in the branch executive committee?

Less than 1 year []
1-5 years []
6-10 years []



Other (specify) _____

COMMUNICATION AND CONSULTATION Fort Hare
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10. No of schools in the branch: _____

11. Number of rural primary schools: _____

12. How does the branch communicate with the schools?

13. Are your communication forms accessible to all your schools?

Yes []
No []
Not sure []

14. Is the union aware of the educator's needs and problems in schools?

Yes []
No []

15. Please explain your response

16. How does the union get to know the teacher's problems, regarding teaching and learning?



SUPPORT AND GUIDANCE

17. Did you organize workshops / seminars for Teacher development, for the year 2004?

Yes []
No []

18. If yes, which areas were identified and catered for in the workshops?

19. Were the school management teams invited to the workshop?

Yes []
No []

20. If yes, in which areas were the SMT's capacitated ?

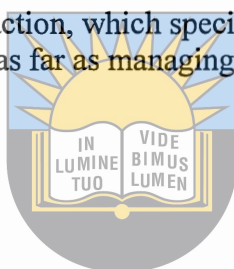
21. Are there any other forms of capacity building, which are specifically aimed at improving managerial skills of the SMT's, in as far as managing the implementation of school policies is concerned ?

Yes []
No []

22. Please explain your response

23. Does the union have a plan of action, which specifically aimed at improving managerial skills of the SMT's, in as far as managing the implementation of school policies is concerned ?

Yes []
No []



24. If yes, please explain

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25. What is the union's future programme of action, in assisting SMT's on managing the implementation of school development plans?

UNION AND THE DEPARTMENT OF EDUCATION

26. Do you organize workshops in collaboration with the district department of education?

Yes []
No []

27. If yes, does the district department of education provide the union with feedback about school's progress?

28. What is your opinion; on the effectiveness of the workshops for schools?



University of Fort Hare
THANK YOU FOR YOUR CO-OPERATION

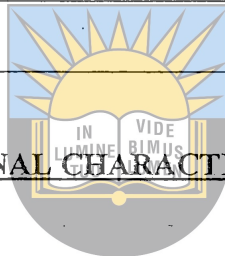
APPENDIX F

QUESTIONNAIRE GUIDE FOR SCHOOL MANAGEMENT TEAMS (STM's)

I am a University of Fort Hare student, doing a master of education degree. I am carrying out a research project on managing the implementation of school development plans in rural primary schools, in the King William's Town district. Kindly answer truthfully by selecting the most appropriate response to each item (tick in the box provided)

GENERAL BACKGROUND

1. Date : _____
2. Name of school : _____
3. Circuit : _____
4. District : _____



PERSONAL AND PROFESSIONAL CHARACTERISTICS

5. Sex:

- Female []
Male []

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6. Age:

- Below 20 Years []
20-29 Years []
30-39 Years []
40-49 Years []
50-59 Years []
60-65 Years []

7. Employment Status

- Head []
Acting Head []
Deputy Head []
Head of division []
Senior teacher []

8. Highest academic and professional qualifications

- Std 8 + Teacher's Certificate []
Std 10 + Teacher Certificate []
Std 10 + Teacher's Certificate + Diploma in education []
Std 10 + Diploma in education + Degree []

Other qualifications (specify) _____

9. Have you been involve in management training ?

Yes []

No []

10. For how long have you been an SMT member ?

Less than 1 year []

1-5 years []

6-10 years []

11-15 years []

16-20 years []

Over 20 years []

11. How long have you been in your **current employment** status?

Less than 1 year []

1-5 years []

6-10 years []

11-15 years []

16-20 years []

Over 20 years []



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12. Which phase is your jurisdiction ?

Junior phase []

Intermediate phase []

Senior phase []

Other (specify) _____

13. What is the school enrolment ? _____

14. No of educators : _____

15. No of SMT Members : _____

16. Pupil teacher ratio: _____

17. Are there combined grades in your school?

Yes []

No []

LEADERSHIP AND SCHOOL MANAGEMENT

The roles and responsibilities of the SMT

18. Which of the following functions do you perform in your school ? (tick the relevant answer)

FUNCTIONS	YES	NO
• Ensure that school policies are put into practice. • Ensures that everything runs smoothly in school • Delegate and share responsibilities with staff. • Monitoring and evaluate educator's work. • Provide support to staff members		

THE DEVELOPMENT PLANNING PROCESS

(Formulation)

19. Does your school have a school development plan?

Yes []
No []

20. Were all relevant stakeholders involved during the development planning process?

Yes []
No []

21. Which priorities were identified for this particular year?

22. Do the school's day –to-day activities catered for in your plan?

Yes []
No []

23. Does your school have committees for each priority?

Yes []
No []

24. Does each committee have an action plan?

Yes []
No []

25. Are the educator's roles clearly set out in the action plan?

Yes []
No []

IMPLEMENTATION AND EVALUATION

26. Do educators perform their roles as per schedule?

Sometimes []
Always []
Almost []
Never []



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27. Which activities do you perform to provide continuous support to various committees?

28. How often do you check progress from each committee ?

Weekly []
Monthly []
Quarterly []
Never []

Other (specify) _____

29. Do you encounter problems during progress check?

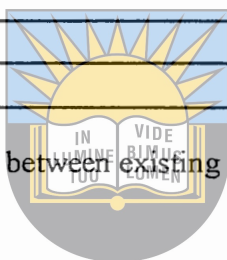
Sometimes []
Always []
Almost []
Never []

Other (specify) _____

30. Which strategies do you use to remedy the problems encountered?

SUSTAINABILITY

31. Which activities do you perform to sustain commitment to educators?



32. Do you cope to maintain balance between existing plans and new developments

Yes []
No []

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33. If yes, explain your response

34. If no, Why ?

APPROACH TO MANAGEMENT

Decision – making

35. Do you promote participative decision-making at your school?

Yes []
No []

36. Who are involved in the process of decision-making ?

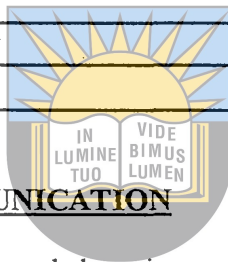
37. In which aspects does your school involve SGB in decision –making?

Delegation

38. Do you delegate real responsibility for management to teachers ?

Yes []
No []

39. If yes, in which activities do teachers take responsibility?



CONSULTATION AND COMMUNICATION

40. How do you keep everyone informed about important decisions, at your school?

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41. Do the various committees give feedback on the implementation of action plans ?

Yes []
No []

42. When do you report the progress of the action plans to the staff.

43. Do you report the results of the plan to parents and the community?

Yes []
No []

Time management

44. Does your school value punctuality ?

Yes []
No []

45. When do committees hold their meetings?

Weekly []
Fort-night []
Monthly []

Other (specify) _____

46. When does the school perform extra-mural activities

During tuition time []
After tuition time []

Other (specify) _____



47. Do educators record their daily activities?

Yes []
No []

48. Do you have sufficient time to monitor educator's work?

Yes []
No []

49. If no, what provision does the school make to meet the set objectives?

50. Are there enough resources to perform planned activities?

Yes []
No []

OTHER ISSUES

51. Do you encounter problems in managing the implementation of school development plans at your school ?

Yes []
No []

52. If yes, which problems did you encounter ?

53. How did you overcome those problems

54. Does the department of education support you in managing the implementation of school policies?

Yes []
No []



55. If yes, please explain your response

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56. What are your future plans towards improving the way your school manages the implementation of school development plan?

THANK YOU FOR YOUR CO-OPERATION

APPENDIX G

QUESTIONNAIRE FOR EDUCATORS

This questionnaire request your ideas, views or opinions on managing the implementation of school development plan. It should be brought to your attention that strict confidentiality of responses is guaranteed and your honest opinion will be most valuable in this study.

GENERAL BACKGROUND

1. Date : _____
2. Name of school: _____
3. Circuit : _____
4. Grades taught: _____

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF EDUCATORS (Tick one on the box provided)

5. Sex

Female []
Male []

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6. Age

Below 20 years

20-29 years []
30-39 years []
40-49 years []
50-59 years []
60-65 years []

7. Employment Status

Permanent educator []
Temporary educator []

Other (specify) _____

8. Highest academic and professional qualifications

Std 8 + teacher Certificate []
Std 10 + teacher Certificate []
Std 10 + teacher Certificate + Diploma in education []
Std 10 + teacher Certificate + Diploma in education + Degree []

Other (specify) _____

9. How long have you been teaching?

Less than 1 year	[	]
1-5 years	[	]
6-10 years	[	]
11-15 years	[	]
15-20 years	[	]
Over 20 years	[	]

10. Teacher pupil ratio: _____

SCHOOL MANAGEMENT
Development Planning Process

11. Does your school have a school development plan?

Yes	[	]
No	[	]



12. Were you involve in the development planning process?

Yes	[	]
No	[	]

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13. Are you a member of a committee?

Yes	[	]
No	[	]

14. if yes, state the committee/s

15. What goals will your committee/s tend to achieve ?

16. Does your committee/s have action plan/s

Yes []
No []

17. Are you clear about your role(s) as indicated on the action plan.

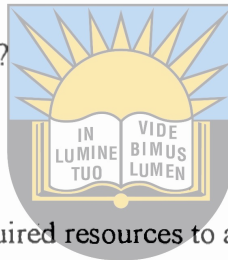
Yes []
No []

18. Do you have a plan showing your daily activities?

Yes []
No []

19. Do you implement it as planned?

Yes []
No []



20. Is your committee allocated required resources to achieve the set goals

Yes []
No []

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IMPLEMENTATION AND EVALUATION

21. When does your team check progress?

Weekly []
Monthly []
Quarterly []

Other (specify) _____

22. Which activities does your committee perform to check progress?

23. Does your committee experience problems during the implementation of the action plan?

Yes []
No []

24. If yes, explain your response

25. How does the SMT support you when encountering problems?

26. When does SMT members monitor your work?

Weekly []
Fort-night []
Monthly []



Other (specify) _____

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27. Which activities do they perform to check progress from various committees?

28. Which strategies do they use to ensure that educators implement their action plans?

Decision –making

29. Do you take part in the process of decision –making?

Yes []
No []

30. If yes , in which aspects do you make decision?

31. Who design new changes in your school ?

Delegation

32. Does the SMT delegate management functions to educators?

Yes []
No []



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33. If yes, which management functions do you perform, except teaching ?

CONSULTATION AND COMMUNICATION

34. Does your SMT keep you informed about important decisions in your school?

Sometimes []
Almost []
Always []
Never []

Other (specify) _____

35. When do you report progress of the action plan to the SMT and staff?

36. Does your school report progress of school development plan to parents?

37. Does the SMT consult the staff, before making decisions?

Yes []
No []

Time-management

38. When does your school starts

39. Do you value punctuality?

Yes []
No []



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40. When do you hold committee meetings?

Weekly []
Fort-night []
Monthly []

Other (specify) _____

41. When does the school perform extra-mural activities?

During Tuition time []
After tuition time []

Other (specify) _____

42. Does the SMT have sufficient time to monitor your work?

Yes []
No []

43. Please explain your response

44. Does your school conduct workshops for teacher-development?

Yes []

No []

OTHER ISSUES

45. Does your SMT experience problems in managing the implementation of school development plans at your school

Yes []

No []

46. If yes, which factors affect management of the implementation of school development



47. What do you think, SMT should do to improve their management skills in managing the implementation of school policies?

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THANK YOU FOR YOUR CO-OPERATION

APPENDIX H

QUESTIONNAIRE FOR EDUCATION DEPARTMENT OFFICER (EDO)

I am a University of Fort Hare student, doing a master of education degree. I am carrying out a research project on managing the implementation of school development plans in rural primary schools, in the King William's Town district. This questionnaire seeks your ideas, impressions or view on the mentioned topic.

It should be brought to your attention that strict confidentiality of responses is guaranteed and your honest opinion will be most valuable in this study. (tick on the box provided and write clearly on the space or lines provided).

A GENERAL BACKGROUND

1. Date : _____
2. Circuit No : _____
3. District : _____



PERSONAL AND PROFESSIONAL CHARACTERISTICS

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4. Sex

Female []
Male []

5. Age

Below 20 years []
20-29 years []
30-39 years []
40-49 years []
50-65 years []
above 65 years []

6. Employment status:

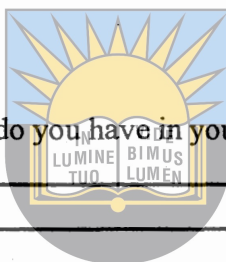
District manager []
Circuit manager []
Education specialist []

Other specify _____

7. Highest academic and professional qualifications

8. How long have you been an education department officer?

Less than 1 years []
1-5 years []
6-10 years []
11-15 years []
16-20 years []
Over 20 years []



9. How many rural primary schools do you have in your circuit?

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10. Does your schools have developed plans?

Yes []
No []

11. Does the SMT understand the aim of development planning, in your schools?

Yes []
No []

12. If yes, please explain your answer

13. Do schools in your jurisdiction submitted their development plans to the district department of education?

Yes []
No []

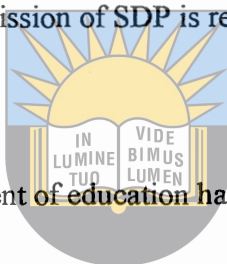
14. Is submission of development plans voluntary or obligatory?

15. Do the SMT's, clear about DoE's role in school development planning?

Yes	[	]
No	[	]

16. Are schools clear why the submission of SDP is required?

Yes	[	]
No	[	]



17. What motives does the department of education have on the submission of SDP?

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MONITORING AND EVALUATION

18. How often do you visits your schools?

Daily	[	]
Weekly	[	]
Fort-night	[	]
Monthly	[	]
Quarterly	[	]
Never	[	]

19. What is the nature of visits do you make to your schools

Monitor and evaluate	[	]
Advise and support	[	]
Monitor as well as support	[	]

20. How do you ensure that, the SMT's manage the implementation of school policies.

21. How often do you make reports about your schools in your district?

Weekly	[	]
Monthly	[	]
Quarterly	[	]
Yearly	[	]
Never	[	]

22. Do you provide feedback to schools on their progress?

Yes	[	]
No	[	]

23. If yes, explain your response.



24. From your experience and school evaluation reports, do SMT's in your schools, cope with the management of the implementation of school development plan?

Yes	[	]
No	[	]

25. If yes, motivate your answer

SUPPORT AND GUIDANCE

26. Do the SMT's receive management training on managing the implementation of school policies, SDP in particular?

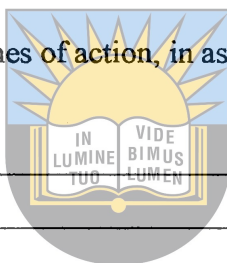
Yes	[	]
No	[	]

27. If yes, how often do SMT's get workshop per year

Monthly	[	]
Quarterly	[	]
Yearly	[	]
Never	[	]

28. What other forms of support do the DoE provided to SMT, to equip their managerial skills on managing the implementation of school development plans?

29. What is DoE's future programmes of action, in assisting SMT's on managing the implementation of SPD plans?



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THANK YOU FOR YOUR CO-OPERATION

APPENDIX I

OBSERVATION GUIDE FOR SCHOOLS

This observation schedule shall be completed by the researcher.

1. Date _____
2. Name of School _____
3. Circuit _____
4. District _____

PHYSICAL STRUCTURES



5. Does the school have enough classrooms?

6. Does the school have administration blocks? (Office and staffroom)

7. Does the school have library?

8. Does your school have laboratory?

9. Does the school have sports field?

10. Does the school have play grounds?

11. Does the school have toilet facilities?

12. Does the school have a garden?

DOES THE SCHOOL HAVE THE FOLLOWING AMENITIES?

	YES	NO
13. Running water		
14. Chalkboards		
15. Electricity		
16. Furniture (For both education and learners)		
17. Stationery		



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18. Below are tables showing the amount of books and furniture
The codes A to D are used to indicate the following:

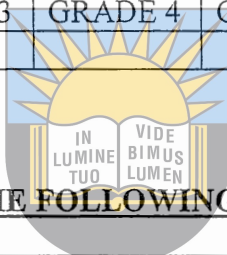
- A. Stands for serious shortages in the classrooms.
- B. Stands for not enough for all learners in the class.
- C. Stands for enough for all learners in the class.
- D. Virtually nothing in the class.

BOOKS

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7

FURNITURE

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7



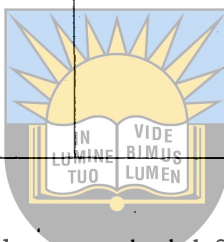
DOES THE SCHOOL HAVE THE FOLLOWING DOCUMENTS (PLEASE TICK)

	YES	NO
19. School development plan		
20. Year Planner		
21. Action Plans		
22. SMT (Supervision Time Table)		
23. Composite- time table		
24. Class Time tables		
25. Staff development Programme		
26. Allocation of Duties		
27. Minute Books for various comm.		
28. Log book		
29. Admission register		
30. Leave register		
31. Educators attendance register		
32. Learners attendance register		
33. Educator's portfolios/ planning books		
34. School's asset register		
35. School budget		

36. Comments:-

36. Does the school have the following year's programmes?

	Yes	No
• OBE Internal Workshop dates • SMT meeting dates • Term- examination and • Submission programme in school grounds/ cleaning • Fundraising programme • Sport programme • Music programme		



37. Comments:

Are the year programmes completed as per schedule?

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38. Available committees at the school

Tick the appropriate box

	Available	Not Available
• School management Team • Foundation phase committee • Intermediate phase committee • Senior phase committee • Admission committee • Finance committee • Entertainment committee • Sport committee • Music committee • School development PLAN Comm		