

**The role of the School Management Teams in
promoting a culture of learning and teaching: A case
study of two senior secondary schools in the King
William's Town district, Eastern Cape Province.**

By



Submitted in fulfilment for the degree of
University of Fort Hare
Together in Excellence

MASTER OF EDUCATION

In the Faculty of Education

University of Fort Hare

Supervisor: Dr N. Duku

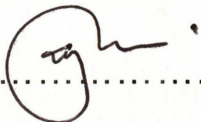
December 2008

DECLARATION

I, Loyiso William Dyani, declare that “The role of the School Management Teams in promoting a culture of learning and teaching in the King William’s Town district” is my own work and published and unpublished sources that I have used have been acknowledged by means of references.



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Signature 

Date

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ABSTRACT

This study aimed to investigate role that is being played by the School Management Teams in promoting a culture of teaching and learning in two schools in the district of King William's Town.

Theoretically this study focuses on the school management teams and their role in promoting the culture of teaching and learning. Other stakeholders such as the the School Governing Body, the Educators as well as the learners were also included in the investigation for triangulation purposes. The study is a case study of two selected senior secondary schools in the district of King William's Town. The research tools that were used were the semi-structured interviews conducted to the SMTs and Educators, the focus group discussions to the school governing bodies and learners from the two selected schools.



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Fifteen educator respondents from both schools were interviewed. Eight SGB members from both schools, with four from each school were interviewed. Thirty six learners including both schools were interviewed by means of focus group discussions.

The findings and recommendations were made. These findings and recommendations may not only benefit the two selected schools but other schools as well.



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LIST OF ABBREVIATIONS

COLT	Culture of Learning and Teaching
DoE	Department of Education
SGB	School Governing Body
SMT	School Management Team
LTSM	Learner-Teacher Support Material
RCL	Representative Council of Learners



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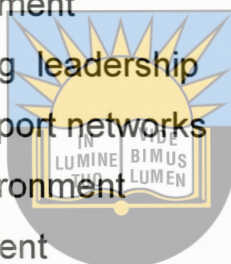
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CHAPTER ONE

INTRODUCTION TO THE STUDY



1.1 BACKGROUND TO THE RESEARCH PROBLEM

The current reconstruction of the South African schooling system has entailed a variety of government policies, task team reports, national and provincial laws and developments in the field of curriculum. All these are designed to produce an effective educational structure and practice consistent with the democratic values that lie at the heart of our new political dispensation (Davidoff and Lazarus 2002 : vii).

The new dispensation is characterized by participative management and leadership and the decentralization of powers (see South African Schools Act (Act No. 84 of 1996). This new approach of governance was expected to, amongst others, to improve the culture of teaching and learning (Department of Education, 2006:16). However, after the new South African government came into existence in 1994, concerns about the decline of the culture

of learning and teaching, especially in historically black schools, strengthened (Ngidi and Qwabe 2006: 529). This is evident, amongst others, in the poor performance of schools (Chisholm, 1996; Kruger, 2003; Ngidi and Qwabe, 2006). In response the Department of Education has continuously organized provincial management training workshops for SMTs. These workshops include workshops on leadership and management (Ibid). However, there seems to be no improvement in terms of improvement in pass rate (Ngidi and Qwabe 2006: 529)



Several studies have explored the factors that contribute to the decline of the culture of learning and teaching in schools (Ngidi and Qwabe 2006: 529). This decline is attributed to a variety of factors, some of these factors are:

- Poor management of schools by School Management Teams
- Poor time table and inadequate staffing
- Uncommitted learners and educators
- Absenteeism by both learners and educators
- Lack of support by the stakeholders
- Poor infrastructure (Ngidi and Qwabe 2006: 529).

According to Kruger (2003: 206) the role that the School Management Teams play in all the programmes of a school and the impact that they have on the tone and ethos which are conducive to learning and teaching is crucial in the process of building a sound culture of learning and teaching. Lethoko cited by Kruger (2003: 206) argues that the lack of learner discipline, the low teacher morale, as well as other educational problems in some schools in South Africa have led to a general drive to the decline of the culture of learning and teaching.



Nxumalo (2001: 311) argues that the decline of the culture of teaching and learning in our schools is that the learners either in uniform or ordinary clothes roam about the villages during school hours. This shows that the school environment lack discipline, respect, commitment for both teachers and learners (Ibid). The above challenges have an influence on learner performance and school management, hence there was a need for an investigation on the factors that may contribute to the promotion of a culture of learning and teaching in two senior secondary schools in the district of King William's Town. It was on the basis of this background that this study aimed to investigate the role of the SMTs in promoting a culture of learning and teaching in two selected schools in the district of King William's Town.

1.2 STATEMENT OF THE PROBLEM

According to Nonjobe (2006:11) the roles of the SMTs is to manage schools effectively so that educative teaching and learning can take place. To ensure that SMTs are up to the challenge, the Department of Education has legislated their continuous occasional training workshops on matters of curriculum leadership and management and governance (Ibid). However there is still evidence that the culture of teaching and learning continues to collapse in some schools. This study, therefore, attempted to investigate the role SMTs play in promoting the culture of teaching and learning in the two selected schools.



1.2.1 The research questions

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The main research question in this study is:

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- What is the role of the School Management Teams (SMTs) in promoting the culture of learning and teaching in the two selected schools?

The sub – questions are:

- What is the SMTs understanding of a culture of learning and teaching?
- What are the factors that promote a culture of learning and teaching?
- What strategies do SMTs use to promote a culture of learning and teaching?
- What factors inhibit a culture of learning and teaching?

- How does the DoE assist SMTs to manage the culture of learning and teaching?

1.3 PURPOSE OF THE STUDY

The purpose of the study was to investigate the role played by the School Management Teams of the two selected schools in the promotion of the culture of teaching and learning.

1.4 RATIONALE OF THE STUDY



After 1999, research focusing on the culture of learning and teaching has been conducted in schools in South Africa. Qwabe (2004) researched in Kwa - Zulu Natal. Lethoko, Heystek and Maree (2001) conducted their research in Gauteng, in the Pretoria region. Even though Magqaza (2000) investigated the Eastern Cape Province, no specific attention has been paid to the King William's Town District. Furthermore, these studies concentrated on all the school constituencies and not narrowly focusing on the role of the SMTs in the promotion of the culture of teaching and learning. This study, therefore, attempted to fill this gap.

1.6 THE SIGNIFICANCE OF THE STUDY

This study may help the School Management Teams to have an in-depth exploration of their practices and to make more informed decisions on school based policies. The SMT practices would attempt to examine their leadership role in bringing about effective management in the selected schools. The leadership role of the SMTs needs to be investigated as they have a responsibility of implementing policies. Effective and efficient implementation of educational policies promotes good management and governance.



1.7 DELIMITATION OF THE STUDY

The study was carried out in two rural secondary schools in the King Williams Town district focusing on the School Management Teams. Learners, School Governing Bodies (SGBs), School Management Teams and educators were given a chance to voice their views. Theoretically this study focused on the role played by SMTs in the promotion of the culture of teaching and learning in the selected schools but the research could be used to empower and develop other schools in the district and the entire province as well.

1.8 LIMITATION OF THE STUDY

The study was conducted on two schools in the King William's Town district of the Eastern Cape Province. The findings of this research therefore were limited in these two schools. The researcher could not go beyond two schools as he was employed full time within the district. There were limited funds for carrying the research and time was also limited for an employed researcher. Both schools were accessible for purpose of this research. The researcher also utilized three research tools, namely, semi-structured interviews, focus group discussions and documentary analysis.



1.9 DEFINITION OF KEY CONCEPTS

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- **School Management Teams:** This term according to Nonjobe (2006: 11) refers to educators who are employed in promotion posts, that is, from post level two to post level four by the DoE. This means that School Management Teams comprise Principals, Deputy Principals and Heads of Departments. These educators have to see to it that public schools are managed effectively so that educative teaching and learning can take place. In the context of this study, SMTs included all those educators elected by schools due to their expertise and skills.

- **The culture of learning and teaching** : The concept of a culture of learning and teaching refers to an attitude of all the role players towards learning and teaching and the presence of quality teaching and learning processes in schools (Kruger 2003 : 3).
- **Leadership**: Leadership is a concept that represents the exercising of influence over followers in order to change their behaviour to work towards a goal that is formulated by the leader and a vision that is shared by all (Witbooi, 2006:9).
- **Management**: Management refers to the development of bureaucracy that derives its importance from the need for strategic planning co-ordination, directing and controlling of large and complex decision making process. (Olum, 2004).
- **School climate**: School climate is the unique atmosphere of a particular school and the ways in which this atmosphere is school (Schreuder and Landey, 2001: 67).



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1.10 ORGANISATION OF THIS THESIS

This thesis is organized as follows: **Chapter one** consists of the background to the research problem, statement of the problem, the research questions, the purpose of the study, rationale of the study and the organization of the study.

Chapter two deals with the review of related literature. This chapter will be structured into five sections. It will be the conceptions and the factors that inhibit the culture of learning and teaching. The strategies, the promotion and the challenges that face the SMT in promoting a culture of learning and teaching.

Chapter three explains the research design and methodology used to gather data for the investigation. It also describes the sampling process.

Chapter four will deal with data analysis and interpretation.

Chapter five is the last chapter in the study. Finally the researcher provides a summary,

recommendations and conclusion. *Together in Excellence*

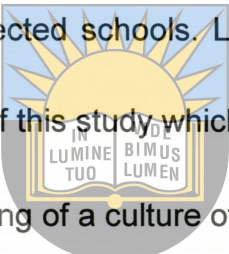


CHAPTER TWO

LITERATURE SURVEY

2.1 INTRODUCTION

The aim of this chapter is to deal with the literature review in this study. This study aimed to investigate the role being played by the School Management Teams to promote a culture of learning and teaching in the two selected schools. Literature that have been reviewed was in line with the research questions of this study which are as follows:

- 
- What is the SMTs understanding of a culture of learning and teaching?
 - What are the factors that promote a culture of learning and teaching?
 - What strategies do SMTs use to promote a culture of learning and teaching?
 - What factors inhibit a culture of learning and teaching?
 - How does the DoE assist SMTs to manage the culture of learning and teaching?

This chapter is structured into seven sections as follows:

1. Brief overview on school effectiveness
2. The role of SMTs
3. The conceptions into the culture of learning and teaching.
4. Factors that may inhibit a culture of learning and teaching in schools.

5. Exploring the management strategies.
6. Activities that may contribute to the promotion of a culture of learning and teaching.
7. The role and challenges that face the School Management Teams (SMTs).

2.2 BRIEF OVERVIEW ON SCHOOL EFFECTIVENESS

If the transformation of South African education is to succeed, educators must be at liberty to make informed decisions and share power equally in schools (Steyn, 1998:131). This requires suitable training for principals and educators and ample opportunities for power sharing. However, effective schooling can only take place when both principals and educators are involved in decision making (*Ibid*).

To be effective as learning institutions, schools need both leadership and management (Busher and Saran, 1995:11). Harber cited by Busher and Saran (1995:187) suggests that the effective schools are characterized by;

- The leadership of the head teacher and the senior staff. This means that the SMT is responsible for leading and giving directives to the educators.

- Schools being well managed and orderly communities. This means that management strategies such as planning, organizing, leading and controlling are implemented effectively.
- The quality of the culture of the school so that:
 - a) Staff are happy and operate with agreed policies
 - b) Teachers always adhere to a strong professional code of practice
 - c) Students believe that high achievement is important
 - d) Students identify with a school through influencing its running and organization.



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In effective schools, according to Seyfarth (1991:16), the principal exerts leadership by supporting and encouraging the staff and by serving as an advocate of change. The principal accompanies this by being accessible and responsive to teachers by encouraging teachers to try new ideas and by arranging released time, financial support and in-service training to assist teachers who are willing to try new ideas. Seyfath (1991:17) pointed out that administrators of effective schools set high but realistic standards for performance and they inform teachers, learners and parents about those standards. They hold high expectations of achievement for all learners and emphasise the importance of an academic achievement for all. Effectiveness may be measured by any of four outcomes, namely,

teacher knowledge, teacher reactions, teacher behaviour and learner learning habits (Seyfarth, 1991:184).

Van Deventer and Kruger (2003:203) argued that for a school to be successful and effective it requires a thorough resource planning process that can provide the school with the expertise that is needed to run it successfully and to create a positive culture of teaching and learning. Human resource planning is forming the first step in the human resource provision process, and the nature of the job that the individual must carry out in the school forms the basis of all activities of human resource management (*Ibid*). According to West-Burnham (1994:279), effective teams should produce certain clear-cut benefits for the school, the SMT and its members. The realization of those benefits serves to reinforce commitment to the team while the lack of beneficial outcomes may lead to demotivation (*Ibid*).

The concept of effectiveness according to Scheerens (1992:11) is clearly related to means-end relationships. When applied to educational phenomena, effectiveness refers to the degree to which educational means or processes result in the attainment of educational goals. Furthermore, Scheerens points out that in the language of a simple input- process-output systems model of education, effectiveness could be referred to as the transition of

inputs by means of processes into desirable outputs and outcomes (Ibid). Lemmer (1994:14) argues that building an effective school requires good team work with the willing and active support and co-operation of all teachers, learners and parents.

2.3 THE ROLE OF SMTs

The dramatic changes in South Africa's educational landscape since 1994 have produced major challenges for school managers, notably in respect of human resource management (Moloi, 2007: 469). The post 1994 elected government and new national Department of Education inherited complex and outdated organizational structures whose management approach generally has been rule-driven, shrouded in secrecy, non-participatory and committed to steep hierarchy (Gallie and Sayed 1998: 460). According to Moyo (2006: 72) the history of schooling in the previously disadvantaged areas of South Africa, including the Eastern Cape, has been characterized by fragmentation and a lack of culture of learning and teaching. The manifestation of this situation was the strained relationships within schools and between schools and surrounding communities, creating adverse teaching and learning conditions (Moyo 2006 :72).

In trying to turn around the above challenges, the Department of Education introduced new policies and new laws. These include South African Schools Act, 84 of 1996, which arises a

whole new approach to leading, managing and governing schools. This new approach makes it possible for principals, members of School Management Teams (SMTs) to change the way they think about their roles and responsibilities in schools. In each school, the role of the school manager has been broadened (Davidoff and Lazarus, 2002: 2). For instance, it is now no longer good enough for school managers to be good administrators, they must be proactive leaders and managers (*Ibid*). School managers no longer hold all responsibility for running schools. They are expected to form School Management Teams (SMTs) made up of senior teachers.



The SMT is responsible for the day to day running of the school and for putting the school's policies into practice, and therefore promoting democracy and building relationships and ensure efficient and effective delivery of quality education for learners. However, many school managers and leaders are struggling to make these policies become a reality (Davidoff and Lazarus, 2002: 4). Scarce resources and introduction of the new approach to teaching and learning are challenges that face SMTs.

2.4 THE CONCEPTUAL FRAMEWORK: THE CULTURE OF LEARNING AND TEACHING

The concept of a culture of learning and teaching is being used widely in the education context of South Africa (Kruger, 2003: 207). In general, it refers to the attitude of all the role players towards learning and teaching processes in schools. By role players Kruger includes teachers, parents and learners. Kruger (2003: 207) points out that culture exert pressure on both learners and teachers to conform to the standards and validate the high expectations or performance. The School Management Team can then influence the culture of the school by emphasizing academic aspects such as staff development programmes involving educators in decision making, providing resources, supervision of instruction time. A school with established learning and teaching culture will also have a well developed organizational structure and instructional programme that focus on all aspects of academic achievement.

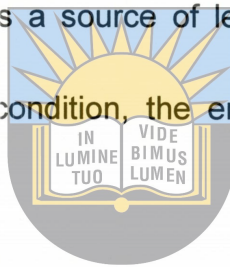


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Davidoff and Lazarus (1997: 41) point out that a culture of a school diffuses its particular qualities and characteristics into every corner of school life. Very often, culture influences and affects the life of the school in ways that people in the school are barely aware of. If for example the culture in a school does not support innovation or results, any attempt to bring about a change will probably be completely ineffective.

Davidoff and Lazarus (1997:43) and the Department of Education (2003: 24) identified the following aspects of a sound culture of learning and teaching:

- Where all role players value their processes of learning and teaching.
- Where the resources needed to facilitate this process are available.
- Learners are being self reliant. This means that learners have been taught to be responsible and apply their minds when they do things..
- The environment is seen as a source of learning. If all the facilities and the infrastructure are in good condition, the environment becomes a source for learning purposes.
- Classrooms have space for resources for learners' contributions to art and literature. There is ample space for art and drama to be practiced.
- The curriculum caters for a diverse range of learners and learner needs. All learners choose what they want to learn.
- The whole person is being developed through the school curriculum. The curriculum caters for the skills, knowledge and values.



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The school management team's role according to Busher and Saran (1995: 189) is to create a school culture that is conducive to learning and teaching. Some of the features that define such a school culture are:

- Individuals are given the responsibility, freedom and independence to take initiative.
- The school has clear objectives and performance expectations.
- Managers provide clear communication, assistance and support to staff.
- Everybody in the school community identifies with the school as a whole.
- Rewards are given fairly, consistently and in line with performance rather than through favouritism.
- Communication within the school is not restricted to the formal hierarchy of authority.




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2.5 FACTORS THAT MAY INHIBIT A CULTURE OF LEARNING AND TEACHING IN SCHOOLS

Davidoff and Lazarus (2002: 4) point out that decades of unequal provision of resources have left most schools seriously under resourced and would have a negative impact for sometime to come. The effect that this has on the morale of teachers cannot be underestimated (*ibid*). Gamage and Sun – Keng Pang (2003: 72) suggest that the SMTs should know how to motivate and energize individuals and groups through empowerment in order to improve their performance, thus enabling them to experience job satisfaction. They

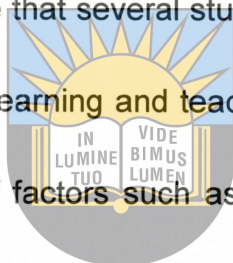
Further argue that the creation of opportunities to tap individual and group potential forms the basis of this empowerment. They do this by employing the management processes of planning, organizing, leading and controlling the use of organizational resources to achieve high performance.

Kruger (2003: 207) explains that a poor culture of learning and teaching in a school refers to a school situation where proper learning and teaching has broken down. According to Kruger (2003: 207) the following are common observable features of a poor culture of learning and teaching or a lack thereof:

- 
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- Weak or poor attendance by both learners and teachers. This means that they do not come to school regularly. This poor attendance by both learners could be attributed to starvation in their house holds (Kruger, 2003: 207). Poor attendance by teachers is also common (*Ibid*). According to Qwabe (2004: 23) in many schools especially high schools, educators lack commitment, dedication and hard work. He further points out that many educators take alcohol too much and consequently absent themselves from work.
 - Singh and Manser (2002: 56) explain that many schools in disadvantaged communities close school as early as ten o'clock in the morning for no apparent reason. They run on makeshift time tables and have teachers that leave early or do not attend school at all.

- Tensions among the various elements of the school community. One of the most distressing aspects of the school as stated by Chisholm and Vally (1996: 30) is the conflictual nature of the relationships between principals, Heads of Department, teachers and learners. These conflicts have a debilitating effect on all those involved and also affect the culture of learning and teaching.

Ngidi and Qwabe (2006: 529) argue that several studies have also explored the factors that contribute to a poor culture of learning and teaching in schools. They say that this culture is attributed to a number of factors such as: poor management of schools by SMTs, teachers who are uncommitted, who do not prepare lessons, who lack subject knowledge, who abuse alcohol, who absent themselves from school.



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According to the Department of Education (DoE) (2002: 131), the following are some of the factors that may inhibit a culture of learning and teaching:

2.5.1 Poverty and underdevelopment

The Department of Education (DoE) (2002: 131) states that poverty which is often caused by unemployment and other economic inequalities makes families unable to meet basic needs such as nutrition and shelter. Learners living under such conditions are subject to

increased emotional stress which adversely affects learning and development. Furthermore, undernourishment leads to a lack of concentration and a range of other symptoms which affects the ability of the learner to engage effectively in the learning process. Large classes with high learner/teacher ratios are mostly found in poorly resourced communities. SMTs are faced with a huge problem but they have to make plans. Many authors argue that lack of support from the family such as inadequate housing facilities, lack of proper nutrition and health requirements, illiterate parents contribute to a poor culture of learning and teaching (Ashley, 1993; Steyn, 1994; Naidoo, 1997; Ngidi and Qwabe, 2006: 529).



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2.5.2 Discriminatory attitudes *Together in Excellence*

Masinga cited by Qwabe (2004: 20) argues that good human relationships are often destroyed by more unhumanliness, hatred, pride and selfishness. The unhappy relationship between parents, educators and learners make people become bitter.

According to Department of Education (2002: 134) discriminatory attitudes resulting from prejudice against people on the basis of race, class, gender, culture and other characteristics manifest themselves as barriers to learning. Learners with disabilities have often been placed in specialized learning contexts merely because they were labeled as disabled. Learners who are HIV positive have been excluded from attending school with

other learners because of the negative assumptions and misconceptions associated with the disease (DoE, 2002: 134).

2.5.3 Inflexible curriculum

Dimmock and Wildy (1995), Keller (1998) and Kruger (2003: 209) contend that the system of managing the curriculum is structured according to the needs and circumstances of each school. One of the most serious barriers to learning and teaching can be found within the curriculum (DoE, 2002: 13). When learners are unable to access the curriculum, learning breakdown occurs. Sometimes educators often through inadequate training, use teaching styles which may not meet the needs of some of the learners (*ibid*). Some learners are excluded from certain aspects of the curriculum as a result of ignorance or prejudice. What is taught through the curriculum may often be inappropriate to the learner's life situation, making learning difficult. The learning and teaching process for many learners takes place through a medium which is not their first language. Second language learners are often subjected to low expectations, discrimination and lack of cultural peers (DoE, 2002: 13).

2.5.4 Lack of parental involvement

Parental involvement, support and co-operation are essential to promote a culture of learning and teaching (Lethoko, Heystek and Maree (2001: 316). Stranghan cited by

Qwabe (2004: 15) says that parental involvement is identified as being central to the learning process in terms of parents having better information, understanding, expectation for learner performance and being aware of their full support in the learning process. The active involvement of parents and the community in the learning and teaching process as pointed out by Department of Education (2002: 40) is central to effective learning and teaching. Parents must support the learners when doing their home works. They must also support the school by attending meetings and also visit the school when called by subject teachers.



Parental involvement according to Kruger (2003: 9 – 10) is an important aspect of education but it does not happen spontaneously. Parents who are involved in some way or another in the education of their children create a climate that is conducive to learning and teaching. Schools need the help and the partnership of parents and the community to ensure effective learning and teaching. Kruger (2003: 9) further states that parental involvement, amongst other things is characterized by:

- Being a member of a school governing body.
- Attending parents' meetings.
- Assisting with fund – raising functions.
- Attending and helping with extra mural activities.

These will enhance teaching and learning processes because the visibility of parents brings out a positive attitude to both learners and teachers (Kruger, 2003: 10).

2.5.5 Poor management structures

Chisholm and Vally (1996: 25) point out that there is a lack of firmness on the part of the school's management structures. This includes improper allocation of duties, poor time tabling, lack of consultation, classes being without teachers, no specification of objectives and no prior indication of proposed agendas. This means that a lot of controlling and monitoring should be done.



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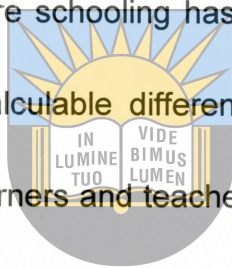
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Gulting, Ndhlovu and Bertram (1999: 66) maintain that management is about holding the school, establishing certainty, confidence and security and allowing for rest and reflection.

Mona in Qwabe (2004: 22) argues that one of the contributing factors to the breakdown of the culture teaching and learning is poor management. Van Schalkwyk (1994) and Qwabe (2004: 22) state that schools cannot perform their functional task of teaching and learning if they are poorly managed. Furthermore, they argue that poor school management, administration, time management, organization of school time table, and staffing are the major causes for the poor culture of teaching and learning.

2.5.6 School buildings and facilities

For the effective management of the instructional programme of a school, time, physical and human resources must be available. Physical resources such as classrooms, laboratories, libraries, infrastructure, stationery and instructional aids are important for the culture of teaching and learning and the achievement of instructional objectives (Andrews, Basom and Basom (1991), Chisholm and Vally (1996) and Kruger (2003: 209)). According to Chisholm and Vally (1996: 13) where schooling has collapsed, the condition of school buildings and facilities makes an incalculable difference to the climate of learning and teaching in a school. The morale of learners and teachers alike is deeply influenced by the physical environment.



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In conclusion, good relations should be encouraged between the school and the community so that the community can own the school. The Department of Education should be engaged to provide nutrition and shelter to all the learners. There should be no discriminatory attitudes as they tend to retard the progress. The curriculum should be user friendly and be of benefit to all the learners. The management systems should be in place so that a sound culture of learning and teaching should prevail. Adequate facilities and proper building create a conducive environment for learning and teaching.

2.6 EXPLORING MANAGEMENT STRATEGIES

Strategic management is the set of decisions and actions used to formulate and implement strategies that will provide a competitively superior fit between the organization and its environment so as to achieve organizational goals (Daft, 2003: 239). According to Schreuder and Landey (2001: 26), strategic planning is a process through which all involved in the management of the school reflect on how to structure a management framework.



According to Thurlow (2003: 202), strategic planning is a continuous process which links goal setting, policy making, short term and long term planning, budgeting and evaluation in a manner which spans all levels of the organization, secures appropriate involvement of people according to their responsibility for implementing plans as well as of people with an interest or stake in the outcomes of these plans and provides a framework for the annual planning, budgeting and evaluation cycle.

Schreuder and Landey (2001: 77) state that strategies to improve learning and teaching should be part of the professional attitude of the school and the school management strategies that could be used to promote a culture of learning and teaching. The next section will unpack management strategies:

2.6.1 Planning

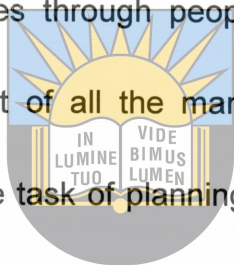
Planning is a process by which the School Management Teams establish aims and specify how these aims are to be attained. Planning may be regarded as the most important managerial task of the SMTs since it forms the foundation for all the managerial tasks (Lemmer, 1994: 22).

Planning according to Invancevic, Lorenzi, Skinners and Crosby (1994:166) is a process by which managers examine their internal and external environment, ask fundamental questions about the institution's purpose and establish a mission, goals and objectives.

Planning includes all the activities that lead to the definition of objectives and the determination of appropriate courses of action to include those objectives and the determination of appropriate courses of action to achieve those objectives. This therefore implies that plans define the expected behaviours (Ibid).

Planning also involves managers in concrete action. Through planning, the organization's future can be improved if its managers take an active role in moving the organization towards that future. Thus, planning implies that managers should be proactive and make things happen rather than being reactive and let things happen.

Mark cited by Van der Westhuizen (1991:137) regards planning as the management task which is concerned with deliberately reflecting on the objectives of the organization, the resources as well as activities involved and drawing up the most suitable plan for effectively achieving these objectives. Teichler cited by Van der Westhuizen (1991: 137) also points out that planning may be seen as a reflection of a basic or theoretical manner, policing, rules, procedures, methods, skills and expertise by the educational leader to achieve and realize educational aims and objectives through people and resources. Planning as a management task is the starting point of all the management tasks. Without effective planning, a school cannot develop. The task of planning is a universal one although each individual task is unique (Van der Westhuizen, 1991:225). A well run school according to Lemmer (1994: 34) requires long term planning. A school development plan benefits the school by reflecting in a systematic way the school future needs.



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A school plan should include all the areas of school life, school management, learner's needs, physical facilities and resources. Effective planning should involve representatives from all interest groups in the school to ensure that the school plan reflects the entire school process. Everard and Morris cited by Lemmer (1994:141) point out that effective school tends to be purposeful and goal directed. Robert and Sarie (1996:1) also claim that in any institution that seeks to achieve goals, groups of people co-operate in the complex task of organizing

activities, develop and implement plans of action and evaluate their successes and failures. Then this means that those schools become more effective and efficient.

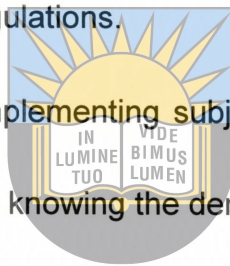
2.6.2 Scheme of Work

Effective scheme of work is an important starting point for improving the quality of learning and teaching and thereby raising learners' achievements (Ruding, 2000: 128). The guide lines for the scheme of work give all School Management Teams a frame work which ensures that they undertake detailed curriculum planning and give guidance on how subjects are to be taught (Ruding, 2000:128). All schemes of frame work list appropriate programmes and give helpful guidance on learning and teaching practices as well as policies for marking and assessment. The schemes have proved extremely helpful not only to members of the team involved in their production but also to teachers who are new at the school (Ibid). The new teachers are afforded an opportunity to reflect on the work they were trained for. Then they put their theories in practice.

2.6.3 Subject meetings

Kruger (2003:125) maintains that every head of department is responsible for holding regular subject meetings as part of a planning process. These meetings should be held at least once a month to address issues such as:

- Correlating and co-ordinating the space of the educators teaching a subject. So that everybody understands what is expected of him or her. Thus subject teachers would know the target dates for the control of work.
- Discussing problems arising from the syllabus. This could help everyone to understand the contents of the syllabus.
- Discussing departmental circulars. This helps teachers to be abreast with departmental policies and regulations.
- Guiding new educators in implementing subject content. Since sharing information benefits the new educators in knowing the demands of their syllabus.
- Planning, compiling and checking examination and setting paper memoranda. This exercise prepares and puts the teachers in a certain department in the same footing, so that everybody knows what to do.

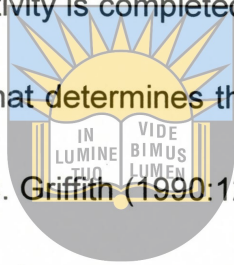


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Subject meetings are very important co-coordinating tools in schools and ensure positive teaching results. (Kruger, 2003: 125). These meetings help teachers to share their experiences and also help them to be up to date with the syllabus.

2.6.4 Monitoring and Control

According to Robbins and De Cenzo (1997:345), control can be defined as the process of monitoring activities to ensure that they are being accomplished as planned. Monitoring also assists the leaders to identify and capitalize on the strengths while at the same correcting any significant deviations (*ibid*). To ensure that the objectives of the organizations are met, managers should be involved in the control function even if their units are performing as planned. An effective control system activity is completed in ways that lead to the attainment of the organizations goals. The criterion that determines the effectiveness of a control system is how well it facilitates goal achievements. Griffith (1990:12) points out that the final phase of the management must monitor its progress. It must make sure that the organization is performing in such a way as to arrive at its destination at the appointed time.

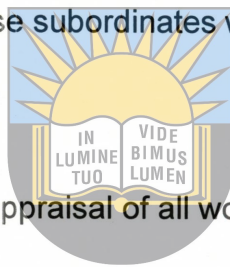


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Kroon (1990: 443) states that control involves a systematic process through which managers can compare real performance with plans, standards and objectives and take corrective action if deviations occur. If plans were carried out properly and no revision required, there would never be any need for control. Managers can plan perfectly, organize the activities effectively and activate workers maximally and still nobody will be sure that activities will be carried out according to plan or that objectives will be achieved.

The primary aim of control is to ensure that activities are undertaken in such a way that objectives are successfully achieved. Kroon (1990:444) further claims that control is necessary because of the following:

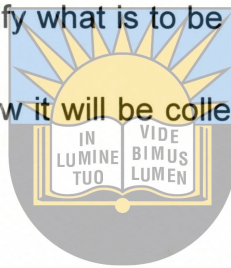
- It prevents crises
- It leads to standardized action to increase efficiency.
- It presents malpractices theft and waste.
- It results in delegation because subordinates who are delegated to, can be controlled effectively.
- It brings about performance appraisal of all workers.



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Control is an aspect of management and also a watchdog to all activities that have been planned (Kroon, 1990:444). For any institution to be effective this measure has to be taken seriously and people must be aware and respect this necessary aspect of management. The people have to understand the need of being committed workers in a working situation where one is obligated to abide by rules and regulations of the organization. Managers cannot really know whether units are performing properly until they have evaluated about what activities have been done and have compared actual performance with desired standards (Ibid). Evaluation therefore measures the performance by the teacher and determines whether one has achieved the outcomes.

Monitoring, according to Blandford (2000:135) is an essential stage in the control process. Having implemented a plan, managers need to monitor its progress. If plans are not monitored, it will not be possible to determine whether objectives have been achieved. Monitoring as stated by Nathan (1991:125) is sometimes described feedback which can lead to alteration or improvement of the programme. Monitoring should occur at regular intervals during the development of the programme because it provides information to use in order to modify a programme of action. One need to clarify what is to be monitored and why. Information needs to be collated to serve the purpose, how it will be collected and over what period of time and when it is to be done and by whom.



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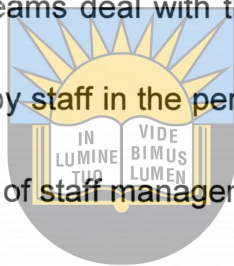
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2.6.5 School improvement and staff development

Hopkins (1994:75) argues that school improvement is about raising learners' achievements through enhancing the learning and teaching process and the conditions which support it. It is about strategies for improving quality education. So those who work in the field of school improvement actively seek to enhance learners' outcomes through specific changes in teaching approaches and the curriculum and learners' outcomes through specific changes in teaching strengthening the schools' organizational ability to support the work of teachers. School improvement is about developing strategies for educational change that strengthen the

school organization. Achieving change is much more a matter of implementing new practices at the school level than it is simply deciding to adapt them.

According to Nathan (1991:153) staff development is a deliberate and a continuing process that supports workers. Thus, staff development is concerned with developing the curriculum, the individuals, the institution and enhancing the quality of learning. Musaaazi (1982: 190) points out that School Management Teams deal with the establishment of procedures which makes possible greater self directions by staff in the performance of their duties. It should also be remembered that the major premise of staff management in school is that the end results of the educative teaching will be determined by the effectiveness of the School Management Teams.



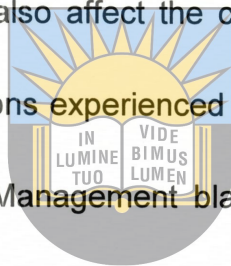
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In addition, the better equipped each teacher and the rest of the support staff co-operate for their task, the better the chance of success of a school in terms of immediate objectives and future goals as soon as the leader has the right attitude to personnel development and training. The chances are much greater that the teaching or education situation in each classroom will maximally be effective and take place to the advantage of all learners (Van der Westhuizen, 1991: 273). In conclusion, it is important for the school management team and the educators in a school to learn constantly, to reflect and to change. It is also the responsibility of the school

management team to develop the whole school and to involve parents and other members of the community in promoting the interests of the school.

2.6.6 Improvement of human relations

One of the most distressing aspects of the schools is the conflictual nature of the relationships between the School Management Teams, teachers and learners. These conflicts have a debilitating effect on all involved and also affect the culture of learning and teaching. Quite often, the frustrations and dissatisfactions experienced by one component of the school body are blamed on other constituencies. Management blames teachers and learners for being weak or authoritarian and learners blame teachers for being incompetent (Chisholm and Vally, 1996: 30).



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Before anything can be done about managerial role and mission of the School Management Teams, they need skills in relating to other people. The understanding is that there are various behavioural processes which may be at work and use their knowledge to influence or lead individuals or groups. Okumbe (1998: 183) rightly points out that the human relations skills refer to the ability to understand the teachers and to interact effectively with them. Human relations skills enable the School Management Teams to act both officially and humanly. The

SMTs should therefore be able to effectively link individual goals so that teachers can be milked dry of their professional potentials.

2.6.7 Relations with parents

Parental involvement, support and co-operation are also essential to promote a culture of learning and teaching (Lethoko et al, 2001: 316). Parental involvement is identified as being central to the learning process in terms of parents having better information, understanding, expectation for learner performance and being aware of their full support in the learning process (Straughan, 1988; Qwabe 2004: 15). What is needed actually is the support in terms of involvement and participation by the parents in the affairs of the school. They have to attend parental meeting and also come to school when they are invited by subject teachers. Research conducted by Nelson Mandela Foundation (2005:119) indicate that the way parents get involved with the learning and teaching of their children is partly reflected in the relationship they have with the schools and teachers.

A relationship of interdependency based on trust and respect should be encouraged between the community and the school so that the community may take ownership of and help to resolve the major school problems (Lethoko et al, 2001:316). One of the many ways of involving parents could be that management could start to identify a few genuinely skilled and

experienced parents who are able to assist in building stronger links between the school and the community and planning strategies to tap the community's positive influences.

2.6.8 Relations with learners

Learners form an integral part in a school community (Lethoko et al, 2001: 316). They feel encouraged when their parents are informed about their progress in school especially when they do well (Ibid). They behave better when they know that their parents come to school.

There is pressing need for a sound relation between the educators, learners and parents.

Parents should continually assess the progress of their children. If they are not satisfied, they

should get closer to the educators for clarity (ibid). However, the reality is that many parents do

not set foot on the school premises (Lethoko et al, 2001: 316). Learners have to be disciplined

when they misbehave or break the rules and regulations of the school. A school can not

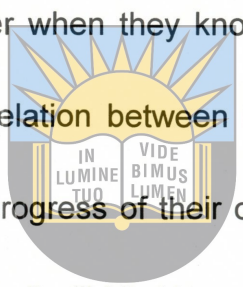
function effectively without clear disciplinary measures, order and orderliness imposed by the

SMT and Teachers.

There is evidence that there is poor communication and relationship between the teachers and parents (Lethoko et al, 2001: 316). This might be caused by non participation of parents in

school matters. Our system of education needs the co-operation of parents, learners and

communication as a whole. Unfortunately, there is a side that is pulling backwards and not



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getting involved in anything (Nelson Mandela Foundation, 2005: 12). According to Lethoko et al (2001:316), the SMT has to pay a special attention to relationships among teachers and learners. Disharmonious relationship can impede progress in a school and results in the loss of dedication; discipline and motivation if both teachers and learners do not relate well with one another, they can not help one another professionally. If a teacher has a useful teaching medium and the others are not given the chance to use it then harmony will not prevail. In summary, human relations contribute a lot towards team buildings, co-operation and workmanship. Therefore, the school management has a huge responsibility of ensuring that human relations are activated and sustained among the school community members.



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2.7 ACTIVITIES THAT MAY CONTRIBUTE TO THE PROMOTION OF A CULTURE OF LEARNING AND TEACHING

According to Gamage and Sun – Keng Pang (2003: 91) schools which have climates that are conducive to learning and teaching, have managers who actively portray their instructional leadership's roles. In addition, school policies, procedures, rules and regulations are clearly set and known to all stakeholders of such a school. Another characteristic is the existence of a plan, which spells out the school's goals and objectives. Successful SMTs have a shared sense of purpose and vision, which is clear, well articulated and elevating because they are committed to learning and teaching processes.

Successful SMTs establish appropriate working methods and standards of excellence. They set ground rules so as to know exactly who is accountable for what. They tend to model productive functional and cross – functional roles. They exhibit mutual sharing and caring which makes their relationship more cohesive. School management team members encourage one another, welcome external support and recognize achievement. They have sound links with other teams so they increase organizational learning (Gamage and Sun – Keng Pang, 2003: 91).



The role that the School Management Teams play in all the programmes of a school and the impact that they have on the tone and ethos which are conducive to learning and teaching is crucial in the process of building a sound culture of learning and teaching (Kruger, 2003: 206).

The following are the activities that may contribute to the promotion of a culture of learning and teaching.

2.7.1 School policy

A policy can be seen as a system providing a framework for the accomplishment of intended objectives (Du Preez, 2003: 82). Furthermore, he states that a policy sets guidelines for the achievement of goals and objectives. According to Du Preez (2003: 82), school policy is planned with the fixed national and provincial policy in mind. The national Department of

Education and the provincial Education departments as suggested by Schreuder and Landey (2001: 59) determine overall policy in accordance with the South African Schools Act, Act 84 of 1996. Schools then have to function within this overall policy. They further argue that in accordance with the SA Schools act, matters that have a great voice are:

- Finance
- Administrative functioning
- Appointment and professional development of staff
- Curriculum playing and implementation
- Maintaining and using the school's physical facilities



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To allow all stakeholders in the school to participate and also to avoid misunderstanding and poor organization it is necessary to formulate a school policy. According to Schreuder and Landey (2001:59) the school policy is a set of guidelines giving greater clarity on the aspects such as:

- The management, vision and objections of the school.
- The people to whom the schools must provide service.
- The ways in which service can be provided
- Level of participation of various stakeholders
- The way in which the school plans to use its resources.

Schreuder and Landey (2001:60) point out that the school policy is the instrument a school uses to create the framework for implementing its management plan. The school policy must not merely exist in name, it must genuinely be functional. The ideal school policy is written in the form of a concise policy document which is supplemented by various guides with more detailed information. It is therefore important for the school policy to be implemented as it is one of the fundamental documents to be used by the School Management Teams (Ibid).

2.7.2 Good management



Management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading and controlling organizational resources (Daft, 2003: 5).

Ducker in Daft (2003: 5) states that the job of managers is to give direction to their organizations providing leadership and decide how to use organizational resources to accomplish goals.

School management cannot be separated from the large scale transformation which has taken place in the South African community since 1994. The holistic approach to education management which aims to create a culture of participative management in school, required that the School Management Teams develop a clear understanding of and framework for

education management (Schreuder and Landey, 2001:66). According to Gulting, Ndlovu and Bertram (1999), management is about holding the school, establishing certainty, confidence and security and allowing for rest and reflection. Management is about making sure that the school as a whole is functioning effectively and achieving its vision. They further claim that management is the function which ensures that:

- Things are operating smoothly.
- Structures are in place to support forward movement.
- Processes are contained.
- The school is operating efficiently.



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An important management function according to Gulting et al (1999: 66) is that of holding the organization, providing the framework to fulfil its purpose. Thus, relevant management issues would be:

- Systems management, that is to ensure that relevant structures and procedures are in place and functioning effectively.
- Time management for prioritizing tasks setting time frames and keeping to them, using time productively.
- Stress management in order to produce a working environment which does not cause unnecessary stress.

- Looking after the people in the school.

Thus, good management is a corner stone in the promotion of a culture of learning and teaching because all the systems of management are in place.

2.7.3 Vision and Mission

The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners, teachers and stakeholders (Bush, 2007: 403). Davidoff and Lazarus (1997: 45) explain that the vision of a school is a particular way in which it envisages itself contributing meaningfully towards society. According to Schreuder and Landey (2001:28) a vision is a mental image of a possible and desirable future state of an organization, which articulates a view of a realistic, credible, attractive future of a school. A vision provides a sense of purpose and direction for the school.

2.7.4 A mission Statement

A mission statement is closely linked to the vision and it provides a clear direction for present and the future. It makes it clear why an institution is different from other institution. Schreuder and Landey (2001: 32) point out that a mission statement defines the educational focus of the

school briefly, concisely and forcefully. It must be so striking that each person involved with the school can understand it, identify with it and live up to it in their day to day activities.

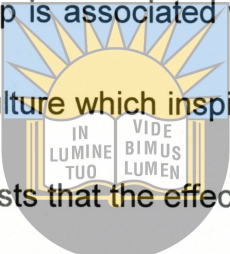
The Department of Education (2002: 50) suggests that a mission statement of a school is derived from the principles that inform a strategic planning of how learners and educators will operate and be supported. Furthermore, the strategic plan of the school should be developed jointly with educators, SMT and the school governing body. Therefore, the strategic plan needs to be widely discussed and interrogated so that each stakeholder can gain a sense of personal meaning about what is to happen. The strategic plan should be based on a situation analysis of the school. However, when a thorough investigation of the school is made by the school management team, it usually reveals that there are different perception about how it functions and what it aims at. Therefore, it is important that the SMT agrees on the challenges facing the school and what are strengths that the development process can be built on.

2.7.5 Providing strong leadership

Leadership according to the Department of Education (2002:51) is needed to ensure that education and learners are supported in teaching and learning through skills development, mentoring and material provision. Leadership is also required for keeping up the motivation of education and other stakeholders. The role of the SMT is to provide leadership and

encourage educators to find solution and meet the challenges encountered.

Leadership is therefore needed to ensure that the various stakeholders are pulling together in the same direction. Leadership needs to direct different opinion towards construction of critiques and should discourage factions that might jeopardize the process. Busher and Saran (1995:11) state that to be effective as learning institutions, schools need both leadership and management. Leadership is associated with vision, clear school aims, and the development of a school ethos or culture which inspires professional staff. Harber cited by Busher and Saran (1995: 187) suggests that the effective schools are characterized by:

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- The leadership of the school management team.
 - Schools being well managed and orderly committees.
 - There being high quality teaching.
 - The curriculum being appropriately differentiated for learners of all abilities.
 - Learners being kept informed of how well they are performing so that they can improve

Leadership according to Lemmer (1994: 1) has always been an important issue. It is one of the most important factors contributing to the effectiveness of the School Management Teams. The purpose of the effective school leadership as argued by Lemmer (1994:11) is

essentially to make schools more effective and successful in order to improve the quality of learning for learners. In summary it goes without saying that having an effective school management team requires good teamwork with the support and co-operation of all teachers, learners and parents

2.7.6 Teams and support networks

Effective teaching and learning depends upon the ability of the School Management Teams to motivate, inspire and support teams of staff. The school managers can do more to encourage effective management by setting a clear framework of expectation and by offering more support in the monitoring and controlling of the work (Ruding 2000:2) Ruding further suggests that effective School Management Teams should emphasize:

- Consultation, participation and team work.
- Shared mission, vision and values
- Accountability.
- A concern for quality

The school management team according to Schreuder and Landey (2001: 750) must prepare learners and teachers to participate successfully in the new style of learning and teaching. Learning outcomes must be formulated in such a way that learners need teaching

and learning. These outcomes must be formulated in a way such that learners' needs can be satisfied. Supported according to the Department of Education (2002: 55) is one of the key strategies to reduce barriers to learning. As a strategy, support services are seen to be strengthened through networking and pooling expertise. Learners are a source of support to one another that is often over looked. Therefore, school managers should recognize the importance of this resource and create mechanisms for peer support. Support is about to enhance facilitation to learning through interaction with various support providers. This process can be supported within the school through inter learning and open communication (DoE, 2002: 55).



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2.7.7 Safety and environment

The school management should provide proper supervision, instruction and control to learners to ensure their safety. Teaching and learning cannot take place in an unsafe environment. The art of creating a peaceful school environment poses great challenges to school management (Netshitahame and Vollenhowen, 2002:313). They further claim that it is stipulated in the bill of rights act No.108 of1996, Section (24) that every person has the right to an environment that is not detrimental to his health or well being. This right also implies to learners and in principle protects them from being exposed to harmful environment, including the school. The SMT is also required to provide education physical

and mental safety to learners; it is therefore the legal duty and the responsibility of the SMT to provide sufficient supervision and to safeguard learners from reasonable and foreseeable harm or danger

The school according to the Department of Education (2003:25) should present a welcoming and efficient face to visitors who come to school. The school environment should present well cared ground, gardens and vegetable production processes .the school and class room should be clean and tidy and there has to be a system for maintaining this. The school classroom space is used in an attractive way to encourage a happy and non – threatening learning environment.



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2.7.8 Time management

In effective time management, the ideal is to determine where time is wasted and try to eliminate the problem. According to Schreuder and Landey (2001:103) the following are characteristics of effective time management:

- Avoiding unimportant tasks which are not urgent.
- Planning effectively so that tasks are tackled and completed on time.
- Having enough time available to deal with unexpected incidents.

They further argue that the school management team should be more sensitive to the productive use of time. The team has to plan tomorrow's programme today to ensure that important matters are not forgotten. The SMT has to ensure that every one is aware of deadlines so as to prevent crises and chaos. The school personnel and learners are encouraged to recognize time as an important resource that should not be wasted.

2.7.9 Discipline

Currently, one of the most prominent factors influencing the learning environment in South African schools is the conduct of learners. In an education system that is still struggling to create a culture of learning and teaching, ill disciplined behaviour can cancel all well intended efforts to promote or create this culture (Rossouw, 2003:414.). The importance of a positive discipline as the cornerstone of the creation and maintenance of a positive learning environment in schools cannot be ignored. Nxumalo cited by Rossouw (2003: 416) argues that discipline is vitally important for learning and teaching and for effective functioning of schools. Lack of discipline in a school has a negative influence on the culture of learning and teaching. De Villiers cited by Qwabe (2004:27) claims that the following are some of the possible contributory factors to undisciplined behavior in schools:

- Too much emphasis on control punishment by educators.
- Overcrowded classrooms

- Social class conflicts
- Poor administration and management
- Uncommitted learners and educators.

Therefore disciplined learners and teachers can bring order to the school environment. This culminates to a promotion of a culture of learning and teaching.

2.7.10 Financial Management



A self managing school has control over the money that is generated by fees and fund raising as well as money that is devolved from government. This responsibility requires appropriate financial controls, a meaningful budget and individuals trained to take the right decisions. Without this section in the diagram of management systems, the school will become dysfunctional and non-operational. To some extent, the finances dictate what a school can and can not do (Department of Education, 2007). Thus, the school needs money to ensure that it can deliver quality education. Everyone who has an interest in the education of learners has a duty to involve him or herself in the school's fund raising activities. According to the Department of Education (2003:12) there should be appropriate structures and processes in place for effective financial management. There should be an administrative structure in place for finances. The school develops a budget following

departmental procedures and policies, taking into account the prioritized needs detailed in a school development plan.

There ought to be a system in place for auditing school financial records on regular bases. Indeed schools cannot be run effectively without a good financial management. The School Management Teams should see to it that finances of the school are managed efficiently and effectively.



2.8 THE ROLE AND CHALLENGES THAT FACE THE SCHOOL

MANAGEMENT TEAMS (SMTs)

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The School Management Team's role is to create a school culture that is conducive to learning and teaching. The Departments of Education (2001:4) points out those factors defining a school culture are:

- Individuals are given the responsibility, freedom and independence to take initiative.
- Staff members are encouraged to be creative and innovative.
- Individuals are allowed to take risks.
- The school has clear objectives and performance expectations.

- Managers provide clear communication, assistance and support to staff.
- Everybody in the school community identifies with the school as a whole.

The SMT according to the Department of Education (2000:26) is responsible for the daily management of the school's policies, which have been determined by the school governing body. The SMT should strive for a common purpose and must have clearly defined roles as team members. They must see to it that teachers support one another and there has to be a free flow of information among teachers. The SMT needs to set up structures that help to work towards the school's goals. They also set up rules and regulations which make the school's structures work properly. The SMT is responsible for agreeing on the rules and procedures for examinations and tests and for assigning tasks to educators.



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Producers must be consistent and fair. The SMT needs to decide on how to control, how the material resources get used and who look after them. The SMT needs to keep the school's activities, records on learners' tests and examination marks, records which also include information marks, records which also include information about the physical and sporting Information (DoE, 2000: 26). The SMT members should do book control and to see to it that work in the learning area comply with the subject policy. This should be done frequently and regularly with novice educators (Du Preez, 2003:115).

Every SMT member hands in a written report for his or her department every term. The new education policies require School Management Teams to work in democratic and participatory ways to build relationships and ensure efficient and effective delivery of the quality (DoE, 2002:15). However many School Management Teams are struggling to make these policies become a reality. Scarce resources and the introduction of a new approach to learning and teaching are challenges that face the SMT's.



Where lines of communication with school management are not clear, where the roles are not sufficiently defined, such teams tend to act autonomously to set vague or unrealistic targets and so progress toward raising achievement is patchy and uncoordinated (Ruding, 2002:2). The key challenge to the education management (Schreuder and Landey, 2001:130) relates to the inappropriate nature of many of the existing management systems, processes and structures. New policy requires managers who are able to work in democratic and participative ways to build relationships and ensure efficient and effective delivery.

According to the Department of Education (2002:49) relationships between educators, learners and School Management Teams are often bad. Morale is low and people do not

seem to have the will to improve things. There is confusion about roles and responsibilities. Schools no longer perform their real work of teaching and learning. Educators, learners and management lose site of why they are at school and their daily activities seem to have lost educational meaning. In summary, the SMT is responsible for ensuring that the policies agreed upon by the school governing bodies are put into practice. All areas in the school function effectively and that people also work productively towards achieving the schools' vision and mission.



2.9 CONCLUSION

There is a need to seriously rethink the way in which our schools are structured and operate. If we accept that schools are powerful socialization forces for young people, then we need to recognize that it is not only classroom learning that influences the thinking, values and skills of these young people but all the experience that they have at school (Davidoff and Lazarus 1997:6). They further suggest that the key characteristics of well managed schools include:

- Leadership which is strong but consultative
- Effective and equitable delegation of responsibilities.

- Regular and well managed development planning guided by and contributing to the whole school policies available for all teachers and including suitable schemes of work for learners.
- Regular monitoring of the assessment of learners and moderation of assessment in order to maintain consistency.

The task of school managers according to the Department of Education (2002:58) is to create and develop a culture that enables committed educators and learners to do their work. Busher and Saran (1995:11) point out that to be effective as learning institutions; schools need both leadership and management. Leadership is associated with vision, clear school aims, the development of a school ethos or culture which inspires professional staff, the winning of trust and the fostering of learning committees. The school management team should ensure that leadership and management display a vision and a sense of purpose to promote and enhance learning and teaching.

The SMT has to develop a culture that engenders and promotes equity, ensures that the school becomes the center of community life, promotes a common vision of learning and teaching and sets high standards and expectations for all learners and educators. The key factors that also contribute to a successful climate of learning and teaching are adequate

infrastructure, social relations in schools and the socio economic context. Infrastructure and renovating are crucial elements in creating a positive environment for teaching and learning. Fragile and shattered relations between different school players are pivotal in explaining the deep sense of alienation, absence of working relationships, sense of ownership and forward planning. The next will with research design and methodology.



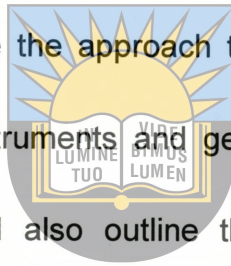
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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this chapter is to introduce the reader to the methods and methodology used in this research study. It will also outline the approach this study followed, the paradigms related to the approach, research instruments and generally how the instruments were utilized in the field. This section will also outline the research contexts as well as respondents researched. Issues of ethical consideration will also be discussed.



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3.2 THE RESEARCH APPROACH: QUALITATIVE RESEARCH

The nature of the topic and research questions were in such a way that qualitative approach had to be used. The term qualitative research according to Denzin and Lincoln (2000: 8) implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured. A qualitative researcher stresses the socially constructed nature of reality, the intimate relationship between the researcher and what is studied and the situational constraints that shape inquiry (*Ibid*).

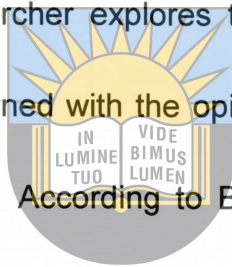
Denzin and Lincoln (1994:1) argue that qualitative research is a field of inquiry in its own right. It is multi-method in focus, involving an interpretive naturalistic approach. This means that qualitative researchers study things in their natural settings attempting to make sense of or interpret phenomena in terms of the meanings people bring to them

Qualitative research involves the studied use and collection of a variety of empirical materials that include case studies, personal experiences, life stories, interviews, observational methods, historical methods, interactional methods and visual texts that describe routine and problematic moments and meanings in individual's lives (Denzin and Lincoln 1994:2; Cowl, 1993: 5). Qualitative data whether words or image are the product of a process of interpretation of natural process and situations.

On the other hand, Denscombe (2003: 267) states that qualitative research is an umbrella term that covers a variety of styles of social research drawing on a variety of disciplines. Qualitative research is concerned with meanings and the way people understand things, a concern with patterns of behaviour. Characteristically, qualitative studies attempt to describe events or discern pattern of behaviour exhibited by an individual or group.

The particular methods of qualitative research vary, depending on the disciplines within which the research occurs. Nevertheless, all qualitative studies share the common goal of presenting findings in the form of written verbal descriptions rather than in terms of statistical analysis which is characteristic of quantitative studies (Crowl, 1993: 91).

Mason (2005: 25) points out that qualitative research is characteristically exploratory and data driven. This means that a researcher explores the identity of those he or she is seeking to research and is also concerned with the opinions, experiences and feelings of individuals that will produce the data. According to Berg (2004: 7) qualitative research seeks answers to questions by examining various social settings and the individuals who inhabit these settings.



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Qualitative researchers need to prove and demonstrate that their studies are credible while credibility in quantitative research depends on instrument construction. In qualitative research, the researcher is the instrument. Thus, it seems that when quantitative researchers speak of research validity and reliability, they are usually referring to a research that is credible while the credibility in qualitative research depends on the ability and effort of the researcher (Berg, 2004: 7).

Creswell (1998: 15) points out that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting. Qualitative inquiry according to Creswell (1998:16) is for the researcher compelled by the following reasons:

- Selecting a qualitative study because of the nature of the research questions.

Qualitative research is concerned with finding the answers to questions which begin with why? how? And in what way? This means that the question required a form of description.



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- Secondly, one chooses a qualitative study because the topic needs to be explored.

This kind of research was concerned with the experiences and opinions that need full explanation.

- Thirdly, use qualitative study, because of the need to present a detailed view of the topic. There was no need to empirically test this detailed view.
- Fourthly, choose a qualitative approach in order to study individuals in their natural setting. This involves going out to the setting or field of study, gaining access and gathering material. The material was collected for data analysis.

- Employ a qualitative study because of sufficient time and resources to spend on extensive data collection in the field and detailed data analysis of text information.

This was done since data collection took a lot of time.

The procedure for a qualitative study according to Creswell (1994: 143) includes advancing the assumptions of qualitative designs, indicating the specific type of design, reflecting on the researcher's role, discussing data collection, developing data, recording procedures, identifying data analysis procedures, specifying verification steps. Creswell further argues that the basic characteristics of the qualitative research are the following:



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- Qualitative researchers are concerned primarily with the process, rather than outcomes or products. This means that the interest was on how to do this research instead of the end result.
- Qualitative researchers are interested in meaning, that is, how people make sense of their lives, experiences and their structures of the world
- The qualitative research is the primary instrument for data collection and analysis. Data are mediated through this human instrument, rather than through inventories, questionnaires or machines.

- Qualitative research involves fieldwork. The researcher physically goes to the people, setting, site or institution to observe or record behaviour in its natural setting.
- Qualitative research is descriptive in that the researcher is interested in process, meaning and understanding gained through words or pictures.
- The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypothesis and theories from details.



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Berg (2004: 7) points out that the qualitative research is fundamentally interpretive, this means that the research makes interpretation of the data. This includes developing a description of an individual or setting. Thus, qualitative researcher studies things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to the researcher. Hence the paradigm that is relevant for a qualitative study is interpretive paradigm. The next section will explore in depth how this interpretive paradigm was used in this study.

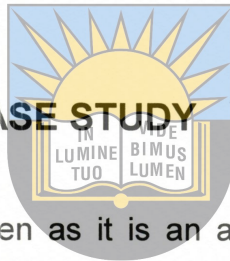
3.3 RESEARCH PARADIGM: INTERPRETIVE PARADIGM

The interpretive paradigm is fundamentally concerned with meaning and it seeks to understand social member's definitions and understanding of situations (Henning 2004: 21). More specifically, this research focuses on how the participants understand their role in the promotion of the culture of teaching and learning. This means that the interpretive paradigm is concerned with interpreting and understanding human action and was relevant in this study as it investigated how the respondents saw and interpreted the role played by SMT members in the promotion of the culture of teaching and learning.



According to Terre Blanche and Durrheim (1999: 123) the interpretive paradigm is characterised by a particular ontology, epistemology and methodology. Researchers working in this tradition assume that people's subjective experiences are real and should be taken seriously (ontology) (*ibid*). That we can understand others' experiences by interacting with them and listening to what they tell us (epistemology) and that qualitative research techniques are best suited to this task (methodology). This was exactly what this study intended to do as an attempt to understand what the role of SMT members in the promotion of the culture of teaching and learning as was understood and articulated by the respondents. Therefore the interpretive research tries to describe what it sees rich detail and present its findings (Terre Blanche ad Durrheim, 1999: 123).

Henning (2004: 22) argues that the interpretive paradigm points to the use of qualitative research methods, both in collecting and in data analysis . Qualitative method enabled the researcher to gain an understanding of the perceptions, actions of the School Management Teams in promoting a culture of learning and teaching in schools. One of the relevant designs applied in an interpretivist paradigm study is a Case Study Design (Henning 2004: 22). The next section will explore how the Case Study Design was used in this study.



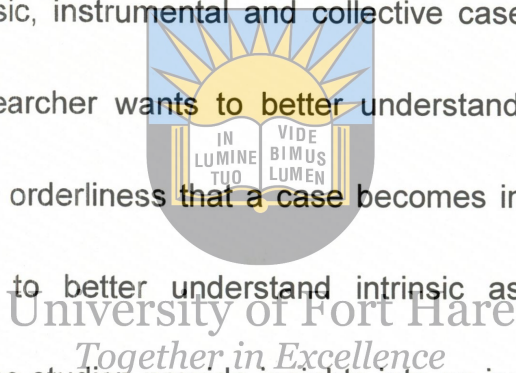
3.4 RESEARCH DESIGN: A CASE STUDY

The case study was deliberately chosen as it is an approach that draws data from the experiences of people and the environments within which they function. Welman and Kruger cited by Witbooi (2006: 53) state that the objective of a case study is to investigate the dynamics of some single bounded system, typically of a social nature such as a family, group, a community, participants in a project or institution.

Case studies can be descriptive research studies of process and implementation issues of examine how, why and what conditions a programme works. Hence the researcher investigated the promotion of a culture of learning and teaching by the School Management Teams and why they did that and under what conditions did they manage the schools. Case studies therefore can give insight about which relationship should be further

investigated to determine causality. They can then be used to identify the factors that contribute to improvements, for example, the researcher was investigating the skills that were needed by the School Management Teams in promoting a culture of learning and teaching

Stake cited by Berg (2001: 229) states that case studies can be classified into three different types, namely intrinsic, instrumental and collective cases. Intrinsic case studies are undertaken when a researcher wants to better understand a particular case. It is because of its uniqueness or orderliness that a case becomes interesting. Therefore, the intention in this case was to better understand intrinsic aspects of the particular organisation. Instrumental case studies provide insights into an issue or refine a theoretical explanation. In these situations, the case actually becomes of secondary importance. It will serve only a supportive role, a background against which the actual research interests will play out (*Ibid*).



Instrumental case studies, according to Berg (2001: 229), are often investigated in depth and all aspects and activities are detailed but not simply to elaborate the case per se'. The intention here is to assist the researcher to better understand some external theoretical question or problem. The choice of a particular case for study is made because the

researcher believed that his or her understanding about some other research interest would be advanced. Collective case studies as stated by Berg (2001: 229) involve the extensive study of several instrumental cases. The intention to select these cases is to gain better understanding.

The researcher chose an intrinsic case study because it offers a better understanding of a particular case. The intrinsic case therefore represents a particular interest of what the Schools Management Teams (SMTs) see as their role in promoting the culture of learning and teaching in schools. The purpose therefore is of intrinsic interest as the management has to apply skills and implement policies to turn the situation around.



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The case in this study was the SMTs. A case study design is concerned with the detailed examination of a single case (Terre Blanche, 1999: 123). The case study was chosen for this study as a design that drew data from the experiences of the people and the environments in which they function, the School Management Teams, The SGBs and the learners. The case in this case study was to investigate groups of School Management Teams in promoting a culture of learning and teaching in the two selected secondary schools in the district of King William's Town. This case investigated the interpretation and meaning that the School Management Teams, SGBs and learners gave with regards to the

role of the SMT members in the promotion of a culture of learning and teaching. As has been indicated elsewhere qualitative, interpretive research studies make use of multi methods in collecting data. The next section will explore the research instruments used in this study.

3.5 RESEARCH INSTRUMENTS

Data for this study was collected by means of various instruments. The instruments that were used by the researcher included the following:



- Individual interviews
- Focus group interviews
- Documentary records

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3.5.1 Individual interviews

Denscombe (1998: 165) describes an interview as an information gathering tool. An interview is a method of maintaining and generating conversations with people on a specific topic or range of topics and the interpretations which social researchers make of the resultant data, constitute the fundamentals of interviews and interviewing (May, 1997: 109). Interviewing according to David and Sutton (2004: 87) involves asking people questions but

it is equally about listening carefully to the answers given. Punch (2005: 168) points out that the interview is one of the main data collection tools in qualitative research. It is a very good way of assessing people's perceptions, meanings, definitions of situation and constructions of reality.

According to Hughes (1992: 100) interviews are encounters between a researcher and a respondent in which an individual is asked a series of questions relevant to the subject of the research. The respondent's answers constitute the raw material to be analysed at a later point in time. There are three types of interviews, namely, structured, unstructured and semi-structured (Ibid).



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The structured interview lies close to the questionnaire in both its form and the assumptions underlying its use (Hughes, 1992: 100). This is one of the most widely used types of interview largely because of the wide range of uses to which it may be put both inside and outside the social sciences (Hitchcock and Hughes, 1985: 80). Researchers who make use of structured interviews usually seek results which can form the basis of generalisations that is statements about a large number of cases. For this reason, structured interviews are very often done with quite large samples of individuals (Ibid). The second type of interviews according to Hughes.

In making use of an unstructured interview, interviews work from a list of topics to be covered in the interview (Hughes, 1992: 100). Interviewers are forced to ask questions in whatever way they think appropriate and natural. Both interviewer and respondent are allowed much greater leeway in asking and answering questions than is the case with the structured interview. The last type of interview is a semi-structured interview.

The semi-structured interview is a much more flexible version of the structured interview (Hitchcock and Hughes, 1985: 83). It is the one which tends to be most favoured by educational researchers since it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses (Hitchcock and Hughes 1985: 83). According to Flick (2002: 91) semi-structured interview is one of the methodological bases of qualitative research. It is characteristic of those interviews that more or less open questions are brought to the interview situation in the form of an interview guide. It is hoped that those questions will be answered freely by the interviewee (Flick, 2002: 91).

For this study, semi-structured interviews were used. The reason being that the semi-structured interview utilises techniques from both the structured interview and the

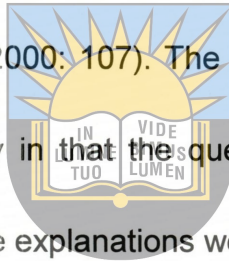
unstructured interviews. Merriam (2001: 74) states that semi-structured interview is frequently used in qualitative investigations because it is more open-ended and flexible, allowing one to probe in order to obtain more data.

The semi-structured interviews according to Gray (2004: 215) are non-standardised and are often used in qualitative analysis. The interviewer has a list of issues and questions to be covered but may not deal with all of them in each interview. Berg (2004: 80) also states that the semi-structured interview can be located somewhere between the extremes of the completely structured and the completely unstructured interviewing structures. This type of interview involves the implantation of a number of predetermined questions and special topics (Ibid). These questions are typically asked of each interviewee in a systematic and consistent order but the interviewees are allowed freedom to digress.

Semi-structured interviews were conducted amongst two SMT's and three educators from each school. The interviewer had a clear list of issues to be addressed and questions to be answered. The questions were more open-ended and there is more emphasis on the interviewee elaborating points of interest (Denscombe, 1998: 166). These interviews were responding to the following research questions:

- What is the SMTs understanding of a culture of learning and teaching?
- What are the factors that promote a culture of learning and teaching?
- What strategies do SMTs use to promote a culture of learning and teaching?
- What factors inhibit a culture of learning and teaching?
- How does the DoE assist SMTs to manage the culture of learning and teaching?

Semi-structured interviews have an advantage in that they are helpful in exploratory research (Bless and Higson – Smith, 2000: 107). The advantages provided by the Semi-structured interviews helped this study in that the questions were user friendly and the respondents understood them and more explanations were given by the researcher.



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Advantages of interviews

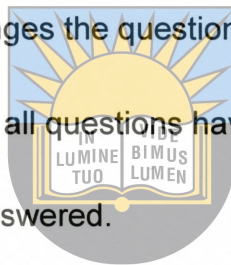
According to Mahlangu (1987: 89) interviews have the following advantages:

- Interviews can probe for more specific answers and can repeat a question when the response indicates that the interviewee has misunderstood the question. Even in this study the unclear questions were repeated for more clarity.
- An interview does not have a time limit. This helped the researcher to assist the respondents since there was no time limit.

- Even people who cannot read and write can still answer questions in an interview.

This helped the researcher a lot especially when he was dealing with the focus groups.

- The interviewer is present to observe non-verbal behaviour as well as to assess the validity of the interviewee's answers. Gestures can suggest the body message of the interviewees.
- The interviewer in this case arranges the questions that need to be answered.
- The interviewer can assume that all questions have been answered. All questions asked by the interviewer were answered.
- The interviewer can record the exact time, date and place of the interview. The researcher in this study also recorded the time, date and place of the interview.



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Disadvantages of interviews

Brewerton and Milward (2001: 74) suggest disadvantages in conducting interviews that include the following:

- Logistics are time consuming. The researcher had to arrange time and venue for the interviews. The researcher used afternoon in one of the classes in those schools.
- Interviews are also time consuming. The research did take some time because the researcher had to wait for the respondents since they did not come at once.

- Due to their openness, interviews can be notoriously unreliable. The researcher did not experience this as the interviews were conducted smoothly.

3.5.2 Focus group interviews

The focus group interview could be described as a purposive discussion of a specific topic or related topics taking place between four to eight individuals with a similar background and common interests (Schurink, 1998: 314). The focus group interviews consist of verbal and non-verbal communication and interplay of perceptions and opinions that will stimulate discussion of participants (*Ibid*).



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The focus group interview according to Berg (2004: 123) may be defined as an interview style designed for small groups. A researcher strives to learn through discussion about conscious, semi-conscious and socio-cultural characteristics and processes among various groups (*Ibid*). Berg further argues that focus group interviews are either guided or unguided discussions addressing a particular topic of interest or relevance to the group and the researcher. According to May (1997: 113) group interviews constitute a valuable tool of investigation, allowing researchers to focus upon group norms and dynamics around issues which they wish to investigate.

The research questions asked to the focus group participants were as follows:

- What are the factors that could promote a culture of learning and teaching in our school?
- What factors could inhibit a culture of learning and teaching in our school?
- Is there any role that could be played by learners and SGB's to assist the SMTs in their management of the school?



Focus group interviews were used in this research because group interviews have several advantages over individual interviews (Denscombe, 1998: 168). They help reveal consensus views, may generate richer responses by allowing participants to challenge one another's views (Ibid). According to Schurink (1998: 315) focus groups generate qualitative data, that is, words and expressions used by the participants themselves. Focus group interviews facilitate the natural, spontaneous discussion of events or experiences by the participants (Ibid).

Schurink (1998: 325) points out that the focus group interview allows the participants to influence and interact with one another and as a result they are able to influence the course of the interview. So this means that the researcher must apply control measures. The respondents in these focus group discussions were SGB members and learners. Some of

the disadvantages of the focus groups are that some members may be reluctant to participate or interact with one another. In this study there was interest and willingness shown by the respondents. Participants might not know each other. Fortunately in this study the various groups knew one another and that promoted maximum participation.

3.5.3 Documentary records

A wide range of written materials can produce qualitative information (Hancock 1998: 13). They can be particularly useful in trying to understand the philosophy of an organisation as may be required in case studies (Ibid). Written materials include policy documents, mission statements, and minutes of meeting and codes of conduct (Ibid). The researcher dealt with the documentary records on management of schools. These documents included departmental policy documents, the minutes of the SMT meetings, the texts and the articles on management of schools. These documents were responding to the research questions such as:

- Which factors influence the promotion of the culture of learning and teaching?
- What strategies do SMT members employ to promote a culture of learning and teaching?
- What is the SMTs understanding of a culture of learning and teaching?

- What factors inhibit a culture of learning and teaching?
- How does the DoE assist the SMTs to manage a culture of learning and teaching?

3.6 SAMPLING

A sample according to Brewerton and Milward (2001: 93) is a portion or subset of a larger group called a population. Sampling is a procedure through which we pick out from a set of units that make up the objective of study (the population), a limited number of cases (sample), chosen according to criteria that enable the results obtained by studying the sample to be extrapolated to the whole (Carbetta, 2003: 211). Mouton (1996: 110) points out that during the process of selecting or sampling the aim is to get a sample that is as representative as possible of the target population. Hence Aldrige and Levine (2001: 60) points out that sampling is a process of choosing in a systematic fashion, a sub-set of cases from which data will be collected from the pool of all those potentially relevant to the research being conducted. The sub-set selected is the sample; the pool is the target population.

Systematic sampling according to David and Sutton (2004:150) is an easier technique for sample selecting than the simple random sampling technique. There are two groups of sampling namely, probability sampling and non-probability sampling.

The researcher chose a non probability sampling procedure. From this procedure, a purposive sampling was used. Purposive sampling according to Silverman (2000:104) allows a researcher to choose a case because it illustrates some feature or process in which the researcher is interested. Purposive sampling demands that the researcher thinks critically about the parameters of the population the researcher is interested in. For this study purposive sampling was used. Sampling was done both at the research context level as well as respondents level. The following sections will explore in-depth how sampling was done in this study.



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3.6.1 Sampling the research sites

Sapsford and Jupp (2006:27) points out that the first step in sampling is to define the population or research sites of interest clearly and accurately. A population therefore is defined as a total collection of elements actually available for sampling. A useful discipline for research is to bear firmly in mind which elements are available in the intended population. The objective of this study was to obtain information from the chosen research sites. The research sites for this study were two secondary schools in the district of King William's Town. The purpose of selecting these schools was based on:

- Both were secondary schools

- They are in semi rural areas
- Do not have adequate infrastructure
- Accessibility
- Same socio-economic factors

3.6.2 Sampling the respondents

Having identified the research site, and gained access, the next step was how to select the respondents (Sapsford and Jupp, 2002: 29). In terms of sample size of the respondents, Bless and Higson- Smith (1995: 96) warn that a very important issue in sampling is to determine the most adequate size of the sample. A large sample is more representative but very costly. A small sample on the other hand is much less accurate but more convenient. Therefore, the research engaged a small sample size as a matter of convenience. As has been indicated elsewhere purposeful sampling was used in selecting the respondents.

Denscombe (1998: 15) argues that with the purposive sampling, the sample is hand picked for the research. The term is applied to those situations where the researcher already knows something about the specific people and deliberately selects particular ones because they are seen as instances that are likely to produce the most valuable data. The objective of this study was to obtain information from the respondents in order to

investigate mechanisms promoting a culture of learning and teaching in schools. The sampling frame consisted of six educators, three SMTs, three SGBs, and eight learners from each school.

3.7 NEGOTIATING ACCESS INTO THE SCHOOLS

The researcher wrote a letter to the District Director seeking permission to conduct this research study in the selected district (See Appendix A). The response that the researcher received from the district was in writing. After receiving the response from the District Office the researcher communicated directly with the two principals of the selected schools seeking permission to investigate their schools (See Appendix B and C). The researcher received written permission from the two principals. The researcher then wrote letters to the respondents seeking their consent to participate in this research (See Appendix D). The SGB's responded in writing (See Appendix D) whereas learners gave the researcher a verbal permission.

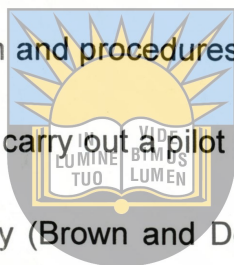
3.8 PHASES OF DATA COLLECTION

This section aimed at revealing the phases the researcher used in collecting data for this study. According to Mouton (1996:67) "data collection involves applying the measuring instrument to the sample or cases selected for the investigation". This is further described

as a form of generating and recording data which is not out there from the researcher's chosen data sources (Mason, 2006; David and Sutton, 2004). Data for this study was collected in two Phases as follows:

- Phase 1: Piloting the instrument

In pilot testing the interview questionnaire, the researcher considered the following factors: the research questions, research objectives, the size of the research project, the time and resources available for the study design and procedures. The significance of this feedback indicated the reason why it was vital to carry out a pilot study with a sample the researcher wished to investigate in the main study (Brown and Dowling, 1981). According to Briggs and Coleman (2002), all data collecting instruments have to be piloted.



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Oppenheim (1992) explains piloting as the questions which must be tried out before hand by the researcher to the population under investigation to make sure the instruments work as intended. Similarly, Mc Burney (1990) views piloting as a tentative small scale study in which the researcher aims to pre-test and modify study design and procedures. For valuable use, the process of piloting was the first phase of data collection. The main intentions were to get feedback from the respondents concerning their interpretation of the questions. This is why it was vital to carry out a pilot study with a sample which matches the profile of the sample the researcher wished to investigate in the main study (Brown and

Dowling, 1981). Briggs and Coleman (2002) also contend that a similar group to the main population must complete the pilot questionnaire and provides feedback.

Having acknowledged piloting as a small scale replica and a rehearsal to the main study, the researcher used it to fulfill the following purposes:

- To estimate the costs and duration of the main study and test the effectiveness of its organization.
- To test the research methods and research instruments and their suitability
- To show whether the sampling frame is adequate
- To estimate the level of response.
- To gain information about how diverse or homogenous the survey population is.
- To familiarize the researcher with the research environment
- To give the researcher an opportunity to practice research in the real situation and before the main study begins.
- To test the response of the subjects to the method of data collection and through that the adequacy of its structure to adequacy of its structure (Brown and Dowling, 1981; Briggs and Coleman, 2002; Oppenheim, 1992.



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In this context of the case study, the pilot study aimed at establishing whether the respondents were accessible, whether the sites were convenient, whether the techniques of data collection could generate enough information, whether the plan was well adjusted and whether any changes or adjustments were needed. In a nutshell, the purpose of the pilot study was to discover possible weaknesses, inadequacies, ambiguities and problems in all aspects of the research so that they could be corrected before the actual data collection took place



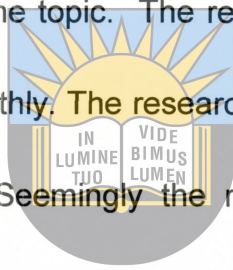
The Researcher did the pilot study with the SGB members, SMTs educators and learners.

Educators and parents co-operated but learners were difficult to get. The researcher tried to persuade them. Some co-operated but others did not and the researcher decided to replace those who did not give support.

- Phase 2: focused on the administration of the interviews and focus group discussions
- Phase 3: Documentary analysis

The 3rd phase was characterized by the analysis of documents. This usage of documentary analysis was negotiated by the researcher with the school principals of the selected schools. The researcher was interested in analyzing documents such as a SMT minutes,

articles on management, policy documents. Policy documents and articles were in English and SGB minutes were written in IsiXhosa. These documents were analyzed to corroborate evidence received from the teachers investigated because they provide the context and culture of the institution. This assignment was carried out in both schools under study. According to Brown and Dowling (1981), documents are an outcome of everyday activity. They therefore provided the researcher with the sort of data that are most likely to be used in answering the questions posed by the topic. The researcher negotiated access to use documents and the process went smoothly. The researcher received these documents and took them home without conditions. Seemingly the respondents discussed this in the absence of the negotiating researcher and they agree to give the researcher.



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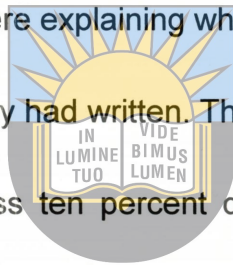
3.9 ADMINISTRATION OF THE RESEARCH INSTRUMENTS

This section will unpack the experiences of administering research instruments in the two selected schools of King William's Town. The instruments are as follows:

- Interviews
- Focus group discussions
- Documentary analysis

3.9.1 Administration of interviews

The respondents for the semi-structured interviews were SMT's and educators. The language that was used for these respondents was English. They had no problem in using the language. The interviews took place at the premises of those schools. The reason for the venue was that the researcher wanted to conduct the interviews at the environment that the respondents were acquainted and comfortable with. The interviews took place in the afternoon when the tuition for educators and learners was over. The researcher used the tape recorder when the respondents were explaining what they had written. During the tape recording they explained more what they had written. The researcher did not tape record all the respondents as some more or less ten percent did not have time for face to face interviews schedules.



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3.9.2 Administration of focus group discussions

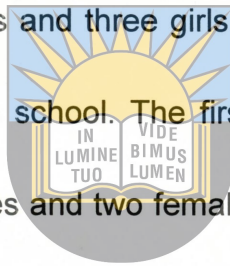
The respondents for focus group discussions were parents (SGB's) and learners. The researchers chose these respondents as they have a role in supporting the SMTs to promote a culture of learning and teaching in the selected schools. The language that was used for parents and learners was IsiXhosa since they were comfortable with as it is their mother tongue.

The focus group discussions took place at their respective schools because the researcher wanted to use their own environment so that they could feel comfortable with discussions.

The discussions took place in the afternoon as they were all free from their commitments.

The parent component was also available in the afternoon as they were not employed.

The focus group interviews were tape recorded because the researcher wanted to capture all the contributions made by the respondents. The researcher conditioned and asked permission to use the tape recorder and they agreed. The learners formed two groups from each school and there were three boys and three girls from each group. There were also two groups of parents, one from each school. The first group had three males and one female and the other one had two males and two females. There was no bullying from any of the respondents respected one another and that helped the researcher to make or lead the discussions easily.



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3.10 DATA ANALYSIS

Data analysis according to Erlandson (1993: 111) is a process of bringing order, structure and meaning to the mass of collected data. It is a messy, time consuming and fascinating process. Qualitative data analysis is a search for general statement about relationship among categories of data (*Ibid*). Having collected the data from the field, the purpose of data analysis is to make sense of the accumulated information (Vithal and Jansen, 1998: 27). Vithal and Jansen further point out that data analysis includes at least three steps:

- Scanning and cleaning the data.
- Organising the data.
- Re- presenting the data.

Scanning and cleaning the data requires the researcher to prepare the raw data for analysis by:

- Reading the data.
- Checking for incomplete, inaccurate, inconsistent or irrelevant data.
- Identifying preliminary trends in the scanned data to facilitate the organisation of the data into meaning chunks (Ibid).



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All the data from documents, field notes, minutes were closely examined to find constructs, themes, and patterns. The researcher classified and summarised the behavioural and verbal data. Once categories and themes were developed and coding was underway, then the researcher began the process of evaluating the plausibility of developing understandings through the data. Erlandson (1993: 112) argues that inductive analysis will be used to sort the data into categories that provide descriptive information about the context or setting from which the units are derived.

3.11 ISSUES OF TRUSTWORTHINESS

There are four criteria for trustworthiness, namely truth value, applicability, consistency and neutrality. For truth value, a study is credible when it presents accurate descriptions or interpretations of human experiences. In terms of applicability a qualitative research is contextual and unique. Consistency refers to the degree to which the findings of the research will remain consistent. Neutrality refers to the degree to which the informants and conditions of the research (Babbie, Mouton, Voster and Prozensky 2001:276).



Truth value can work well when applying comparative method which involves the inspection and comparing of all the data. The strength of the applicability method is that it is conducted in naturalistic settings. Its purpose is to describe a particular experience (Creswell, 1994:277). In terms of consistency, instances were assigned to all the respondents of the two schools. Neutrality of all the role players was very important. The neutrality of the data was also considered. The researcher tried to achieve neutrality by alerting to the established criteria of truth value and applicability (Ibid).

3.12 ETHICAL CONSIDERATIONS

May (2001: 59) points out that ethics concerned with the attempt to formulate codes and principle of moral behaviour. Crowl (1993: 271) says that many ethical issues involve the

application of careful and considered judgement that takes into account the purpose of the research and the context within which a particular study is to be conducted. The researcher must decide if the social benefits of carrying out a study outweigh the possible cost or risk to the persons who will participate in it. Respondents who participated in a research project should give their consent to do so. From an ethical perspective it is desirable to inform prospective respondents about the nature of the research. The ethical issues the researcher took into consideration are confidentiality and anonymity. The researcher wrote letters to the Department of Education, the institutions as well as respondents.



The researcher had to brief the respondents about the purpose of conducting this research. This was aimed at allaying their fears because people are afraid of the unknown. The respondents need to be made aware as they are not obliged to participate in any kind of research. The researcher convinced all the participants and told them about the benefit of carrying out this research for the community at large.

When the respondents agreed to work with the researcher, the researcher had to guarantee the confidentiality and anonymity of the information given as well as the real names that would not be used.

Some of the respondents were reluctant to participate fearing that this research might be used against them especially when the school is underperforming. The researcher did not hesitate to assure them of maximum protection and the use of pseudo names. An issue of an insider also came into being. The researcher became an insider to the respondents. An insider by Duku (2007:6) is someone who is born in that particular region where the research takes place. The researcher indeed came to the respondents as a researcher not as a colleague.



3.13 CONCLUSION

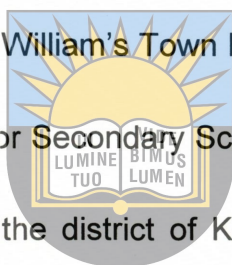
This chapter focuses on the data collected from educators, learners, SGB and SMT members to investigate the role of School Management Teams to promote a culture of learning and teaching in two King William's Town secondary schools. The data collecting was by means of hand delivering and collecting method. The next chapter will discuss the data analysis and interpretation of findings of the research.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

The aim of this chapter is to introduce the reader to the data that was collected in the two selected secondary schools in the King William's Town District. For ethical purposes, these schools are referred to as Zamani Senior Secondary School and Phuma Senior Secondary School. These schools are located in the district of King William's Town in the Eastern Cape Province. This study was intended to investigate the role of the School Management Teams (SMT's) in promoting a culture of teaching and learning in the two selected schools in the King William's Town District.




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As has been indicated in the previous chapter, data that is to be presented here was obtained through the interviews that were administered amongst the School Management Teams and educators from both schools. In-depth interviews were also conducted with the School Governing Bodies and learners of both schools. Document analysis was done in the following documents: minutes of SMT's, SGB's and staff meetings. Research questions that these data aimed to respond to are the following:

- What is the SMTs understanding of a culture of learning and teaching?
- What are the factors that promote a culture of learning and teaching?
- What strategies do SMTs use to promote a culture of learning and teaching?
- What factors inhibit a culture of learning and teaching?
- How does the DoE assist SMTs to manage the culture of learning and teaching?

4.2 PROFILE OF THE SELECTED SCHOOLS

Table 4.1 Schools' profile



School	Gender		Age group			Qualifications			Position held			
	M	F	26-35	36-45	46-	1st	Hons	Principal	Dep	HOD	Educator	
Zamani	2	6	2	3	3	2	4	2	1	1	2	4
Phuma	4	3	1	4	2	2	2	3	1	1	2	3

Table 4.1 illustrates that fifteen respondents from two schools participated in this research.

They are comprised of two principals of schools, two deputy principals, four Heads of Departments and seven educators. In terms of gender, six respondents were male and nine were female. This variable was important as literature shows that men and women are equal or strong on both the task and relations orientation (Kabacoff, 1998:161). Kabacoff

suggests that leaders possessing a task orientation have masculine attributes while those with a relation orientation show feminine attributes (*ibid*).

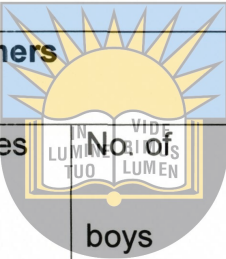
There was also the age variable which indicated that three educators were between 26 and 35 years, seven educators were between 36 and 45 years and also five educators were between 46 and 55 years. The above table shows that 80% of educators are over the age of 35 years and this implies that they are capable of facing challenges than the younger group. Some authors points out that older educators show much more concern for the learners and other staff members (Kabacoff 1998 : 161). Same applies with education qualifications. A balance in terms of seniority is also illustrated. This table (4.1) shows that principals, deputy principals, heads of department and educators were sampled. This variable was important as it reveals the seniority and the qualifications of these educators.

The illustration shows that five educators including the two principals have senior degrees. Six educators obtained the first degree and four educators only qualified with the teacher's diploma. All the SMT members have a degree qualification. This indicates that the SMT's of the two schools are more likely to be capable of managing those schools effectively and efficiently. The data agreed that the right qualifications are relevant to the leadership

positions the SMT's occupy. This suggests that the SMT's in both schools are capable of promoting the culture of teaching and learning.

4.3 PROFILES OF THE RESPONDENTS

Table 4.2 Profile of educators and learners



School	Gender		Learners Grades 8-12	No. of		TOTAL
	Males	Females		boys	girls	
Zamani	5	10		210	132	342
Phuma	7	10		185	151	336

Table 4.2 shows that there are 12 male teachers in these two selected schools and also 20 female teachers. Data was collected from six males and nine female respondents who showed willingness to work with the researcher. The enrolment for learners also shows that there are 395 boys and 283 girls in both schools with a total of 678 learners altogether.

Zamani Senior Secondary School had five male teachers and ten females. Phuma Senior Secondary School had seven male teachers and ten females. The staff establishment in both schools comprised 100% permanent educators. The researcher felt that it was necessary to obtain this information since the staff establishment at the selected schools was constantly reviewed and this definitely impacted of the management of schools.

The above table (4.2) clearly shows that boys were more in numbers than girls in both schools. During the course of this study, it emerged that there were more boys than girls and researchers need to investigate this new trend because previously boys were always less in numbers than girls.



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Table 4.3 Profile of members of School Governing Bodies

School	Gender		Age Group			Qualifications				Position			
	M	F	30-50	51-60	60+	Below Matric	Matr	Dip.	Deg	Chairperson	Dep.Chairp.	Secretary	Treasurer/Member
Zamani	2	2	2	1	1	2	1		1	1	1	1	1
Phuma	3	1	1	1	1	2	2	1	1		1	1	1

Table 4.3 illustrates that the SGB at Zamani Senior Secondary School was represented in this study by the chairperson, the Deputy Chairperson, the deputy secretary and an additional member who was a former educator. The table illustrates that the ages of the respondents range between thirty and sixty years. The age groups that were least represented were the ones that range from fifty one and sixty and also sixty and beyond. The age group between thirty and fifty was more represented. The importance of this is that Zamani's SGB has more members of younger age. This will help as they will bring new ideas and confidence to the school. The older generation brings experience to the younger group.



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According to Duku (2006:145) the perception is that old people are available when they are approached. In terms of qualification, two out of four had a below matric qualification and the remaining two, one has a matric and the other one has a degree. It is very important to have members who are more educated so that they bring wisdom and value to the groups.

At Phuma Senior Secondary School the respondents were the SGB chairperson, the SGB deputy chairperson, the secretary and the treasurer. The respondents were dominated by males with only one female who was referred to as the secretary of the SGB. More than fifty percent of the respondents were over the age of fifty. This is not a good investment for

the future if the elderly people are more than the youth. The SGB at Phuma was dominated by men. This is in line with Duku's findings that the SGB's were structured in a gendered form with men dominating positions of authority (Duku 2006:126). She further argues that there are perceptions that men bring dignity to the SGB's and are also wiser than their women counterparts (*ibid*). In terms of education qualification, fifty percent of the respondents had a below matric qualification yet the secretary obtained matric and the treasurer had a college diploma.

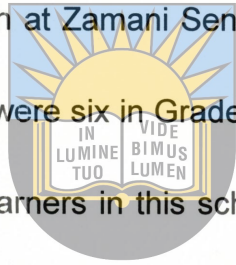


More than fifty respondents were over the age of fifty years. Again the two schools together have a below matric qualification. This was not a good reflection for good governance. The low level of education posed a challenge because fifty percent of the SGB could not be in a better position to understand the statutory laws of governance. This means that some of the SGB members claimed that they were never trained. SGB's need to be trained in order to face the challenges of the day effectively. It becomes very difficult for the uneducated people to understand statutory laws and it becomes worse when they have not been trained how to govern schools. The SGB's therefore should be capable of governing schools as they are mandated by the South African Act to do so.

Table 4.4 Profile of learners

School	Gender		Grade			Age group			No. of years in this school		
	M	F	10	11	12	15-20	21-25	26-30	1-5	6-10	11-15
Zamani	9	9	6	6	6	14	4	-	15	3	-
Phuma	9	9	6	6	6	13	3	-	13	5	-

The researcher conducted the research at Zamani Senior Secondary School to nine male learners and also nine females. There were six in Grade 10, six in Grade 11 and also six in Grade 12. In terms of age, fourteen learners in this school were found to be between the ages of fifteen and twenty years. Four learners were between the ages of twenty one and twenty five.



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From Phuma Senior Secondary School nine boys and nine girls were interviewed. This shows that six learners in Grade 10, six in Grade 11 as well as six in Grade 12. Thirteen learners were between the ages of fifteen and twenty years. Then only three were found to be at the range of twenty one and twenty five years. Thirteen learners have been in this school within the period of one to five years. The five learners have been to this school between six to ten years.

Table 4.4 illustrates that there were eighteen males and eighteen females from the two schools. There were twelve grade 10 learners in both schools. All the grade 10 learners were between the ages of fifteen and twenty years. They had also been at these schools within the range of five years. There were also twelve grade 11 as well as twelve in grade 12. This brings us to the total of thirty six learners who participated in this study. There were twenty seven learners whose age was between fifteen and twenty years. Then seven of them were between twenty one and twenty five years of age. Twenty eight respondents had been in this school for five years and only eight learners who have been at these schools between six and ten years. More than 70% of the schools' respondents were between fifteen and twenty years of age. More than 80% have been in this school for a period of five year



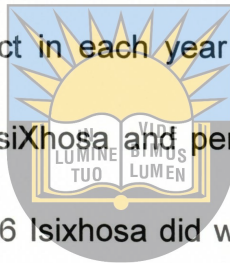
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Table 4.5 Grade 12 results

School	Subjects %								
		Xhosa	English	Maths	Accounting	Business. Studies	Economics	Life Orient.	Av.%
Zamani									
	2005	68%	46%	18%	65%	31%	33%	57%	49%
	2006	81%	43%	15%	61%	35%	41%	55%	53%
	2007	88%	46%	21%	68%	38%	44%	57%	57%

	Xhosa	English	Maths	Accounting	Business Studies	Economics	Life Orient.	Av.%	Xhosa
Phuma	2005	65%	47%	15%	63%	29%	31%	58%	51%
	2006	70%	41%	13%	59%	31%	33%	59%	47%
	2007	58%	38%	11%	40%	25%	27%	43%	35%

The above information was taken from the schedules of the two schools.



The academic performance per subject in each year is illustrated in table 4.5. Zamani Senior Secondary School did well in IsiXhosa and performed badly in Mathematics. The total percentage for 2005 is 49. In 2006 IsiXhosa did well with 81% and the worst subject was Mathematics with 15 %. Then the grand percentage for 2006 was 53. In 2006 the top score was the vernacular with 88% and the lowest percentage was in Mathematics with 21. The average percentage was 57.

Phuma Senior Secondary School in 2005 got 65% in IsiXhosa and the lowest was Mathematics with 15% In 2006 IsiXhosa got the top percentage of 70 and the lowest subject was Mathematics with 13%. In 2007 IsiXhosa went down to 58% with Mathematics being the lowest at 11%. These results indicate what needs to be done by the School Management Team to improve the situation at the two schools.

4.4 PERCEPTIONS OF RESPONDENTS ABOUT THE CULTURE OF TEACHING AND LEARNING

4.4.1 Respondents' understanding of the culture of teaching and learning

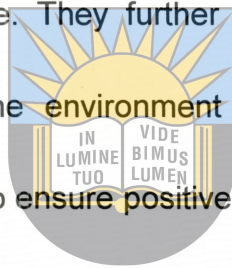
More than 80% respondents understood the culture of teaching and learning to mean that it is when teachers and learners are dedicated to their work. They explained that it is achieved when teachers are willing to go out of their way in order to achieve the goals of teaching and learning processes and learners doing their best in a safe and conducive environment. There was also a different perspective of 20% who thought that the culture of teaching and learning was declining due to factors such as late coming by both teachers and learners, lack of parental involvement, lack of commitment by all stakeholders. Educators understood the culture of teaching and learning as a concept where educators should teach and learners learn. The environment should be conducive for learning and teaching. The willingness to teach and learn should be enhanced by the necessary support from the parents and Department of Education.

The SGB understood the culture of teaching and learning as a process where teachers in a school teach the learners and learners do their learning process. The school looks beautiful

with enough classes for teaching and learning to take place. Learners understood the culture of teaching and learning as a process whereby teachers teach well and learners do their work. There was no difference of opinions between the two schools in as far as the understanding of the culture of teaching and learning was concerned. Men and women from both schools had similar views. Concerning a sound culture of learning and teaching in both schools the following was reported:

- Zamani Secondary School: the culture of teaching and learning was average in the sense that the environment in which this learning and teaching was not conducive due to limitation in the condition of the school buildings. Teachers were trying their level best where as they were under resourced. Some teachers and learners were not fully dedicated to their work
- Phuma Secondary School: There was not much support from the parents. This means that parents did not attend school meetings regularly. This is in contrary to Kruger's view that parents who are involved in some way or another in the education of their children create a climate that is conducive to learning and teaching (2003: 9). There was much absenteeism from both learners and educators. As much as teachers wanted everything to operate smoothly, the behaviour of the learners was bad because they dodged classes and also indulged in drugs.

The respondents further explained that the situation in schools was influenced by inadequate infrastructure and lack of resources. The other concern was the lack of commitment by both learners and teachers. Other factors such as absenteeism and bad behaviour were a cause for concern. Most respondents (educators and SMT's) understood a sound culture of teaching and learning as a situation whereby educators teach and learners learn in a disciplined manner. According to these respondents, management systems and structures were in place. They further mentioned that there were sound relations among the stakeholders, the environment was conducive for teaching and learning and there were also facilities to ensure positive and effective learning and teaching processes.



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More than 80% of respondents viewed the culture of learning and teaching as a situation where all the stakeholders are engaged in the achievement of the goals of the education of the learners. A sound culture of teaching and learning prevails at a school where educators are prepared to facilitate learning and learners are willing to learn. The respondents maintained that the teachers attend school regularly and they also prepare their work and teach conscientiously and complete syllabi before final exams were written. There was also minimal absenteeism of both teachers and learners. On the other hand, the parents' understanding of the culture of teaching and learning was that the school should do well in

teaching and learning. By this they meant that when the teachers come to school regularly and teach effectively and this would be evidenced by producing good results. The learners on the other hand must show willingness to learn by doing their work and coming to school regularly and on time. They further pointed out that the learners must be willing to go to school and also obey the rules and regulations of the school.

Ngidi and Qwabe (2006: 529) argued that the poor culture of learning and teaching is **attributed** to a number of factors such as: **poor management** of schools by SMTs, teachers who are uncommitted, who do not prepare lessons, who lack subject knowledge, who abuse alcohol, who absent themselves from school.



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They (educators) argued that learners engaged in early departures and late coming. Some learners were selling drugs and something that seems to be triggered by poverty. The respondents also claimed that the school must look beautiful in terms of buildings and grounds with enough classrooms and school furniture. The learners' understanding of teaching and learning was a situation where learners learn well and the teachers teach the learners effectively. This means that these two parties must commit themselves to the processes of teaching and learning. The respondents reported that there should be

disciplined at school and the learners should behave well and wear their uniform. They further reported that teachers and learners should come to school regularly.

The learners' perception of the culture of teaching and learning in the two schools was;

- Learners did not come to school on time.
- Learners did not want to do their homework.
- Learners did not want to clean their classrooms and the school yard.
- Learners always dodged classes and sometimes stay in toilets.
- Learners were lazy to learn and they always wanted to be spoon-fed.



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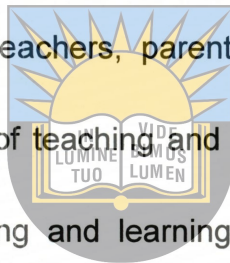
According to learners, a lot needed to be done to bring order and good discipline to these schools. This is what the learners from Zamani Senior Secondary School argued:

Teachers try their level best to control late coming but learners continue this practise which has now become a habit. Learners do not do their homework, they do not want to clean their classrooms and some learners always dodge classes.

Learners from Phuma Senior Secondary School had this to say:

Parents do not all come to school when invited and learners behave better when they know that one's parent comes to school anytime.

Inadequate fencing could be the cause for some learners to dodge classes. Some learners were very lazy to do their work and this seems to discourage the teacher from doing their best. All the respondents, including teachers, parents and learners at Zamani Senior Secondary School viewed the culture of teaching and learning as being average. By this they meant that the culture of teaching and learning was just mediocre. Some of the reasons given were the following:

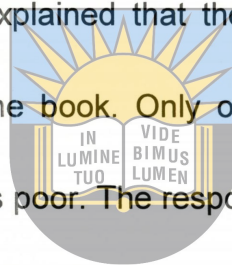


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- The parents were not actually involved in the education of their children. They were not supportive in that they did not attend the parents meeting.
- Most of the parents did not come to school when invited by the teachers for the school work of their children. The respondents further reported that:
 - The physical infrastructure which included school buildings that were not maintained as well as inadequate fencing.
 - They said that some learners did not behave well. The further reported that learners tended to have an unacceptable behaviour as some of them were

involved in drugs and other intoxicating substances. They said that some of the reasons that led to this situation were the conditions under which they lived in their households. Some of the learners lived without parents so there was nobody to give guidance and control. Others were involved in gangsterism outside the school premises.

- These respondents also mentioned the shortage of the learner-teacher support material. They explained that the situation was so bad that many learners had to share one book. Only one respondent said the culture of teaching and learning was poor. The respondent explained the poor culture of teaching and learning as meaning that there was lack of punctuality by both learners and teachers and also a lack of commitment and dedication by teachers. The respondent further gave a reason that some teachers were so lazy that they must be forced to execute their duties. High levels of absenteeism by both teachers and learners were also reported by this respondent.



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4.5 THE ROLE OF DIFFERENT STAKEHOLDERS IN THE PROMOTION OF THE CULTURE OF TEACHING AND LEARNING

4.5.1 The Principal's role

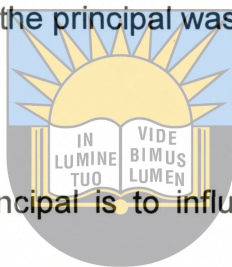
More than 80% of the educators believed that the principal ought to manage the school in accordance with the acceptable norms and standards set in the education legislation. In practise this was not happening due to the shortage of resources. The respondents (educators) further reported that the principal facilitates the implementation of policies and procedures formulated by the SGB. The policies assist in the promotion of the culture of teaching and learning. The principal according to the respondents was a link between the school and the Department of Education.



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The respondents (educators, SGBs and learners) also believed that the principal encourages good working relations among teachers. However, more than 80% of respondents strongly argue that the principal plays a role in ensuring a sound culture of teaching and learning in the two schools. Two respondents from Phuma Senior Secondary School had a different view in that they strongly disagreed with others because they did not see their principal playing a role in promoting a sound culture of teaching and learning. The

reason they put forward was that the principal managed the school in an autocratic manner. They reported that he did not consult with the SMT members in major decisions of the school, as a result they were not up to date with the affairs of the school. According to the researcher's observation this report can have an element of truth because the atmosphere at their school appeared to be very tense. By the look of things there was a conflict between the principal and the staff hence there was this kind of report from the respondents. This led to the notion that the principal was a bully.



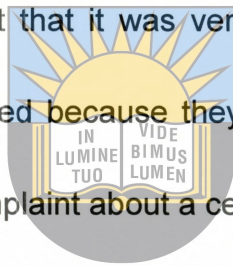
The literature says the role of the principal is to influence the culture of the school by emphasizing academic aspects such as staff development programmes (Kruger 2003: 207). Mona cited by Qwabe (2004: 22) points out that one of the contributing factors to the breakdown of the culture of teaching and learning is poor management.

4.5.2 The School Governing Bodies' role

The educators maintained that the main duty of the SGB was to formulate policies that are implemented by the School Management Teams. They further suggested that the SGBs recommend the employment of teachers to the Head of Department of Education in the province. The educators also said that the SGB's engaged the Department in the

improvement of the physical infrastructure of the school and also encouraged the parents to visit the school when invited by the school.

Most educators or 80% agreed that the SGB plays a role in ensuring a sound culture of teaching and learning in their schools. Two respondents (educators) from Zamani Senior Secondary School strongly opposed the view of other respondents by claiming that the SGBs were dysfunctional. They meant that it was very rare to see a fully fledged SGB meeting. Most meetings were postponed because they did not make a quorum. So they were only visible when there was a complaint about a certain teacher.



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Literature reveals that some SGB members expressed dissatisfaction with what they regarded as their token participation (Duku 2006:192). This suggests that some members become disinterested as a result of this practice. Then they decide to stay away from SGB meetings.

Most educators argue that teacher unions give support to teachers and also guard against unfair treatment of teacher members by any of the stakeholders. They also mentioned that the teacher unions empower and capacitate the union members and also resolve conflicts that surround teacher members. In reality according to the respondents, the teacher unions

represented and protected their members against any form of victimisation. They further stated that the unions always engage the Department to ensure that the learner-teacher material is delivered to the schools on time.

4.5.3 The School Management Team's role

All the respondents (SGBs, educators and learners) agreed that the SMTs ensure the smooth-running of the school together with the principal. They further explained that the SMTs supervise and monitor the duties that were carried out by the educators. They did this by controlling their departments to keep them functional. According to the respondents, the School Management Teams ought to implement the policies and procedures of the school. According to Davidoff and Lazarus (2002: 4) the SMT is responsible for the day to day running of the school and for putting the school's policies into practice, and therefore promoting democracy and building relationships and ensure efficient and effective delivery of quality education for learners.

In practice most respondents (SGBs, educators and learners) said that the SMTs in their schools worked with the principal to keep the schools functioning. Some educators from Phuma Secondary School did not agree at all and claimed that some SMT members were not being exemplary at all. Some of the SMT members were engaged in habitual

absenteeism, early departure and late coming. According to the respondents this behaviour made it difficult for the SMTs to execute their duties effectively.

4.5.4 The Parents' role

According to the respondents (educators and learners) parents were supposed to help and support the school by assisting their children to do their homework. The respondents further argued that parents ought to attend parental meetings and other school activities that they were not attending. Another support expected as reported by the parents, particularly from educators, was that they must ensure that their children came to school regularly. However, in practice most respondents reported that the parents did not play any role in ensuring a sound culture of teaching and learning in their respective schools. Reports by the respondents were that parents were rarely available for parents meetings, even in collecting their children's progress reports and when they were invited by teachers to share the progress of their children.

4.5.5 The Teachers' role

All respondents (SGBs, educators and learners) pointed out that the role of the teachers was to do what was best by imparting skills, knowledge, values and attitudes to the learners. The respondents (SGB) also claimed that teachers ought to encourage and

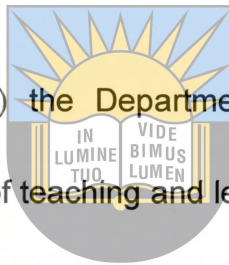
motivate the learners to do their best for their future. Reports from the parents said that teachers should teach and evaluate the performance of the learners. The teachers needed to maintain discipline at school and implement the Departmental policies and also those formulated by the School Governing Bodies.

Most of the respondents (parents) reported that the teachers were central in ensuring a sound culture of teaching and learning in their respective schools. Most respondents (parents) agreed that teachers worked hard under very challenging conditions such as the shortage of learner-teacher material, inadequate infrastructure and fencing. However, one respondent (parent) from Phuma Senior Secondary School raised a concern that some teachers were not fully dedicated into promoting the culture of teaching and learning. This respondent explained:

Some teachers have developed a tendency of not coming to school regularly. As a result there is no evidence of work being done from the books of our children.

4.5.6 The Department of Education's role

The respondents that include educators, parents and learners suggested that the Department should assist the schools by providing the necessary learner and teacher support material. They further said that the Department should support the learners and teachers in various ways such as workshops and also sees to it that schools were managed well by school managers and other stakeholders.



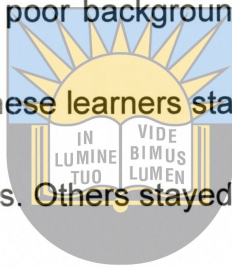
According to respondents (educators) the Department encourages the teachers and learners to do their level best in terms of teaching and learning. Most educator respondents agreed that the District Education officials play a role in ensuring a sound culture of learning and teaching (COLT) in their schools. They said that the Department supports educators by organising workshops. Some educator respondents raised a concern that the DOE does not stick to its promises of delivering the learner, teacher support material (LTSM) on time. Thus, this had an impact on the effective teaching and learning.

4.5.7 Learners' role

The respondents maintain that learners ought to come to school regularly and co-operate with the teaching in order to learn effectively. They further pointed out that the learners ought to abide by the rules and regulations of the school. In practice, most respondents

argued that in their schools learners were not doing what is expected of them. Their behaviour was characterised by early departure, late coming, constant absenteeism and substance abuse.

According to some respondents (more than 70 % teachers) these learners appeared to show signs of demotivation and lack of respect for the school rules. The respondents attributed this kind of behaviour to the poor background that these learners were coming from. By this they meant that some of these learners stayed without parents and they had a responsibility of looking after young ones. Others stayed with their grand parents only.



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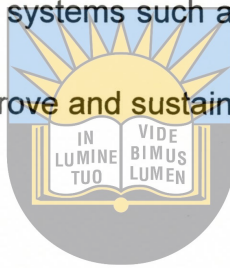
4.6 FACTORS THAT AFFECT THE CULTURE OF TEACHING AND LEARNING

The teachers identified the following factors to be promoting the culture of teaching and learning at the selected schools; physical infrastructure, management systems and structure, punctuality and participation by all stakeholders.

Most (80% teachers) respondents viewed the physical infrastructure as the most important factor that could positively promote the culture of teaching and learning. Infrastructure in the form of buildings that were in good condition provide a conducive environment for

effective teaching and learning. Adequate fencing with beautiful grounds also motivates the teachers and learners to do better and behave well.

90% of the respondents (teachers) cited management systems and structure as another important factor. By this they meant that when the structures were well established, it became easy to know who was doing what and when. Then the management systems should also be in place because these systems such as vision and mission, school policy, SGB and RCL constitutions help to improve and sustain the school.



Respondents also suggested that punctuality by both teachers and learners contributed to the promotion of the culture of teaching and learning. The respondents argued that participation by all stakeholders could also bring good progress.

Positive factors have been communicated by the respondents. In that negative factors were also a concern because they affected the culture of teaching and learning. Some respondents cited the poor physical infrastructure, poor management systems and structure, non punctuality and non participation by stakeholders as factors that affected this desired culture. There were respondents who were not happy about the management style of one of these principals whom they regarded as a bully.

Some respondents were also not happy about the attendance of the school by some teachers. In one of these selected schools, the school policy was not utilized so this was one of the factors that can adversely affect the promotion of a culture of teaching and learning.

4.6.1 Documentary analysis



The documents that were checked and analysed were the following:

- SMT minute books
- SGB minute books
- Attendance registers (both teachers and learners)

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The reason to analyse the minutes was to establish how resolutions were taken and implemented. At Zamani Senior Secondary School, minutes were taken and implemented. At Zamani Senior Secondary School, minutes were taken appropriately at SMT meetings. The SGB minutes were also in order except that the implementations of the resolutions were not honoured, especially, by the SMT. The SGB minute book had some apologies from members who did not attend regularly. The attendance register for educators was not pleasing as it reflected that almost weekly one or more educators were absent from school.

At Phuma Senior Secondary School the SGB minutes were not kept in one book as a result the arrangement of minutes was a little bit haphazard. The SMT minute book was covered well and arranged properly. This showed some kind of order and even the minutes showed that not many people absent themselves from the meetings. One observation was that the SGB had no document that shows the SGB constitution. The SMT minute book had minutes that reflected their resolutions. The school policy, the working committee documents were available. These minutes also indicated that some teachers did not attend school regularly.



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It was evident that from both schools the documents show that the culture of teaching and learning was not promoted to the required standards. The attendance registers from both schools showed that there was a trend of not going to school regularly by educators.

The learner attendance registers from both schools showed a low level of school attendance. This could be attributed to the fact that some of these learners did not live with their parents. Others lived with their grand parents who were no longer strong enough to control them.

4.7 SUMMARY

This chapter analysed the data that was collected on the role of the SMTs in promoting a culture of teaching and learning. This study has revealed some challenges that shows some members of the SMTs who were not working according to the norms and standards of the democratic principles. This means that there was a concern that a certain principal was autocratic to his staff. This habit did not promote a sound culture of teaching and learning. There was also a concern that some teachers and learners did not come to school regularly. This was also a great challenge. The parents were not actively involved in terms of supporting the school.



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The learners themselves from both schools did not behave in the manner that helps to promote the culture of learning and teaching. The infrastructure in one of the schools was said to be inadequate and therefore contributes to the decline of the culture of teaching and learning. The management systems and structures from both schools were not in place, thus, they needed to be put in place for these schools to be able to promote the culture of teaching and learning. The respondents revealed that the stakeholders for the two schools were not working as a unit and unless that was corrected things would never change for the better.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

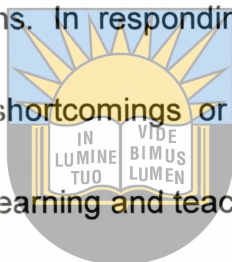
5.1 INTRODUCTION

The aim of this study was to investigate the role of the SMTs in promoting culture of learning and teaching in two selected schools in the district of King William's Town. The summary of this chapter is organized around the following research questions:



- What is the role of the School Management Teams in promoting the culture of learning and teaching in selected schools?
- What is the SMTs understanding of a culture of learning and teaching?
- What are the factors that promote the culture of learning and teaching?
- What strategies do SMTs use to promote culture of learning and teaching?
- What factors inhibit a culture of learning and teaching?

The research instruments that were used in this study were semi- structured interviews, focus group discussion and document analysis. These instruments were used to interact with these research questions. It is noted that the data and findings identified by the use of these instruments cannot be generalized since only two schools were used as case study and therefore cannot represent all the schools. A series of questions were asked during the interviews and focus group discussions. The respondents came up with responses that tried to answer the research questions. In responding to those research questions it became clear that there were some shortcomings or inadequacies experienced by the SMTs in trying to promote a culture of learning and teaching. These inadequacies are:



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- Late coming by both learners and teachers.
- Absenteeism by both learners and teachers.
- Weak or poor attendance by both learners and teachers.
- Inadequate infrastructure
- Educators do not have a desire to teach.

This study has some limitations because it was drawn not from the SMTs but also from the SGBs and learners. These stakeholders were there to give their perception in trying to support the SMTs in promoting a culture of learning and teaching. Despite the limitation

mentioned in this study, it has achieved its objectives of the role of the SMTs in promoting a culture of teaching and learning.

The case study was deliberately chose an approach that draws data from the experiences of people and the environments within which they function. A case according to Terre Blanche1999: 123) is concerned with the detailed examination of a single case. The data collected revealed that the SMTs were not doing well in promoting a culture of learning and teaching. They still needed to provide leadership for a greater extent for effective management of schools.



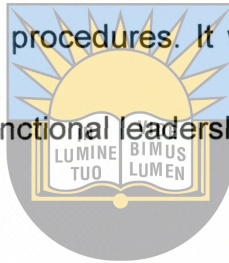
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5.2 THE SUMMARY OF KEY FINDINGS

The respondents identified a lot of challenges. The findings came as a result of the responses to the research questions. It becomes a wake up call for the SMTs as they face all the challenges. These challenges suggested that the SMTs needed a lot of capacity building. The analysis of the data revealed that the SMTs in the two schools were not playing the leadership role effectively. The investigation clearly showed that there were still a lot of gaps that needed to be closed. In a nut shell the SMTs had to employ strategic planning in order to be effective.

5.3 RECOMMENDATIONS FOR FUTURE RESEARCH

In the light of the findings of this study, the following recommendations were made to the SMTs. The SMTs needed to acknowledge that there were problems in those schools. They needed to attend training workshops. An effective way to bring out the best was to sit around the table and discuss these recommendations. These SMTs in this regard need to be re-organised and review all the support for all structures with regards to policy formulation, control of work, grievance procedures. It was evident that the SMTs had to initiate strategic planning for effective functional leadership.



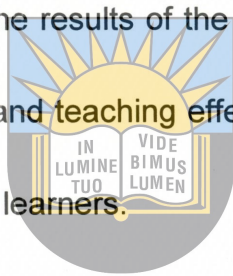
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5.4 CONCLUSION

The SMT's should engage strategic planning that will allow participation of all the stakeholders. The participation of relevant stakeholders in the process of the promotion of a culture of learning and teaching is emphasized in this study. For effective leadership, the SMT's need to develop a strategic plan consisting of the following important elements:

- A mission statement.
- A vision.
- A school policy

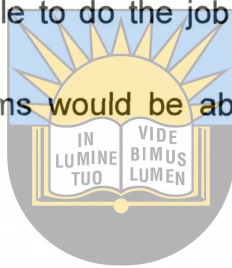
Then the SMTs as an authority at the school have a responsibility of capacitating the various groups that make their teams. Another area that needs attention is that of other respondents who have a concern of a principal who practices bullying tactics in one of those schools. This concern needs to be rectified by introducing democratic values to that individual and a capacity building workshop is recommended. Johnson (1994) and Nonjobe (2006: 90) interprets empowerment amongst members as a means of giving people to do the job demanded by their positions .The results of the study led to the realization that for the promotion of a culture of learning and teaching effectively, there is a dire need for the empowerment of the SMTs, SGBs and learners.



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Nonjobe (2006:89) suggests that the participation of relevant stakeholders in the process of educational leadership and management is emphasized. This means that the School Management Teams should do strategic planning and develop an organizational framework to allow greater participation of the stakeholders and to achieve their commitment. Stakeholder participate as a leadership and management tool, has a advantage of fostering unity and co-operation amongst stakeholders. The effectiveness of the SMT's is based on their ability to organize stakeholders to work as a team.

It is advisable that the SMTs should always consult with all the stakeholders for them to be efficient and effective. The SMTs need to be thoroughly empowered as the empowered SMTs will be able to give effective support and training to teachers and learners. This empowerment programme according to Nonjobe (2006) is recommended to strengthen the SMT leadership and management skills and to encourage them to work closely with the stakeholders. Johnson (1994) and Nonjobe (2006) interpreted empowerment amongst employees as a means of giving people to do the job demanded by their positions. The empowered School Management Teams would be able to provide relevant information, offer the necessary support.



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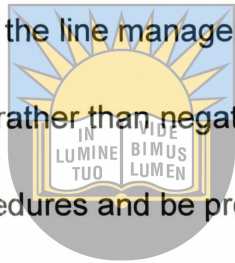
Jogie (2004:169) points out that the SMT's need to make the time to provide support structures with regards to guidance on syllabi, record books, class control, grievance procedure and completion of leave forms, dress code, policy matters and any other matters which will enhance the harmony and proper functioning of the school. The SMT's, therefore, need to meet on a regular basis to discuss the positives and find solutions to the troubled areas by constructive criticism.

Good human resource management according to Jogie (2004:171) suggests that every institution must develop its own procedures and policies according to particular needs and objectives. He further points out those human resource managers in an attempt to find

solutions to shortcomings of school management programmes should expect solutions and versions.

O'Neil (1994) and Jogie (2004:171) argue that characteristics of human resource management do:

- Emphasise actions against the strategic objectives of the organisation as a whole.
- Emphasise the importance of the line manager.
- Focus on positive motivation rather than negative control
- use process rather than procedures and be proactive than reactive.



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It is therefore anticipated that the SMT's will be alerted to shortcomings in managing the school programmes and that remedial measures will be discussed with all the stakeholders in a attempt to bring about positive change. Thus, it is hoped that this study will make a small but meaningful contribution to improving the management of schools in the Eastern Cape Province and particularly in King William's Town.

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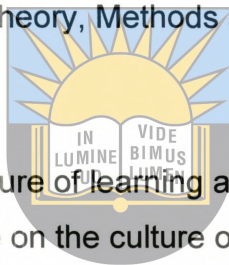
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7. APPENDICES

7.1 Appendix A – Letter to the District Director

P.O. Box 2129
King William's Town
5600

.....2008

The District Director
King William's Town District
E.C. Department of Education



Dear Sir / Madam

Application for permission to conduct research in two Senior Secondary Schools in the KWT District

University of Fort Hare
Together in Excellence

The University of Fort Hare has requested that I seek permission from you to do research at your district. The research study will involve interviews with SMTs , Educators, SGBs and learners from each school.

The purpose of the research is to investigate the role of the SMTs in promoting a culture of teaching and learning. This research could be used to empower and develop the two selected schools as well as other schools in the district and beyond.

The granting of this permission will be highly appreciated.

Yours in education

L.W. Dyani

7.2 Appendix B – Letter to the principal

P.O.Box 2129

King William's Town

5600

.....2008

The Principal
Zamani Senior Secondary School
K.W.T.



Dear Sir

Permission to do research

University of Fort Hare
Together in Excellence

The University of Fort Hare has requested that I seek permission from you to do research at your school. I am in the process of completing my Master Degree in Education Management.

The research programme will involve interviews with SMT members and educators. The questionnaires will concern the role of SMTs in promoting a culture of teaching and learning.

It would be appreciated if permission could be granted for this research programme.

Thank you
L.W. Dyani

7.3 Appendix C – Letter to the principal

P.O.Box 2129
King William's Town
5600

.....2008

The Principal
Phuma Senior Secondary School
K.W.T.



Dear Sir

Permission to do research

University of Fort Hare

The University of Fort Hare has requested that I seek permission from you to do research at your school. I am in the process of completing my Master Degree in Education Management.

The research programme will involve interviews with SMT members and educators. The questionnaires will concern the role of SMTs in promoting a culture of teaching and learning.

It would be appreciated if permission could be granted for this research programme.

Thank you
L.W. Dyani

7.4 Appendix D – Letter to the respondents

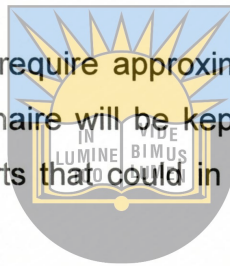
Respondent letter

Thesis Title

Dear Respondent

I am a registered M Ed student at the University of Fort Hare. My research topic is entitled “The role of the SMTs in promoting a culture of teaching and learning”.

Your participation in the research will require approximately 30 minutes of your precious time. The information on the questionnaire will be kept confidential. No reference will be made verbally or through written reports that could in any way link you personally to the results of the study.



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Please remember that your participation is voluntary.

Thank you

L.W. Dyani

7.5 Appendix E: SMT /Educator Interview Questionnaire

Name of the school:

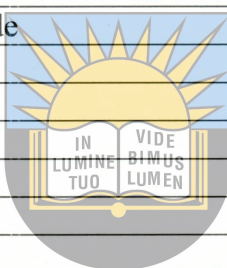
Section A : Biography and demographics

1. Sex (Please tick one)

Category	Code
Male	1
Female	2
Any other, please specify	3

2. Age group (Please tick one)

Category	Code
Under 20 years	1
21-30 years	2
31-40 years	3
41-50 years	4
51-60 years	5
61-70 years	6
71-80 years	7
81-90 years	8
Over 90 years	9



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3. What is your position here at school? (Please tick as appropriate)

Category	Code
Teacher	1
Principal	2
HOD	3
Other :	4

4. How long have you been holding the above mentioned position ?

Category	Code
Between 1 and three years	1
Between 4 and 7 years	2

5. How long have you been working in this school ?

Category	Code
Between 1 and three years	1
Between 4 and 7 years	2
Ten years and above	3

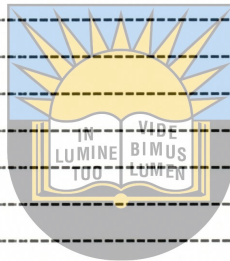
6. Tick your highest education qualification

Category	Code
----------	------

Education Diploma	1
University Degree	2
Master Degree and above	3
Any other	4

B. Understanding the culture of teaching and learning

8. What is your understanding of a sound culture of teaching and learning ?



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9. How is the culture of teaching and learning? *in Excellence*

Category	Code
Sound	1
Average	2
Poor	3

10. Explain the answer provided above ?

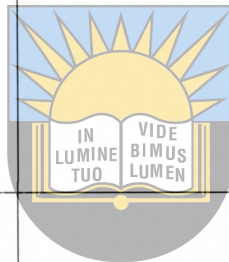
11. Do the following stakeholders play role in ensuring a sound culture of teaching and learning in this school ? (Indicate your answer by indicating x in an appropriate box below) :

Stakeholder	Strongly agree	Agree	Disagree	Strongly disagree
Principal				
SGB				

SMT				
Parents				
Teachers				
District Education Officials				
Learners				
Any other, please explain				

12. In theory what is the role of the following stakeholders in the promotion of a sound culture of teaching and learning ?


Stakeholder	The role played
Principal	
SGB	
Teacher Unions	
SMT	
Parents	
Teachers	
Department of Education	
Learners	



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Any other please	
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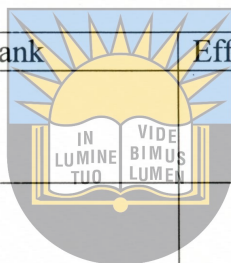
13. What role do the following stakeholders in promotion of a sound of culture of teaching and learning in this school ?

Stakeholder	The role played
Principal	
SGB	
Teacher Unions	<p style="text-align: center;">University of Fort Hare <i>Together in Excellence</i></p>
SMT	
Parents	
Teachers	
Department of Education	

Learners	

14. The following factors positively affect the culture of the teaching and learning in this school
(Rank in order of importance)

Category	Rank	Effect
Physical Infrastructure		
Management systems and structures		
Participation by all stakeholders		
Committed and dedicated staff		
Committed participation		
Material resources		
Punctuality by learners		




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Punctuality by staff		
Punctuality by learners		
Support from the Department of Education		
Teacher Unions		
Any other, please specify		




15. The following factors negatively affect the culture of the teaching and learning in the school (Rank in order of importance)

Category	Rank	Effort
Physical infrastructure	University of Fort Hare <i>Together in Excellence</i>	
Management systems and structures		
Participation by all stakeholders		
Committed and dedicated staff		
Committed and dedicated students		

Community participation		
Material resources		
Punctuality by staff		
Punctuality by learners		
Support from the Department of Education	<p>University of Fort Hare <i>Together in Excellence</i></p>	
Teacher Unions		
Any other, please specify		

16. What can be done to remedy the situation identified in 15 (only the top 6 factors)?

Category	What could be done
Physical infrastructure	
Management systems and structures	

Participation by all stakeholders	
Committed and dedicated staff	
Committed and dedicated of students	
Community participation	 <p style="text-align: center;"> University of Fort Hare <i>Together in Excellence</i> </p>
Material resources	
Punctuality by staff	
Punctuality by learners	
Support from the Department of Education	

Teacher Unions	
Any other, please specify	

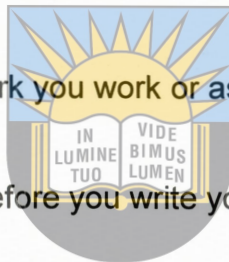
Thank you very much for your time!!!!



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7.6 Appendix F - Interview schedule for learners

1. Is your teacher always present in class?
2. Are you always left unattended in class?
3. Does your teacher ask questions in class?
4. Do learners learn and teachers teach at your school?
5. How often does your teacher give you homework or assignments to do at home?
6. How often does your teacher mark your work or assignments?
7. Does your teacher do revision before you write your tests or examinations?
8. If your school offers extra classes, please specify the subjects that you receive extra lessons in.
9. What happens to learners who do not do their homework? If there is a strategy for that, does it work?
10. How many home works, class works and class tests per subject do you normally get per month?
11. How many subjects do you normally pass in your tests and why?
12. Do you think you will pass at the end of the year? If yes, why and if no can you also give reasons?
13. Do you have some of your friends or school mates that dropped out or left school before completing the grade? If yes or no what do you think the reason could be?



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14. Have you been absent from school this year? If yes what were the reasons?

15. Do you live with your parents? If no where are they and how do you survive?

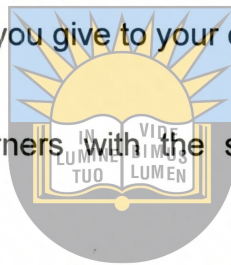
16. What duties, household chores or activities do you do at home before you go to school?



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7.7 Appendix - Interview schedule for SGBs

1. Do you think your children have an interest in learning? Please give reasons for your response.
2. In your response above if you say they show interest how it could be sustained. Then if they do not show any interest, what do you think could be done to improve this situation?
3. Who is to blame for poor performance of learners in your school and why?
4. What support if there is any, do you give to your children to do their school work?
5. Who at home guides the learners with the school work when they encounter problems?
6. In your judgment, how is the general atmosphere in the school?
7. Do you think that the Department of Education did a good thing abolishing corporal punishment? Give reasons for your answer.
8. As far as you are concerned, are parents actively involved in supporting the school? If no what could be the reason for that.
9. How can you assist your school in trying to promote a culture of learning and teaching?
10. Are there any strategies that you think you can come up with in supporting the school?
11. As governors of schools do you sustain your responsibility of maintaining the buildings and grounds? If not why are you not supporting.



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12. How are the relations between you as governors and the SMT? If relations in a school are not good what role do you think you can play to improve the situation?
13. Are you involved in formulation of policies in your school? If not who is the stumbling block.
14. How often do you visit the school and if occasionally what are the reasons for that?



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