

**THE EFFECT OF CHANGES IN SCHOOL MANAGEMENT
ON LEARNER AND EDUCATOR PERFORMANCE: A
CASE STUDY OF A DUNCAN VILLAGE HIGH SCHOOL
IN EAST LONDON DISTRICT, EASTERN CAPE.**

By



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University of Fort Hare
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**A mini-dissertation submitted in partial fulfilment of the requirements
for the degree of Master of Education in Education Management and
Policy in the Faculty of Education.**

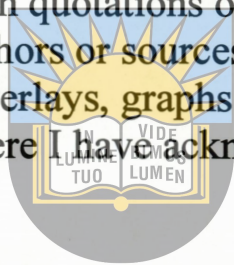
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DECLARATION


I, **THEMBISA OLIVIA ZONDANI** do hereby declare that the work contained in this thesis/dissertation is entirely my own work with the exception of such quotations or references which have been attributed to the authors or sources and that all photographs, sketches, maps, plans, overlays, graphs and pictograms are made or drawn by me save where I have acknowledged that another is the author.



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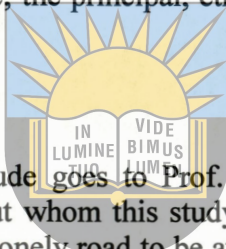
Dated at Alice this day of

Signed:


THEMBISA OLIVIA ZONDANI

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TABLE OF CONTENTS

CHAPTER 1

1.1. Introduction and Background	1
1.2. Statement of the research problem	4
1.3. Aims of the study	9
1.4. The significance of the study	10
1.5. Delimitations of the Research	11
1.6. Limitations of the study	12
1.7. Definition of terms	13
1.8. Outline of study	15

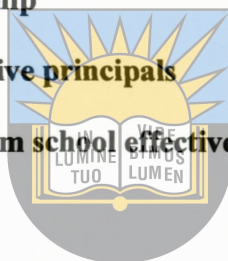


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CHAPTER 11

2.1 Introduction	16
2.2 The review of literature	17
2.3 Role of the school leader/principal	18
2.3.1 The changing role of the school principal	19
2.3.2 Collegiality	20
2.3.3 Instructional leader	21
2.3.4 Effectiveness	22
2.3.5 Efficiency and effectiveness	23

2.3.6 “Hard” and “Soft” measures of effectiveness	24
2.3.7 Community aspects	25
2.3.8 Specialization	27
2.3.9 Motivation	28
2.3.10 Quality and equality	29
2.3.11 Strategic leadership	30
2.3.12 Pedagogical leadership	32
2.3.13 A strategy for effective principals	33
2.4 A review of findings from school effectiveness research	33
2.5 Summary	38
2.6 Conclusion	39



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CHAPTER 111

3. Research Design and Methodology

3.1. Research Approach	42
3.2. Methodology	42
3.2.1 Qualitative Research	43
3.2.2 Why the qualitative method?	44
3.2.3 Quantitative method	44
3.2.4 Case Study	45
3.2.5 Purpose of the Case Study	45
3.2.6 Limitation of Case Studies	46

3.2.7 Sampling	47
3.2.8 Research participants	48
3.2.9 Methods of data collection	49
3.2.9.1 Participant observation	49
3.2.9.2 Interviewing	49
3.2.9.3 Written resources	50
3.2.9.4 Non-Written resources	50
3.2.9.5 Data access	50
3.2.9.6 Data coverage	50
3.2.10 Data analysis	51
3.2.11 Triangulation	51
3.3 Limitations	52
3.4 Trustworthiness	52
3.5 Research Ethics	53
 CHAPTER 1V	
4. Data Presentation	
4.1. Introduction	54
4.2. Triangulation	55
4.3. School under investigation's profile	55
4.4. Respondent's profile	60



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4.5. Responses	
4.5.1 School condition	63
4.5.2 Social condition	65
4.5.3 Educator's knowledge measured through academic qualifications	66
4.5.4 Learner performance	68
4.5.6 School management	73
4.5.7 School climate	79



CHAPTER V

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5. Conclusions and Recommendations	
5.1 Conclusions	82
5.2 Recommendations	86
5.3 Proposal for further Research	87
6. Bibliography	88-90

Tables

Table 4.1- SGB profile

Table 4.2 - Table showing the availability of infrastructural service at the school under investigation.

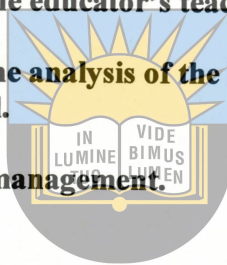
Table 4.3 - Breakdown of the educator's academic qualifications.

Table 4.4 - Academic performance of Grade 12 learners.

Table 4.5 - Table showing the educator's teaching experience.

Table 4.6 - Table showing the analysis of the leadership practice of the School principal.

Table 4.7- Table on school management.



Figures

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Figure 4.1 Graph showing the academic results of Grade 12 learners.

List of appendices

Appendix 1 - Copy of the school's minute book.

Appendix 2 – Photographs of the school showing a learner peeping through a broken door and a broken window.

Appendix 3 – Class list

Appendix 4 – A photograph of the informal settlement the school under investigation mainly serves.

Appendix 5 - Copies of Grade 12 educator's qualifications.

Appendix 6 - Copies of the academic results of Grade 12 learners for the period under investigation.

Appendix 7 - A copy of a questionnaire on leadership and strategic management task.

ABSTRACT

A number of new education policies have been introduced to enable South Africa to meet the increasing demands for quality education. However, it has been noted that policies do not bring about change, people do. In order for the managers in education to achieve quality education, they need to apply sound implementation strategies. This research endeavoured to explore the gap between policy imperatives and the actual practice on the ground.

The purpose of this research was to investigate whether there is any relationship between the academic performance of Grade 12 learners and management changes. The researcher developed interest in the proposed topics after reading a newspaper article in January 2000, whereby the MEC Education in the Eastern Cape was reported as having threatened to relieve the principals of the non-performing schools of their duties. This aroused the researcher's interest to investigate the relationship between management and school effectiveness. In this study the rationale of the MEC's decision was also investigated.

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The ultimate purpose of this research study was to explore whether changes in school management have any effect on teacher and learner performance. Efforts were made to explore strategies for effective management. Effective leadership could perhaps be seen as holding the key to resolving many problems which appeared to be facing schools (Bennett *et al* 2003:173). By exploring leadership, effective schools and their inter-relationship the study seeks to establish whether there is and relationship between effective leaders and effective schools. Also if there are models of effective schools and effective leadership which can be legitimately transferred. It is hoped that the study will unpack or reveal fundamental issues around the implementation of change.

In this study a combined methodology was used. A quantitative preliminary study was combined with a qualitative main study. The researcher chose the case study method so as to get a thorough understanding of the school under investigation. Dipaola as cited in Bennett *et al* (2003:143) argue that meeting the demands for increased effectiveness of schools cannot occur without systemic change. It is acknowledged that change will not happen successfully unless it is promoted, steered or facilitated with all the crucial factors being taken into account (Everard *et al* 2004:238).

Based on the information gathered, the researcher concluded that the problem of poor or lower than expected learner performance of the Grade 12 learners could be attributed to organizational problems rather than classroom based or specific subject problems. Low educator morale, conflicts and tensions amongst staff members, staff cliques and general lack of discipline were reported. It would be safe to conclude therefore that changes in school management may if not properly managed have negative effects on learner and teacher performance.



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KEY WORDS

- **Effectiveness**
- **Efficiency**
- **School effectiveness**
- **Leadership**
- **Management**
- **School leadership**



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INTRODUCTION

1.1. Background to the research problem.

“School management takes place in an increasingly turbulent, politically charged environment which means that managing a school has become a difficult job which involves much more knowledge and skills than previously” (Beare *et al* as cited in OBT 402 1994:209). Those who are managing schools, like school managers and the School Management Team (SMT) must be up-to-date about educational management concepts. “Traditional approaches like autocratic and authoritarian type of leadership that worked previously or that have not been modified to fit the current situation are proving inadequate” (Donnelly *et al* 1992:5).

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Good educational management depends on a clear understanding of valid educational management theory and most of all the ability to translate that theory into practice (OBT 402 1994:209). Burrige *et al* (1994:6) are of the opinion that education is not an assembly line process of mechanical inputs and raising productivity. It involves people. It is usually the quality of leadership and vision that conditions the quality of the organization (OBT 402 1994:207).

Ross (1999:7) is of the opinion that the major cause of poor productivity and quality is management, not the work force. He further believes that employees are frustrated when exhorted to achieve results that management systems prevent them from achieving.

All quality pioneers like Juran, Deming, Crosby and Feigenbaum, believe that management and the systems, rather than the workers are the cause of poor quality (Ross 1999:10). Although it is the worker who will ultimately produce quality products, Deming (as cited in Ross 1999:5) stresses worker pride and satisfaction rather than the establishment of quantifiable goals. Pride has a big role in stimulating the desired behaviour in people.

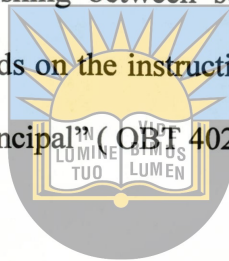
Arcaro (1995:2) is of the opinion that the quality of education will improve when administrators, teachers, staff and school board members develop new attitudes that focus on leadership, teamwork, cooperation, accountability, and recognition.



Post-apartheid education legislation placed the quality of education in South Africa firmly on the agenda. According to Kgobe (2000:39) The White Paper on Education and Training (1995) noted that in many schools serving the majority of the population there had been a decline in school performance. Section 4 of the National Education Policy Act (1996) includes amongst its concerns achieving redress and enhancing quality (Kgobe 2000:39). In Section 20 of the South African Schools Act (1996) governing bodies are entrusted with the provision of quality education (Kgobe 2000:39). It has been discovered that much of the attention to quality in the immediate post-apartheid period continued to be symbolic rather than programmatic (Kgobe 2000:39). "Schools are for learning, as often as not, non-learning in schools is the fault of the school and the system rather than the students" (Clark & Starr 1991:43).

The quality of education in South Africa is largely dependent on the competence of the teaching force (Rees 2000:64).

The crisis in school management and teacher accountability in disadvantaged schools is one of the most urgent problems facing South African education today (Fleisch 1999:60). According to Bush (1995:vii) the importance of good management for the effective operation of schools and colleges has been increasingly acknowledged during the 1980's and 1990's. Bush (1995:vii & viii) is further of the opinion that in as much as many factors can contribute to differences in the performance of educational institutions, there is evidence that the quality of management is an important variable in distinguishing between successful schools. "The effective functioning of the school depends on the instructional leadership of the principal and the management skills of the principal" (OBT 402: 1994:18).



The general aim of this research is to investigate the effect of change(s) in school management on learner and educator performance. What triggered interest in the study of this phenomenon was a drastic drop in the academic performance of grade 12 learners of a particular school which coincided with the change in school management. In 1999, the school under investigation obtained a pass rate of 50.5% for the Grade 12 learners' final examinations. This pass rate, enabled the school to qualify for one of the awards for best improved academic results in the province. In the academic year 2000, there was a sudden drop of the academic results of the grade 12 learners to such an extent that the school was amongst the worst performers in the Eastern Cape province. This qualified the school to be enrolled into the Matric Intervention Program (M.I.P.) and the school had been in that program ever since.

This triggered the researcher's interest to investigate if there is any relationship between management changes and the academic performance of grade 12 learners. Of

particular interest to the researcher is the fact that one of the neighbouring high schools, has managed to achieve a marked improvement in their Grade 12 learner results. After 4 years of poor results for Grade 12s, the Eastern Cape Department of Education and its MEC had to intervene directly in 1999 by deploying the whole staff complement including management. This intervention brought about an institutional improvement at the school leading to better results for Grade 12 in the following year. This is a success story worth investigating.

1.2 Statement of the research problem



Introduction

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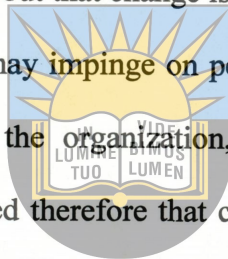
Williams (2003:29) is of the opinion that all research begins with a question and the research question is simply a statement of what it is we want to know. In this study one would like to know whether change(s) in school management have any effect on learner and teacher performance.

Organizations are dynamically conservative: that is to say, they fight like mad to remain the same. Only when an organization cannot repel, ignore, contain or transform the threat, it responds to it. But the characteristic is that of least change: nominal or token change (Everard et al 2004:233).

Often we are aware that something needs to be changed. The call for change may spring from outside the school or educational system or from within. At times within schools themselves situations arise that cry out for change, for example, a failure of

discipline, dissatisfaction with examination results or a member of staff (including the head) or wanting something to be done differently. The self- evaluation conducted by the school under investigation revealed that there was a need for change. Educators were concerned about the poor percentage pass rates for Grade 12 learners, ill-discipline on the part of both learners and educators, incidents of violence and drug abuse at school and poor financial management.

Everard *et al* (2004:238) points out that change is complex in that it engages both our intellect and our emotions. It may impinge on people's value systems and it affects not only individuals but also the organization, its structures, its norms and its environment. It is acknowledged therefore that change will not happen successfully unless it is promoted, steered or facilitated with all the crucial factors being taken into account.

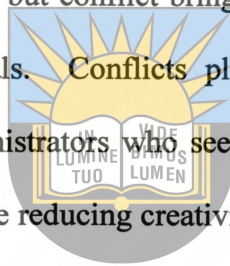


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Dipaola as cited in Bennett *et al* (2003:143) argue that meeting the demands for increased effectiveness of schools cannot occur without systemic change. Fullan as cited in Bennett *et al* (2003:143) concurs with the above pointing out that as school leader, the principal plays the major role in planning and implementing changes. It is acknowledged though that change arouses emotions. This is said to be due to the fact that the natural response to change initiatives, even those that have promise to serve learners more effectively, is resistance, tension and conflict. A principal's leadership is key in such situations.

Folger as cited in Bennett *et al* (2003:144) argue that conflict holds the potential for change for better or worse.

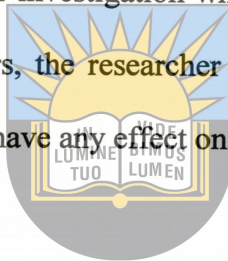
Deutsch as cited in Bennett *et al* (2003:144) concurs with the above statement by pointing out that conflict is the root of personal and social change. The issue then is said not to be the inevitability of conflict but rather how to avoid destructive conflict while promoting constructive conflict. Bennett *et al* (2003:145,155) further argues that conflicts are an inevitable part of school and daily life. Conflict is said to be an everyday reality with both benefits and costs. Burns as cited in Bennett *et al* (2003:145) is of opinion that conflict is as critical as consensus. The general norm is said to be to behave peacefully, but conflict brings issues into open and can sharpen insights into interests and goals. Conflicts plays the role of a catalyst in the development of groups. Administrators who seek to create a homogeneous faculty and suppress minority dissent are reducing creativity and innovation (DeDreu as cited in Bennett *et al* 2003:146).



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Heads and senior staff who want to implement change therefore have a huge tasks on their hands, they have to help everyone concerned to discover and conceptualize the true nature of change and how it impinges upon every member of the organization. Effecting change calls for open-mindedness and a readiness to understand the feelings and position of others. Therefore, implementing change is not a question of defining an end and letting others get on with it, it is a process of interaction, dialogue, feedback, modifying objectives, recycling plans, coping with mixed feelings and values, frustration, patience and muddle. Even though the process is messy, adopting an objective, rational, systematic, scientific approach to implementing change is far more likely to be rewarded with success than relying simply on intuition i.e. rationality has to be applied not only to defining the end of change but also the means (Everard *et al* 2004:240).

By creating an environment in which individuals work together constructively and tap each other's creative energy, true progress is possible. Effective school leaders understand the change process and work daily to re-culture their school organizations. Effective leaders build enabling school organizations and use change, and the conflicts that result, to improve the quality of instruction as well as the overall milieu of the school (Bennett *et al* 2003:156). Since there were changes in school management at the school under investigation which coincided with the drop in pass percentage of Grade 12 learners, the researcher decided to investigate whether the changes in school management have any effect on teacher and learner performance.



The litmus test of all leadership is whether it mobilizes people's commitment to putting energy into actions designed to improve things (Fullan as cited in Bennett et al 2003:156).

The reasons why the researcher attempted to explore school effectiveness in this study are as follows:

- Research findings and school inspection evidence show that effective leadership and management are critical to a school's success (Davies 2005:76).
- Davies (2005:76) points out that school effectiveness and school improvement researchers have, for example, consistently emphasized the importance of leadership. A summary of findings from school effectiveness research concluded that "almost every single study of school effectiveness has shown

both primary and secondary leadership to be a key factor” (Sammons as cited in Davies 2005:76).

- These findings reinforce teacher’s experience. Where leadership and management are weak or ineffective in a school, it is so much harder to do a good job as a teacher. Where it is effective then not only can teachers teach, but staff and learners are better motivated. People know what is going on because communications are clear and frequent, and everyone feels they are pulling together and working towards shared goals.
- Davies (2005:76) assumes that leadership does make a difference. Leithwood and Riehl (as cited in Davies 2005:76) concurs with the above by pointing out that in their review of research on successful school leadership they found out that leadership has significant effects on student learning. This view reinforces the idea that school leadership is primarily about teaching and learning. This is supported by Ofsted’s thinking that leadership is about a clear vision, sense of purpose and a relentless focus on learner’s achievements, along with knowledgeable and innovative leadership of teaching and the curriculum (Ofsted as cited in Davies 2005:76).

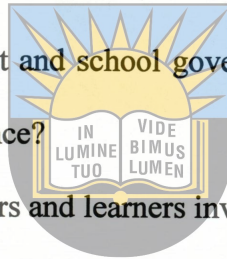
The research problem:

Do Change(s) on school management have any effect on learner and teacher performance?

Critical questions:-

The following critical questions will assist the researcher to address the main research problem.

- 1) Do social and school condition make a difference to the educational performance of learners and educators?
- 2) Does the culture of the school have a bearing on the performance of Grade 12 learners and educators?
- 3) Does school management and school governance have any impact on learner and educator's performance?
- 4) What effect does educators and learners involvement have on motivation?
- 5) Does collegiality have any impact on educator and learner performance.



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1.3 Aim of the study.

The study attempted to answer this major question. If some schools are more effective than others, what factors contribute to such positive effect?

The general aim of this research is to investigate the effect of change(s) in school management on learner and educator performance. In this study one would like to know whether change(s) in school management have any effect on learner and teacher performance. This research study will attempt to explore school effectiveness in the context of the following key aspects of the school culture or ethos:

Social and school condition

Educator's knowledge measured through academic qualifications

School Climate

School governance and

School management

1.4 The significance of the study.

The ultimate purpose of this research study will be to explore whether the changes in school management have any effect on teacher and learner performance.

Efforts will be made to explore strategies for effective management. Effective leaders know that they are 'on stage'. Not only are leaders closely observed, but what they pay attention to gets noticed. Leaders who do not take an interest in learning and classroom are quickly judged by their teacher colleagues to be uninterested in teaching. Teachers watch their leaders to see if they do as they say because teachers do not follow leaders who cannot 'walk the talk'. Learning-centred leaders are role models to others because they are interested in learning, teaching and classrooms, and want to know more about them and want to keep in touch with what is happening in these areas of the school (Davies 2005:78-79).

Effective leadership could perhaps be seen as holding the key to resolving many problems which appeared to be facing schools (Bennett *et al* 2003:173).

By exploring leadership, effective schools and their inter-relationship the study seeks to establish whether there is any relationship between effective leaders and effective schools.

Also if there are models of effective schools and effective leadership which can be legitimately transferred. It is hoped that the study will unpack or reveal fundamental issues around the implementation of change.

1.5 Delimitations of the Research.

Rudestan & Newton (2001:90) points out that delimitations imply limitations on the research design that you have imposed deliberately. These delimitations are said to at time restrict the populations to which the results of the study can be generalized. This research was conducted in the interpretive subjective dimensions of educational phenomena that are best explored by the case study method (Cohen and Manion 1996:106). According to Cohen and Manion, (1996:106) the purpose of adapting a case study as a methodology is: "To probe deeply and to analyze intensively the multifarious phenomena that constitute the life of a unit with a view to establish generalization about the wider population to which the unit belongs".

On a more strategic level, case studies attempt to build holistic understandings through the development of rapport and trust. The goal is authenticity and a richness and depth in understanding that goes beyond what is generally possible in large-scale survey research (O'Leary 2004:115-116). Although an individual case study may not be generalizable, it can still offer much to the production of knowledge (O'Leary 2004:116). In this study the following difficulties associated with case studies were experienced:

Even though concentrating research on one case or site can reduce costs, limit travel, and minimize issues of access, the trade-off was prolonged engagement and generally in-depth immersion.

The immersion came with emotional costs for all parties involved.

1.6 Limitations of the study.

The constraints of this research were centered around time and the availability of the interviewees on appointed dates and times due to the similar working hours between the researcher and her target population. Therefore gathering data as scheduled from the sources was highly problematic.

Another weakness of this study is that important school outcomes are ignored. The researcher concentrates on one outcome i.e. student achievement while overlooking other types of goals schools seek to accomplish. The overall purpose of any educational institution is said to be to prepare its pupils for life (Everard *et al* 2004:183).

1.7 Definition of terms

In a study of this nature it becomes imperative to define certain key terms. In this study the following key terms will be defined:

Effectiveness – means “doing the right thing” (Drucker as quoted in Stoner 1995:13). Effectiveness can therefore be defined as the ability to determine appropriate objectives (Stoner 1995:10).

Efficiency – means “doing things right” (Drucker as quoted in Stoner 1995:13). Drucker believes that efficiency is an “input-output” concept. An efficient manager is one who achieves outputs or results, that measure up to the inputs i.e. labour, materials and time used to achieve them. Managers who are able to minimize the cost of the resources needed to achieve goals are acting efficiently. Effectiveness on the other hand, involves the correct choice of goals. A manager who selects an inappropriate goal is an ineffective manager.

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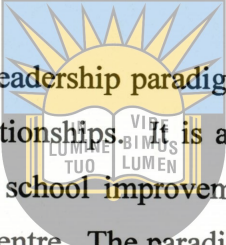
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School effectiveness – Ribbins & Burrige (1994:36) argue that the terms school effects and school effectiveness are sometimes used interchangeably. School effects refers to the impact particular schools have on their pupil’s educational outcomes taking account of differences in intake, whereas school effectiveness refers to studies of the factors and processes related to positive or negative effects on such outcomes. An effective school is one that has a positive effect upon its pupil’s educational outcomes (Ribbins & Burrige 1994:36). In an effective school there is an assumption that children are able and willing to learn (Cullingford 1998:182).

Leadership – Leadership is a process of influencing others to achieve a goal (Dickmann & Blair, 2002, as quoted in Everard *et al* 2004:15). Davies (2005:2) argues that leadership is about direction setting and inspiring others to make the journey to a new and improved state for the school.

Management - is concerned with efficiently operating in the current set of circumstances and planning in the shorter term for the school (Davies 2005:2).

Leading is concerned with:	Managing is concerned with:
<ul style="list-style-type: none"> ▪ Vision ▪ Strategic issues ▪ Transformation ▪ Ends ▪ People ▪ Doing the right things (Everard <i>et al</i> 2004:15). 	<ul style="list-style-type: none"> • Implementation • Operational issues • Transactions • Means • Systems • Doing things right (Everard <i>et al</i> 2004:15).



School leadership - School leadership paradigm emphasises the capability of the school leader to sustain relationships. It is a model which ties in closely with much of the thinking about school improvement and which puts the heart and emotions of teaching at the centre. The paradigm is one of mobility and fragility. It rests on the assumption that schools are constantly changing. The challenge is to be able to respond to the school's inner-life as well as to the demanding and constantly changing external context. It recognises that schools have to serve internal and external context. It acknowledges that school leaders have to manage contested notions about achievement and cope with multiple interests and demands. It rests on uncertainty as well as certainty, and is rooted in a deep understanding of context – national, local and school based. The school leadership paradigm is one of shared leadership.

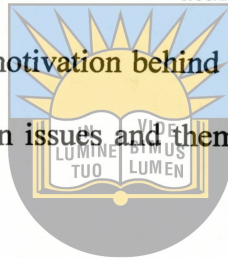
School leadership is beyond the undertakings of one heroic individual. It is not possible, and may not even be desirable, for one individual to undertake every leadership task within a school. Good school leaders are those who are able to maximise the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. They lead by managing, motivating and inspiring people (Bennett *et al* 2003:180-181).

1.8 Outline of study.

In conclusion, an outline of the component chapters is given. The following generic format will be followed:-

Chapter 2:

In this chapter the researcher will review literature pertaining to school management and school effectiveness. The motivation behind this approach is the conviction that this literature will throw light on issues and themes related to learner performances and school management.



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Chapter 3:

This chapter will outline the methodology and the design of this study. It will also serve as the motivation behind the choice of the methodology and design.

Chapter 4:

In this chapter, an outline of the research findings will be given.

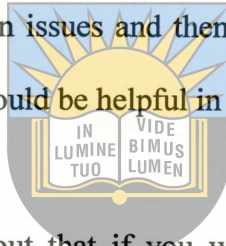
Chapter 5:

This will be the final chapter where the conclusions and some recommendations based on the research findings will be highlighted as well as areas for further research.

CHAPTER 2

2.1. Introduction:-

However elaborate or simple the research design is, the starting point should be finding out what has been done, what is known already about the subject and indeed what kind of methods have been used in similar studies before (Williams 2003:175). In this chapter the researcher will review literature pertaining to school management and school effectiveness. The motivation behind this approach is the conviction that this literature may throw light on issues and themes related to learner performances and school management which could be helpful in this study.



Bottoms *et al* (2003:1) points out that if you want high performing schools, hire principals who can lead them to success. He believes that several decades of solid research have proved that it works. The South African government therefore needs to support principal preparation that will produce a steady supply of high-performing leaders. A system that identifies recruits and develops people who have proven records of raising student performance and closing achievement gaps needs to be developed.

Bottoms *et al* (2003:1) further believes that some schools are lucky enough to have excellent principals. What is missing is a reliable leadership development system that takes luck out of the equation. A high-performing principal understands which school and classroom practices improve student achievement: knows how to work with teachers to bring about positive change; supports teachers in carrying out instructional practices that help all students succeed; and can prepare accomplished teachers to become principals.

Bottoms *et al* (2003:1) believes that in today's hit-or-miss leadership development environment, principals of this caliber are scarce. They constitute our real principal shortage. Every province in our country has many people with certificates as educators and even as school administrators, but no province has many people with knowledge and skills necessary to lead schools to excellence.

2.2. The review of literature.

The themes that will be reviewed in the literature are as follows:-

- Role of the school leader/principal.

Good principals have been acknowledged as the key to successful schools (Bottoms *et al* 2003:1). He argues that if you want high-performing schools, hire principals who can lead them to success. Bottoms *et al* (2003:2) points out that effective leaders are critical if all students are to achieve at high levels. He believes that every school has leadership that results in improved student performance and that leadership begins with an effective school principal. It has been acknowledged that in Atlanta struggling schools find high quality principals to be in short supply, and these schools are the schools that need them most. It would be interesting to explore whether the situations is any different in South Africa. High need schools are often characterized by a weak professional climate and a lack of local support.

- A review of findings from school effectiveness research.

Education reforms have brought issues of school effectiveness into the fore-ground and along with it the accountability of principals for school performance (Bennett *et al* 2003:175).

Bennett *et al* (2003:175) acknowledges that the context and emphasis of school leadership may vary but increasingly it is the individual, the school principal who is placed in the spotlight. With the focus on the individual though Bennett *et al* (2003:175) argues that, we do not really know what an effective principal looks like. Is an effective principal also a good principal? Furthermore, how do those questions relate to the debates about what constitutes a 'good' school as opposed to what constitutes an 'effective' school?

Bennett *et al* (2003:176) points out that the terms 'good' and 'effective' are not neutral but contested. Both terms are socially constructed and shaped by national expectations and local aspirations. Both notions rest on a belief that schools can make a difference but what those differences are may be at issue. It has been acknowledged that the basic assertion of the research literature of school effectiveness is that individual schools can make a difference to student achievement.

2.3. Role of the school leader/principal

Traditionally, the educational leader was merely the head teacher and the task of the school was of a limited complexity. The educational leader therefore only required professional training and experience to manage the school. De Wet (as cited in Van der Westhuizen 1991:1) points out that the traditional view was that a competent teacher with a certain number of years of experience and the right personality, was well equipped for the task and the demands of principalship. Inevitably, managerial training is now expected in addition to educational training.

The general belief was that the ability needed by an educational leader to perform certain administrative and managerial tasks could be developed through experience.

“In the past, the principal was appointed because he was a competent teacher who achieved good results, had a certain number of years of teaching experience and was perceived to be a ‘good’ leader with an acceptable personality” (OBT 402 1994:18).

2.3.1 The changing role of the school principal

As a result of the increasing complexity of the school as an organization, the educational leader is presently subjected to changing demands especially in respect of the management tasks. Van der Westhuizen (1991:1) points out that the educational leaders can no longer be expected to perform duties in a “hit or miss” fashion. For this reason, Van der Westhuizen (1991:1) believes that there is an urgent need for educational leaders to receive both academic and professional training in educational management.

This, he further believes, is due to the fact that the effective functioning of a school greatly depends on the professional conduct of the school principal and the leadership and management roles he/she fulfils (Van der Westhuizen 1991:1).

Principals today must also serve as leaders for student learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They should have a coherent instructional vision, rigorous standards, use data to make decisions, emphasise on professional development, create learning communities, and clearly demonstrate through behaviour as well as words

that the principal is fully engaged with classroom instruction (Jonathan *et al* as cited in Lashway (2003:1).

Follett (as cited in Stoner 1995:45) argued that in order for management and labour to become truly part of one group, traditional views would have to be abandoned i.e. the view that the distinction between managers and subordinates is that managers are order givers and subordinates are order takers. Follett (as cited in Stoner 1995:45) is of the opinion that leadership should no longer come from power of formal authority, as the case was traditionally, but come from the manager's greater knowledge and expertise.



2.3.2 Collegiality

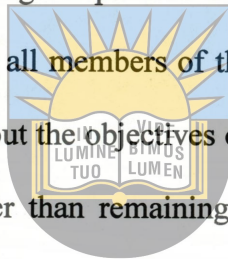
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According to Bottoms *et al* (2003:24) teams, not individuals, change schools. Schools that rely on leadership teams, rather than on single-leader models, are most likely to improve student learning. Government in partnership with universities need to create leadership academies that will cultivate school-based leadership teams and help these leaders develop the skills and knowledge needed to promote effective practices that will raise student achievement. According to Bottoms (2003:24) research indicates that school-based leadership teams are the best way to improve student learning. Programmes that cultivate school leadership teams create more voices for change in the schools. By focusing on teams, rather than on individuals, these programmes help sustain long-term improvement. If the school principal leaves, other school leaders can step up and continue the efforts.

Little (as cited in Bush 1995:52) is of the opinion that schools need to pursue and practice collegiality because he believes that something is gained when teachers work together and something is lost when they are not.

According to Bush (1995:52) collegial models include all those theories which emphasize that power and decision-making should be shared among some or all members of the organization. Collegial models assume that organizations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organization who are thought to have a mutual understanding about the objectives of the institution. "Power is shared with staff in a democracy rather than remaining the preserve of the leader"(Bush 1995:54).



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Lashway (2003:1) is of the opinion that a seeming paradox for principals is that increased demand for results has been accompanied by the expectation that leaders should operate collaboratively. Lashway (2003:1) also points out that a variety of other empirical studies and research synthesis have likewise concluded that collaborative communities play a key role in school improvement.

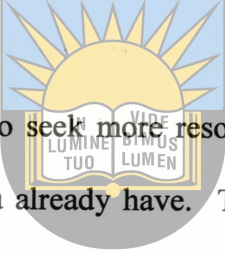
2.3.3 Instructional leader

The achievement of excellence in any school finally rests on the quality of educational experience of each student i.e. quality teaching by excellent teachers. Therefore, the focus of all leadership acts in the school, must be on teaching and learning. The essential purpose of the school is teaching and learning and the

excellent school is excellent in both of these duties. The principal as the instructional leader and manager of the school plays a very important role in creating effective and excellent schools.

Excellent schools are said to be a product of good management by the principal and management team of the school. Good educational management depends on a clear understanding of valid educational management theory and very important, the ability to translate that theory into practice (OBT 402-1994:208).

To be effective does not mean to seek more resources, but rather to achieve better outcomes with the resources you already have. To be effective one must return to what is basic to schooling – teaching pupils and improving scholastic performance.



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2.3.4 Effectiveness

One of the most important strategies needed in our country to create effective schools is, to create a learning atmosphere as the central philosophy of the school (OBT 402-1994:208).

Stoner (1995:13) believe that management is the principal activity that makes a difference in how well organizations serve people affected by them. How successful an organization is in achieving its objectives and satisfying its social responsibility depends to a large extent on its managers. If managers do their jobs well, schools will probably achieve their goals (Stoner 1995:13).

According to Hargreaves & Hopkins (1991:15), management is about people and management arrangements are what empower people. Empowerment, therefore, is the purpose of management. It would be of interest to establish whether stakeholders are indeed empowered by management.

2.3.5 Efficiency and effectiveness

Drucker (as cited in Stoner 1995:13) is of the opinion that underlying many of these discussions are two concepts, namely efficiency and effectiveness. According to Drucker efficiency means “doing things right” and effectiveness means “doing the right thing” (Drucker as quoted in Stoner 1995:13). The latter further believed that efficiency is an “input-output” concept. An efficient manager is one who achieves outputs or results, that measure up to the inputs i.e. labour, materials and time used to achieve them. Managers who are able to minimize the cost of the resources needed to achieve goals are acting efficiently. Effectiveness, on the other hand, involves the correct choice of goals. A manager who selects an inappropriate goal is an ineffective manager.

Effectiveness can thus be defined as the ability to determine appropriate objectives: “doing the right thing”. No amount of efficiency can make up for a lack of effectiveness. For this reason, Drucker believes that effectiveness is the key to any organization’s success (Stoner 1995:10). Effective schools are managed by effective leaders. Effective leadership, however, does not happen by chance. People in positions which require leadership skills need to continually reflect on their skills and attributes and improve and develop those skills that are essential for good leadership

and management. According to Lemmer (1994:20) leadership is therefore one of the most important factors in ensuring the effectiveness of a school.

2.3.6 “Hard”and “Soft” measures of effectiveness

Paisey (1983:7) points out that in teaching, measures of effectiveness are of two kinds i.e. 'Hard' and 'Soft' measures. 'Hard' measures are those which are easily quantified. 'Hard' measures in teaching include attainment levels and qualifications obtained by learners as a result of the educator's work. The concern for effectiveness measured in these terms took legislative form already in the Education Act of 1980. The public declaration of a secondary school's external examination results may be regarded as a measure of effectiveness if set alongside the school's comparable results for the previous year in the light of the resources respectively available for each year. In all schools, hard measures might also include qualifications and achievements of the existing teaching staff such as their publications, external offices held, internal activities and absence from work. 'Soft' measures on the other hand are those which are qualitative in nature. 'Soft' measures, in contrast to the 'Hard' ones, are difficult to quantify but are manifest and manifold such as changes in the morale and values of a pupil or the support and encouragement given to a disconsolate colleague. All the 'Soft' measures taken together are often represented by the concept of the “climate of the school” (Paisey 1983:7).

- “Is the school a friendly place to be in?
- Do staff and pupils like working there?” (Paisey 1983:7)

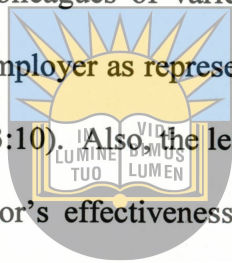
2.3.7 Community aspects

The community aspects of the school reflect both shared and differentiated values and practices but represent an important dimension of measuring effectiveness. “Soft” measures need to take account of values, attitudes and conduct which are the product of the more subtle influences and work of educators.

Paisey (1983:6) believes that educators everywhere want to be effective. The individual’s original desire to be effective and his/her potential for being so are respectively reinforced and given practical expression by the educator’s education and training process consisting of both initial and in-service stages. This process tries to extend the powers of the individual and articulate the scope and terms of effectiveness in association with ongoing professional experience. Paisey (1983:10) is also of the opinion that effectiveness is a variable phenomenon. The demands of teaching work envisaged and practiced by a person at the point of entry into a teaching career are different from those at the point of assuming a senior position in a school. Therefore, over the course of a developing career in teaching, effectiveness varies in some respects according to the nature of the work undertaken at a particular time. It follows, therefore, that a teacher who is effective in one post in one school, will not necessarily be effective in a more senior position in either the same or another school. It may not be possible for a teacher to be effective in one school at the same level of seniority and formal position as previously held in another.

According to Paisey (1983:10) effectiveness is a relative phenomenon. Human judgement is inevitably involved in thinking about effectiveness.

Even the smallest school is a place in which many people congregate. The process of schooling involves a vast and intricate network of interpersonal transactions and interactions. Many people, therefore, are in a position to exercise such a judgement and some as a formal responsibility legitimized and required according to their organizational positions, others informally on the basis of self-interest and human rights. Everyone in a school is capable of entry into the social process which leads to the judgement that an educator is effective or not. “Among those able to do so is the teacher’s head of school, colleagues of varied standing in relation to himself, parents and governors and the employer as represented by various officials of a local education authority”(Paisey 1983:10). Also, the learners may enter into the definition and determination of an educator’s effectiveness. Learners of all ages will have positive or negative feelings about the way of life in general in a particular school, even if they do not make their feelings explicit and give them expression.



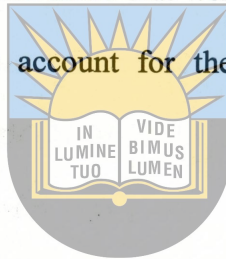
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Goal accomplishment and efficient use of resources are necessary conditions for effective performance (Gibson *et al* as cited in Seyfarth 1991:11). An organization that fails to accomplish its identified goals or that uses resources inefficiently is considered to be ineffective. Teachers and administrators are generally held accountable for the outcomes; efficiency, equality and quality (Glasman as cited in Seyfarth 1991:11).

Seyfarth (1991:11) is of the opinion that not all teachers are equally adept at producing learning and that some schools are more effective than others at increasing academic achievement. Also, that the differences are not attributable solely to family background characteristics of learners, although those factors do affect school

learning. In other words, schools do make a difference in what, and how much learners learn.

Considerable effort has been made in recent years in an attempt to increase the understanding of the factors that make certain schools and certain educators more effective than others. A group of studies known collectively as effective schools' research compared schools that were more effective in producing gains on standardized achievement tests with those that were less effective. Numerous factors were identified that seemed to account for the differences in school outcomes (Seyfarth 1991:14).



Quality is the most important issue in education, business and government today (Arcaro 1995:1). Arcaro (1995:1) is of the opinion that quality management is a vehicle that education professionals can use to cope with the “forces of change” that are buffeting the nation’s education system. Arcaro (1995:1) also points out that the major difficulty educational professionals face is the inability to deal with the systems failures that are preventing them from developing or implementing new educational processes that will improve the quality of education.

2.3.8 Specialization

The educator’s profession, especially in post primary schools, demands areas of specialization, which implies that, in their area of specialization, educators are expected to know more in that area than their school managers. This is aggravated by the fact that in most cases today’s ‘superiors’ usually have not held the jobs their

'subordinates' hold as they did in the olden days. The superior in an organization employing knowledge workers cannot, as a rule, do the work of a supposed 'subordinate' anymore than the conductor of an orchestra can necessarily play the tuba.

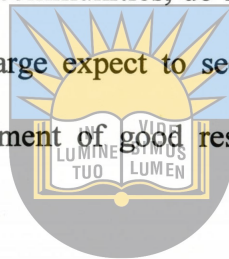
On the other hand, a knowledge worker is dependent on the superior to give direction and, above all, to define what the 'score' is for the entire organization, that is: what are standards and values, performance expectations and results required. Just as an orchestra can sabotage even the ablest conductor and certainly even the most autocratic one, so a knowledge organization can easily sabotage even the ablest, let alone the most autocratic superior (Drucker 1999:20). Drucker (1999:20) further asserts that an increasing number of people who are fulltime employees need to be managed as if they were volunteers. Knowledge workers have mobility. They can leave, as they own means of production, which is their knowledge.

Human capital is mobile in the global economy. People can study for their degrees and leave their home country if they wish. Now the brain drain is already occurring, as many graduate teachers are leaving South Africa, thus creating a shortage of suitable qualified teachers in our country.

2.3.9 Motivation

It is a sound economical or psychological principle that, if you want people to do something, you need to make it more pleasant for them to do it. This is based on the commonly accepted factor that money alone does not motivate performance.

Granted, dissatisfaction with money grossly demotivates, but satisfaction with money is a 'hygiene factor' as Frederick Herzberg (as cited in Drucker 1999:21) called it. What motivates knowledge workers in particular is what motivates volunteers. Volunteers are presumed to get more satisfaction from their work than paid workers, precisely because they do not get a pay cheque. They need, above all, challenge. They need to know the organization's mission and believe in it. They need access to continuous training. They need to see results. It is surprising to know that most schools, especially in our black communities, do not have mission statement, yet the authorities and community at large expect to see good results from such schools. With no set goals, the achievement of good results would be close to a miracle (Drucker 1999:21).



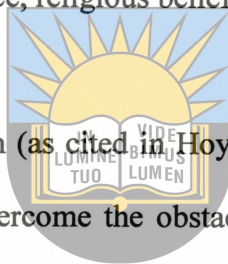
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2.3.10 Quality and equality *Together in Excellence*

Quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process.

At the same time, quality in education is supposed to meet the accountability standards set by clients who pay for the process or the output from the process of educating (Hoy *et al* 2000:10). Quality in education is clearly linked to purpose. Education is to do with learning, rather than with social control and advantage. "Schools are learning organizations, and as one peels-off the onion layers of quality, one would be faced with the question of how schools can be supported in their provision of quality education "(Hoy *et al* 2000:12).

Maden & Hillman (as cited in Hoy *et al* 2000:12) teased out the lessons from eleven case studies of successful schools in disadvantaged areas. They discovered and pointed out that every school has the opportunity to succeed against odds. Hoy *et al* (2000:12) also view quality within a framework through which they see the best or highest quality as an entitlement for all. Quality and equality are linked together in this way. Hoy *et al* (2000:12) further believed that improving quality in education must reduce the 'quality gap' which exists for those who may experience inequality due to race, social class, residence, religious belief or the like.



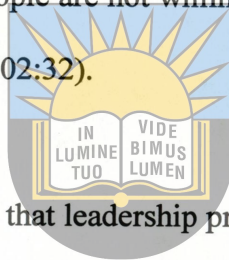
Nevertheless, Maden & Hillman (as cited in Hoy *et al* 2000:14) outline the ways in which quality processes can overcome the obstacles to provide quality learning for learners in disadvantaged areas. According to Hoy *et al* (2000:14) the 'quality gap' is merely widened by low expectations. To probably say, "well, what can you expect from these children?" makes the underachievers doubly disadvantaged as opposed to being empowered.

2.3.11 Strategic leadership

Fidler (2002:9) describes strategy as a rather elusive concept which originates from usage in military situations where it serves to distinguish an overall plan of action from the tactics which are its constituent parts. "It is the broad overall direction that an organization wishes to move in" (Fidler 2002:9). Fidler (2002:33) points out that there is a general agreement that leadership should be contingent, that is, it should depend on circumstances, i.e. situational leadership. Based on the strategic model, Fidler suggested that actions should depend on two organizational factors:

- The external context in which the organization finds itself.
- The external situation or condition within the organization.

The leadership style will condition the behaviour of followers. The style of leadership conditions what is expected of followers and may also limit what is possible for followers in the future e.g. an autocratic head reduces the need for innovation and may even suppress the initiative of other members. “Leadership is recognized by the presence of follower-ship. If people are not willingly and confidently following then, there is no leadership” (Fidler 2002:32).



Fidler (2002:32) further believes that leadership provides meaning for those within an institution by defining and espousing the values of the organization. Leadership will need to exhibit many actions in different styles on different occasions. Strategy identifies new opportunities and is central to organisation’s goals. It has to be in line with the values that the organisation stands for and staff and others need to have confidence in the new organizational direction and enthusiastically play their part in making it succeed (Fidler 2002:32).

A good leader inspires commitment to the core purpose of the organization. When examining the quality of education in schools, one must acknowledge the central role of the leader and his/her ability to lead its strategic direction. “Without this capacity, a school is likely to be tossed and turned by each tide of educational change” (Hoy *et al* 2000:15).

2.3.12 Pedagogical leadership

Sergiovanni (as cited in Poster 1999:34) argues that better results for learners will not be achieved until we emphasize a new conception of leadership and a different set of school improvement strategies. Pedagogical leadership adds value by developing the various forms of human capital. Schools develop intellectual capital by becoming inquiring communities.

This study proposes pedagogical leadership as a more effective alternative to bureaucratic, visionary and entrepreneurial leadership in improving schools. Pedagogical leadership is leadership where leaders and followers reflect together, learn together and inquire together. This helps to construct a reality that helps them to navigate through a complex world. Pedagogical leadership invests in capacity building by developing the social and academic capital of the learners, and the intellectual and professional capital of the educators (Sergiovanni as cited in Poster 1999:34).

Everyone wants to be effective in one's chosen sphere of activity. Some people are denied the opportunity or are unwilling or unable to be effective in their work. Paisey (1993:6) is of the opinion that most people would prefer to be effective in their work. A major obstacle to being effective may be ignorance of the dimensions of thought and conduct which should enter into the account.

Obstacles to effectiveness may appear in the form of inadequate self-knowledge, personal efficiency, technical knowledge and self-development. "Obstacles to

effectiveness may also take the form of ignorance of the interests of others, insensitivity to their feelings, inappropriate behavior towards them, and a poor choice of style or self-projection” (Paisey 1993:6). Teachers in positions of authority, therefore, need to reconsider whether they are motivating their staff towards effective work.

2.3.13 A strategy for effective principals.

A recommended strategy for the effective principal as cited in OBT 402 (1994:24) is managing by wandering around i.e. (MBWA). MBWA is said to be an active person-to-person process that relies on deeds, involvement and participation to create excellent schools. Mol (1990:102) points out that the importance of MBWA is that management must be visible, but the workers should see management as a source of support rather than a source of interference. Employees need to know that management genuinely cares about the quality of their work life.

2.4 A review of findings from school effectiveness research.

Research on effective schools suggest that educators and administrators in these schools hold views about their work and their relationships to others that are different from those found in less successful schools. One of these features is that educators in effective schools share a norm of collegiality.

Such faculties are described by the members as ‘close’ and able to work together. Working together involves discussing, planning, designing, conducting, analyzing,

evaluating and experimenting with the business of teaching. Another characteristic found in effective schools is acceptance by educators of a norm of continuous improvement. Teachers in these schools are committed to the view that they can continue to learn about teaching, and they consider colleagues as potential resource persons who can help them to grow personally and professionally (Little as cited in Seyfarth 1991:14).

Some of the main findings from research studies into school effectiveness and their implications for improving the quality of schools were examined (Ribbins *et al* (1994:36). It is argued that an effective school is one that has a positive effect upon its pupil's educational outcomes.



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Findings on some of the school effectiveness studies were as follows:

- Some schools were more advantaged in terms of their size, status, environment and stability of teaching staff. There was evidence that smaller schools tended to be more effective than larger ones. Class size was reported as being particularly relevant. Smaller classes with less than 24 students had a positive association with student progress in Mathematics, attainment in speaking skills, student's behaviour, attitudes to school and self-concept.
- A good physical environment was reported as creating a positive location in which progress and development could be fostered.
- The stability of the school's teaching staff was highlighted as important. Changes of head teacher and deputy head teacher, though inevitable in all schools at some stage was reported as having an unsettling effect.

- Similarly, changes of class teacher during the year had an adverse impact on student's progress and development.
- The importance of adequate resources and absence of staffing difficulties were also noted as of great importance.
- Nonetheless, although these given characteristics were reported as contributing to the school effectiveness, it appears that they do not, by themselves ensure it. They just provide a supporting framework within which the head teacher and teachers could work to promote student progress and development.
- The school effectiveness research conducted in the UK or North America suggests that it is the policies and processes within the control of the head teacher and teachers that are crucial (Ribbins & Burrige 1994:43-44).



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The results or findings of other studies on school effectiveness revealed that a number of specific aspects of school process were found to be especially important. These included the academic emphasis, leadership of the head teacher, teacher actions in lessons, the use of rewards and punishment, student conditions, student responsibility and participation, staff organization, and the skills of teachers (Ribbins & Burrige 1994:45). The importance of the head's leadership role is said to be of the clearest of the messages from school effectiveness research (Ribbins & Burrige 1994:47).

Findings from a North American study suggest that:

Teacher's willingness to participate in school decision-making is influenced primarily by their relationships with their principals... Teachers appear more willing to participate in all areas of decision making if they perceive their relationships with their principals as more open, collaborative, facilitative and supportive. They are less willing to participate in any decision-making if they characterize their relationships with the principals as closed, exclusionary, and controlling (Smylie as quoted in Bennett et al 2003:181).



Bennett et al (2003:181) argued that school leadership paradigm is one of shared leadership. Good school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise.

According to OBT 402 (1994:208) the research studies on effective schools showed that the original question asked was why some schools seem to get good academic and educational results from at risk or marginalized pupils. The results of research on the so-called effective schools were that the following five characteristics were identified:

- Strong leadership of the principal
- Emphasis on mastery of basic skills
- A clean and orderly school environment
- High teacher expectations of pupil performance, and

- Frequent assessment of student progress (Edmonds as cited in OBT 402-1994:208).

The results of research on the so called effective schools were as follows; that material resources available made no difference to the school. School effectiveness is about schools and the basic functions of the school, viz. teaching and learning. To create effective schools it is necessary to have the following three elements:-

- Basic inputs
- Facilitating conditions and
- A will to change (OBT 402-1994:208)



Evidence from various studies suggest that effectiveness is a function of a strong communication programme and widespread employee involvement (Ross 1999:143).

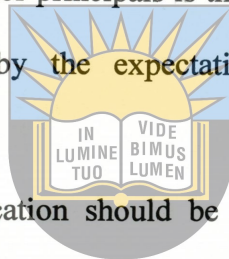
A summary of findings from school effectiveness research concluded that almost every single study of school effectiveness has shown both primary and secondary leadership to be the key factor (Davies 2005:76).

Where leadership and management are weak or ineffective in a school, it is so much harder to do a good job as a teacher. Where it is effective then not only can teachers teach, but staff and students are better motivated, people know what is going on because communications are clear and frequent, and everyone feels they are pulling together and working towards shared goals (Davies 2005:76).

2.5. Summary.

The review of relevant literature has revealed the following trends and themes:-

- Principals today must also serve as leaders for student learning.
- Emphasis should be on professional development, the creation of learning communities, and clear demonstration through behaviour as well as words that the principal is fully engaged with classroom instruction.
- A seeming paradox for principals is that increased demand for results has been accompanied by the expectations that leaders should operate collaboratively.
- Management in education should be able to draw on the professional competences of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference.
- Management is the principal activity that makes a difference to how well organizations serve people affected by them. Effective schools are managed by effective managers, and every school has the opportunity to succeed against odds.
- Educators want to be effective in their jobs, but some educators are denied the opportunity, or are unwilling or unable, to be effective in their work.
- The major cause of poor productivity and quality is the management system, not the work force. The root cause of deficient service quality is not inadequate structure system or research, but ineffective leadership.
- Collegiality is one of the key characteristics found in effective schools. The need for collective decision-making in schools therefore cannot be over emphasized.



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- Human Resource Management and Pedagogical leadership would probably have a great impact on the motivational levels of educators and this in return may result in the improvement of academic performance of learners if introduced in the management of our schools.

2.6. Conclusion.

The conclusion will highlight some of the problems and challenges originating from the literature that has been reviewed. Some of these problems and challenges will be taken up through the envisaged research.



Whether they serve as instructors of pre-schools or graduate students, educators are employees of formal organizations with bureaucratic structures. It has been noted that there is inherent conflict in serving as a professional within a bureaucracy, hence conflicts and a lot of unhappiness within the teaching profession.

Educators are employees of formal organizations with bureaucratic structures. The organization follows the principle of hierarchy and expects adherence to its rules, whereas professionalism demands the individual responsibility of the practitioner. Professionals tend to have a great degree of autonomy. They are not supposed to be responsible to a supervisor for every action nor do they have to respond to their customers' wishes. In general, professionals are their own authority in determining what is best for their clients. This conflict is very real for

educators, who experience the entire positive and the negative consequences of working in bureaucracies.

Tyson (2000:12) identified the following shortcomings of bureaucratic structures:-

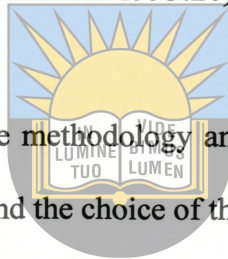
- “Bureaucracy produces trained incapacity.
- Bureaucracy deprives employees of a voice in decision – making.
- It stifles initiative and imagination.
- It contributes to feelings of alienation.
- It discourages ambition to improve oneself” (Tyson 2000:12).



According to Tyson (2000:12), managers do not always act as though they fully understand and acknowledge the fact that success in management has to be based on an awareness, and at least a broad knowledge of human behaviour. The general belief is that people’s behaviours are determined by what motivates them. Their performance is a product of both ability level and motivation (Naong & Buchner 2000:186). The ability level and motivational level of educators will also be investigated. The quality and effectiveness of an education system depends heavily on the quality of its educators.

Educators are the key persons in determining success in meeting the system’s goals. The educational and personal well being of learners in schools hinges crucially on their competence, commitment and resourcefulness.

Teaching demands educators to be creative and flexible; most of all, it needs educators to be happy and free of all emotional stresses which may reflect negatively on educator performance. Good teaching is said to be a skilful blend of artistic and scientific elements. As with artists, the mood and state of mind of the artist could be detected from his work. It is imperative therefore that a good work environment be created for educators if quality education is to be expected. Educators' values, emotions and happiness should be taken into consideration for the success of the teaching profession (Biehler & Snowman 1993:20).



The next chapter will outline the methodology and the design of this study. It will also serve as the motivation behind the choice of the methodology and design.

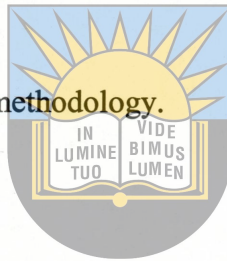
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CHAPTER 3

RESEARCH DESIGN

The general aim of this research study is to investigate the effect(s) of changes in school management on learner and educator performance. This section of the study describes how the researcher designed the study and collected the data. The chapter looks at the methodology employed in the study. This includes research design, data collection techniques, sampling design and procedure. The chapter is divided into the following sub-sections:-

- The research approach.
- The research design and methodology.
- Limitations.
- Ethical considerations
- Conclusion.



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3.1 Research approach

The researcher will use both quantitative and qualitative methods to study the effect of change(s) on school management on learner and educator performance. The researcher will begin with generating quantitative data in the form of achievement percentages. The qualitative data will consist of observations, interviews and documentary records of events, situations, and behaviours as well as direct quotations from people about their experiences and beliefs.

3.2 Methodology

In this study a combined methodology will be used. A quantitative preliminary study will be combined with a qualitative main study. Qualitative implies that data are in the form of words as opposed to numbers.

Whereas quantitative data are generally evaluated using descriptive and inferential statistics, qualitative data are usually reduced to themes or categories and evaluated subjectively. In qualitative study there is more emphasis on description and discovery and less emphasis on hypothesis testing and verification (Rudestan and Newton (2001:36). Polkinghome (as cited in Rudestan and Newton (2001:36) points out that qualitative methods are especially useful in the generation of categories for understanding human phenomena and the investigation of the interpretation and meaning that people give to events they experience.

3.2.1 Qualitative Research



In general qualitative research implies an emphasis on processes and meanings over measures quantity, intensity and frequency. Rudestan and Newton (2001:43) are of the opinion that qualitative research designs are not intended to prove or test a theory and it is more likely that the theory will emerge once data are collected. This does not mean that the researcher can ignore the theoretical perspective of the previous work. They viewed a conceptual framework as the current version of the researcher's map on the territory being investigated. This implies that the framework may change as the study evolves (Rudestan and Newton 2001:43).

Qualitative research is based more on what is called naturalistic phenomenological philosophy, which assumes that multiple realities are socially constructed through individual and collective definitions of the situation (Schumacher and McMillan 1993:14). Schumacher and McMillan (1993:14) point out that qualitative research is concerned with understanding the social phenomena from the participant's perspective.

To obtain a full understanding of the phenomena being studied a qualitative research methodology will be utilized. Qualitative implies that the data are in the form of words as opposed to numbers.

3.2.2 Why the qualitative method?

Unlike experiments and surveys in which the elements of the research design, hypothesis formation, measurement, sampling, are specified prior to data collection, design elements in qualitative research are usually worked out during the course of the study. A qualitative approach has the potential to supplement and reorient our current understanding of school effectiveness. By utilizing a qualitative approach, an attempt will be made to investigate whether there is any relationship between change(s) in school management and learner and teacher performances. The most suitable approach to the realization of this ideal can be found in the qualitative approach. By using the qualitative research method, the researcher will attempt to understand people in terms of their own definitions of their world.

3.2.3 Quantitative Method

Quantitative research is said to be about quantities, it is about measurement saying how much of something there is whereas qualitative research is conversely about qualities things have (Williams 2003:4-5). Quantitative research is rooted in the scientific tradition of studies of the social world and depends on statistical and mathematical techniques (Williams 2003:4-4). The departure point of quantitative research is numerical measurement of specific aspects of phenomena.

It is said to be a very structured approach. In it competing explanations must be formulated in terms of the relationship between variables (Miller & Brewer 2003:192). In this study quantitative method is used to measure the performance of Grade 12 learners.

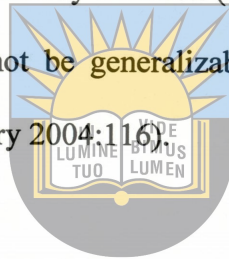
3.2.4 Case study

This research will be conducted in the interpretive subjective dimensions of educational phenomena that are best explored by the case study method (Cohen & Manion 1996:106). The researcher chose the case study method so as to get a thorough understanding of the school under investigation. “A case study may be defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used” (Miller & Brewer 2003:22). O’Leary (2004:115) on the other hand describes the case study as “a method of studying elements of the social through comprehensive description and analysis of a single situation or case, for example, a detailed study of an individual, group, episode, event, or any other unit of social life organization. Emphasis is often placed on understanding the unity and wholeness of the particular case” (O’Leary 2004:115).

3.2.5 Purpose of the Case Study

According to Cohen and Manion (1996:106) the purpose of adopting a case study as a methodology is: “To probe deeply and to analyze intensively the multifarious

phenomena that constitute the life cycle of a unit with a view to establish generalization about the wider population to which that unit belongs” (Cohen & Manion 1996:106). Case studies concentrate research efforts on one case or one site, and therefore offer one set of boundaries for the study. This can minimize travel, ease access, and reduce costs. On a more strategic level, case studies attempt to build holistic understandings through the development of rapport and trust. The goal is authenticity and a richness and depth in understanding that goes beyond what is generally possible in large-scale survey research (O’Leary 2004:115-116). Although an individual case study may not be generalizable, it can still offer much to the production of knowledge (O’Leary 2004:116).



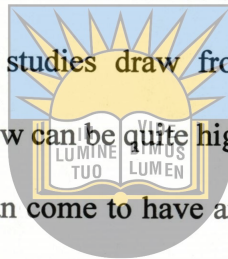
2.3.6 Limitation of Case Studies

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Miller & Brewer (2003:23) points out that it is difficult to sustain the argument that case studies lack rigour, any more than it is possible to argue that all experiments and surveys for example are necessarily rigorous. Case study is a part of scientific methodology, but its purpose is not limited to the advance of science. A single or few cases are poor representation of a population of cases and therefore questionable grounds for advancing grand generalization. Due to the fact that more than one theoretical notion may be guiding an analysis, confirmation, fuller specification, and contradiction all may result from one case study (Denzin & Lincoln 2003:156). Having said that case studies are of value for refining theory and suggesting complexities for further investigations, as well as helping to establish the limits of generalizability.

A case study can also be a disciplined force in public policy setting and reflection on human experience. O'Leary (2004) identified the following difficulties associated with case studies.

- Even though concentrating research efforts on one case or site can reduce costs, limit travel, and minimize issues of access, the trade-off is generally in-depth immersion and prolonged engagement. This can be expensive for the researcher on a number of levels.
- Firstly, the required level of access can be difficult to negotiate.
- Secondly, because case studies draw from only one or even a few, the demands on that one or few can be quite high.
- Thirdly, the researcher can come to have an effect on the researched and vice versa.
- Finally, immersion can come with emotional costs for all parties involved (O'Leary 2004:116).



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3.2.7 Sampling

In this research study, theoretical or purposive sampling will be used. Theoretical or purposive sampling is a set of procedures where the researcher manipulates his/her analyses, theory and sampling activities interactively during the research process to a much greater extent than in statistical sampling. Such flexibility would be appropriate in the following cases.

- As a new factor emerges, the researcher would be able to increase the sample in order to say more about them.

- The researcher would be able to focus on a small part of the sample in the early stages i.e. learners, educators, SGB, parents and management team, using the wider sample for later tests of emerging generalization.

Sample:

The school chosen as a sample is a Duncan Village High School in the East London district, Eastern Cape. The reason for the choice of this particular school is the accessibility of the school to the researcher.



Profile of the school:

Name of the School	Level	Category
Hange High School	Secondary	Township

This school started in 1995 in response to the ex-State President, Nelson Mandela’s back to school campaign as one of the emergency schools. There is no proper school building structure and the school still operates in the temporary buildings which were meant for residence. In the past there were 27 educators, all post level one educators. In 1998, managerial related problems transpired.

3.2.8 Research participants

The school chosen as a sample is a Duncan Village High School in the East London district, Eastern Cape. The research participants will be the learners, educators, SGB members, parents, the SMT, the school principal and the EDO.

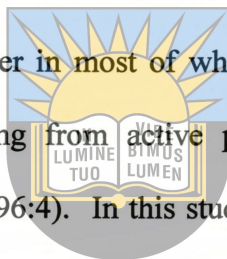
3.2.9 Methods of data collection

The following research instruments will be used in this study:-

- Participant observation
- Interviews
- Written resources and
- Non-written resources.

3.2.9.1 Participant observation

Everyone is a participant observer in most of what we do. There are varieties of participation observations ranging from active participation, to passive observer (Adler *et al* as cited in Smith 1996:4). In this study the researcher will gather field-notes by conducting observations as a participant at times and as an observer on some occasions.



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3.2.9.2 Interviewing

Smith (1996:5) is of the opinion that an interview can be regarded as anything that intrudes upon the natural setting and is done with the conscious intent of obtaining particular information directly from participants (Smith 1996:5). The researcher will conduct in-depth interviews with the school principal of the school under investigation; two educators on the school management team; the Education Development Officer; 5 learners from Grade 12 who were at the school under investigation in the academic year 2000, 5 educators, 2 SGB members (parent component), 1 SGB member (learner component), 1 SGB member (teacher component).

The interview schedule will combine semi-structured and open-ended questions to enable the researcher to explore issues flexibly. Unstructured interviews will also be conducted.

3.2.9.3 Written resources

Public documents like government gazettes; The Manual for School Management; Education Law and Policy Handbook; Resource File: Supplement to the Manual for School Management; Official memos; minutes and school records for the school under investigation will be analyzed.



3.2.9.4 Non-written resources

Photographs of the school environment and the social situation of individual or groups will be taken e.g. learners. *Together in Excellence*

3.2.9.5 Data Access:

Data will be collected from the participants through observations, self-completing questionnaires and face to face interviews.

3.2.9.6 Data Coverage

- Data will be collected from the head-teacher, management team, staff members, Grade 12 learners, SGB members, parents of Grade 12 learners and the EDO.

3.2.10 Data Analysis

Firstly, a general review of all information and often writing down notes in the margins of the text e.g. observational field-notes, interview transcriptions, notes about photographs will be done. Also summaries of questionnaires will be given.

The process of reducing data will be followed. This will be followed by creating displays of information such as diagrams, tables, or graphs means for visualizing the information and representing it by case, by subject, or by theme. Data will be reduced by developing codes and categories and sorting of visual images into categories.



3.2.11 Triangulation

“The term triangulation originated in trigonometry where it is a method of calculating the distance to a point by observing it from two other points (Williams 2003:183).

The triangulation method is a process whereby interpretive and quantitative methods are used to corroborate each other. These two opposites may help us to frame what is intended when more than one method is used in research (Williams 2003:182).

Triangulating data and findings refers to using more than one source of data to confirm the authenticity of each source. For example, exploring the commonalities and divergence in data derived from observations, interviews, and surveys (O’Leary 2004:51). Triangulation is said not to be a tool or a strategy of validation, but an alternative to validation (Flick as cited in Denzin & Lincoln 2003:8).

Denscombe (2002:104) is of the opinion that in triangulation the accuracy and precision of data can also be assessed by comparing them with the findings on the

same topic produced using different research methods, produced by other researchers or based on alternative theories or approaches.

In this study the accuracy and precision will be assessed by comparing the findings of the study with findings on the same topic by other researchers.

3.3. Limitations of the Study

The constraints of this research will centre around time and the availability of the interviewees on appointed dates and times due to the same working hours between the researcher and her target population. Therefore gathering data as scheduled from the sources might be problematic.



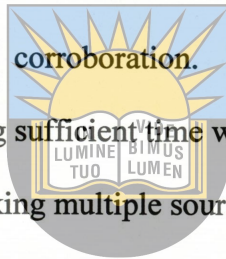
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3.4. Trustworthiness

For the research to have the potential to create new knowledge, it must be seen as credible i.e. it must have the power to elicit belief (O’Leary 2004:56). According to O’Leary (2004:60), truth is dependent on context. The indicators one would use to show “truth” clearly depend on how one defines and understands the nature of truth. The indicators of validity would be appropriate if one believes that there is only one truth that can be uncovered and understood while authenticity is more likely to be appropriate if one believes that there may be more than one version of any event. Authenticity is also concerned with truth value, but allows for an expansion of the conception of singular truths.

“Authenticity indicates that while the links between conceptual frameworks, questions, and findings may not lead to a single valid truth; rigour and reflexive practice has assured that conclusions are justified, credible, and trustworthy” (O’Leary 2004:61).

This research study will emphasize on the socially constructed nature of reality. A close relationship between the researcher and the object of study may assist the researcher to understand the phenomena in their entirety. Truth value will be ascertained through structural **corroboration**. Such corroboration might be accomplished through spending **sufficient time** with subjects to check distortions by persistent observations, and checking **multiple sources** of data such as written records.



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3.5 Research ethics

With regards to ethics, the researcher will seek the informed consent of all the participants and a promise of confidentiality will be accorded them in the research write-up. During this study, I am committed to discovering and reporting things as faithfully and as honestly as possible. I will not allow my investigations to be influenced by considerations other than what is the truth of the matter.

In the next chapter data will be analysed.

CHAPTER 4

DATA PRESENTATION

4.1. Introduction

The research question this study seeks to answer is whether change(s) in school management have any effect on learner and teacher performance. A variety of methods used to collect data resulted in a myriad of data comprising of field-notes that were sometimes fragmented. These fragmented pieces of information had to undergo a series of processes to synthesize them. The regular interim data analyses that was done assisted in confirming emerging themes and recurring patterns. This chapter presents the data gathered through interviews, observation and documentary records. In this study, five major themes around which patterns were coded are as follows:-

- Social and school condition
- Educator's knowledge measured through academic qualifications
- School climate
- School governance and
- School management.

The impact of the above mentioned management variables to the performance of Grade 12 learners were also evaluated. The approach to data analysis in this study was categorization, comparison and the interpretation of synthesized data.

4.2 Triangulation

Triangulating data and findings refers to using more than one source of data to confirm the authenticity of each source (O’Leary 2004:51). In this study I have used observations, interviews and surveys. The data are presented according to identified codes. The following codes are used to distinguish respondents from each other.

P= Parent

SGB= School Governing Body

EDO= Education Development Officers

SMT= School Management Team

HT= Head Teacher

E= Post Level 1 Educators

E/SGB= Educators who are SGB members

L= Learner

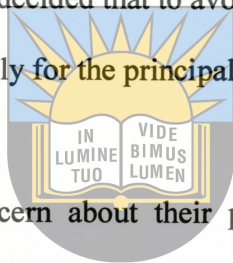


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4.3 School under investigation’s profile

In 1998, one would say that the school under investigation was totally dysfunctional. It was so chaotic that some dedicated educators called a staff meeting as concerned colleagues. The then acting principal towards the end of the year decided to take long leave. There was no money to conduct the final internal examinations, nor anyone else who knew how the finances of the school were handled.

The situation was so bad that some educators decided to donate personal funds for the internal examination to be conducted that year. In a meeting conducted to discuss such problems, it was decided that the situation as it was, was not serving any educational purposes and the whole staff complement took the initiative to approach the District office. The educators presented the EDO with an ultimatum that they were not going to teach the following year unless the school principal was employed. The whole staff complement in the same meeting decided that to avoid internal conflicts, none of the then current staff members were to apply for the principal's position.

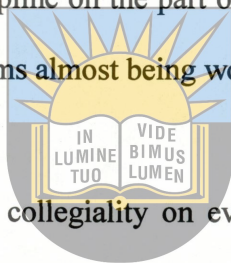


Educators also voiced their concern about their personal safety as educators. This resulted in the appointment of the school principal in June 1999. The non-teaching staff member who was to act as a security guard as well was also employed the same year. This bold step on the part of the educators of the school under investigation was probably what saved them from all being deployed to other schools as the Department did to one of the neighbouring schools which displayed similar type of behaviours. The poor management of the school under investigation in the academic year 1998 was probably reflected in the poor academic results of Grade 12 learners in that year with a pass rate of only 19%.

The recruitment process for the fulfillment of the vacant post of a school principal began in earnest from January 1999, which resulted in the appointment of the current school principal in June 1999. Naturally, he was informed of the challenges he was faced with, and probably wisely decided not to engage himself in any teaching activities that

year while probably still familiarizing himself with the new school environment, staff members, learners and the managerial challenges he was faced with.


During 1999 the newly appointed school principal worked in close collegiality with the whole staff complement. The team spirit was re-kindled. The involvement of all stakeholders i.e. the educators, principal, S.G.B. members and the learners in the battle against violence and lack of discipline on the part of both the learners and the educators resulted in the disciplinary problems almost being won in 1999.



To highlight this dedication and collegiality on even the part of all stakeholders, the researcher would mention an incident whereby one of the educator's life was threatened by an ex-student in the school under investigation for taking disciplinary action against such learner for excessive drug abuse and violence at school. Learners in Grade 12 that year in conjunction with the SGB members offered to escort the said educator to the taxi rank after school also offering to wait for the said educator at the taxi rank each morning to ensure of his/her safety on his/her way to and from work. They made this offer to ensure the safety of the educator concerned on his/her way to and from work. This was a great sacrifice on the part of both stakeholders as public transport had no set times for departures and arrivals, but it was a sacrifice they were prepared to make.

There was a great sense of ownership which was displayed by all stakeholders. This re-kindled team spirit on the part of all stakeholders paid off in the form of a dramatic improvement in the academic results of Grade 12 learners that year which increased from

19% in the academic year 1998, to 51% in the academic year 1999. This dramatic improvement in the pass rate of Grade 12 learners in 1999, enabled the school to qualify for a provincial award as one of the best improved schools in the Grade 12 academic results. This could have been attributed to the re-kindled team spirit, dedication and commitment displayed by both learners and educators alike. Educators worked over-time voluntarily even on week ends, afternoons and even during some school holidays like June and September holidays and at times, as per the request of the learners themselves.



The School Management Team was established at the end of the academic year 1999, with the redeployment of educators from other schools as deputy principal and four (4) HODs. They were welcomed by a big and formal party which was organized and financed by the educators themselves. Educators were celebrating their envisaged stability and progress at their school.

Nonetheless, challenges transpired at the beginning of the following year with the new subject allocation. The researcher needs to mention that these five (5) posts which were allocated to the school management team, resulted in a situation whereby five (5) Post Level 1 educators from the school under investigation had to be redeployed to other schools. This state of affairs affected the educators in a negative way in the sense that suddenly there was an increase in the workload of the remaining Post Level 1 educators. The Deputy Principal and the HOD's who had minimal workload in terms of teaching were replacing Post Level 1 educators.

The end results were a drastic increase in the teaching load of the remaining educators, so much so that instead of the usual four (4) grades per educator, educators were faced with a challenge of having to teach five (5) to six (6) grades per educator. This could be regarded as one of the negative impacts of the redeployment process.

Educators were also faced with another challenge in the form of a change in the management style of the new management. The Post Level 1 educators were suddenly excluded from all decision making processes with the new management having separate meetings where decisions were taken to be later conveyed to the general staff complement. Educators' participation in those meetings was discouraged by educators being referred to as Post Level 1. Educators were reminded in almost every meeting that they had no authority nor power, theirs was to do as they were told. This dented the self-esteem of most 'Post Level 1' educators and for the weaker ones, the self-esteem was totally destroyed. All the managerial gains of the previous year were destroyed.

Two teams or cliques were created. There was no collegiality and therefore no collaboration. The morale and the motivational levels of educators dropped drastically. The newly found sense of ownership was destroyed. The general atmosphere was hostile and a "master to servant" relationship was created and probably promoted by remarks in meetings from the school management that, "I will sit on the HODs and the HODs will in turn sit on you Post Level 1 educators."

To highlight the magnitude of the problem the researcher was reminded of an incident whereby a frustrated learner marched out of class one day after being physically punched

by the member of the SMT, took a huge stone and smashed one the management team member's vehicle. I concluded that such a behaviour on the part of the concerned learner is unacceptable. The incident is mentioned to highlight the level of frustration for both educators and learners which the learner vented in a negative manner. Another incident also displaying the level of frustration on the part of the educators this time, was when one of the educators one day, after a heated argument with the management team the previous day, drew a big placard expressing her dissatisfaction with the way the school was managed.



4.4 Respondent's Profile

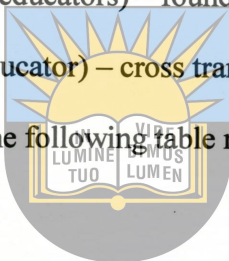
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Some background information about the target population which is the school, the principal, management team, SGB members, educators, learners and parents is given with a view to shed light on the observed environment.

Ultimately, all fieldwork culminates in the analysis and interpretation of some set of data, be it quantitative survey data, experimental recordings, historical and literacy texts, qualitative transcripts or discursive data. Analysis involves "breaking up" the data into manageable themes, patterns, trends and relationships. The aim of the analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables and to see whether there are any patterns or trends that can be identified or isolated, or to establish themes in the data (Mouton 2001:108).

The respondent profile for this case study were as follows:

- a) The school principal (1) – new appointment in July 1999.
- b) Deputy principal (1) – transfer from another school through the redeployment process.
- c) SMT (4 H.O.D's) – are transfers from other schools through the redeployment process.
- d) Educators (20 post level 1 educators) – founder members of the school.
- e) Educator (1 post level 1 educator) – cross transfer from another school.
- f) SGB profile as shown in the following table number 4.1.



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Table 4.1 Profile of the SGB members.

SGB Portfolio	Gender/Educational Status	Current Employer	Previous Employer
Chairperson	Male/Semi-illiterate	Zionist Church Minister	Mine worker
Deputy Chairperson	Male/Semi-illiterate	Hospital porter	General worker/labourer
Member of the finance committee	Female/Literate	Hospital clerk	Clerk/administration officer
No portfolio (Three members)	Female/Semi-illiterate	Housewife	Never been employed
No portfolios (Two members)	Male/illiterate	Construction labourers	Labourers
Non-teaching staff Member (one)	Male/Semi-illiterate	Caretaker	Factory worker
2 Learners	Male/literate	Learners	Learners
School principal	Male/literate	Principal	Educator
Educators (3)	2 Males & 1 Female	Educators	Educators
SGB member (1)	Male	Prison warder	Prison warder

- 2 educators formally resigned from the SGB.
- 1 SGB (Prison warder) could not attend meetings due to work commitments.

My personal observation as an ex-member of the SGB is that the majority of the SGB members are illiterate or semi-illiterate. The SGB of the school under investigation missed the opportunity offered by the Department of Education, Eastern Cape, of being trained in the capacity building meetings arranged in partnership with the Duncan Village SGB Association at the time of the investigation.

4.5 Responses



4.5.1 School condition

a) Participant observation

My observation as an active participant was that the school under investigation was acutely under resourced. There is no proper school building. The classrooms are rooms which were initially made by the Buffalo City Municipality as low income houses. They are semi-detached houses with toilets in-between the classrooms. Most of the time due to a large number of users, the toilets are not fully functional and also leaking. This results in smelly water from the toilets seeping into the classrooms. This is a health hazard for both learners and educators. Roofs are also leaking, windows and doors broken most of the time.

b) Interviews

E, HT, P, SMT, P, and L all claim that it was agreed that the condition of the school under investigation was generally poor.

There are dilapidated buildings, with leaking roofs. Toilets are attached to classrooms and are not properly functioning most of the time. In most classrooms, there is dirty and smelly water seeping from toilets into the classrooms. The general condition of classrooms is also bad. Most window structures are fixed, in such a way that they are composed of one big window pane and most of the time windows are broken. This results in learners being exposed to all weather elements; e.g. heat, sun, cold, rain and wind.



c) Written resources

Minutes of the school's self-evaluation conducted in February 13, 2001 highlighted infrastructure problems as weakness number one of the school under investigation (minute book submitted as Appendix 1).

d) Non-written resources

Photographs of the school were taken e.g. the photograph attached as appendix (2) which shows a learner peeping through a broken door and others through broken windows.

Table 4.2 showing the availability of infrastructural services at the school under investigation.

Flush Toilets	Class-Rooms	Library	Laboratories	Water On premises	Electricity In the classrooms	Telephone	Fax
One per 100 learners	One per 60 learners	None	None	Yes	none	Yes	No



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4.5.2 Social condition

a. Participant observation

The school under investigation is mainly serving a very poor community with the majority of learners staying in the surrounding informal settlements.

b. Interviews

The respondents, i.e. P, SGB, SMT, HT, E and L all communicated that the majority of learners are from a terrible disadvantaged background. Some are even assisted by the Social Department through food parcels. The majority of learners are from rural areas and very few are originally from East London.

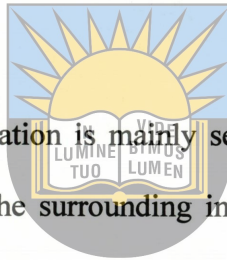
The school under investigation is mainly serving a very poor community with most learners staying in the surrounding informal settlements.

c. Written resources

School records in the form of a class lists showing the learner's names, their original homes and their residential addresses is used.

d. Non-written resources

The school under investigation is mainly serving a very poor community with most learners staying in the surrounding informal settlements as shown in the photo attached as appendix (3).



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4.5.3 Educator's knowledge measured through academic qualifications.

The tool used in this study to assess the educator's knowledge was their academic qualifications. With respect to educator's qualifications, there was only one under-qualified educator at the school under investigation who was also engaged in the educator's development programme at the time of the investigation.

Table 4.3 The breakdown of educator’s academic qualifications at the school under investigation.

Total number of educators	No of under-qualified educators Primary Teachers Diploma (PTD)	Educator’s qualifications (STD) Secondary Teachers Diploma	Educator’s qualifications BA, BCom & BSc plus HDE	Educator’s qualifications Honours Degree
27	1	3	13	10

(Areas of specialization are not necessarily differentiated in this table e.g. various degrees may be combined in one category e.g. BA, B Com and B Sc). The same applies to Honours Degrees. What is probably of importance here is that all educators teaching Grade 12 are specialists in their respective fields. This Table may be seen as confirming the initial statement made in the self-evaluation report that one of the strengths of the school under investigation is the fact that 97% of its staff members are well qualified. This may also be seen as ruling out educator’s knowledge as the possible cause of the poor academic results of Grade 12 learners of the school under investigation during the academic year 2000.

4.5.4 Learner performance

TABLE 4.4 THE ACADEMIC PERFORMANCE OF GRADE 12 LEARNERS OF THE SCHOOL UNDER INVESTIGATION FOR THE PAST FIVE YEARS.

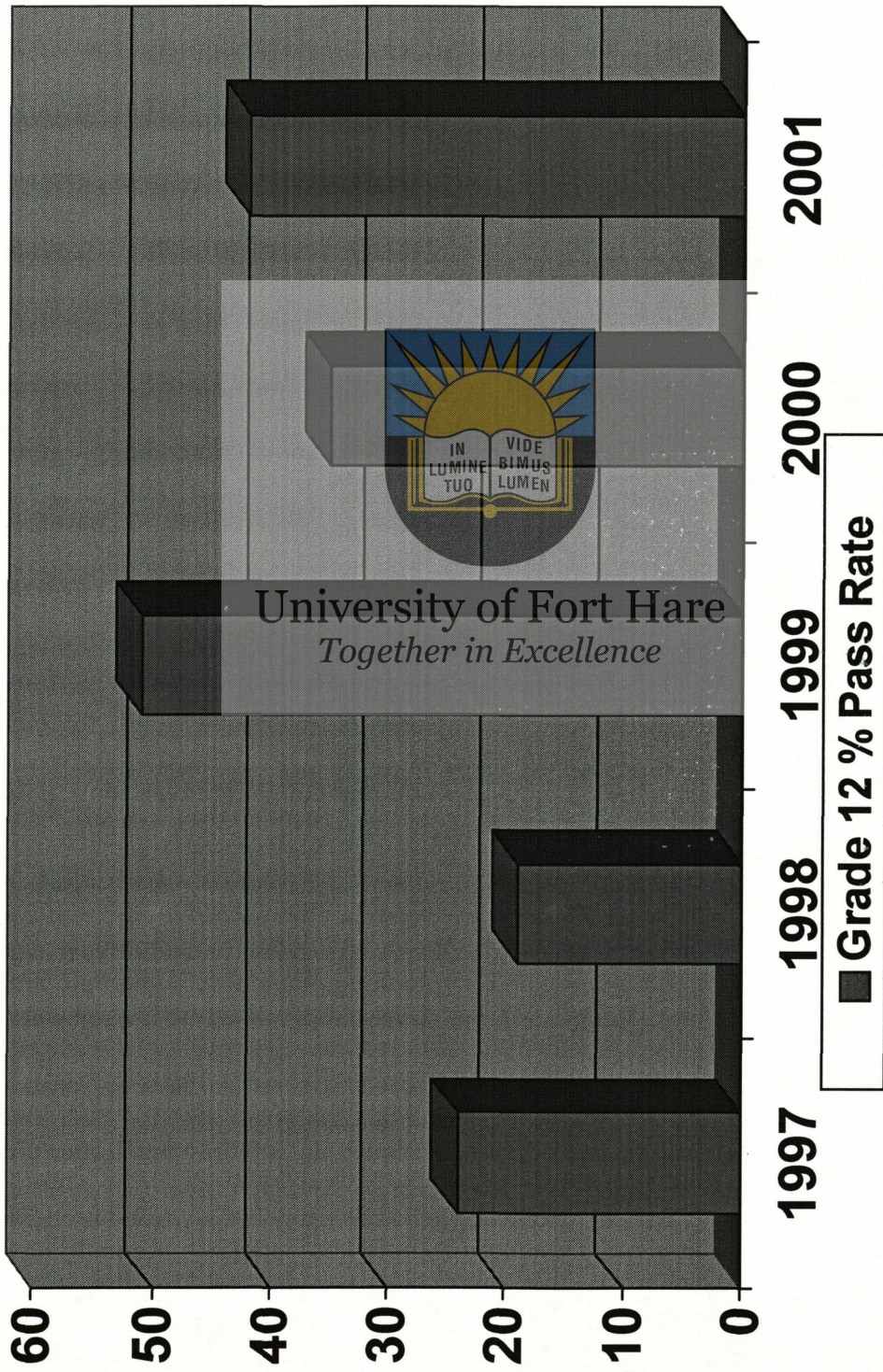


Academic Year		Academic Year		Academic Year		Academic Year		Academic year	
<u>Pass</u>	<u>Fail</u>	<u>Pass</u>	<u>Fail</u>	<u>Pass</u>	<u>Fail</u>	<u>Pass</u>	<u>Fail</u>	<u>Pass</u>	<u>Fail</u>
1997		1998		1999		2000		2001	
39	93	23	94	46	45	41	71	52	73
24%		19%		51%		35%		42%	

The graph below shows the academic performance of Grade 12 learners for the stipulated number of years. (Figure 4.1)

Figure 4.1

SCHOOL UNDER INVESTIGATION
GRADE 12 ACADEMIC RESULTS (1997-2001)

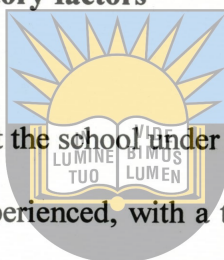


Comments:-

Further investigation through interviews both semi-structured and unstructured interviews from the educators revealed that there were factors that contributed either negatively or positively to the Grade 12 learner performance.

➤ **Positive possible contributory factors**

- The majority of educators at the school under investigation are well-qualified.
- All educators are fairly experienced, with a teaching experience of not less than five years and above for all educators.



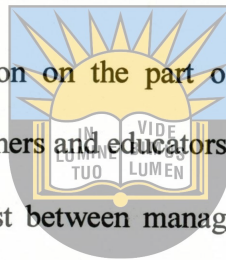
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Table 4.5 showing the educator's teaching experience.

Teaching Experience	Teaching Experience	Teaching Experience	Total number of educators
8 years	10 years	15 years and above	
23	1	3	27

Negative possible contributory factors

- Hostile climate at the school under investigation during the period of investigation.
- Lack of meaningful involvement of all stakeholders in the decision-making process i.e. parents, learners, educators and SGB.
- Over-emphasis on control on the part of the school principal while ignoring his leadership role.
- Low morale and motivation on the part of both learners and educators was communicated by both learners and educators.
- Tensions were said to exist between management and staff during the time of investigation by both the educator component and SMT (Appendix 4 questionnaire on leadership and strategic management task).



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4.5.5 School governance

Interviewed:- P, SGB, HT, E, L & HT

All the above mentioned respondents agreed that the SGB was established according to South African Schools Act 84/1996. They also revealed that at the time of the investigation, the SGB had no constitution. The respondents, educator and learner component, revealed a high degree of dissatisfaction with the functioning of the SGB.

- *No policies were ever formulated constitutionally by the SGB i.e. involving all stakeholders.*

L: claimed

Learners are just ordinary members, with no portfolio's in the SGB.

E/SGB: said

The SGB is still functioning as the old school committees. SGB members are just there to endorse the principal's decisions. There is no consultation before the meetings and educators who happened to have a different opinion from the principal are taken as disobedient.

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E/SGB:

Also communicated that they were given token portfolio's with no meaningful involvement in any decision-making e.g. an educator member of the finance committee, who has never been involved in any financial related decision or meetings and who therefore did not have any clue of the financial status of the school.

E & L view is that

The SGB had not played any significant role in the overall development of the school. The SGB has failed to promote the interests of the school. The school has been offered twice to join newly built schools whose facilities has not been fully utilized e.g. a neighbouring school which the government claimed had twenty-two empty

classrooms. The SGB rejected that offer telling the department that they are prepared to build their own school. The question asked by both the educators and learners is: *With what is the SGB going to build the school as the community the school is serving is very poor?*

4.5.6 School Management

Interviewed: P, SGB, E, & L.

All respondents interviewed communicated that the school principal was strong and a disciplinarian in terms of learners at school. Mixed reports also emerged.



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E's view is that

The school principal does not provide good leadership for the school.

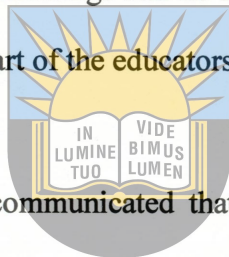
Educators referred to the existence of a traditional structure of upper and middle management, which represented the way responsibilities were distributed. They cited as evidence, a separate meeting for 'management' where decisions were taken without proper consultation with the rest of the staff compliment. Principals today must also serve as leaders for student learning. Educators communicated that the school principal does not teach and is therefore not engaged with classroom instructions.

The respondents, i.e. educator component, communicated their resentment at being continuously referred to as post level one educators at staff meetings.

Educators felt that the school principal was the sole decision-maker, who merely informed learners, educators and parents of his decisions.

Educators communicated their displeasure in their being excluded in decision-making.

Educators felt that issues concerning the running of the school were not openly discussed citing as an example, the fact that the school principal controlled the agenda of the staff meetings and the fact that all staff meetings had no known agenda, a fact that hampered any possible contributions on the part of the educators.



The educator component further communicated that the management approach of the school principal was autocratic. They claimed that the management process was not transparent to educators.

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The educator component communicated that the principal as a leader, relies heavily on the power of his position.

The principal was also portrayed as a highly authoritarian leader who placed a high value on task completion while neglecting the needs of the subordinates e.g. “Educator X you were off sick yesterday, how do you plan making up for the lost day or how about conducting extra classes today?” What educators used to do voluntarily was made compulsory and that created a spirit of entitlement instead of accountability and responsibility.

The following concerns were voiced by respondents, educator component:-

- Concerns about heavy work load was communicated by some post level 1 educators.
- Unequal distribution of work was also communicated e.g. one post level one educator would have 26 teaching periods per 7 day cycle when the next one would have 42 for the same cycle.
- Lesser than the norm teaching load for SMT was also communicated.
- Concerns were voiced by the educator component of seemingly unfamiliarity with subject matter displayed by some of the SMT members all of whom were redeployed from other schools.
- Lack of involvement by the school principal on teaching and learning activities. The educator component respondents communicated that the school principal of the school under investigation never taught a single class ever since he joined the school in 1999.

P & SGB said

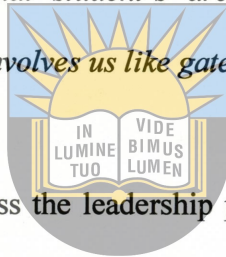
We are satisfied that the principal provided good management for the school.

H: claims that he is still having problems with some educator in regards to management issues.

The problem I am still having with most educators is that they do not want to be managed.

L said

We resent the involvement of the school management in student's representatives elections, also the fact that student's are not involved in decision-making especially decision which involves us like gate takings.



Questionnaires were given to assess the leadership practice of the school principal and school management. The results were as follows:

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Leadership practice of the school principal.

Table 4.6 How effectively is the school managed in terms of the following:-

STATEMENT	Good	Average	Poor	Total
A school policy		13	13	26
Discipline	9	13	4	26
Teaching loads	9	9	8	26
Marking loads	4	13	9	26
Classroom visit			26	26
Staff meetings	9	13	4	26
The role of heads of departments	4	9	13	26
Involvement of the SGB		9	17	26
The staff morale		6	20	26
Capacity to cope with change		9	17	26
School representative council			26	26
Extracurricular activities		9	17	26
Work allocation (work allocated according to areas of specialization)	16	7	3	26
Work distribution	4	3	19	26

Presented with the above information, I concluded that the leadership practice of the school principal is generally poor. Bottoms (2003:1) points out that *if you want high performing schools, hire principals who can lead them to success.*

He further believes that teams, not individuals change schools. Schools that rely on leadership teams, rather than on single-leader models, are most likely to improve student learning.

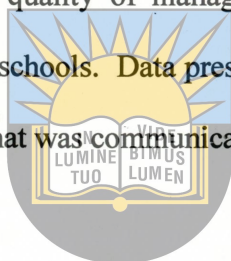
Table 4.7 TABLE ON SCHOOL MANAGEMENT.

How is the school rating on the 1 to 5 scale on the following management variables?	1	2	3	4	5
Setting goals and priorities	17	9			
Keeping the staff informed	13	9	4		
Delegating responsibilities to staff members	5	4	17		
Solving problems and making decisions	22	4			
Assisting staff members when they make mistakes	17	5	4		
Giving positive recognition	17	5	4		
Seeking input and ideas from staff members	17	9			
Confronting problem behaviour		5	4	17	
Giving meaningful performance evaluation	17		33		
Do you consider that there is a difference between leadership in educational institution and other formal organizations?	Yes 17	No 9			

RATING: 1=very poor, 2=poor, 3=fair, 4=good & 5=very good

The rating in most questions ranges between very poor to poor with a few fair areas and one good area.

Based on the information gathered, I conclude that the school is poorly managed. The principal as the instructional leader and manager of the school plays a very important role in creating effective and excellent schools (OBT 1994:208). According to Bush (1995:vii) there is evidence that quality of management is an important variable in distinguishing between successful schools. Data presented above revealed trends of poor management which confirmed what was communicated in interviews.



4.5.7 School climate

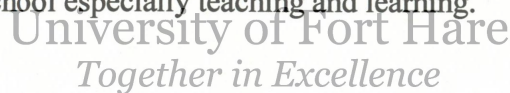
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Interviewed- P, E, L, HT & SMT

The researcher examined two aspects in relation to school climate, namely, conflict and violence. The researcher examined the extent and the nature of violence and conflict between school staff, learners, management and parents and how these have impacted on the teaching and learning process. The educator component respondent reported very little, if any incidents of violence and conflict between educators and parents. Occasional instances of violence and conflict amongst learners were reported. However, they were not of such a serious nature as to affect the normal functioning of the school.

Tensions were reported between management and staff by both management and staff. The frequency of conflict between management and staff was reported to be almost daily.

The conflicts were reported to be of a serious nature and that they could have been associated with the manifestation of behavioural problems like a higher than normal rate of absenteeism amongst both educators and learners as highlighted in the school's self-evaluation report. One incident of learner versus educator violence was reported during the time of investigation. The general atmosphere was reported as hostile which all respondents believed could have had a negative effect on the normal functioning of the school especially teaching and learning.



From the data collected it was concluded that changes lead to pressures and conflicts that eventually caused a breakdown somewhere in the organization.

This led to some educators becoming dissatisfied. The respondents (educator component) revealed that management is the principal activity that makes a difference in how well organizations serve people affected by them.

How successful an organization is in achieving its objectives and satisfying its social responsibility depends to a large extent on its managers. They revealed that they are capable workers, but believed that their growth was stifled by the management who are unable to let go and lead. Their wish to feel effective and valuable was frustrated by management who was primarily responsible for taking attendance, passing out

checks, and serving as watchdogs of employees. Clarity is needed though as to whether change(s) in school management have any effect on learner and teacher performance.

The concluding chapter 5 that follows contains a summary of the findings, recommendations and suggestions for further research.



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CHAPTER 5

5.1. Conclusions

The conclusions that could be drawn from the analyses of data in relation to the core-research problem were based on the conceptual framework within which this research is based.

School Performance



The academic results of Grade 12 learners at the school under investigation showed a decrease of 16% in the academic year 2000, compared to the previous year 1999. The analysis of data collected revealed the following trends at the school under investigation:

- The respondents, educator component reported existence of tensions between management and staff during the academic year 2000.
- General low morale and motivation were also reported during the same period.
- There were reports of a general hostile climate which prevailed at the school under investigation during the same period.
- There was no evidence of collegiality.
- Leadership practice of the school principal was generally poor.
- Complaints of heavy work loads were communicated by most post level 1 educators.

- Lack of proper guidance and unfamiliarity with subject matter on the part of the HOD who were placed by the redeployment process at the school under investigation.

The achievement of excellence in any school finally rests on the quality of educational experience of each student. The essential purpose of the school is teaching and learning and the excellent school is excellent in both of these duties (OBT 1994:208). The focus of all leadership acts in the school therefore should be on teaching and learning. The principal as an instructional leader and manager of the school plays a very important role in creating effective and excellent schools. From the data analysed it became evident that the SMT of the school under investigation were not seen as leading in terms of displaying competence in the core duty of the school i.e. teaching and learning. The school principal was not directly involved in any teaching activity during the academic year 2000 and the rest of the SMT were reported as having lower than prescribed work load according to the Government Gazette. For example, a post level 1 educator would have 6 classes to teach against 3 for the HOD or post level 2 educator. According to the Government Gazette the scheduled teaching time per post level should be as follows:-

Secondary schools:

Post level 1: Between 85% and 90%

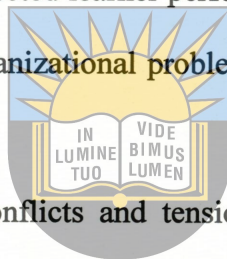
Post level 2: Between 85%

Deputy Principal: 60%

Principal: Between 55% and 60% depending on the relevant post level occupied.

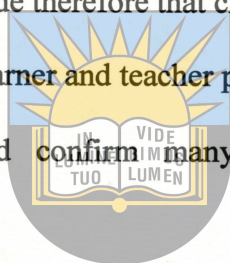
None of the SMT were honouring the scheduled teaching time during the time of the investigation despite the complaints of heavy work loads on the part of post level one educators. This was not the case in 1999 as work was distributed equally amongst educators. The SMT were reported as having failed to display any classroom expertise and were therefore unable to offer any valuable guidance to educators.

- Based on the information gathered, the researcher concluded that the problem of poor or lower than expected learner performance in the academic year 2000 could be attributed to organizational problems rather than classroom based or specific subject problems.
- Low educator morale, conflicts and tensions amongst staff members, staff cliques and general lack of discipline were reported.
- No changes were reported in subject teachers for Grade 12 learners during the academic year 1999 and 2000 i.e. the same educators taught the same subjects during that period.
- There was no report or any evidence of collegiality, restricted or pure at the school under investigation.
- The trends in this research study seem to confirm this notion. For example, in 1999, there was evidence of a relatively high collegiality along with improved academic performance of Grade 12 learners. A decline in collegiality emerged along with the decline in the academic performance of Grade 12 learners.
- Collegial models also assume that professionals have a right to share in the wider decision-making process. Power sharing was not evident at the school under investigation.



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- The morale amongst educators was reported as low and staff in general communicated their lack of motivation.
- The spirit of wholeness and sense of belonging was reported as lacking. Lack of interest by the majority of staff members in the normal group activities like staff-parties was highlighted even in the formal staff meetings.
- Incidents of violation of learner's rights were reported at the school under investigation.
- It would be safe to conclude therefore that changes in school management may have negative effect on learner and teacher performance.
- The results support and confirm many earlier findings about school effectiveness.

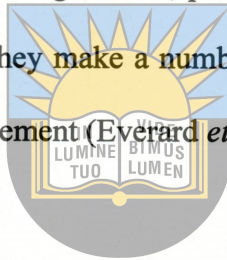


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5.2 Recommendations

From the data analysed, it became evident that there was a need for capacity building programmes on managing change for effective learning and teaching.

Observation of people who are more successful than others at managing complex organizations in which major changes have to be implemented, shows that they tend to have a distinctive mix of knowledge, skills, personal attitudes and values, and the capacity to orchestrate these as they make a number of personal decisions that lie at the heart of organizational management (Everard *et al* 2004:249).



Peters and Waterman (1995), as cited in Everard *et al* (2004:249) noted the following characteristics in the leaders of successful companies.

- Such leaders listened to their employees and treated them as adults.
- Had a strong and coherent values base, coupled with a vision of a networked learning community.

A sense of shared purpose through openness of communication could be recommended for the school under investigation. Also a high level of communication skills. Collaborative work would also be desirable for the school under investigation.

The following qualities in management of the school under investigation would also be recommended:

A supportive management who:

- Understands which school and classroom practices improve student achievement;
- Knows how to work with teachers to bring about positive change;
- Supports teachers in carrying out instructional practices that help all students succeed.

5.3 Proposal for further Research



- In pursuit of the actual contribution made by SGB in the learner performance, it would be of interest to investigate how the SGB responsibilities impact on the learner's academic progress.
- It would be interesting to investigate the effect of the redeployment process on teacher and learner performance.
- Also I would love to investigate if there is any relationship between school and social environment on learner and teacher performance.

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The logo of the University of Fort Hare is a shield-shaped emblem. At the top is a yellow sun with rays. Below the sun is an open book with the Latin motto 'IN LUMINE TUO VIDE BIVMUS LUMEN' written on its pages. The shield is flanked by two columns. The text 'University of Fort Hare' is written in a large, light grey serif font across the middle of the page, partially overlapping the logo.

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Appendices

Appendix 1



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Minutes of the staff meeting held in February 13, 2001.

School's self-evaluation:-

Strengths and weaknesses identified in our school.



STRENGHTS:-

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- 1. Well-qualified staff.**
- 2. Co-operation between teachers.**
- 3. Generally good children, not radicals or violent.**

WEAKNESSES:-

- 1. Infrastructure not up to standard.**
- 2. Poor/lack control over absenteeism (Learners).**
- 3. High rate of absenteeism among teachers.**
- 4. Lack of extra-mural activities.**

5. **Medium of instruction not adhered to.**
6. **Non completion of the syllabus.**
7. **Insufficient text books.**
8. **Poor control of school books i.e. set books and text books.**
9. **Average to poor admission of learners.**
10. **Poor control on admissions i.e. fraudulent school reports may Pass undetected.**
11. **Condoning of failed pupils.**
12. **Fixed Curriculum at Matric.**
13. **Lack of motivation.**
14. **Dis-functional SGB (parent component).**
15. **Lack of lesson preparation.**
16. **Restrictions on the use of photocopying machines.**
17. **Lack of involvement of educators.**

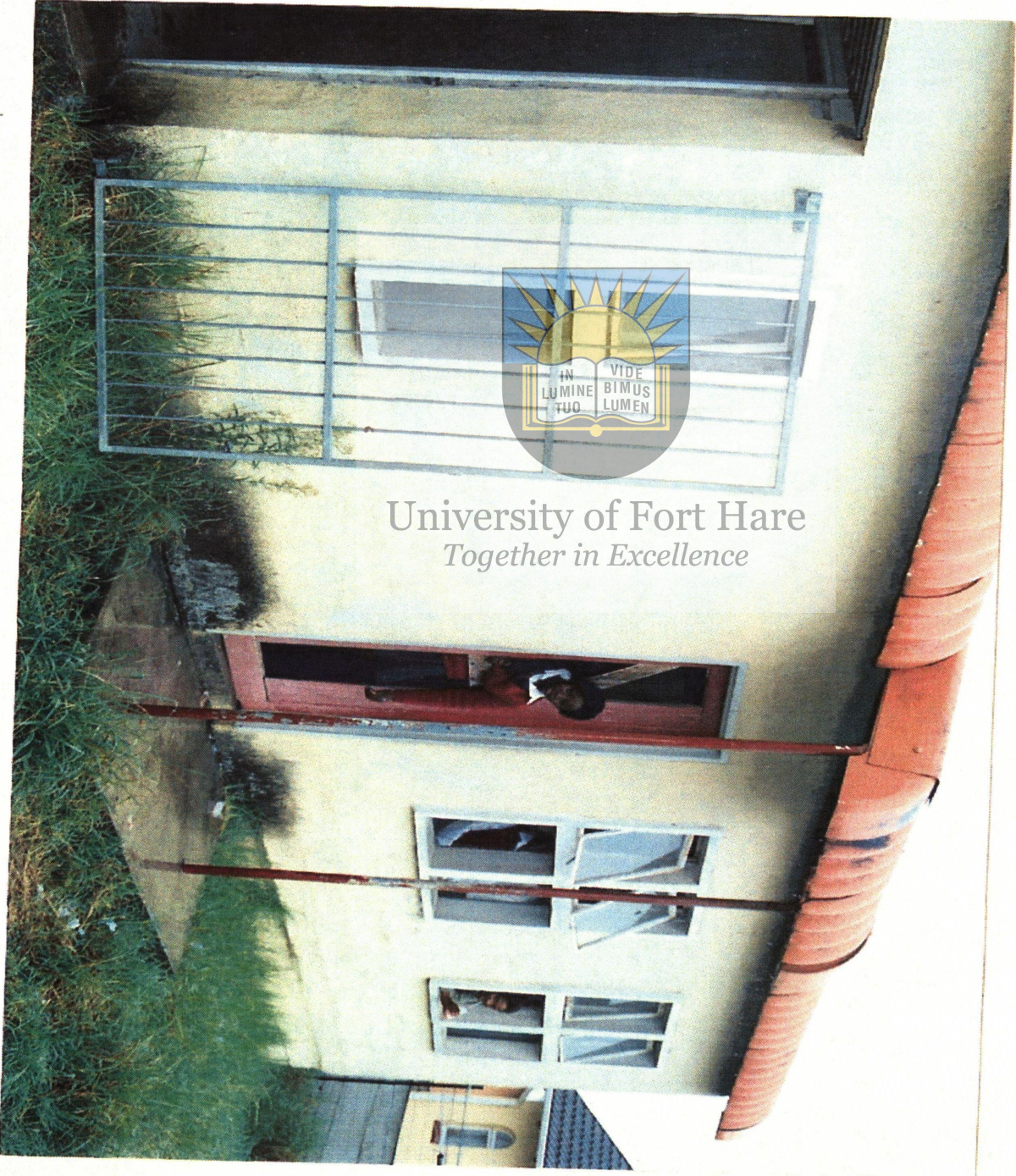


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Appendix 2

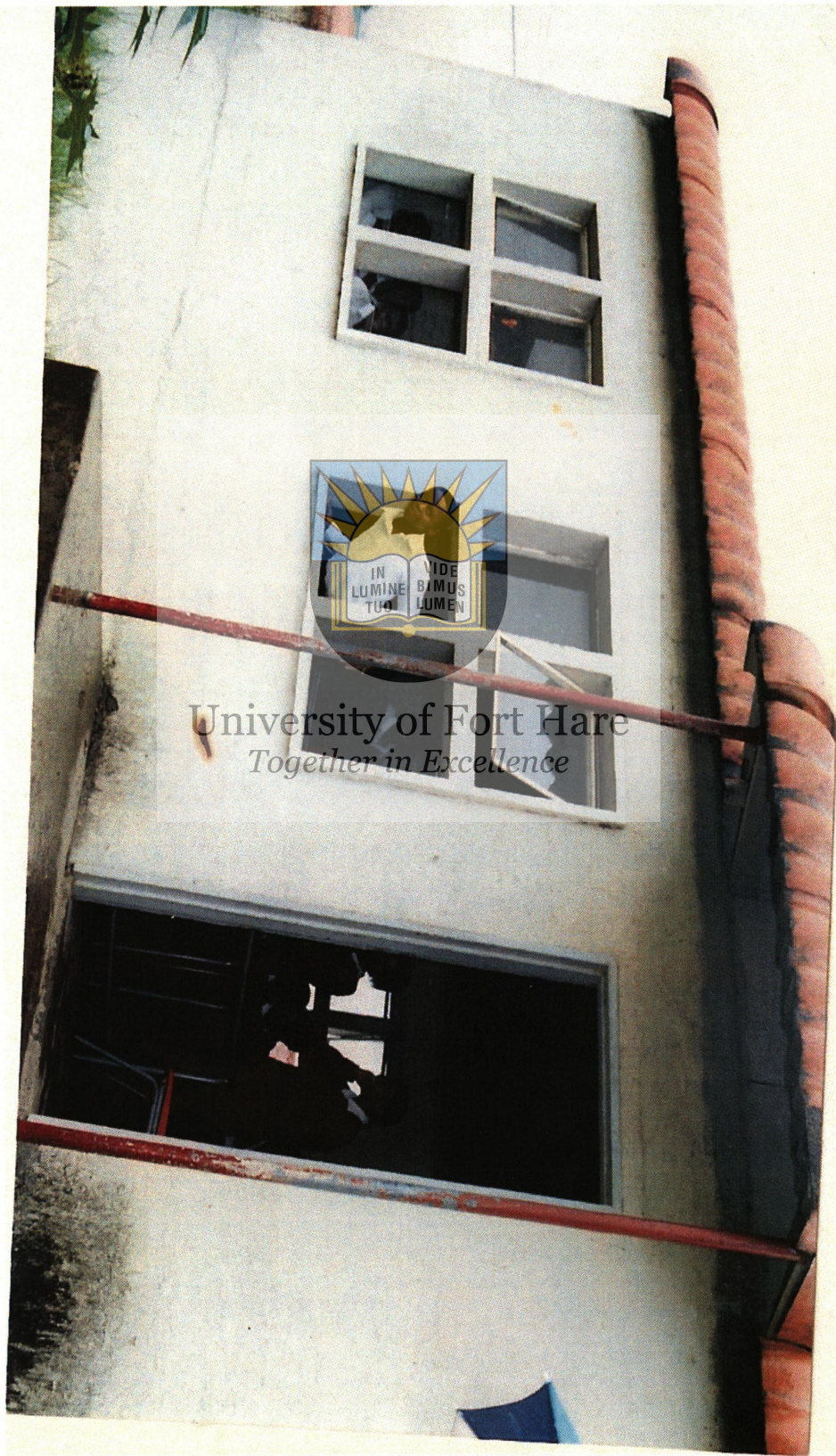


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SCHOOL LEARNER LOOKING THROUGH A BROKEN WINDOW

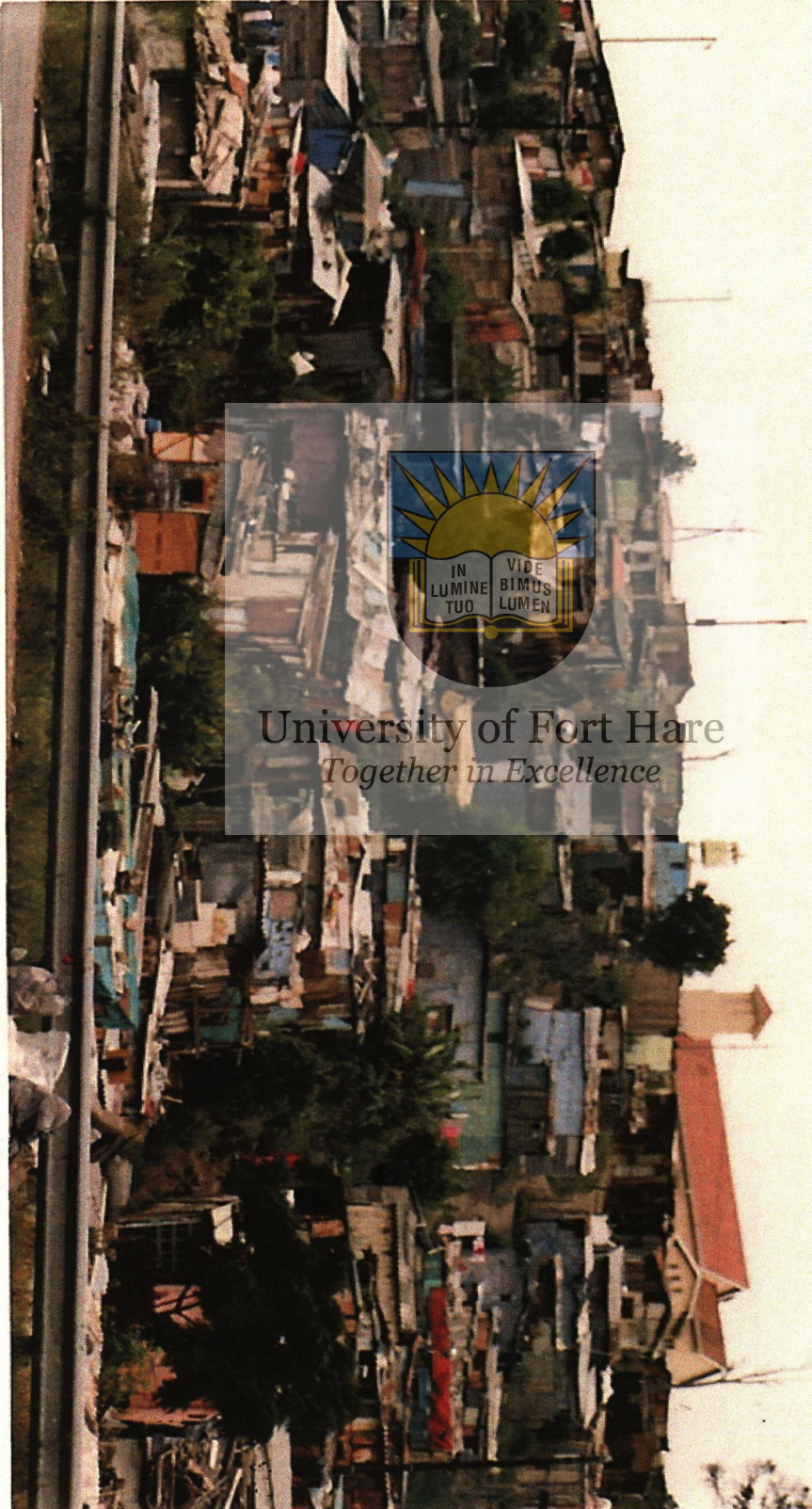


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Appendix 3



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LEARNERS' HOME ENVIRONMENT- INFORMAL SETTLEMENT

Appendix 4



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Leadership practice of the school principal.

How effectively is the school managed in terms of the following:-

STATEMENT	Good	Average	Poor	Total
A school policy				
Discipline				
Teaching loads				
Marking loads				
Classroom visit				
Staff meetings				
The role of heads of departments				
Involvement of the SGB				
The staff morale				
Capacity to cope with change				
School representative council				
Extracurricular activities				
Work allocation (work allocated according to areas of specialization)				
Work distribution				



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- Number of classrooms
- Teacher-pupil ratio
- Provision of textbooks
- Photocopying facilities
- Provision of writing material (pens, exercise books, Paper
- Library facilities
- Sports field and equipment
- Playgrounds
- Audio-visual aids
- Computer facilities
- Maintenance of building and grounds
- Safety requirements
- Laboratories
- Special equipment for certain subjects
- Other



Expand on areas of concern that you have identified:-

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External involvement:-

How effective is the school in involving the following groups in the running of the school?

- Members of governing bodies
- Parents
- Academic superintendents
- Professional aid services (speech therapists, Psychologists, etc.
- Community organizations
- Others

Note any important details about areas of concern:

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