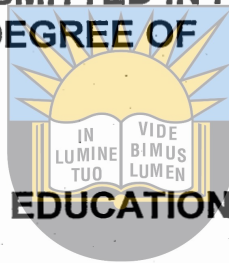


**TITLE: FACTORS AFFECTING STRATEGIC MANAGEMENT  
AND PLANNING OF RURAL PRIMARY SCHOOLS IN  
KING WILLIAM'S TOWN DISTRICT, EASTERN CAPE.**

**BY**

**VELELO CLIFTON KALIPA**

**A MINI – DISSERTATION SUBMITTED IN FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF**



**MASTER OF EDUCATION IN**

**EDUCATIONAL MANAGEMENT AND POLICY**

**IN THE**

**FACULTY OF EDUCATION**

**OF THE**

**UNIVERSITY OF FORT HARE**

**SUPERVISOR: PROFESSOR BRG LINDEQUE**

**DECEMBER 2004**

## ABSTRACT

Prior to 1994, the management of schools in South Africa was characterized as fragmented, authoritarian and top-down. After 1994, things changed for the worst in rural primary schools. The strategic management of rural primary schools was adversely affected by many setbacks in the education system.

The birth of political democracy in 1994, resulted in many changes including the creation of one national Department of Education. In line with this democratization came the concept of school management teams (SMTs) and their responsibility to strategically manage the schools. The main aim of this study was an investigation on factors affecting strategic management and planning of rural primary schools in the King William's Town District, Eastern Cape.

This study included four rural primary schools of Keiskammahoek in the King William's town District. There was also a pilot school where this study was tested. The pilot school was found in Peelton Majali area of King William's Town District. It is a school of the same setting of those four schools.

An interpretive paradigm made it possible for the researcher to gain an in-depth understanding of principals'; head of departments'; educators'; school governing bodies'; community leaders'; and education development officials' perceptions of strategic management within their context.

This study established that there are in reality factors that adversely affect the strategic management of rural primary schools.

Many of these factors may be the results of decades of disempowering management strategies, resulting in impoverished notions of school ownership and joint responsibility. Despite these adverse factors, the study confirmed that some recommendations will be made to improve the strategic management of rural primary schools.



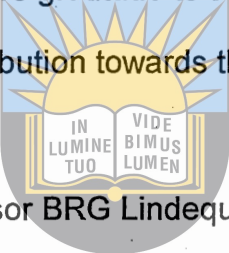
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Rural primary school management presumably suffers from home environmental factors, lack of resource materials, parental factors, absence of vision and mission statements, poor performance of SMTs and educators, falling enrolments and physical environment of schools. The objective of this study was to establish how rural primary schools were affected by these factors in terms of strategic management and planning.

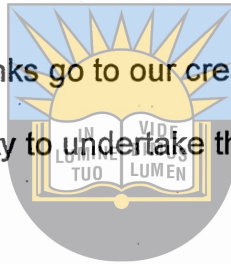
## ACKNOWLEDGEMENT

I want to acknowledge the Department of Education and the schools for granting me permission to do my research. Special thanks go to the research participants for their willingness to participate in the study and for sacrificing their precious time for the questionnaires and interview questions.

I would like to extend my sincere gratitude to the following people for their valuable assistance and contribution towards the completion of this study.

- 
- ❖ My supervisor, Professor BRG Lindeque for his guidance, support, constructive criticism and encouragement during the course of my study. I am indebted to professor for the coursework of my MEd degree. It helped to significantly change my perception of leadership and management in education.
- ❖ My dear family, especially my wife, Zukiswa Mavis Kalipa (nee Mkwelo) and my two boy children, Kamva-elihle and Chulumanco for their support, patience and encouragement.

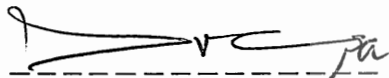
- ❖ I wish to thank my colleague, Judith Nomangwane Mgebisa, who was a pillar of my strength. She has always been there for my assistance, motivation and contribution in different ways.
  
- ❖ I am also grateful to my classmates Mrs. M. Muluse, Mrs. C. Ngetu and Mr. L. Dyani. I am especially thankful to Mr. Jho, principal of a pilot school and his co- operative staff.
  
- ❖ Finally, my sincere thanks go to our creator, God Almighty, for giving me strength and opportunity to undertake this investigation up to the end.



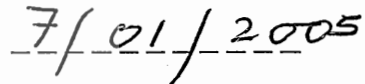
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**DECLARATION**

I hereby declare that this mini – dissertation entitled: Factors affecting strategic management and planning of rural primary schools in the King William’s Town district, Eastern Cape represents my own work both in conception and in execution. All sources and material used have been indicated and acknowledged.



Signature



Date

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## ACRONYMS USED IN THIS STUDY

SMT	=	School Management Team
SGB	=	School Governing Body
EDO	=	Education Development Officers
FAO	=	Food and Agriculture Organization
ECD	=	Early Childhood Development



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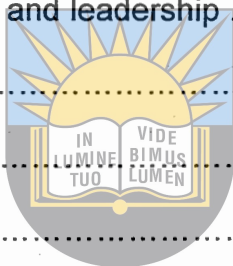


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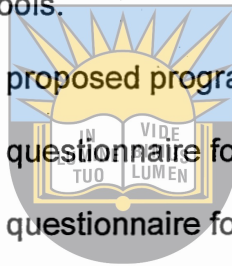
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## ANNEXURES

- Appendix A - is a letter from the University of Fort Hare.
- Appendix B - is a letter to the King William's Town District Manager.
- Appendix C - is a letter of reply from the King William' s Town District Office.
- Appendix D - is a letter of request to conduct a research project to schools.
- Appendix E - is a proposed programme of action.
- Appendix F - is a questionnaire for EDOs
- Appendix G - is a questionnaire for educators
- Appendix H - is a questionnaire for HODs
- Appendix I - is a questionnaire for Principals
- Appendix J - is a questionnaire for SGBs
- Appendix K - is a research guide for local community Leaders
- Appendix L - is an observation guide for schools
- Appendix M - is photographs that show the in and outside of school buildings



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# CHAPTER 1

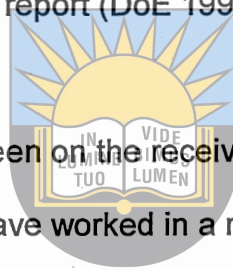
## 1.1 BACKGROUND

The environment, in which schools now operate in the King Williams Town District, Eastern Cape and in other parts of the country, is presumably one of turbulence, uncertainty and change. Fundamental questions are being asked about strategic management and planning by school management teams. Planning and development reflect new and challenging demands from stakeholders of education. According to Murgatroyd and Morgan (1989: 1) the dynamic underlying these demands and changes is that "... school is shifting from a public service driven by professionals towards a market-driven service, fuelled by purchasers and customers." If this statement is correct, this has profound implications for school management and leadership.

Furthermore, the South African government is failing to protect the right to primary education for children living in the rural areas by maintaining the inadequacy of learning conditions in rural schools. This violates South Africa's 1996 South African Schools Act (Schools Act), the National Education Policy Act and its obligations under the Convention of the Rights of the Child.

Taking a step backwards, during the apartheid era South Africa, principals had their own way of administering and managing schools. Their role was to ensure that the government policies were implemented and adhered to. Principals were also expected to manage their schools on their own, although the Department made managerial decisions. Principals (being departmental officials at school level) were seen as solely accountable to the Department for the Department policies they had to adhere to, implement and monitor (DoE 1996a: 19). The task team on education management report (DoE 1996a: 19 further argues that:

Principals and teachers have been on the receiving end of top- down management structures. They have worked in a regulated environment and have become accustomed to receiving direct instructions from the departmental officials (DoE 1996a: 19).



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In addition, the fact that principals were accountable to the Department made them autocratic, some perhaps not through choice, but acting under pressure from the authorities. That is the legacy that has left principals comfortable to be the “bosses” and imposing their will on to staff and learners. For that reason they viewed themselves as superiors and not partners with the rest of the staff.

“ A role can be defined as a set of integrated behaviours associated with an identifiable position” (Sergiovanni *et al* 1999: 169). They view a role as having a relationship to the position a person holds. This means, therefore, that the roles

people undertake are influenced by their positions. However, there is little agreement on the issue of SMT members' roles and duties both locally and abroad.

Research in Britain has shown that "... it is evident that many heads and senior staff are inadequately prepared for their new responsibilities" (Bush 1995: 5).

This could easily apply to the roles and duties of SMT members as well.

Similarly, in a South African context, Lukhwareni (1995: 27) argues:

School management teams must be made aware of their roles and that they are responsible for the faces of their respective schools and the people associated with them. Being aware of the roles, they must unflinchingly accept the obligation to take the lead in performing them with dedication (Lukhwareni 1995: 27).

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Lukhwareni (1995: 27) here emphasises the fact that SMT members are not familiar with their roles and he provides an answer for the malfunctioning of the SMTs in managing schools. He cites the lack of training of prospective managers as one of the key factors. He also claims that the absence of proper support from the Department of Education is a key factor for the confusion the SMTs find themselves in. It becomes evident that SMTs need intensive training in school management. The Department of Education needs to conduct regular workshops and seminars to keep SMTs abreast of their roles and functions. Furthermore, Lukhwareni (1995: 27) points out that without guidance and support from the Department, the SMT members are lost.

Conversely, before 1994, the education system of South Africa was characterised by a hierarchical and bureaucratic style of management. Education management in South Africa was hierarchical and top- down. Schooling was structured in a racial hierarchy where white schools were the key beneficiaries of resources and black schools the most disadvantaged. This was one of the factors that resulted in the death of a culture of teaching and learning in many urban and rural black schools. This was reiterated by the Task Team Report on educational management of 1996, which claims that “the legacy of apartheid in the field of education is well known: it has left the country with an education system that is characterised by fragmentation, inequity in provision...” (DoE 1996a: 10). The standard of black education was not in the interest of the apartheid government: it focussed on its political agenda.

This study will focus on the strategic management and planning of primary schools after 1994. Keiskammahoek is one of the rural areas of King Williams Town District in the Eastern Cape. Over the many years the researcher has been teaching, the researcher has increasingly become aware of the impact that educational management has had on teaching and learning in our schools. At the same time, the researcher has been painfully aware of the complete lack of strategic management programmes being developed by schools themselves and the Department of Education to develop the leadership and management capacity in our schools.

The coursework for the researcher's M Ed degree played a decisive role in the eventual selection of the focus area for this study. The sections on organisation planning and development, in particular, left an indelible impression on the researcher.

The report of the Task Team on Education Management, commissioned by the Department of Education (1996:34) also endorsed the importance of the development of programmes and planning and materials, which are related to performance enhancement in the school context. The Department of Education (1996) regards the development of sound, school-based democratic management practices as central initiatives, but it asserts that schools will need assistance and continuing support to attain effective management planning and development.

At a local level, the King Williams Town District is trying its level best to conduct a number of management workshops for school managers. For instance, there is a living example of the Imbewu Project that is solely provided for all rural schools. In the researcher's opinion, Imbewu has not brought any significant changes to rural schools. Many teachers further their studies through colleges and universities, but the abysmal conditions in rural schools continue. It is this state of affairs that prompted the researcher to immediately constitute this research.

## 1.2 STATEMENT OF THE RESEARCH PROBLEM

In general terms, rural children and adults - most of whom are poor - have very little opportunities to obtain a viable basic education that would help them break out of the poverty cycle. Many rural children never enter a school; many of those who do enrol fail to complete the full primary cycle and even among those who do complete it, many leave school barely literate. The curriculum and sometimes the language of instruction are not suited to local conditions. Rural schools are often in poor repair, poorly equipped and staffed with poorly prepared teachers.



Programmes or interventions targeting rural learners and adults often are not well organized or well adapted to local learning needs and depend on untrained or poorly trained personnel.

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One approach attempted to adapt primary education to the specific conditions of life in rural communities by changing programmes and content (Erny 1977: 60).

The purpose of this strategy was to better integrate schools into the rural environment by developing knowledge and practical skills in line with the requirements of the population and preserving local values. This was in vain.

The diverse collection of stakeholders in the rural areas will need education and training that differ from what was available in the past. What is needed today is a broader educational approach serving the needs of diversified target groups and

focusing priority on the learning needs of rural children. This is what we call education for rural development (Ashley and Maxwell 2001: 38).

The research problem therefore can be stated as follows: What are the factors affecting strategic management and planning of rural primary schools in the King William's Town District, Eastern Cape? The researcher will further explore the relationship between strategic management and planning and stakeholders such as SMTs, SGBs, educators, community leaders and EDOs.

### 1.3. CRITICAL QUESTIONS



This study has critical questions, which make up the sub - component of the main research problem regarding poor strategic management of rural primary schools.

The critical questions are as follows:

- How do the SMT and SGB members strategically manage and plan the resources of the schools?
- Have they been strategically able to formulate vision and mission statements?
- How are parents strategically invited to school meetings?
- How do managers strategically plan the learner - numbers in the rural schools?
- What can be done to strategically make rural parents own their schools?

## **1.4. OPERATIONAL DEFINITIONS OF KEY TERMS**

Terms that could be misinterpreted are defined below and the definitions are made in the frame of reference with which the researcher will approach the problem of strategic management and planning of rural primary schools.

The following terms of definition will be applied in this study

### **1.4.1 JOB DESCRIPTION**



This is a summary of the key tasks and responsibilities each member of the SMT is supposed to have where his/her duties are outlined.

### **1.4.2 INDIVIDUAL DEVELOPMENT PLANNER**

This refers to a tailored development plan for job incumbents. These are daily, monthly and yearly plans of each individual educator.

### **1.4.3 QUALITY MANAGEMENT**

In this study, these are all operational techniques that sustain educational provision and service to specified requirements.

#### **1.4.4 DEFINING RURAL AREAS**

Before discussing further rural issues, it seems important to define the term “rural” itself. According to the FAO, the definition of a rural area ” should meet two criteria: one related to place of residence and land settlement pattern, and the other related to the type of work that residents engage in. First, rural areas are generally open areas; with low settled population densities (Ashley et al 2001: 38).



#### **1.4.5 THE STRUCTURE OF THIS STUDY**

This study follows a logical sequence. In chapter one the researcher has introduced this study by first giving the reason why he is doing this study.

In chapter two the researcher presents an overview of literature on strategic management and strategic planning.

In chapter three the research design is outlined.

In chapter four the researcher presents data in the form of themes that emerged from the raw data and discuss his findings in terms of themes identified in chapter four and in terms of the literature.

In chapter five the researcher presents a summary of the main findings and makes recommendations for future research and practice.

# **CHAPTER 2**

## **LITERATURE REVIEW**

### **2.1. INTRODUCTION**

As argued in chapter one, management in South African schools during the previous political dispensation was authoritarian and top – down. The aim of this study is to establish the factors affecting strategic management and planning of rural primary schools in the King William’s Town District, Eastern Cape. Efforts will be made to establish from the literature review the extent to which family background, teacher ineffectiveness, inadequate resource materials, poor management focuses and other factors affect the strategic management and planning of rural primary schools.

### **2.2 WHAT IS STRATEGIC MANAGEMENT?**

Bush and Bell (2002: 90) state that strategic management can be defined as the overarching process, which includes strategic thinking, strategic planning, implementation and review. They continue by saying that strategic management is a continuous process in administration which links goal - setting, policy -

making, short - term and long - term planning, budgeting and evaluation.

Following Bush and Bell's definition of strategic management, this process emphasises simplicity i.e. selecting destination, a figuring out the best way of getting there and explaining how you know you have arrived. This touches every strategic aspect of managing the organisation or school.

## **2.3 LEADERSHIP FOR STRATEGIC MANAGEMENT**



Bush and Bell (2002: 64) contend that as strategic management is strongly emphasised in a rapidly changing educational environment in the new millennium, leadership for such strategic management in educational institutions inevitably becomes a necessity.

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The implication for this study is that leadership in an educational institution can be considered as leadership for initiating, developing and maintaining the strategic management process. The researcher will now discuss environmental scanning.

## **2.4. ENVIRONMENTAL SCANNING**

The concept of environment may need elaboration. This arises from the system of thinking that an organisation is surrounded by a boundary and everything outside the boundary is termed environment. Of particular interest are factors,

which influence an organisation and its future. These will include general socio-technical influences such as political, economic, technological and education (Fidler 2002:15). This simply means that schools should be able to scan their communities. Every educator has to know the area that is served by his/ her school. No organisation exists in total isolation: it can only thrive if it interacts dynamically with its enrolment. Environments are never static and have proved for schools, as for industry, remarkably turbulent in recent years. This necessitates a process of continual adaptation to the changing demands of the environment if the organisation (school) is to survive (Everard and Morris 1990: 256). The means by which an organization surveys and evaluates the implications of external influences and change is called environmental scanning. Changes outside a school may call for corresponding changes inside. Some signals from the environment may be clear (e. g. legislation introducing new demands on schools) however; many more are weak and ambiguous. They may signal the start of a new and growing trend or they may fluctuate or they may be mere noise obscuring a quite different signal.

The sources, which need to be scanned, include (Fidler et al. 1996:60):

- Political trends;
- Social trends;
- Economic trends;
- Technological change;

- Educational change;
- Local community;
- Local demography; and
- Demands of potential parents.

Environmental scanning requires two processes:

- (i.) detection of signals from the environment; and
- (ii.) assessment of the implications of signals both for the present and for the future.



A crucial element of strategic analysis is to try to anticipate future influences and their strength. It is this vital element, which allows a school to plan for the future rather than plan for the present.

Avery (2004: 20) says that :

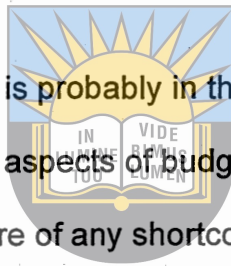
Any organization, in this case, any school, functions in terms of an external and an internal environment. The components of these environments impinge on leadership skills. The components of both the external and internal environment considered are the social, economic, political, technological and physical elements.

This is a process of looking at the strengths, weaknesses, opportunities and

threats that surround the school (SWOT-analysis). Once this stage has been completed, all respondents should have a very good idea about exactly where the school is at the present time. The reason for this is quite simple. If one wants to know where one is going, one needs to know where one is at the start of the journey.

## 2.5. MANAGEMENT

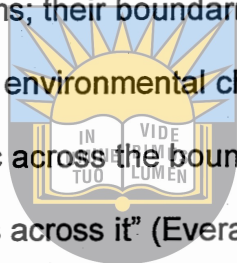
Fidler (2002:42) highlights that it is probably in the area of financial management and particularly the more routine aspects of budgetary information and control, where SGBs are likely to be aware of any shortcomings. Whilst the other areas are likely to require professional judgement, SGBs should be able to judge the extent to which planning is based on information, the implementation of plans is monitored and activities are systematically monitored and evaluated. The warning signs are likely to be a lack of administrative systems, frequent crises, a paucity of factual information and frequent unplanned reactions to events. This implies that the principal needs to be strategically capable of taking an overview of all the strategic operations in a school and appreciating the interrelationships between aspects.



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## 2.6. EXTERNAL RELATIONS

The principals have to spend more time strategically managing transactions across the boundary between the school and its environment. School Governing Bodies have new powers and parents more rights. It is, therefore, necessary for principals to actively shape community expectations of schools, to solicit co-operation and support for their activities and to build a public image. Schools are not, and cannot be closed systems; their boundaries must be semi-permeable if they are to thrive and respond to environmental change. "The aim of principal and SMTs should be direct traffic across the boundary to forge interdependent partnerships and understandings across it" (Everard and Morris 1990:221). This means that a school where visitors feel welcome and comfortable is less likely to have antagonistic attitudes.



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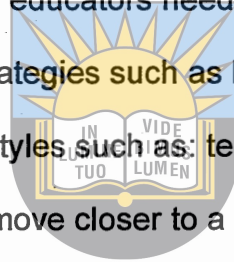
## 2.7. THE GROWTH OF PARTICIPATIVE MANAGEMENT

Poster (1999:12) says that the growth of participative management is where the manager:

- Makes a decision and then announces it
- Makes a decision and then sells it to staff
- Presents ideas to staff and invites questions

- Presents a tentative decision, subject to modification
- Presents a problem to staff and selects from their suggested solutions
- Identifies the problem, leaving staff to make the decision.

Traditionally, schools communicated with parents by sending short written reports at the end of each term. For working class parents to come to the school to discuss the academic or behavioural shortcomings of their child was a rarity (Poster 1999:14). The SMTs and educators need to be strategically better acquainted with management strategies such as business and industry. There are strategically four expanded styles such as: tells, sells, consults and joins. Leadership is now beginning to move closer to a collaborative style so essential to strategic management and planning.



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This simply means that the pyramidal structure (principal alone) is increasingly replaced by a central core from which radiated a number of pods, with defined powers of decision- making. Hartshorne et al (1999: 105- 6) postulate that:

South Africa inherited a state education system from the apartheid era that was not only divisive and discriminatory, but also ineffective and inefficient, with a particular low level of morale among the teachers in the system and a poor standard of management performance.

The poor standard of management highlighted by Hartshorne and Garaudy...

“(1999: 106) is a result of the lack of a legitimate management structure that is able to other people’s needs”? The researcher means that ‘legitimate’ in the sense that structure should be able to make fundamental decisions with regards to the ways in which they can manage their schools within a given ambit. The structures have legal and moral authority to make these decisions. Furthermore, the argument is informed by the fact that within a school situation, there was need for managerial imperatives. “



However, the Task Team Report (DoE 1996a: 14) argues that:

Managers can no longer simply wait for instructions or decisions from government. The pace of change and the need to be adaptable and responsive to local circumstances requires managers develop new skills and styles of working. They must be capable of providing leadership for teams and able to interact with communities and stakeholders both inside and outside the system (DoE 1996a: 14).

It is these new skills and styles of working that make education so dynamic. However, to change the above scenario around, there should be a way of involving more than one person managing the school.

## 2.8. CREATION OF A SCHOOL CLIMATE

Badenhorst et al (1995:83) say that since the school climate has a direct bearing on the school's academic programme, it is important that the climate is conducive to good teaching and good learning. This can be achieved by

- An open – door management style
- Being sympathetic towards teachers' desires and expectations
- Establishing enrichment programmes
- Being visible
- Endeavouring to strengthen collegial relations
- Encouraging learning and a regard for academic success



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The contribution that schools strategically make to the academic achievement and managerial ability is largely determined by the kind of instruction provided by educators. In turn, educators strategically function within the context of the specific school. The strategic intent now deserves attention.

## 2.9 STRATEGIC INTENT

Strategic intent is described by Boisot (1995: 36) as "a process of coping with turbulence through a direct, intuitive understanding, emanating from the top of the firm and guiding its effort ". It is suggested that a school which is dealing with either a longer – term time frame or a less predictable environment needs to

build in all of its staff a common strategic intent, based on the values and ambitions of the school, which all staff can articulate and to which they can align themselves. Thus, faced with new and untried situations they can draw on that common understanding as a frame of reference.

To further an understanding of strategic intent it is necessary to build on Boisot's work by adding perspectives from the work of Hamel and Prahalad (1989: 64) who see that:



“... Strategic intent envisions a desired leadership position and establishes the criterion the organisation will use to chart its progress...”.

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## **2.10 EDUCATIONAL ROLES OF SMTs**

The manuals on education management development are also vocal about the roles of the SMT. One of the manuals stipulates that the roles of the SMTs are to:

Organise activities that support teaching and learning

Administer teaching and learning (DoE 2000a: 3).

The above roles are concerned mainly with everyday activities of the school and are therefore educational. The manual continues:

The SMT is responsible for the day - to - day running of the school and for

putting the school's policies into practice, while the school governing body (SGB) determines the policies (DOE: 2000a:3).

But for any school to manage conflict situations the following topic deserves discussion. Bush (1995: 73) asserts, "Conflict is viewed as a natural phenomenon..."

## 2.11. AMBIGUITY THEORIES



Ambiguity theories stress uncertainty and unpredictability in organisations. The emphasis is on the instability and complexity of institutional life. Theories of choice underestimate the confusion and complexity surrounding actual decision-making. Many things are happening at once, technologies are changing and poorly understood alliances, preferences and perceptions are changing. Problems, solutions, opportunities, ideas people and outcomes are mixed together in a way that makes their interpretation uncertain and their connections unclear (Bush and Bell 2002:25).

There is a lack of clarity about the aims of an organisation. It may not be at all clear what the goals of the school are. Different members of the school may perceive different priorities for the same goals, or even be unable to define goals, which have any operational meaning (Bell 1999:134).

There should be order in any aspect that the school is engaging. This is to avoid misrepresentation, confusion and misinterpretation of the aims and goals in the school. But the three levels of management must work in harmony.

Everard and Morris (1990: 120) say that having set the stage for a meeting to solve the conflict, the following principles should guide the discussions:

- The parties will talk to each other as openly as possible about the real issue that concern them.
- They will state their aims, views and feelings openly but calmly, and try to avoid reiteration.
- They will try to put their conflict into the context of superordinate goals and of the interest of the total organization (a helicopter view). They will look for common goals.
- They will focus on further action rather than on the events of the past.
- They will listen to each other's point of view and seek to understand.

Finally, conflict situations can develop in any organization and also in schools where management tasks of an educational leader are people – directed. The fulfilment of this comprehensive range of tasks is dependent on, and facilitated by people. In the layman's eyes conflict mostly has negative and irresolvable connotations, as it is regarded as something unpleasant – tensions which are to the disadvantage of one of the parties involved.

## 2.12. EDUCATIONAL MANAGEMENT AND LEADERSHIP

According to Bush and Bell (2002:4) if management at the strategic level involves translating the vision into broad aims and long term plans, then it is at the organisational level that the strategic view is converted into medium-term objectives supported by the allocation of appropriate resources and the delegation of responsibilities for decision-making, implementation, review and evaluation. These three levels of management, strategic, organisational and operational, must work in harmony towards a common purpose, especially if site-based management (or school based management) is to work effectively.

Organisational and operational management can be aimless without clear values and purpose, but even the most aspiring leadership will fail if it does not lead to effective implementation. Combining these three levels is the prime function of management (Bush and Bell 2002:4).

School Governing Bodies and the school principal are expected to link their financial planning to their educational policies in an overtly rational process. To be locked into a single path is likely to produce error and self-imprisonment (Bolman and Deal 1994:4)

Principals are accountable to their District Development Officials for the operation of their schools. In most cases, this responsibility is allocated to District Officials

of King William's Town District, Eastern Cape. This person has a legitimate right to hold the principal to account for events at the school (Bush and Bell 2002:19). In the context of this study SMT members have reportedly become frustrated and even resigned, apparently in response to Education Development Officials (EDOs) who are not welcomed at schools. There should be cordial relations between the professional management at district level and school governance. The SGB members' main function is to formulate policies of the schools

### 2.13. PLANNING POLICIES



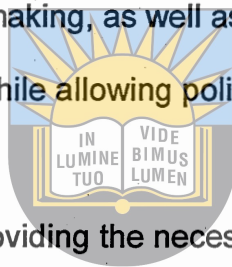
Every organisation, whether it is a school, education system or even a church bazaar, has a planning policy. The planning programme should be drawn up and endorsed by an elected team consisting of managers, senior teachers, supervisors and members of the work team. The planning programme should set guidelines for the organisation and state its principles. The policy must apply to all present and future staff members, but should be flexible enough to adapt to changing circumstances (Buchel 1993:9).

Planning plays an important role in any organisation. Good planning helps the teacher, and thus the school, meet its objectives in implementing the planning formulated by the management team. Planning is not an easy process, and rigid rules for effective planning cannot be laid down (Buchel 1993:9). This is very

relevant for there is no school that can be managed without documented policies.  
e.g. sport policy, music policy and so on.

## 2. 14. LEVELS OF MANAGEMENT

According to Buchel (1993:8) top-level management planning includes the planning operation of the school system as a whole. In education, this involves long-term objectives and policy making, as well as setting up structures within which the system can operate, while allowing policy changes where necessary.



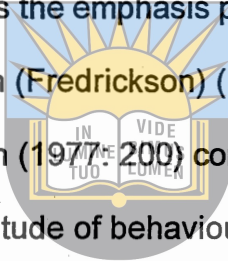
The HODs' planning includes providing the necessary means to achieve the set objectives such as teaching equipment, financing, personnel management, the appointment and training of teachers, and supervision. The HODs plan work programmes, such as syllabuses, routine instructions and guidance for lower-level management (Buchel 1993:8).

The educators plan the daily operations in the system. In education this would be the obvious level of operation, because this is where instruction of the learners is planned and executed. If lower-level management fails, the entire operation is doomed to failure. Teachers teach because learners have to be taught. Learners do not go to school because teachers need to teach. The education system, and every school in it, must be managed completely to ensure effective classroom management and instruction. Should any one of the management structures fail

to operate effectively, the system as a whole is affected adversely (Buchel 1993:9). This is especially pertinent for School Management Teams at any school in the South African context.

## 2.15. COMPREHENSIVENESS

Within the literature of strategic management, a rather well-grounded feature of the strategic planning process is the emphasis placed on being comprehensive in making and integrating decision (Fredrickson) (1984), (1986), Fredrickson and Mitchell (1984). Janis and Mann (1977, 200) conclude that this construct of comprehensiveness has a multitude of behaviours including,



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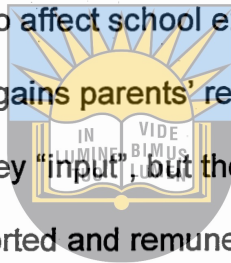
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- (1) The thorough canvassing of a wide range of alternatives;
- (2) Surveying a full range of objects;
- (3) Carefully weighing the costs and risks of various consequences;
- (4) Intensively searching for information to evaluate alternative actions;
- (5) Objectively evaluating information, or expert judgement regarding alternative actions;
- (6) Re-examining the positive and negative consequences of all known alternatives; and
- (7) Making detailed plans—including consideration of contingencies—for implementing a chosen action.

It has been mentioned earlier that a good school gains parents' respect and tends to attract learners through its culture of teaching, learning and service.

## 2.16 THE QUALITY OF PRIMARY SCHOOL INPUTS

Gasperini (1976: 89) says that the quality of primary school inputs (e. g. teachers, facilities, materials) also affect school enrolment, attendance and completion rates. A good school gains parents' respect and tends to attract and retain learners. Teachers are a key "input", but the rural teacher is generally poorly trained, supervised, supported and remunerated. Many teachers must strategically cope with ill-equipped classrooms overcrowded with children of several ages. Difficult working conditions combined with a low salary that is often paid late tend to sap the morale of even dedicated teachers. Teachers of urban origin are often reluctant to take up rural assignment, and those who do accept are hard to retain in rural communities. It has become evident that charity begins at home.



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## 2.17 THE HOME ENVIRONMENT

Gasperini (1976: 91- 92) says that another very important factor in the quality equation is the pupil and the home environment. Children who have had good intellectual stimulation and language training, either at home or through

participation in an early childhood development (ECD) programme, are well prepared to learn in school. Unfortunately, this is not the case for many rural children. Also, as noted earlier, children coming from a home with a language other than the school language have another obstacle to overcome.

Furthermore, the fatigue experienced by children burdened with time-consuming household chores or who must walk long distances to attend school also undermines their learning in school and at home. The children who receive little or no supervision or help with their studies at home are also at a disadvantage; this is more likely the case for rural children than for urban children (Gasperini 1976: 92). Strategically, on grounds of equity, there is a strong case to redirect expenditures where social problems are the most difficult. This means that poor community schools strategically require a bigger share of funding. The non-formal programmes of all sizes are needed to strategically meet the basic learning needs of learners of impoverished homes. However, the new South Africa deserves to get committed teachers for strategic management and planning.

## **2.18 COMMITMENT**

Effective schools do not assume that an offer of employment is sufficient to secure commitment but, rather, that gaining commitment involves active

encouragement, support and open communication. Various writers (e. g. Bear et al (1989), Caldwell and Spinks (1992); West- Burnham (1992), Fullan and Hargreaves (1992), Murgatroyd and Morgan (1993) “emphasize the active role that needs to be taken by senior managers in organizations in:

- articulating organizational values and mission;
- publicizing acceptable performance standards;
- involving staff in decision- making;
- bringing together individuals and groups of staff to reinforce common objectives



so that collective commitment to agreed organizational goals can be optimised.

Everard and Morris (1990: 273) state that:

the steps in developing a commitment are as follows:

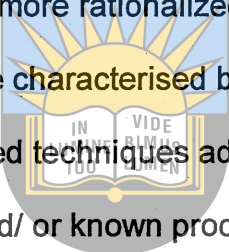
Identify target individuals whose commitment is needed.

Assess the present level of commitment, of each individual in the critical mass, to the challenge.

This means that the principal and his or her team develop a strategic plan to gain the necessary commitment sometimes called “responsible scheming.

## 2.19 FORMALIZATION

Another district process characteristics of strategic planning that is well grounded and consistently defined in both Information System (Sabherwal and King (1995), Lederer and Sethi (1996), Premkumar and King (1994), Das et al (1991), Pyburn (1983) and strategic management (Dutton and Duncan (1987), Quinn (1978), Camillus procedures, and policies that guide the planning process. Highly formalized planning systems is a more rationalized process for constructing strategic plans. Such systems are characterised by written policies that structure the process of planning; formalized techniques adopted for the purpose of conducting strategic planning; and/ or known procedures for initiating the planning process. Ideally, formalization produces efficiency gains for both the receipt and processing of information.



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These efficiency gains translate into an organisational capacity to consider a greater number of strategic issues.

## 2.20. BUDGET

Davies *et al* (1992: 329) says that a budget as a formal set of figures written on a piece of paper, is in itself merely a quantified plan for future activities. However, when budgets are used for control, planning and motivation, they become

instruments, which cause functional consequences both manifest and latent which determine how successful the tool will be.

Therefore, it is important to consider not only the components of the budgetary process but how they are managed during the strategic management and planning processes.

## 2. 21. FLOW

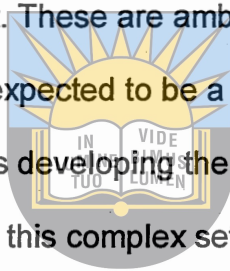


The roles played by corporate and divisional managers in the initiation of the planning process is well grounded in strategic management literature as an important design characteristic of strategic planning (Dutton *et al* 1987:29). Based on the locus of authority or devotion of responsibilities for strategic planning, flow is typically described as “top-down.” From top management to lower levels of the organization, or “bottom-up,” from lower levels of management to higher corporate levels (Chakravarthy 1987: 5). A top-down planning flow is characterised by limited participation of lower-level managers in the initiation of the strategic planning process. In essence, top management and corporate staff assumes responsibility for formulating all new strategic moves. Therefore, the role of functional or business unit flow is characterized by high levels of functional management involvement in the initiation of strategic planning.

## 2.22. SIGNIFICANCE OF EDUCATIONAL CONTEXT.

Bush (1995:8) says

schools and colleges are expected to develop the personal capacity of individuals, to inculcate the accepted values and beliefs, to look after children and young people for set periods of each day and to prepare learners and students for the next stage of education or for employment, or perhaps, unemployment. These are ambitious targets, which are often in conflict. The teacher is expected to be a social worker, the custodian and quasi-parent as well as developing the learners' capacity to learn. The ordering of priorities within this complex set of objectives is fraught with difficulties.



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The SMT members and educators have little time for managerial aspects of their work. In primary schools most of the staff are full - time class teachers. Only the principal has significant opportunities to engage in managerial activities and in smaller schools the principal is usually a class teacher. In secondary schools the principal may be free of teaching commitments while deputies perhaps teach a 50 percent timetable. Handy and Aitken (1986:30) point out that other staff have a heavy teaching load and managerial activities are squeezed into part of the remaining portion of directed time or undertaken in the evening or at weekends. The limited time available for management has significant implications for educational institutions.

## **2.23 CONSISTENCY**

An important designed dimension of planning grounded in strategic management literature that examines speed of decision making (Eisenhardt 1989) and strategic adaptability (Kukalis (1991), Judge and Miller (1991), Chakravarthy (1987) is consistency. This planning dimension captures the frequency of planning activities or cycles as well as the frequency of evaluation/ revision of strategic choices. Within the study of Strategic Information Systems Planning, consistency has also been identified as a differentiating characteristic among planning profiles (Lederer and Sethi (1996), Sabherwal and King (1995), Earl (1993). But it is obvious that for positive competition to prevail, the stakeholders must share a common vision and mission.

## **2.24. THE IMPORTANCE OF SHARED VISION AND MISSION**

If there is no identified desirable future to work towards, it is very easy for a school community to lose a sense of the purpose of the school and education (Davidoff and Lazarus 1997:46). In the words of Murgatroyd and Morgan (1992:84): "Without vision the school will end up somewhere else".

Very often schools develop negative self-images as a result of lack of vision and sense of purpose, and through a lack of effective leadership. Circumstances and external factors usually demotivate such schools. Schools that cannot respond creatively to the circumstances, with which it is faced, are bound to develop a negative identity, causing teachers to feel despondent. Having a clear, positive vision, and the human and material resources to facilitate the realisation of this vision, assists the school to generate a positive identity (Davidoff and Lazarus 1997:45).



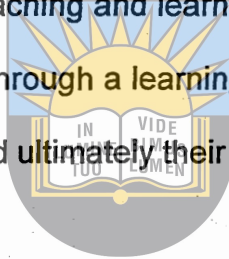
Without a vision statement that pulls the school community behind it, competing energies in the school will divert attention from consistent focus on achieving specific objectives. Such a lack of a clear focus can dissipate the energies of school and adversely affect the performance of the organisation (Murgatroyd and Morgan 1992:71). Bush (1996: 49) argues:

Democratic models assume a common set of values held by members of the organisation. These may arise from the socialization, which occurs during training and the early years of professional practice. These common values guide the managerial activities of the organization and in particular are thought to lead to share institutional objectives (Bush 1996; 49).

A vision is strategically a blueprint for change. It must be dreamed and imagined before it is achieved. All in all, a vision in this study is strategically the ambition and expectation of all stakeholders. It gives a broader picture of what the school wants to strategically achieve at the end of the day.

## 2.25. CONCLUSION

Finally, creating the culture of teaching and learning is not an overnight enterprise. People must first go through a learning process which will eventually cause their beliefs, worldview and ultimately their skills and capabilities to change (O'Neil 1995:23).



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Most things that really matter in life take discipline and years of practice.

But the concept of discipline has really drifted out of our culture. We have to believe that anything we need that is important, we can go out and buy....(O'Neil 1995:23).

Dufour (1997:87), however, argues that the personnel of a school is not oblivious to change. They steadfastly believe change is achievable. Unsuccessful initiatives are not discarded as failure, but are appreciated as important lessons for the next attempt. They will not stop until their schools have transformed into "true" managed learning organisations.

In this chapter, the researcher has attempted to establish from major theories, some of the major factors that affect the strategic management and planning of schools. The following chapter on research methodology will briefly and clearly attempt to indicate how the researcher will carry out the study on the factors affecting the strategic management and planning of rural primary schools.



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# CHAPTER 3

## **METHODOLOGY AND RESEARCH DESIGN**

Research is a process through which scientists systematically investigate various natural and/ or social phenomena in order to generate new knowledge and validate the old (Wamahiu 1995: 114).



### **3.1 INTRODUCTION**

Miller (1979: 12) sees research design as the planned sequence of the entire process involved in conducting research. Thus the research design is crucial because whatever results are going to be obtained depend on this. The research design for this study will include among other aspects, the type of study, research instruments, population, sample and sampling procedures.

### **3.2 INTERPRETIVE RESEARCH**

Interpretive research regards human beings as more than just part of a physical world because of their unique quality of consciousness. Through their consciousness they not only rise above their natural surroundings, but are also active subjects in the construction of reality (Wamahiu *et al* 1995: 116).

Unlike positivists who believe there is a reality "out there" which exists irrespective of people, the interpretive researcher regards reality as a construct of the mind: the way different people perceive and understand the world is not necessarily the same. The result is that there can be different understandings of what is "real". For the interpretive researcher, the nationality of different observers may not coincide so that they converse with one another their observations of the world and may not make sense to one another. Even language does not convey monolithic meanings for the interpretive researcher. Due to differences in perception, in interpretation and language, interpretive researchers are not surprised that people view reality differently (Bassey 1995: 13). Vulliamy *et al* (1990: 8, 9) contend that in interpretive research human actions and institutions are viewed as the "social constructions" of people, rather than products of external forces with predictable outcomes. Bassey (1995: 13) further asserts that for interpretive researchers, perceptions of human actions are based on social meanings and that these meanings change through social interaction.

Jackson (1995: 9) points out that:

Rather than confining itself to behaviour alone, the interpretive approach examines how people make sense of their lives, how they define their situation and how their sense of self develops in interaction with others.

Humans are always in a process of becoming: they are influenced by how

they see themselves, by how others see them, and by what they want to become.

Wamahiu *et al* (1995: 16) also contend that the role of the qualitative researcher is seen to discover meaning that underlies the construction of sound reality in order to understand and explain social behaviour.

In qualitative research, the researcher scrutinises social settings and their human inhabitants to look for the answers to questions. Qualitative researchers are concerned with how humans arrange themselves and their settings and how they make sense of their milieu through symbols, rituals, social structures and social roles (Berg 1998: 7). In qualitative research therefore, the researched are not viewed as objects with given properties like norms and attitudes which can be measured, but as actors whose actions can only be adequately interpreted and explained if there is a thorough understanding of their frame of reference and contexts (Allan 1991: 178).

Eisner (1998: 35-36) declares that qualitative research is concerned with matters as they pertain to different contexts. Qualitative researchers are interested to know what motivates people and in the quality of experience for those in the situation that is being studied. They want to uncover the meanings of events for those who experience them. The way in which meanings are expressed is, to a large extent, dependent on frames of reference that are used to interpret

situations. Consequently, an anthropologist and a historian studying a village will emerge with differing interpretations as they look at it from different angles and with different spectacles. Wamahu *et al* (1995: 128) assert that interpretive research is best suited for obtaining data on attitudes, perceptions, meanings and the description of social reality.

Bassey (1995: 14) further contends that:

To the interpretive researcher the purpose of research is to describe and interpret the phenomena of the world in attempts to get shared meanings with others. Interpretation is a search for deep perspectives on particular events and for theoretical insights. It may offer possibilities but no certainties as to the outcome of future events.

For interpretive researchers, theory must always be viewed from the context it originates from as set meanings. This enables the researcher to have insight into and understanding of people's behaviour. Theories in the interpretive paradigm are thus as diverse as the different human experiences and contextual meanings there are (Cohen and Manion 1994: 37). Vulliamy *et al* (1990: 11) assert that qualitative researchers do not impose hypotheses on data but instead, to avoid imposing frameworks on the subjects of the study, they generate theories from the emerging data.

There are different realities for interpretive researchers, which require multiple methods to uncover the meanings thereof (Conrole 1993: 22). Interpretive

researchers observe, interview, describe, interpret and assess settings as they occur naturally. In education, interpretive researchers thus go out to schools, visit classrooms, and observe teachers and learners. They also scrutinise inanimate objects like class registers, minutes of meetings and textbooks that have an influence on education (Eisner 1998: 33).

Wamahiu *et al* (1995: 116) explain that:

Educational researchers adopting (the qualitative) paradigm attempt to produce data that is holistic, contextual, descriptive- in- depth data is rich in detail. "They are concerned with discovering the inner meanings of social actions rather than their outdoors from"?



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### 3.3. QUALITATIVE VERSUS QUANTITATIVE RESEARCH

Using quantitative approach, facts, claims and assertions are presented in numerical forms. Quantitative research methods are generally associated with systematic measurement, experimental and quasi-experimental methods, statistical analysis and mathematical methods. It takes the positivist orientation where knowledge is gained through scientific and experimental research and is an objective reality and variables can be identified and relationships measured and data is reduced to numerical indices with abstract language in write-up.

Using a qualitative approach, facts and assertions are provided in narrative forms, and not in numbers. This type of design is multi-method in its focus for it involves an interpretive, naturalistic approach to its subject. While this study makes use of certain quantifiable data to profile the respondents, it relies chiefly on the qualitative method which better complements an interpretivist approach.

### **3.4. SAMPLING TECHNIQUES**

Jennifer (1986: 96) explains that qualitative samples are used for practical reasons to do with costs, especially in terms of time and money, of generating and analysing qualitative data.



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The sample procedure for this research will be based on the target population of principals of schools, heads of department, educators, and school governing body members, Education Department Officials and community leaders in the King William's Town District of the Eastern Cape. Access to the schools will be an advantage to the researcher since he is also a principal in the King William's Town District.

The study will cover four rural primary schools in the Keiskammahoek area of the King William's Town District.

The researcher's sampling was therefore driven chiefly by convenience. Hence, the researcher selected these four schools with a specific purpose of finding the strategic management and planning in terms of SMTs,' SGBs,' educators' community leaders' and EDOs's perceptions. This is nothing else but a purposive sampling. The researcher stresses that the purpose of this study is not to compare other, but simply to build a comprehensive picture.

### **3.5. POPULATION**



A population, according to Jennifer (1986: 110), refers to all of the events, things or individuals to be represented. This is any group of individuals with one or more characteristics in common that are of interest to the researcher. The target population for this study will be four rural primary schools in the King William's Town District.

### **3.6 THE SAMPLE**

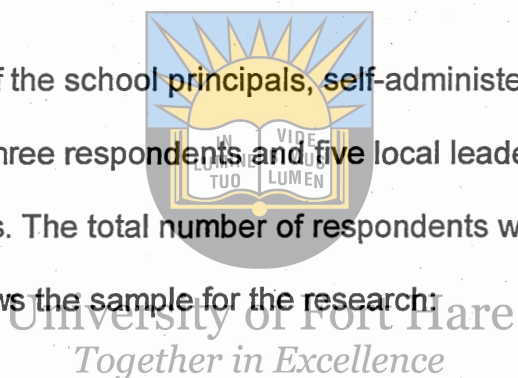
Usually, the target population is too large for the researcher to work with. A sample is a small proportion of a population selected for observation and analysis. All the four principals, heads of department, educators, and members of school governing bodies in the four schools, as well as Education Department

Officials, will receive questionnaires. Community leaders will be interviewed face-to-face.

Jennifer (1986: 96) asserts that when you are making comparisons, you are unlikely to be attempting to compare sampling units as though they are representative of all such units. The sample of educators will be arrived at through finding twenty percent of the total number of educators in each school.

With the co-operation of the school principals, self-administered questionnaires will be given to twenty-three respondents and five local leaders will respond to interviews as individuals. The total number of respondents will be twenty eight.

The following table shows the sample for the research:



**Table 3.6.1. Distribution of Sample**

<u>SCHOOL</u>	<u>PRINCIPAL or DEPUTY</u>	<u>HOD</u>	<u>EDUCATORS</u>	<u>SGB MEMBERS</u>	<u>COMMUNITY LEADERS</u>	<u>EDO</u>	<u>TOTAL</u>
<u>Pilot</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>7</u>
<u>A</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>7</u>
<u>B</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>same</u>	<u>6</u>
<u>C</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>same</u>	<u>4</u>
<u>D</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>same</u>	<u>4</u>
	<u>5</u>	<u>3</u>	<u>8</u>	<u>5</u>	<u>5</u>	<u>2</u>	<u>28</u>

### 3.7 DATA COLLECTION

Johnson (1993: 37) contends that research tools are the means through which different approaches to research are operationalised. This study will use questionnaires, interviews and observation guides.

Patton (1990: 128) noted that by using a combination of questionnaires, interviews and observations, the researcher is able to use different data sources to validate and crosscheck findings.



Thus, in this study, the questionnaires and interviews will dominate, while observations provide the supporting information.

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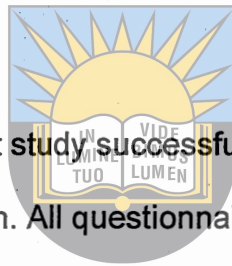
Finally, the ideal mode of data collection will be face-to-face interviews with principals of schools, heads of department, educators, and school governing body members, community leaders and Education Department Officials.

### 3.8 PILOTING

Johnson (1993: 39) asserts that questionnaires are a research tool which perhaps more than any others need a pilot run. It is not until some completed

questionnaires are available for any analysis that the researcher can be sure the research needs are going to be met by the information asked for.

Ideally, a pilot study tries out the research tool on respondents who would be eligible to take part in the main study, that is, they have the same characteristics as the population to be approached. The pilot study allows the researcher to improve and amend the questionnaire before sending it out to the main respondents.



The researcher carried out a pilot study successfully in a nearby school. It was a rural school in the area of Peelson. All questionnaires and interview questions were satisfactorily answered and completed. The questionnaires and interview questions were never ambiguous. Respondents did not struggle to complete questionnaire forms and or answer interview questions.


Furthermore, the researcher worked harmoniously with the pilot school principal, heads of department, educators, SGB members, community leaders and the Education Development Officer.

Finally, the ultimate purpose of the pilot study was to ensure a satisfactory research tool, to estimate reliability, to obtain new insight and to eliminate ambiguities (Nkpa 1995: 73). It was at this stage that streamlined and corrective measures could be taken accordingly.

### **3.9 RESEARCH INSTRUMENTS**

TerreBlanche *et al* (1999: 9) maintain that research is about creating new social realities, not just about studying old ones.

Data collection in education research may take many forms. Notable among the many forms are tests, projective techniques, consultation of records and documents, direct observations, interviews and questionnaires. In this study on factors affecting management and planning of rural primary school management teams, generalised and applicable methods such as questionnaires, interviews and observations will be used.



The logo of the University of Fort Hare is centered in the background of the text. It features a shield with a sunburst at the top, an open book in the middle, and the Latin motto 'IN TUIS TUO VIDE LUMEN' on either side of the book. Below the shield, the text 'University of Fort Hare' and 'Together in Excellence' is visible.

### **3.10 ADVANTAGES OF THE QUESTIONNAIRE**

The advantages of this mode are that the respondents are afforded time to check for information and they will be more relaxed while completing the questionnaire in the absence of the researcher. The respondents complete the questions freely and can afford time to consult sources of information. This increases the validity of the responses. There are open- ended questions, which demand a few words from the mouth of the respondents, and as such they are

more effective in revealing their own definition of the situation. If the respondent does not understand the question, this will be revealed through his or her answer.

Phrasing of an open-ended item is similar to that used in ordinary conversation and as a result it may encourage spontaneity on the part of a respondent and motivate him or her to communicate effectively and properly.

There are also closed-ended structured questions that are used for the following advantages: they are standard, simple to administer, quick and relatively inexpensive to analyse, the information given by the respondent is always relevant to the purpose of the inquiry and they produce greater uniformity among respondents along the dimension in which the investigator is interviewing (Sibaya 1992: 73).

Sibaya (1992: 73) cautions that close-ended questions may force a statement of opinion on an issue about which the respondent does not have any opinion. Even when a respondent has a clear opinion, a fixed alternative question may not give an adequate representation of it because none of the choices correspond to his or her position, or they do not allow for qualifications.

### **3.11 ADVANTAGES OF INTERVIEWS**

The interviewer is able to explain the purpose of the study and ensure that the responder understands what is required of him. If the interviewee misunderstands a question the interviewer can add clarifying remarks and can encourage him if he appears to lack interest or motivation (Lovell *et al* 1971: 115-116). Best (1965: 182) regards the interview as superior to other data gathering devices, one reason being that people are more willing to talk than to write. During this study in-depth interviews will be conducted with community leaders pertaining to factors affecting strategic management and planning of rural primary school management teams.



### 3.12 OBSERVATION

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Johnson (1993: 53) notes that in social research, observation is generally used to record behaviour. It may be employed as a primary method of data collection to provide an accurate description of a situation, to gather supplementary data, which may qualify or help interpret other sources of data, or it may be used in an exploratory way, to gain insight, which can be tested by other techniques.

The observation is a direct firsthand eye – witness account of everyday social action. Before the researcher observed at those schools, the researcher communicated with the principals and the rest of the staff that he would need to observe every aspect at schools. With informed consent the researcher

undertook overt observation because the respondents knew that they were being observed. By informed consent the researcher safeguarded their privacy and welfare.

Observation revealed things that researcher's respondents would not normally tell him and information that may have been missed in an interview and other forms of data collection. The researcher used observation as a supportive or supplementary technique to set in perspective data obtained by questionnaires and interviews.

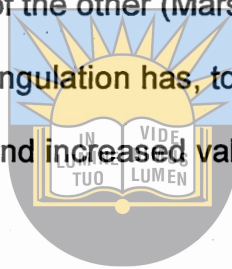


The researcher was there to observe the processes and procedures using an observation schedule (Appendix I). The object here was not to check for accuracy of data but to help gain a picture how respondents live what they believe.

### **3.13. TRIANGULATION**

As reported earlier, the researcher collected the data from three different sources and in his data analysis he attempted to triangulate the sets of data. According to Patton (1990: 187) triangulation is the combination of methodologies in the study

of the same phenomena or programmes. Patton argues that it is advisable that multiple sources of information [be] sought and used because no single source of information can be trusted to provide a comprehensive perspective of the issues being researched (1 bid.... 244). Triangulating the data sets gave the researcher a broader picture of what the respondents perceive to be true, because the researcher approached the research question from various angles. Triangulation can also increase the validity of findings because the strength of one approach compensates for the weakness of the other (Marshall and Rossman in Patton 1990: 244). Therefore, using triangulation has, to some extent, reduced the likelihood of misrepresentation and increased validity and reliability.



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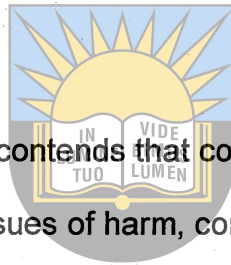
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### **3.14 VALIDITY AND RELIABILITY**

Monton (1990: 109) defines validity as "...a quality of the element (data, statements, hypotheses, theories and methods) of knowledge." The quality of the data gathered can be achieved through the honesty of the respondents. Cohen *et al* (2000: 105) argue that in qualitative data validity might be addressed through the honesty of both the researcher and the respondents, as well as the depth, richness and scope of the data. It is about more than checking whether what the respondents claim to be doing is actually what they are doing on the ground.

Bogdan and Biklen in Cohen *et al* (2000: 119) argues that in qualitative research reliability can be regarded as a fit between what the researchers record as data and what actually occurs in the natural setting that is being researched... a degree of accuracy and comprehensiveness of coverage. What this translates into, for this study, is the extent to which the researcher's findings do indeed emerge from the data and nowhere else.

### 3.15 SOME ETHICAL ISSUES



Punch (1994), in Berg (1998:12) contends that concerns about research ethics largely revolve around various issues of harm, consent, privacy and confidentiality of data. Social scientists according to Berg (1998: 13) have an ethical obligation to their research participants and society at large because they probe into social realms of other human beings. This leads to excursions into private social lives, policies and practices. Researchers should therefore ensure that the rights, privacy and welfare of the people who constitute the focus of their studies are protected.

Before the researcher embarks on his research he will approach the schools for permission to conduct the research. He will request that the staff as a whole be consulted in this regard ( see appendix C).

Some of the research participants are well known to the researcher. This means, therefore, the researcher will have to work harder at keeping his own pre-conceptions at bay, and approach the topic with an open mind.

The researcher believes that this process will allow him to deal with whatever sensitive issues there may have been in as honest and open a way as possible.

### **3.16 MODUS OPERANDI**



The interview questions and questionnaires will be designed and appointments will be made with each of the principals. During the preliminary visit the cooperation of each respondent will be obtained by explaining the research topic and research design. Principals will be requested to allow time for this process to take place but should avoid disturbing the culture of teaching and learning. According to the programme designed by the researcher, principals will be supplied in advance with copies of questionnaires and interview questions to prepare themselves. This process will take one week per school as per prepared programme (See appendix E). During the actual interviews a tape recorder will be used to capture the details of the conversation. Using the questions in the questionnaire as well the responses written by the principal for (community leaders), the researcher will discuss each point covered in the questionnaires in detail.

Finally, the questionnaires and interview questions both will consist of fifty (50) questions, which are subdivided into sub-headings.

There will be factual questions asked to obtain information regarding the school population and the community at large, distance travelled by learners and school management team performances. There are also close-ended questions that require “yes” and “no” answers. The objective of these questions is to collect data that is clear-cut, quantitative and suitable to identify general trends.

There are open-ended questions, which are exploratory aimed at discovering the respondents' deeper perceptions regarding the factors affecting strategic management and of rural primary schools.



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The questionnaires which were open-ended (Sanders and Pinhey 1984: 81) will be designed to encourage personal, qualitative responses and be constructed on the bases of the steps outlined by Sanders and Pinhey (1984: 28- 29).

### 3.17 LIMITATIONS OF THE STUDY

The researcher spent two months in the area that was covered by this study. The purpose was to find the latest information on the phenomenon to be investigated. The entire study was conducted in the rural area of the mountainous Keiskammahoek backward villages. The very area posed many problems such as poor roads and lack of telephone communication. Many black schools do not have documentary proofs as to how they are managed. For instance, the following policy documents were difficult to obtain at schools: school policy, code of conduct for learners and educators, sports policy, music policy, entertainment policy, HIV/ AIDS policy and many other policies. These should be there to provide for the school's progress and ensure it is not deprived by the unavailability of such policies. This was one limitation of this study - the scarcity of policy documents.

The illiteracy problems were a handicap in that the school governing body parents were uneducated. Any research has paper work that requires people, irrespective of their level of education, to fill in forms. The rural area educators are often reluctant to improve their professional development by studying further. They may feel uncomfortable being researched about their educational institutions. It is not easy to conduct research. The researcher needed to be patient and persevere and stay focussed. Teachers seemed to be keen on participating in educational research. This perhaps because they were

overwhelmed by their own work and did not have time to help in other research. Or perhaps it was because they lacked extrinsic motivation. Finally, researchers should be welcomed with open arms, and there is much to be gained from school – University collaboration.

The rural schools were under-resourced in that there is a shortage of classroom accommodation. Some school management teams did not have proper offices. They either used classrooms or their cars as offices to keep some school documents. This was a limitation of this research. There should be a place of safety to keep some schools' files and documents.



### **3.18. SUMMARY AND CONCLUSION**

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The purpose of this chapter was to discuss the research design to be used in this research. In the process issues such as the type of study, the pilot study, instruments, the population, the sample, data collection and analysis techniques, reliability and validity were highlighted. Problems that are likely to be encountered in this research have been identified and discussed.

The researcher is quite satisfied that the findings in this research are likely to be a true reflection of the situation in Keiskammahoek rural schools and of the factors affecting strategic management and planning of schools. The following chapter on research findings will give an overview of the responses given as

factors affecting strategic management and planning of rural primary schools in  
King William's Town District in the Eastern Cape.



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# CHAPTER 4

## DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1. Introduction

In this chapter the researcher will try to make sense of the data he gathered from a series of categories of his respondents at four primary schools. This chapter focuses on presentation, analysis and interpretation of data collected from different respondents, namely principals of schools, educators, school governing body members, community leaders and district officials. These respondents reported their perceptions accounting for the poor quality of management and planning by rural schools.

Hitchcock *et al* (1995:181) say that the researcher needs to establish the truthfulness and accuracy of the accounts so far as he is able. A major concern of school-based research must be that it goes beyond the “merely” anecdotal and moves towards analytical as well as authentic accounts of school and classroom processes.

It is of utmost importance to reflect on the purpose of this study, which is an investigation on factors affecting strategic management and planning development of rural primary schools.

Hitchcock and Hughes (1995:179) contend that the teacher researcher, using the life history management techniques, consider the following as a short checklist against which to place the narratives which have been collected:

- Compare statements in one section of a life history with statements in another section of the same life history.
- Compare the statements in one life history with those in other life histories from different people within the same setting.
- Compare the statements in the life history with data from data from other sources within the same setting.
- Compare the statements on the life with other statements on published life histories of teachers and learners.
- If possible, get a second opinion on the materials by showing them to colleagues.

Perhaps the best way to think about analysis of life history materials involves the researcher examining the kinds of themes from the materials regularly, and how they relate to the concerns of the project, e.g. a teacher's occupational history, a particular child's deviant "career" or the involvement of staff with a subject area or curriculum development project (Hitchcock and Hughes 1995:180).

With the research questions in mind, the researcher finally arranged the data in the following themes:

- Home environmental factors,
- Parental factors,
- Lack of resources,
- Vision and mission,
- Poor performance by SMT,
- Falling enrolments and
- Physical environments of schools.



#### **4.2. CHARACTERISTICS OF THE SAMPLE**

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The researcher employed the hand delivery and collection method. This assured a very high response rate. Out of twenty-eight respondents issued with questionnaires and interview questions, all of them responded. Thus the results of the study were based on the information provided by a total of 28 respondents comprising of 4 schools.

**Table 4.2.1. Distribution of Principals of Schools by sex.**

	n
MALE	2
FEMALE	2
TOTAL	4

Table 4.2.1. Shows the distribution of principals that responded and then sex. Two of the principals of schools were males while two were females.



**Table 4.2.2. Distribution of educators by sex.**

	n
FEMALES	5
MALES	3
Total	8

Table 4.2.2. Shows that there were 8 educators who responded, 5 were females and 3 males.

**Table 4.2.3. Distribution of principals by age.**

Age Range	Principals of Schools	Educators
	n=4	n=8
20-29yrs		1
30-39yrs		2
40-49yrs	3	5
50-59yrs	1	
Total	4	8



**Table 4.2.3 illustrates the ages of the principals and educators.** Three principals were between the ages of 40 and 49 years. One principal was between 50 and 59 years. One educator was between 20 and 29 years, two were in the 30-39 year age range and 5 were between 40 and 49 years of age.

Table 4.2.4. shows the academic and professional qualifications of respondents.

Qualification	Principals	Educators	SGBs	Community Leader	Totals
Std 6			2	2	4
J.C (Std 8)			1		
JC +				2	2
Grade 12					1
12+ PTC	1	1			2
12+ PTD	1	1			2
12+ FDE	1	5			6
12+ FDE,BA	1	1			2
12+PTD,BA,Bed					
Never					
Total	4	8	4	4	20

Table 4.2.4. shows that only one principal is under-qualified, some principals have three, four or five years training past Grade 12. There is also one educator with two years after Grade 12. The rest of the educators have three, four and five years after Grade 12. This indicates that educators have improved their academic level and professional certificates.

**Table 4.2.5. Shows the number of years experience for principals and educators.**

No of years experience	Principals of schools n=4	Educators n=8
Less than 1 year		
1-5 yrs	1	
6-10 yrs		1
11-15yrs		
16-20 yrs	2	7
Over 21 yrs		
TOTAL	4	8

Table 4.2.5. Shows that most principals and educators are within the range of one to twenty years of experience. For instance, one principal has between 1 to 5 years of experience, whilst some principals have between 6 to 20 years of experience. The educators have between 6 to 20 years of experience.

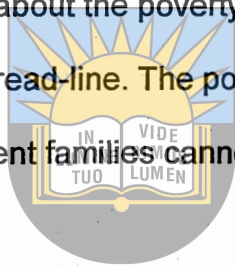
### 4.3. HOME ENVIRONMENTAL FACTORS

Parental assistance to the school, parental income, smaller family size and other factors give learners of better educated parents a wide range of advantages.

However, all the respondents indicated that parental involvement in the schools is lacking and this is one of the causes of poor performance by the school management SMT.

One principal talked at length about the poverty confronted by rural families.

Many families live below the bread-line. The poverty is mainly caused by the high unemployment rate. The indigent families cannot support the schools in terms of money and time.



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One educator indicated that differences in learning outcomes are strongly associated with differences in the level of the socio-economic status, parental education and professional background. For instance, many biological parents leave their children in the rural villages to be taken care of by grandparents.

One principal indicated that the quality education cannot be solved solely through improvement at the school or in the classroom; the home environment plays an equally important role. The poverty is like a plague that brings a number of diseases such as HIV/AIDS, tuberculosis and so on. Many rural people suffer from a number of diseases due to the intense level of poverty.

One head of department reported that learners' attendance of school is low and parents do not bother to report absence of their learners to school. The boy learners often look after the livestock and take the livestock to local dipping tanks.

Another head of department talked about sick learners who suffer from poverty-related diseases. These children are referred to local clinics. Some have many other home problems that are constantly referred to social welfare department. Some learners have got psychological problems. These are referred to social workers:



The strategic management and planning of primary schools that serve impoverished families could not be on par with urban schools. All in all, stakeholders are confronted by cycle of poverty. There is no way of strategically thinking of strategic plans to implement at schools. The concern of every rural parent is to have anything to eat for children.

#### **4.4. PARENTAL FACTORS THAT AFFECT THE MANAGEMENT PLANNING AND DEVELOPMENT.**

One SGB member said that they did not have an SGB constitution. Almost all SGB members at their schools never completed the annual reports. One member

confirmed that they never made financial reports to their school. There are no financial systems in place to control school finances. This member further explained that there are no financial policies and procedures as to how school funds are utilised.

Managerially, this is an interesting finding whereupon SGB members could not implement financial strategic planning of their schools. It is chaotic, if a school works without financial procedures and controls taken from the financial policy of that particular school.



Finally the occupation of parents was an important variable in determining the socio-economic background, because so many aspects of economic, political and social life are reflected by their occupation and level of education. The respondents who were given questionnaires and interview questions showed clearly that the low economic standards and education were reasons that strategic management and planning could not improve at such schools.

#### **4.5. LACK OF RESOURCES**

All respondents rated lack of resources as the major cause that affected the school management performance in all the schools.

One principal of a mud-structured school lacked a proper school building. There was no proper classroom accommodation for the staff and learners. The school had 55 learners. The shortage of physical facilities was a major problem. This school was not equipped with electricity, drinking water, telephone, libraries, and chairs for staff members and learners, desks, chalkboards and chalk. There were no toilets for both staff and learners.

West – Burnham (1994:49) has asserted that “strategic is central to effective management and further says that being strategic is knowing what to achieve, being able to justify the direction and then finding the best ways to get there. How can a school with the absence of resource material strategically progress in terms of management and planning? The stakeholders of such school cannot be able to strategically envision the future of their schools and develop the necessary procedures to achieve this future.

Furthermore, the mud-structured school was a health hazard in that it did not have proper windows and doors. The zinc roofs were loaded with big stones to avoid them from being blown away by strong winds. The classroom floors were made of cow-dung. The learners used cow-dung to clean the floors every Friday.

#### **4.6 VISION AND MISSION**

The idea of having an organisational vision and mission is a recent phenomenon in our schools. One principal responded:

*“For the first time our school has a mission statement. We have got a vision, which we never had in the past. We all saw the school as a different place for each one of us, but now we have a common set of objectives (although it is just on paper) that we at least agreed to. This is where we are going to position ourselves in 10-15 years time.”*

Another principal agreed:

*“I think it is extremely important. Without that the school is going in circles or everybody is doing his or her own thing. I think you must have a common understanding where you are heading with your institution. To get people goal – orientated. To get them committed. All those things if you know you are together in this. We cannot work against each other and it will also lessen conflict.”*

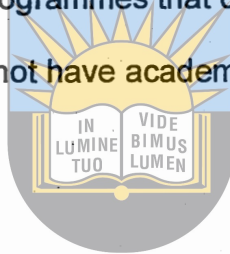
Yet another principal said that they were trying hard to put into practice their school vision by having programmes in place, holding meetings and deciding on a course of action, and they had mechanisms in place to check progress but because of financial constraints, they did not reach their potential.

Strategically, planning for school improvement must be based on the premise that schools have different values and that these values must be mapped before strategic intent can be determined. These schools could find it hard to have

shared understanding, shared decision – making and shared evaluation for their vision and mission statements are not put in practice.

#### **4.7 POOR PERFORMANCE BY SCHOOL MANAGEMENT TEAM MEMBERS.**

One principal agreed that he never supervised his teachers. He continued that even Education Department officials never supervised him whatsoever. He did not have a supervisory year programmes that could enable him to do class-visits right through the year. He did not have academic files to keep educators' supervision papers.




All respondents contended that Education Development officers did not come for supervision. All schools did not receive any kind of inspection by Education Department officials.

However, one educator agreed that their management members were accessible and class visits were conducted. The supervision forms were kept in the academic file of each staff member.

One head of department admitted that class visits were not done. Each teacher was the master of himself or herself. There was no direction and order to work together as a team. There were no academic files or file reports made about each educator in class.

The SMTs are main stakeholders that are forces behind any strategic management and planning of any school. The traditional leadership theories concentrate on leadership management techniques and interpersonal skills and strategically encourage leaders to adapt their behaviour to the situation (Bush and Bell 2002: 52). This means leaders must pursue the goals of their organizations. The followers should perform beyond the ordinary limits and their followers' beliefs, values, attitudes and behaviours.



One principal did not know or understand the matter of working units i.e. academic committees formed according to the curriculum of that particular school. Instead of giving the proper answer this principal answered as follows: "Each learner must be punctually, and present at school. Teachers must also be punctually"

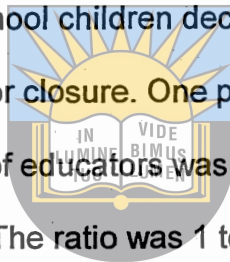
Another principal responded to the working units question as follows: "*Timetables for classrooms, corporal punishment, code of conduct, time frame, school fees, school uniform.*"

One principal had a faint idea about working units as follows: "*Parents, working committees, e.g. (admissions, finance, catering, instructional et) LA committees, Learner Representatives where applicable.*"

One head of department was totally blank when asked about working units. He denied any knowledge about working units.

#### **4.8 FALLING ENROLMENTS**

It was of great interest to have discovered that schools suffered falling enrolments. The number of school children decreased and as a result some village schools were headed for closure. One principal gave the number of all his learners as 464. The number of educators was 11. The second principal gave the number of his learners as 34. The ratio was 1 to 27. The fourth principal gave the number of her learners as 55. The ratio was 2 to 55.



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The grinding poverty caused the school numbers to dwindle. That has eroded all values, ethos, stability, attitudes and clean school cultures. The strategic management level of schools that suffer from falling learners numbers can lead to dysfunctionality and a doom scenario.

#### **4.9 PHYSICAL ENVIRONMENT OF SCHOOLS**

Classroom shortages are indeed very severe in the rural areas. Two schools virtually had no accommodation for educators and learners. One of these two

schools was made out of mud. It is a mud structure. The community built it. The building is an eye-sore. The learners suffered a great deal during cold and rainy days. The principal's health deteriorated due to the appalling building conditions.

One school was built with prefabricated materials. The prefabricated materials were deteriorating and looking very unattractive. One side of the building had collapsed due to stormy weather. There was absolutely no adequate accommodation for both learners and educators.

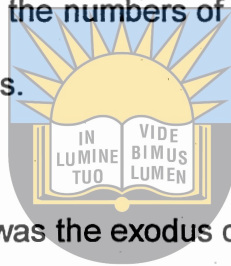
Furthermore, schools did not have access to proper sanitation. Most of the schools used pit latrines, which were inadequate in number, resulting in high utilisation rates. The facilities were often dirty and smelly, posing significant health hazards to learners and educators alike. In some cases schools had no access to water within walking distance. The lack of water is conducive to the spread of infections and diseases in and around the school establishment.

The mud – structured schools cannot strategically use strategic planning methods and analyse economic opportunities. There is no way that educational need in this area articulate vision and set development goals. The shortage of classroom accommodation had bad impact on strategic management and planning.

## **4.10 AN OVERVIEW OF THE GENERAL REMARKS BY PRINCIPALS, HODs, EDUCATORS, SGBS, COMMUNITY LEADERS AND EDO'S.**

### **4.10.1 PRINCIPALS OF SCHOOLS**

Principals of schools indicated that there were factors that adversely affected strategic management planning and development at their work places. What was disheartening was the fact that the numbers of learners were decreasing rapidly. There were a number of causes.



One principal indicated that it was the exodus of people from rural areas to cities due to the high rate of unemployment. That principal echoed the fact that poverty was the biggest enemy in the rural areas. The socio-economic standards of the communities around all the schools were very low. Most parents lived below the bread line. Most parents were unable to pay school fees. The grandparents who received social pension grants looked after the learners.

Two principals already indicated the acute shortage of classroom accommodation for both learners and educators. One school was only short of accommodation for educators.

The principals indicated that their schools did not have strategic plans. There were no year plans and programmes in place. Three schools did not have staff development plans. Only one principal indicated that there was a staff development plan.

The researcher argues that strategic thinking – which is proactive, value driven and operates in an extended time frame, is imperative for schools to strive to take charge of their own agendas. The principals of these schools could not have strategic capabilities of becoming proactive and operate in extended time frames.



#### 4.10.2. HEADS OF DEPARTMENT

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The rural primary schools lost many heads of department due to the redeployment policy. The learners' numbers decreased resulting in the fact that many heads of department were sent to schools where learner numbers were still high. For instance, one of the four the primary schools did not have a head of department. It was also a two-teacher school.

The heads of department showed clearly that their schools did not have working units or committees as probed by the researcher's questions. They responded by giving negative answers telling that they did not have knowledge of working units at their school.

One HOD answered as follows: *“Drawing the exam Time-Table, Organising, Administration, Class Visits, Planning”*

The second HOD responded as follows: *“Creation of Learning environment, Classroom management, Leadership, Learner assessment, Reading and analysing data”*

The third head of department reported as follows: *“Administration, Planning, Communicating, Organising, Assuring quality”*



The aspect of uniformity is easily attained if there are committees or working units in any school. For instance, one head of department answered as follows, *“Sit together and discuss the matter”*. The second head of department responded as follows, *“Planning beforehand is Coordination of activities in the class, learner assessments, To assist learners with constructive and frequent feed-back. To show mutual interest to all learners”*. One head of department of another school never attempted to answer this question, and left it blank.

When attempting to deal with other factors that adversely affected strategic management and planning, the three heads of department responded as follows:

*“the school management team make decisions to help the order at school.”*

*“Lack of resources and lack of funds*

*Inadequate / Lack of Knowledge in other aspects*

*Lack of management Leadership skills*

*Workshops to develop skills*

*Whole school development”*



*“SMT taking responsibility for making things happen having authority and power to act decisively”*

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The heads of department deal with the second level of management. They are strategically architects, colleague supporters and designers of a number of strategic plans. They therefore cannot strategically perform their duties at such schools.

#### **4.10.3. EDUCATORS**

Educators from the four schools were among the chief respondents in this study.

One educator said that people moved from rural to urban areas to seek

employment. That educator talked about poverty, birth of many children and dangerous diseases such as HIV/AIDS.

The scourge of HIV/ AIDS is attacking most teachers in the rural areas. The strategic management and planning of schools is adversely affected for skilful educators are dying. The strategic management is adversely affected if working units such as grade, phase and sports units are not strategically there. There cannot be decision - making and vision – crafting if working units are not strategically in place.



Almost all educators said that their schools did not have committees or working units. They showed that they did not have uniformity per grade, phase and teaching in particular, for instance, the music committee, Grade 1 committee, sports committee and so on

#### **4.10.4. SCHOOL GOVERNING BODIES**

The overall impression of School Governing Bodies in rural schools was that members were uneducated. Most parents were unemployed. The poverty levels were the main enemies of rural parents.

Rural school governing bodies did not formulate policies. That was done by teachers only. They did not know the number of their teachers. The SGBs were never capacitated.

One SGB member put down factors that badly affected performance of SMTs as follows;

*“Bad discipline shown by children, non-attendance of parents to meetings, failure to do contributions, non-availability of parents to clean up the schools.”*



The strategic management and planning affect the school administration and governance. The SGBs are strategically in partnership with the professional management of schools. The SGBs are the custodians of values, team spirits, controls in terms of school finances and are strategically entrusted a huge task of maintaining discipline at schools.

#### **4.10.5. COMMUNITY LEADERS**

Generally, the community leaders showed positive attitudes towards their schools. All of them pointed out the lack of resource materials that adversely affected school management teams.

One leader responded by talking about bad access roads to schools. He continued by mentioning that each school should have a car. He also made mention of the fact that the teachers should not be divided and should support all decisions taken by all educators and SGB members. This leader pointed out that teachers should attend local ceremonies to give guidance and directions in their respective communities.

One leader emphasised the role of the community.

*“The teachers could not do well if community members did not support school initiatives”.*



The school is at times financially assisted by community leaders such as business, churches and organizations. There are strategies that are employed by these leaders to help boost the school's strategic management and planning.

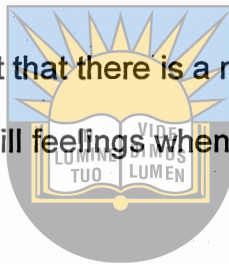
#### **4.10.6. EDUCATION DEVELOPMENT OFFICER**

The King Williams Town District in the Eastern Cape has 24 circuits. Each circuit has a manager. The circuit manager manages and gives directions to all principals of schools. For instance, Keiskammahoek circuit has its circuit manager who allowed the researcher to conduct this study.

The King Williams Town District in the Eastern Cape has 24 circuits. Each circuit has a manager. The circuit manager manages and gives directions to all principals of schools. For instance, Keiskammahoek circuit has its circuit manager who allowed the researcher to conduct this study.

The circuit manager is one of the researcher's chief respondents.

The circuit manager pointed out that there is a negative attitude towards circuit managers. Educators still have ill feelings when visited by EDOs at schools.



*"The staff developments initiatives are scarce to take place because the government funds are not there. The educators lack capacity building on development and planning". (EDO).*

*"The resource materials are very scarce for rural schools. There are in reality mud-structured schools. Some schools do not have water sources, electricity, furniture and books," said the EDO.*

*"The schools have very low numbers of learners. The rural people moved to urban areas to look for work. The adults move to the cities with their children.*

*“Poverty that is causing diseases, teachers do not set good examples to people and their children by a high rate of absenteeism and public drinking of liquor during school hours, parents are very reluctant to attend school meetings, rural school parents do not pay school fees because of unemployment and conditions are not conducive at all.”*

It was heartbreaking to learn that rural school SGBs in the King William’s Town district were never capacitated by the Department of Education. Some SGB members just disappeared without any notice.



The EDO of the pilot school reported that one of the hardships in his circuit is the fact that educators are redeployed to other schools.

*“There are schools that can be closed down due to the fact that numbers of learners have gone down. Parents left rural homes in search of employment in the big cities”.*

The EDO indicated that there would not be smooth running of schools for as long as the Department of Education did not want to appoint more EDOs due to financial constraints.

The EDO of the pilot school pointed out problems as follows:

*“The rural schools suffer a great deal from scarce resources such as proper classroom accommodation, furniture, water, toilets for both teachers and learners and most importantly books.”*

Finally, the EDO indicated that the Integrated Quality Management System is now being introduced in Eastern Cape. All the other eight provinces began with IQMS long ago. The K.W.T district schools will not be able to use IQMS, however, unless there is training for principals.

The respondents reported that there is a lack of support and monitoring by EDOs. There is an invisibility of EDOs in schools. It is also reported that EDOs visits schools when they are to issue circulars and never monitor whether schools are adhering to them or not. The strategic management of schools is non-existent due to scarcity in schools.

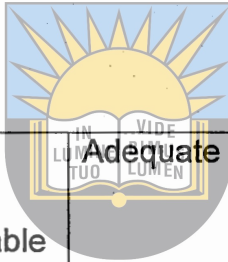
#### **4.10.7. THE OBSERVATION GUIDE FOR SCHOOLS**

Observation schedules were used to obtain first hand information on the four schools.

Direct observations established that two schools did not have classroom accommodation for both learners and educators. The other two schools had

classrooms that were dilapidated. The classrooms of the two schools are not properly maintained and most walls are collapsing.

**4.10.7.1. Tables showing that the following facilities are partly adequate, inadequate or not available in the same mud-structured school.**



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	Not Available	Adequate	Partly Adequate	Inadequate
Classrooms				
Learners desks				•
Stationery				•
Library books				•
Science Kit				•
Sport Kit				•
Playgrounds	•			
Fence & Pit	•			

One of the two schools with no accommodation is made of old and dilapidated prefabricated materials. Some parts of buildings had collapsed due to windy and stormy weather.

4.10.7.2. Diagram shows that the following facilities are partly adequate, inadequate, or non-existent in a different second school with no accommodation.



	Not adequate	Adequate	Partly Adequate	Inadequate
Classrooms				
Learners desks				•
Textbooks				•
Stationery				•
Library books				•
Science Kit				•
Sports Kit				•
Playgrounds	•			
Garden	•			
Fence	•			
Pit	•			

The above diagram shows that this second school with no accommodation lacks textbooks, stationery, science kit, playgrounds, classrooms, garden, fence and rubbish pits are not available at all. There was no water at all.

All schools reported that the Department of Education delivers textbooks and stationery very late. Suggestions were made by principals that books should be delivered in November of the current year for the following year.



The following facilities were available in all four schools: few desks, tables, chairs, charts, litter boxes, few benches, two small chalkboards and two small cupboards. The classroom structures were made of mud and prefabricated structures were pitches.

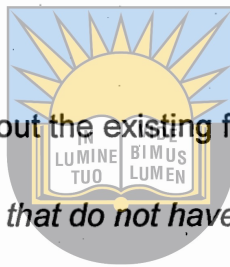
Nevertheless, all educators and management members were happy at their workplaces in all schools.

The parents were associated with their schools under adverse and fair conditions. Generally, the atmosphere in all schools was good and fair.

Almost all four schools did not have the following working units:

Music committee, sports committee, entertainment committee, remedial committee, HIV/ AIDS committee, year plan committee, learning areas committees, junior phase committee, intermediate & senior committee, grades committees, prefect committee and non-teaching staff committee.

The four schools did have the following committees: site committees for labour union, admission committee and finance committee



One principal responded about the existing few committees as follows:

*"We have these committees that do not have policies. We would like anybody to help us and show us how to draw these policies."*

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Another principal responded as follows:

*"If the government can provide us with enough educators and classrooms the school programme can be improved. The learners and teachers will be accessible to a lot of things that can help to improve the education"*

Two schools did have their composite timetables shown in the principal's offices.

Two schools did not have composite timetables. Each educator did have a personal timetable in all four schools. All four schools did not have suspension timetables by SMT.

Only one school had a year plan. The principal commented about the year plan as follows;

*“The year planner is available but it is not always followed as it is interrupted by emergency workshops.”*

Another principal made the following comments on the year planner:

*“The problem in our school is that a lot of parents are (un)employed. The majority of learners do not afford to pay school fees and this affects the running of the school.”*



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All four schools did not have the following year programmes and some aspects as follows: OBE workshops internal dates, SMT meeting dates per year, submission year programmes, devotion year programmes, detention supervision programmes, fund-raising year programmes, athletics inter-house programmes, music programmes, sports programmes, in and out sports matches, priority list for current year, budget for current year, school structures or organogram, subject allocation, visions, mission statements, school development teams, school asset registers and school policy.

All four schools did have the following programmes,:

Gates and grounds supervision, logbooks, admission registers, leave registers, educator attendance registers, learner attendance registers, code of conduct for both learners and educators and minute books for staff and SGB meetings.

Observation is a direct first hand eye-witness account of daily social actions. The researcher strategically used observation guide as a supportive or supplementary technique to collect data to know a number of strategic processes and procedures strategically taking place in schools.

#### **4.11. DISCUSSION**



The methodology used for this research proved to be very informative as the open-ended nature of the questionnaires elicited rich and varied responses from the respondents, highlighting the complexities involved in any process designed to bring fundamental change to an organisation. As was to be expected, the way in which the questions were formulated resulted in some repetition in the responses but this was regarded as a strength rather than a weakness as the repetition frequently served to emphasise key issues and concerns, for example: *"The smooth and effective conditioning of any organisation is dependent upon those responsible for managing it"*.

The respondents referred to this sentiment directly or indirectly several times.

#### **4.11.1 HOME ENVIRONMENTAL FACTORS**

Most of the rural schools are surrounded by very poor homes where squalor, poverty and broken marriages confront parents. The social-economic standards of most homes are relatively low. Widespread hunger causes children to go to school with empty stomachs.

Furthermore, domestic violence and turbulence in homes erode the value systems that are a base for schools. Everard and Morris (1990: 770) say that the more complex and turbulent the environment, the more important it is that those who run the organisation should perceive what is going on out there and understand the problems and opportunities it presents. So, it is helpful that teachers map out various homes and identify the main demands confronted by poverty. This study revealed that the educators are not always strategically aware of the problems faced by the local committees.

#### **4.11.2. PARENTAL FACTORS**

Data collected showed that most parents of Keiskammahoek schools seem not to care much about their children's education. They do not attend school meetings. They do not come to school to offer free services such as cleaning up of schools and mending broken furniture.

Many homes do not have breadwinners. Many parents are out of employment. They cannot afford to pay school fees.

Badenhorst *et al* (1995: 119) contend that parents and teachers lack the time to discuss items in details. There is a fear that discussions with teachers could lead to victimisation of children by such parents. It is mostly bad news that makes teachers get in touch with parents about their children. Teachers must recognise the parents' right to be interested in the schooling of their children. Some legitimate forms of parental interest are seen as interference by educators.



It is the responsibility of the teacher to create an atmosphere where even timid parents can feel comfortable (Badenhorst *et al* 1995: 119).

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Data collected revealed that differences in learning outcomes are strongly associated with differences in the level of socio- economic status, parents' educational and professional backgrounds, family size and family income. Children appear at school daily with issues and problems that stem from their home and community environment. Many teachers fail to understand this, and respond in ways that increase alienation and stress for children. This is illustrated in the stories by community leaders who drew attention to drop- outs and demotivated parents.

The researcher finds it very difficult to unravel the apparent contradictions between the claims by some principals that their schools are supported by parents in terms of meeting attendances and community services at the school. Perhaps the complexity of schools as organisations results in higher degrees of ambiguity (Bush 1995: 128) than one expects. It is perhaps a natural tendency to expect organisational life to be ordered and understandable. Perhaps it is one of the challenges of successful leadership to be strategically able to tolerate contradictions and ambiguities and work with these as strengths rather than weaknesses.



#### **4.11.3. LACK OF RESOURCES**

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The surrounding communities were major threats to schools as vandals vandalised schools. For instance, the pilot school experienced theft from the principal's office. Some school properties' door locks, globes, copper pipes, furniture and radios were stolen by vandals. There was also the seemingly mindless destruction of thousands of rands' worth of windowpanes every year.

Maximising the available resources is indeed one of the more serious challenges the schools face. The schools have to manage the meagre funds at their disposals efficiently. There was no single school with a budget. The schools used their little amounts of money for the sake of using them. They had to live by the dictates of very little money. If there was no provision in their little money they

had to endure the discomfort and disruption of waiting until funds became available. Obviously, such a situation can be very detrimental to strategic management that has to take place at the schools. The huge lack of resources had a direct bearing on teaching and learning in the schools. The insufficient provision or non- provision of textbooks and stationery by the Education Department to such impoverished communities just exacerbated an already difficult situation at these schools. Buying textbooks and stationery is not a priority if you are poor or unemployed. Even participation by the learners in extra-curricular activities was affected by the lack of resources. The lack of playing fields and the transport costs involved in playing against other schools were serious impediments that had to be taken care of



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It is no surprise that these schools lost their learners to urban schools with their comparable resources. The urban schools attract learners from mainly poor backgrounds. The brutal irony is that schools in impoverished communities that need so much more have so much less in terms of resources.

A number of critics of school- based management ominously claim that the gap between schools that have and those that do not, in the USA, is widening (Nuthall cited in Dalin 1998: 19). Dalin (1998: 19) further states:

“In a market system there will, by definition be losers, or schools that are unable to attract their fair share of pupils. The consequences are reduced income, fewer teachers...”

Finally, schools were closing down in some quarters in the King William's Town District because of the exodus of learners from these areas. Is this just a natural consequence of the years of neglect that these schools had to endure during the apartheid era? This reminds the researcher about the only mud-structured school that caused both learners and educators to be sick at times. The conditions were appalling at that school.

#### 4.11.4. THE MEANING OF VISION AND MISSION STATEMENTS BY SCHOOLS



The schools had drawn up vision and mission statements as a result of pressure from circuit offices. Out of the four schools the researcher visited, one school did not have vision and mission statement.

Having the mission and vision statements for the first time created a lot of excitement. There is consequently a new sense of purpose and strategic focus. Davidoff and Lazarus (1997: 46) contend that the vision is the flame which lights the school, "*which imbues the school with a sense of pride and direction*".

The formulation of the vision and mission statement was conducted as an exercise in which all the different roles were involved. This collaborative approach is seen as very important: "*It is vital to have everybody involved in the drawing up of the vision and mission statements*" (pilot school teacher).

Caldwell and Spinks (1992: 53) argue that the vision of the school is likely to command a high level of commitment among the school community if the various stakeholders have been involved in its formulation. Sergiovanni (2001: 149) also insists that the vision of the school must incorporate the hopes and dreams, the needs and interests and values and beliefs of every stakeholder in the school.

Finally, shared visions compel courage so natural that people do not even realise the extent of their courage.

#### **4.11.5. THE IMPACT OF POOR PERFORMANCE BY SMTS AND EDUCATORS.**



This study established that the four schools that were visited received inadequate supervision from the Department of Education. The vision by the Education Development Officers and Subject Advisors were limited. Almost all principals visited by the researcher never had supervision year programmes. That meant that principals did not do supervision as well. Every educator of schools visited by the researcher was demotivated and confused. This discrepancy was confirmed by Bush and Bell (2002: 29) that the qualities that might be expected of important leaders and managers are as follows:

“Low expectations of pupils, not ensuring adequate pupil progress, poor planning and preparation, poor classroom discipline, inability to respond to change, poor relationships with pupils, poor management of classroom resources, and inadequate monitoring and assessment of pupil’s performance”

The four schools were seen as disjointed and not united entities. Bush and Bell (2002: 26) contend that such schools are “Organisations... characterised by fragmentation and loose coping”. They further describe that the

“Organisations’ structure is regarded as problematic. There is uncertainty over the relative power of the different parts of institutions. There was a wide spread feeling of powerlessness, a feeling that decisions were really taken elsewhere. Parents would come to the flurry of meetings, disappear for months and then reappear... people would pull in and out all the time”.



The study established that heads of department did not play their expected roles in strategic management and planning. Everard and Morris (1990: 302) assert, however, that heads of department need a different set of qualities. They must be people with spared, unused capacity, backed by a wide variety of interests, not dreary men. Most principals admitted that they did not have staff development programmes to train educators on current management strategies. Principals lacked skills to motivate their educators.

#### **4.11.6. FALLING ENROLMENTS**

The main problem is that grinding poverty drives rural families to urban areas leaving teachers in the country with small class-sizes, meaning they are then effectively under - worked and overpaid (Daily Dispatch 2004: 6)

The respondents questioned were asked to explain factors that decreased numbers of learners in their schools. They almost all responded by referring to the following:

“Inadequate resources, unclear government policies ineffective school policies or non- existent school policies, lack of staff commitment and lack of parental involvement”.



All the schools investigated used to have larger numbers of learners in the past. One school recently only had thirty-one learners in attendance.

The redeployment is at a high level in the rural schools for the numbers of learners are relatively low. The teachers of these schools are being redeployed to schools with larger numbers of learners in the urban areas. These schools could be closed down due to the shortage of learners or no learners at all.

#### **4.11.7. IMPACT OF PHYSICAL ENVIRONMENT OF SCHOOLS AND HOMES**

Generally, the finding of the study suggested that there were several factors that contributed to the decline of strategic management and planning in rural schools.

The study established that differences in the quality of education were strongly associated with differences in the level of the socio-economic status, parental education and professional backgrounds, family size and income.

Schools' physical factors were seen to be contributing to poor management. This study established management members' ability was in part strategically determined by the resources in the schools. The schools lacked basic facilities, equipment and materials. The lack of proper buildings could make matters worse.



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#### **4.11.8. LACK OF CAPACITY BUILDING BY SCHOOL GOVERNING BODIES**

There was perception among respondents that the lack of parental involvement was characteristics of impoverished parents in the rural areas. Parents in the impoverished communities also experienced a sense of powerlessness, believing that there was nothing that they could possibly contribute towards the overall welfare of their children's schooling.

However, the School Governing Bodies of all schools were never capacitated by the Department of Education. There could not be succession plans to transfer the required skills from the one SGB to the next one.

Finally, governors are a potential resource for change because their position in the local community may allow them to become more powerful advocates of the schools (Everard and Morris 1990: 224).

#### 4.11.9. OBSERVATION GUIDE



The use of observation schedules by the researcher was the best data collection method. The researcher established that some respondents gave and wrote some information that to a lesser extent did not tally with what the researcher practically observed. For instance, some principals maintained that schools did have year plans and programmes.

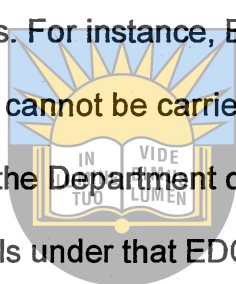
The researcher had ample opportunity to compare, through observation, the written information and what was available and not available at all four schools.

The researcher findings bore testimony to what might be seen as misleading by some respondents. Some respondents perhaps wanted to give a good impressions about their management performances. But, the observation guide

made it very clear and easy for the researcher to comfortably counteract or identify what could distort the research findings.

#### **4.11.10. EDUCATION DEPARTMENT OFFICIAL. (EDO)**

There is still a feeling of not welcoming EDOs at our schools especially in rural schools. The cost - cutting measures taken by the Department of Education cripple projects in rural schools. For instance, EDOs have to convince educators and parents that such projects cannot be carried out during this financial year due to financial constraints of the Department of Education. The work is rather difficult for any EDO if principals under that EDO are not performing well but keep on failing to maintain order at their schools.



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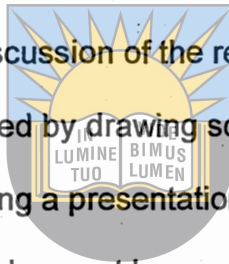
The presence of Education Department Officials is decreasing day by day. Presently, they are leaving their work in big numbers. Each EDO has to manage two to three circuits. Many EDOs have resigned and some have retired.

# CHAPTER 5

## DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1 INTRODUCTION

This chapter aims to provide discussion of the research findings and give a brief summary of them. This is followed by drawing some conclusions from the research study. It closes by giving a presentation of recommendations to improve management planning and development by rural primary school management teams, and also to influence national education policy.



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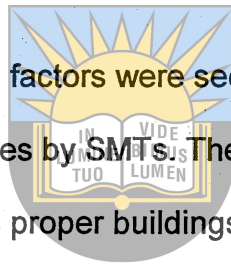
### 5.2 SUMMARY OF MAIN FINDINGS

Generally, the findings of the study suggest that there are factors that adversely affect the strategic management and planning of rural primary schools. The main findings of the study could be summarised as follows:

5.2.1 Home environmental factors such as low parental income, educational levels and grinding poverty in the impoverished communities were worrying matters at the four schools. The main income earners were grandfathers and grandmothers who receive meagre social pension grants or income.

5.2.2 Parental involvement in the activities of schools were absent. There was a strong belief that most of these parents' non-committal attitudes towards the activities of the schools stemmed from the fact that they came from poor backgrounds. Their daily battles for survival did not seem to allow them much room for involvement in anything else that might appear peripheral to their survival.

5.2.3 The school environmental factors were seen to be major factors contributing to poor performances by SMTs. The study established that schools lacked many resources such as proper buildings, fresh water, sanitation, light and many essential needs.



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5.2.4 All the different stakeholders participated in the drawing up of vision and mission statements except one school. This provided them all with the sense of ownership of the vision. It also helped to mould a more holistic picture of the desired future. However, some vision and mission statements remained on paper. The schools could not put into practice what was contained in the statements. The vision crafting exercise engendered a lot of excitement, providing everyone with a new sense of purpose and strategic focus. Vision is seen as denoting the core function of the school. Members believed that without it the school would be going round in circles. Not only does the vision make

teachers more goal-oriented, it also acts as a guiding light during times of uncertainty when changes are affected.

The visibility of the vision is seen as quite important. Every opportunity was grasped to bring the vision to the attention of the members of the school but, the vision was evidently not as visible as is needed to be. The data clearly suggests that vision does not occupy a very prominent positioning in the minds of a substantial number of the school teachers.



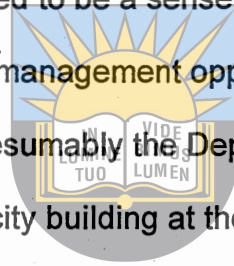
The initial enthusiasm that the vision produced had not been sustained. Whereas the vision inspired different projects at the beginning, teachers nowadays engage in activities without necessarily realising that those activities actually relate to the vision.

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5.2.5 The schools did not have a history of participative and consensus decision-making. The data underlined that the Department of Education never trained educators properly. There was no inclusive approach that could enhance goal achievements. There was no proper collaboration that could promote good working relationships among the teachers and management.

5.2.6 There was recurrent reference to strategic management yet there appeared to be no term management beyond the year plans. What was perceived as strategic management in terms of year plans, did not coincide with the

description thereof in the literature. The lack of long-term management was believed by some responses to result in doing urgent things rather than doing important things. The seeming lack of long-term management may help to explain why the vision appeared not to be pervasive in the schools. One expects the vision of an organisation to feed into its strategic management. Even though the schools could not be described as learning organisations, there were signs of organisational learning taking place. There were continual attempts at improving the schools. But, there appeared to be a sense of powerlessness in that regard, as it seemed that the ongoing management opportunities were expected to be provided by someone else, presumably the Department of Education. This might point towards a need for capacity building at the schools, which might enable schools to provide such programmes themselves in the future.



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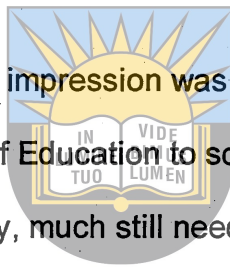
5.2.7 There were no continual staff development programmes at all schools. One of the contributing factors was believed to be a lack of time for such events. What happened at the schools was in line with the assertions in the literature that the structure and culture of the public schools militated against the establishment of learning organisations, and that the approach to professional growth in those institutions was fragmented (Dufour 1997: 102)

5.2.8 School environmental factors were seen to be paralysing the SMTs. Quality strategic management is determined by the resources in the schools. The

educators could not do anything if schools lacked the basic facilities, equipment and resources such as books and furniture.

5.2.9 The shortage of EDOs is seen as a huge problem that the King William's Town District is facing. For instance, the District is supposed to have nineteen (19) EDOs instead of 9 EDOs. Each EDO manages two to three circuits. They are unable to conduct school supervision due to staff shortages.

Finally, the researcher's overall impression was that whatever had been introduced by the Department of Education to schools had not been allowed to take root and flourish. Obviously, much still needs to be done to move away from the fragmented and passive approach to staff development.



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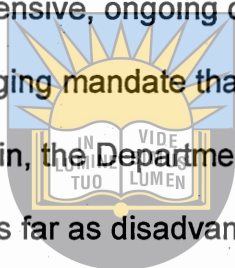
### **5.3 RECOMMENDATIONS**

In the light of this study, the researcher wants to make the following recommendations for practice in schools. The quality of strategic management and planning in rural primary schools continues to fall. The researcher feels that very little or nothing is being done to address the problems:

5.3.1. Rather than approaching vision crafting as a once-off event, visioning should rather be approved as a continual process so that it eventually becomes "the force of immense power" that Senge (1990: 18) talks about.

5.3.2 Building capacity in schools to undertake management in the true sense of the word is of paramount importance to enable our schools to become proactive, and overcome the short-sightedness that seems to prevail in many of our schools.

5.3.3. Judging from the data, the researcher is inclined to suggest that SGBs in impoverished schools need extensive, ongoing capacity building opportunities to empower them for the wide ranging mandate that is bestowed upon them by the South African Schools Act. Again, the Department of Education has a special duty in this regard, especially as far as disadvantaged schools are concerned.



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5.3.4 There is a need in schools to devise strategies to make time available, however little it may be (notwithstanding serious human resource shortages), for all the important tasks of collaboration in pursuit of school improvement.

5.3.5. There needs to be provision for the transfer of skills from one SGB to another. It may be necessary to review the term of serving SGB members. Some plans must be made so that they don't all have to be replaced when the term ends.

5.3.6. There is also a need to devise a strategy to motivate parents to become involved in the affairs of their children's schooling. The data from this study

suggested that parents are very reluctant to become involved in the education of their children. Apart from apathy, parents in poor communities may experience a sense of powerlessness, believing that there is nothing that they can possibly contribute towards the overall welfare of their children's schooling.

5.3.7. Widespread campaigns and advocacies are vital to make communities realise that the schools belong to them and that vandalising them amounts to destroying their own children's learning environment, thereby creating problems for SMTs.



5.3.8. EDOs need to conduct staff development programmes with educators and principals. These programmes would provide educators with current teaching strategies, so that they can be innovative and effective under unfavourable conditions such as those in Keiskammahoek rural schools. The local universities could run staff development programmes not Subject Advisors, as is the case in the King William's Town District.

5.3.9. Distribution of resource materials from the Department of Education should mostly favour impoverished rural schools. There should be the provision of water, books, furniture, sanitation and proper building structures. The mud structure school should be something of the past. The prefabricated structures should be discouraged especially when the material itself is too old.

5.3.10. It is also recommended that principals and educators at large should be encouraged to pursue degree programmes to equip them with up-to-date management skills. The promotion of principals should be based on qualifications and competency, rather than on nepotism and bribery.

5.3.11. Supervision structures need to be established at schools, clusters, circuits and districts so that there is constant supervision in schools.

5.3.12. Under - resourced schools in impoverished areas need to be given more funds by the Department. Poverty prevents unemployed parents from paying school fees. The schools should stop retaining academic reports so as to make parents pay school fees.



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5.3.13. A well-coordinated capacity building programme should be developed and implemented. Capacity building would provide schools, SGBs and EDOs with knowledge, skills and information.

5.3.14. All schools should be encouraged to have year plans and academic programmes that could be implemented by stakeholders. No school can survive without having some course of action for everyone in the school.

5.3.15. Schools should be encouraged to have working units. The school structure or organogram itself helps educators to have job descriptions. Each working unit should have its policy or guidelines.

5.3.16. Finally, Everard and Morris (1990: 222) assert that schools are not, and cannot be, closed systems, their boundaries must be semi-permeable if they are to thrive and respond to environmental change. This requires that community leaders assist schools in a number of areas.



## 5.4 FURTHER RESEARCH

The value of case studies is believed to lie in its ability to provide insights that may pursue inconsequent studies (Berg 1998: 40). The following are areas for possible further research, which have been identified:

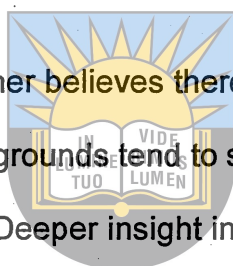
5.4.1. This study did not focus on the composition of the SMTs. It would be of value if a study could be undertaken to look at how SMTs are composed and what impact that kind of composition has in terms of its operations.

5.4.2 The actual effectiveness of SMTs needs to be scrutinised. This study focused on factors that adversely affected strategic management and planning of rural primary schools. It would be important to track the actual impact on school

strategic management and planning, for example, are decisions taken at meetings acted upon? How and when?

5.4.3 There is a need to investigate the long term implementations for education of the apparent exodus of learners from disadvantaged schools to historically more advantaged schools. Such a study may be able to indicate possible strategies to deal with this phenomenon.

5.4.4 Furthermore, the researcher believes there is also a need to do research on why parents from poor backgrounds tend to shy away from getting involved in the schooling of their children. Deeper insight into this phenomenon may help to formulate appropriate strategies to deal with it effectively.



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5.4.5 The issue of gender was also not looked at this study. It would be interesting to find out whether female managers and HODs have different perceptions of team management. The manner in which principals communicate with their SMT members needs scrutiny. It would be worthwhile to investigate how principals convey and receive information from their SMTs. Respondents in this study highlighted the need for communication and being well informed, suggesting that there may be communication breakdowns in team management.

5.4.6 Finally, the rural primary school parents do not pay school fees. Further research is needed so as to find out whether schools do apply the exemption

policy that stipulates that the impoverished families must be exempted from paying school fees.

## 5.5 LIMITATIONS OF THE STUDY

The researcher spent two months in the area that was covered by this study. The purpose was to find the latest information on the phenomenon to be investigated. The entire study was conducted in the rural area of the mountainous Keiskammahoek backward villages. The very area posed many problems such as poor roads and lack of telephone communication. Many black schools do not have documentary proofs as to how they are managed. For instance, the following policy documents were difficult to obtain at schools: school policy, code of conduct for learners and educators, sports policy, music policy, entertainment policy, HIV/ AIDS policy and many other policies. These should be there to provide for the school's progress and ensure it is not deprived by the unavailability of such policies. This was one limitation of this study - the scarcity of policy documents.

The illiteracy problems were a handicap in that the school governing body parents were uneducated. Any research has paper work that requires people, irrespective of their level of education, to fill in forms. The rural area educators are often reluctant to improve their professional development by studying further.

They may feel uncomfortable being researched about their educational institutions. It is not easy to conduct research. The researcher needed to be patient and persevere and stay focussed. Teachers seemed to be keen on participating in educational research. This perhaps because they were overwhelmed by their own work and did not have time to help in other research. Or perhaps it was because they lacked extrinsic motivation. Finally, researchers should be welcomed with open arms, and there is much to be gained from school – University collaboration.



The rural schools were under-resourced in that there is a shortage of classroom accommodation. Some school management teams did not have proper offices. They either used classrooms or their cars as offices to keep some school documents. This was a limitation of this research. There should be a place of safety to keep some schools' files and documents.

## **5.6 CONCLUSION**

The fact that the concept of strategic management and planning is so positively received is encouraging and perhaps provides a sound foundation on which to build. Yet one cannot doubt that there is a strong need to develop democratic practices.

However, the researcher trusts that this study makes a contribution towards a deeper understanding of the impact people's perceptions have on strategic management and planning of school programmes.



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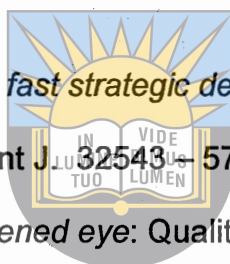
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APPENDIX A



FACULTY OF EDUCATION

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

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30 April 2004

TO WHOM IT MAY CONCERN

Dear Sir/Madam

**REQUEST TO BE GRANTED PERMISSION TO CONDUCT RESEARCH WITH YOUR SCHOOLS**

I am kindly requesting you to permit Mr. V C Kalipa (9200222) a Master of Education in Education Management and Policy student at the University of Fort Hare, to conduct research with your schools in the Keiskamma Area.

The research to be conducted in May 2004 will target school heads, teachers, students and community members of schools. The research is academic, and information obtained shall be used for research purposes only.

I wish to thank you in advance.

Sincerely,

Ben Lindeque  
Professor and Acting Dean

**Appendix B**

**102 AMATOLA ROW  
KING WILLIAM'S TOWN  
5605  
14 / 05 / 04**

**THE DISTRICT MANAGER  
KING WILLIAM'S TOWN DISTRICT OFFICE  
DEPARTMENT OF EDUCATION  
KING WILLIAM'S TOWN**

**DEAR SIR**

**RE: PERMISSION TO CONDUCT A RESEARCH ON FACTORS AFFECTING  
STRATEGIC MANAGEMENT AND PLANNING OF PRIMARY SCHOOLS IN  
THE KEISKAMMAHOEK AREA**

Permission is hereby sought from you to allow me to conduct a management research at Keiskammahoek four primary schools. My intention is to start as from 24 / 05 / 04 to 30 / 06 / 04.

Presently I am doing Master of Education Management and Policy with the University of Fort Hare. This is my final year and I hope to graduate in 2005.

My study will target the following respondents per school: Principal, Deputy Principal, Heads of Department, SGB chairperson, EDO and a community leader. The data collection will be done by means of questionnaires, interviews, observation and documents analysis.

Furthermore, I would like to stress that this research is academic and the information obtained will be used for the research project and strict confidentiality of the information will be maintained. The final research draft will be delivered to your office and possibly to the schools covered.

Finally, it would be appreciated if I can be given permission to do this research.

Thanking you in anticipation.

Yours faithfully

.....  
Mr V.C. Kalipa

APPENDIX C



Province of the Eastern Cape  
**DEPARTMENT OF EDUCATION- ISEBE LEZEMFUNDO**  
**DEPARTEMENT VAN ONDERWYS**  
**KING WILLIAM'S TOWN DISTRICT**

Private Bag X 7445, KING WILLIAM'S TOWN, 5600, SOUTH AFRICA

Reference: Enquiries: Mrs Mekuto 043-642 5882 Fax: 043-6424718 Date: 19 May 2004

DEPT OF EDUCATION  
K.W.T DISTRICT  
CIRCUIT No. 7A

The District Manager  
Department of Education  
King William's Town District Office  
King William's Town



19 MAY 2004

TEL 043 - 642 5979  
FAX 043 - 642 4718  
Signature: *[Handwritten Signature]*

Sir

University of Fort Hare

*Together in Excellence*

RE: PERMISSION TO CONDUCT A RESEARCH ON FACTORS AFFECTING MANAGEMENT AND PLANNING OF PRIMARY SCHOOLS IN THE KEISKAMMAHOEK AREA

Permission is given to you to conduct a management research at Keiskammahoek four primary schools: - Kwa-kom J.P. School Khayalabantu J.P. School, Mhlabuvumile L/HP School St. Matthews L/HP School, as from 24 / 05/04 to 30/06/ 04.

Your study will target the following respondents per school; Principal, Heads of Education; SGB chairperson, EDO and community leaders.  
The data collection will be done by means of questionnaires, interviews observation and documents analysis.

We are glad that this research is academic and the information obtain will be for the research project and strict confidentiality of the information will be maintained.

Yours faithfully

*[Handwritten Signature]*

CIRCUIT MANAGER

**APPENDIX D**

**102 AMATOLA ROW  
KING WILLIAM'S TOWN  
5600**

**THE PRINCIPAL**

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DEAR SIR

**REQUEST TO CONDUCT A RESEARCH PROJECT IN YOUR  
SCHOOL ON FACTORS AFFECTING STRATEGIC MANAGEMENT  
AND PLANNING OF RURAL PRIMARY SCHOOLS. A STUDY OF  
SELECTED PRIMARY SCHOOLS IN THE KWT DISTRICT**

Permission is hereby sought from you and your staff to allow me to conduct a research project. Presently, I am doing Master of education degree in Management and Policy Studies at Fort Hare University.

The research study will be conducted on the ..... To .....

Furthermore, I shall target principals of schools, SMTs, selected educators, SGB members and a community leader. In addition, I have already been given permission by the district office to conduct this research study in your schools.

Conversely, the information obtained will be used for a research only, and strict confidentiality of the information will be maintained. The final research draft will be delivered to your schools.

Finally, it would be appreciated if you will accede to my request.

Thanking you in anticipation

Yours faithfully

.....  
Mr. V. C Kalipa

## APPENDIX E

### PROPOSED PROGRAMME OF ACTION

SCHOOL:.....

ACTIVITIES	DATES	TIME
1. Distribution of question papers for	21 / 06 / 04 to 22 / 06 / 04	09h00
<ul style="list-style-type: none"> <li>• Principal</li> <li>• HOD</li> <li>• Observation guide</li> </ul>		13h00
2. Distribution of question papers for	23 / 06 / 04 to 24 / 06 / 04	
<ul style="list-style-type: none"> <li>• Educators</li> <li>• SGB members</li> <li>• Observation guide</li> </ul>		09h00
		13h00
3. Interviews	25 / 06 / 04	09h00
<ul style="list-style-type: none"> <li>• Community leader</li> <li>• Observation guide</li> </ul>		13h00
Collect questionnaires		14h00



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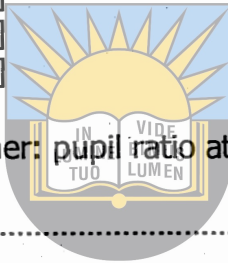


8. Highest academic and professional qualifications

- Grade 12 plus one or two years training [ ]
- Grade 12 plus three years apposite training [ ]
- Grade 12 four years apposite training [ ]
- Grade 12 plus five apposite training [ ]
- Grade 12 plus six years apposite training [ ]

9. How long have you been a circuit manager?

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



10. What is the average teacher: pupil ratio at your schools?

.....

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

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.....  
.....  
.....

12. How often do you visit your schools?

- Daily [ ]
- Weekly [ ]
- Fortnightly [ ]
- Monthly [ ]
- Quarterly [ ]
- Never [ ]

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

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.....  
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14. Do your visits assist you to make schools better implement the departmental policies?

Yes [ ]  
No [ ]

15. Do school principals attend your circuit meetings?

Yes [ ]  
No [ ]

16. How often do you hold your circuit meetings?

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



17. How often do you make reports about your circuit?

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

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18. Briefly, what are the contents of your reports you make about your circuit?

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19. Does your circuit have an executive of principals?

Yes [ ]  
No [ ]

20. If yes, what does that executive of principals do?

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**C. GOVERNANCE AND ADMINISTRATION**

21. Do your schools' governing bodies maintain and control the schools' properties, buildings and grounds?

Yes [ ]  
No [ ]



22. If yes, what are your schools status with regards to properties, buildings and grounds?

.....  
.....  
**University of Fort Hare**  
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.....  
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23. Are the governing body members of each school aware of this Educator's Employment Act, 1994, the Public Service Act 1994, and Labour Relations Act 1995.

Yes [ ]  
No [ ]

24. If yes, how do your schools conduct interviews to fill up vacancies?

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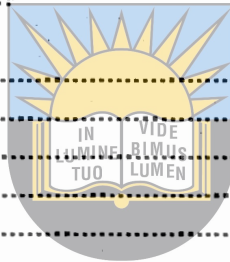
25. Do your schools manage to do submissions as planned by your office?

Yes [ ]  
No [ ]

26. If yes, how do your schools submit documents to your office?

They hand them personally to you? [ ]  
They make use of submission register? [ ]  
They hand over everything to clerks? [ ]  
They never? [ ]

27. Can you make mention of a very few important documents do your schools submit timeously to your office?



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**D. CURRICULUM AND SUPPORT**

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28. Do your schools have working units?

Yes [ ]  
No [ ]

29. If yes, make mention of a very few working units at your schools?

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30. Do all school management team members get workshop or training?

Yes [ ]  
No [ ]

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

- Monthly [ ]
- Quarterly [ ]
- Once a year [ ]
- Never [ ]

32. Do your schools have year plans?

- Yes [ ]
- No [ ]

33. Do your schools have school Development Teams?

- Yes [ ]
- No [ ]



34. Make mention of year programmes that schools management teams of your schools have.

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35. Do SMT's allow educators in specific grades at your schools plan together?

- Yes [ ]
- No [ ]

36. If yes, what is the objective of teams planning at this level (i.e. meso planning-involving educators of the same grade).

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37. In your experience what the difficulties do SMT's encounter in implementing the year plans and programmes?

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38. How do you incorporate commitment and dedication amongst SMT's of your schools?

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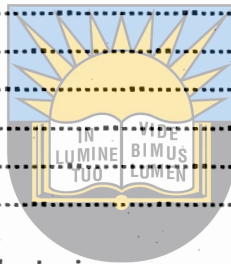
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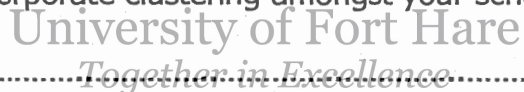
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39. How do you incorporate clustering amongst your schools in your circuit?



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**E. SPECIAL NEEDS**

40. Do you have schools with special needs?

- Yes [ ]
- No [ ]

41. How do your school management teams incorporate HIV/AIDS into the learning areas at schools?

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42. What do instructional leaders of your schools do?

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43. Do SMT's of your schools do the management functions in a conducive manner?

Yes [ ]  
No [ ]

44. Do SMT's and SGB's of your schools work together on the schools vision?

Yes [ ]  
No [ ]



45. Are there regular meetings between SMT's and the executive of the SGB's?

Yes [ ]  
No [ ]

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46. Do you know who the official trade Union representatives are at your schools?

Yes [ ]  
No [ ]

47. Do you enter into discussion with the union representatives in a constructive and positive way whenever possible?

Yes [ ]  
No [ ]

48. Do you keep SMT's informed about any changes policy, legislation or regulations?

Yes [ ]  
No [ ]

49. If yes, how do you keep them informed of policy changes, legislations and regulations?

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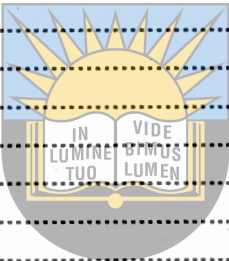
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50. In your experience, what would you think are the factors that adversely affect strategic management planning and development by primary school management teams?



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**Thank you for your co-operation**

## APPENDIX G

### QUESTIONNAIRE FOR EDUCATORS

This questionnaire seeks your ideas, impression or views on the factors affecting strategic management and planning. This is a study of selected primary schools in the King William's Town District.

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



#### A. GENERAL BACKGROUND

1. Date.....
2. Name of School.....
3. Circuit No.....
4. District.....

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#### B. PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE EDUCATOR.

5. Sex            Female [ ]  
                      Male    [ ]
6. Age:            Below 20 years [ ]
- 20 – 29 years    [ ]
- 30 – 39 years    [ ]
- 40 – 49 years    [ ]
- 50 – 65 years    [ ]
- Above 65 years   [ ]
7. Employment status (choose one)
- Permanent educator    [ ]
- Temporary educator    [ ]
- On probation            [ ]
- Other (specify)         [ ]

8. Highest academic and professional qualifications:

- Standard 6 and teacher training [ ]
- J.C and teacher training [ ]
- Grade 12 plus one or two years training [ ]
- Grade 12 plus 3 years opposite training [ ]
- Grade 12 plus 4 years opposite training [ ]
- Grade 12 plus 5 years opposite training [ ]
- Grade 12 plus 6 years opposite training [ ]

9. How long have you been in the service?

- Less than 1 year [ ]
- 1-5 years [ ]
- 6-10 years [ ]
- 11-15 years [ ]
- 16 – 20 years [ ]
- over 20 years [ ]



10. How long have you been teaching?

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

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**C. GENERAL QUESTIONS**

11. Do you have a school policy?

- Yes [ ]
- No [ ]

12. If yes, how was your school policy formulated?

.....

.....

.....

.....

.....

.....

13. What are your strengths and weaknesses?

.....  
.....  
.....  
.....

14. Are you encouraged if you have strengths?

Yes [ ]

No [ ]

15. Which phase are you teaching?

Junior Phase [ ]

Intermediate [ ]

Senior [ ]

None [ ]



16. Do you have a grade committee?

Yes [ ]

No [ ]

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17. How often do you hold grade meetings?

Daily [ ]

Weekly [ ]

Monthly [ ]

Quarterly [ ]

Never [ ]

18. How many classes of your grade do you have?

One class [ ]

Two classes [ ]

3 classes [ ]

None [ ]

19. Do you keep minutes of grade committee?

Yes [ ]

No [ ]

20. How often are you visited or supervised by your Head of Department?

- Daily [ ]
- Weekly [ ]
- Fortnightly [ ]
- Monthly [ ]
- Never [ ]

21. What does your head of department usually check when supervising?

.....

.....

.....

.....

.....

.....



22. Where are your supervision forms kept?

- Academic files [ ]
- Triplicate books [ ]
- Log books [ ]
- Never [ ]

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**D. CO OPERATION**

23. Do you think that school management team members are accessible to your colleagues?

- Yes [ ]
- No [ ]

24. Do you think that you are treated alike by your SMT?

- Yes [ ]
- No [ ]

25. Are you accorded the advice and support you need by the SMT?

- Yes [ ]
- No [ ]

26. Is there a fair distribution of work amongst the staff?

Yes [ ]

No [ ]

27. Do you create an atmosphere that makes one at liberty to express his/her visions about the school? If yes, how?

.....

.....

.....

.....

.....

.....

28. If you excel in a certain area, are you given an opportunity to actualize your potential to the fullest?



Yes [ ]

No [ ]

29. Do you take other educators advice and admit when you are wrong?



Yes [ ]

No [ ]

30. How is the reaction of the SMT towards problems such as absenteeism, poverty, lateness and non-payment of fees by individual classes of your school?

.....

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.....

.....

.....

.....

31. Do you participate as whole staff to draw year programmes of this school? If yes how?

.....

.....

.....

.....

**E. SUBMISSIONS**

32. Do you have a submission year programme in this school?

Yes [ ]

No [ ]

33. How is the submission year programmes done?

.....  
.....  
.....  
.....

34. What happens to any educator who does not observe submission dates or target dates as shown by your year programmes?



.....  
.....  
.....  
.....

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**F. LEARNERS**

35. Do you have prefects or class monitors?

Yes [ ]

No [ ]

36. How do you choose prefects or monitors?

.....  
.....  
.....  
.....

37. What form of punishment is used?

Corporal [ ]

Dismissal [ ]

Humiliation [ ]

Alternative [ ]

Never [ ]

38. What incentives do well achievers get?

.....  
.....  
.....  
.....  
.....

**G. PARENT INVOLVEMENT**

39. How often do you hold parents meetings?

- Daily [ ]
- Weekly [ ]
- Monthly [ ]
- Quarterly [ ]



40. Do all parents honour or come to school meetings, if no what do you do to combat the non-attendance to meetings?

- Yes [ ]
- No [ ]

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.....  
.....  
.....  
.....  
.....

41. Is there SGB in your school?

- Yes [ ]
- No [ ]

42. Are there ways to make parents feel that this school is theirs too? If yes, how?

- Yes [ ]
- No [ ]

.....  
.....



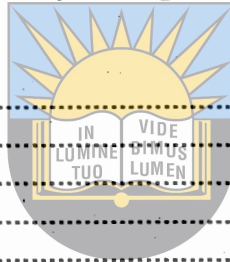
48. The lack of resource materials has to a great extent affected the performance of SMT members

[5] [4] [3] [2] [1]

49. The fact that children's numbers decrease in the rural school significantly contribute to the poor performance of your school management team members.

[5] [4] [3] [2] [1]

50. Apart from the factors identified above, which other factors do you think affect the strategic management planning and development by your school management team.



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***Thank you for your co-operation.***

**APPENDIX H**

**QUESTIONNAIRE FOR HEAD OF DEPARTMENT (HOD)**

This questionnaire seeks your ideas, impression or views on the factors affecting strategic management and planning. This is a study of selected primary schools in the King William's Town District.

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



**A. GENERAL BACKGROUND**

- 1. Date.....
- 2. Name of School.....
- 3. Circuit No.....
- 4. District.....

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**B. PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE**

**HEAD OF DEPARTMENT**

- 5. Sex            Female [ ]  
                    Male    [ ]
  
- 6. Age:            Below 20 years            [ ]  
                         20 – 29 years            [ ]  
                         30 – 39 years            [ ]  
                         40 – 49 years            [ ]  
                         50 – 65 years            [ ]  
                         Above 65 years            [ ]
  
- 7. Employment status (choose one)
  
- Permanent Educator            [ ]
- Temporary Educator            [ ]
- On Probation                      [ ]
- Other (specify)                    [ ]

8. Highest academic qualification and professional qualifications:

- Standard 6 and teacher training [ ]
- J.C and teacher training [ ]
- Grade 12 plus one or two years training [ ]
- Grade 12 plus three years apposite training [ ]
- Grade 12 four years apposite training [ ]
- Grade 12 plus five apposite training [ ]
- Grade 12 plus six years apposite training [ ]

9. How long have you been in the service?

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



10. How long have you been teaching at this school?

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

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**C. GENERAL QUESTIONS**

11. Do you do class visits at your school?

- Yes [ ]
- No [ ]

12. How often do you do class visits?

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

13. Which phase is your division or jurisdiction at this school?

- Junior phase [ ]
- Intermediate phase [ ]
- Senior phase [ ]
- Other (specify) [ ]

14. How many teachers do you supervise in your division?

.....

.....

.....

15. Name at least 5 working units that are under your supervision.

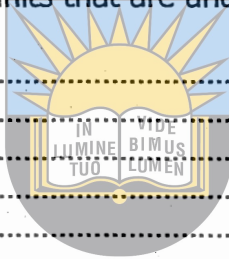
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16. Mention at least 3 important portfolios per working unit in your area of jurisdiction?



.....

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.....

.....

17. How often do you have meetings in your division or phase?

- Daily [ ]
- Weekly [ ]
- Monthly [ ]
- Quarterly [ ]
- Never [ ]
- Other (specify) [ ]

18. How often do other working units of your division hold meetings?

- Daily [ ]
- Weekly [ ]
- Monthly [ ]
- Quarterly [ ]
- Never [ ]
- Other (specify) [ ]

19. Are minutes taken when meetings of your division take place?

- Yes [ ]
- No [ ]

20. Is the agenda drawn for any meeting of any working unit?

- Yes [ ]
- No [ ]



21. Do you attend all meetings of your working units in your division?

- Yes [ ]
- No [ ]

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22. Do you chair all meetings of your division?

- Yes [ ]
- No [ ]

23. What is the admission policy of your age from grade 1 to the highest grade?

.....

.....

.....

.....

.....

**D. CO-OPERATION**

24. Do you think that you are accessible to your colleagues?

- Yes [ ]
- No [ ]

If yes/no please support your statement.

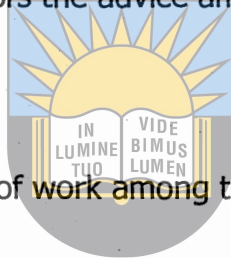
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.....

25. Do you think that you are treating your staff alike?

Yes [ ]  
No [ ]

26. Do you accord the educators the advice and support they need?

Yes [ ]  
No [ ]



27. Is there a fair distribution of work among the staff?

Yes [ ]  
No [ ]

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28. Do you create an atmosphere that makes one at liberty to express his/her visions about the school? If yes how.

.....  
.....  
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.....  
.....

29. Do you make an educator who excels in a certain area aware and let her/him actualize his/her potential to the fullest? If yes, how?

.....  
.....  
.....  
.....  
.....

30. Do you take other educators' advice and admit when you are wrong?

Yes [ ]

No [ ]

**E. LEARNERS**

31. Is there a prefect system in your school?

Yes [ ]

No [ ]

32. What form of punishment is used?



33. What problems do you encounter from learners and give the solutions?

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34. How long is the distance that learners travel to your school everyday?

35. What incentives do well achievers get?

36. How are the learners entertained?

.....  
.....  
.....  
.....  
.....

37. Are there any tours/excursions that are organized in your school?

Yes [ ]  
No [ ]

**F. PARENT INVOLVEMENT**

38. How often are parents meetings held in your school?

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



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39. Is there a school governing body in your school?

Yes [ ]  
No [ ]

40. Do you make parents feel that the school is theirs too? How.

.....  
.....  
.....  
.....  
.....

41. Do parents feel free to express their problems to you?

Yes [ ]  
No [ ]

42. Do your teachers have meetings with their class parents?

Yes [ ]  
No [ ]

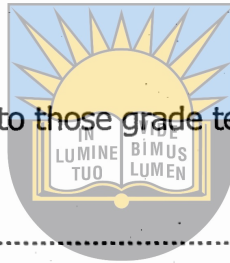
43. Are you present in these class meetings?

Yes [ ]  
No [ ]

44. Do you ever need a report from educators who hold class meetings with parents?

Yes [ ]  
No [ ]

45. What advice do you give to those grade teachers concerning uniformity of their work?



.....  
.....  
.....  
.....  
.....

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**G. PUT A CROSS IN THE BOX, WHICH RELECTS TO YOUR OPINION**

- [5] I agree totally
- [4] I agree but not strongly
- [3] I disagree
- [2] I disagree but not strongly
- [1] I am not sure

46. The educators perform badly because school management team members do not know their strengths and weaknesses

[5] [4] [3] [2] [1]

47. Your educators do not have personal timetables?

[5] [4] [3] [2] [1]

48. The heads of department should be full time educators.

[5] [4] [3] [2] [1]

49. The heads of department should do demonstration lessons for their colleagues.

[5] [4] [3] [2] [1]

50. The educators' supervision forms should not be filed or kept for future reference by heads of department.

[5] [4] [3] [2] [1]

51. Apart from the factors identified above, which other factors do you think affect strategic management planning and development by your school management team?



.....

.....

.....

.....

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.....

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Thank you for your co-operation

## APPENDIX I

### RESEARCH QUESTIONS

Questionnaire guide for Principals of schools.

I am a University of Fort Hare student doing Master of Education Degree. I am carrying out research project on Factors Affecting Strategic Management and planning on primary schools. A study of selected primary schools in the King William's Town District. Kindly answer truthfully by selecting the most appropriate response to each item. (Tick on the box provided and write on the space that is also provided).



#### A. GENERAL BACKGROUND

1. Date.....
2. Name of School..... *University of Fort Hare*
3. Circuit No..... *Together in Excellence*
4. District.....

#### B. PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE PRINCIPAL

5. Sex                      Female [ ]  
                                  Male    [ ]
6. Age:                      Below 20 years                      [ ]  
                                  20 – 29 years                      [ ]  
                                  30 – 39 years                      [ ]  
                                  40 – 49 years                      [ ]  
                                  50 – 65 years                      [ ]  
                                  Above 65 years                      [ ]
7. Employment status (choose one)
- Principal                                      [ ]  
Acting principal                              [ ]  
Deputy principal                              [ ]  
Acting deputy principal                      [ ]

8. Highest academic and professional qualifications

- Standard 6 and teacher training [ ]
- J.C and teacher training [ ]
- Grade 12 plus one or two years training [ ]
- Grade 12 plus three years apposite training [ ]
- Grade 12 four years apposite training [ ]
- Grade 12 plus five apposite training [ ]
- Grade 12 plus six years apposite training [ ]

9. How long have you been a principal?

- Less than a year [ ]
- 1 – 5 years [ ]
- 6- 10 years [ ]
- 11 – 15 years [ ]
- 16 – 20 years [ ]
- over 20 years [ ]



10. What is the number of pupil enrolment at the school and teacher ratio?

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11. Does the school have a managerial plan? (Organogram)

- Yes [ ]
- No [ ]

**C. SCHOOL MATERIAL/ EQUIPMENT AND FACILITIES**

12. Does your school have enough classroom accommodation?

- Yes [ ]
- No [ ]

13. Does your school have enough accommodation for your educators?

- Yes [ ]
- No [ ]

14. Does your school have electricity

Yes [ ]

No [ ]

15. Does your school have fresh drinking water?

Yes [ ]

No [ ]

16. Does your school have the telephone?

Yes [ ]

No [ ]

**D. BASIC FUNCTIONALITY**

17. Are the policies and procedures of this school appropriate?

Yes [ ]

No [ ]

18. When does the permanent time table come into operation?

Opening of the first term [ ]

Second week since opening [ ]

Second month of first term [ ]

Never [ ]



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19. Does the curriculum follow national guidelines?

Yes [ ]

No [ ]

20. Is the curriculum appropriate to the needs of learners and community?

Yes [ ]

No [ ]

21. What is being done to enrich the curriculum?

.....  
.....  
.....

22. Does the timetable satisfy the prescribed time demands of each learning area?

23. Is there a staff development plan?

Yes [ ]

No [ ]

**E. LEADERSHIP, MANAGEMENT ANAD COMMUNICATION**

24. Does the school have a clear direction?

Yes [ ]

No [ ]

25. How feasible and appropriate are the school mission statement and objectives?



.....

.....

.....

26. Does the school have an effective strategy plan? If yes, give examples attain its vision and objectives?

Yes [ ]

No [ ]

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.....

.....

.....

27. Are there systems in place to monitor and evaluate the school's performance in light of its vision and objectives?

Yes [ ]

No [ ]

28. What strategies have been adopted to ensure effective consultation with stakeholders?

.....

.....

.....

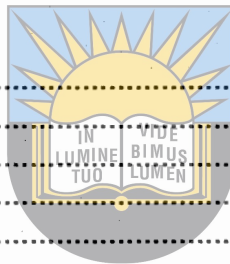
29. How is conflict in the school managed?

.....  
.....  
.....

30. How are the rapid changes in education being managed?

.....  
.....  
.....

31. Mention at least ten working units that formulate policy documents of your school.



.....  
.....  
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.....  
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32. What style of decision-making is used especially in the formulation of policy and procedures?

.....  
.....  
.....

33. Does your school have code of conduct for both educators and learners.

Yes [ ]  
No [ ]

34. Mention at least four registers that you your school must have.

.....  
.....  
.....

35. how often do you have principals meetings in your circuit?

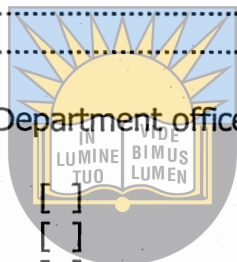
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.....

36. How often do you hold staff meetings at your school?

.....  
.....  
.....

37. How do you chair your staff meetings?

.....  
.....  
.....



38. How often does Education Department officer supervise the school?

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

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39. How often do you supervise your educators?

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

40. Do your educators practise continuous assessment of your pupils?

- Yes [ ]
- No [ ]

41. What is continuous evaluation done by your educators to pupils?

.....  
.....  
.....

42. Is the educator attendance being monitored? If yes how.

Yes [ ]

No [ ]

.....

.....

.....

.....

.....

.....

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.....

.....



43. What challenges are you currently faced as a Principal of this school?

.....

.....

.....

.....

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44. Has the district office in any way been helpful in addressing these challenges?

Yes [ ]

No [ ]

**E. OTHER ISSUES**

Put a cross in the box, which reflects your opinion.

- [5] I agree totally
- [4] I agree with some doubts
- [3] I disagree totally
- [2] I disagree with some doubts
- [1] I have no opinion

45. Lack of resource materials result in poor performance of ASMT members

[5] [4] [3] [2] [1]

46. Rampant absenteeism of school management team members causes collapse of system at school

[5] [4] [3] [2] [1]

47. Cordially relations amongst school management team members contribute to good educational culture.

[5] [4] [3] [2] [1]

48. The accounting officer of your school is that strong Head of Department.

[5] [4] [3] [2] [1]

49. Family economic standard contributes towards the performance of learners

[5] [4] [3] [2] [1]

50. As the principal of this school, apart from factors identified in the above assumptions, what other factors do you think contribute to poor performance by your school management team?



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Thank you for your co-operation

## APPENDIX J

### QUESTIONNAIRES FOR SGB

This questionnaire seeks your ideas, impressions or views on the factors affecting strategic management and planning of primary schools. This is a study of selected primary schools in the King William's Town District.

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

#### A. GENERAL BACKGROUND

1. Date: .....

2. Name of respondent:  
.....

3. Your highest academic qualification

Standard 6

J.C.

Standard 10

BA

Never

Other (Specify)



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4. Occupation .....

5. How many children do you have?

6. How many are attending school?

#### B. GOVERNANCE AND RELATIONS

7. Does the SGB have an approved constitution?

Yes

No

8. Is the SGB properly constituted and fully functional?

Yes

No

9. Has the SGB established the appropriate committees?

Yes [ ]  
No [ ]

10. Are there any other office-bearers besides the chairperson, secretary and treasurer?

Yes [ ]  
No [ ]

11. Are there any co-opted members of the SGB?

Yes [ ]  
No [ ]

12. How often does the SGB meet?

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



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13. Are records of minutes and decisions kept?

Yes [ ]  
No [ ]

14. Has the separation of powers of principal and SGB been clearly defined?

Yes [ ]  
No [ ]

### **C. FUNCTIONS**

15. How often does the SGB meet stakeholders?

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

16. Has the SGB been allocated the section 21 powers?

Yes [ ]  
No [ ]

17. Does the SGB present an Annual Report?

Yes [ ]  
No [ ]

18. What systems does the SGB put to control the school finances?

.....  
.....  
.....  
.....



19. What role does the SGB play in the formulation of policies and procedures?

.....  
.....  
.....  
.....

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20. What is the SGB policy on the non-payment of school fees?

.....  
.....  
.....  
.....

21. What disciplinary systems have been put in place by the SGB?

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.....  
.....  
.....

22. What is the relationship between the SGB and the principal?

.....  
.....  
.....  
.....

23. Does the SGB members visit the school and report what they see?

Yes [ ]  
No [ ]

24. Does the SGB have any system for monitoring and evaluating the school's performance?

Yes [ ]  
No [ ]

25. Are the policies of the SGB helping the school to attain its goals?

Yes [ ]  
No [ ]

**D. SECURITY AND SAFETY**



26. Does the school have appropriate procedures and measures to protect learners?

Yes [ ]  
No [ ]

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27. Are there regulations and procedures to ensure the health and safety of learners?

Yes [ ]  
No [ ]

28. Are the school premises protected against burglary and robbery?

Yes [ ]  
No [ ]

**E. COMMUNITY PARENTS**

29. How effectively does the school communicate with parents?

.....  
.....  
.....  
.....

30. Are parents involved in the management of the school, if yes how?

Yes [ ]

No [ ]

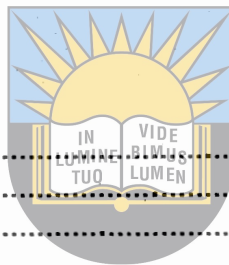
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.....  
.....

31. Does the school provide any education to parents?

Yes [ ]

No [ ]

If yes how?



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.....  
.....

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32. How well do parents respond and do they contribute to the learners' learning?

.....  
.....  
.....  
.....

33. What does the school do to improve its link with the community?

.....  
.....  
.....  
.....

34. To what extent does the school serve the needs of the community?

.....  
.....  
.....  
.....

35. How many teaching staff does this school have?

.....  
.....  
.....  
.....

36. What are the school's most urgent needs?

.....  
.....  
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.....  
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.....  
.....



37. What are the school's achievements?

.....  
.....  
.....  
.....

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38. Do you work hand in glove with school management and staff developing curriculum programmes?

Yes [ ]  
No [ ]

If yes how?

.....  
.....  
.....  
.....

39. Does the governing body do the work of the principal?

Yes [ ]  
No [ ]

40. What does the governing body do?

.....  
.....  
.....  
.....

**F. PUT A CROSS IN THE BOX, WHICH REFLECTS YOUR OPINION**

- [5] I agree totally
- [4] I agree but not strongly
- [3] I disagree totally
- [2] I disagree but not strongly
- [1] I am not sure



41. The school management and staff members work under an authoritarian rule of SGB?

- [5] [4] [3] [2] [1]
- University of Fort Hare  
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42. The SGB, school management staff and other stakeholders unveil year plan and programme of the following year towards the end of the current year.

- [5] [4] [3] [2] [1]

43. All members of SGB should make up their own mind about issues, but you must support the decisions taken by your governing body (even if you don't agree)

- [5] [4] [3] [2] [1]

44. Can the principal be the chairperson?

- [5] [4] [3] [2] [1]

45. The governing body is responsible for school management. It looks after the day-to-day running of the school.

- [5] [4] [3] [2] [1]

46. The governing body has overall responsibility for the school because it has to make sure that everything in the schools Act is carried out, that school policies are properly drawn up and school's grounds, buildings and funds are properly administered.

[5] [4] [3] [2] [1]

47. Your school is not part of a larger community – the community in which the school is situated.

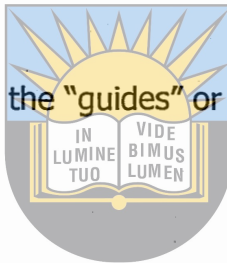
[5] [4] [3] [2] [1]

48. Are you all members of the SGB loyal to majority decisions?

[5] [4] [3] [2] [1]

49. Management is seeing that the "guides" or "rules" made by the governing body are properly carried out.

[5] [4] [3] [2] [1]



50. Your governing body can appoint other office bearers to spread the load of work, or you can define more clearly what each of these office bearers should do.

[5] [4] [3] [2] [1]

51. Every governing body must: establish a school fund to squander school money, open an account and raise funds for the school.

[5] [4] [3] [2] [1]

52. What factors do you think adversely affect the school management team of this school. (Briefly)

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Thank you for your co-operation

**APPENDIX K**

**RESEARCH GUIDE FOR LOCAL COMMUNITY LEADER**

- 1. Date:.....
- 2. Name of respondent and designation:.....
- 3. Your highest qualification

- Standard 6 [ ]
- Standard 8 [ ]
- Matric [ ]
- BA / BSC [ ]
- Other (specify) [ ]

- 4. Occupation.....
- 5. How many children do you have?



- 6. How many are attending school?

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- 7. Are you happy with your children's school?

- Yes [ ]
- No [ ]

- 8. Please give reasons for your response.

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.....

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- 9. Are your children doing well in school?

- Yes [ ]
- No [ ]
- Don't know [ ]

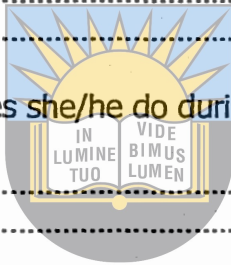
10. Please give reasons for your response.

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11. What activities/work does your child do at home after school?

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.....  
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12. What activities/ work does she/he do during weekends?



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13. How far is your home from school?

- Less than a kilometer [ ]
- 1-2 kilometers [ ]
- 3-4 kilometers [ ]
- 4-5 kilometers [ ]
- over 5 kilometers [ ]

14. How does your child get to school?

- Walk [ ]
- Public transport [ ]
- Private transport [ ]
- Other (specify) [ ]

15. How long does it take your child to travel from home to the nearest school?

- Less than 10min [ ]
- 10-20min [ ]
- 21-30min [ ]
- 31-40min [ ]
- 41-50min [ ]
- 51-60min [ ]
- over 60min [ ]

16. Do your children bring schoolwork to do at home?

- Yes [ ]
- No [ ]

17. Who at home guides the learners with schoolwork when they encountered problems. (State as may as many as are applicable)

- Father [ ]
- Mother [ ]
- Sister [ ]
- Brother [ ]
- Nobody [ ]
- Other (specify) [ ]



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18. When do your children do their schoolwork?

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19. What facilities are there at home to enable your children to do their schoolwork?

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20. What additional contributions besides fees, have you made to your school to facilitate planning and development by school management team?

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**B. RELATIONS BETWEEN THE SCHOOL AND THE COMMUNITY AT LARGE.**

21. How often does the school inform you about management planning and development by SMT?

- Over a term [ ]
- Once a year [ ]
- Other [ ]



22. Do you think that this is the right school of the community for your child?

- Yes [ ]
- No [ ]

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23. Please give reasons for your answer.

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24. Who is to blame for the poor management planning and development of this school?

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25. Do educators show interest in the school management team of this school?

.....

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26. Please give reasons for your response.

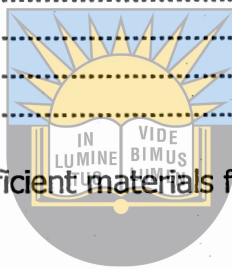
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27. Do your school have sufficient materials for effective strategic management planning and development?

Yes [ ]  
No [ ]

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28. Please give reasons for your response.

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29. According to you as a local leader, what do you think are the causes or factors that adversely affect the management planning and development by school management team of this school?

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30. What should educators and parents do to improve the performance of the school management team of this school?

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a) Parent should,

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b) Educator should

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31. Besides the factors we have discussed, what other reasons can you put across as the major causes of poor school management in terms of planning and development?

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**Thank you for your co-operation.**

**APPENDIX L**

**OBSERVATION GUIDE FOR SCHOOLS**

This observation schedule will be completed by the researcher.

- 1. Date.....
- 2. Name of School.....
- 3. Circuit No.....
- 4. District.....

**PHYSICAL STRUCTURE**



- 5. Does the school have enough classroom space?

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- 6. Does the school have enough accommodation for educators?

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- 7. Does the school have toilet facilities?

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- 8. Does the school have the playgrounds for infants and juniors or seniors?

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- 9. Does the school have the rubbish pits?

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10. Does the school have the internal workshops for all subjects?

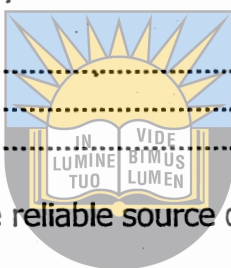
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11. Does the school have an administration block/office?

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13. Is the school accessible by road?

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14. Does the school have the reliable source of fresh water for both educators and learners?

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**CLASSROOM FACILITIES**

Does the school have the following amenities?

	Yes	No
15. Running water	[ ]	[ ]
16. Chalkboard	[ ]	[ ]
17. Educators' chairs	[ ]	[ ]

Below are tables showing the amount of books and furniture.

The codes A to C are used to indicate the following:

- A Standards for serious shortages in the classroom.
- B Stands for not enough for all learners in the class

C Stands for enough for all learners in the class

D Virtually nothing in the class

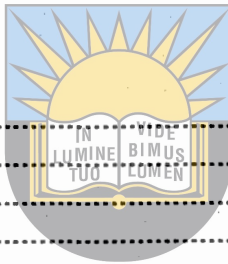
**BOOKS**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7

**FURNITURE**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7

18. Comments



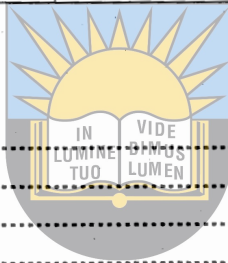
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A series of horizontal dotted lines for writing comments.

19. Does the school have the following facilities?

	Not available	Adequate	Partly adequate	Inadequate
Classrooms				
Learners' desks				
Text books				
Stationery				
Library books				
Science kit				
Sports kit				

20. Comments



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**GENERAL**

21. What is available in the classrooms?

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22. How is the state of classroom structure?

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23. Is the school environment conducive for effective planning and development?

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24. Are the educators and management members happy at their workplace?



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25. Are the parents associated with the school?  
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26. How is the general atmosphere in the school?

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.....

27. Does the school have the following working units or committees that have got policies?



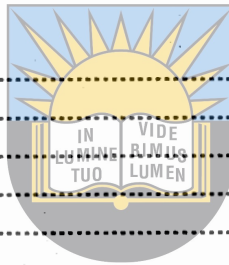
28. Are the following timetables available?

	Yes	No
a) Composite timetable	[ ]	[ ]
b) Personal timetable	[ ]	[ ]
c) Class timetable	[ ]	[ ]
d) Supervision timetable	[ ]	[ ]

29. Is the year planner available?

Yes [ ]  
No [ ]

Comments



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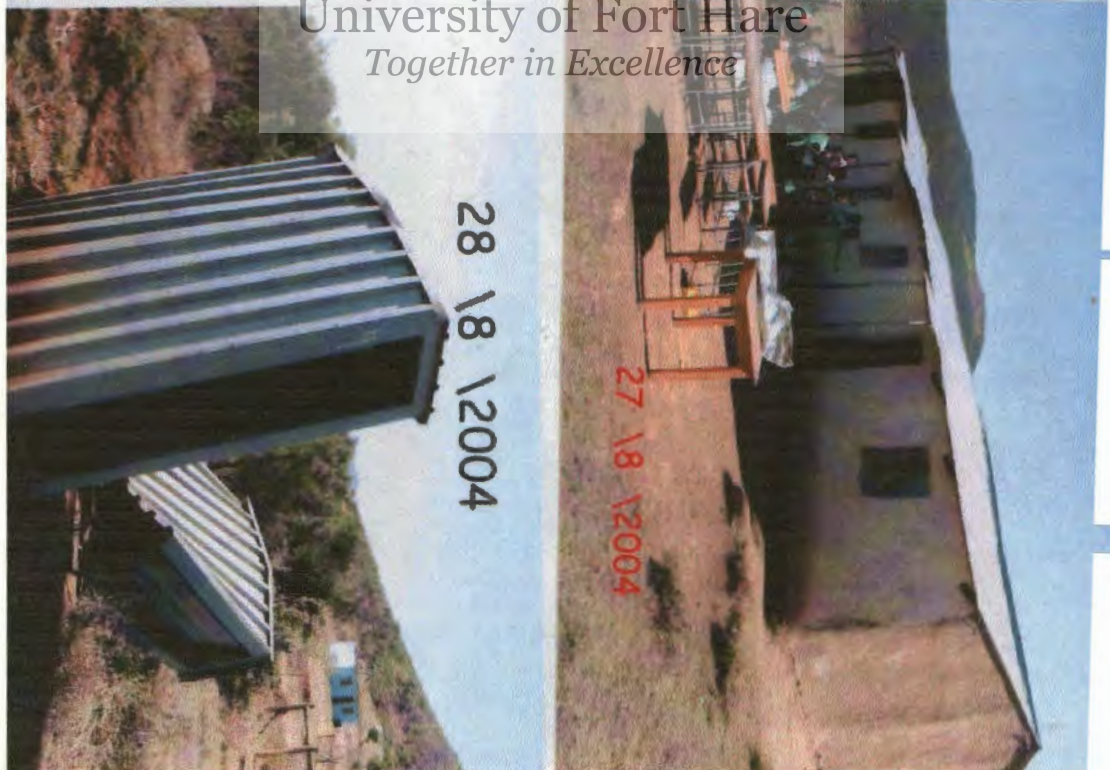
30. Does the school have the following year programmes?

	Yes	No
1) OBE workshops internal dates	[ ]	[ ]
2) SMT meeting dates	[ ]	[ ]
3) Submission of government books	[ ]	[ ]
4) Term examination & submission dates right through the year	[ ]	[ ]
5) School committees	[ ]	[ ]
6) Devotion programmes	[ ]	[ ]
7) Gates and grounds supervision	[ ]	[ ]
8) Detention supervision programme	[ ]	[ ]
9) Fund-raising programme	[ ]	[ ]
10) Athletics Interhouse	[ ]	[ ]





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**APPENDIX M**