

**THE IMPACT OF MANAGEMENT ON LEARNER PERFORMANCE:  
NHLOPHENKULU AREA**

**By  
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**DECLARATION**

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification – neither in its entirety nor in part.

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## **ABSTRACT**

This study focuses on the effect of management on learner performance in secondary schools. The Grade 12 senior certificate results are used in the study as a standard benchmark. The researcher acknowledges that there may be other factors that contribute to poor performance of learners. A case study of schools in Nongoma (Nhlophenkulu circuit) was used. The three schools that were selected in the case study represent the best performing school in Grade 12 results for the past three years; the middle performing school in Grade 12 results for the past three years; and the poor performing school in Grade 12 for the past three years. In investigating the problem the researcher used both observations and a questionnaire as a way of collecting data information in the selected schools. The middle and the poor performing schools' problems pointed to the poor management of the schools under study. In the best performing school the analysis of the data revealed that the school was well managed with support structures in and outside the school. It could therefore be deduced that management does have an impact on learner performance. The findings further revealed that a school can not operate in isolation but needs other stakeholders and outside assistance.

## OPSOMMING

Hierdie studie fokus op die uitwerking van bestuur op leerder prestasies in sekondêre skole. Die Graad 12 senior sertifikaat uitslae word in dié studie as 'n kriteria gebruik. Die navorser erken dat ander faktore 'n bydrae kan lewer tot die onderprestering van leerders. 'n Studie-geval van skole in Nongoma (Nhlophenkulu Distrik) is gebruik. Die skole wat die afgelope drie jaar die beste, swakste en middlematige Graad 12- uitslae behaal het, is gekies. By verdere ondersoek het die navorser waarnemings en vraelyste gebruik om data (inligting) in die geselekteerde skole te verkry. Dié skole wat middelmatige en swak uitslae behaal het, kon direk terugverwys word na die swak bestuur in die skole. By die ontleding van die skool wat goeie resultate behaal het, het data-resultate daarop gewys dat 'n goed gestuktureerde bestuur binne en buite die skool in werking is. Daarvolgens kan bepaal word dat bestuur 'n definitiewe impak op prestasies van leerders het. Die studie het ook getoon dat 'n skool nie in isolasie of afsondering kan funksioneer nie, maar ander buite persone en instansies se hulp benodig.

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# CHAPTER I

## Introduction

### 1.1 Background

The literature on school management reveals that the principal plays a central role in the success of the school (Van Deventer and Kruger 2007:3). School managers are tasked with the responsibility of making schools work (Moloi 2005:96). Schools work if they are properly managed and improve the learning outcomes for the children (Moloi 2005:2). It is therefore the duty of the management of the school to focus on the core of their work which is teaching and learning in order to improve the quality of teaching for the success of the learners (Moloi 2005:2).

Schools as organisations need to be managed like all other organisations (Van Deventer and Kruger 2007:72). As organisations, schools have specific work that they have to perform and have allocated duties and responsibilities in order to achieve their specific organisational aims. Such organisational aim is called the creation of culture of life-long learning and teaching (Van Deventer and Kruger 2007:73). In such an organisation improved learner performance becomes a result.

According to Van Deventer and Kruger (2007:4) the literature on schools with a poor culture of teaching and learning reveals that such schools have-

- weak/poor attendance of both educators and learners;
- educators do not have a desire to teach;
- tensions between rival educator organisations;
- tensions between the various elements of the school community;
- vandalism;
- rape and drug abuse;
- high drop out rate;
- poor school results;
- weak management and administration;

- demotivation and low morale; and
- the poor state of buildings, facilities and resources.

The poor culture of teaching and learning has a negative impact on learner performance.

Learner performance can not be divorced from the well managed schools. Well managed schools have systems in place to measure and evaluate learning outcomes (Clarke 2007:222). Effectively managed schools are those schools that produce high academic achievement that persist over time in at least two consecutive years (Beare, Cadwell and Millikan 1989:201).

## **1.2 Research Problem and Hypothesis**

What effect does management have on performance of learners in certain selected secondary schools in the Nhlophenkulu circuit? This study focuses on the effect of management on learner performance in the secondary schools. The researcher is aware that there could be other factors of poor performance for example the socio-economic factors, the qualifications of educators, absenteeism by learners or educators and drug abuse. The focus of this research is management because effective and efficient school management is the key of good performance.

The researcher does not want to base the cause of the learner performance of the identified schools on assumptions but on scientifically researched results. As a result the hypothesis is as follows:

Does management in selected secondary schools have an effect on the learner performance?

## **1.3 Purpose of the Study**

The purpose of the study is to conduct the research on the impact of management on learner performance at selected public schools and be able to identify the cause and effect in order to plan an intervention to assist the schools. The research results provide the

basis for planning an intervention programme. The Department of Education is concerned about the increase in the number of schools that are not performing to the required standards.

Wehmeier (2001:865) defines performance as how well or how badly something works. In this study schools with good performance will be those with good results. For the purpose of this study performance will be measured in terms of how well or how badly Grade 12 is performing at the end of the year. The main focus is the way in which the school is managed to produce such results. The Grade 12 senior certificate results of the years 2004 to 2006 will be used in the study as a standard benchmark.

#### **1.4 Motivation**

Since the senior certificate results will be used as a valid, standard and reliable benchmark the Grade 12 results dating from 2004 to 2006 in KwaZulu-Natal (KZN) has been a reason for the study to be conducted. Based on the National Department of Education reports KZN has never been in the top three positions. In 2004 KZN had a 70, 4 % pass rate, in 2005 the percentage was 65, 6% and 63, 8% in 2006. This has been and is still a serious concern for the KwaZulu-Natal Department of Education. In this study the researcher intends to find the factors causing this drop. The case study is based on the schools in the Nhlophenkulu circuit in the Vryheid district. The Vryheid district where Nhlophenkulu circuit is situated has produced poor Grade 12 results for the past five years from 2002 to 2006

It is on the basis of these results that the researcher has begun this study on a small scale. Nhlophenkulu circuit in the Vryheid district has been chosen because schools in that area have a high failure rate for Grade 12. The researcher does not intend to generalise about the findings but envisages that the results can probe further research into the problem in question and help to plan improvements if there is a need.

As a research methodology the researcher will use literature study, conduct interviews, structured questionnaires, experience and site visits.

### **1.5 Demarcation and Limitations of the Study**

The instruments that will be used in the study to determine learner performance are Grade 12 results. The senior certificate result is regarded as the external objective standard that can be used to evaluate school performance (Clarke 2007:222). This is because of the importance of the senior certificate results and its significance for future employment prospects for students (Clarke 2007:224). Senior certificate results are accurate, valid and reliable data established by the Department of Education and the public at large as the objective benchmark (Clarke 2007:222).

Academic results are not the only way of measuring performance. The strong culture of teaching and learning and the schools' involvement in sport, arts and culture can also be used. In the schools that serve communities with severe socio-economic disadvantages, like schools in rural areas, absentee rates and drop-outs may be equally important as benchmarked academic results (Clarke 2007:222). The researcher is aware of the filtering out of learners who are academically weak by preventing them from reaching Grade 12 (Clarke 2007:222). Other factors that affect performance in the study will also be noted.

### **1.6 Operational Definitions and Acronyms**

The operational definitions and acronyms are listed below in no order of importance or alphabetical arrangement.

- Management – is the term that is used to denote the way a manager goes about performing the management role (Morris 2001:48).
- Effectively managed schools – refer to schools that produce high academic achievement (Beare, Cadwell and Millikan 1989:201).

- School management – refers to management of school by making sure that the school as a whole is functioning effectively and achieving its vision (Gulting, Ndhlovu and Bertram 1999:66).
- Performance – is when a learner can reflect situations in the real world and through real problems and is measured through assessment (Cunning and Cordeiro 2000:253).
- **SMT** – School Management Team
- **HOD** – Head of the Department (in a school)
- **SGB** – School Governing Body
- **RCL** – Representative Council of Learners
- **LRA** – Labour Relations Act, 1995 (No. 66 of 1995)

### 1.7 Sequence of Chapters

- The current Chapter provides an insight into the motivation and the purpose of the study.
- Chapter 2 provides the theoretical approach on management and learner performance.
- Chapter 3 outlines the legislation regulating South African schools.
- Chapter 4 presents the data collection and the results of the case study of schools in the Nhlophenkulu area.
- Chapter 5 focuses on the evaluation of the impact of management on learner performance.
- Chapter 6 presents a normative approach to school management for better performance.

## **CHAPTER 2**

### **A Theoretical Approach: Management and Learner Performance.**

#### **2.1 Introduction**

A selection of theories of management in general will be explained in this Chapter. The researcher acknowledges the fact that there are different theories based on management but only a few will be explored here, namely Theories X and Y, Maslow's theory, Scientific Management Theory, Bureaucracy and Contingency theories. There is no special criterion that has been used in selecting these theories except that they are in line with the management functions that will be discussed later in this study.

Management in general will be explained together with the management functions of planning, organising, leading and control. The order in which the management functions are examined has no significance on the importance of each function.

School management will then be explained. A comparison between management in general and school management will be highlighted. School management also includes a number of administrative duties. Some of the roles/functions of management that will be considered include managing school culture, organisational leadership, motivating and rewarding individuals, effective communication, conflict management, strategic planning process, effective decision-making, managing teaching and learning, managing finance and resources. These functions are not in any order of importance.

The learner's performance will then be explained. A brief explanation of the terms 'learner' and 'performance' will be given. Furthermore, the reasons why and how performance is addressed will be explained.

Lastly, the link between effective management and learner performance will be described.

## **2.2 Management Theories**

In this study a few management theories in general will be explored to illustrate the impact of management on performance. Performance will be viewed in this study as the organisation ability to achieve its intended goals. Theory provides the basis for action (Bush and West-Burnham 1994:4). In order for the manager to be effective he/she needs a theoretical management base (Beck and Cox 1980:5).

Hoyle (1986:11) states that a management theory is concerned with guiding practice and enables the practitioner to improve the organisation's effectiveness. This implies a relationship between management and performance. Hoyle and MacMahan (1986:11-13) concur with Hoyle's statement adding that management theory is guiding practice which also includes decision-making and authority.

### **2.2.1 Motivation Theories**

The manager has to be able to motivate the people to give their best and remain committed to their task even under stressful circumstances and derive a sense of satisfaction from their work (Clarke 2007:39).

#### **2.2.1.1 Theory X and Y**

According to Hanson (2003:194 -5) Theory X assumes that workers are indolent and work as little as possible. The Theory further assumes that workers lack ambition, dislike responsibility and prefer to be led. Workers are resistant to change and are indifferent to the needs of the organisation. Hanson (2003:195) further states that because of the abovementioned assumptions workers must be coerced, controlled or threatened with punishment in order to achieve the desired goals. Robbins (2000:72) concurs by stating that Theory X is basically negative in view. The managers who practice this approach have assumptions about workers and base his or her assumptions on those assumptions.

Theory Y assumes that the natural condition of humans is not to be passive or resistant to organisational needs (Hanson 2003:195). The Theory is basically positive. It further infers that capacity for assuming responsibility, ability to direct behaviour toward the completion of organisational goals and the potential for personal growth is present in all workers. It states that men and women will exercise self-direction and self control if they are committed to the objectives of the organisation.

According to Rue and Byars (2000:311) a manager's attitude towards human nature has a large influence on how that person behaves as a manager. They conclude that the manager who views workers on the basis of Theory X would be likely to use a more authoritarian style of management than managers who believe in Theory Y. The application of either Theory X or Y by management will have an impact on how workers perform in achieving the organisational goals. Either of the Theories might be right in particular situations.

### **2.2.1.2 Maslow's Theory**

Maslow's Theory is one of the motivation theories. Rue and Byars (2000:292) state that this Theory assumes that workers as individuals have needs that motivate them to work when satisfied. According to Daft, and Noe (2001:164) this Theory proposes that humans are motivated by multiple needs and that such needs vary in importance. Linstead, Fulop and Lilley (2004:284) categorize the needs into high order needs and low order needs. The higher order needs are self-actualization which include need to reach ones full potential. Rue and Byars (2000:293) add that doing things for the challenge of accomplishment, intellectual curiosity, creativity and aesthetic appreciation and acceptance of reality are part of higher order needs. Self-esteem need (Linstead, Fulop and Lilley 2004:284) is another higher order need which is a need for recognition and belief in one's self. Rue and Byars (2000:293) add confidence and leadership, competence and success, strength and intelligence to the list of needs to be fulfilled. The third one on the higher order needs according to Daft, and Noe (2001:164) is the social

acceptance need which includes need to be able to form satisfactory, affective and supportive relations.

The lower order needs according to Linstead, Fulop and Lilley (2004:284) are safety and security needs and basic physiological needs. Safety and security needs include the need to feel safe and free from fear. Basic physiological needs include need for food, warmth, shelter and clothing. Rue and Byars (2000:293) add thirst, sleep, health, body needs, exercise and rest in the physiological needs. Daft and Noe (2001:164) conclude that low order needs take priority and that they must be satisfied before higher order needs are activated. Needs are satisfied in sequence. They further state that employees are motivated by different types of needs. The duty of the manager is to be conscious of the workers' needs so that the workers will be motivated to perform.

### **2.2.3 Scientific Management Theory**

This management approach is aimed at increasing productivity and makes work easier by scientifically studying work methods and establishing standards (Rue and Byars 2000:26). This can be done through the selection and training of workers and supervisory support (Schermerhorn 2005:36). This management approach is also a method to address motivation because it offers wage incentives by linking pay to the outputs (Daft and Noe 2001:7).

Fayol, cited in Hanson (2003:21), outlines the assumptions of the Scientific approach about workers. He states that workers are unable to work out the relationships of their positions without detailed guidance from their superiors. He further states that coordination at work will not be achieved unless it is planned and directed from above.

The principles of the Scientific Management approach according to Hanson (2003:19) are that the manager has to find a basic unit of work in any task through the use of scientific means and measurement. Secondly the most efficient and simplest manner of accomplishing that task has to be defined through the elimination of all wasted motion

and resources. Next the procedures and the rules that are required to perform the task should be set for all workers in a prescribed manner.

Schermerhorn (2005:36) identifies the following steps: The manager has to carefully select workers with the right abilities for the job. The selected workers have to be carefully trained to do the job. They should also be given proper incentives to cooperate with the job 'science'. He further states that the workers should be supported by carefully planning their work and by smoothing the way as they go about their job. Rue and Byars (2000:26) add to this by stating that the scientifically selected work area should be taught and developed progressively in order to match the job with the worker. They conclude by stating that the division of work will result in interdependence between management and workers and cooperation will follow naturally. The implication of this approach is that workers perform well when they are trained to do the job, goals of the organisation are clearly articulated and documented and the management is being supportive.

#### **2.2.4 Bureaucracy Theory**

Schermerhorn (2005:38) defines a bureaucratic organisation as a rational and efficient form of organisation founded on logic, order and legitimate authority. Daft and Noe (2001:530) concur by stating that such an organisation is highly mechanistic characterised by routine highly specialised tasks, extensive formalisation through written rules, policies and procedures, centralisation of authority, narrow spans of control and a strict chain of commands.

The proponent of this approach is Weber cited in Schermerhorn (2005:38) who outlines the following characteristics of bureaucracy: clear division of labour, clear hierarchy of authority, formal rules and procedures, impersonality, and careers based on merit.

Linstead, Fulop and Lilley (2004:133) add to the list of characteristics by stating that work rules and regulations are established by management, the job results evaluated by

supervisors or senior management, pay levels are based on seniority, freedom of action heavily limited by organisational guidelines, rules and procedures, policies are established by management, screening and selecting new employees accomplished by a computerised system, policies, rules and guidelines have to be based on methods that allow accurate calculation of outcomes, senior management take risk and responsibility for failures, resources for carrying out work are allocated by management, decisions and activities are centralised, people are recruited on the bases of merit and qualification, no one is irreplaceable, following rules is what counts most and rules are portrayed as being impartial and equitable. The proponents of this Theory argue that it is rational and efficient and it is possible for the management to calculate the results. The Theory does have its disadvantages like excessive paper work and red tape.

### **2.2.5 Contingency Theories**

The Situational Theory and the Path Goal Theory will be discussed as Contingency Theories. Daft and Noe (2001:389) identify the Situational Theory of Hersy and Blanchard and the Path Goal Theory of Evans and House that form the Contingency Theories. The former Theory states that people at work vary in readiness level. People low in task readiness, because of little ability, training or insecurity need a different management approach than those who are high in readiness and have good ability, skills, confidence and willingness to work. The latter Theory asserts that it is the manager's responsibility to increase the followers' motivation to attain organisational goals. Daft and Noe (2001:389) conclude that the manager has to match his/her management approach with the organisational situation then offer the best solution.

Linstead and Linstead cited in Linstead, Fulop and Lilley (2004:437) state that these Theories set themselves the objective of identifying as many solutions to the problems as possible. The best solution for the organisation and environment is then chosen. The nature of the task, the structure of the organisation, the human factors and the technology involved must all be taken into consideration before the decision is made. This Theory maintains that different situations and conditions require different management

approaches and the proponents believe that there is no one best way to manage but the best way depends on the specific circumstances (Rue and Byars 2000:35).

## **2.6 Systems Approach Theory**

Barnard cited in Schermerhorn (2005:45) defines the System Approach Theory as a collection of interrelated parts working together towards a purpose. He views organisations as systems that achieve great things by integrating the contributions of individuals to achieve the common purpose. Robbins (2000:36-37) agrees with the former view by adding that the Systems Approach views organisations as made up of interdependent factors including individuals, groups, attitudes, motives, formal structure, interactions goals status and authority. Another definition of the Systems Approach is that it is a way of thinking about the job of managing that provides a framework for visualizing internal and external environmental factors as an integrated whole (Rue and Byars 2000:35).

The manager views the human, physical and informational facets of his/her job as linked in an integrated whole (Rue and Byars 2000:35). The manager's job is to ensure that all parts of the organisation are coordinated internally so that the organisation can achieve its goals (Robbins 2000:37). The Systems Approach recognizes the importance of environment for the organisation's sustainability (Robbins 2000:38).

It depends on the manager to choose the management approach that suits him/her in order to have an effective and efficient organisation that performs according to acceptable standards. No single management approach offers a complete solution and practitioners need to use approaches together (Boddy and Paton 1998:41). Management approaches may be effective or unproductive, depending upon their application and appropriateness to given situations (Pettinger 2002:481).

Since the study is about impact of management on performance of learners, the discussion that will follow will be the concept of management.

### **2.3 Concept: Management**

Naylor (1996:6) defines management as a process of achieving objectives within a changing environment, by balancing efficiency, effectiveness and equity, and obtaining the most from limited resources. This definition clearly outlines the aim of management which is achieving objectives effectively and efficiently. Other variables may influence the achievement of the organisational objective but according to this definition management is the key to achieving objectives. The study will look at the effect of management on performance. Morris (2001:48) defines management as a term that is used to denote the way a manager goes about performing the management role. Based on this definition management will be used as an independent variable to ascertain its effect on performance.

Smit and Cronje (1999:11) define management as the process of planning, organising, leading and controlling the resources of the organisation in order to achieve the stated goals as efficiently as possible. Robbins (2005:5) defines management as the process of efficiently getting activities completed with and through people. He further states that the process represents the primary activities engaged in by managers. The terms 'manager', 'efficiency' and 'effectiveness' will be briefly discussed in the next paragraph.

The term manager is used to include anyone who carries out the fundamental functions of management (Smit and Cronje 1999:12) mentioned above. Smit and Cronje continue to define a manager as a person who directs the activities of other people. The terms efficiency and effectiveness are constantly used in management. The former is a vital part of management which refers to the relationship between inputs and outputs that is the means. The latter means getting activities completed and achieving organisational goals (ends) (Robbins 2005:5).

The management functions of planning, organising, leading and control will be explored further in the following paragraphs because they outline the link between management and performance.

### **2.3.1 Planning**

Schermerhorn (2005:20) defines planning as one of the management functions which is a process of setting objectives and determining what should be done to accomplish them. Rosenberg (1993: 381) adds to this definition by stating that all managerial activities that lead to the definition of goals and to the determination of appropriate means to achieve those goals is planning. Management must clearly establish plans for where the organisation is heading which may take the form of envisioning the organisation's overall mission and establishing detailed objectives (Daft and Noe 2001:20).

According to Seyfarth (2005:16) the process of planning involves identifying a desired future state, assessing conditions and trends that may influence the organisation's ability to achieve that state and developing strategies to reach the goals. Adding to the planning process Daft and Noe (2001:21) state that the planning process requires knowledge of an organisation's strengths and weaknesses including knowledge of its human resources and their ability to work together and the appreciation of the organisation's threats and opportunities. Robbins (2000:144) outlines the above process as defining the organisation's mission, establishing objectives, analysing the organisation's resources, scanning the environment, assessing opportunities and threats, identifying and evaluating alternative strategies, selecting strategy and implementing strategy. Smit and Cronje (1999: 11) stress that activities of the organisation can not be performed in a random fashion, a specific and logical plan should be followed.

The Systems Approach to management and any other relevant management theory can be utilised by the manager during the planning process. The next management function is organising.

### **2.3.2 Organising**

Smit and Cronje (1999:11) suggest that once the goals and plans of the organisation have been determined the management has to allocate the organisation's human and physical

resources to relevant departments or individuals. Daft and Noe (2001:20) agree by calling this organising where the management sets up systems that can foster cooperation and communication. Brewis and Linstead cited in Linstead, Fulop and Lilley (2004:68) express that during this process of dividing tasks between workers, the management must ensure that the division of labour is efficient and effective.

Robbins (2000:165) emphasizes that in order to get high employee productivity and satisfaction during organising vacancies, the structure must be properly staffed and jobs designed in a specific way. Rue and Byars (2000:7) outline the process in the following manner: identify and define work to be performed, break the work into duties, group duties into positions, define position requirements, group positions into manageable and properly related units and lastly assign work. Smit and Cronje (1999:11) add that procedures have to be established in order to achieve the objectives. Organising will require a combination of management theories depending on the situation and the complexity of the organisation. The organisation has to be led in order for it to achieve the set goals.

### **2.3.3 Leading**

Leading refers to inspiring and empowering employees to work toward the leader's vision (Wright and Noe 1996: 8). It also refers to directing the human resources of the organisation and motivating them such that their actions accord with previously formulated goals and plans (Smit and Cronje 1999:12). They further state that managers do not act alone but collaborate with their superiors, equals, subordinates, individuals and groups to attain the goals of the organisation. Wright and Noe (1996: 8) agree with this statement by adding that managers depend on employees to carry out the necessary tasks.

When leading the manager uses his/her influence and power to motivate employees to achieve organisational goals, communicating goals and motivating individuals to perform as well as they possible can (Smit and Cronje 1999:11). The manager directs by providing structure and control, coaches by providing direction and support, supports by

praising, listening and facilitating and lastly delegates by turning over responsibility for day-to-day decision-making (Linstead, Fulop and Lilley 2004:212).

Leading will require a combination of management theories depending on the situation and the complexity of the organisation. The main objective of management is to achieve the organisational goals which are achieved when workers perform according to acceptable standards set by the organisation. Control is another important aspect as a management function.

### **2.3.4 Control**

Control is one of the manager's functions which aims to measure the performance of an organisation based on the organisation's goals and evaluate how well an organisation and its people are interacting with the environment (Daft and Noe 2001:35). Managers should constantly make sure that the organisation is on the right course to attain its goals (Smit and Cronje 1999: 12). Smit and Cronje (1999:12) continue to state that the main aim of control is to check that performance and action conform to plans to attain the predetermined goals. Lastly, they argue that control enables management to identify and rectify any deviations from the plans and to take into account factors which might oblige the management to revise the organisation's goals and plans.

Adding to control as a management function Linstead, Fulop and Lilley (2004:212) state that it is a series of techniques for measuring the effectiveness of other management functions such as planning, organising and leading so that appropriate corrective action will be taken if effectiveness is seen to be lacking. Control is the final link in the functional chain of management checking up activities to ensure they go as planned (Robbins 2005:417). He further states that control may be exercised within, between and over organisations and their members in a formal and informal way. Formal control is described as associated with the rights and responsibilities that are clearly spelt out, often written rules and procedures intended to govern individuals' conduct and their interrelations in an organisation (Linstead, Fulop and Lilley 2004:213). Informal control

is described as associated with custom, practice and cultural norms that pertain to the organisation (Linstead, Fulop and Lilley 2004:214)

Robbins (2005:420-21) describes the control process as consisting of measuring actual performance, comparing actual performance against the standard and managerial action. He states that sources of information to measure performance are personal observation, statistical reports, oral reports and written reports. Comparing actual performance against the standard is determining the range variation between the two. Managerial action ranges from doing nothing, correcting the actual performance or revising the standard. In exercising control bureaucratic approach to management and other relevant theories can be used by the manager in order to achieve the set goals.

## **2.4 Performance**

The organisation has to set clear performance standards which the workers have to meet in order for the workers to perform. Performance is essentially what an employee does or does not do and elements of employee performance are quantity output, quality output, timeliness of output, presence at work and cooperativeness (Mathis and Jackson 2004:274). Fox (2006:204) states that performance depends on the motivation and ability of individuals. He continues to state that individuals must be willing to do the job, know how to do it, be able to do it and must receive feedback on how they are performing. He further states that the management duty must be to coach and provide support to workers. This statement shows the importance of management on the performance of workers. Mathis and Jackson (2004:299) indicate that performance provides a link between organisational strategies and results. Fox (2006:205) adds that the organisational performance is the product of factors which include organisation structure, knowledge, non-human resources, strategic positioning and human processes. These factors play a role in the performance of the organisation.

The management of the organisation must set the performance standard for the workers. Mathis and Jackson (2004: 274) define performance standard as the expected level of

performance. Performance has to be managed (Mathis and Jackson 2004: 299). They continue to state that the performance management system attempts to identify, encourage, measure, evaluate, improve and reward employee performance. They suggest that performance management must be consistent with the strategic mission of the organisation, must be beneficial as a development tool, must be useful as an administrative tool, must be legal and job related, must be viewed as generally fair by employees and must be effective in documenting employee performance.

The skills of achieving optimum organisational performance according to Fox (2006: 106) are that the management must establish clear expectations for the workers, provide an effective feedback and communicate appropriate consequences for success or failure. He further suggests a model to manage performance (Achievement Model). This Model covers the aspects of motivation, ability, understanding, organisational support, environmental fit, feedback and validity.

Bach (2005:289) defines performance appraisal as an integrated system of performance management which has far reaching consequences for both individuals and the organisation the individuals work for. Performance appraisal is the tool to measure performance of the workers. Mathis and Jackson (2004: 274) define performance appraisal as the process of evaluating how well employees perform their jobs when compared to a set of standards and then communicating that information to the workers. Thus the effectiveness of management of the organisation in monitoring performance can assist the organisation to achieve its goals.

## **2.5 School Management**

School management refers to management of school by making sure that the school as a whole is functioning effectively and achieving its vision (Gulting, Ndhlovu and Bertram 1999:66). School management cannot be viewed in total isolation from management in general particularly business since development in the field of public management has influenced the development of management thought in education (Van der Westhuizen

1995:63). Schools and businesses are result driven and performance is crucial. According to Gulting, Ndhlovu and Bertram (1999:66) management has to ensure that things are operating smoothly, structures are in place and that they support forward movement, processes are contained, and the school is operating effectively. The management functions in a school do overlap with the management functions in general as explained earlier. The management theories described earlier are also relevant to school management because schools are also organisations with goals that need to be achieved. School management is not the sole responsibility of the principal. The principal works together with the School Management Team (SMT) which consists of the deputy principal and the subject heads, usually called Heads of the Departments (HODs).

The School Governing Body also assists in the management of the school. The principal leads the management team and is accountable to the Department of Education. In this study referring to the principal will imply the management.

The school principals have many roles to play in school management, e.g. they supervise, administrate or manage the school (Oliva and Pawlas 2001:15). Some of the roles which the principal has to perform according to Palestini (2005:20) include managing the school culture, leading the organisation (school), motivating and rewarding individuals (educators), ensuring effective communication, conflict management, engaging in strategic planning process and making effective decisions. Bush and Bell (2002:53) add human resource management, managing teaching and learning and managing finance and resources to the list. The discussion that will follow is not going to cover all the functions and the roles of the school principal when executing his/her duties of school management. A few of the roles and the functions of the principal will be discussed in order to illustrate the correlation between management in general and school management.

### **2.5.1 School Culture**

The school culture can be defined as the school beliefs, expectations, shared values, myths and stories, rituals and ceremonies and physical arrangement of the school (Palestini 2005:23). The principal has to be aware of the organisational behaviour or school culture of the school. It assists the principal to tie the school system together (Palestini 2005:22). It is the duty of the principal to inspire and stimulate the staff to pursue institutional vision, excellent performance and build institutional culture (Bush and Bell 2002:57).

### **2.5.2 Organisational Leadership**

The principal's duty in an educational organisation is to motivate educators to do more than they are expected to do (Bass cited in Bush and Bell 2002:53). According to Palestini (2005:40) schools will work if principals provide strong instructional leadership. He continues to state that administrators and managers around the world say organisations would thrive if only senior management provide strategy, vision and real leadership. This implies that the principal must provide strategy, vision and real leadership for the school.

### **2.5.3 Motivating and Rewarding Individuals**

Bush and West-Burnham (1994:224) define motivation as those things that drive people on and make them feel good about doing those things. Hodgetts (1990:42) defines it as a force that pulls a person toward a desired objective. Common in these definitions is a drive that makes people be determined and enthusiastic and a pull factor towards desired objectives.

An effective principal adopts an approach to motivate one's colleagues to attain the educational vision that the school has jointly developed (Palestini 2005:64). Theory and research in the area of motivation provides a systematic way of diagnosing the degree of

motivation and of prescribing ways of increasing it (Palestini 2005:64). The principal has to use such theories of motivation to motivate educators to work towards the achievement of the school goals. Among the school goals is learner performance.

Expectancy and Equity Theories are motivation theories according to Bush and West-Burnham (1994:234-235). Expectancy Theory maintains that people are influenced by what they expect to be the impact of their actions. The Equity Theory states that people are influenced by the extent to which they are being treated in a fair and equitable manner in comparison with the treatment received by others.

#### **2.5.4 Effective Communication**

Communication is the transference and understanding of meaning (Robbins 2000: 378). Robbins continues to state that networks are patterns of communication and are in five different forms called the circle, wheel, all channel, chain and Y. The principal has to understand these networks and that no single network is most effective in all the situations. Palestini (2005:92) conveys that an effective principal has to master the skill of effective communication. He continues to say that effective communication builds and reinforces interdependence between and among the various parts of the school. The principal has to be aware of the barriers that retard effective communication. Robbins (2000:379) mentions language, emotions, selective perception, filtering nonverbal cues, time pressures and filtering as some of the barriers of effective communication.

#### **2.5.5 Conflict Management**

Palestini (2005:125) asserts that the principal has to understand the nature of conflict in the school, levels of conflict, stages, consequences of conflict and how to deal with such issues. The principal has to be aware that too much conflict and stress in school can lead to organisational turbulence and intense personal anxieties followed by dysfunctional coping mechanism whereas too little conflict and stress can lead to boredom and apathy (Hanson 2003:270). The right amount of conflict and stress can be the seeds of

innovation, creativity, improved interpersonal relations and high levels of productivity (Palestini 2005:270).

### **2.5.6 The Strategic Planning Process**

According to Bush and Bell (2002:56) principals have to develop clear goals and policies. They further argue that he/she has to establish appropriate organisational structure for different roles and hold staff accountable for results. The principal has to provide technical support to plan, organize, coordinate and implement policies in the institution. For the principal to be able to do this Palestini (2005:151) states that the principal has to know and understand the components of the planning process and some successful planning models. Strategic planning is a requirement and compulsory in school because achieving corporate vision is a practical necessity (Lumby cited in Bush and Bell 2002:86).

### **2.5.7 Effective Decision-Making**

In a school the principal has to take decisions (Palestini 2005:179). Palestini explains that the principal has to know the types of decisions, the information to use to make the decision, characteristics of effective decision-making based on quality, acceptance and ethical decision-making. Robbins (2005:12) declares that good managers anticipate change, exploit opportunities, correct poor performance and lead their organisations towards their objectives when necessary. He further states that problems in the organisation are the result of a history of poor management decisions. He concludes by saying managers affect the organisational outcomes by the decisions they make.

### **2.5.8 Human Resource Management**

Human resource management according to Bolam cited in Bush and Bell (2002:103) entails firstly the professional development and professionalism which should be an ongoing process in education, training, learning and support activities. These should take place in either external or in work-based settings. Educators, head educators and other school leaders should be engaged in such development. The aim should be to promote learning and development of professional knowledge, skills and values so that learners can be educated effectively. The principal should assist educators through in-service programmes and on a one-to-one basis or by helping educators to learn to work together and to evaluate their own performance (Oliva and Pawlas 2001:345).

The principal has to ensure that he/she has an effective staff (Van Deventer and Kruger 2003:202). This entails having effective teaching personnel, correct appointments, orientation and staff development programmes and ensuring the sustainability of a professional personnel corps (Van Deventer and Kruger 2003:202).

Middlewood cited in Bush and Bell (2002:119) maintains that appraisal and performance management has to be done to assess the performance of educators and principals for effectiveness of teaching and performance management.

Lastly, Coleman cited in Bush and Bell (2002:135) stresses that managing for equal opportunities has to be embarked on because it is ideal for educators and learners to avoid discrimination based on gender, nationality, ethnicity, religion, sexuality and disability.

### **2.5.9 Managing Teaching and Learning**

Preedy (2002:153) states that managing teaching and learning involves managing the curriculum for student learning. She explains that this is linked to the government agendas and guidance which states that an approach has to be developed that is informed more by holistic view of pupils' current and future needs in the information age. Oliva

and Pawlas (2001:345) expound that the principal has to help educators to plan, implement and evaluate curricula. Furthermore the principal plays an important role in promoting curriculum development and has to be knowledgeable about evaluative sources. This is why it is important for principals to manage an instructional programme. In Van Deventer and Kruger's (2003:245) opinion successful schools are distinguished by the academic achievement of learners thus effective management of instructional programme is important.

### **2.5.10 Managing Finance and Resources**

Bush and Bell (2002:207) highlight that resources have to be acquired, provided and allocated in order to fulfill the purpose of providing an environment for teaching and learning of students. They further emphasize that the principal has to have ways and means to manage resources available. The resources include finance, books, equipment, and consumables. Cadwell and Spinks cited in Bush and Bell (2002:207) add knowledge, technology, power, material, people, time, information and finance to the list. Efficient financial management is important. Managing school's finances is crucial in South Africa because principals are accountable for the success of the school but are forced to deal with diminishing financial and other resources (Van Deventer and Kruger 2003:234).

### **2.6 Learner Performance**

Performance in general relates to how well one does one's job (Buchel 1992:4). Buchel states a person who performs effectively achieves his/her objectives and results to the correct standard. Schools set standards which learners have to meet in order to be regarded as having performed. The principal as the coordinator of the learning environment must demonstrate a commitment to pupil performance (Achilles and Smit cited in Cunningham and Cordeiro 1999:242). They continue to argue that the principal, the educators and the pupils are a learning team. This implies that they should work together.

### **2.6.1 Learner**

In terms of the South African Schools Act, 1996 (No 84 of 1996), a learner means any person receiving education or obliged to receive education in terms of this Act. The learners between the ages seven to 15 are compelled to attend school and in terms of Section 3 of this Act it is compulsory.

### **2.6.2 Performance**

The primary task of a school according to Richardson (1987:18) is to perform a conversion process where growth and learning, acquisition of skills and attitudes take place. Cuning and Cordeiro (2000:253) state that performance is more than the sum of drills, e.g. a once-off testing and ranking, but it should be made such that it is possible for learners to master the tasks steadily. They continue to say performance should reflect situations in the real world, and real problems. Performance can be measured through assessment. It is assessment that should be grounded in authentic tasks (bear a relationship to a real world reference) if it is to inform and improve performance (Cunning and Cordeiro 2000:253).

Performance assessment measures skills and abilities that learners will need to be successful in the world outside school (Cunning and Cordeiro 2000:272). It can take the form of computer programmes, written tests, demonstrations, portfolios where students are measured on their ability to apply knowledge, skills and understanding of 'real world' contexts.

According to Cuning and Cordeiro (2000:271) the schools use tests and examinations to assess the performance of learners. The results of tests and examinations are used to determine the learner performance, can help educators when they do lesson planning processes, can be used to identify aptitudes and discrepancies, appraise achievement, assess competency, assist school staff, and support parents and learners in assessing learning. Tests and examinations results help learners in making life choices and career

plans (Cunning and Cordeiro 2000:271). Learners get to know how well they perform in particular subject and then make career choices based on such performance. According to Van Deventer and Kruger (2003:253), through assessment school principals provide a quality control check on the preparation of learners. They continue to argue that principals use the results to regulate the total instructional programme of the school and to ensure that outcomes and standards are attained. The school's product is a population of learners who have acquired the necessary skills, knowledge and attitudes to cope in a competitive world (Van Deventer and Kruger 2003:253).

## **2.7 Effective Management and Learner Performance**

Principals have to ensure effective management in schools. Effectively managed schools are those schools with purposeful leadership where stakeholders are being involved (Crawford, Kydd and Riches 1997:51). They continue to argue that schools led without purposeful leadership are likely to be ineffective. Excellent schools are effective schools where goals are achieved and staff, learners, parents and community are empowered (Caldwell and Spinks 1992:72).

In addition Beare, Cadwell and Millikan (1989:201) also define effectively managed schools as those that produce high academic achievement. They further state that such achievement should persist over time in at least two consecutive years. Levine and Lazotts (1990) cited in Harber and Davies (1997:27) outline the characteristics of effectively managed schools as schools with productive climate focusing on learners' acquisition of central learning skills and appropriate monitoring of learner progress. These definitions illustrate the link between effective management of schools and learner performance. Management should be such that schools become effective in order to ensure learner performance.

Coherence in matters of planning, targeting, teaching, monitoring and evaluation is effective management (Blanchard 2002:7). He includes tracking learner progress and

projecting likely future learner outcomes. He states that effectiveness can be judged on the basis of learner outcomes.

Effective management results in the principal's intentions being realized as well as the needs of the educators are satisfied and learners performing (Hanson 2003:156). Effective school management creates an environment in which sound culture of learning and teaching will prevail and ensures successful execution of the instructional programme (Van Deventer and Kruger 2003:223). Van Deventer and Kruger continue to argue that in such an environment educators feel secure and are committed to their work. They conclude by stating that school management provides a supportive infrastructure in which educators perform their tasks and learners perform well. According to English (2005:442), poor school management has been identified as a variable having most impact on learner performance. He concludes by arguing that school principals must be knowledgeable and skillful in effective management.

## **2.8 Conclusion**

The Management Theories, viz Theory X and Y, Maslow's Theory, Scientific management, Bureaucracy, Contingency Management and Systems Approach, provide a guide for managers to execute their management functions of control, planning, organising and leading. Performance is the goal of the organisation. School management has the combination of both management and administrative functions. Effective management plays a vital role in learner performance.

In conclusion the discussion in this Chapter has attempted to outline the impact of management on performance. In the next Chapter the legislation and policies in schools will be discussed as well as how performance of learners is managed.

## **CHAPTER 3**

### **Legislation Regulating the South African Schools**

#### **3.1 Introduction**

The South African schools operate within certain legislative mandates because they are legal institutions of learning. This Chapter will focus on the legal mandate of education in South Africa. The legislation affecting education will be explained which will include the Constitution of the Republic of South Africa, 1996 (No.108 of 1996), the South African Schools Act, 1996 (No. 84 of 1996), the National Education Policy Act, 1996 (No. 27 of 1996), the Educators Employment Act, 1994 (No. 138 of 1994), the Labour Relations Act, 1995 (No. 66 of 1995), the Basic Conditions of Employment Act, 1997 (No. 75 of 1997) and other legislations.

The organisation of management in schools will also be examined as well as the school governing body and its functions. The professional duties of the principal will also be outlined.

In conclusion there will be an outline on assessing the performance of learners.

#### **3.2 Legislation Affecting Education**

The legislation affecting Education in South African schools that will follow are not conclusive. The few that have been discussed include the Constitution of the Republic of South Africa, 1996 (No.108 of 1996), the South African Schools Act, 1996 (No. 84 of 1996), the National Education Policy Act, 1996 (No. 27 of 1996), the Educators Employment Act, 1994 (No. 138 of 1994), the Labour Relations Act, 1995 (No. 66 of 1995), the Basic Conditions of Employment Act, 1997 (No. 75 of 1997) and other legislations. In the following paragraphs the numbers of the Acts and the years will no longer be written.

### **3.2.1 The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996)**

The Constitution, 1996 is the supreme law of the Republic of South Africa (preamble of the Constitution of the Republic of South Africa). Every law or regulation has to be constitutionally justifiable (Shaba 1999:11). This means that no other law, rule or regulation should in any way be in contradiction to the provisions of the Constitution, 1996. Chapter 2 of the Constitution, 1996 deals with the 'Bill of Rights' and has a direct impact in education.

The Bill of Rights according to Section 8(1) of the Constitution binds legislation, judiciary and all other organs of the Republic of South Africa together. As a result Section 15 of the South African Schools Act, 1996 (No.84 of 1996) recognizes the school as a juristic person. The Constitution, 1996 has both vertical application (State and citizens) and horizontal application (between private citizens themselves). The school and its population are expected to respect and adhere to all the fundamental rights including other rights as provided for in the Constitution, 1996 (Shaba 1999:12). In terms of the Constitution, 1996 the following clauses may have the following implications for education.

#### **3.2.1.1 The Equality Clause**

Section 9 of the Constitution, 1996 plays a role in the realisation of the fundamental rights within the school environment. The equality clause deals with the admission of learners. According to Section 5(2) of the South African Schools Act, 1996 (No. 84 of 1996) the use of aptitude tests as a basis for admission is unconstitutional. This is viewed as a form of discrimination and is against Section 5(2) of the South African Schools Act, 1996 (No.84 of 1996) which states that no learner shall be subjected to any form of tests in order to be admitted to any school. The non-discriminatory appointment of educators takes cue from this Section.

### **3.2.1.2 Human Dignity**

Section 10 of the Constitution, 1996 states that everyone has the right to have their dignity respected and protected. In the Education milieu this section is important in ensuring that no form of corporal punishment is meted out to learners and no other degrading forms of punishment are administered to learners (Section 10, SA Schools Act, 1996 (No. 84 of 1996)).

### **3.2.1.3 Privacy**

Section 14 of the Constitution, 1996 deals with the right to privacy. It describes the unconstitutionality of searches of learners' possessions, their bodies and their private communications without their consent or that of their parents.

### **3.2.1.4 Freedom of Religion, Belief and Opinion**

The description of rights contained in Section 15 of the Constitution, 1996 plays an important role in education. It informs the unconstitutionality of the exclusion of learners on the basis of their religious beliefs.

### **3.2.1.5 Freedom of Expression**

Section 16 of the Constitution, 1996 determines the rights of educators and learners in the due process of the law such as disciplinary hearings. The school code of conduct should be guided by the fact that learners have the right to express themselves.

### **3.2.1.6 Children's Rights**

Section 28 of the Constitution, 1996 deals with the rights of the children. The educators need to observe such rights. Those rights include the right of the child not to be required

to perform work or service that will put the child's well being, education, physical or mental health or social development at risk.

### **3.2.1.7 Education**

Section 29(2) of the Constitution, 1996 deals with children receiving education in the official language or language of their choice in a public educational institution where that education is reasonably practicable.

Section 29(3) of the Constitution, 1996 states that those who want to establish and maintain independent schools may do so at their own expense. Such independent schools should not discriminate on the basis of race.

### **3.2.1.8 Access to Information**

Section 32 of the Constitution, 1996 plays an important role in education. The Department of Education's procedure manuals interpret this as implying that it is unconstitutional to withhold school reports in the instances where learners owe fees or have not returned books issued by the school.

### **3.2.1.9 Just Administrative Action**

Section 23(2) of the Constitution, 1996 deals with just administrative action. Shaba (1999:15) states that it is a decision taken by an administrative body, such as the governing body, to be lawful, reasonable and procedurally fair. He continues to say the dismissal and suspension of learners must be substantively and procedurally fair. Even if the reason for expulsion is valid, the expulsion or suspension may still be found to be unfair if proper procedures were not followed by the school before such suspension or expulsion.

### **3.2.1.10 Limitation of Rights**

Section 36 of the Constitution, 1996 limits the learners', parents' and educators' fundamental rights in education. This implies that rights go with responsibility and no right is absolute. The fundamental rights can be limited depending on their nature for as long as such a limitation is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom.

### **3.2.2 The National Education Policy Act, 1996 (No. 27 of 1996)**

The National Education Policy Act provides a framework for the determination of national policy in education. It is a legislative framework within which SA Schools Act, 1996 (No. 84 of 1996) is situated. It determines the national policy for education with the purpose of facilitating the democratic transformation of the national systems of education into one which serves the needs and interests of all and upholds their fundamental rights.

It determines a number of issues which may be determined by the minister as national policy for example, in terms of Section 3(4): the organisation, management, governance, funding, establishment and registration of educational institutions, compulsory schooling, admission of learners to educational institutions including the determination of the age of admission to school, language, as well as control and discipline of learners and prohibition of corporal punishment.

### **3.2.3 The South African Schools Act, 1996 (No. 84 of 1996)**

The South African Schools Act, 1996 (No. 84 of 1996) repealed all acts (such as the Bantu Education Act, 1953 (No. 47 of 1953), the National Policy for General Education Affairs, the Education Affairs Act, 1988 (No. 70 of 1988) and the Education and Training Act, 1979 (No. 90 of 1979) and attempted to undo all racial discrimination in education.

Another aim of the SA Schools Act, 1996 (No.84 of 1996) is that the quality of education of all learners must be improved. Educators must be better trained; use better teaching methods and develop better school conditions (Potgieter, Visser, Van der Bank, Mothata and Squelch 1997:6). It also aims to ensure a culture of respect for fundamental human rights, culture of transparency and consultation among stakeholders in education. The list is not conclusive.

The other key aspects of the SA Schools Act include compulsory attendance of learners (Section 3), admission to public schools (Section 5), freedom of conscience and religion (Section 7), code of conduct (Section 8), suspension and expulsion from school (Section 9), prohibition of corporal punishment (Section 10), constitution of the governing bodies (Section 18), functions and allocated functions and withdrawal of functions from governing bodies (Section 20, 21 and 22), the two types of schools, and the amendments of the Educators Employment Act, 1994 ( No. 138 of 1994).

#### **3.2.4 The Educators Employment Act, 1994 (No. 138 of 1994)**

The Educators Employment Act, 1994 (No. 138 of 1994) deals mainly with the conditions and terms of employment for educators. It also covers aspects such as the appointment of educators; the transfer, the discharge and resignation of educators; misconduct and disciplinary procedures. The latest amendments to the Educators Employment Act, 1994 (No. 138 of 1994) are contemplated in Schedule 2 of the South African Schools Act, 1996 (No. 84 of 1996)

#### **3.2.5 The Labour Relations Act, 2002 (No. 12 of 2002)**

The Labour Relations Act, 2002 (No.12 of 2002) as amended hereafter will be referred to as LRA .The LRA relates to the employment relationship between employers and employees. This relationship includes employers' organisations and employees' organisations as juristic persons. The LRA applies to all employees except members of the National Defence Force, National Intelligence Agency and the South African Secret

Service (Section 2 of LRA). It applies to educators particularly school educators, domestic workers, farm workers, and employees of national and provincial government (Shaba 1999:21). Such workers are protected by the LRA.

The LRA also deals with the employers' and employees' organisations, their constitution as well as their official registration (Section 14 of LRA). The rights of the trade unions are also clearly outlined (Section 8 of LRA). Such rights include the right to have access to employers' premises and to hold meetings. Arrangements of deductions of trade union subscriptions from workers wages by the employer are covered by the Act (Section 8 of LRA). The procedures on how trade unions can deduct membership fees from salaries of members is clearly defined in the Act. Meetings of the representative trade unions must be held outside working hours at the employers' premises.

Section 23 of the LRA also provides for collective bargaining by providing for bargaining and statutory councils. The Education Labour Relations Council has been retained separately as bargaining chambers for educators are also covered in this Section.

Section 80 of the LRA also provides for the establishment of workplace forums. The main function of a workplace forum is to ensure that a consultation platform exists between the employer and the employee and to ensure that there are representatives of the employee where applicable. The Department of Education and the employee's organisations may decide on the actual nature of workplace forums in Education. In education, a school may have its own site steward who will deal with matters affecting other workers.

Section 67 of the LRA further covers strikes, lockouts and picketing. Section 213 defines strikes as a means of partial or completely concerted refusal to work or retardation or obstruction of work by persons who are or who have been employed by the same employer or by different employers for the purpose of remedying a grievance or resolving a dispute in respect of any matter of mutual interest between the employer and the employee.

A lockout in terms of Section 213 of LRA means the expulsion of employees by the employer from the workplace for the purpose of compelling the employees to accept a demand in respect of any matter of mutual interest between the employer and the employee, whether or not the employer breaches those employees' contracts of employment in the course of or for the purpose of exclusion.

Picketing takes place where striking employees and their supporters station themselves at or near their place of work and attempt to persuade other parties such as non-strikers, customers and suppliers, or employer not to enter the premises, or not to work there and not to do business with their employer (Section 69 of LRA). Picketing is a form of collective action in support of a strike (Section 69 of LRA).

The LRA also deals with unfair treatment in the workplace, dismissals and resolution of disputes (Section 135 of LRA).

### **3.2.6 Basic Conditions of the Employment Act, 1997 (No. 75 of 1997)**

The Basic Conditions of the Employment Act, 1997 (No. 75 of 1997) gives effect and regulates the right to fair labour practices conferred by Section 23(1) of the Constitution. Section 3(1) of this Act states that it applies to all employees except members of the National Defence Force, National Intelligence Agency and South African Secret Service.

The Basic Conditions of the Employment Act, 1997 (No. 75 of 1997) further improves minimum conditions of employment (Section 2). It lays down the basic standards for working time, leave and notice periods, sets certain prohibitions, and outlines the extent and circumstances under which these standards may be varied.

The Act also regulates working time for employees except for senior managerial employees and employees who work less than 24 hours per month for an employer (Section 7). Every employer has to arrange the working time of all employees so as not to

endanger the health and safety of such employees. The code of good practice should be taken into consideration by the employer.

The Act also covers leave and for educators such is contained in the Government Gazette No. 5598. Written particulars of employment and remuneration, termination of service, variations of basic conditions of employment, monitoring, enforcement and legal proceedings are also covered by the Act.

### **3.2.7 The Regulations and the Rules in South African Education**

The South African Schools Act, 1996 (No. 84 of 1996) authorizes regulations and measures to be passed by the provincial Departments of Education. These provincial rules and regulations provide guidelines for the formulation of school policies, codes of conduct and the Constitution of the governing body.

Any regulations, measures and rules pertaining to education made by provinces and schools must be subordinate to the SA Schools Act and the Constitution of the Republic of South Africa (Shaba 1999:27). They must be framed within the scope of the authorizing Act and should not be in conflict with the SA Schools Act and Constitution. The school rules contained in the school's policy, on the other hand must have legal certainty, be consistent, and be reasonable, fair and equitable (Shaba 1999:27).

Every schools is required as a juristic person through their governing bodies to have legally sound and constitutionally valid school policies, constitutions and codes of conduct (Section 15 of SA Schools Act). These documents are legal documents in the form of subordinate legislation (Shaba 1999:18).

### **3.3 Organisation of Management of Schools**

Section 16 of the South African Schools Act, 1996 (No. 84 of 1996) provides for the governance and professional management of public schools. It states that the governance of every public school is vested in its governing body which is part of management and it may perform only such functions and obligations and exercise only such rights as prescribed by the Act. It further states that a governing body stands in a position of trust towards the school.

Section 23(2) of the SA Schools Act, 1996 (No.84 of 1996) outlines the composition of the governing body of a public school. The section states that the members should consist of parents of learners, educators, and members of the staff at the school who are not educators and learners in the eighth grade or higher at the school.

#### **3.3.1 Functions of the Governing Bodies**

The School Governing Body is part of the school management.

Section 20(1) of the South African Schools Act, 1996 (No. 84 of 1996) states that the functions of the governing body of a public school is as follows:

- a) Promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- b) Adopt a constitution;
- c) Develop the mission statement of the school;
- d) Adopt a code of conduct for learners at the school;
- e) Support the principal, educators and other staff of the school in the performance of their professional functions;
- f) Determine times of the school day consistent with any applicable conditions of employment of staff at the school;
- g) Administer and control the school's property, and buildings and grounds occupied by the school, including school hostels, if applicable;

- h) Encourage parents, learners, educators and other staff at the school to render voluntary services to the school;
- i) Recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, 1995 and the LRA (No. 66 of 1995);
- j) Recommend to the Head of Department the appointment of non-educator staff at the school, subject to the Public Service Act, 1994 (Proclamation 103 of 1994), and the Labour Relations Act, 1995 ( No. 66 of 1995);
- k) At the request of the Head of Department, allow the reasonable use under fair conditions of the facilities of the school for educational programmes not conducted by the school;
- l) Perform all other functions imposed upon the governing body by or under this Act; and
- m) Discharge other functions consistent with this Act as determined by the Minister by notice in the Government Gazette or by the Member of the Executive Council by notice in the Provincial Gazette.

### **3.3.2 Allocated Functions of Governing Bodies**

According to Section 21 of the South African Schools Act, 1996 (No. 84 of 1996), a governing body may apply to the Head of Department in writing to be allocated any of the following functions:

- a) To maintain and improve the school's property, and buildings and grounds occupied by the school, including school hostels, if applicable;
- b) To determine the extra-mural curriculum of the school and the choice of subject options in terms of provincial curriculum policy;
- c) To purchase textbooks, educational materials or equipment for the school;
- d) To pay for services to the school; or
- e) Other functions consistent with this Act and any applicable provincial law.

### **3.3.3 Professional Duties of the Principal**

Section 16 (3) of the South African Schools Act, 1996 states that the professional management of a public school must be undertaken by the principal under the authority of the Superintendent General at Head Office ( Head of the Department of Education in that Province). The Principal works with the Deputy Principal and the Heads of Departments. They are called the School Management Team (SMT) (Ndlhovu et al. 1999: 5). The number of deputy principals per school and the heads of department depend on the enrolment of a particular school. The duties of the school principal range from the general/administrative, personnel, teaching, interaction with stakeholders and communication (Butler and Christie 1999:62-30).

#### **3.3.3.1 The General/Administrative Duties**

The general/ administrative duties pertain to the day to day running of the school. According to Butler and Christie (1999:62) such duties include among other things the following:

- a) To be responsible for the professional management of a school.
- b) To give proper instructions and guidelines for time-tabling, admission and placement of learners.
- c) To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with appropriate structures.
- d) To ensure the school journal containing records of all important events connected with the school is kept.
- e) To make regular inspection of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.
- f) To be responsible for the hostels and all related activities including the staff and learners, if the principal and the SMT are attached to the hostels.

- g) To ensure that Departmental circulars and other information received which affect members of the staff are brought to their notice as soon as possible and are stored in an accessible manner.
- h) To handle all correspondence received at school.

### **3.3.3.2 Personnel**

The other professional duties of the principal and the SMT have to do with human resource management (Butler and Christie 1999:63). Among other duties this entails the following:

- a) Provide professional leadership within the school.
- b) To guide educators and supervise their work and performance and, where necessary, to discuss and write or countersign reports on teaching, support non-teaching and other staff.
- c) To observe class teaching and offer professional advice to educators where necessary.
- d) To ensure that workloads are equitably distributed among the staff.
- e) To be responsible for the development of staff training programmes, school-based, school-focused, and externally directed and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.
- f) To participate in the school/educator appraisal process in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- g) To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organized.

### **3.3.3.3 Teaching**

The principal as an instructional leader has to be involved in teaching and learning (Butler and Christie 1999:63). He/She has:

- a) To engage in class teaching as per the workload of the relevant post level and the needs of the school.
- b) To be a class educator if required.
- c) To assess and to record the attainment of learners taught.

#### **3.3.3.4 Extra and Co-curricular**

According to Butler and Christie (1999:63) the principal and his /her SMT have a duty to be involved in other activities of the school besides teaching and learning which include the following:

- a) To serve on recruitment, promotion, advisory and other committees as required.
- b) To play an active role in promoting extra and co-curricular activities in the school and to plan major school functions and encourage learners' voluntary participation in sports, educational and cultural activities which are organized by community bodies.

#### **3.3.3.5 Interaction with Stakeholders**

The interaction between the principal and his/her SMT with other stakeholders who have direct or indirect involvement in the school is important. This according to Butler and Christie (1999:64) includes the following:

- a) To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the SA Schools Act, 1996.
- b) To participate in community activities in connection with educational matters and community building.

#### **3.3.3.6 Communication**

Communication is important as one of the duties of the principal and his /her SMT. This according to Butler and Christie (1999:64) includes the following:

- a) To cooperate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- b) To liaise with Circuit/Regional office, Supplies section, Personnel section, Finance section concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- c) To liaise with relevant structures regarding school curricular and curriculum development.
- d) To meet parents concerning learners' progress and conduct.
- e) To co-operate with the school governing body with regard to all aspects as specified in the SA School Act, 1996.
- f) To liaise with other relevant governing departments, e.g. Department of Health and Welfare, Public Works, as required.
- g) To co-operate with universities, colleges and other agencies in relation to learners' records and performance and management development programmes.
- h) To participate in departmental and professional committee, seminars and courses in order to contribute to and/or update professional views/standards.
- i) To maintain contacts with sports, social, cultural and community organisations.

### **3.4 Assessing Performance of Learners**

The National Protocol document on Assessment for Schools in the General and Further Education and Training (GET and FET) bands drafted by the National Department of Education in 2005 is the only document that guides and stipulates how learners should be assessed (Clarke 2007:243). For the purpose of this study only assessment of learners in the Further Education and Training (FET) band will be discussed. This is because the study is based on grade 12 results in the schools identified in the case study.

Assessment according to the National Protocol Document is a process of collecting, synthesis and interpreting information to assist educators, parents and other stakeholders in making decisions about the progress of learners (Clarke 2007:244). Outcomes-based education forms the foundation of the curriculum in South African schools and the

assessment framework of the National Curriculum Statement (NCS) for grades R-12 (schools) is based on the principles of outcomes-based education (National Protocol Document 2005:5). This is the result drive type of education where learners can demonstrate the skill they have learnt.

Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment (National Protocol Document 2005:5). The intention of this Protocol is to regulate how evidence of learner performance is recorded and reported.

Classroom assessment should be both informal and formal. In both cases feedback should be provided to learners to enhance the learning experience. According to the National Protocol Document (2005:5-6) informal assessment is the daily monitoring of learners' progress. This is done through observations, discussions, learner-educator conferences and informal classroom interaction. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. Informal assessment should be used to provide feedback to the learners.

Formal assessment provides educators with a systematic way of evaluating how well learners are progressing in a grade and in a particular Learning Programme/Learning Area/Subject (National Protocol Document 2005:6). The example of a formal assessment includes tests and examinations.

#### **3.4.1 Recorded Pieces of Evidence for Grade 12**

The National Protocol Document (2005:7) stipulates that recording is a process in which the educator documents the level of a learner's performance. It continues to state that this should indicate the progress towards the achievement of outcomes set in the National Curriculum Statement. The National Curriculum Statement expresses the nation's idea of itself as a society and how the nation's new form of society is realized through children.

Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress to the next grade. Records of learner performance should also be used to verify the progress made by the educators and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead (National Protocol Document 2005:7).

### **3.4.2 An Educators' Portfolio**

An educators' portfolio is a compilation and recording of all the tasks for school-based assessment (National Protocol document 2005:17). This means that it is a collection of all the assessment tasks, the annual Programme of Assessment, Learning Programme/Learning Area/Subject record sheets. The assessment form is attached as Appendix A.

An educator should keep a portfolio as part of his/her assessment records. This will enable him/her to monitor his/her progress and that of individual learners and to plan for the next step in the learning experience (National Protocol Document 2005:17).

### **3.4.3 Management of School Assessment Records**

According to the National Protocol Document (2005:20) the assessment records that should be developed and kept at school are assessment result schedules, educator portfolio, learners' profiles and report cards. It further states that the management, maintenance and the safety of the learner profiles, schedules and report cards is the responsibility of the school management.

### **3.4.4 Record Sheet**

According to the National Protocol Document (2005:20) educators are expected to keep an efficient and current record of the learners' progress in each Learning Programme/Learning Area/Subject. The National Protocol Document further states that it

is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year. The Learning Programme/Learning Area/Subject educators are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on. The recording sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Learning Programme/Learning Area/Subject record sheets using the criteria specified.

### **3.4.5 Schedules**

The National Protocol Document (2005:21) states that the schedule is a record with summary information about the progress of all learners in each grade at a school. The school may store this information manually or electronically. Copies of the end-of-year schedules should also be kept at school and the district office of the Department of Education. Schedules should be completed four times a year. The report cards should be sent to parents once a term.

### **3.4.6 Codes for Learner Performance**

Table 3.1 according to the National Protocol Document (2005:10) depicts how the overall learner performance is rated.

<b>Rating Code</b>	<b>Description of Competence</b>	<b>Percentage</b>
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29

**Table 3.1: Codes and percentages for recording and reporting learner achievement**

### **3.5 Conclusion**

The legislation affecting education that has been explained is not conclusive. The organisation of management in public schools has been discussed but the functions of the school governing body and the principal are not conclusive. A broad and general discussion on assessing the performance of learners has been outlined.

In conclusion the legislation regulating the South African schools provides an outline and guidance to school managers on how to manage schools successfully.

In the next Chapter the data collecting and the results of the research will be discussed.

## **CHAPTER 4**

### **Data Collection and the Results:**

#### **A Case Study of Schools in Nhlophenkulu Area**

##### **4.1 Introduction**

The case study is of the schools in Nhlophenkulu area which is situated in Nongoma in KwaZulu - Natal. The researcher collected the data in June 2007. The researcher selected the schools based on their past three years Grade 12 results (from 2004 to 2006).

This Chapter presents the method utilised in obtaining data from the sample and the results. The researcher will also present the justification of using such data collecting method. The researcher visited the schools to do observation and some notes were written. The questionnaire was a data collecting method. The results will be presented but not evaluated in this Chapter. The results evaluation will be done in Chapter 5.

##### **4.2 The Research Design and Methodology**

The design prescribes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained ( McMillan and Schumacher 2001:31). The purpose of the research design is to provide the most valid, accurate answers possible to research questions. For this research the purpose is to provide answers to the following question:

What effect does management have on performance of learners in certain selected secondary schools in the Nhlophenkulu circuit?

Next the researcher has to decide on the data collecting method that will be most appropriate in the light of the research problem (Welman and Kruger 2001:127). Brynard and Hanekom (2005: 28) argue that research methodology is necessary because it reflects on planning, structuring and execution of research in order to comply with the demands

of truth validity and objectivity. The structured questionnaire will be used as a way of data collection. The researcher will further perform participatory observation. This will be when the researcher visits the sites or schools identified.

### **4.3 Justifying the Research Paradigm Selected**

The research problem lends itself to the qualitative research design. Qualitative methodology refers to research which produces descriptive data (Brynard and Hanekom 2005:29). They further state that it is committed to seeing the world from the point of view of the participant. Whenever one investigates social worlds, one needs to relate one's interpretations to the natural everyday situations in which people live. Mouton (2005:161) adds that this research design is used to describe and evaluate the performance of programs in their natural settings, focusing, on the process of implementation rather than on (quantifiable) outcomes. The research will be conducted in the natural setting of social actors. The concern is to understand social action in terms of its specific context. In this case study the schools as natural settings will be used where the impact of management on learner performance will be evaluated.

Qualitative studies provide a detailed description and analysis of a particular practice (McMillan and Schumacher 2001:399). Through the use of this method in this study the findings might add to the school management practice and may also lead to further inquiry.

### **4.4 Sources of Data**

According to Brynard and Hanekom (2005:28) data is factual evidence which is collected through scientific investigation. Le Compte and Preissle (1993:158) add that data are any kind of information which researchers can identify and accumulate to facilitate answers of their queries. In this study the researcher has identified the schools and criteria to be used in determining such schools.

The researcher will collect data from the three identified schools in Nhlophenkulu Circuit. Those schools will be the best performing school in the grade 12 results in the past three years (2004 to 2006). The best performing school will have been obtaining between 80% - 100% pass rate in Grade 12 for the past three years (2004 to 2006). Secondly, it will be the middle performing school in terms of the grade 12 results in the past three years (2004 to 2006). Such a school will have been obtaining between 50% - 79% pass rate in Grade 12. Lastly, the poor performing school in the past three years in grade 12. The school will have been obtaining between 30% - 49% pass rate for the past three years in Grade 12. The actual people who will provide data will be the principal, the head of the department, the chairperson of the school governing body and the head of the representative council of learners of the identified schools.

Observation and the structured questionnaire have also been used to collect data in schools referred to as school A, school B and school C to hide the actual name of the schools. This is based on an agreement with the principals of the selected schools. Such an agreement was reached to protect the credibility of the schools should the research results reveal information that could compromise the reputation of the school. In order to maintain ethical standards in this research the names of the selected schools are withheld, but the areas of the schools are identified.

#### **4.4.1 Sampling**

According to Brynard and Hanekom (2005:43) it happens in research that the population to be studied for a particular project is of such a magnitude that it could take researcher years to complete the research. As a result a small group from the population is selected, this is called sample. In this study the researcher could not access all schools in order to get the data. Only the identified schools with their principals, the heads of the department, the chairpersons of the school governing body and the heads of the representative council of learners could be accessed.

Armstrong (1993:75) states that sampling denotes extracting systematically from a large group so as to represent adequately the larger group. Sampling is done to simplify the research, to save time and cut costs (Brynard and Hanekom 2005:43).

#### **4.4.2 Non-probability Sampling**

Non-probability as a sampling strategy in qualitative research will be used in this study. According to MacMillan & Schumacher (2001: 174) this sampling strategy is when the researcher uses subjects which happen to be accessible or which may represent certain types of characteristics. Welman and Kruger (2001:62) add that non-probability sampling is less complicated and more economical in terms of time and financial expenses.

#### **4.4.3 Purposeful Sampling**

Purposeful sampling as one of the types of non-probability sampling will be used. It is the most important kind of non-probability sampling (Welman and Kruger 2001:63). They continue to say researchers rely on their experience, ingenuity to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population. Being in the education fraternity has provided the researcher with enough experience in terms of the management structure in public schools. Having worked in the Nhlophenkulu area has provided the researcher with experience to be able to select the right sample for the research.

McMillan & Schumacher (2001:175) state that in purposeful sampling the researcher selects particular elements from the population that will be representative or informative about the topic of interest.

In this case study of Nhlophenkulu area the researcher selected the top performing school, the average performing school and poor performing school. The criteria for performance will be the grade 12 results in the past three years (2004 to 2006). The

school managers, Chairpersons of School governing bodies and heads of the department of the selected schools will be identified to give the data needed.

#### **4.5 Observation Results**

The researcher has done a site visit (November 2007) on schools identified in the case study to do observation. The researcher has done that to acquaint himself with the personnel of the schools and acclimatise with the environment. The researcher visited the identified schools to verify the accuracy of the information supplied. The researcher conducted informal interviews with principals and staff of the schools to clarify any unclear areas. McMillan and Schumacher (2001:41) state that the researcher can write extensively to describe what occurred based on the notes written during observation. This was practically done.

The schools selected in the case study will be referred to as school A, school B and school C in order to hide the actual names of the schools. A volatile political situation in Nongoma exists and has a negative impact in schools such as the issue of ANC (African National Congress) and IFP (Inkatha Freedom Party). The agreement with District Office had been that the actual names of schools should not be used.

##### **4.5.1 School A**

School A consists of 920 learners according to the admission register. There are 32 educators including the principal. Only 24 educators are professionally qualified. The rest (8) of the educators are academically qualified. Academically qualified educators are those educators who do not have a professional teaching qualification (teaching certificate). The principal has two deputy principals and four Heads of Departments. The school has a support staff of four admin clerks and fifteen general assistants who clean the yard and do the general maintenance of the school. The subject groupings are Commerce and Science subjects.

The documents indicated as existing in Appendix A were shown to the researcher by the said principal. The results of grade twelve in the past three years (2004 to 2006) have been 100% pass rate in 2004 , 100% pass rate in 2005 and 98% pass rate in 2006.

The discussion held with the principal revealed that the school had been one of the schools in the KwaZulu –Natal Enhancement Program prior 1994. The program was a pilot program. It entailed that certain schools will be identified renovated and made schools of excellence specializing in Mathematics and Science. In 1994 the program was dropped because of a new political dispensation. The strong culture of teaching and learning remained.

The physical environment of the school was clean and welcoming. Armed security guards were found at the gate. The receptionist was well mannered. School buildings were well looked after. The principal, deputy principals and HODs had separate offices.

#### **4.5.2 School B**

School B consists of 531 learners according to the admission register. There are 17 educators including the principal. Only 7 educators are professionally qualified. The rest (10) of the educators are academically qualified. The principal has one deputy principal and two Heads of the Departments. The subject groupings are Commerce, Science and General subjects.

The documents indicated as existing in Appendix A were shown to the researcher by the said principal. The results of grade twelve in the past three years (2004 to 2006) have been 51% pass rate in 2004 , 60% pass rate in 2005 and 55% pass rate in 2006.

The discussion with a HOD in school B revealed that the school conducts regular meetings with other stakeholders but do not keep the records of the meetings. The documents indicated as not existing in the school, some of them were kept at the

principal's home. He complained about the lack support from the Education District Office.

The physical environment of the school was up to an acceptable standard. On entering the school premises the researcher observed that the school was fenced. There was a security guard at the gate which was lockable. The school buildings look old but well looked after. The yard was clean and had flower gardens. The office of the principal was separate from that of the HODs who shared the office.

### **4.5.3 School C**

School C consists of 710 learners according to the admission register. There are 28 educators including the principal. Only 8 educators are professionally qualified. The rest (20) of the educators are academically qualified. The subject groupings are Commerce, Science and General subjects.

The documents indicated as existing in Appendix A were shown to the researcher by the said principal. The results of grade twelve in the past three years have been 30% pass rate in 2004, 37% pass rate in 2005 and 35% pass rate in 2006.

The principal has been acting as a principal for the past two years (since 2005). This was a concern for him because he did not have full control of the school. His post was often re-advertised because of disputes lodged. The principal's relations with the SGB members were not sound.

The researcher also held a discussion with the acting HOD in November 2007. He raised a number of political issues in the school that led to a number of educators leaving the school. Such issues related to the fact that educators who were coming from urban areas and teaching in the school were deemed to be aligned with SADTU (South African Democratic Educators' Union) and were threatened. They were labeled as ANC members. He sounded like having a number of improvement ideas that were not

implemented by the principal. He further raised socio- economic factors as issues that affect the school adversely. Failure of the school to retain qualified educators was also raised. He further pointed out at the continuous absence of the principal from the school.

The physical environment of the school is not at an acceptable standard. On entering the school premises the researcher observed that the school was poorly fenced. There was no security. Most of the classroom windows are broken. The school yard was not clean. The degree of noise in the classrooms was audible from the distance. The principal's office was quite small. The Heads of the departments shared offices with the rest of the staff members.

#### **4.6 Questionnaire Results**

The questionnaire was structured such that it assesses the school's management systems and procedures. The themes that relates to management concepts discussed in Chapter 2, instructional activities which will assess the monitoring of performance and the legislation, policies and regulations have been covered (see Appendix B).

The questionnaire was targeted at the principal (see Appendix B and C), the head of the department (see Appendix D), the chairperson of the governing body (see Appendix E) and the head of representative council of learners (see Appendix F). The questionnaires were for the schools identified in the case study. The researcher made appointments with principals of the selected schools and personally administered the questionnaires of the selected schools.

The questionnaires in Appendix B and C were independently completed by principals of the identified schools. The Heads of the Departments (HODs) of the identified schools independently completed Appendix D. The School Governing Body member completed Appendix E and the head of the Representative Council of Learners completed Appendix F. All questionnaires were independently completed. The researcher waited for the

questionnaires to be completed and personally collected them. All five questionnaires in each school were returned.

#### **4.6.1 School A**

The researcher visited (November 2007) school A. Based on the information provided by the principal as in Appendix A the school had both admission register and admission policy. Based on instructional activities the school had all documents in the checklist number B and even developed to suit the school needs. The school had departmental circulars, internal circulars and correspondence file. Disciplinary Register did not exist.

The school had copies of the Constitution of the Republic of South Africa, 1996, South African Schools Act, 1996 (No. 84 of 1996), Disciplinary Policy, Discipline and School Safety Policy, HIV/AIDS Policy, Assessment Policy, Public Finance Management Act, 1999 copy, Integrated Quality Management System manual, School policy, vision and mission statement, Code of Conduct for the learners and National Curriculum Statement Policy. All other policies and legislations listed in the checklist were not present at the school.

The school had all legislations, policies and regulations listed in Appendix B number E. The systems, processes and records in Appendix B number F had the following results: The school's Development Plan, the School Improvement Plan, the Appraisal/Evaluation File and Staff Development Record /File did not exist. All minute books and registers listed were found. The financial records had all documents listed in the checklist.

The results of Appendix C, a questionnaire that was to be completed by the principal was as follows. The principal rated school attendance by learners as excellent. The level of discipline and respect for educators by the learners was rated as very good. The level of team work, commitment, competency and involvement of educators in their duties were rated as excellent. The image of the school in the community and the functioning of the

committees to assist the school to function more effectively were rated excellent. The parental involvement in the school activities was rated as excellent.

The results of Appendix D, a questionnaire that was to be completed by the Head of the Department (will be referred to as HOD in the subsequent discussion) were as follows: The HOD was a male who had been at the school from 1999. The school attendance by learners was rated as very good. The HOD rated the level of discipline and respect for educators by the learners as very good. The security and safety in school was rated as excellent. This included the physical environment of the school. The level of team work, commitment, competency and involvement of educators in their duties was rated as excellent. The parental involvement in the school activities was rated as excellent. He rated the principal's way of involving the stakeholders like educators, parents and learners in decision making and school activities as very good. Acknowledgement of good performance by educators was rated as excellent. Very good rating was given to fund-raising, the involvement of other stakeholders in formulating school policies, attendance to disciplinary problems and forming committees to assist the management of the school.

The results of appendix E, a questionnaire that was to be completed by the School Governing Body member (will be referred to as SGB member in the subsequent discussion) will follow. The SGB member was a male who had been at the school for the past three years. The SGB member rated the level of involving other stakeholders in matters of policy formulation, planning and school's disciplinary problems as very good. The level of team work, involvement of other role players in the activities of the school was rated as very good. Parental and community support to the school was rated as excellent. The opportunity to participate in decision making in the school activities was rated as very good. Communication and feedback regarding the school activities was rated very good. An excellent rating was given to the principal's leadership skills, understanding of current changes in Education system and his striving towards the vision of excellence of the school.

The results of Appendix F, a questionnaire that was to be completed by the Head of the Representative Council of Learners (will be referred to as RCL member in the subsequent discussion). This was a Head boy doing Grade 12. He was 17 years old. He rated 4 to 7.15 in Appendix F as excellent.

#### **4.6.2 School B**

The researcher visited school B (November 2007). Based on the information provided by the principal as in Appendix A the school only had the admission register but no admission policy. Based on instructional activities the school had educator portfolio and subject/learning area policies that are developed by the National Department of Education. The school did not have the ones developed by the school. Learning area statements and Learning area guidelines also existed. The school did not have an Assessment Policy, learner portfolios and National Protocol on Assessment documents as required by the National Department of Education. The school had both departmental circulars and the school's circulars put in the file. A discipline register did not exist.

The school had copies of the Constitution of the Republic of South Africa, 1996 (Act No. 108 Of 1996), South African Schools Act, 1996 (No. 84 of 1996), Disciplinary policy, Discipline and School Safety Policy, HIV/AIDS Policy, Assessment Policy, Public Finance Management Act, 1999, Integrated Quality Management System manual, School policy, vision and mission statement, Code of Conduct for the learners and National Curriculum Statement Policy. All other policies and legislations listed in the checklist were not there.

The systems, processes and records (see Appendix B number F) had the following results. The school did have composite, class and educators time tables. Examinations and invigilation time tables were also found. The school did have a time book but no evidence was found that it was checked by the principal. The log book was also found. The educators did have class attendance registers. The receipt/payment cashbook was also found. The rest of the items listed in the Appendix B number F under systems could

not be found. This implied that the school did not have the systems and processes for management in place.

The record of the minutes of the meetings of the staff and the School Governing Body were found. The rest of the minute books listed could not be found. Only the stock register and the class attendance registers were found. The rest of the registers could not be found. The financial records only had a commitment register and receipt/ payment cashbook. The rest of the financial records were not there.

The results of Appendix C, a questionnaire that was to be completed by the principal was as follows. The principal rated school attendance by learners as good. The level of discipline and respect for educators by the learners was rated as generally good. The level of team work, commitment, involvement of educators in their duties was rated as good. The image of the school in the community and the functioning of the committees to assist the school to function more effectively were rated good. He also cited the good level of team work among educators. The parental involvement in the school activities was rated as satisfactory.

The results of Appendix D, a questionnaire that was to be completed by the Head of the Department (will be referred to as HOD in the subsequent discussion) will follow. The HOD was a male who had been at the school for the past eight years. The school attendance by learners was rated as good. The HOD rated the level of discipline and respect for educators by the learners as generally good. The security and safety in school was rated as good. The level of team work, commitment, competency and involvement of educators in their duties was rated good. The parental involvement in the school activities was rated as good. In his opinion he rated the principal's way of involving the stakeholders like educators, parents and learners in decision making and school activities as good. Acknowledgement of good performance by educators was rated as good. Poor rating was given to fund-raising. A satisfactory rate was given to the involvement of other stakeholders in formulating school policies.

The results of Appendix E, a questionnaire that was to be completed by the School Governing Body member (will be referred to as SGB member in the subsequent discussion) will follow. The SGB member was a female who had been at the school for the past four years. The SGB member rated the level of involving other stakeholders in matters of policy formulation, planning and school's disciplinary problems as generally good. The level of team work, involvement of other role players in the activities of the school was rated good. Parental and community support to the school was rated as good. The opportunity to participate in decision making in the school activities was rated as good. Communication and feedback regarding the school activities was rated good. A good rating was given to the principal's leadership skills, understanding of current changes in education and his striving towards the vision of excellence of the school.

The results of Appendix F, a questionnaire that was to be completed by the Head of the Representative Council of Learners (will be referred to as RCL member in the subsequent discussion) will follow. This was a Head boy doing Grade 12. He was 17 years old. He rated the school and class attendance of both learners and educators as good. The learners' and educators' punctuality was also rated as good. Written work was rated very good. Learners' school discipline and respect for educators was also rated very good. Involvement in decision making of the learners was rated good. Acknowledgement of good performance was rated good. The level of commitment of the entire staff was rated as very good together with the image of the school in the community.

#### **4.6.3 School C**

The researcher visited school C (November 2007). Based on the information provided by the principal as in Appendix A the school only had the Admission Register but no Admission Policy. Based on instructional activities the school had educator portfolio and subject/learning area policies that are developed by the Department of Education. The school did not have the ones developed by the school. The school had departmental circulars put in the file. Such circulars communicate information to schools. An internal circulars file did not exist at the school. A discipline register did not exist. The school had

copies of South African Schools Act, 1996 (N0. 84 of 1996), Integrated Quality Management System manual, School Policy, vision and mission statement, Code of Conduct for the learners and National Curriculum Statement Policy. All other policies and legislations listed in the checklist were not at the school.

The systems, processes and records (see Appendix B number F) had the following results. The school did have composite, class and educators time tables. Examinations and invigilation time tables were also found. The school did have a time book but was rarely signed. The log book that was not up to date was also found. The educators did have class attendance registers but were not up to date. The receipt/payment cashbook was also found. The rest of the items listed in the (F) check list could not be found.

The results of Appendix C, a questionnaire that was to be completed by the principal was as follows. The principal rated school attendance by learners as satisfactory. The level of discipline and respect for educators by the learners was rated as generally good. The level of team work, commitment, involvement of educators in their duties was rated as satisfactory. He also cited the satisfactory level of team work among educators. The parental involvement in the school activities was rated as poor.

The results of Appendix D, a questionnaire that was to be completed by the acting Head of the Department (will be referred to as HOD in the subsequent discussion) will follow. The acting HOD was a male who had been at the school for the past five years. The HOD rated the level of discipline and respect for educators by the learners as generally poor. The school attendance by learners was rated as poor. The level of team work, commitment, involvement of educators in their duties was rated poor. The parental involvement in the school activities was rated as poor. In his opinion he rated the principal's way of involving the stakeholders like educators, parents and learners as poor.

The results of Appendix E, a questionnaire that was to be completed by the School Governing Body member (will be referred to as SGB member in the subsequent discussion) will follow. The SGB member was a male who had been at the school for the

past two years. The SGB member rated the level of discipline and respect for educators by the learners as generally poor. The school attendance by learners was rated as poor. The level of team work, involvement of other role players in the activities of the school was rated poor. The opportunity to participate in decision making in the school activities was rated as poor. Communication and feedback regarding the school activities was rated poor. The parental involvement in the school activities was rated as poor. He rated the principal's way of involving the stakeholders like educators, parents and learners as poor. A satisfactory rate was give to the principal's leadership skills, understanding of current changes in Education and his striving towards the vision of excellence of the school.

The results of Appendix F, a questionnaire that was to be completed by the Head of the Representative Council of Learners (will be referred to as RCL member in the subsequent discussion) will follow. This was a Head girl doing Grade 12. She was 19 years old. She rated the school and class attendance of both learners and educators as good. The learners' and educators' punctuality was also rated as good. Written work was rated good. Learners' school discipline and respect for educators was also rated good. Involvement in decision making of the learners was rated poor. Acknowledgement of good performance was rated poor. The level of commitment of the entire staff was rated good together with the image of the school in the community.

#### **4.7 Conclusion**

This Chapter has dealt with data collection and results. The researcher has further explained the research design and methodology. The researcher has chosen qualitative method basing the choice on the nature of the problem. The researcher has discussed the results without evaluating and interpreting them. The conclusion that can be reached for now is that the schools A, B, and C are managed differently and have different management challenges. The evaluation and interpretation of the results will be done in the next chapter.

## **CHAPTER 5**

### **Evaluation of the Impact of Management on Learner Performance**

#### **5.1. Introduction**

The results of both the researcher's observation and the questionnaire have been outlined in Chapter 4. This Chapter will now be evaluating those results using the management theories discussed in Chapter 2. The legislative mandates discussed in Chapter 3 will also be referred to. The themes that will be followed in this discussion will be management in general, school management and learner performance. The chapter will conclude by outlining the challenges and the positives of the schools in the case study.

#### **5.2 Data Analysis Procedure**

The researcher used thematic content analysis to analyze the data. Green and Thorogood (2004:34) describe thematic content analysis as the most basic type of qualitative analysis which aims to report key elements of responses given by respondents.

#### **5.3 Observation Analysis**

Upon visiting school B and C, the researcher observed that there was a high number of educators who were academically qualified (as discussed in Chapter 4). In both schools the academically qualified educators were a majority. There is a widespread shortage of well qualified and competent educators (Clarke 2007:113). For the researcher this problem impacts negatively on teaching and learning in these schools. Coupled with this is the non-existence of professional development and training programmes in these schools.

In school B the acting principal had been in that position for two years. The HOD was also an acting HOD. This information was highlighted during the discussion with both the principal and the HOD when the researcher visited the school. The problem was that

the principal lacked full confidence in his work since he was not sure whether he would eventually get the position and being the acting principal for two years was demoralising. The researcher noted that this was having an adverse effect on the principal's management of the school and instructional programmes. According to Oliva and Pawlas (2001:345) the principal is the manager of instructional programmes.

The volatile political climate especially in school C has affected the school. The researcher found that there is a high staff turnover at the school. They often submit requests for transfers. The struggle between educator Unions is not well managed at the school. The ripple effect of such a situation affects learner performance because they are also politically aware and would label educators as belonging to a particular political organisation which is not supported in the area even by the community.

The support that school A received from the Education District Office during the Enhancement Programme was not received by schools B and C during the same period. For these two schools the principals stated clearly that school A is doing well because they had an unfair advantage of support.

#### **5.4 Management in General: Theories and Functions**

The management theories discussed in Chapter 2 will be used in this theme as the bases to evaluate the impact of management on learner performance. Only a few theories will be used to illustrate a point.

Human resource management in schools B and C appear to be a problem. Human resources are an important asset in the school because it makes teaching and learning possible. The ratings in Appendix B that dealt with the level of commitment to duties by educators, the level of commitment of various committees in assisting the school to function effectively, teamwork among educators and parental involvement were rated satisfactory by both schools B and C. This could be the result of lack of motivation amongst educators and parents in getting involved in school activities. In Theory X,

Hanson (2003:194) states that people lack ambition, dislike responsibility and prefer to be led. Poor management of human resources, especially educators and parents could impact negatively on teaching learning and ultimately on learner performance.

The environment of the school includes both the internal and the external environment. The internal environment includes the educators, learners and the School Governing Body. The external environment includes the community in which the school exists and other stakeholders such as those from the business sector that have an interest in the school. In school C, in response to Appendix D, numbers 4.16 to 4.24, the principal was rated satisfactory and poor. Again in school C, the principal was rated poor and satisfactory in Appendix E, numbers 4.7 to 4.13. These are questions pertaining to the principal's extent of involving other stakeholders in the running of the school. This impacted negatively on teaching and learning and on learner performance. The Systems Approach Theory of management recognizes the importance of the environment for the organisation's sustainability and performance (Robbins 2000:38).

Schools B and C do not have most of the legislation, policies and regulations that appear in Appendix B (as has been indicated in the Chapter 4). The problem in these schools is that there are no clear policies and procedures to guide the educators. The absence of policies that regulate instructional activities has a huge impact on teaching and learning and on the performance of learners. Bureaucratic theory states that organisations that follow the bureaucratic management approach have extensive formalisation with rules, procedures and policies that are written down (Daft and Neo 2001:530). Proponents of this theory argue that this theory is rational and efficient (Fulop, Hayward and Lilley 2004:133). The application of this theory by management can give clear guidelines to the educators as to what is expected of them and what will happen if failure to adhere to such prescriptions happens. This will enhance effectiveness and efficiency among educators and whoever does not tow the line.

In Appendix C, numbers 1.9, 1.11, 1.12, 1.14 and 1.15 in schools B and C have been rated as satisfactory and poor by the principals of the respective schools. These are not

good ratings if schools are to produce better performing learners. Signs of lack of motivation have also been cited in these schools. In Appendix D, number 4.13 and Appendix F, number 7.13, the principals in schools B and C do not even acknowledge the good effort shown by both educators and learners in the teaching and learning process.

Rue and Byars (2000:292) state that workers are motivated to work when satisfied. Daft and Noe (2001:164) therefore state that it is the duty of the manager to be conscious of the workers' needs so that workers will be motivated to perform. In a school situation motivated educators will perform their duties effectively and efficiently which may result in improved academic performance in learners.

Smit and Cronje (1999:11) define management as the process of planning, organising, leading and controlling the resources of the organisation in order to achieve the stated goals as efficiently as possible. Planning, organising, leading and controlling are termed as management functions. Such management functions are inadequate in schools B and C. Policies and documents that are indicated in Appendix B are required for planning, organising and control purposes in a school. The questionnaire revealed that a few of these policies and documents are present in school B and most of these documents do not exist in school C.

In the light of the absence of the above-mentioned policies and documents, the principals of school B and especially school C failed to plan and identify ways of attaining goals and the resources needed for the various tasks in their schools. They failed to determine future positions of their schools and strategies needed to reach those positions. Activities of the schools were performed in a random fashion without following a specific, logical scientific method or plan. Poor performance of their learners can be attributed to the inadequate implementation of the management functions.

Without vision and mission as indicated in Appendix B the school has no goals and plans. This is a sign of poor leadership. School B did not have vision and mission statements. The principal could not allocate the school's human and physical resources accordingly

in order to achieve the school's objectives because the school had no vision. This impacted negatively on the performance of the learners because educators could not properly perform their duties of teaching. There was no organising which involves developing a framework or a structure to indicate how people and materials should be deployed to achieve goals (Smit and Cronje 1999:12).

A leading manager will direct the human resources of the organisation and motivate them so that their actions are in line with the plans that have been formulated. The managers should collaborate with all the stakeholders in order to achieve the organisational goals. She/He has to use influence and power to motivate everyone to work towards the predetermined goals.

The main aim of control is to check that performance and actions conform to plans to attain the predetermined goals. According to Smit and Cronje (1999:12) control allows the manager to identify and rectify any deviations from the plans and to take into account factors which might force him/her to revise the goals and plans. The tools found in Appendix B which are legislation, policies, regulations, systems and procedures that could assist the principal to monitor control and evaluate constantly to make sure that the schools were on the right course to attain the goals were inadequate in school B and worse in school C.

## **5.5 School Management**

School management, as discussed in Chapter 2, will be used in this theme as a basis to analyze the results of the questionnaire. Gulting, Ndhlovu and Bertram (1999:66) state that the ideal school management scenario is about making sure that the school as a whole is functioning effectively and achieving its vision. Palestini (2005:20) includes leading the school, motivating educators, ensuring effective communication, engaging in the strategic planning process and making effective decisions as the roles which the principal has to perform.

School A appeared to have a strong dominant culture of excellence and good performance. Robbins and Barnwell (2002:380) define a dominant culture as the overriding core values that are shared by the majority of an organisation's members. They state that a strong culture is characterised by the organisation's core values being intensely held, clearly ordered and widely shared. Although the policies were in place, some of the educators had never seen the policies but knew what was expected of them. Even learners who had never seen the policies knew what was expected of them. It was a matter of procedures and regulations being told again and again. The long established school culture assisted the school to perform rather than the purely management acumen of the School Management Team. This could be a problem in the long run. Educators come and go because of rationalization and redeployment in education. Strong school culture should be accompanied by good management.

School A is well established with an excellent culture of teaching and learning. They had assistance from the Department as was mentioned in Chapter 4.

According to Appendix B that was completed by the principals, both school B and C did not have admission policies or assessment policies. These are the procedural documents that assist in planning. The admission policy assists management in planning the school's procedure for admission. Such planning includes the issuing of application forms and conducting orientation. In both schools admission of learners was never planned and would be done throughout the year. This resulted in a huge number of learners per class.

According to Clarke (2007:240) the assessment policy provides time for assessment, the number of tests, exams and assignments per grade per year, and the time frames for the submission of question papers for standardization. It sets out expectations, processes and systems that must be put in place. In both schools B and C, assessment is done randomly. The educators assessed when they wanted to without following any policy. The absence of an assessment policy has an impact on learning because standardization is not done.

According to the National Protocol Document on assessment (2005:17) schools should have a learning area statement, learner portfolio, and learning area guideline. The absence of these documents as indicated in Appendix B in school C shows that teaching and learning is poorly managed. For continuous assessment a learner portfolio is important to provide evidence of work done by a learner. Poorly managed teaching and learning has a negative impact on learner performance which proved to be the case in school C.

The vision and mission statements or code of conduct for educators are the requirements in terms of section 15 of the South African Schools Act, 1996 (No. 84 of 1996). The absence of vision and mission statements meant that the school did not have an established common direction and goals for the future. Without a common goal or vision each person will do as they please and there will be lack of teamwork and commitment. The poor performance of the school could be ascribed to the lack of common vision.

The absence of a school development plan or a school improvement plan as indicated by both schools B and C in Appendix A is a sign of poor planning and lack of vision about the school. This has a direct impact on learner performance. Failure to have plans in place on how to improve and develop the school display a lack of commitment to work by the school management. This had a direct impact on learner performance because learners do not bother to improve their performance.

School C had no minute books (see Appendix B, section F) and school B had only staff minute books and SGB minute books. There was no evidence of whether the schools hold meetings like SMT meetings, departmental meetings and annual general meetings. Holding meetings is a way of effectively communicating so that the staff, parents and educators can gain access to information.

School B and C had poor financial records. All records listed in Appendix B, section F did not exist in school C except for a receipt/payment cashbook. In school B, the commitment register and receipt/payment cashbook were not present. This shows that both principals and the SGB were ill-equipped in terms of management of school

finances. Poor management of school finances can impact adversely on the performance of learners. Money that is earmarked for buying learning material may end up misappropriated. This could affect teaching and learning and eventually learner performance.

The management functions of planning, organising, leading and control are inadequate in school B and C. School B is better off than school C in terms of implementing these functions. This is because some legislation and a few policies, regulations, systems and procedures listed in Appendix B are present in school B. Poor performance of learners can be attributed to the inadequate implementation of these functions. There is lack of planning, organisation, and control of instructional activities of these schools which has a direct impact on teaching and learning.

In Appendix C the principal of school C rated learners being in class on time as poor. He further rated the learners' regular school attendance as satisfactory. High absentee rates among learners in school have a direct impact on a learner performance (Clarke 2007:222). There could be significant reasons for failure to attend school. The absence of a School policy and the Code of Conduct could also be contributing factors.

In the learners' participation in decision making in Appendix C, School B was rated as satisfactory and poor in school C. Poor involvement of learners in decision making especially in matters that involve them reduce the collective ownership of decisions taken. This could affect teamwork and ultimately the common goal of teaching and learning. Once teaching and learning is affected learner performance will be adversely affected. Robbins (2005:12) states that managers affect the organisational outcomes by the decisions they make.

In Appendix C the level of commitment of educators to duties of the school was rated as satisfactory, the various committees in helping the school to function effectively was also rated as satisfactory, and teamwork was rated satisfactory in school B. Educators and committees are less motivated in fulfilling their roles. This impacts negatively on

teaching and learning because the core functions of educators is to teach. If educators are not motivated to do their core function this has an adverse effect on the academic performance of learners.

In Appendix C the level of competency of educators in general in School C was rated as satisfactory. This creates a problem for teaching and learning because educators are expected to be competent in their work so that they impact positively on learner performance. Educators who are not competent have poor teaching methods. They also lack confidence in their subject areas and have insufficient knowledge in the subject matter.

In response to Appendix D regarding learners' attendance of classes, school B was rated as poor, regular attendance was poor and learners did not do their homework. The problem is that learners are not committed to their work and have behavioural problems. This is evident in responses to numbers 4.5 and 4.6 in Appendix D where learners' respect for educators is rated as satisfactory and their discipline in class is also satisfactory. School C had satisfactory interest in school work (Appendix D, number 4.7). In such a set up one cannot expect good academic performance among learners.

In response to Appendix D, school C rated learners' interest in their school work as satisfactory. Learners' attitude towards school was also rated as satisfactory. Learners with such attitude would perform poorly in their academic work. These learners are not motivated. On the other hand, school B rated the learners' interest as good and learners' attitude towards school in general as very good. In comparing the academic performance of the two schools, school B is better than school C.

In response to Appendix D, school C's educators' acknowledgement or praise by the principal was rated as poor. The level of commitment of the staff to their duties was rated as poor (see 4.14). The image of the school in the community was also rated as poor (see 4.15). The educators have lost interest in their duties. The culture of teaching and learning does not exist. There is even no support from the community. There is a lack of

commitment and dedication among educators. The community does not feel the ownership of the school because they are not involved in the activities of the school. Such a situation impacts negatively on learner performance.

School C's opportunity for learners to participate in decision making in Appendix D was rated as poor. Even in response to number 4.12 in Appendix D, independence and freedom to make decisions was rated as poor. This implies that the principal takes unilateral decisions that affect everyone without involving other stakeholders like learners and the HOD. The learners have a Representative Council of Learners but it is not involved in decision making. The HOD is a member of the school management team but does not have independence and freedom to make decisions. This affects the collective ownership of decisions that are taken and impacts on the core business of the school which is teaching and learning. In school B the above scenarios have been rated as good. This is possibly why school B is performing better than school C because its management is better.

In School C the committees in the school that are supposed to help the school to function more effectively was rated as poor (see Appendix D, 4.16). Teamwork in the school was rated as poor (see 4.15). Competency among educators was rated as poor (see 4.18). In school B the above scenarios were rated as good. The performance of learners as a result is average. Lack of motivation and staff development is therefore a problem in school C.

In Appendix E numbers 4.1 to 4.6 consisted of questions that related to the principals' extent of involving stakeholders including educators, parents and the learners. In school C the SGB member rated the principal as poor in response to all the questions. This implies lack of trust in the leadership of the principal. When a member of the SGB as part of the school governance has little faith in the leadership of the principal it is a serious problem for the school. Schools function best when all stakeholders feel a sense of belonging and ownership of the school and its activities (Clarke 2007:174). This is evident in school B where the SGB member rated the principal as good in the above-mentioned questions.

School C, in response to Appendix E numbers 4.7 to 4.13, rated the principal as satisfactory in the way he accepts views of others on school matters, works with various school committees, encourages teamwork, and encourages learners and parents supporting the school to function effectively. The problem is poor management from the principal. According to Clarke (2007:1) good managers derive success from improved systems of control predictability and a good principal has to be skilled in both leadership and management.

Numbers 4.16 to 4.18 in Appendix E deal with communication. The degree to which the principal communicates decisions with SMT was rated as poor by school C. School C also rated feedback on activities of the school to the SGB as poor, and even the SGB being informed about the activities of the school was rated as poor. The principal does not have effective communication skills.

The principal was rated as satisfactory by school B and poor in school C in response to Appendix E, numbers 4.19 to 4.23. These questions deal directly with the SGB members' confidence in the principal's organisational skills, leadership, and aim to achieve the vision of the school. This demonstrates that in these schools the management teams do not work together as a team. This is why the learners' performance is not as excellent as in school A.

In responding to Appendix F the head of the Representative Council of Learners in school C, rated the questions relating to school attendance, punctuality, and written work as good. The learner was biased to the questions relating to learners. All questions relating to the management of the school in numbers 7.9 to 7.15 were rated as poor. The researcher observed the negative attitude the learner had towards school and its management. This is not conducive to a healthy school environment. In school B the learner rated these questions as good. A picture of positive attitude about the management of the school was painted by such responses which can be attributed to the better performance of the learners.

In school C it was observed that the unacceptable standard of the physical environment of the school showed that the School Governing Body of the school was not adhering to its functions. The allocated functions of the SGB are outlined in section 18 (3) of the South African Schools Act, 1996 (No. 84 of 1996) (see Chapter 3 of this study). The SGB may not be aware that it is their duty to maintain and improve the school's property, buildings and grounds occupied by the school. There could also be a poor relationship between the principal and the SGB as shown in response to Appendix E.

It is important for principals and the SGB to note that the South African Schools Act, 1996 (No. 84 of 1996) states that all school money and all assets acquired by the school are the property of the school, and may only be used for educational purposes of the school. The Act further states that financial management of the school's expenditure and assets in accordance with the school's budget is the responsibility of the principal. Planning budgets in terms of the school's priorities and ensuring that policies and procedures are in place to ensure management and control of school monies and assets is the responsibility of the SGB. Financial management in schools B and C was very poor. Important financial records could not be found. The schools did not have financial policies and school C had no commitment register. Both schools had receipt/payment cashbooks. Both schools had no remittance registers, petty cash registers or distribution registers. These practices severely compromise financial accountability and managerial responsibility.

## **5.6 Performance**

Performance is dependent on the efficient and effective management of the school. It is as a result of good management. The impact of management on performance will now be assessed.

Fox (2006:204) states that performance depends on the motivation and ability of individuals. He says further that the management duty must be to coach and provide support to workers. Mathis and Jackson (2004: 274) define performance standard as the

expected level of performance. Performance has to be managed (Mathis and Jackson 2004:299). The performance standard of learners in both school B and C does not show proper management of performance. This is based on the researcher's observation of the previous years' schedule of results for the learners. Robbins (2005:12) declares that good managers correct poor performance and lead their organisations towards their objectives when necessary.

The researcher acknowledges the fact that Grade 12 results can not be used as the only measure for performance of learners in schools. The involvement of the school in extra-curricular activities like sports, arts and culture activities can be used as a measure for learner performance. Clarke (2007:254) states that extra-curricular activities add a significant value to the quality of education. The behaviour of learners in society can also be a yardstick to measure learner performance. It is unfortunate that the Department of Education measures the functionality of schools by means of Grade 12 results. The performance of Grade 12 learners in school B in the past three years has been average: 51% pass rate in 2004, 60% pass rate in 2005 and 55% pass rate in 2006. School C's pass rate for the past three years has been 30% in 2004, 37% in 2005 and 35% in 2006.

Management of teaching and learning is a professional duty of the principal allocated to him in terms of Section 16(3) of the South African Schools Act, 1996 (No. 84 of 1996). The principal as an instructional leader has to ensure that policies relating to assessment are in place and implemented in the school and educators are developed and provided with skills in their teaching. Schools B and C are struggling with poorly qualified educators, unmotivated educators, limited resources and lack of support from the Education District Office. This has a bearing on learning and affects learner performance in these schools.

An assessment policy in a school is a critical document. It is one of the policies stated in Section 15 of the South African Schools Act, 1996 (No. 84 of 1996). Such a policy outlines the expectations, processes and the systems which are to be met. It is based on the National Protocol on Assessment for Schools. It stipulates what will be assessed, how

it will be assessed and how often the assessment of learners should be done. This policy was not found in both schools B and C. The educators assess randomly as has been stated earlier. Learner portfolios which are supposed to provide evidence of learner performance could not be found. This showed lack of implementation of performance management on the part of the principal.

In Van Deventer and Kruger's (2003:245) opinion, successful schools are distinguished by the academic achievement of learners thus effective management of instructional programme is important. The principal as the coordinator of the learning environment must demonstrate a commitment to pupil performance (Achilles and Smit cited in Cunningham and Cordeiro 1999:242). The principal has to work closely with the subject educators, observe educators teaching and discuss his observations with educators concerned, support educators and provide professional development for educators. Such support for educators did not take place in schools B and C. Achilles and Smit continue to argue that the principal, the educators and the pupils are a learning team. This implies that they should work together. In addition Beare, Cadwell and Millikan (1989:201) state that effectively managed schools are those that produce high academic achievement.

The South African Schools Act, 1996 (No. 84 of 1996) insists on the provision of quality education to all learners. Such quality education must be constantly improved. Educators must be better trained, have better teaching methods and better school conditions. Educators in schools B and C are academically qualified but not professionally qualified. This means that they are not well equipped with teaching methods. This could affect teaching adversely and could have an impact on the academic performance of learners. According to Section 16(2) of the South African School Act the professional management of a public school must be overseen by the principal, the deputy principal and the head of the department. It is therefore the duty of the principal to see to it that the school has qualified educators. Mentoring and coaching of educators should improve their professional development.

The analysis of performance in the schools has a lot to do with how these schools are managed. Schools B and C especially show signs of poor planning, poor organisation, poor leadership and poor control as stated earlier. The schools have experienced a number of management challenges that have impacted negatively on the smooth running of the school and ultimately on learner performance.

## **5.7 Challenges and the Positives Identified**

There were general problems and some positives that could be identified by the researcher. These were either based on observations or responses to the questionnaire.

### **5.7.1 Challenges**

The following discussion will be based on the challenges identified by the researcher in schools under study.

#### **5.7.1.1 Management Functions**

The principals of school B and C appeared to be lacking understanding of management functions. The researcher observed that the principals of these schools were poor in planning, organisation and control. This was evident because the policies, regulations, systems, processes and records as seen in Appendix B were not readily available. Legislation, policies and regulations were only found in the principal's office. Copies of the documents should be made available to everyone. This assists everyone in school to know and understand what is expected of him or her and what needs to be done when, where and by whom.

#### **5.7.1.2 Communication**

Communication appeared to be a problem. On discussion with HOD or SGB members it was evident that in schools B and C communication was not effective. There was no

proof that meetings with parents, educators or Representative Council of Learners were ever called.

### **5.7.1.3 Professional Development and Training**

A number of educators were not professionally qualified especially in schools B (10 academically qualified educators) and C (20 academically qualified educators). Quality performance of learners can not be expected if the majority of educators do not have training in teaching methods. The schools did not provide skills development to assist educators in their professional development. The principals did not monitor teaching and learning and provide coaching and mentoring.

### **5.7.1.4 Staff Development**

There was no sign of staff development and staff appraisal in schools B and C. This includes IQMS (Integrated Quality Management System), Development Appraisal and a School Improvement Plan. Even normal class visits were not done. This is despite the fact that the development of teaching staff is the most critical element of school's success (Clarke 2007:131).

### **5.7.1.5 Parental Involvement**

In School C parental involvement in school activities was poor. This was shown in the results of the questionnaire. Even the principal (see Appendix C) and the SGB member (see Appendix E) indicated such poor involvement.

### **5.7.1.6 Legislation, Policies, Systems and Procedures**

In Chapter 4, in response to the checklist (Appendix B) the principals of schools B and C indicated that there was an absence of some of the important documents such as

legislation, policies, procedures and regulations, the records of meetings held, as well as the registers and the financial records.

#### **5.7.1.7 Functionality of the School Governing Body**

The inefficiency of the School Governing Body was also identified. The physical environment of the school was not clean and there was poor security. The financial responsibility of the SGB was also not taken care of and records were not found. These are the responsibilities of the SGB.

#### **5.7.1.8 Relationship with Other Stakeholders**

Stakeholders like parents, educators and learners were never part of the decision making on issues in the school. Such issues include among other things the formulation of school policies, finances of the school like budget and other school activities. No record was shown in that regard. Evidence of the existence of other committees that assist in the smooth functioning of the school could not be shown.

#### **5.7.2 Positives in the Schools**

The schools have some positive aspects that can be exploited to improve the management of the schools.

The schools have the full complement of the School Management Team as required by the South African School's Act. Such a management team can correct and improve on the areas for development if given proper guidance by the District Education Office.

The schools have support structures such as School Governing Bodies and Representative Councils of Learners. The schools have educators and learners do attend the schools. The schools exist within communities. These factors can work to the advantage of the schools if such support structures can be positively engaged with in the running of the school.

The schools are close to the District Education Office. This can be of value because schools can seek assistance at any time and District Education officials can do constant monitoring of the schools.

The schools featured in this study are not located far from each other. Since school A is better off than schools B and C these schools can easily work together and assist each other by forming a cluster. Educators in school A, especially those that are academically qualified, can assist educators in schools B and C. Mentoring can then be easily implemented.

School C has vision and mission statements. Such vision and mission statements need to be revisited and made to be collectively owned and understood by all stakeholders of the school.

## **5.8 Conclusion**

In this Chapter theory, practise and the questionnaire as had been completed by schools A, B and C have been evaluated. The themes that have been used are management in general, school management and performance. These themes have a lot to do with the study itself and have been identified from the topic of this study which is the impact of management on learner performance. Thus it can be deduced that management does have an impact on learner performance.

In the next Chapter recommendations will be offered on school management.

## **CHAPTER 6**

### **A Normative Approach to School Management for Better Learner Performance**

#### **6.1 Introduction**

In this Chapter the normative situation of managing and administering the schools will be discussed. These recommendations are based on the findings of this research that were evaluated in Chapter 5. All the schools face management challenges but in their different degrees with some facing more challenges than others. The recommendations are classified under the following topics: personal development, effective management, management of stakeholders, role of SGB and principal, motivation, communication, staff development, effective decision making, code of conduct for learners and educators, managing learner performance, record keeping, and public image of the school.

#### **6.2 Personal Development of Principals**

The school principal leads the School Management Team in his or her school. School principals are educators who have been promoted to a management position because of their experience. There is no specific institution such as a college or university for training of principals. Management courses offered at the tertiary institutions are not only meant for principals of schools but are just educator training courses. It is for this reason that principals need to develop themselves in terms of leadership and management function. Principals are both leaders and managers but they need to know the difference. Clarke (2007:1) states that leadership is about direction and purpose and management is about efficiency and effectiveness.

The problems cited in schools B and C where the schools do not have vision and mission statements shows lack of leadership skill of the principals. According to Clarke (2007:1) the leader has to have vision in order to establish direction, a strategy which is planning to achieve the vision, aligning people which is marketing and selling the vision and mission and motivating and inspiring which are creating the energy and commitment to drive the process. These seemed to be missing in schools B and C where principals were rated poor and satisfactory. The vision and mission statement assist in imprinting the

focus to everyone in school (Clarke: 2007:392). It has to be communicated regularly. It provides guidance to everyone. Palestini (2005:40) offers that managers should provide strategy, vision and real leadership for the school. Effectively managed schools are those that have purposeful leadership (Crawford, Kydd and Riches 1997:51).

Poor management in schools B and C have been cited based on the responses to Appendix B. Systems and procedures were not in place as was discussed in Chapter 4. According to Clarke (2007:3) management is about getting the systems to operate effectively. He continues that the key strategies are planning and budgeting, organising and staffing which is ensuring that everyone knows what is expected and controlling and problem solving. Knowledge of management theories can assist the principals of these schools. Management theory is concerned with guiding practice and enables the practitioner to improve on the organisation's effectiveness.

### **6.3 Effective Management**

The principals of schools B and C need to take note of the effective management hints. Carlopio, Andrewartha and Armstrong (2005:11) suggest that principals should take responsibility by taking ownership and accepting the consequences of their actions. They also need to be aware of their strengths, limitations, skills and abilities. Principals need to create the environment in which the educators and learners are motivated to develop their own direction, initiatives and goals so that the goals of the school can be achieved. According to the research conducted by the researcher in this study, the research results show that effective management hints highlighted above appeared to be missing in schools B and C.

According to Carlopio, Andrewartha and Armstrong (2005:13) effective management includes verbal communication, managing time and stress, managing individual decision, motivating and influencing others, delegating, setting goals and articulating vision, team building and managing conflict. Based on the research conducted these management skills for effective management appeared to be missing in schools B and C.

## **6.4 Management of Stakeholders**

Parents, learners, educators, education department officials, the community and business people are some of the stakeholders in the school. The stakeholders can be involved in the school by holding regular meetings with the school management and allowing them to be members of the support structures of the school that assist in the formulation of school policies. Involvement of all stakeholders in the formulation of school policies and also code of conduct is important. This is where the principal shows his management skills because he/she has to plan, communicate and motivate other stakeholders to buy into his vision about the school which will lead to the formulation of policies that will assist the stakeholders to realize the shared vision (Clarke 2007:3). “No school improves without being led.” (John West-Burn cited in Clarke 2007:3)

### **6.4.1 Staff Professional Development and Training**

Professional development should be an ongoing process in education (Bolam cited in Bush and Bell 2002:103). This includes training, learning and engagement in supporting activities such as mentoring. Such training assists educators to educate effectively and improve their professional knowledge and skills. Educators especially the newly appointed educators end up being able to put the theory they learnt at universities and colleges into practise. Among the duties of the principal as contemplated in the South African Schools Act, 1996 (No. 84 of 1996, Section 16(3)) the principal is responsible for the development of staff in order to assist educators to achieve the educational objectives in accordance with the school’s needs. An assessment needs can be drawn by both the principal and the staff which then form the basis of a professional development program that can be followed. Clarke (2007:131) states that teaching staff is the most critical element of the success of the school therefore enough time should be devoted to the professional development of the staff. The professional development of the staff has to do with assisting educators to improve their teaching methods. Clarke (2007:131) states that schools should have programs of professional development for staff. Butler cited in

Clarke (2007:131) indicates the following as the advantages in schools where there is educator development-

- schools have a norm of collegiality and educators work in a cooperative atmosphere;
- a norm of continuous improvement throughout the school; and
- staff members have a common, coherent set of goals and objectives that they have helped formulate.

#### **6.4.2 Staff Relations**

In schools B and C relationships between the principal and the staff seemed to be lacking. For a school to be successful good relationships among the staff is important. According to Kay, Guinness and Stevens (2003:20) effective management can be construed as partnering with staff and successful partnering produces effective performance, improved productivity and confidence in the workplace. Sharing ideas and cooperative approach produce better results (Clarke 2007:45), therefore teamwork among the staff is crucial. Teamwork helps to combine skills, securing commitment and involvement and sharing expertise and opinions in pursuit of a specific objective (Plunkett, Attner and Allen 2005:484). Teamwork in schools B and C was rated as poor and satisfactory respectively.

#### **6.4.3 School Governing Body and Parents**

Parents can make a contribution in support of a school if properly guided (Clarke 2007:174). The South African Schools Act, 1996 (No. 84 of 1996) emphasizes the involvement of parents in the education of their learners. The School Governing Body is an important and powerful structure in which parents can participate because they form the majority of the board and can influence the decisions and the effective functioning of the board and the school (Clarke 2007:174). Effective management of the school by the SGB is central to school effectiveness (Bischoff and Mestry 2003:18-19). Bischoff and Mestry add that the SGB has to have knowledge of the South African Schools Act, 1996 (No. 84 of 1996) the Public Finance Management Act, 1999 (No.1 of 1999, as amended), the Education Amendment Act and the Norms and Standards of Funding. A public school is a juristic person with legal capacity to perform its functions in terms of the Act. It is for

this reason that the SGB has to have knowledge of the relevant acts in order to be able to run the day-to-day operations of the school effectively. It is the duty of the SGB to determine the rules and policy by which the school is to be organized, managed and controlled and ensure that such rules are carried out effectively in terms of the law (Bischoff and Mestry 2003:18).

According to Clarke (2007:174) the school management team should devote time and thought on how best to encourage parents to support and get involved in school activities. The principal needs to be careful during the election of the School Governing Body members to ensure that the parents serving in the board have the necessary calibre (Clarke 2007:174). Such parents should be those who have insight, skill and knowledge necessary to fulfil their governance functions (Clarke 2007: 50). One way of ensuring suitable members is to ask parents with an interest to serve as members or submit a short CV and have them published so that parents will make informed decisions during elections (Clarke 2007:175).

#### **6.4.4 Participation of Learners**

A school should be a place where learners feel happy and are recognized as people according to Clarke (2007:64). He further states that schools exist for children not for educators, parents, the education department or the principal. Learners feel a sense of belonging and ownership if they are involved in the activities of the school. The Representative Council of Learners elected by learners is one way of getting them involved because the Council represents the voice of the learners. The educators should guide learners on who should be elected and the qualities of such learners that should serve on the Council. Learners should be involved in the decisions that affect them, acknowledge their good work, and get them to participate in a range of extra-curricular activities (Clarke 2007:66-8)

#### **6.4.5 Involvement of Community**

The communities in which schools exist play a significant role in the school's safety and security. The problems of school safety may be both external and internal (Clarke 2007:354). External problems may arise from unwelcome individuals, objects and substances entering the school. Individuals inside the school can also pose internal problems. The community should be involved in the activities of the school and made to feel proud about the existence of the school. Members of the community could become members of the school safety and security teams in order to assist in solving the external and internal problems cited above. Community members could be allowed to use the school's soccer field, and Adult Basic Education (ABET) classes could be opened in the school to allow the community to benefit from the school's facilities. This could increase the sense of ownership and belonging among the members of the community. Such ownership of schools by community members can make schools to be drug free schools and learners who refrain from drugs stand a better chance to achieve well at school.

#### **6.5 Role of the School Governing Body and the Principals' Professional Duties**

The School Governing Body and the principals of schools B and C have to revisit the Schools' Act to familiarize themselves of their duties and responsibilities. The South African Schools Act of 1996 (No. 84 of 1996, Section 16) in particular provides for the governance and professional management of the school (see Chapter 3). Among other things it prescribes the drawing of such policies and regulations. Every school should have a set of planning, policy and procedure documents drawn up by the management team which provide the framework for the effective management of a school (Clarke 2007:3). The list provided in Appendix B is infinitive but provides minimum basic policies and regulations that the school put in place. The Provincial Education Department should assist all School Governing Bodies with training and development in this regard.

## **6.6 Motivation of Educators and Learners**

Motivation is a psychological process that gives behaviour purpose and direction (Kreitner 2004:425). It provides reasons for people to want to deliver good performance (Kay, Guinness and Stevens 2003:100). The principals of schools B and C need to understand and apply the theories of motivation because their staff and learners appear to be demoralized. Kay, Guinness and Stevens (2003:100) state that understanding various theories of motivation is a useful prerequisite to influence staff behaviour. Motivation Theories teach important lessons about motivation (Kreitner 2004:426).

According to Hanson (2003: 195), Theory X emphasizes the importance of motivation among workers who are deemed to be indolent and dislike work. Such workers should be coerced and threatened with punishment in order to do their work. Theory Y views workers as having the ability to direct behaviour towards the completion of organisational goals. Rue and Bars (2000: 292) on the other hand view workers as individuals who have needs that motivate them to work when satisfied. In applying Theory Y the principal has to ensure that the educators' needs are satisfied. It is therefore important for the principal and the school management to acquaint themselves with motivation theories and how to apply such theories.

The principal has the responsibility of ensuring that the staff remains strongly focused on their educational tasks. Principals should understand motivation theories in order to create a working environment that encourages individuals to give of their best (Clarke 2007:39). Motivated educators are likely to perform their educational tasks such that their learners become motivated. Learners too should be motivated to work hard in order to perform better.

## **6.7 Communication**

Plunkett, Attner and Allen (2005:386) define communication as a process in which people and organisations accomplish objectives. Bush and Bell (2002: 210) state that

management can not take place without communication and organisations can not exist without it. They further state that communication has to be two-way exchange that is top down and vis-à-vis. Successful schools are no exception. All those who are involved in a school should be able to understand the major direction in which the school is headed (Davies 2006:73). Good and regular communication with educators, learners, parents and local community is important for the effective management of the school (Clarke 2007:379). By communicating with others people share attitudes, values, emotions, ambitions, wants and needs. Effective communication which is well planned and thoughtfully executed is important for the school to succeed in producing good academic results. Successful principals effectively communicate their vision for the whole school (Plunkett, Attner and Allen 2005:386).

## **6.8 Effective Decision Making**

The principal has to be an effective decision maker. Palestini (2005: 179) explains that the principal has to know the types of decisions, the information to use in order to make effective decisions. The principal should be able to take decisions that could improve poor performance. In schools B and C the principals were rated as poor in making decisions that involve other stakeholders like educators, learners and SGB members. The principals did not include other stakeholders in decision making. Plunkett, Attner and Allen (2005:212) state that when decisions that adversely affect educators and learners are made, such decisions affect performance. Kay, Guinness and Stevens (2003:20) suggest that principals should empower other people in the school to aid in the process of decision making. Information should be accessible to all stakeholders who are involved in decision making so that they make informed decisions. Plunkett, Attner and Allen (2005:213) suggest steps that can be followed in decision making as defining first the problem or opportunity, identifying limiting factors, developing potential alternatives, analysing alternatives selecting the best alternative implementing the decision and establishing a control and evaluation system. Following this process of making a decision can be helpful in a school situation where policies and procedures that could assist the school to perform better are to be made.

## **6.9 Code of Conduct for Learners and Educators**

Although the code of conduct falls within the role of the School Governing Body the researcher identified it as having a key role to play in schools B and C. The South African Schools Act, 1996 (No. 84 of 1996) states that the Code of Conduct of every public school must be adopted after consultation with learners, parents and educators. The South African Schools Act, 1996 (No. 84 of 1996) continues to state in Section 2 that such a Code of Conduct assists the school in establishing a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process. A purposeful school environment is lacking in schools B and C. Purposeful school environment include among other things good teaching and learning where educators provide quality education to learners and learners being prepared and keen to learn (Clarke 2007:207). Without such a favourable learning environment learners can not produce desired performance.

In South Africa educators need to be registered with South African Council for Educators (SACE) and the educators are expected to abide by the council's code of professional ethics which provides comprehensive guidelines on how educators are expected to behave (Clarke 2007:147). With learners and educators having a code of conduct that regulate their behaviour there is a great opportunity for a better performance for learners.

## **6.10 Managing Learner Performance**

The principal is responsible for the professional management of the school. It is therefore the duty of the principal and his management team to draw an assessment policy. This will specify the minimum requirements for assessment for each learning area, subject or grade. It is the requirement for each school to produce an assessment plan for each grade to both parents and learners in the first week of the first term (Clarke 2007:240).

Clarke (2007:222) further states that schools need to have in place a system of measuring the learning outcomes of its learners and evaluating its results as a means of assessing the performance of the school in providing effective teaching and learning. He continues to state that external benchmarks can be used to measure the performance. Schools should keep comprehensive records which summarize the performance of each learner. The results can then be compared for each year or term for consistency. Clarke (2007:227) goes on to state that to ensure good learner performance the following should be considered-

- educators and students must be in class for the full allocated number of hours of instruction each day of each week;
- educators and learners need to engage in the teaching and learning process for the full allocated time of the lesson;
- student performance must be assessed and reported on, on a regular basis ; and
- educators and principals must be held responsible for the performance of their learners.

School attendance and absenteeism among learners need to be controlled by the school management. High absentee rates in schools negatively affect performance. School attendance was rated as poor in school C (see Appendix D). Learners can not perform well if they are absent from school. Factors that lead to such poor attendance need to be investigated and controlled before they impact negatively on the performance of learners.

According to the National Protocol Document (2005:7) records of learner performance should be kept in the learner portfolio to provide evidence of the learner's conceptual progression within the grade and his/her readiness to progress to the next grade. Such records assist in monitoring learning and planning ahead. The National Protocol Document (2005:7) further requires that schools keep assessment records that include record or mark sheets, educator portfolio, learner portfolio, report cards and mark schedules. According to Clarke (2007:243) schools should have a learner portfolio policy which gives learners guidance on how to manage a learner portfolio.

## **6.11 Keeping Records**

An effective system of keeping records and retrieving data is a powerful tool for a school (Clarke 2007:107). Records of the meetings held and the financial records will be explained as recommendations for schools B and C to implement.

### **6.11.1 Meetings**

Schools B and C can hold meetings to solve their problem of poor communication, to involve stakeholders in decision making and inform them about the activities of the school. Meetings are a powerful instrument of communication in a school. Clarke (2007:35) maintains that meetings take up part of working life. He continues to say that meetings are used to: make decisions, inform, share ideas, report back, brief, instruct to solve problems (e.g. identifying causes and finding solutions), persuade (e.g. team building), motivate and socialize. He further states that to keep records of the meetings assists in keeping decisions on record and also as a reminder to those who are to action a decision. A record of dates and names of those who attended meetings is useful. Holding regular meetings with the staff and learners can motivate them to perform.

### **6.11.2 Financial Records**

Schools should have appropriate financial systems and controls in place to protect the school against financial mismanagement, dishonesty and fraud (Clarke 2007:291). Schools B and C did not have adequate financial systems and controls in place. Clarke (2007: 291) suggests that schools should have systems for accurately and correctly processing and recording financial transactions which include ensuring that payments are made to the right suppliers.

Schools that cannot keep financial records should employ the services of the accounting educator to assist the principal and the SGB. A parent or a member of the community who has specialist knowledge could also assist the school. The principal has to understand the basic processes of systems and controls to ensure that school monies are not misappropriated (Clarke 2007:278). Section 37 of the South African Schools Act,

1996 (No. 84 of 1996) sets out clearly how the school funds should be managed. It further emphasises that the School Governing Body must establish the school fund and administer it accordingly. There is therefore no way that the SGB members of schools B and C can absolve themselves from managing the school fees.

### **6.12 Public Image of the School**

In Appendix C number 1.10, Appendix D number 4.15 and Appendix F number 7.15 the public image of schools B and C was rated poor and satisfactory. According to Clarke (2007: 381), a good public image of a school attracts good students and will give the school the benefit of the doubt in times of difficult situations. Good students can perform well and are always well motivated. Clarke (2007: 381) gives hints about creating the good image of the school which include-

- the students' dress and behaviour in uniform outside the school;
- the enthusiasm and commitment of parents, pupils and staff when they talk to outsiders about the school;
- the appearance of the school grounds and buildings (untidy in school C);
- public reports on school results; and
- the principal's verbal and written communications that reach people outside the school.

The principals of schools B and C need to work on these recommendations to build the image of their schools.

### **6.13 Support from the Department of Education**

According to this study, School A has been shown to be doing well. Its success can be attributed to the support base that it has received from the Department of Education when it was in the Education Enhancement Programme. Such programmes develop a base for schools to perform. Programmes that assist dysfunctional schools need to be introduced to assist schools to be effective.

Vacant posts in schools should be filled without delay (no specific time frame). It is the responsibility of the Department of Education to make every effort to ensure that vacant posts are filled without delay to avoid unnecessary demoralization from the acting incumbents.

#### **6.14 Conclusion**

In this Chapter the researcher has drawn recommendations that could be helpful to schools B and C if applied. These recommendations are not cast in stone and other recommendations may be added. The school can not operate in isolation; it needs other stakeholders and outside assistance. As a result the study has demonstrated that the success of the school starts from within.

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## APPENDICES

### APPENDIX A

#### ASSESSMENT FORM

QUARTER	ASSESSMENT TASK	PERFORMANCE INDICATOR	MARK ALLOCATION	RECORDING DATE
1	1. Project			
March	2. Assignment			
	3. Test			
	4. Classwork			
	5. Examination			
2	1. Assignment			
June	2. Project			
	3. Test			
	4. Examination			
3	1. Project			
September	2. Assignment			
	3. Test			
	4. Classwork			
	5. Examination			
4	1. Assignment			
December	2. Project			
	3. Test			
	4. Examination			
<b>Final mark</b>				

Signature of educator: .....

Signature of moderator: .....

## APPENDIX B

### MANAGEMENT AND ADMINISTRATION CHECK LIST (FOR THE PRINCIPAL)

TICK YES /NO IN SPACE PROVIDED.

DOES YOUR SCHOOL HAVE THE FOLLOWING DOCUMENTS?

		YES	NO
<b>A.</b>	<b>ADMISSIONS</b>		
	ADMISSION REGISTER		
	ADMISSION POLICY		
<b>B.</b>	<b>INSTRUCTIONAL ACTIVITIES</b>		
	EDUCATOR PORTFOLIOS		
	SUBJECT/LEARNING AREA POLICIES		
	ASSESSMENT POLICY		
	LEARNING AREA STATEMENTS		
	LEARNER PORTFOLIOS		
	NATIONAL PROTOCOL ON ASSESSMENT		
	SUBJECT/ LEARNING AREA GUIDELINES		
<b>C.</b>	<b>COMMUNICATION</b>		
	DEPARTMENTAL CIRCULARS		
	COMMUNICATION REGISTER		
	CORRESPONDENCE REGISTER		
<b>D.</b>	<b>DISCIPLINE</b>		
	COOPERATIVE DISCIPLINE MANUAL/LITERATURE		
	DISCIPLINARY REGISTER		
<b>E.</b>	<b>LEGISLATIONS, POLICIES AND REGULATIONS</b>	<b>YES</b>	<b>NO</b>
	THE CONSTITUTION OF THE REP OF SA, 1996		
	LANGUAGE IN EDUCATION POLICY		
	POLICY ON RELIGION AND EDUCATION		
	DISCIPLINARY POLICY		
	WHOLE SCHOOL EVALUATION POLICY		
	DISCIPLINE AND SCHOOL SAFETY POLICY		

HIV/AIDS POLICY		
ASSESSMENT POLICY		
SOUTH AFRICAN SCHOOLS ACT		
PUBLIC FINANCE MANAGEMENT ACT		
INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) TRAINING MANUAL		
POLICY HANDBOOK FOR EDUCATORS		
SCHOOL POLICY		
VISION AND MISSION STATEMENT		
SKILLS DEVELOPMENT ACT		
CODE OF CONDUCT FOR LEARNERS		
CODE OF CONDUCT FOR EDUCATORS		
NCS POLICY		
SCHOOL FUND REGULATIONS (RED AND GREEN BOOKS)		
<b>F. SYSTEMS AND PROCESSES AND RECORDS TIME TABLES</b>	<b>YES</b>	<b>NO</b>
COMPOSITE		
CLASS		
PERSONAL		
DUTY ROSTER AND GROUND SUPERVISION		
EXAMINATIONS		
INVIGILATION		
TIME BOOK		
SCHOOL JOURNAL/LOG BOOK		
SCHOOL DEVELOPMENT PLAN		
SCHOOL IMPROVEMENT PLAN		
YEAR PLAN /SCHOOL CALENDER		
EDUCATOR PROFILE		
LEARNER PROFILE		
APPRAISAL/EVALUATION FILE		
STAFF DEVELOPMENT RECORD/FILE		

<b>MINUTE BOOKS FOR</b>	<b>YES</b>	<b>NO</b>
SMT MEETINGS		
STAFF MEETINGS		
SGB MEETINGS		
DEPARTMENTAL MEETINGS		
ANNUAL GENERAL MEETINGS		
COMMITTEES MEETINGS		
<b>REGISTERS</b>	<b>YES</b>	<b>NO</b>
LEAVE FOR EDUCATORS		
ASSET		
INVENTORY		
STOCK		
CLASS ATTENDANCE		
PERIOD		
<b>FINANCIAL RECORDS</b>	<b>YES</b>	<b>NO</b>
SCHOOL FINANCIAL POLICY		
COMMITMENT REGISTER		
REMITTANCE REGISTER		
PETTY CASH REGISTER		
INVESTMENT REGISTER		
DISTRIBUTION REGISTER		
RECEIPT/PAYMENT CASHBOOK		

## APPENDIX C

### QUESTIONNAIRE FOR THE PRINCIPAL

#### 1. Circle the answer that indicates what you think is true in your school.

How do you experience the following characteristics of learners in your School?

1.1 Being in time for classes

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.2 Regular school attendance

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.3 Their respect for you as an educator

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.4 Obeying their educators

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.5 Being well disciplined in class

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.6 Their attitude towards school in general

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.7 Physical environment (cleanliness, safety etc)

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.8 Opportunity to participate in decision making

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.9 How would you describe the entire staff members' level of commitment to their duties in the school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.10 How would you describe the image of your school in the community?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.11 Do the various committees in the school help your school function more effectively?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.12 Does team work play a role in your school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.13 In general do you think the educators in the school are competent?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.14 Level of learners condoning the functioning of the school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

1.15 Level of commitment and involvement of parents in school activities?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

Other comments:

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THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN  
COMPLETING THIS QUESTIONNAIRE

## APPENDIX D

### QUESTIONNAIRE FOR HOD

1. Your sex:            male..... OR female.....
2. For how long have you been teaching at this school?  
0 – 3 ..... 4 – 6 ..... 7 - 10 ..... Other .....
3. On which post level are you?  
Post level 1..... Post level ..... Post level 3.....

**4. Circle the answer that indicates what you think is true in your school.**

**How do you experience the following characteristics of learners in your School/class?**

4.1 Being in time for classes

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.2 Regular school attendance

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.3 Doing their homework

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.4 Their attitude towards their studies

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.5 Their respect for you as an educator

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.6 Being well disciplined in class

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.7 Being interested in their school work

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.8 Their attitude towards school in general

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.9 Physical environment (cleanliness, safety etc)

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.10	Opportunity to participate in decision making	Poor	Satisfactory	Good	Very good	Excellent
------	---	------	--------------	------	-----------	-----------

4.11	Trust by higher authorities in what you do in class/school	Poor	Satisfactory	Good	Very good	Excellent
------	--	------	--------------	------	-----------	-----------

4.12	Your level of independence and freedom to make decisions	Poor	Satisfactory	Good	Very good	Excellent
------	--	------	--------------	------	-----------	-----------

4.13	Getting acknowledgement or praise for good performance as an educator	Poor	Satisfactory	Good	Very good	Excellent
------	---	------	--------------	------	-----------	-----------

4.14	How would you describe the entire staff members' level of commitment to their duties in the school?	Poor	Satisfactory	Good	Very good	Excellent
------	---	------	--------------	------	-----------	-----------

4.15	How would you describe the image of your school in the community?	Poor	Satisfactory	Good	Very good	Excellent
------	---	------	--------------	------	-----------	-----------

**In your opinion to what extent:**

4.16	Level of various committees in the school that help your school function more effectively?	Poor	Satisfactory	Good	Very good	Excellent
------	--	------	--------------	------	-----------	-----------

4.17	Level of the role of team work in your school?	Poor	Satisfactory	Good	Very good	Excellent
------	--	------	--------------	------	-----------	-----------

4.18	Level of competency among the educators in general in the school ?	Poor	Satisfactory	Good	Very good	Excellent
------	--	------	--------------	------	-----------	-----------

4.19	Level of learners condoning the functioning of the school?	Poor	Satisfactory	Good	Very good	Excellent
------	--	------	--------------	------	-----------	-----------

4.20	Level of commitment and involvement of parents in school activities?	Poor	Satisfactory	Good	Very good	Excellent
------	--	------	--------------	------	-----------	-----------

**In your opinion to what extent does your principal involve the stakeholders (educators, parents and learners) in:**

4.21 Fund raising for the school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.22 Formulating school policies?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.23 Attending to disciplinary problems at school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.24 Forming committees to assist with the management of the school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

Other comments:

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THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN  
COMPLETING THIS QUESTIONNAIRE

## APPENDIX E

### QUESTIONNAIRE FOR SCHOOL GOVERNING BODY MEMBER

1. For how many years have you been a member of the School Governing Body of this school?.....
2. For how many years have you been working with the present principal?.....
3. Your sex: Male ..... Or Female.....

#### 4. Circle the answer that indicates what you think is true in your school.

**In your opinion to what extent does your principal involve the stakeholders (educators, parents and learners) in:**

4.1 Fund raising for the school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.2 Formulating school policies?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.3 Attending to disciplinary problems at school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.4 Forming committees to assist with the management of the school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.5 Planning the financial budget of the school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.6 Planning the school year programme?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

#### In your opinion to what extent:

4.7 Does the principal accept other views on school matters?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.8 Do the various committees in the school help your school function more effectively?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

- 4.9 Does team work play a role in your school?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.10 In general , the competency of educators in the school ?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.11 In general the parents support the school?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.12 Learners help the school to function more effectively?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.13 The principal succeeds in involving the community in the functioning of the school?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.14 Do you feel your school is improving under the leadership of your principal?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.15 Are you satisfied with the way your principal manages the school?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.16 Degree in which the School Management Team communicate decisions reached by them effectively to you?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.17 Feedback on school activities from your school principal?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.18 Information about school activities?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.19 Level of the principal attending to problems as they arise?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.20 Is the principal good at organising the various activities in the school?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 4.21 Degree of confidence in the leadership of your principal?
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|

4.22 Level of principal demonstrating an understanding of the current changes occurring in education?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.23 Your principal striving towards the vision of excellence for your school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.24 Level of learners condoning the functioning of the school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.25 Level of parental involvement in school activities?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

Other comments:

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THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN  
COMPLETING THIS QUESTIONNAIRE

## APPENDIX F

### HEAD OF REPRESENTATIVE COUNCIL OF LEARNERS QUESTIONNAIRE

#### MAKE CROSS(X) WHERE APPROPRIATE

1. Your sex            Male.....Female.....
2. Your age            14years.....15years.....16years.....17 years .....
- 18 years .....19 years .....20.....21years.....
3. Your grade        8.....9.....10.....11.....12.....

**Circle the answer that indicates what you think is true in your school**

#### 4. School/class attendance

4.1 Learners

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

4.2 Educators

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

#### 5. Punctuality

5.1 Learners

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

5.2 Educators

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

#### 6. Written work

6.1 Class work

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

6.2 Home work

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

**7. How do you experience the following characteristics of learners in your school/class?**

- 7.1 Being in time for classes
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.2 Regular school attendance
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.3 Doing their homework
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.4 Their attitude towards their studies
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.5 Their respect for educators
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.6 Being well disciplined in class
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.7 Being interested in their school work
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.8 Their attitude towards school in general
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.9 Physical environment (cleanliness, safety etc)
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.10 Opportunity to participate in decision making
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.11 Your level of independence and freedom to make decisions
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.12 Respectful treatment by higher authorities
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.13 Getting acknowledgement or praise for good performance as learner
- |      |              |      |           |           |
|------|--------------|------|-----------|-----------|
| Poor | Satisfactory | Good | Very good | Excellent |
|------|--------------|------|-----------|-----------|
- 7.14 How would you describe the entire staff members' level of commitment to their duties in the school?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

7.15 How would you describe the image of your school in the community?

Poor	Satisfactory	Good	Very good	Excellent
------	--------------	------	-----------	-----------

Other comments:

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THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN  
COMPLETING THIS QUESTIONNAIRE