CHAPTER TWO

LITERATURE REVIEW ON IMPROVING SCHOOLS THROUGH EFFECTIVE HUMAN RESOURCE MANAGEMENT

2.1 INTRODUCTION

This chapter deals with theories and models for effecting school improvement through effective human resource management. The researcher will discuss models for teacher effectiveness as part of human research management strategies. These could also be utilized by the principal as a guide for teacher effectiveness in teaching and learning in a school environment. The focus of the study will be on school principals as the main leaders of human resource management.

2.2 THEORIES AND MODELS FOR IMPROVING SCHOOLS THROUGH EFFECTIVE HUMAN RESOURCE MANAGEMENT

2.2.1 Formal model

An organization consists of different structures such as teachers, learners and other non-teaching workers, which are not isolated entities. They are interdependent and interact frequently; they interrelate to pursue the organizations goals. There is also a different level of authority that is hierarchical. The principal is the head of the entire school body. There are also different departments that consist of heads of department. These heads of the departments do not work as isolated parts but as part of a whole. There is interaction, interdependence and interrelationship amongst the school staff. The hierarchy part of the school is to give control and responsibility to heads of department, thus the principal shares responsibility. According to Bush (1995:29) in secondary schools and colleges, the staff answers to heads of departments who in turn answer to the principals for the activities of their departments.

The disadvantage of the formal model is that not all the teachers are involved in decision making, only heads of the department are given that authority. The researcher is of the opinion that it depends on the principal’s leadership style on whether to involve the
teachers to be part of the decision-making, to make them feel that they belong and are part of the school.

2.2.2 Bureaucratic models

The leadership style of a leader will determine his ability to integrate, combine, balance, and adopt components of his own style of leadership harmoniously with a situation. Bureaucratic effective leadership style has characteristics such as the following:

- It is predictable because there are written rules and regulations that guide the staff and uniform rules and regulation.
- It is impersonal because the letter of the law is the order of the day and the people involved are not taken into account.
- It is quick because the rules are uniform and only need to be applied to problem cases (van der Westhuizen, 1999:19).

Bureaucracy is associated with hierarchy. There are hierarchical authority structures. At schools there is a division of departments and each has a leader (Head of department) who is accountable to the principal and the teachers are accountable to their heads of department.

The principal allocates duties to all staff members and gives them authority so that in turn they can be accountable. The school has policies to be followed. The principal is at the top of the leadership and teachers specialize at the bases of their expertise. The heads and senior staff are accountable to the governing body and external stakeholders. There is a well-defined hierarchy of authority and a system of rules covering the rights and duties of the personnel. They also have a system of procedures for dealing with work situations. The leader is work oriented, that is, there is impersonality of interpersonal relations. The leader may use a democratic style or an authoritarian control or participative style.

According to Musgrave cited in Grace (1995:36,105) bureaucratization meant more power for all teachers in highly bureaucratic schools, which had a significantly greater sense of power than those in less bureaucratic schools. In this case, when teachers are allocated with tasks to perform they are also given authority to make decisions and accountability.
2.2.3 Hierarchical model

The manager seeks to achieve the goals of the organization. The principal has authority to define the role of the deputy principal because of his/her role position as an individual, as stated above that authority of leadership is vested in him, the subordinates have to comply. Educational institutions are characterized by pyramid communication where authority is directed from the top of the structure. Consequently the decisions and goals are set at the top. They must make sure that those goals are realized and they are accountable for the outcomes or result.

Although horizontal communication occurs, as Packwood cited in Bush (1995:40) states, that this is just for the purpose of coordination and not management. Coordinators at schools are heads of departments who co-ordinate with subject teachers with issues that concern their subjects; they have no authority over them. The head master is responsible to external agencies for the performance of subordinates and also accountable to the activities of the organization and to the school governing bodies (Bush, 1995:40). The hierarchical model has limitations. This approach cannot be applied in all respects. The class teachers have authority in class work and can decide on how and what to teach. As a result there are elements of hierarchical control, collegial control and autonomy (Bush, 1995-41).

2.2.4 Collegial model

The Collegial model is associated with the effectiveness and school improvement and is an official model of good practice in schools. This can be achieved as all members participate actively for the best success of the school’s efficiency and effectiveness.

In collegiality, teachers work as a team toward achieving a common goal. They are all committed and complete by stating time frame for the completion of work effectively and efficiently. It is normatively oriented as standards are set and an agreement is reached.

The Collegial model is relevant at schools. Teachers are professional who possess knowledge and skills and have authority of expertise. They also assume a common set of values, which they have obtained during their training. These common values guide them
during their managerial activities and leadership to shared education objectives of the organization, and professional consensus is reached about the policies and goals of the school (Bush, 1995:53-54). Although in the collegial model decision making is reached through consensus, at smaller organizations like primary schools where the number of teachers is small, but at colleges and secondary schools, this can be delaying as the number of members is big and it can be delaying and impossible to take each individual decision into consideration.

Decision-making through consensus has ethical dimensions. Once a decision has been adopted it binds every individual to conform to it, failing which he/she will suffer the consequences from the authority. The democratic leadership approach, stresses collegial ways of working where teacher leadership is shared within the school from hierarchical control to peer control where power is redistributed and authority is spread within the teaching staff. In order for this leadership to be most effective it requires mutual trust and support. Where there is strong collegial relationship at schools, it is associated with the teacher and improvement where the culture of teaching and learning is effective, as it lays the groundwork for developing shared ideas and generating forms of leadership.

Teacher collegiality and collaboration are a means of generating positive change in schools. When teachers understand and share the purpose of the organization of sharing reciprocally, it leads to collective action and meaningful change through shared values and goals and the ability to take action, in ensuring achievement of a democratic process of involving individual’s ideas and actions to be freely expressed (Harris; Day; Hopkins and Hadfield; Hargreaves and Chapman, 2003:77). The value of collegiality among teachers is that it encourages flexibility for informal shared teaching and emphasizes efficiency as an important consideration in schools as organizations. Collegiality binds individuals such as parents, teachers and students to shared ideas, values, beliefs and frame-works and fellowships emerge where a moral climate that empowers membership as a whole is provided.

Collegiality means that all members have to sacrifice, share knowledge and skills, interdependence, mutual sharing and empowerment, and use it more effectively (Sergiovanni, 2003:108-109). Collegiality is only possible if all members have the
willingness and ability to tolerate differences. Care must be taken that the negatives do not exceed the gains, which could be a barrier to collaboration.

Schools as organizations for principal collaboration can be structured to nurture collegiality. When members of the school support each other, this can make a difference in their organization and become more dependent on successful collaboration. The role of a principal is that of a strategic thinker and forward planner as he/she is expected by the school community to give guidance and direction. He/she must not impose his vision and beliefs on the school community. All stakeholders must share the vision and mission of the school. The principal must be aware of technical tasks such as understanding the legal implications of harassment and discrimination and challenges of growing people and increasing their personal skills (Loader, 1998:44-45 and 77).

The principal as a leading professional with a consultative mode of collegial decision-making could bring the culture of professional collegiality. The collaborative school management cycle provides relevant involvement of teacher, parent and learner in a continuous management process of goal setting, need identification, policy making and planning, and budgeting implementation and evaluating, focus on learner programs, effective and efficient allocation of resources to support learning and teaching (Grace, 1995: 32, 33 and 45).

2.2.5 Multi-models of teacher effectiveness

If the principal and educators are to assess the performance and effectiveness in the school situation they can utilize the multi-models of teacher effectiveness. The principal and the educator’s role are to plan their objectives and assign tasks. The principal assigns tasks to educators and learners while the educators assign tasks to learners and plan their goals to do their utmost to achieve them. They should ensure that these planned goals and delegated tasks are attained in compliance with the school’s goals. Accomplished planned goals and tasks are a yardstick for educators and principals’ effectiveness. There are seven models to investigate teacher effectiveness to make certain that there is educative teaching in the school environment (Cheng and Tsui, 1999:141-142).
2.2.5.1 Goal and task model

The principal can use the goal and task model as a strategy to assess teacher performance and effectiveness. Educators should be encouraged to plan their goals and delegate tasks to learners and ensure that they are achieved and are in compliance with the school’s goals. According to Cheng and Tsui (1999:142) tasks and goals assigned to educators must be explicit and specific in order that educators’ performance outcomes can be easily observed and objectively assessed. The standards or criteria for teacher effectiveness should be clearly stated and be available to them when needed in order to be able to satisfy other stakeholders. The principal and educators should endeavor and ascertain that learners enjoy their studies and other experiences to attain the high level of reading and communication skills (Bear; Caldwell and Millikan, 1994:137).

All stakeholders should be committed to school goals, vision, mission and its philosophy. Similar strategies should be followed for building commitment, to adopt goals through decision-making and achieved by consensus (Bear; Caldwell and Millikan, 1994:136-137).

The researcher postulates that this model can be of value. Its advantage is that it enables the school administration to concentrate and pay attention to measurable educator performance of tasks that can directly or indirectly contribute to education outcomes. They also stated that even though tasks and goal model is perceived as a measure for teacher effectiveness, educators are faced with the problem of limited resources and energy. They may not be able to attain their objectives and complete their tasks successfully due to distinct conflicting demands of the school. The collegial principal supports educators and become part of them in searching for the means to promote culture of teaching and learning within the school environment.

2.2.5.2 Resource utilization model

The school as an organization consists of diverse stakeholders and each has distinct expectations and challenges. These impose pressure on educators through the challenging education situation. Educators are expected to perform tasks of these diverse goals and objectives within a limited time frame. The resources are very important to educators;
they need the support of the whole SMT to build their team spirit, share knowledge and skills to fulfill the school’s goals. Educators could be encouraged to use these limited resources maximally to effectively overcome their problems and accomplish the expected goals. Educators as human resource should be able to match the resources with the lesson or project to be performed and to share the scarce resources as a team and improvise from other sources (Cheng and Tsui, 1999:142-143).

Human resource is the most important asset in the school environment because of their contribution to teaching and management of learners to assist the principal in the running of the whole school (Kydd; Anderson and Newton, 2003:52). The principal should allocate the school’s resources most effectively and efficiently to satisfy all the stakeholders. The resources of the school are people, knowledge and power, space and buildings, materials and money which may be scarce but must be allocated most effectively and efficiently to satisfy all the stakeholders (Beare et al, 1994:136). The principal should understand the type of human, financial and material resource requirement needed by his school; ensure that they are made available to educators and are used most productively (Armstrong, 1994:29).

2.2.5.3 Working process model and the Social family models of teaching

The Education Department supports educators to perform effectively through organized workshops of Outcomes-Based Education programs to perform effectively and produce good results. On the other hand educators expect stakeholders to support them to be able to perform their allocated duties optimally and by giving the authority in controlling their assigned duties. If the culture and climate of the school is conducive to teaching and learning, the learner achievement will also be of value. Through working processes, the educator could ensure that quality teaching takes place and, that goals and tasks are attained as planned. Educators’ teaching styles should be challenging and interesting. Through the working process model, teachers would show healthy job attitudes and toward their relationship with learners, colleagues and classroom management and contribute actively to decision-making and school planning (Cheng and Tsui, 1999:143).

According to Cheng and Tsui (1999:143) the principals as leaders could be role models to educators and stakeholders as they play a pivotal role to the effective culture of teaching.
and learning depending on their leadership style. If there is positive climate and culture at the school, the relationship between all the stakeholders could also be positive. The principal may have problems monitoring educators’ daily classroom performance as he/she has other administrative roles to attend to. His/her faith may be in the relationship and trustworthiness of educators to teach and learners to learn and also on teacher effectiveness on accomplishing the planned goals, assigned tasks and learner achievement and outcomes. The Work process model focuses on means not ends.

The school is a social context where all stakeholders work together as a team and interact with one another to create an interactive setting, which promotes learning. They encourage learners to apply cooperative learning approaches to assist one another when intended outcomes are complex such as high order thinking, problem solving and social skills. These cooperative learning approaches are more effective through group discussions and debates where individuals as part of a team or group argue and support each other through facts (Dimmock, 2000:137).

2.2.5.4 School constituencies’ satisfaction and customer focus models

The school constituencies consist of principals, SMT and SGB, learners, the business and the Department of Education. The principal as an administrator is expected to assess the educators’ effectiveness to satisfy all the constituencies on quality education. In South Africa, like in other countries such as Western and Asia-Pacific countries, the rate of the education environment, roles and responsibilities of teachers are changing rapidly and this is making it very difficult for educators to cope in satisfying every stakeholders needs and their diverse expectations. To satisfy these expectations is the key to effectiveness and to resuscitate a culture of teaching and learning (Cheng and Tsui, 1999:143). The needs, wants and expectations of all the customers must be met. Even if they are not expressed they must reach the high levels of quality. Therefore the quality of education offered to internal customers affect the quality offered to external customers. (Armstrong, 1994:159).

Everybody in the school system must be aware that every educational output has customers therefore they must develop a quality focus. Parents and learners are the pivotal and unless the education community recognizes them as customers for every
educational output quality of education cannot be improved. Hence their needs and demands must be satisfied optimally (Arcano, 1995:6-7). Parents should also be regarded as partners and suppliers and should be integrated as part of learner progress (Bonsting, 2001:101).

2.2.5.5 Accountability and Personal Family models

During the apartheid era the school system operated as a close system. Changes in the education environment were very slow. Schools and educators did not experience any challenges and if there were any, they were relatively small. Since the 1994 South African democratic elections, schools have been faced with rapid drastic changes that threaten their survival. The public has greater concern for school performance and accountability of both the principal and the educators. It has been stated in chapter one that the parents removed their children from Soweto schools to city and suburb schools because there is no quality education at these schools (Cheng and Tsui, 1999:143).

The principals and educators are held accountable for the decreasing numbers of learners in their schools (Kydd, et al. 2003:99). Therefore it is their responsibility to improve the quality of teaching and learning at their schools.

The researcher postulates that it could be through lack of responsibility and accountability of educators and the effective human resource management. The accountability model focuses on teachers’ accountability and reputation when assessing their performance. The principals and educators are expected to play their roles, show competence and responsibility by performing and participating in schools’ activities and show their professionalism in decision-making. The schools’ constituency has the right to request concrete information that shows teacher accountability to check and assess the principals’, educator and learners’ performance and schools’ outcomes (Cheng and Tsui, 1999:143).

As individuals, the principal, the educator and the learner bear the responsibility to play their roles for discovering and developing themselves. Each has to encourage others to be independently productive, lead to self-awareness and be accountable for their own
destiny. The Personal Family also includes the non-directive teaching which, is aimed at creativity and self-concept (Dimmock, 2000:137).

In South Africa, like in Western and European countries the public expects accountability and quality assurance in education reforms to satisfy the needs and expectations of the schools’ constituencies. It is the principals’ and educators role to disclose information about their work progress, decision-making, standards and policies to stakeholders (Cheng and Tsui, 1999:143).

2.2.5.6 Absence of problem model

It is easy to identify the schools’ and educators’ weaknesses, problems and defects rather than their strengths if there is no policy or criteria for effectiveness. The schools need strategies for improving educators’ effectiveness. If educators do not experience problems, weaknesses, troubles and misbehaviors when performing their duties, then the educators could achieve their goals and tasks could be completed (Cheng and Tsui, 1999:144). This is an ideal situation; because it is not possible that there could be a school without problems especially where there are people of diverse needs, expectations and limited resources. The principal could assess the new and inexperienced educators to identify their problems and weaknesses for improvement and not for excellence in performance. The principal should empower educators with knowledge, new skills and attitudes to be able to make professional decisions (Chen and Tsui, 1999:144).

2.2.5.7 Continuous learning and Continuous improvement models

According to Cheng, Tsui, Fullan; Fullan and Hargreaves cited in Cheng and Tsui (1999:144) this model “assumes that the environmental changes are inevitable,” an educator is said to be effective only if he/she is prepared to learn and adopt the new environmental changes. Since the new democratic dispensation emerged in South Africa, the education system has changed drastically. The educators and the principal are expected to perform effectively to satisfy the needs and expectations of the public even if they are so diverse and conflicting with their own needs. They have to accept and implement the internal and external changes of education. To support the above statement, both the educator and the principal can only be effective if they are prepared
and interested to learn continuously to develop themselves and also adopt these models as their guidance for teacher effectiveness.

The principal should encourage his/her subordinates to continuously improve the quality of education in their school, even if the culture of teaching and learning is perfect, but the process needs to be improved continuously. Arcano (1995:9), states that in the new philosophy the criteria is:

“If it isn’t broken improve it because if you don’t, someone else will.”

The researcher postulates that all the stakeholders of the school should be eager to improve the quality of education of their school; to be ahead of the challenges and competition from other schools.

Their school must strive to reach the high standard of education. It is the principals’ responsibility to ensure that all the stakeholders are committed in creating an environment where all of them could contribute to improving performance and effectiveness. They should all be involved in making suggestions and decisions, be committed in continuous improvement. The principal is expected to lead in problem solving and continuous improvement activities, where the subordinates will also take their responsibility of improving (Armstrong, 1994:138).

2.2.5.8 Information processing family model

Educators could make use of this model to develop learners’ capacity to enable them to organize data, think conceptually and generate and solve problems. Learners should search for information that is available to them to make sense out of it. This will improve their learning ability and how to construct knowledge, think constructively and creatively through advance organizers and mnemonics to recall information (Dimmock, 2000:137).
2.2.5.9 Behavioral systems family models of teaching and learning

According to Behavioral theories, learning occur through feedback and adjustments and by pausing, prompting and stimulus response. Classroom instruction is a face to face activity which is always implemented by educators where they apply the above strategies to communicate with learners. Face to face instruction is an effective approach and shows increased general aptitude to learn. Principals should also implement direct instruction when orientating and coaching the newly appointed educators. The School Management Team (SMT) and external consultants should also apply these strategies during workshops (Dimmock, 2000:138).

2.2.5.10 Total involvement model

The school principal needs to involve everyone in quality transformation. The SMT should be committed to focusing on quality education. It is the responsibility of the principal and the Educational District Management or the Independent Development School Officers (IDSO) to provide their subordinates and learners with the support they need to change or improve the culture of teaching and learning to suit the present challenges. Therefore the South African education system has introduced the Outcomes-Based Education System and ensures that it is being implemented as intended by schools. Educators are encouraged to attend Outcomes-Based Education workshops and to improve their standard of teaching (Arcano, 1995:7-8).

2.2.5.11 Measurement model

The traditional ways of measuring quality of the school by learner achievement is outdated. The quality of education of the school should be measured through test scores and if they are improving therefore quality of education is improving. Continuous assessment helps educators to identify learner problems. Education professionals must learn how to collect and analyze data; thus they can measure and demonstrate the added value of education. Hence time taken to improve should also be measured (Arcano, 1995:8).
2.2.5.12 System views of education model

Education is a system and whenever the school operates or introduces a project, it should ensure that there are written policies and be concurrent to the South African Constitution and South African School’s Act. If these are not followed the educational resources will not be wasted when policies are implemented accordingly. School policies provide a framework for the operation of the school program (Arcano, 1995:9 and Beare, Cadwell and Millikan, 1994:139).

These models work effectively if they are integrated and not used in isolation. They form part of a whole and improve the quality of teaching and learning (Dimmock, 2000:138). These models are labeled as “the pillars of quality” for education. They are customer focused (Arcano, 1995:6-7).

2.2.6 Implications of the multi-models

All the above models have their own implications, which may distract educators from attaining their planned goals and assigned tasks and impinge on their effectiveness.

2.2.6.1 Implications of goal and tasks model

The school has various activities, some may disturb the principal or the educator from achieving planned goals and assigned tasks as intended on specific time frame. They will not be able to satisfy the needs of all the stakeholders in accordance to the mission and goals of the school. Some principals may not encourage their educators to develop their personalities, skills, attitudes and knowledge. These are important factors for teacher effectiveness in achieving their planned goals and assigned tasks to change the culture of teaching and learning (Cheng and Tsui, 1999: 146).

2.2.6.2 Implications of resource utilization model

The environment under which educators are working may not be conducive to teaching and learning where there are insufficient resources to support their effectiveness in performing their work. They must be able to identify the relationship of the available
resources to their working process to attain their planned goals and assigned tasks with competence. They should use them efficiently to contribute to teacher effectiveness for the positive quality of education within the school environment. If there is a constructive culture, climate and availability of resources, staff development and the support from all the stakeholders to educators, then educative teaching and learning can be successful (Cheng and Tsui, 1999:146).

2.2.6.3 Implications of the working process model

Apart from teaching, educators have other roles to play as part of their working processes in education. These also complicate their teaching and working processes. The schools’ working process policy could assist as the principal indicators and standards for assessing and monitoring educators’ work and its relevance to educational experiences and learner outcomes. The educators could empower themselves by finding out what and why their characteristics and professional competence are important. They could ensure that there are effective and healthy working processes to achieve relevant performance standards. They may associate the relationship of their work behaviors to assigned tasks, educational outcomes and goals and offer learners excellent learning experiences (Cheng and Tsui, 1999:148).

The researcher postulates that principals should ensure that the environment and conditions under which educators are working are satisfactory for teaching, learning and working processes. They should develop educators for professional competence in curriculum development, teaching processes, interpersonal relationship and participation in decision-making. There should be a constructive feedback policy to support the educator development.

2.2.6.4 Implications of the school constituencies’ satisfaction model

Implications in this model are on the satisfaction of the schools’ constituencies about the educators’ effectiveness on their needs and expectations. Educators could be developed to understand the various needs of the different stakeholders before planning goals and assigning tasks. They may be able to influence the functioning of the schools and working processes, understand the demands of, and the nature and needs of multiple and
diverse stakeholders which may conflict or compete with their own needs and expectations. Educators expect the principal to protect them from the over demanding constituencies and to assist them to accomplish relevant knowledge, skills, attitudes and competence to be able to meet the needs and expectations of the stakeholders (Cheng and Tsui, 1999:148).

2.2.6.5 Implications of accountability model

This model is concerned with the legal requirements and public satisfaction of the educators’ effectiveness. Educators are obliged to conform to the rules and standards of the Education Department of our country. They are accountable to both the department and parents about their behavior and on work process, to function professionally and competently. The principal should ensure that information is offered to educators about school’s policy and that it is correctly implemented without any pressure but through professional accountability at individual educator level. He/she must encourage educators to develop awareness of their professional reputation and accountability as an individual and a team member (Cheng and Tsui, 1999:148).

2.2.6.6 Implications of the absence of problem model

This is a traditional model used by principals for educator effectiveness at school environment. These were used to identify major teacher weaknesses, problems and defects or limitations which they experience daily at workplace. The Transformative leader would identify educator problems that distract him/her from performing effectively and assists him/her to improve on performance and be able to manage his/her problems and face the challenges positively without being self-defensive. He/she should also encourage educators to learn from their mistakes and never repeat them. Currently at schools, educators’ performance is being monitored and appraised and positive feedback is offered to develop them. When problems are identified they could be resolved or be prevented in future (Cheng and Tsui, 1999:149).
2.2.6.7 Implications of the continuous learning model

This model focuses on the changes that take place in the education system and on how educators should continuously learn and adapt to the new environment for effective education. In South Africa there has been great change in the education system. The different systems, which were according to race and color, were abolished. The new system, which caters for all South Africans was introduced. The curriculum was changed to the OBE Curriculum 2005 where learners are equipped with knowledge and skills, which they can apply in different situations. Educators are trained and attend workshops to empower them with the new strategies and approaches of the OBE for the effective teaching and learning.

Educators need the support of all stakeholders and external bodies since the changes and challenges are critical to their performance. They have to satisfy the needs and expectations of the multiple and diverse constituencies. Educators should continuously improve their performance to develop their competence with relevant strategies and approaches of OBE to be able to accomplish their planned goals and complete the assigned tasks (Cheng and Tsui, 1999:149). According to Shann (1998:67) educators need administrative, collegial and parental support, involvement in decision-making and to have an influence over their curriculum and satisfaction of their needs. Shann (1998:67) states that:

“…accomplishment, recognition and affiliation is related to teacher satisfaction and commitment and that the principal’s actions create distinct working environment within the schools that are highly predictive of teacher satisfaction and commitment.”

The culture and climate of the school has more influence on teacher performance and commitment and these are closely related. Satisfied educators perform most diligently and this can have an influence on learner performance (Shann, 1998:68). Learners can be taught the different skills, how and when to use them for different circumstances involving critical thinking processes which they could apply most effectively
(Somuncuoglu and Yildirim, 1999:267). When educators are committed to their job, it results in learner achievement, it also becomes easy to influence them to accept changes professionally and to accept values, goals and be willing to work hard for the success of the school (Singh and Billingsly, 1998:229).

2.3 TRANSFORMATIVE LEADERSHIP

The transformational leader does not only ensure management structures but purposefully impacts upon the culture in order to bring change. To transform means to bring about change. The term transformational is concerned with relationship and engagement of individuals. It entails a change in the leader-follower relationship for mutual benefit (Harris, et al. 2003:17). It also has elements such as charisma, inspirational motivation, intellectual stimulation and individual consideration. It is also concerned with exploring conventional relationships and organizational understanding in which the leader and follower will be involved in raising one another to higher levels of motivation and morality. The transformational leader ensures that there is a continuous professional development of teachers and builds the capacity of learning within the schools (Harris, et al. 2003:18).

According to the results of the research study of Leithwood et al in (Harris et al 2003:18), when transformative leadership is taken at face value it is strongly related to positive perceptions of the head teacher’s effectiveness, organization’s level efficiency and student performance such as:

- core leadership activities;
- setting directions;
- developing people;
- organizing (Culture building); and
- building relationships with the school’s community (Leithwood, 1999:39).

Teachers are encouraged by the above behaviors to collaborate and increase teacher motivation and improve teacher self-efficacy. In Leithwood’s research study, findings state that transformational leadership approaches bring about school improvement; it involves the building of school culture or promotes culture behaviors that contribute
directly to school improvement. Culture building by Transformative leadership is a relationship of mutual stimulation and evaluation that converts followers into leaders and converts leaders into moral agents (Owens, 1998:210).

According to Ornstein and Behar-Hornstein (1999:293) the principals’ responsibilities are associated with his/her role and obligation to function as the head follower of the school’s moral compact. The purposes and vision should be socially useful and serve common good and meet the needs of the followers and elevate followers to higher moral level. When transformative leaders commit themselves to helping others to face problems and make progress in reaching a resolution. They build, care for and protect the school and its objectives. Leadership as stewardship demands a greater deal from leaders and followers alike and it improves civic virtue, which helps to transform individual stakeholders into members of community who share common commitment and feel a moral obligation to help each other to express those commitments (Ornstein and Behar-Hornstein, 1999:293-294).

The principal’s role is to change the culture of teaching and learning if the school’s quality of education is poor. He/she must identify the needs and goals for transformation. Members of staff must be encouraged to participate in the process of change, to learn more about the changes and new developments. They must contribute by involving them in decision-making, and in establish the vision and mission of the school, to improve the quality of teaching and learning and to think creatively about how to accomplish and manage change. When the change concerning the culture of teaching and learning is to be implemented the principal must disseminate the process to alleviate fear and uncertainty. They must be ready to be transformed and take responsibility and have clear vision about the school’s future. A Transformative leader must have a development experience to create, nurture and upgrade the educator’s skills (Deetz, Tracy and Simpson, 2000:164-165).

2.4 THE CULTURE OF TEACHING AND LEARNING

The culture of teaching and learning is the concept that is widely used in South Africa. It concerns the attitude of all role players towards teaching and learning with the presence of quality teaching and learning processes in schools. This has been gradually lost since
the 1976 riots in South Africa, more especially in Soweto, where it started (van Deventer, 2003:3).

In secondary schools the culture of teaching and learning has dismally collapsed, and both educators and learners undermined the principals’ authority. Learners also lost respect for educators and a culture of teaching and learning was poor. It could be identified with the characteristics such as poor attendance of both teachers and learners. Educators lacked interest to teach and learners are de-motivated to learn. Rape and drug abuse were excessively used, there is a high drop-out rate, poor school results, a high rate of educator/teacher turnover, weak leadership, management and administration, feelings of hopelessness, apathy among educators, de-motivation and low morale and the poor state environment, resources and facilities. There are no sound philosophy, values and norms at these schools (van Deventer, 2003:3-4).

The educator learner relationship is strained as learners disrespect their teachers and the school authority. When riots were rife, learners and educators disrespected the School Management Team (SMT) and school inspectors were targeted and blamed as collaborators of the apartheid government (Jacobs and Gawe, 1998:335-336). The school principals’ positive relationship will encourage the curriculum manager to accept the challenges of the new culture of teaching and learning who will also influence other role players to accept the challenges and to practise quality teaching and learning at the school. Positive school climate, sound classroom environment and administration are to be involved and have a healthy relationship with one another (Dean, 2002:12). He states that:

“The climate and culture of the school stem from the vision which guides all who work in it where there is shared vision and values there is likely to be trust and where there is trust people are more likely to be ready to share their problems and find ways to move forward together.”

Indeed where there are positive relationships, there will be no stumbling blocks. If the principal needs to change the culture of teaching and learning at the school where there is
healthy and warm climate within the environment, all the stakeholders would be
interested to participate actively during the process of change. The principal empowers
the educators to be leaders by involving them in decision-making, by disclosing
information and by being transparent, open and honest. Educators get a sense of
belonging, can share and care for each other. The involvement of parents in schools’
activities can influence a positive quality education. If there is order, discipline, shared
values and a sense of purpose, effective teaching and learning can take place.

The attitude of learners toward learning depends on the effective culture of the school and
high professional standards among the educators. The principal delegates tasks to
educators according to their expertise, preparedness and readiness to attend training to
develop themselves and attain knowledge and skills. Educators will have a shared sense
of collegiality and collective desire to achieve. The availability of resources, facilities and
neat buildings influences the attitudes and work practices of educators and learners. They
develop a sense of pride; it has a determining influence on the culture of teaching and
learning in schools (Singh and Billingsley, 1998:230).

In order to bring about positive culture of teaching and learning at schools all the
stakeholders are needed from the school principal, heads of departments, educators,
learners, parents and external bodies to build a positive relationship between the learners
and the school authority to restore respect, discipline and property. The sound culture of
teaching and learning could be developed. Reconstruction and development could be
established by equipping current and prospective educators with knowledge, skills and
attitudes for quality education and design a learner-friendly classroom that constitutes on

The sound culture of teaching and learning can be obtained only if there is a positive
school climate, a sound classroom environment and sound home-school relations. There
must be effective instructional leadership, management and administration and valuing
the process of teaching and learning. The school is structured in a way that it can
facilitate all the processes; consequently constructive, productive and positive
environment suitable for teaching and learning could be created (van Deventer, 1998:4-6).
According to Nxumalo cited in Lethoko, Heystek and Maree (2001:311) the culture of teaching and learning has been an issue in education in South Africa. He conducted his survey in Kwa-Mashu schools in Kwa-Zulu Natal, a township, which is far from Soweto but have similar characteristics since both were affected by political riots in the same way. His study was about “the perceptions of students, parents and teachers of the culture of learning and teaching (COLT) in Kwa-Mashu Schools” while Lethoko, Heystek and Maree conducted a survey at black secondary schools in the Pretoria region about “The role of the principal, teachers and students in restoring the culture of learning and teaching and services.” the researcher’s study is about “Improving schools through effective human resource management.” The study will be conducted at selected Soweto Secondary Schools. What are the main problems which could distract quality education, even when the riots are over? Perhaps it may be due to lack of principal’s professionalism, poor management and harsh school climate and culture within the school. Can effective human resource management at schools improve the culture of teaching and learning?

Late coming and absenteeism of teachers and learners and principals at schools, lack of positive relationship and team spirit and improper communication are detrimental to quality education. There is no discipline and respect for teachers. The principals’ authority is overlooked. Students lack motivation to learn.

The dilapidated school buildings, unhealthy toilets and broken windows, water taps and absence of electricity have an impact on the culture of teaching and learning (Lethoko, Heystek and Maree, 2001:312).

Learners have taken advantage of the abolishment of corporal punishment; they neglect their homework regularly, cheat during tests and examinations and lack motivation to study. They are not committed to learning. Teachers and learners have low morale hence low success rate of Grade 12 examination results because of lack of discipline. Nevertheless the schools code of conduct must focus on positive discipline to facilitate constructive teaching and learning. They should not be punishment orientated (van Wyk, 2001:194). According to Berman and Mc Laugh cited in Selaledi (2000:259) in their investigation about the implementation of innovative projects they discovered that:
“…the teachers’ sense of efficacy had stronger positive
effects on the percentage of projects’ goals achieved.
Teachers improved in handling management, disciplinary
and improved student performance.”

The researcher supports the above statements that if the principal can coach his/her educators on how to manage and control discipline they can effectively improve on learner achievement. They can effectively motivate learners to yearn to raise their standard of performance. If there is positive teacher learner self discipline, sound morale and parental involvement and clearly stated schools’ code of conduct policy, the culture of teaching and learning could be greatly improved. According to Legotlo, Maaga and Sebego (2002:114) in their investigation they discovered that the causes of poor performance in Grade 12 in South Africa were due to lack of resources, lack of learner educator discipline and lack of commitment, morale and ineffective school policies. These were also caused by weak organizational structures, underdeveloped managerial skills, teacher union disturbances and inadequate parental involvement.

2.5 THE INFLUENCE OF PRINCIPALS AND STAFF ON ORGANIZATIONAL CULTURE OF TEACHING AND LEARNING

The principal who desires to change the culture of the school for the best effective success, quality teaching and learning must be influential, set goals and move towards achieving the organizations’ goals in collaboration with other members and consider their satisfaction (Crawford, 1997:25). There are aspects of organizational culture, which are strongholds of organizational culture of that particular teaching practice, school policy, the mission statement of the school and the nature of the schools’ ceremonies. These are very important as they bond all the stakeholders together (van Deventer, 1998:6).

Educators can influence the culture of teaching and learning by ensuring that they do the following:

- strengthening a genuine philosophy of teaching and learning;
- promoting sound convictions about education;
- modeling accepted norms and values;
• formulating a guiding mission;
• implementing an effective school policy;
• practicing sound teaching and learning methods;
• caring for school buildings, grounds, facilities and equipment; and

2.6 LEADERSHIP OF THE PRINCIPAL AT THE SCHOOL

As stated in the definition about the educative leadership, the principal of the school must be concerned about what is important in education and what is morally right. He/she must be as democratic as possible to allow the contributions of teachers in decision-making to develop their professional values, involvement in contributing towards quality education.

The principal must encourage educators to be part of the process of changing the culture of teaching and learning (Duignan, 1992:34). The role of the principal is to fulfill the organization’s roles. The school is a place where teaching and learning takes place. It needs the competence of a leader who will make strategic decisions in his/her management to attain the goals and develop formal structures to enhance the efficiency with which those goals could be accomplished (Crawford; Kydd and Riches, 1997:12).

In order to be successful in attaining goals of the school the principal in his/her leadership must establish a policy to alter the culture of teaching and learning and ensure that it is being implemented. To support this statement Burdin (1980:34) states that:

“… it is suggested that the historical role of the school superintendent is pivotal in predicting the direction of the school policy in the era of excellence.”

The school leadership should employ its policy, by involving educators in policy making to avoid conflict and a series of disciplinary of forcing educators to adopt the policy, which they are skeptical about (Burdin, 1989:37). The human resource management of the school as an organization needs an organizational leadership management who can ensure that the organization’s philosophy, policies, culture and procedures are implemented as intended. The principal should allocate tasks to the best suitable skillful,
talented and competitive individuals to facilitate them most effectively. The school needs professional experience and commitment. The principal must apply his/her educative leadership skills of human resources by negotiating and meeting the needs of educators. Neither the goals of the organization and of the educators must be neglected but it must be ensured that they suit each other.

If there is a need for teacher development, empowerment and training, information should be accessible and disclosed, to equip them with knowledge, skills and accountability for the effective success of the school and to improve the culture of teaching and learning. The principal’s attitude and behavior have direct impact on the school’s effectiveness. For the culture of the organization to be positive it needs people who are also positive. The effective teaching, learning and quality education depends on the culture and climate of the school (Dessler, 1997:2; Duignan, 1992:3-4; French, 1990:8; Ivancevich, 2001:4 and Telford, 1996:58-60).

If the culture of teaching and learning at school is poor, the principal of the school should be committed to bringing a change and ensure that he/she monitors, facilitates, disseminates and collaborates with all the subordinates, school governance and learners and the external bodies. He must encourage teamwork to share knowledge, skills and professionalism, be interdependent to build a strong bond of relationship, mutual trust, interests and interlocking contribution, understanding and good communication. He/she should also delegate his/her other tasks to educators, who have expertise in that particular field (Duignan, 1992:97-100).

The role of the principal as the manager of the school is to have an operational vision whereby the purpose and strategies must be based on core values to promote consistency within the school with the school management (SMT), educators, school governing body (SGB) and volunteers. The core values are the guidelines that direct how the school could attend to parents, learners, non-parents and the community by being customer friendly. The culture and climate of the school should be warm and welcoming. To support the above statement Frase and Hetzel (1990:33) state that:

“Core values represent how people (parent, students and non-parents) in the school
and community should be treated.”

In most cases the schools’ resources are limited. The principals should devise strategic plans to assess and allocate them according to the needs of the individual educator and their urgency in order to obtain the schools’ goals and visions. To select the most important resources they must create opportunities for educators and other stakeholders to participate in decision-making. Communication at the school should be two-way. Decision-making ought to be future oriented and focus on results to improve the schools’ effective culture of teaching and learning (Frase and Hetzel, 1990:34).

The principals are expected to promote professional learning climate, create high expectations and standards of learner achievement. If the principals are intending to improve the quality of education the schools must establish their own vision and mission statements. They must match them with those of the education department and should be specific and not ambiguous. Frase and Hetzel (1990:35) support the above statement by stating that:

“The mission statement must be specific. It may be to preface it with a philosophical statement, but the mission statement must be clear, devoid of jargon and easily understood.”

The researcher postulates that, before the principal changes the culture of teaching and learning he/she must be clear of what is the current culture and assess it; and then apply the relevant strategies to improve the quality of education at school. The culture of teaching and learning could only be maintained by training, attending workshops and recruiting educators who have relevant skills for the positive effective success of the school. If the principal is committed to the cultural maintenance of teaching and learning, other members will be encouraged to follow suit. Consequently efficiency and legitimacy will be encouraged (Deetz, Tracy, and Simpson, 2000:199 and Harris, et al. 2003:139).
2.7 STRATEGIES FOR A SOUND CULTURE OF TEACHING AND LEARNING

2.7.1 Benchmarking

Benchmarking is a process that can be implemented at schools to measure their performance within the schools with other subject departments or externally with other schools that have the same problem but have since improved. Benchmarking, empowerment, team building and multi-models of teacher effectiveness and their implications are clearly discussed below.

If schools, which have poor culture of teaching and feel the need to change to sound cultures of teaching and learning and to improve on learners’ outcomes, clear measurable outcomes should be expressed in terms of improving learning, performance and establish benchmarks for existing performance and identify what improvements are to be obtained by a given date. Benchmarks can be compiled within the department through the existing learners’ information and compile evidence in terms of standards and set future standards within the department. The criteria for evaluating standards within the department could be created in order to measure the success against the benchmarks (Horne and Brown, 1997:75; 107 and 127).

To set benchmarks for performance is a critical process for successful total quality management implementation. There are two kinds of benchmarks namely, those that reflect what the school is currently capable of, such as service guarantees; and those that state what the school is aiming at, time for queries and concerns from parents, time between learners in a course and mastering key skills and time taken by the teacher to receive grade, comment on and return the work assigned to learners, skill level to be achieved by learners in a course at expected time.

Establishing the actual problem in terms of customer expectations in order to improve benchmarking can be obtained as follows:

- Look at what other schools and organizations that experienced the same problems and find out what they do to solve the problems. For example, if the school is aiming at improving learners’ performance by setting time frames, it should find out if they achieved their goals within the period of time and set standard.
Process mapping is a systematic way of looking into details at all processes used in school. Ensure that they achieve the set benchmark on a continuous sustainable basis, assess the prevailing performance and establish a policy on how to improve; for example if the June Grade 12 results are poor, create a policy or criteria that will be used to improve results (Murgatroyd and Morgan, 1994:105-107).

The most important step to take in effective and efficient resource management is assessing the learning progress of the results of the learners in relation to their previous achievement benchmark against large national samples of learners. In order to attend to efficiency it needs the school to carefully assess the cost of alternative approaches to improve learning outcomes effectively and efficiently by the cost effective budgeting process. It could be more flexible to finance new developments. The value-added analyst could be most useful at schools and colleges because of the availability of information to address strengths and weaknesses and using information from other schools on how they tackle similar problems (Coleman, 2000:17, 18).

Schools can compare their expenditure to that of other schools of similar size and character in order to examine their expenditure more critically and avoid using their funds extravagantly. Thus comparing examination performance, attendance, financial expenditure, staff and learner absence and parents’ satisfaction to find out whether the school is an exception and explain the underlying causes in terms of the schools’ values, vision and strategy (Davies and Ellison, 1999:136, 199).

2.7.2 Empowerment

There has been a change from the authoritarian model of decision-making to a more collegial view of role relations between the principal and other stakeholders (Steyn, 2000:267). The transformed principals share responsibilities and leadership with educators. Hence it encourages educators, parents and learners to participate in schools’ activities and decision-making. This empowers them with confidence to share knowledge and skills with other team members. They will also improve the quality of teaching and learning (Steyn, 2000:267).
When all the stakeholders at schools or in an organization experience empowerment, it contributes to ownership, increased commitment and motivation to work. The successful schools’ organizational structure enhances empowerment among teachers (Sergiovanni, 2001:174-178). The role of the principal is to empower educators through education (Crawford, Kydd and Riches, 1997:52). Empowered educators are efficient and creative and they can assist in bringing change in the school environment and influence others to change. Empowerment is meaningful if it arises from self-determination and intrinsic motivation. It is the principal’s duty to remove the barriers and build a culture of initiation says Fronman as cited in Deetz, Tracy and Simpson (2000:103). The principal is able to empower others only if he/she is empowered say Quinn and Spreitzer cited in Deetz, Tracy and Simpson (2000:105).

Telford (1996:8-9) argues that for the principal to be able to manage the current challenging and demanding educational climate of constant turbulent change he must involve other stakeholders to participate. He/she must share leadership roles to empower a diverse constituency within the school and share the vision for the effective success of the school. Managers involve other people in different ways in decision-making. Leaders go beyond as they have the ability to create and communicate a vision that inspires followers. Decision-making is closely held in the hands of hierarchy. The recently developed concept focuses on developing a vision that involves subordinates, inspires and motivates their efforts. The vision of the school has power to transform the relationship between the principal and the educators.

Power was traditionally held in the administrative hierarchy with rank and file of the organizational power. In order to create mutually shared vision of the organization, power must also be shared and freely access the organization’s information, authority to participate when decisions are made and to create an environment that facilitates the development of trust and open communication which is important to collaborative group efforts. Thus the fundamental empowerment of educators, parents, learners and other stakeholders should allow them to participate in decision making of the organization (Owens, 1998:217-218)
According to Levin and Lockhead (1993:170) successful restructuring could be focused on providing more effective schools for disadvantaged learners such as the following:

- Basing restructuring on philosophy of empowering.
- There must be leadership at all levels, teachers, students and parents should be empowered with philosophy and capacity to apply it.
- Students, staff and community must have greater involvement in decision-making and take responsibility, to be accountable for consequences of their decisions. They should also address problems through collaborative problem-solving processes.
- Building a unity of purpose in school activities and relating to the school community needs and local culture.
- Efforts to design their curriculum and instructional strategies to build on the strengths of the students instead of exposing their weaknesses and failures.
- The school management team is required to support these efforts to facilitate training, offer material and demonstrate sites such as venues for training and development.
- A major source of additional resources as a cost saving from reducing numbers of learners who repeat grades or are placed in special educational classes (Levin and Lockhead, 1993:170-171).

2.7.3 Teamwork and team building

A team is a group of people who may not be equal in experience, talent or education, but are committed to working together to achieve established goals for the good of the organization (Individual and Team Organization (ITO), 2001:3).

When building a team a sense of wholeness can be obtained through clear and sensitive leadership (Holly and Southworth, 1993:33). At secondary schools it is the responsibility of the principal to build a strong team, which is committed and responsible to reach the goals of the school. The stakeholders work as a team not as isolated individuals. Educators perform their teaching tasks as individuals but are the members of a team. The relationship between educators of different subjects should be healthy. Team teaching facilitates the progress of teaching and learning. It is imperative as there may be some
teachers who prefer to teach small groups; they could enter into team teaching agreements. As a result they should plan so that each teacher should know what is to be done, how and when to do it, for example in Biology sharing of work as a team can be done whereby one teacher can teach Botany, the other one teaches Physiology, another one Zoology and another could teach the science part (Jacobs and Gawe, 1998:163).

According to van Deventer (2003:124) a team of educators is entrusted a joint responsibility for the instruction of all learners in a group, to bring about effective teaching. Educators should coordinate their work on frequent basis to avoid duplication. In each department all members share the same vision about their subject, aims, objectives and their expectations. The collegial responsibilities are developed as members of each group support each other (Horne and Brown, 1997:74).

Effective teams have clear, agreed upon common goals. In order that the School Governing Body (SGB) could be able to determine the effectiveness of the team the chairperson ensures that every member has an opportunity to contribute towards the effective success of their children’s school. To bring about good teamwork the SGB should:

- work closely together to secure the best that they can for their children;
- be committed and try to work as a team and pull in the same direction; and
- have excellent relationship with other stakeholders (Creese, 1999:12).

The school management team (SMT) is part of the team at the school. It must work as an effective management team and manage even the process of team building in other areas of the school. Even the principals are part of the SMT and should share their schools’ functions with other members. They are responsible for the day-to-day professional and operational management of the schools. Their interpersonal functions are to deal with all the stakeholders and they are the schools’ representatives. They use and share information with others effectively. They also make decisions to resolve problems and how to utilize resources and are accountable for all decisions that are taken at their schools (Department of Education, 2000:24-25).
The principal has a special position. HE/she delegates, shares responsibilities and consults. He/she is the driving force of the educational business of the school to ensure that effective teaching and learning occurs. The principal works as part of team with the SMT and other stakeholders (Department of Education, 2000:36). It is the principal’s together with other stakeholders’ responsibility to select employees. He/she must ensure that the standards, discipline and teaching and learning are high and that there is interdependence and interaction between the educators and learners. He/she must monitor school’s limited resources, give advice on the formation of team strategy and plans.

He/she must make considerable demands on teams as a group and on the individual members to ensure that everyone is involved constructively for the success of the school (Crawford, Kydd and Riches, 1997:179).

According to Blanford and Hardy, cited in Dean (2002:14-15) the purpose of teams is to do the following:

- distributing and managing work;
- problem solving and decision-making;
- enabling people to take part in decision-making;
- coordinating and listening;
- passing on information;
- increasing commitment and involvement and
- monitoring and evaluating.

The teams are effective if they share a common goal, vision and values and work towards achieving them. These should be in accordance to the mission and goals of the school. There should be smooth communication between the educators, learners and parents and they should work through their differences of opinion and discuss issues that concern their work. This creates a relationship of trust, support for each other and they can share problems and difficulties. They are always prepared to support learners to work through their performance and emotional problems. No member is excluded from discussions that concern their work and every contribution is important. The team members are concerned about the personal, professional and career development of all the members (Dean, 2002:15). If the principal is concerned about change in a school there is a need to re-skill
the educators, learners and parents. He should provide them with the necessary tools to change their work processes by allowing them to attend training and workshops. Everyone must be involved in creating quality culture within the school situation (Arcano, 1995:4-5).

2.8 CONCLUSION

This chapter has focused on the means of tackling the problem that might prevail at schools. The educational models of leadership that could be adopted by leaders of schools to change the culture of teaching and learning are brought to the fore. These are formal model, bureaucratic model, hierarchical model and collegial model and the multi-models for teacher effectiveness and its implications. Transformative leadership is one of the leadership styles that could be implemented to transform the human resource and the whole culture of the school to suitable educational environment.

The subject of culture of teaching and learning is thoroughly explored, explicitly and implicitly discussed. The influence of the principal and educators on organizational culture, climate and culture of teaching and learning are also explored. There are also strategies that can be implemented by both the principal and educators for the progress of the schools’ for educative teaching and learning. These strategies and models can assist all the stakeholders to participate when change is in process for quality education. In chapter three the implementation of research methodologies, research design and data collection will be presented.