

**MANAGEMENT OF THE SCHOOL AS AN ASPECT OF
LEADERSHIP: IMPLICATION FOR WHOLE SCHOOL
DEVELOPMENT**

by

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***This work is dedicated to my late mother
JESSIE and father ALPHEUS MPHENI MAGUBANE -
with love. May their souls rest in peace.***



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SINOPSIS

In die ou paradigma was die bestuur van onderwys hoofsaaklik outoritêr. Hierdie burokratiese benadering in die onderwysstelsel het bitterheid en swaarkry vir die agtergeblewe meerderheid van die Suid-Afrikaanse bevolking beteken. Die uitbreek van leerlingopstande in 1976 was 'n waterskeiding in die onderwysgeskiedenis van hierdie land. Die dramatiese veranderinge wat tans in die onderwys plaasvind is grootliks toe te skryf aan die strewe van die grootste meerderheid Suid-Afrikane.

Die radikale veranderinge in Suid-Afrika moet ook die onderwys raak. Die doel van hierdie navorsing is om 'n studie te maak van die onderwerpe van bestuur en leierskap sodat die bevindinge van die studie tot die verbetering van die bestuur van skole kan bydra. Die holistiese benadering tot onderwysbestuur is 'n eindproduk van pogings van die huidige regering om gelyke onderwysstandaarde daar te stel vir alle rassegroepe in Suid-Afrika.

In hierdie studie sal die navorser ondersoek instel na hoe holistiese bestuur effektief en doeltreffend deurgevoer moet word. Dit sal die navorser uiteindelik in staat stel om 'n standpunt te kan inneem of kollegiale skoolbestuur tot voordeel van die onderwysstelsel is en of dit net nog 'n vrugtelose poging is.

Dit is duidelik dat bestuur van skole demokraties moet wees. Hierdie verandering kan ten beste plaasvind onder 'n samewerkende bestuurstyl. Verder is dit duidelik dat skole soos ander instansies, in vennootskap met ouers bestuur moet word ten einde leerlinge, ouers, bestuur, regering en gemeenskap te kan dien. Ouers, versorgers en ander lede van die gemeenskap moet by onderwys van kinders betrokke wees en skole het die ondersteuning van die gemeenskap nodig om doeltreffend te kan wees. Beheerliggame van skole kan tweeledig funksioneer deur skool en gemeenskap saam te bring vir strategiese beplanning en deelname in skoolbedrywighede. Die belangrikste taak van beheerliggame is om die bestuur van skole te fasiliteer. Dit bly egter 'n probleem indien lede van die gemeenskap wat op die beheerliggame dien nie opgelei is om hulle take doeltreffend uit te voer nie.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

Problems in the South African education system are partly a legacy of the apartheid education system. In the old paradigm, education was not democratic. Power was in the hands of the government, which controlled the education system through autocratic, non-consultative means in a top-down approach. The education system was also characterised by three key features: it was fragmented, unequal and undemocratic in nature. The education system was fragmented along racial and ethnic lines and was fraught with discriminating ideas and educational indoctrination of the apartheid ideology as observed by the African National Congress in its policy framework on education and training (ANC, 1995:3). The Nationalists' educational programme, as expounded by John Qwelane's Undercurrent Affairs in the Saturday Star of 6 January 1996, was to turn the black people into "hewers of wood and drawers of water" forever more, for the benefit of the white South Africans. However, there was a lack of democratic control within the educational system of the apartheid era. Learners, educators, parents, business and industry were excluded in the decision-making process regarding the education system of their country (Dekker & Lemmer, 1995:125/126). Had they had their inputs in the education of this country, it would have been democratic.

The fact that separate education systems can never be equal, was further aggravated by the inferior syllabi for Blacks, Indians and Coloureds, yet the whites had superior education. The white education system could therefore produce quality education comparable to the rest of the world. Black education systems had inferior syllabus content that produced inferior educators. These educators in turn, inflicted their inferiority on their learners. The learners became tame labourers and domesticated servants. Some of these learners went on to become inferior educators themselves and thus the vicious cycle continued, remarked Qwelane (ibid). The unequal nature of the education system had profound effects on the development of the South African economy and society. The human

potential was either destroyed or neglected and as a result, had devastating consequences for social and economic development of the country (ANC, 1995:3).

The suicidal stupidity of the resistance campaign, which was underpinned by the slogan "liberation now, education later", is evidenced in the poor results attained by black learners in the senior certificate examinations. A number of issues contributed to the collapse of schools and the erosion of the culture of learning and teaching in most black schools. Factors that affected the black schools are:

- poor conditions in many schools, for example, classrooms were overcrowded in such a way that discipline could not be effected;
- political unrest worsened the situation (Pacheco, 1996:26-30);
- family and community disintegration;
- class boycotts became something of a culture that has since proved to be a hard nut to crack. This led to family and community disintegration. Bisschoff and Grobler (1998:191) expressed the same sentiments that these events also triggered off riots, violence, boycotts and unrest throughout the country.

According to Qwelane in the "Saturday Star" (1996:8), giant strides have been made by the single education ministry. There is now one education system in South Africa, which is not based on racial lines. This is in line with the education system as envisaged in the Freedom Charter of the ANC policy document of 1963.

With the new political dispensation there was a great need for a democratic education system. The democratisation of education necessitated a great deal of changes in education, one of which is the whole school development process. For schools to fit into the democratic South Africa they had to undergo a development process. Among others these processes include upgrading of educators through in-service training in all aspects of school-based management. It is not only principals and educators that need development, but learners as well. Learners

are undergoing training in the democratic management, not only of schools, but of learner affairs as well (Davidoff & Lazarus, 1997:35).

Changes taking place in schools could not succeed unless the members of the School Governing Body were empowered. This was indeed a great change in the education system in South Africa. For the success of the whole school development process the Gauteng government has recognised the need for capacity building for key school stakeholders. School governing bodies, school management teams and learner representative councils have been involved in the "Kathorus Presidential Lead Training Programme". The Gauteng Department of Education has embarked on the above-mentioned development programme because it was acutely aware that without the skills of both management and leadership, the whole school development process could not succeed. In support of the above, Davidoff and Lazarus (1997:153) argue that for schools to transform, to grow in strength or commitment is to a great extent dependent on the quality of skills of leadership and management.

The management and leadership of schools shall only succeed if involvement and interdependence of all stakeholders and the wider community is respected.

1.2 CONTEXTUALISATION AND STATEMENT OF THE PROBLEM

It is important to note that apartheid education and the aftermath of the resistance against it possibly destroyed effective management and leadership in schools. However, the culture of learning and teaching that had been in place in most of the former Department of Education and Training schools (DET) was also eroded. High failure rates, early departures from school, lack of discipline, low morale and an anti-academic attitude amongst the learners, as observed by Pacheco (1996:18), now characterise schools. The ANC (1995:3) further stressed the virtual break-down of schooling and the conditions of anarchy that were prevalent in most black schools. Subsequently, learners, educators, principals, parents and education authorities, find themselves at the crossroads in respect of the effective management of the education system.

Due to many changes taking place in the education system of the country, a number of principals are finding it difficult to convince educators to do their work effectively. Most educators now want the initiative to come from themselves and other stakeholders rather than from the principals. In some schools this has become a serious problem because some educators arrive at schools late and the principal often finds that authority has been unilaterally "removed" from him/her and the education officials by the Union.

A further problem is that educators do not prepare their lessons and hence learners often have nothing to do for the rest of the day. The end result is that the learners learn virtually nothing. Tanner (1978:101) points out that without knowledge there is chaos, violence and insecurity for everyone. There is an element of truth in the idea that some educators are probably contributing to the lack of discipline and the erosion of culture of learning and teaching in schools, because some of them do not even bother to honour their respective teaching periods. In some cases, educators even do their personal tasks in the classrooms in the presence of learners without giving the learners anything to learn for the day. Consequently the learners often become militant and at the end resort to a slogan such as "pass one, pass all" (Monyobe, 1993:518).

The most serious repercussion is that no quality teaching takes place. Consequently no opportunities exist for the learners to acquire meaningful learning, and most important, the mastering of the learning contents (Rodgers, 1990:49). In African schools it is not uncommon to even find a learner of 21 years old in grade eleven. Yet, the South African Schools Act (Act 96, 1998:7) clearly states that a learner of 17 years of age should be completing grade twelve. Older learners often do not want to be treated as school children and hence they rebel against the authority of educators. When they do not achieve the required academic standard, they become frustrated and often cause chaos and disorder in the discipline of the school. Many of their comrades often join them to ensure that there is no culture of effective learning and teaching. This could easily disrupt the entire school and lead to a state of anarchy. These over-school-going-age learners are also troublesome because they sometimes carry guns, drugs and other dangerous objects, which also contribute to the erosion of the culture of learning and teaching and lack of

discipline in schools. Bowditch (1993:500) points out that unless something is done to curb the vicious cycle involved, there could easily be a period of violence beyond anything yet experienced.

The Bantu education system, which was introduced in 1953 by the Minister of Education, HF Verwoerd, failed African learners and educators in many ways, subsequently this system led to:

- a large number of black educators being under-qualified in terms of curriculum delivery (specialisation); and
- a lack of resources such as laboratories, equipment, libraries and learning materials.

The above scenario makes it imperative that schools need a drastic organisational development intervention strategy such as whole school development. It is believed that whole school development will bring about the necessary changes. These positive changes would make black schools more progressive in terms of effective and efficient management. Unless the whole school development process is successful, there would be more confusion in the management and leadership of schools. This means that billions of Rands of the taxpayer's money will be wasted. This could have a negative impact on the political, educational and social transformation of South Africa.

In the light of the above it appears that the essence of the problem can be encapsulated by means of the following questions:

- What are the essential aspects of whole school development?
- What is the relationship between management and leadership in whole school development?
- What is the perception of educators in respect of the management of the school as an aspect of leadership?

- What guidelines can assist principals as leaders in their task of managing the schools more effectively and what are the implications for the development of the school as a whole?

1.3 THE AIM OF THE RESEARCH

The general aim of this research project is to investigate the implication of the various aspects of management on whole school development.

In order to achieve the above general aim, the specific aims of this mini-dissertation are to:

- determine the role of management as an aspect of leadership in whole school development;
- investigate the perceptions of educators in respect of management as an aspect of leadership of the school; and
- provide guidelines to principals so that management will form an integral part of the principals' leadership role in the whole school development.

1.4 METHOD OF RESEARCH

A literature study will be utilised to disclose basic issues about whole school development, and more specifically, what is involved in management as an aspect of leadership. The literature study will cover a wide spectrum of sources, that is, books, journals, newspaper reports and mini-dissertations by previous researchers. The literature study will provide the bedrock for an empirical survey. A structured questionnaire will be given to both principals and educators. This questionnaire will seek to elicit the opinions of both principals and educators in respect of the role of effective management as an aspect of leadership.

To a large extent the success or failure of management as an aspect of leadership and its influence on the whole school development process depends on the


perceptions of principals and their willingness to implement management methods and procedures. The literature survey will also be used to investigate the concept of management and leadership and how the two concepts complement each other in the process of whole school development.

The study on the whole school development process will involve respondents from the following provinces: Gauteng, Eastern Cape, Northern Province, KwaZulu-Natal and Mpumalanga. The findings would possibly be more valid and reliable because the investigation involves a wide spectrum of educators in the above five out of a maximum of nine provinces in the Republic of South Africa.

1.5 CLARIFICATION OF CONCEPTS

In order to ensure a common understanding of certain concepts used in this research, it is of fundamental importance that they be briefly elucidated.

1.5.1 Management



Management is a specific type of work in education which comprise regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation so as to allow formative education to take place" (Van der Westhuizen, 1991:55).

This definition of educational management implies that:

- management is a specific kind of work in education;
- educational management is concerned with the "extreme" of teaching and learning and thus makes effective teaching and learning possible;
- management comprises a number of regulative tasks or actions;
- management is brought into effect in a specific area of regulation;

- authority is essential for good management;
- the aim of educational management is the realisation of formative educator in a unique way;
- management is a human act that people are involved in and that it is therefore subject to norms; and
- management takes place in relation to an organisation, that is, the school as an organisation.

From this description of management, it appears that management is not merely an intuitive act, but that it requires thorough training and research (Van der Westhuizen, 1991:56).

1.5.2 Collegial leadership

Collegial leadership refers to the recognition that influence, power and ability are best utilised if they are widely distributed among professionals within a given institution (Bush, 1995:64).

1.5.3 Whole school development

It refers to capacity building in relation to the stakeholders in a given institution or organisation. According to Davidoff and Lazarus (1997:5), it is the way in which the different aspects of school life interweave and interact and the way in which they become coherent in relation to one another. The school management teams as quoted in the Kathorus NGO Consortium (1998:2) refers to a strategy of how a school will move itself forward from one paradigm to another, moving through the phases of change. It also concerns itself with a development planning process, which involves all the stakeholders in the school.

1.5.4 Collaborative management

Collaborative management refers to the principle of the recognition that collective efforts are better than individualistic management.

1.5.5 Delegation of authority

Delegation of authority refers to the devolution or decentralisation of power and that means that colleagues assume shared responsibility.

1.5.6 Authoritarian leadership

Authoritarian leadership refers to where a leader's authority is dominating and where status plays a significant part in the process of decision-making in the school.

1.5.7 Teamwork

It refers to a group of individuals who perform a given task on the basis of team set goals and a commonality in terms of expertise.

1.5.8 Corporate culture

Refers to group norms, values, ethics, attitudes and standards evident in a given organisation.

1.5.9 Consensus

Consensus is a collective agreement on a given issue.

The purpose of this research project on management skills as an aspect of leadership is needed in order to drive the whole school development process to a successful conclusion.

1.6 CHAPTER DIVISION

Chapter One

This chapter deals with the orientation, introduction, contextualisation and the statement of the problem, aims of the research problem, research methodology and clarification of concepts in this research.

Chapter Two

The literature survey is dealt with in this chapter. The focus is on some aspects of management and leadership and a theoretical framework of the aspects of the process of whole school development.

Chapter Three

This chapter is about the methods used in this research. The quantitative paradigm will be employed for data collection in the form of a structured questionnaire.

Chapter Four

In this chapter the focus is on analysis and interpretation of the empirical data obtained from the questionnaire.

Chapter Five

This chapter will provide a summary, findings, recommendations and a conclusion.

1.7 SUMMARY

In the old paradigm, the management of the education system was largely authoritarian. This bureaucratic approach in the education system caused bitterness and untold misery to the disenfranchised majority of the South African population. The outbreak of learners' riots (revolts) in 1976 was a watershed mark in the education history of this country. The dramatic changes taking place in education presently are largely a result of the yearnings of the majority of the South African society.

The education system cannot escape the radical changes taking place in South Africa. The aim of this research is to study the issues of management and leadership, so that the findings could be used to assist in improving the overall management of schools. The whole school development process is a determined effort by the powers that be to bring about equal education standards for all racial groups in South Africa. In this study the researcher will investigate how the process of whole school development can be managed efficiently and effectively. This will eventually enable the researcher to assume a position as to whether a collegial mode of management and leadership is of benefit to the education system or whether it could be another futile exercise.



CHAPTER TWO

A THEORETICAL DISCUSSION OF THE SCHOOL MANAGEMENT TEAM, EDUCATORS, PARENTS, LEARNERS AND THE PRINCIPALS' ROLE IN ORGANISATIONAL STRUCTURE

2.1 INTRODUCTION

In researching management as an aspect of leadership, implication for whole school development, the researcher has opted to use a literature review in the research project because he would like to establish:

- what others have said about the research topic;
- what research has previously been done;
- whether there are consistent findings or disagreements; and
- what theories address this phenomenon and what they say.

2.1.1 The aim of a literature review



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Le Compte and Preissle (1993:152) argue that a literature review is crucial to a study because it is a place where investigators explain to their readers the theoretical underpinnings of the study. It explains the impact of the theory on every stage of the study from the formulation of the problem and the selection of the population through data collection and analysis to interpretation. In so doing, investigators provide a description of their own biases as well as the way in which the study site and population were viewed and how the data would be interpreted. Smith (1995:21) argues that the aim of a literature review is:

- to take cognisance of what has already been published with regard to one's field;
- to obtain ideas of research strategies and methodologies which have been employed; and

- to investigate concepts to which the researcher relates and proves his/her expertise in respect of the relevant field of research.

2.1.2 The importance of a literature review

Mouton and Marais (1992:43) argue that the aim of a literature review is:

- to gain new insights into the phenomenon; and
- to develop new hypothesis about the existing phenomenon.

However, in the argument presented by both Mouton and Marais, it becomes quite clear that in every research a literature review is an important and an integral part of the research, because it helps the researcher to look at aspects from different perspectives that may have been overlooked by others in research. A literature review plays an important role in a particular field of the study, which will allow the research to differ from other studies that have already been undertaken.

Babbie (1992:104) argues that a literature review could also allow the researcher to add to what other researchers have already done and it could give the researcher the latitude to depart from the findings of other researchers. Because after careful consideration of what has been done before, one is convinced that radical departure is precisely what the field needs.

In the light of the above, it is important that research is conducted on the education phenomenon in order to make informed changes in relation to the whole school development process. However, it must be noted that the success of the process of whole school development is largely dependent on the efficiency and the effectiveness of the school management.

Therefore, in order to bring about a worthwhile change in education, principals need to have management skills. However, the need for skilled school managers is a must and this could be achieved if there is a well built knowledge base. Freese (1996:16) argues that the aim of this knowledge base is not to produce knowledge for knowledge's sake, but it seeks to help us as education practitioners

to solve some of the problems, which the principals often encounter in schools. One must realise that each school situation is unique hence the management style of a given educational institution may be influenced by the circumstances prevalent there.

It is true that there is no perfect mode of management and leadership. However, living in a democratic society calls for democratic forms of management and leadership. In education a suitable mode of leadership may be the collegial one. What is central in collegial management and leadership is the practice of participatory democracy. In essence this means that in a given institution, major decisions that impact on the whole staff, have to be taken collectively. This is significant in schools as staff have authority of expertise. Professionals in their respective fields possess skills and knowledge that could be utilised to the benefit of learners and the community. Collegiality in schools, as relationship structure, enables educators to teach each other the practice of teaching and the significance of peer relationship in terms of professional development (Sergiovanni & Starratt, 1993:103).

The logo of the University of Johannesburg, featuring two stylized birds facing each other with a sunburst above them, and the text 'UNIVERSITY OF JOHANNESBURG' to the right.

2.2 COLLEGIAL MANAGEMENT OF THE SCHOOL AS AN ASPECT OF LEADERSHIP

Management of schools plays a decisive role in the implementation of education programmes such as collegiality (Büchner, 1997:5). In collegial management of the school the principal attempts to build the capacity of mutual understanding in all stakeholders of the school. However, the shared values of a school give a school its moral direction. Effective management of the school aims at building the capacity to deliver quality education services. The school management team encourages high active participation from all members of staff. The shared values are committed to a democratic form of management of schools for whole school development. However, the central values of the collegiate school management such as collaboration, participation and communication are to be lived in practice by governing body and staff members in the process of effective management of the school (Lomax, 1996:19/20).

Outcomes of collegial leadership are more favourable when there is a combination of a firm leadership and a decision-making process in which all educators feel that their views are represented. In a collegial leadership some responsibilities are removed from the hands of the few at the center and into the hands of more members of staff. The collegial style emphasises that each member should contribute constructively. Collegial leadership allows flexibility, enables educators to meet new demands much more easily, and make educators feel valued members of the school and senior staff serves as mentors to the beginning educators. Torrington and Weigtman (1989:227) posit that collegial management of the school is more effective if there is a combination of firm management and a decision-making process in which all stakeholders feel that their positions are represented. In a participative management of the school some responsibilities are removed from the hands of a few and placed in the hands of the collective. The participatory style emphasises that each member of staff should contribute constructively. Collegial management and leadership gives rise to flexibility, and enables educators to meet new demands much more easily and make educators feel valued members of the institution whilst senior staff serve as mentors to beginning educators.

Regardless of the dramatic changes in which schools are managed and the transformation of the national and provincial departments of education into a democratic, equitable and comprehensive national education system, it is evident that educators do not all perceive leadership of their principals in the same way.

Due to the many and complex changes taking place in our schools today, principals should be committed practitioners who are able to lead and manage at the same time. School management should be participatory, collegial and committed to educators and learners. It also entails active involvement in the activities of the school (Dzvimbo, 1996:23). The principal must be encouraged to adopt a system of management, which will give educators the opportunity to influence the decision-making process. Educators must be made to feel part of the management in order to increase their sense of belonging and minimise apathy. Subsequently the development of a management style, which will create an open

school climate and team spirit, could assist educators in developing positive perceptions of the principal.

According to Dimmock (1993:69), the vital ingredient in collegial management and leadership for whole school development is that it allows constructive individual and group relationships. In a collegial management of the school staff learn to communicate with one another and appreciate the contribution to the overall management of the school as an aspect of leadership for whole school development. However, collegial theorists such as Bush (1995:65), incline to ascribe the following qualities to leaders in schools:

- They are responsive to the needs and wishes of their professional colleagues. Principals acknowledge the expertise and skills of the educators and seek to harness these assets for the benefit of the learners. Their experience makes them sensitive to the informal codes of professional practice, which govern expectations for relations among educators and between educators and the principal (Bush, 1995:65).
- Collegial principals seek to create formal and informal opportunities for the testing and elaboration of policy initiatives. This is done to encourage innovation and to maximise the acceptability of school decisions. A principal, who perceives his role as being that of a democrat, ensures that the school facilitates frequent staff discussions and co-ordination in order that decisions are made as a collective act.
- Collegial models emphasise the authority of expertise rather than official authority. This follows that authority in professional organisations such as schools or colleges reside as much with staff as with the principal. Instead of exerting authority over subordinates, the leader seeks to influence the decision and actions of professional colleagues. The principal also allows and encourages heads of departments and curriculum co-ordinators to become co-leaders (Bush, 1995:65). However, the preceding discussion has revealed that the essence of a collegial management and leadership is the practice of a participative approach in the decision-making process.

2.3 MANAGEMENT AS AN ASPECT OF LEADERSHIP

Grobler (1992:2) states that invitational management is a theory, which is grounded in the practice and is based on the assumption that all people are valuable and without their participation, management cannot be successful. The author (ibid.) also asserts that all people possess untapped potential, which can best be realised by procedures and programmes that are specifically designed to invite development. Tsauchiya (1996:47) also believes in the unlimited potential of each employer.

A leader is one who leads or guides his or her subordinates. The leader's primary task should be to create a conducive environment in which people will be motivated to work effectively and achieve the goals set by the organisation.

Leadership is both a process and a property. As a process, it is the use of noncoercive influence to shape the groups' or organisations' goals, motivate behaviour towards the achievement of these goals, and help define group or organisational culture. As a property, it is the set of characteristics attributed to individuals who are perceived to be leaders (Moorhead & Griffin, 1981:392).

Managers, on the other hand, are involved in planning, budgeting and compiling rosters and establishing policy structures, which will allow the staff to implement the day-to-day activities of the organisation. Managers are also responsible for the allocation of resources and delegation of responsibility and authority in the organisation. According to Moorhead and Griffin (1981:393) management in conjunction with leadership can produce orderly change, while leaders help the organisation align properly with its environment.

Kouzes and Posner (1987:297) assume that management can be taught as people learn the attitudes, skills and knowledge associated with good management practice and at the same can be done together with leadership, because ordinary managers can become extraordinary leaders through learning.

Chapman, Froumin and Aspin (1995:164) state that the ability to involve others and to gain their commitment and motivation to commonly agreed goals is a vital factor. As Fullan (1991:36) stresses, the principal's job is to ensure that essential things get done, not to do them himself or herself.

In essence this demands that principals delegate some of their responsibilities to other members of staff. Yet, they must remain available for guidance in order to ensure that things are done properly and responsibly. The fact is that principals may delegate some of their tasks yet remains accountable. This places a great deal of work squarely upon their shoulders. This makes the principals' work even more cumbersome.

Never in the history of education has so much been expected from school manager-leaders. As manager-leader the principal is expected to do things right and as a leader to do all the right things. Clear vision is required to help in fostering a climate where there is resistance towards change (Aquila & Galovic, 1988:50). The required vision should be a dynamic complex theme vision (Everard & Morris, 1996:16). Perhaps we need to differentiate between the principal as a manager and as a leader of the learning organisation.

Robbins (1990:20) contends that leadership and management is a cyclic and sensitive rhythm of opening and closing, stopping and going, creating and receiving, acknowledging and confronting, observing and shaping, breathing in and breathing out. For good leadership and management you need to make informed judgement, and have a repertoire of responses. Therefore, leadership and management is about balance, equipoise – about holding a picture of the whole, attending to the parts, moving forward when it is time to move forward, staying put when it is time to reflect, understand and consolidate. This means that the success of the organisation need not depend on the principal alone. Finally, leadership and management are so intertwined and interdependent, they need to, as far as possible, be practiced together. Both are essential - you cannot have the one without the other.

2.4 THE IMPORTANCE OF THE MANAGEMENT OF ORGANISATIONAL STRUCTURES

In order to provide education of a high standard, it is necessary to build the capacity of organisations and institutions to structure themselves appropriately to design and set in place effective patterns of work, administrative processes and procedures at all levels, to plan and implement their objectives and to establish predictable patterns of relationships among people by dividing work into tasks and by co-ordinating the activities of their members. Thus, the structure of an organisation should be participative, consultative and facilitative in nature in order to allow teams of people to achieve their goals efficiently and effectively and to respond to changes in the environment in which they are working (Rondelli, Middleton & Verspoor, 1990:119). It is against this background that schools have to establish school management teams. School management teams are an example of a participative style of management.

2.4.1 The school management team

The school management team consists of the principal, deputy principals, heads of departments and educators. The structure is charged primarily with the daily leadership and management of a given school. With a participative leadership style this structure can improve a school in terms of success and progress by making the school a life long learning commitment. Thomas (1996:15) argues that core values are important in an organisation (school) as these shape the behaviour of individuals within the organisation. He underlines the significance of caring about others and respecting individual dignity. He further cautions that groups or teams should not lose sight of respecting individual dignity, even in group context.

Lambert (1998:17/18) argues that if principals are to sustain their improvements and build on the strength and commitment of educators, they need to address the capacity of schools to lead them. However, we need to rethink both leadership and capacity building.

He (ibid. 1998:19) contends that schools and districts need to create the following conditions if they are to build leadership capacity:

- hire personnel with the proven capacity to do leadership work and develop veteran staff to become skilful leaders;
- get to know one another, build trusting relationships;
- assess staff and school capacity for leadership;
- develop a culture of inquiry that includes a continuous cycle of reflecting, questioning, gathering evidence, and planning for improvement;
- organise for leadership work by establishing inclusive governance structures and collaborative inquiry processes;
- implement plans for building leadership capacity – and anticipate role changes and professional development needs; and
- develop district policies and practices that support leadership capacity building, and these practices include district school relationships built on high engagement but few rules and regulations, as well as shared decision-making site-based school management. Building leadership capacity is not the next innovation, but the foundation for sustaining school and district improvements.

However, Macbeath (1994:148) contends that good school leaders are those who are able to maximise the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. This may come through individual one-to-one work with educators, learners, parents or governors, or throughout creating the impetus within an organisation that encourages and enables people to play an active part in school life.

2.4.2 The need for school governance

Most principals, district directors and educators have a desire to do better and are working as hard as they can to provide a quality education to every learner they serve. In order to enable good schools to flourish, the community should rebuild supportive structures of all the stakeholders. Community building must become the heart of any school improvement effort. Whatever else is involved – improving teaching, developing sensible curricula, creating new forms of governance, providing more authentic assessment, empowering teachers and parents, increasing professionalism – it must rest on a foundation of community building (Sergiovanni, 1994:xi).

The point is that the call for parental involvement was an explicit challenge to the status quo in regard to the use and distribution of power in the formulation of educational policy and especially in educational practice. It is fair to say that neither side “recognised that, however explicit the criticisms, the implicit logic of the criticisms could be revolutionary depending on the outcome of whatever forms parental involvement took” (Sarason, 1994:11/12).

Mathews (1997:742), in his paper on “The lack of public about public schools”, believes that involving parents in the decision-making process is a reform process that also has to engage the public. In other words, certain things have to happen in communities before the improvements people want in their schools can be seen. Communities must change and become involved in the school. Unless communities change, it is unlikely that schools will change.

The parents of a school are the most important component of schools’ residence community that might influence or contribute to educational decisions at the institutional level (Morgan, 1974:19). The community thus views the school in a favourable light and reckons its openness as important. The community members want to be involved in the decision-making process even though they do not wish to be involved in day to day matters of the school (Caldwell & Spinks, 1992:235).

2.4.3 Community involvement in School Governing Bodies

“Schools are nowadays under increasing pressure to develop strategies for securing greater parent involvement. Traditionally, education has been regarded as the domain of teachers, and parents participation has been limited” (Squelch & Lemmer, 1994:91). Nowadays parents are regarded as equal partners in education and they are beginning to play an increasingly important role in the school.

“Teachers and parents realise that effective education requires close co-operation between teachers and parents, and positive home-school relations. Schools have become more open to parents and many welcome parent involvement. Moreover, in the light of changes that have taken place in education in South Africa during the past few years, parents are now expected, more than before, to assume greater responsibilities for the day-to-day management of schools. Home and school are no longer separated by the white line on the playground” (Squelch & Lemmer, 1994:92). The intention of whole school development supports the above-mentioned scenario as sketched by Squelch and Lemmer (1994:92).

“To this end there are benefits for the governing body and the school overall by raising awareness through increased knowledge and confidence thus enabling governors to fulfil their roles and responsibilities far more purposefully” (Fidler & Bowles, 1989:226). There are a number of very good reasons schools should develop a partnership with parents. Parsons (1989:37) states that increased achievement may be due to the lessening of distance between the goals of the home and the goals of the school.

The main forms of parental involvement, according to Fullan (1991:228), include:

- parental involvement at school (for example, volunteers, assistants);
- parental involvement in learning activities at home (for example, assisting children at home);

- home or community – school relations (for example, communication); and
- governance (advisory councils). A study on parents' participation as decision-makers on advisory councils on the one hand, however, found that school principals dominated information and decisions (Munn, 1993:66).

Wolfendale (1993:63) sums up the role of parents as governors by incorporation in the following:

- representation – speaking on behalf of all parents in the school;
- reporting back to parents what decisions are being made; and
- being a repository of information derived from in-service training, as well as their presence on the governing body.

Because parents remain potentially, if not in actuality, the school's best allies, it is important that schools include parents automatically in the equation of decision-making (Wolfendale, 1993:65).

2.4.4 Learners

Learners also play a role in the transformation of the whole school. Effective change in schools involves just as much cognitive and behavioural change on the part of learners as it does for anyone else (Fullan, 1991:189).

However, all along schools have been organised in some ways that are counter-productive to the well being of learners. With the sudden change, schools need to give priority to the value of learners. This means getting learners through empowerment that also recognises their reception to change, listening skills and their ability to share common opportunities and experiences.

Subsequently, this empowerment tends to make learners discover exceptions in addition to expert knowledge and they tend to be more collaborative, collective,

and have special knowledge and competencies. Urgency is also seen with caution and patience and constructed solutions are fostered with learner involvement (Richardson; Lane & Flanigan, 1995:277-287). There has been little research to guide the school in deciding the roles for learners on what to do and how to go about it in their inclusion in the shared decision-making process. It thus becomes incumbent upon the principal to communicate and define roles for learners in the school development management process.

However, shared decision-making intensifies the need for leadership from the principal. This leadership role puts the principal under pressure because it gives him or her additional accountability and responsibility, while at the same time, it requires sharing decisions with educators, parents, and community members, and in some cases, learners (Richardson *et al.*, 1995:10).

It is important to emphasise that education must be taken back to the people whilst on the other hand, they regarded the establishment of Parent-Educator-Learner Association (PECA) as the presentation of a democratic structure which will bring the culture of learning and teaching back to schools. Motsoemere (1996) reports in the Sowetan of 30 January 1996 that the establishment of PECA in schools is a revolution to change the whole society and try to teach new values and a system, which will usher people into the new dispensation in South Africa. According to Christie (1992:294), the establishment of PECA's across the country will make parents more actively involved in educational advancement with educators and learners, because the parent is and must be a key player in school governance. McGregor and McGregor (1992:133) contend that without parental desire for involvement in the education process, learning will not be possible because parents remain the central point of reference for the values and ethical beliefs which will guide the child's development.

2.4.5 Educators

Smilie (1992:63) contends that educators' willingness to participate in school decision-making is influenced primarily by their relationships with their principals. Educators appear more willing to participate in all areas of the decision-making

process if they perceive their relationships with their principals as more open, collaborative, facilitative, collective, consultative and supportive. They are less willing to participate in any decision-making if they characterise their relationships with the principals as closed, exclusionary and controlling.

The school is the centre of change because the norms, values and structure make a great cumulative difference for individual educators (Fullan, 1991:133). Educators are thus happiest in a social environment characterised by mutual dependence in which sharing is the norm and individuals do not feel ashamed to admit to failure or a sense of inadequacy (Fullan, 1991:135).

The role of educators has been originally assigned as diffusers of information. With the advent of change this information needs to be disseminated to the learners in the form of empowerment in the management of the school. Research suggests that the ways in which principals interact with educators set a model of how educators should interact with learners. This in turn influences the quality for learner interaction with each other (Chapman *et al.*, 1995:165). Having explored the literature on educators, a review of what the principals' role is in school management will be outlined.

2.4.6 The principal's role

The view is widely held that the principal holds the key to school effectiveness (Sergiovanni, 1984:6-8). The principal's managerial role is changing. The demands made on schools is beginning to change the traditional role model of paternalistic-autocratic leadership to one of managing personnel and the organisation both in the internal interrelatedness and links with external groups. The changing role of the principalship poses new challenges and underscores that need for development in managerial skills (Shah, 1990:11).

Squelch and Lemmer (1994:vii) contend that the education system as a whole has been affected by the changes taking place in society. South African schools have in turn become sites for radical change. This resulted in great concerns by communities across the country for quality education. School principals are faced

with situations in which efficient and effective school management requires improved skills, knowledge, attitudes and values to cope with new demands and challenges.

Loock and Grobler (1997:37) argue that it is essential that principals be equipped to manage schools effectively. They should have the necessary managerial skills to meet the demands imposed by schools thus ensuring a state of equilibrium between the individual and the school. However, individual and organisational needs should also be considered. Education management development can be seen as a process whereby the achievement of organisational goals and the meeting of individual development needs becomes harmonised. However, management is placed within the context of whole school management and becomes an integral part of the day-to-day management of schools.

Fullan (1991:145) contends that if change is everywhere in the air one would think that the greatest pressure a principal feels is to bring about some major transformation to the school. Caldwell and Spinks (1992:174) identify that having vision alone is not sufficient for effective leadership. Recent studies have highlighted the importance of the leader gaining the commitment of others to that vision and then ensuring that it shapes the policies, plans and day-to-day activities in the organisation.

Thomas (1996:45) and Sergiovanni (1993:77) contend that the leader brings to the organisation and its work a certain freshness of thought, a commitment to new ideas, and a belief in creating change.

Subsequently, the educational leader-manager has to align himself/herself with the increasing pace of change in both organisations and the larger world (social change). He or she needs to continually adjust to changing conditions, especially as these pertain to a changed relationship with the external environment, made up of parents and other stakeholders (Davidoff & Lazarus, 1997:6).

For a leader to develop personal initiatives and determine how best to get things done, he/she needs to develop patterns and frames in order to make sense of the

complexities of everyday life (Bolman & Deal, 1991:11). Frames are windows on the world; they filter out some things while allowing others to pass through easily.

Transformational leadership manifests itself in the context of change and the nature of change is a crucial determinant of the forms of leadership that will prove to be helpful (Leithwood, 1994:498). In SDM we are looking at schools which are trying to break up traditional patterns of leadership by opening lines of communication and greater participation in decision-making process. The leader's role should be communicated to others for participation to take place. Bennet and Le Compte (1990:181) consider leadership and open communication to infuse all the activity engaged in the dimension of school life (management of school life, team building and communication of leadership skills). A principal thus needs to communicate this new knowledge and skills to the governing body. The leadership of the principal is considered critical for the smooth management of the school.

2.5 CONCLUSION

It is evident that management of schools has to be transformed into a democratic mode of management. This transformation would occur best under a collective leadership style. It is apparent that schools today, like any other institution, need partnership with parents in order for them (schools) to be able to effectively serve their customers: learners, parents, governors, politicians and members of the local community. Parents, caregivers and other community members need to be involved in the education of their children and schools need the support of the community in order to be able to be effective.

However, in the school management SGB's can serve the multiple function of bringing the school and the community together by strategically planning participation in school affairs. In the same way, the most important function of SGB's is to facilitate the management of the school, but it remains a problem if community members who serve on the board are not trained to fulfil their functions.

The literature study in this chapter has formed an appropriate framework for the empirical study. A brief discussion of the design of the research instrument will now follow in chapter three.



CHAPTER THREE

METHOD OF RESEARCH

3.1 INTRODUCTION

In this chapter the method of research employed will be described. The topic of this research is to investigate management as an aspect of leadership in whole school development. The aim being to investigate the extent to which the principal, educators, parents and learners can be involved in the school management team in respect of policy formulation, planning and the implementation thereof.

The specific aim is:

- to investigate whether the involvement of stakeholders in the school management team is important to educators;
- to investigate the opinion of the educators in respect of their participation in the whole school development of aspects that affects them; and
- to examine and explore the effectiveness of school management and the role of the school principal in order to bring about improvement in the management of the school as a learning organisation.

The concept of the school management team (SMT) and whole school development is fairly new in the majority of South African schools in the sense that no extensive research has been conducted on this aspect. In order to understand the effectiveness of the whole school development in schools, it is necessary to obtain the perceptions of the participants. The researcher will therefore rely on obtaining the perceptions of the participants in this research project by using a structured questionnaire.

3.2 RESEARCH DESIGN AND METHODOLOGY

This research is concerned with the social behaviour of educators and this has an impact on the method to be employed to investigate this. Social behaviour is the domain of the social sciences (Creswell, 1994:4). Here the researcher investigates the extent of involvement and the opinion of participants while interacting with those involved in the SMT and thereafter analyses the data in respect of the questions asked.

The design of the empirical investigation involves a structured questionnaire consisting of closed-ended questions. The items in the research questionnaire were designed around the essential aspects of participative and collaborative management such as:

- the school management team;
- whole school development;
- the relationship between the community and the management team;
- educators participation in the decision-making process; and
- involvement of learners in the policy formulation of the learners' code of conduct.

3.2.1 Quantitative research

Quantitative research involves description and data collection processes, research designs and statistical procedures that enable research and management in social sciences to parallel closely the work of natural science researchers.

Quantitative data collection techniques include experiments, social surveys, questionnaires and structured interviews. In this research, principals, heads of departments and educators of selected schools will complete structured questionnaires. Quantitative researchers consider valid knowledge to be value free and subsequently will use standardised proven valid and reliable techniques such as the use of structured questionnaires to collect data (Creswell, 1994:6).

Vockell and Asher (1995:193) posits that recent theories have pointed out that since human behaviour is complex and often highly subjective, interpretative research strategies are necessary to supplement research. Thus the combination of the two research strategies, namely qualitative and quantitative, is probably of the greatest value in research.

According to Babbie (1992:107), the population to be used in research is that group of people about whom the researcher wishes to obtain information. According to Gay (1981:86), the population is the group of interest to the researcher, the group from whom the researcher would like to get the information that he/she intends using. Babbie (1992:198) also notes that a population is the theoretically specified aggregation of the study elements. A study population is that aggregate of elements from which the sample is usually selected.

Mouton and Marais (1992:163) argue that qualitative approaches are relatively more open and broader in the way in which they tackle problems than quantitative approaches are. Quantitative research on the other hand, provides the opportunity to represent all the information gleaned from the respondents. This helps to clarify misconceptions, biases, inaccuracies and inconsistencies such that it contributes more to the formation of warranted theory in this regard.

3.2.2 Data collection

The quantitative researcher uses instruments to collect data. Reality can be measured and it exists apart from the researcher, therefore the validity and reliability of the results is important. Through careful design of data collection, bias is eliminated and a representative sample is selected from the population (Creswell, 1994:116). This data collection in turn, enables the researcher to generalise the findings from a sample of responses to a population. According to Le Compte en Preissle (1993:158), the quantitative researcher deals with empirical data or potentially verifiable information obtained from the human senses. In this research the instrument used for data collection is a structured questionnaire.

According to Babbie (1994:141), the respondent can respond by indicating degrees of agreement or disagreement. This technique was chosen because the researcher was contemplating the easier analysis of data and questions (Hitchcock & Hughes, 1995:157). This survey method is preferred for educators to generalise about some of their attitudes and behaviours towards the school management team and the relationship with the community.

Questionnaires are usually written in simple language and are structured. According to Gay (1981:160), a structured or closed form consists of a question and a list of alternative responses from which the respondents selects his/her response. Structured questionnaires are preferred in this research because they facilitate the response and data analysis considerably (Keeves, 1988:480).

The respondents had to rate the given questions/statements by making a cross on one of the given responses that vary from strongly agree to strongly disagree on a six-point scale.

3.2.3 Sample



According to Gay (1981:85) sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected comprise a sample of the larger group referred to as a population. The purpose of sampling is to obtain information about the population. A sample is thus a portion of a population. It is useful when we want to know how a large group would be described. Sampling enables one to study a portion of the population rather than the entire population. It therefore saves time, money and a person's energy. A sample is a group of subjects chosen from a larger group or population to which the findings are assumed to apply (Slavin, 1992:252).

In this research a convenient stratified sample was used. Three groups of questionnaires were distributed to primary and secondary schools in seven provinces. The sample consisted of 1 240 respondents of which 1 040 were English speaking and 200 Afrikaans speaking. Of the 1 240 questionnaires 980

questionnaires on the management of the school were returned of which 946 was usable, representing a return rate of 76,29%.

In Tables 3.1 – 3.5 the profile of the sample is indicated. The profile includes provinces, gender, post levels, mother tongue and language of instruction.

TABLE 3.1: PROVINCES

Province	Frequency	Percentage
Eastern Cape	28	3,0
Free State	120	12,7
Gauteng	229	24,2
KwaZulu-Natal	122	12,9
Northern Province	415	43,9
Others	32	3,3
Total	946	100,0

The interpretation regarding the above-reflected table indicates that the opinions and perceptions of the respondents of the teaching profession from the various provinces were especially high in the Northern Province (43,9%) and Gauteng (24,2%).

Table 3.1 indicates that five provinces were involved in the research. The Northwest Province and Mpumalanga were also involved, but because only 32 questionnaires were returned, these were grouped as "others".

TABLE 3.2: GENDER

Gender	Frequency	Percentage
Female	455	48,2
Male	490	51,8
Total	945	100,0

It was reasoned that the gender of the teaching profession's opinions on management as aspect of leadership in whole school development were necessary to determine whether the school was managed effectively. The large percentage of males involved in the research is probably due to the fact that the project aimed at obtaining the perceptions of members of the school management team (SMT). School management in South Africa is still largely dominated by the presence of males and hence this sample contains a large percentage (51,8%) of male respondents.

TABLE 3.3: POST LEVELS (Grouped for convenience)

Post levels	Frequency	Percentage
Promotion posts	312	33,0
Educators	631	67,0
Total	943	100,0

From Table 3.3 one can infer that educators in promotion posts are well represented in the sample. This again indicates that a large proportion of the respondents who completed the questionnaire were in promotion posts as a representative sample should have a greater percentage of educators involved. However, this particular research project particularly wanted the responses of persons in promotion posts as the title is concerned with management as an aspect of leadership.

TABLE 3.4: MOTHER TONGUE

Language	Frequency	Percentage
Nguni	506	53,7
Afrikaans	143	15,2
Sotho	238	25,3
English	55	5,8
Total	942	100,0

Analysis of Table 3.4 shows that the various mother tongue groups are reasonably well represented.

TABLE 3.5: LANGUAGE OF INSTRUCTION

Language	Frequency	Percentage
English	622	66,4
Afrikaans	84	9,0
Double medium	132	14,1
Parallel medium	99	10,5
Total	937	100,0

The results in Table 3.5 indicate that the medium of instruction in most schools sampled was English and hence many mother tongue speakers are educated in their so-called second language.

(Note: All 946 respondents did not answer all the items and hence the totals given in the Tables fluctuate somewhat).

This particular research project deals with management as an aspect of leadership. However, all the questions formulated by this group relative to management of the school are represented in Table 3.6 below. The questions relevant to management as an aspect of leadership are indicated by means of an asterisk.

TABLE 3.6: ITEMS ASSOCIATED WITH MANAGEMENT OF THE SCHOOL AS AN ASPECT OF WHOLE SCHOOL DEVELOPMENT

The respondents had to indicate the extent to which they agree or disagree with the statements in the questionnaire, where:

6 = strongly agree with the statement

1 = strongly disagree with the statement

2 to 5 form equal intervals between 1 and 6

The following abbreviations will be used in the table:

School Governing Body = SGB

School Management Team = SMT

Learner Representative Council = LRC

Item	Description: Indicate the extent that you agree or disagree with the following statements:	Mean score	Mode	Rank	% Respondents choosing 5 & 6	Factor
B51	The training of educators in marketing will assist us in marketing our school	4,94	6	1	70,8	F2.4
B82	Learners may only be suspended from our school after being granted a fair hearing	4,89	6	2	71,7	F2.3
B80	Fair assessment of learners by educators in our school established good learner-educator relationships	4,86	6	3	71,5	F2.4
B26	The best form of marketing in our school is for the school to excel in the various school activities	4,82	6	4	67,4	F2.4
B35	Our principal portrays a positive image of the school	4,78	6	5	67,5	F2.4
B7	Regular learner assessment in our school has a positive influence on learning	4,77	6	6	65,9	F2.4
B89	The educators in our school act in the best interest of their learners	4,77	6	6	67,0	F2.1
B71	A security fence around our school will/has improved school safety	4,76	6	8	69,1	F2.4
B28	Our SGB makes recommendations with regard to the appointment of educators	4,74	6	9	67,6	F2.4
B67*	Our SMT regards the selection of competent educators as important	4,63	6	10	63,6	F2.4
B3	Good learner discipline is an important characteristic of our school	4,62	6	11	61,2	F2.4
B61	Educators in our school are capable of developing valid and reliable tests by themselves	4,62	6	11	54,2	F2.4
B90	Our SGB fosters good relationships with the educators	4,62	6	11	63,1	F2.1
B29	A safe school environment is a characteristic of our school	4,57	6	14	62,9	F2.4
B69	Educators in our school understand the concept of continuous assessment	4,56	6	15	61,7	F2.4
B77	Combating gang violence will improve our school's safety	4,55	6	16	62,8	F2.3
B86	Educators in our school are familiar with different ways of assessing learners	4,55	6	16	60,9	F2.4
B11	Our school is financially accountable to the parents	4,53	6	18	59,9	F2.4
B22	Good academic and/or sporting achievements attract learners to our school	4,50	6	19	60,5	F2.4
B52	The discipline in our school has deteriorated since the abolition of corporal punishment	4,50	6	19	61,7	F2.5

B10	Our school has dedicated administrative staff	4,42	6	21	59,1	F2.4
B73*	Our SMT is flexible	4,40	6	22	56,3	F2.1
B34	Academic excellence is emphasised when marketing our school	4,38	6	23	56,3	F2.4
B47	Involving learners in our school governance/management will enhance the effectiveness of the school	4,38	6	23	57,2	F2.3
B87	Our school climate enhances school safety	4,83	6	23	56,7	F2.4
B50	In our school learner participation in class is a reliable form of learner assessment	4,73	6	26	55,0	F2.4
B36	Learners not enrolled at our school are only allowed on the school premises with the permission of the principal	4,35	6	27	58,1	F2.4
B81	Our SGB supports the staff in the performance of their duties	4,33	6	28	54,6	F2.1
B40*	The SMT of our school demonstrates that their educators can be trusted	4,32	6	29	54,8	F2.4
B9	Our SGB involves itself in resolving school problems	4,31	6	30	54,6	F2.1
B44	Schools in our area, which are renowned for their good discipline, tend to excel in other areas of activity	4,30	6	31	53,9	F2.2
B68	Our school has a financial report that is easy to understand	4,26	6	32	55,9	F2.1
B83	Our learners market their school by behaving outside the school	4,26	6	32	54,9	F2.4
B79*	Our SMT tends to make decisions collaboratively	4,24	6	34	49,2	F2.1
B60	Our SGB attempts to actively involve parents in school activities	4,23	6	35	54,5	F2.1
B21	Our parents are aware that the financial constraints under which the school has to operate	4,18	6	36	54,5	F2.4
B65	Even if specified in the annual budget, a clear mandate is still necessary from our parents before spending large amounts from school funds	4,18	6	36	52,4	F2.3
B27	Parents in our community may question the school rules	4,17	6	38	50,4	F2.4
B42	The family backgrounds of our learner's influence school safety	4,17	6	38	50,0	F2.4
B18*	The relationship between the community and the SMT of our school is cordial	4,11	6	40	50,0	F2.4
B84	Any stakeholder is allowed insight into our school's financial statements on request	4,10	6	41	49,0	F2.1
B6	The present SASA supports the marketing of our school	4,05	5	42	46,3	F2.2
B62	Learners in our school participate in fundraising	4,03	6	43	51,8	F2.2
B70	A part of our school funds are or should be invested with financial institutions	4,01	6	44	50,4	F2.3

B88	Learners at our school are aware of their constitutional rights	4,00	5	45	46,7	F2.1
B46	Negative peer group pressure influences the climate of safety at our school	3,97	6	46	48,4	F2.3
B85	Our SGB attempts to develop all aspects of the school	3,97	6	46	45,4	F2.1
B31	The LRC of our school forms an integral part of the SGB	3,90	6	48	46,3	F2.1
B16	Standardised tests developed by external examining bodies monitor learner progress in our school	3,89	6	49	45,8	F2.3
B58	Our school has a policy on school safety	3,87	6	50	46,1	F2.4
B12	All members of our school community has a responsibility towards marketing the school	3,85	6	51	42,6	F2.4
B54	At our school inexperienced educators are aware of the possible negative impact of peer group pressure on learners	3,81	6	52	43,6	F2.2
B74	Disciplinary problems in our school are often the result of inconsistent learner punishment	3,82	6	52	41,3	F2.2
B4	Our SGB recommends possible disciplinary measures against incompetent educators	3,80	6	54	41,9	F2.2
B53	Our school has sufficient toilet facilities	3,80	6	54	47,1	F2.2
B13	Learners serving on our SGB are good role models for other learners	3,73	6	56	41,6	F2.1
B49	Our SGB should be given greater autonomy in governance/management of the school	3,70	6	57	39,0	F2.3
B72	Our school should liaise with local businesses when deciding on the curriculum	3,70	6	57	41,8	F2.3
B33	In our school different academic abilities of learners in the same class make learner assessment problematic	3,69	6	59	37,0	F2.2
B23*	Our SMT equips educators with communication skills through courses/seminars/workshops	3,67	6	60	41,3	F2.5
B75	Parents at our school pay all school fees	3,67	6	60	38,7	F2.1
B78	Learners on our SGB understand their responsibilities	3,63	6	62	38,7	F2.1
B8	Our school has a desk for each learner	3,62	6	63	43,2	F2.2
B56*	Our SMT imposes its authority on the educators	3,61	6	64	38,7	F2.2
B19	The school community is involved with the discipline of our learners	3,58	6	65	37,9	F2.4
B64*	Our SMT tends to resolve conflict by avoiding it	3,58	6	65	38,6	F2.2 B66
B66	Our learners make a close distinction between educational and political issues	3,49	1	67	34,3	F2.1
B14	Drug abuse influences the climate of safety at our school	3,48	1	68	38,1	F2.3
B76	Our school liaises with local businesses in order to obtain donations towards school funds	3,45	1	69	36,2	F2.2

B1	At our school teaching and non-teaching staff are involved in the preparation of the school budget	3,44	1	70	36,5	F2.1
B43	Our learners have the necessary skills to participate meaningfully in school policy issues	3,37	2	71	31,4	F2.2
B30	Our learners should not be involved in the professional management/governance of the school	3,31	1	72	33,5	F2.2
B17	Our learners make a meaningful contribution to the decision-making process of school governance/management	3,29	1	73	31,4	F2.1
B41	Our school was timeously supplied with the necessary textbooks	3,27	1	74	32,1	F2.2
B15*	Our SMT does not take responsibility for their own mistakes	3,26	1	75	30,4	F2.2
B55	The learners involved in our school governance/management contribute towards outcomes-based education	3,24	1	76	31,9	F2.2
B57	The physical facilities at our school are satisfactory	3,12	1	77	29,3	F2.2
B5	The learners involved in our school governance/management neglect their school work	3,08	1	78	27,6	F2.2
B59	Our learners continuously search for innovative ideas on how to govern/manage a school effectively	3,03	1	79	24,6	F2.2
B2	Our school has the necessary sports fields needed for the sports that are offered at the school	2,98	1	80	28,0	F2.2
B45	Continuous assessment of learners in our school impacts negatively on teaching time	2,93	1	81	25,0	F2.2
B37	Our SGB should have the right to "hire and fire" educators	2,92	1	82	27,8	F2.2
B39	Our SGB has established a marketing sub-committee	2,86	1	83	25,3	F2.2
B48*	Our SMT mainly uses male educators during planning sessions	2,81	1	84	25,5	F2.2
B25	Monthly reports are made available to our parents on how school funds were spent	2,77	1	85	23,0	F2.2
B38	Our LRC is involved in preparing the school budget	2,77	1	85	25,1	F2.2
B24	Our school has the necessary laboratories/workshops needed to teach the subjects where these facilities are needed	2,74	1	87	24,5	F2.2
B20	Our school obtains financial assistance from local businesses	2,41	1	88	18,1	F2.2
B32	The Department of Education supplied our school with sufficient audio-visual equipment	2,29	1	89	15,1	F2.2

*Items associated with management as an aspect of leadership in whole school development.

Table 3.6 will be used to discuss the questions relevant to this research project.

3.3 DISCUSSION OF ITEMS ASSOCIATED WITH MANAGEMENT AS AN ASPECT OF LEADERSHIP IN WHOLE SCHOOL DEVELOPMENT

Each question required the respondents to indicate the extent to which they agree or disagree with statements in respect of school management, for example:

Question B67: Our SMT regards the selection of competent educators as important.

- Mean score: 4,63
- Rank order: 10
- % respondents selecting 5 or 6: 63,6%

Most of the respondents (63,6%) agree to strongly agree that selection of competent educators is important for effective school management. Selection of competent educators is a vital task for principals, middle management and school governing bodies (Dunham, 1995:79). Selecting educators that demonstrate good teaching practice is an important skill for principals, middle management and school governing bodies and it should have top priority. The selection process of educators should meet the curriculum needs of the school. It is a step in providing and promoting equal opportunities for staff development for whole school development.

Question B79: Our SMT tends to make decisions collaboratively.

- Mean score: 4,24
- Rank order: 34
- % respondents selecting 5 or 6: 49,2%

This question had a mean score of 4,24 which indicates that many educators agree to partially agree that making decisions collaboratively is a feature of whole school development. How educators view school management depends on how they view their role in collaborative school management (Bradley, 1991:7). Respondents are possibly indicating that the management needs to be collabo-

ratively developed and owned by the school. People have different personal values and these differences have clear implications for the organisation's (school's) future direction, structure and decision-making process and for all the functions of the school management team (Thomas, 1996:15).

Question B64: Our SMT tends to resolve conflict by avoiding it.

- Mean score: 3,58
- Mode: 6
- Rank order: 65
- % respondents selecting 5 or 6: 38,6

The above mean score indicates that the majority of the respondents partially agree to partially disagree that educators resolve their conflicts by avoidance. The mean score of 3,58 suggests that the respondents are uncertain if SMT's tend to resolve conflict by avoiding it. The SMT should, however, understand that conflict is a part of life and the total absence of conflict may indicate abdication of responsibility, lack of interest in schoolwork and of "lazy" thinking by educators. Lane and Walberg (1987:23) point out that conflict resolution should be a major responsibility of the effective leader and the consultative SMT needs to seek the fullest knowledge of interpersonal relationships before making decisions.

Question B23: Our SMT equips educators with communication skills through courses/seminars/workshops.

- Mean score: 3,67
- Mode: 6
- Rank order: 60
- Respondents selecting 5 or 6: 41,3%

The above reflected mean score indicates that the majority of the respondents are unsure in their responses as they partially disagree to/partially agree that their SMT equips educators with communication skills through courses, seminars and workshops. Even though many advanced studies tend to be an individualistic

experience serving only the interest of the educator concerned and rarely the school (Conner & Southworth, 1994:48), respondents still seem to feel strongly that educators should be encouraged to improve their communication skills through courses, seminars and workshops for professional development. This develops shared understanding of courses. Hence, courses, seminars and workshops link educators and provide them with opportunities for professional responsibility and accreditation can be received for a range of activities. The mode of six inclines towards indicating that SMT's do create opportunities for professional growth and development within a school. However, the mean of 3,67 indicates that many SMT's do not equip educators with important communication skills.

Regarding the discussion of the above four questions pertaining to management, respondents generally agreed that selection of competent educators by the SMT is very important. Within the school, collaborative decision-making processes need to be part of this management. SMT's must be encouraged to implement conflict resolution skills in resolving all related problems and conflicts within the school, even though some conflicts may best be resolved by avoiding them. The SMT should equip educators with communication skills through courses, seminars and workshops in order to help them build the capacity for co-operative efforts in the school. Sybouts and Wendel (1994:3) state that principals, who are successful leaders, empower others. Jenkins (1991:5) maintains that the staff needs to be empowered in skills and knowledge to enable schools to cope with the pressures of accelerated change. It is only when this occurs that management will succeed in making schools more effective.

Having discussed some of the questions on management as an aspect of leadership in schools, it is now necessary to describe the empirical investigation.

3.4 THE EMPIRICAL INVESTIGATION

Respondents were chosen from the various post levels of the teaching profession. It was felt that the opinions and perceptions of educators from various post levels were significant. This survey aimed at establishing the extent of educators' perceptions in the management and leadership of schools.

3.4.1 Bibliographic details

The following bibliographic details were requested: gender, post level, age, teaching experience, highest educational qualification, religion, primary or secondary school, mother tongue and gender of the principal of the school. It was felt that these aspects could be related to school management and the educator's perceptions of school management would possibly differ in respect of these groups.

3.4.2 The research group

Questionnaires were distributed to members of the teaching profession in seven of the nine provinces of South Africa. Schools were selected on the grounds of their accessibility to members of the research team. Principals were approached in order to obtain their permission and co-operation in their schools. The questionnaires were handed to principals by a member of the research team and personally collected again after completion. Co-operation in most cases was excellent and this established a good return of questionnaires.

3.5 SUMMARY

In chapter three a description of the empirical investigation was provided. Some of the items formulated by this researcher were discussed and the course of the research was briefly indicated. In chapter four the following aspects will receive attention:

- reliability and validity of the instrument; and
- some aspects of the data following from the statistical analysis will be examined, tabulated and interpreted. A quantitative analysis of data and interpretation of the findings will also be provided.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

4.1 INTRODUCTION

Due to the limit imposed on the length of a mini-dissertation, a detailed discussion of the various statistical techniques is impossible. Hence the following aspects will receive attention:

- the reliability and validity of the structured questionnaire;
- a discussion of the various factors;
- one example of a comparison of two independent groups by stating the appropriate hypotheses and analysing the data by means of multivariate statistical tests;
- one example of a comparison of three or more independent groups by stating the appropriate hypotheses and analysing the data by means of multivariate statistical tests; and
- a discussion of the significance of differences between the factor means of the various groups for each of the factors that make up the management of the school as an aspect of whole school development.

4.2 REALIABILITY AND VALIDITY

To ensure content validity the questions were designed within the framework of the relevant literature discussed in chapter two. Each student in the group designed approximately 10 items. Several experts in the research field from the Department of Educational Sciences and from the Statistical Consulting Service of the university also reviewed the questionnaire to judge the relevancy of each item. These items were then taken up in a structured questionnaire that was used in a pilot study involving 20 educators. As a result of the feedback received several items were adjusted so that they could be more clearly understood by the respondents.

The construct validity of the instrument in this research was investigated by means of successive first and second order factor analytic procedures performed on the 89 items. The first order procedure involved a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using the SPSS 8,3 program (Norusis, 1998) in order to identify a number of factors that may facilitate the processing of the statistics. In a principal component analysis, all of the variables are presumed to be dependent on underlying factors that are unique. Nineteen factors were derived from the first order factor analysis. The second order factor analysis revealed five factors of which three had reliability coefficients sufficiently high to use for statistical testing.

As a result of these procedures the 89 items were thus reduced to three reliable factors namely:

A factor consisting of 17 items that was named “**accountable collaborative school management**” with a Cronbach-alpha-reliability coefficient of 0,853. These 17 items can thus be regarded as forming one scale with a minimum value of $17 \times 1 = 17$ and a maximum value of $17 \times 6 = 102$.

A factor consisting of 31 items that was named “**school resource management**” with a Cronbach-Alpha-reliability coefficient of 0,879. The 31 items can be regarded as forming one scale with a minimum value of $31 \times 1 = 31$ and a maximum value of $31 \times 6 = 186$.

A factor consisting of 29 items that was named “**school marketing management**” with a Cronbach-Alpha-reliability coefficient of 0,891. The 29 items can be regarded as forming one scale with a minimum value of $29 \times 1 = 29$ and a maximum value of $29 \times 6 = 174$.

The various factors and the number of items involved in each are summarised in Table 4.1.

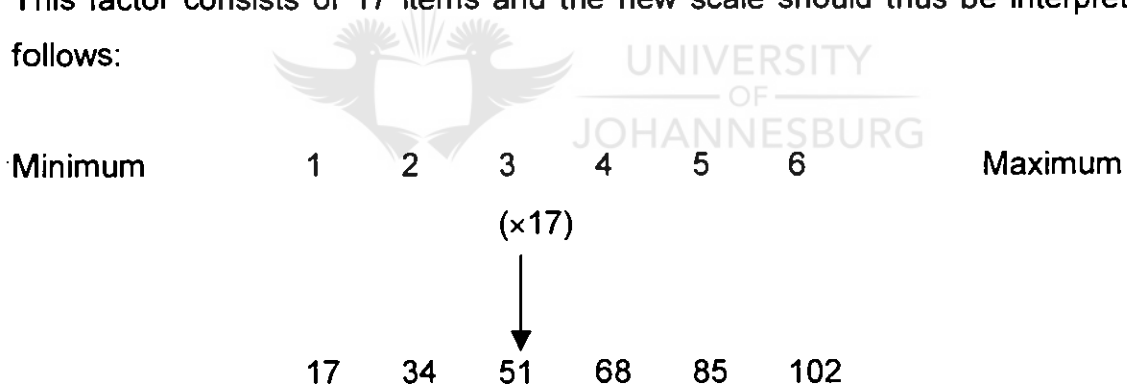
TABLE 4.1: FACTORS MAKING UP THE MANAGEMENT OF THE SCHOOL

No.	Factor name	Items	Cronbach-alpha-reliability coefficients
2.1	Accountable collaborative school management	17	0,853
2.2	School resource management	31	0,879
2.3	School marketing management	29	0,891
2.4	Safety and security school management	10	0,583
2.5	Supportive school management	2	0,137

Due to the relatively low reliability of the last two factors only the first three factors will be used for statistical analysis.

4.3 THE FACTOR ACCOUNTABLE COLLABORATIVE MANAGEMENT

This factor consists of 17 items and the new scale should thus be interpreted as follows:



A score of between 85 and 102 would thus indicate that respondents agree to strongly agree with the factor concerned. A score of 68 would represent partial agreement by the respondent whereas a score between 68 and 85 would represent partial agreement to agreement with the factor. A factor mean score of 51 would represent partial disagreement by the respondents concerned.

4.4 THE FACTOR SCHOOL RESOURCE MANAGEMENT

This factor is made up of 31 items and the new scale should be interpreted as represented below:

Minimum	1	2	3	4	5	6	Maximum
			(×31)				
			↓				
	31	62	93	124	155	186	

A score of between 155 and 186 would thus indicate that respondents agree to strongly agree with the factor concerned. A score of 124 would represent partial agreement by the respondents whereas a score between 124 and 155 would represent partial agreement to agreement with the factor. A factor mean score of 93 would represent partial disagreement by the respondents concerned.

4.5 THE FACTOR SCHOOL MARKETING MANAGEMENT

Because this factor is made up of 29 items the new scale should be interpreted as follows:

Minimum	1	2	3	4	5	6	Maximum
			(×29)				
			↓				
	29	58	87	116	145	174	

A score of between 145 and 174 would thus indicate that respondents agree to strongly agree with the factor concerned. A score of between 87 and 116 would represent partial disagreement to partial agreement by the respondents whereas a score between 116 and 145 would represent partial agreement to agreement with the factor. A factor mean score of 87 would represent partial disagreement by the respondents concerned and a score of 58 would indicate disagreement by the respondents with the factor concerned.

Having represented the factors involved in school management as an aspect of leadership, it is now appropriate to state the hypotheses and discuss the statistical analysis.

4.6 HYPOTHESES

Only one example of two independent groups and one example of three or more independent groups will be discussed in detail due to the restriction placed on the length of a mini-dissertation.

Statistics is traditionally divided into two main areas namely: descriptive statistics and inferential statistics. Descriptive statistics is concerned with organising and summarising data rendering it more comprehensible. Inferential statistics makes inferences when generalising from a sample to the entire population. Descriptive statistics can be further divided into a number of variables that the research focuses on. However, studying a single variable is referred to as univariate analysis, and studying two variables is called a bivariate analysis. When more than two variables are studied, it is named multivariate analysis (Mouton, 1996:163).

Univariate analysis is a stage of "data chewing" where a cleaner picture of the data is provided by examining one variable at a time. This analysis produces frequencies, percentage tables, graphs, charts and statistical indexes. This particular chapter is, however, concerned with multivariate analysis followed by univariate analysis and a comparison of two groups will be the first to be discussed (Norusis, 1998).

4.6.1 Comparison of two independent groups

Hotelling's T^2 test is used to compare two independent groups at the multivariate level for possible statistical differences in their factor mean scores. Hence the vector mean scores of the two independent groups are compared in respect of the three factors considered together. If a statistically significant difference is found at this multivariate level then the **Student t-test** is used in respect of each of the variables taken separately. The independent group chosen by this researcher is

gender and the possible differences between male and female educators in respect of accountable collaborative school management, school resource management and school marketing management will now be discussed.

4.6.1.1 Differences between male and female educators as independent variable relative to the three factors

TABLE 4.2: HYPOTHESES WITH MALE AND FEMALE EDUCATORS AS THE INDEPENDENT VARIABLE

DIMENSIONS	VARIABLE	SYMBOL	DESCRIPTION	TEST
Multivariate level	Gender	HoT	There is no statistically significant difference between the vector mean score of male and female educators in respect of the three factors considered together	Hotelling's T^2
		HaT	There is a statistically significant difference between the vector mean score of male and female educators in respect of the three factors considered together	
Univariate level	Gender	Hot	There is no statistically significant difference between the mean score of male and female educators in respect of each factor taken separately namely:	Student t-test
		Hot1	Accountable collaborative school management	
		Hot2	School resource management	
		Hot3	School marketing management	

		Hat	There is a statistically significant difference between the mean scores of male and female educators in respect of each factor taken separately namely:
		Hat1	Accountable collaborative school management
		Hat2	School resource management
		Hat3	School marketing management

TABLE 4.3: SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE EDUCATORS REGARDING THE FOLLOWING THREE FACTORS

FACTOR	GROUP	FACTOR MEAN	HOTELLING T ² (p-value)	STUDENT t-test (p-value)		
Accountable collaborative school management	Male	69,98	0,065	0,087		
	Female	68,18				
School resource management	Male	102,94		0,065	0,395	
	Female	101,47				
School marketing management	Male	127,38			0,065	0,130
	Female	129,66				

* Statistically significant at the 5% level ($p > 0,01$ but $p < 0,05$)

** Statistically significant at the 1% level ($p < 0,01$)

N (Males) = 490 N (Females) = 455

Table 4.3 indicates that there is no statistically significant difference between the vector mean scores of male and female educators at the multivariate level in respect of all three factors considered together ($p = 0,065$). H_0 T is thus accepted and the alternative hypothesis H_a T is rejected.

At the univariate level male and female educators also do not differ statistically significantly from one another in respect of each factor considered separately.

Hot1, Hot2 and Hot3 are thus accepted and the alternative hypotheses namely Hat1, Hat2 and Hat3 are rejected.

Having set hypotheses and tested them in respect of one example of two independent groups, it is now necessary to do the same for one example of three or more independent groups.

4.6.2 Comparison of three or more independent groups

When comparing three or more independent groups, MANOVA (multivariate analysis of the variance) is used to investigate the multivariate differences in respect of the three factors considered together. The vector mean scale scores are compared and should any difference be revealed at this level then ANOVA (analysis of variance) is used to investigate which of these three factors is responsible for the significant statistical difference. Groups are analysed pair-wise by means of either the Scheffé or the Dunnett T3 tests. If the homogeneity of variance in the Levene test (an advanced form of the Student t-test) is more than 0,05 ($p > 0,05$) then the Scheffé test is used to investigate possible differences between the pairs. Should the homogeneity of variance be less than 0,05 ($p < 0,05$) then the Dunnett T3 test is used to investigate the differences between the various pairs. Mother tongue groups will be used by this researcher as an example of three or more independent groups.

4.6.2.1 The differences between mother tongue groups in respect of the three factors

TABLE 4.4: HYPOTHESES WITH MOTHER TONGUE GROUPS AS THE INDEPENDENT VARIABLE

DIMENSIONS	VARIABLE	SYMBOL	DESCRIPTION	TEST
Multivariate level	Mother tongue	HoM	There is no statistically significant difference between the vector mean scores of the four mother tongue groups in respect	Manova

			mother tongue groups in respect of the three factors taken together	
		HaM	There is a statistically significant difference between the vector mean scores of the four mother tongue groups in respect of the three factors taken together	
Univariate level		HoA	The average scale scores of the four mother tongue groups do not differ in a statistically significant way from one another in respect of the following factors taken separately:	Anova
		HoA1	Accountable collaborative school management	
		HoA2	School resource management	
		HoA3	School marketing management	
		HaA	The average scale scores of the four mother tongue groups do differ in a statistically significant way from one another in respect of the following factors taken separately:	
		HaA1	Accountable collaborative school management	
		HaA2	School resource management	
		HaA3	School marketing management	
Pair-wise differences		HoS/D	There is no statistically significant difference between the average scale scores of the four mother tongue groups compared pair-wise in respect of the three factors considered separately namely:	Scheffé/ Dunnett T3
		HoS1	Accountable collaborative school management	

		HoS2	School resource management
		HoS3	School marketing management
		HaS/D	There is a statistically significant difference between the average scale of the four mother tongue groups compared pair-wise in respect of the three factors considered separately namely:
		HaS1	Accountable collaborative school management
		HaS2	School resource management
		HaS3	School marketing management

TABLE 4.5: SIGNIFICANCE OF DIFFERENCES BETWEEN THE MOTHER TONGUE GROUPS IN RESPECT OF THE THREE FACTORS:

FACTOR	GROUP	FACTOR MEAN	MANOVA (p-VALUE)	ANOVA (p-VALUE)	SHEFFÉ/DUNNET T3					
					A	B	C	D		
Accountable collaborative school management	A	69,04	0,000 **	0,000 **	A	X	**	-	-	
	B	75,71			B	**	X	**	-	
	C	65,92			C	-	**	X	-	
	D	69,13			D	-	-	-	X	
School resource management	A	97,45		0,000 **	0,000 **	A	X	**	-	**
	B	123,26				B	**	X	**	-
	C	98,05				C	-	**	X	**
	D	112,76				D	**	-	**	X
School marketing management	A	127,36		0,000 **	0,000 **	A	X	**	-	-
	B	139,79				B	**	X	**	**
	C	124,04				C	-	**	X	-
	D	129,94				D	-	**	-	X

** Statistically significant at the 1% level ($p < 0,01$)

* Statistically significant at the 5% level ($p > 0,01$ but $< 0,05$)

A = Nguni (N=506)

B = Afrikaans (N=143)

C = Sotho (N=238)

D = English (N=55)

Using the data in Table 4.5 it follows that there is a statistically significant difference at the 1% level between the mother tongue groups at the multivariate level. H_0M is thus rejected in favour of the research hypotheses H_aM . At the univariate level the factor mean scores of the four mother tongue groups differ from one another in respect of all three factors namely accountable collaborative school management ($p=0,000$), school resource management ($p=0,000$) and school marketing management ($p=0,000$). H_0A is thus rejected in favour of H_aA .

In respect of the pair-wise comparison the following conclusions can be made:

- Relative to accountable collaborative school management the factor mean score of educators with Nguni as mother tongue differs statistically significantly from educators who have Afrikaans as mother tongue. Afrikaans mother tongue speakers have a significantly higher mean score than Nguni mother tongue speakers and hence $H_0S.AB1$ is rejected in favour of $H_aS.AB1$. Afrikaans mother tongue speakers thus perceive themselves to be more accountably collaborative than Nguni mother tongue speakers. Relative to accountable collaborative school management, educators with Afrikaans as mother tongue also differ statistically significantly from educators who have Sotho as mother tongue. Afrikaans mother tongue speakers have a significantly higher score than Sotho mother tongue speakers and hence $H_0S.BC1$ is rejected in favour of $H_aS.BC1$. Afrikaans mother tongue speakers thus perceive themselves to be more accountably collaborative than do Sotho mother tongue speakers. It is also perhaps significant to note that Afrikaans mother tongue educators have the highest factor mean score of all the mother tongue groups in respect of accountable collaborative school management, although all the groups have relatively high factor mean scores.
- In respect of school resource management the Afrikaans mother tongue speakers have the highest factor mean score whilst the English mother tongue speakers have the second highest score. These two groups thus differ statistically significantly from the other mother tongue groups but not from one another. $H_0S.AB2$, $H_0S.BC2$, $H_0S.AD2$ and $H_0S.DC2$ are rejected in favour of their alternative counterparts $H_aS.AB2$, $H_aS.BC2$, $H_aS.AD2$ and $H_aS.DC2$.

Educators who have Afrikaans and English as mother tongue agree to a greater extent that school resource management is important in school management than the other two mother tongue languages.

- In respect of school marketing management the Afrikaans mother tongue educators have the highest factor mean score and differ statistically significantly from the other three mother tongue groups at the 1% level of statistical significance. HoS.AD3, HoS.BC3 and HoS.BD3 are rejected in favour of HaS.AB3, HaS.BC3 and HaS.BD3. Afrikaans mother tongue educators have a more favourable perception that school marketing management is important in school management than the other mother tongue groups have.

Only one example of two independent groups and one example of three or more independent groups have been discussed completely. Due to the limitation in length placed on a mini-dissertation, it is not possible to discuss all the independent groups in this fashion. The various factor mean scores will, however, be summarised in Table 4.6 followed by a brief discussion for some of the groups.

TABLE 4.6: MEAN SCORES OF THE INDEPENDENT GROUPS IN RESPECT OF THE THREE FACTORS CONCERNED WITH THE MANAGEMENT OF THE SCHOOL

INDEPENDENT GROUP	CATEGORY NAME	FACTOR MEAN SCORES		
		F1	F2	F3
Post level	Promotion posts	72,59**	108,60**	137,73**
	Educators	67,63**	99,32**	126,60**
Educator organisation	SADTU	66,62**	96,12**	124,75**
	Other	73,79**	114,3**	135,25**
Religion	Other	65,03**	97,24**	121,66**
	Christianity	69,65**	102,92**	129,29**
Attendance of educators	Excellent	70,71**	101,95	133,52**
	Average/poor	67,50**	102,61	123,03**
Gender of principal	Male	69,85*	101,66	128,17
	Female	67,40*	104,09	129,40

Courses attended relating to school improvement in the last 3 years	None	68,28	106,85	122,65**
	1 to 2	68,43	101,76	126,38
	3 to 4	70,04	100,56	130,86**
	5 or more	69,42	101,51	131,15**
Benefited your management skills?	Great extent	*72,08**	105,38**	132,71**
	Some extent	66,91**	99,17**	126,13**
	No extent	*66,96	106,66	123,39**
Age	20-30 years	*65,69	104,04	*123,19**
	31-35 years	68,63	98,60	126,26
	36-40 years	*70,52	104,47	*129,84
	41+ years	70,78	102,06	132,53**
Teaching experience	1-5 years A	69,01	102,40	128,16
	6-9 years B	66,12*	98,35	*125,44
	10-13 years C	69,31	103,58	*125,60**
	14-20 years D	71,37*	104,65	*132,83**
	21+ years E	71,06	102,77	*132,60
Experience as principal	0-4 years	69,44	94,58**	131,57
	5-8 years	71,04	119,94**	128,38
	9+ years	72,68	112,80**	130,32
Highest educational qualifications	Grade 12 and lower	72,84	*118,45**	133,05
	Post School dip. or certificate	66,31	99,97**	125,17
	Teaching dip. or certificate	67,45	99,22**	129,16
	B Degree	68,80	110,36	125,76
	B Degree + Tech. Diploma	70,70	*101,77	127,72
	Higher (Hon./Mas./Doc.)	72,18	105,22	130,84
Language of instruction	English	68,68**	98,69**	128,18**
	Afrikaans	78,61**	130,15**	138,65**
	Double medium	66,80**	100,15**	127,97**
	Parallel medium	69,15**	104,67**	121,95**
Attendance of learners	Excellent	**71,59*	104,22	137,29**
	Average	**68,79*	102,72	125,76**
	Poor	**62,07	91,65	110,56**
Type of school	Primary	67,45**	*98,45*	132,80**
	Secondary	70,59**	*103,44*	124,86*
	Combined	72,15**	**116,77**	127,62

Province in which school is situated	Eastern Cape	**64,19**	*110,92	*116,43**
	Free State	68,57	*96,51	*128,33
	Gauteng	**64,19	*98,24	*127,73**
	KwaZulu Natal	**72,15*	103,97	*134,88
	Northern Province	*71,04*	*103,68	*128,35**
Present level of discipline in your school	Excellent	77,26*	115,00*	143,64**
	Good	70,61**	104,61**	130,70**
	Average	65,09**	95,74**	121,95**
	Poor	56,60**	85,81**	103,33**
Average of factors		69,23	103,69	128,01

** = Statistically significant at the 1% level ($P < 0,01$)

* = Statistically significant at the 5% level ($p > 0,001$ but $< 0,05$)

F1 = Accountable collaborative school management

F2 = School resource management

F3 = School marketing management

4.7 DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES PRESENTED IN TABLE 4.6

In discussing the factor mean scores, each of the three factors will be discussed separately starting with accountable collaborative management first.

4.7.1 Accountable collaborative management

- **Post level** – educators in posts of principal, deputy principal or head of department have a statistically significantly higher factor mean score in respect of accountable collaborative management of the school than educators in post level one have. Educators in promotion posts are probably aware that to achieve the school's goals some form of accountable collaborative management is essential.
- **Educator organisation** – the statistically significantly higher factor mean scores for others indicates that members of other teacher organisations

perceive themselves to be more accountably collaborative than members belonging to SADTU. Even though both groups partially agree to agree that accountable collaborative management is an important aspect of school management, SADTU members perceive themselves to be less accountably collaborative. The reason for this is possibly because their union was born out of a marriage between various traditionally Black, Coloured and Indian teacher unions. However, the accountable part of collaboration has not been part of their functioning since their inception.

- **Religion** – educators belonging to the religions of Islam, Judaism, Hinduism, Buddhism or African Traditional had a statistically significantly lower factor mean score than educators belonging to Christianity did. However, both groups agree to partially agree that accountable collaboration is an important feature of effective management. Christians, however, agree to this to a greater extent.
- **Attendance of educators** – educators who perceived the attendance of educators at their schools to be excellent had a statistically significantly higher factor mean score than educators who perceived the attendance of educators at their schools to be average to poor. Educators with excellent attendance thus agree to a greater extent that accountable collaborative management is an aspect of school management than do educators who perceived the attendance of educators at their schools to be average to poor. Excellent educator attendance thus lays the foundation for accountable collaborative management.
- **Gender of principal** – educators who have male principals perceive themselves to be more accountably collaborative in the management of the school than educators who have female principals perceive themselves to be. A possible explanation could be that it is traditional in most of the South African cultures for men to take the lead in politics and management of the school.
- **Number of courses attended on school improvement in the last three years** – educators who had attended workshops or courses on school improvement in the last three years had higher factor mean scores than educators who did not attend such courses in respect of the factor accountable

collaborative management. Although all three groups partially agree with the items involved in accountable collaborative management it would appear that attendance at courses has a positive effect on the perceptions of educators. The courses on school improvement have probably enhanced the idea that accountable collaboration is the bedrock of effective management of schools.

- **Benefited your management skills** – educators who feel that the courses, seminars or workshops attended had benefited their management skills obtained a statistically significantly higher factor mean score than the groups who felt they benefited partially or not at all. It thus appears that such courses have influenced the perception of this group of educators in respect of accountable collaborative management as an aspect of school management.
- **Age** – the two groups between 20 and 35 years of age have the lowest mean score, while the 36-41 years of age groups have the highest factor mean score. The 20-30 year and the 36-40 year age groups differ statistically significantly from one another but all the age groups partially agree to agree that accountable collaborative management is an aspect of effective management.
- **Teaching experience** – educators with 14 to 20 years of teaching experience have the highest factor mean score while those with 1 to 13 years of teaching experience have the lowest factor mean scores. Two of the teaching experience groups do differ statistically significantly in their factor mean scores. However, all teaching experience groups partially agree to agree that accountable collaborative management is an aspect of effective management.
- **Experience as principal** – principals who have the least experience namely 0 to 4 years have the lowest factor mean scores while principals with between 5 to 9 and more years experience have the highest factor mean score. This possibly indicates that the more experienced principals tend towards agreeing to a greater extent that accountable collaborative management is an aspect of management for whole school development relative to their younger colleagues.

- **Highest educational qualification** – educators with the lowest education qualification as well as educators with the highest education qualification have the highest factor mean score in respect of accountable collaborative management, while those with a teacher's diploma and a Bachelor's degree have the lowest factor mean score. All groups partially agree to agree that accountable collaborative management is an important aspect of the effective management of schools.
- **Language of instruction** – educators who have Afrikaans as medium of instruction in their schools have the statistically significantly highest factor mean score and differ from all the other medium of instruction groups. The language of instruction groups do, however, partially agree to agree that accountable collaborative management is an aspect of the management of schools.
- **Attendance of learners** – educators who believe that the attendance of learners at their schools is excellent, obtain the highest factor mean score. All groups partially agree to agree that accountable collaborative management is an important part of effective management.
- **Type of school** – educators belonging to primary schools have the lowest factor mean score while educators in combined schools have the highest factor mean score. Combined school educators thus have the perception that accountable collaboration in school management is an important component of effective management in whole school development to a greater extent than the other groups.
- **Province in which school is situated** – educators who work in Gauteng and the Eastern Cape have the lowest factor mean score while educators who work in KwaZulu Natal have the highest factor mean score. In spite of the significant differences in mean scores the educators partially agree to agree that accountable collaboration is vital for the effective management of schools.
- **Present level of discipline in your school** – educators who perceive the discipline in their schools to be good to excellent have higher factor mean

scores than those who perceive it to be poor. All groups partially agree to agree that accountable collaborative management is important for whole school development.

4.7.1.1 Summary of the factor accountable collaborative school management

The factor average score for all the independent groups for the factor accountable collaborative school management was 69,23 as indicated below:

S.D	D	PD	P.A.	A	S.A
17	34	51	68	85	102
			↑ 69,23		

Thus, all the independent groups together partially agree that accountable collaborative management is an aspect of leadership. The independent group with the highest factor mean score, was the Afrikaans medium of instruction group (78,61) which means that they partially agree to agree with the factor. The group with the lowest factor mean score was the group that perceived the present level of discipline in their school as poor (56,66) which indicates that they partially disagree that accountable collaborative management is an aspect of school leadership in their schools. This serves to emphasise the importance of good to excellent discipline in schools if educators are to perceive the management as being accountable and collaborative.

Having explained accountable collaborative management as an aspect of leadership, the second factor in effective management in schools namely school resource management will now be discussed.

4.7.2 School resource management

- **Post level** – educators in promotion posts have a statistically significantly higher factor mean score than educators in post level one do. Both groups

partially disagree to partially agree that the items involved in resource management are an important aspect of the effective management of schools.

- **Educator organisation** – educators belonging to other teacher organisations have a statistically significantly higher factor mean score than SADTU members. Members belonging to organisations other than SADTU agree to partially agree that resource management is an important component of school management. SADTU members, however, partially disagree that resource management is presently an aspect of management. This perception is probably the result of their schools mostly being poorly resourced.
- **Religion** – educators who belong to the Christian faith have a statistically significantly higher factor mean score than educators belonging to other religions in respect of resource management as an aspect of effective management in whole school development. However, both groups tend towards partially disagreeing that resource management is a vital aspect in the management of whole school development.
- **Attendance of educators** – educators who perceive that the attendance of educators at their school is average to poor have a statistically significantly higher factor mean score than those who perceive their educator attendance to be excellent. Both groups tend to partially disagree that resource management is an important aspect of the management of a school.
- **Gender of principal** – educators who have female principals have higher factor mean scores than educators who have male principals. Both groups tend towards partially disagreeing that resource management should be part of the effective management of schools.
- **Courses attended relating to school improvement in the last three years** – educators who attended workshops, seminars or courses relating to school improvement in the last three years, have a lower factor mean score than those who did not attend a course. All four groups tend towards partially disagreeing that resource management is an aspect of the management of schools. It

seems strange that attendance of courses and workshops impacted negatively on the perception that resource management is an aspect of management.

- **Benefited your management skills** – educators that perceived their management skills not to have benefited have the highest factor mean score. It again appears strange that educators with the most negative perception have the highest factor mean score. It is possible that management courses they attended had little to do with resource management as an aspect of management.
- **Age** – the youngest age groups who fall in the category 20 to 30 years of age as well as the middle age group who fall in the category 36 to 40 years of age have the highest factor mean scores and they tend towards partially disagreeing that resource management is an aspect of the effective management of schools. It appears that all age groups partially disagree that resource management is presently an aspect of whole school management.
- **Teaching experience** – the group with the greater teaching experience namely 14 to 20 years have a higher factor mean score than the other groups. All age groups partially disagree that resource management is presently an aspect of the effective management of the school.
- **Experience as principal** – principals with 5 to 8 years experience have a statistically significantly higher factor mean score than the other groups and tend towards partial agreement with the factor. However, the group with 0-4 years of experience partially disagree that the factor resource management is presently an aspect of the effective management for whole school development. It is possible that their relative little experience as managers led them to this conclusion. It is also possible that the resources are so limited that this group believes that presently resource management is not a factor in school management.
- **Highest educational qualification** – educators with the lowest qualifications have a statistically significantly higher factor mean score than educators with

higher qualifications. Educators who are well qualified are normally critical in their perceptions and it is expected of them to have a lower factor mean score than the less well-qualified educators. Poorly qualified educators possibly believe that the better the resources from the government of the day the better is the management of the school and the better the achievement levels of the learners.

- **Language of instruction** – educators who use Afrikaans as a medium of instruction have a statistically significantly higher factor mean score than the other three languages of instruction groups. Educators with English as medium of instruction have the lowest factor mean score and partially disagree that resource management is presently a vital component of the effective management of the school. Parallel medium schools also use Afrikaans as medium of instruction and this is probably why they have the second highest factor mean score. The four language of instruction groups range from partially agreeing to partially disagreeing that resource management is presently important for school management.
- **Attendance of learners** – educators who perceive that the attendance of learners at their school is excellent have the highest mean score while those who perceive that their learner attendance is poor have the lowest factor mean score. The group that perceives attendance to be poor partially disagrees that resource management is presently an important aspect of school management.
- **Type of school** – combined schools have the highest factor mean score and tend towards partially agreeing with this factor while secondary schools have the lowest factor mean score. This is probably due to the fact that in combined schools resource management may presently be perceived as being more important. The groups vary between partially agreeing and partially disagreeing that resource management is a vital component of the effective management in whole school development.
- **Province in which school is situated** – educators employed at schools in Free State and Gauteng have the lowest factor mean scores and partially

disagree that resource management is presently part of the effective management of schools. Educators from the Eastern Cape have the highest factor mean score and they tend towards partially agreeing that resource management is presently important for the effective management of the school. Eastern Cape is a rural province and most schools are probably poorly resourced. It seems that Eastern Cape educators presently place a greater emphasis on resource management as an important aspect of school management in whole school management than educators from other provinces.

- **Present level of discipline** – educators who have the perception that the discipline in their school is good or excellent have a statistically significantly higher factor mean score than those who perceive discipline at their school to be average or poor. Educators with the perception that discipline at their schools is average to poor partially disagree that resource management is presently an aspect of school management.

4.7.2.1 Summary of the factor resource management

The factor mean scores should all be interpreted against the mean factor score of all the independent groups namely 103,69, as indicated below:

S.D.	D	P.D.		P.A.	A.	S.A.
31	62	93	↑ 103,69	124	155	186

Most of the independent groups thus appear to tend towards partially disagreeing that resource management is presently an aspect of the management of the school. The highest factor mean score belonged to the Afrikaans medium of instruction schools (130,15) which indicates that they partially agreed with the factor resource management as an aspect of school management. It is possible that they see the value of their human resources in resource management. The lowest factor mean score was obtained by those educators that perceive the discipline at their schools

to be poor (85,81) which indicates that they partially disagree to disagree with the factor resource management as an aspect of school management. It is possible that they do not see the value that good human resource management plays in school discipline and perhaps overemphasise the role of physical resources in effective school management. It is also possible that the present supply of resources from the government is so meagre that the groups do not see that resource management under the present conditions as having much value.

Two of the factors constituting the effective management of schools in whole school development have now been discussed. The third and last factor namely school marketing management will now be explained.

4.7.3 School marketing management

- **Post level** – educators in promotion posts have a statistically significantly higher factor mean score than educators in respect of school marketing management. Educators in promotion posts are probably more involved in school marketing management than educators in non-promotion posts are. The reason for marketing their school is probably to uphold the image of the school so that they win the “hearts” of parents as well as learners.
- **Educator organisations** – members belonging to SADTU have a statistically significantly lower factor mean score than educators belonging to the other education organisations. School marketing management is probably in line with educator organisations that see teaching as a profession with educator commitment as an important aspect. SADTU members probably view teaching in a different light with different ideals. SADTU members tend towards partially agreeing while the other educator organisations tend towards agreeing that school marketing management is an important aspect of effective management of schools.
- **Religion** – Christian educators have a statistically significantly higher factor mean score than educators who belong to other religious groupings. Christian educators thus presently perceive school marketing management as a

component of effective management of schools to a greater extent than other religious groups.

- **Attendance of educators** – educators who have the perception that attendance of educators at their schools is excellent have a statistically significantly higher factor mean score than educators who perceive the attendance to be average to poor. If educators are exemplary to the learners and maintain the excellent attendance, the learners are likely to follow suit and this should enhance the marketability of the school.
- **Gender of principal** – educators with male principals have a slightly lower mean score than educators who have females as principals. However, both groups partially agree that school marketing management is an aspect of effective school management.
- **Courses attended relating to school improvement in the last three years** – educators who have attended courses relating to school improvement in the last three years, have a statistically significantly higher factor mean score than those who have not attended courses. Both groups partially agree that school marketing management is part of effective school management in whole school development.
- **Benefited your management skills** – those educators who feel that they have benefited in their management skills had a statistically significantly higher mean score than those who feel that they have only partially benefited and who had the lowest factor mean score. All three groups do, however, partially agree that school marketing management is presently important for school management.
- **Age** – the youngest age group between 20 and 35 years have the lowest factor mean score and differ from the 36 to 40 year age group and the 41 plus year age group. The young age group does not agree to such an extent that school management is also part of whole school development.

- **Teaching experience** – educators with 14 to 21 and more years of teaching experience have the highest factor mean score and differ statistically significantly from two of the other three age groups. All groups, however, partially agree that marketing management is a component of effective school management.
- **Experience as principal** – principals with nought to 4 and 9 or more years of experience respectively have a higher factor mean score in respect of school marketing management as a component of effective management. The group with 5 to 8 years' experience have the lowest factor mean score. However, all groups partially agree that school marketing management is an aspect in whole school development.
- **Highest educational qualification** – educators with the lowest educational qualifications have the highest factor mean score showing that they are more in agreement with marketing management as an aspect of school management than the other groups are. However, of the five educational qualification groups, educators with degrees have the lowest factor mean score. All groups partially agree that marketing management is a component of the effective management of schools.
- **Language of instruction** – educators with Afrikaans as medium of instruction have a statistically significantly higher factor mean score than the other three language of instruction groups with educators of parallel medium schools having the lowest factor mean score. It was anticipated that Afrikaans medium schools would expect a marketing type of management as important as the number of pupils in their schools is on the decline.
- **Attendance of learners** – educators who believe that the attendance of learners at their schools is excellent have the highest factor mean score. All three groups, however, partially agree that marketing management is a component of the effective management of schools.

- **Type of school** – primary schools have a statistically significantly higher factor mean score than do educators from secondary schools. The groups all partially agree that marketing management is an aspect of effective management in whole school development.
- **Province in which school is situated** – educators from KwaZulu Natal have a statistically significantly higher factor mean score than educators from the other provinces. Educators from the Eastern Cape have the lowest factor mean score in respect of marketing management as a component of effective management. It is possible that the lack of skills to market their schools may also make them believe that they could not benefit from marketing management. It is also perhaps because the large number of learners in the schools in the Eastern Cape cause a perception that marketing their school is unnecessary.
- **Present level of discipline in your school** – educators who believe the level of discipline in their school to be excellent have a statistically significantly higher factor mean score than those who believe that the level of discipline in their school is average to poor.

4.7.3.1 Summary of school marketing management

The mean score of all the independent groups of 128,01 should be interpreted against the following scale:

S.D.	D	P.D.	P.A.		A.	S.A.
29	58	87	116	↑	145	174
				128,01		

Most of the independent groups thus tend towards partially agreeing to agreeing that marketing management is an important aspect of school management when developing the whole school. The Afrikaans language of instruction groups have the highest factor mean score (138,65) and thus tend towards agreeing that school

marketing management is an important component of whole school development. Schools with only Afrikaans as medium of instruction have experienced a decline in learner enrolment and they probably experience pressure from the community and educators to market their schools. On the other hand the lowest factor mean score is obtained by the schools with the perception that the level of discipline at their schools is poor (103,33) and they thus tend towards partially disagreeing that school management is an important component of school management. It is probably extremely difficult to market a school where the discipline is perceived as being poor.

4.8 SUMMARY OF CHAPTER FOUR

In this chapter an analysis and interpretation of the empirical data was undertaken. The construct validity of the structured questionnaire as research instrument was investigated using two successive factor analytic procedures that reduced the 89 items to three factors namely:

- **Accountable collaborative management** consisting of 17 items with a Cronbach-Alpha-reliability coefficient 0,853;
- **School resource management** consisting of 31 items with a Cronbach-Alpha-reliability coefficient 0,879; and
- **School marketing management** consisting of 29 items with a Cronbach-Alpha-reliability coefficient 0,891.

If an instrument has construct validity, then it should be able to distinguish between groups that are known to differ from one another in certain respects. Table 4.3 shows that some of the groups that one expects to differ from one another such as the mother tongue groups do differ significantly from one another in their perceptions. They differ in respect of aspects of effective school management such as accountable collaborative management, school resource management and school marketing management.

Hypotheses were set and multivariate as well as univariate statistical tests were used to analyse and interpret the data. Only one example of three or more independent groups was discussed in detail.

With regard to accountable collaborative management significant statistical differences were found to be present between:

- post level, educator organisation, religion;
- attendance of educators, gender of principal;
- benefited your management skills, age;
- teaching experience;
- mother tongue, language of instruction;
- attendance of learners, type of school;
- province in which school is situated; and
- present level of discipline in your school.

In respect of school resource management the following groups produced statistically significant differences:

- post level, educator organisation, religion;
- benefited your management skills;
- experience as principal;
- highest educational qualification, mother tongue, language of instruction
- type of school;
- province in which school is situated; and
- present level of discipline in your school.

With regard to school marketing management the following groups differed statistically significantly from one another:

- post level, educator organisation, religion;
- attendance of educators;
- courses attended relating to school improvement in the last three years;

- benefited your management skills, age;
- teaching experience, experience as principal;
- highest educational qualification, mother tongue, language of instruction;
- attendance of learners, type of school;
- province in which school is situated; and
- present level of discipline in your school.

An analysis of the above data reflects that all respondents partially disagree towards agreeing that effective school management is composed of accountable collaborative management, school resource management and school marketing management. The measuring instrument was shown to be reliable and could thus be used to determine these aspects of school management in whole school development.

It does, however, appear as if the Afrikaans mother tongue groups agree to a greater extent that these three factors play an important part in the management of whole school development. It is also clear that where discipline and image of the school is perceived to be excellent that these respondents believe that management is an important aspect of leadership and vital for whole school development.

A summary of the research will be given in chapter five. Important literature and empirical findings will be discussed and recommendations will be made. Suggestions for further research will also be provided.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The general aim of this research project was to:

- investigate the perceptions of educators in respect of the management of the school as an aspect of leadership in whole school development.

The specific aims of this research were to:

- determine the role of management of the school as an aspect of leadership in whole school development; and
- provide guidelines to principals so that the management of the school will form an integral part of the principal's leadership role in the whole school development.

Numerous problems, of which management of the school is but one of the very important challenges facing school today, presently beset the South African education system.

This being the final chapter, a summary is provided in the first place to present a global overview of the whole mini-dissertation. Secondly, a discussion of the findings in the light of the literature review will follow and then the response of the educators to the questionnaire in regard to the management of the school in whole school development will be discussed. In the third place, recommendations on the findings and topics for possible further research are provided. Lastly, the conclusion of this chapter will attempt to determine to what extent the research has uncovered areas of concern regarding the concept of the whole school development.

Chapter five thus aims to:

- provide a summary of the first four chapters;
- highlight findings from the empirical investigation;
- make recommendations based on the findings of this research project;
- make recommendations for further research; and
- provide concluding remarks.

5.2 SUMMARY

The history of inequality, fragmentation, illiteracy, neglect and inefficiency in the education system in this country has left us largely with a demise of a culture of teaching and learning. There is therefore an urgent need to transform schools into effective learning organisations. Learners leaving school often do so with a sense of failure and a lack of self-esteem and without sufficient knowledge, understanding and competence to either pursue successful careers or lead fulfilling lives. Some of the blame lies with the learners themselves. The learner leadership often indulges in support of educator politics at the expense of quality curriculum delivery in the classroom. However, a large portion of the blame lies with the poor performance of the educators. They take on numerous roles at school but often lack the capacity to fulfil these roles effectively. As a result, a structured questionnaire was used to probe the relevant perceptions and opinions of educators in seven provinces, after certain assumptions were made and concepts were clarified in chapter one.

Chapter two critically revisited the views of collegiality in relation to management of the school in whole school development. The aim of this chapter was also to undertake a literature review of the most recent publications on the school management team and the need for school governance and community involvement in the school governing bodies (SGB's) for whole school development.

Chapter three provided a description of the empirical investigation, discussing questions pertaining to the management of the school as an aspect of leadership in whole school development. Most respondents strongly agreed that management of the school needs to be owned by the school and that this should include

expertise outside the school. In this chapter, an attempt was also made to outline the methodology the researcher used to collect data.

Chapter four provided an analysis and interpretation of the empirical data. Two successive factor analytic procedures reduced the 89 items of the structured questionnaire to three factors namely, accountable collaborative management, school resource management and marketing management. It was shown that some of the various independent groups differed from one another in certain respects. Hypotheses were set and multivariate and univariate statistical tests were used to analyse and interpret the data. The respondents varied in their responses from partially disagreeing to agreeing that effective school management was composed of these three factors. The measuring instrument was shown to be reliable and had content and construct validity and thus could be used to determine the various aspects of school management as determined by factor analysis.

In chapter five, a summary of the research is given. Important findings are discussed and recommendations arising from the research are given. The conclusion indicates how the research could be used to possibly solve certain aspects of the problem of transforming school management in South Africa.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from the literature study in respect of management in schools

The literature study indicated the following:

- A literature study revealed that school management as an aspect of leadership should be participatory, collegial and committed to the educator and learner (see paragraph 2.2, p.4).
- In a collegial leadership relationship as the one described above, the staff learns to communicate with each other and appreciate that their contribution to the overall management of the school is valued (see paragraph 2.2, p.4).

- Invitational management is a theory which is grounded in practice and is based on the assumption that all people are valuable and without their participation management and indeed leadership of the school cannot be successful (see paragraph 2.3, p.5). As such, an invitational approach to school management could assist in creating participatory and authentic collegial relationships.
- The structure of an organisation should be participative, consultative and facilitative in nature in order to allow teams of people to achieve their goals efficiently and to respond to changes in the environment in which they are working (see paragraph 2.4, p.7). A participative leadership approach can improve a school in terms of success and progress and make school a life-long learning commitment for educators as well as learners (see paragraph 2.4.1, p. 7/8).
- In the light of changes that have taken place in education in South Africa during the past few years, parents are now expected, more than before, to assume greater responsibility for the day-to-day management of schools in whole school development. Home and school are no longer separated by the "white line" on the playground (see paragraph 2.4.3, p.10).
- Learners also play a role in the transformation of management as an aspect of leadership in whole school management. With the democratisation of education, schools need to give priority to the value of the learners of the school. This means that secondary school learners have to be empowered in terms of the democratic management of the school, as they will be expected to play a meaningful role in the management of their school. By so doing, they will recognise and more readily accept change. The ability to share common opportunities and their experiences in the management of schools for the purpose of whole school development will also be enhanced (see paragraph 2.4.4, p.11).

5.3.2 Important empirical findings in respect of school management as an aspect of leadership in whole school development (See Table 3.6)

The 89 items in the questionnaire were reduced to three factors, namely:

- accountable collaborative management consisting of 17 items with a Cronbach-Alpha-reliability coefficient of 0,853.
- school resource management consisting of 31 items with a Cronbach-Alpha-reliability coefficient of 0,879, and
- school marketing management consisting of 29 items with a Cronbach-Alpha-reliability coefficient of 0,891.

In respect of accountable collaborative management, significant statistical differences were found between the perceptions of educators as reflected in the mean factor scores of the following groups, namely:

- Male and female educators, post levels, gender of principal, mother tongue and educational qualifications.

In respect of resource management the opinion of the following groups of educators showed statistically significant differences.

- Post levels, educational qualifications, attendance of educators, educator organisations and religion.

In respect of school marketing management, significant statistical differences were found between the perception of educators as reflected in the mean factor scores of the following groups, namely:

- Post levels, educational qualifications, mother tongue, religion and educator organisation.

Following the perception of the respondents, school management as an aspect of leadership should consist of accountable collaborative management, school resource management and school marketing management. Language of instruction, excellent discipline and excellent school image all have an important bearing on how the respondents perceive these factors.

The writer will now offer recommendations that may be of great assistance to the school management as an aspect of leadership in whole school development. Recommendations will now be motivated.

5.4 RECOMMENDATIONS

The main aim of this research project was an investigation into the importance of management as an aspect of leadership in whole school development. In order to realise this aim a literature survey was undertaken and this served as the foundation upon which the empirical research could be based. The findings of this research could be now incorporated in the following recommendations:

Recommendation 1

The management of the school should motivate educators, learners and parents in order to increase their participation and become more involved in collective decision-making of the school management at all times, and not only when there are “teething” problems. However, it is better for management of the school “to do things **with** the staff than to do things **to** them and **for** them”.

Recommendation 2

The management of the school should practice active participation as this leads to increased productivity and stakeholders continually strive to be more successful in their efforts to realise the vision and the mission of their school. This encourages all stakeholders to become involved in and contribute to school management activities.

Recommendation 3

The management of the school should provide for the continuing professional interaction of educators where they can observe each other, offer suggestions for improving and becoming involved in the management of the school in whole school development. In order for school management to succeed, a school culture of collaboration should exist.

Recommendation 4

The principal should encourage educators to increase their involvement in the management activities of the school. Today, however, we are probably on our way to site-based management and shared decision-making which involves parents, community members and learners.

Recommendation 5

The school management teams must display a clear vision of what is required in order to perform better so that educators could be assisted to align their work efforts to the set high performance standards.

Recommendation 6

The school management teams must focus their efforts towards empowering educators with programmes, which will encourage educators to review and rethink their work in relation to improving their performance.

Recommendation 7

The management of the school should be trained in school resource management. This would enable them to further train fellow educators in the effective and efficient use of school resources.

Recommendation 8

The school governing body and the support staff should also be trained in the material resources of the school. By so doing they will ensure that such resources are utilised in the interest of the school community.

Recommendation 9

All stakeholders of the school should be acutely aware of the positive image that their school largely depends on and on how they portray their school in the community.

Recommendation 10

School management teams and governing bodies should do everything in their ability so that their schools can excel in their academic performance as well as in extra-curricular activities. This would ensure that most parents would like to enrol their children at their school and quality educators would be interested to come and teach at their school. Excellent discipline also leads to an excellent school image and principals should incorporate skills in order to cultivate these aspects in their leadership styles.

5.5 TOPICS FOR FURTHER RESEARCH

This research deals with management of the school as an aspect of leadership and its implication for whole school development. However, further research is required in respect of the following aspects:

- creating school management that provides quality education to learners; and
- developing a good relationship between educators and school management at each level of the educational system.

5.6 CONCLUSION

This research has accomplished its purpose. Needless to state that the principal and his/her school management team should not do everything on their own, but should enlist collective efforts by all stakeholders and encourage support as to enhance his/her management capabilities for whole school development.

The challenge is now for school management to strive towards excellence in managing schools effectively and efficiently for whole school development.



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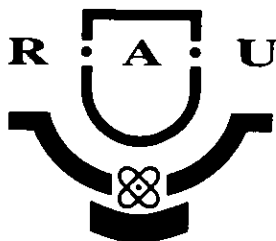
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YOUR OPINION IS VITAL IN THE DETERMINATION OF WHOLE SCHOOL DEVELOPMENT

Dear Madam/Sir

The development of all aspects of a school, better known as whole school development, is of importance to our educational system. It is thus vital that we obtain your opinion regarding this aspect because we are investigating the various aspects of management associated with whole school development. A questionnaire is one of the most effective ways of **ELICITING EDUCATOR OPINION** and we are committed to the fact that **without your opinion the information is not credible**. Please bear the following in mind when you complete the questionnaire:

- Do not write your name on the questionnaire – it remains anonymous.
- There are no correct or incorrect answers in Sections B and C. We merely require **YOUR OPINION** in order to obtain reliable and trustworthy data.
- Your first spontaneous reaction is probably the most valid. So work quickly and accurately. Do not ponder too long over any particular question/item.
- Please answer **all** the questions. Please note that the questions are printed on **BOTH SIDES** of the page.
- Please respond by circling the number corresponding to your response or fill in your response in the space provided.
- If you would like to change your response to a question do so by clearly crossing out the incorrect response and circling your intended response.
- The questionnaire should take about 30 minutes of your time to complete.
- Please return this questionnaire to the **PERSON FROM WHOM IT WAS RECEIVED AS SOON AS POSSIBLE BUT NOT LATER THAN 15 OCTOBER 1999**.

Thank you again for your valuable opinion

Yours faithfully

Prof. TC Bisschoff

Prof. BR Grobler

Prof. JM Squelch

Dr. KC Moloi

SECTION A: PERSONAL AND GENERAL INFORMATION

Circle the applicable code or fill in the number where necessary.

BRG/MS

EXAMPLE FOR COMPLETING SECTION A

QUESTION 1: Your gender?

If you are a male then circle 1 as follows:

Male _____

Female _____

1
2

1. How many courses/workshops/seminars related to school improvement have you attended in the past three years?

None _____

1 to 2 _____

3 to 4 _____

5 or more _____

1
2
3
4

2. If you attended any courses/workshops/seminars, please indicate to what extent you believe, it has benefited your management skills?

To a great extent _____

To some extent _____

To no extent _____

1
2
3

3. Your gender?

Male _____

Female _____

1
2

4. How old are you (in complete years)?

(e.g. if you are thirty five years then enter

3	5
---	---

) _____

--	--

5. Which of the following best describes your present post?

Principal_____	1
Deputy-principal_____	2
Head of department_____	3
Educator_____	4

6. Teaching experience (in complete years)?

(e.g. If you have five years of teaching experience, enter)_____

7. Number of completed years as a principal at this or any other school (if applicable)

(e.g. If you have five years of experience then enter)_____

8. To which of the following educator organisations do you belong? If you belong to more than one then indicate yes opposite each appropriate choice.

SADTU_____	Yes
TUATA_____	Yes
NATU_____	Yes
NUE_____	Yes
SAOU_____	Yes
NAPTOSA_____	Yes
SAVBO_____	Yes
Other (please specify)_____	Yes

9. Your highest educational qualification?

Lower than grade 12_____	01
Grade 12_____	02
Post school diploma/certificate_____	03
Teacher's diploma/certificate plus further educational diploma/certificate_____	04
Bachelor's degree_____	05
Bachelor's degree plus a teacher's diploma/certificate_____	06
Honours degree_____	07
Honours degree plus a teacher's diploma/certificate_____	08
Masters degree or doctorate_____	09
Masters degree or doctorate plus a teacher's diploma/certificate_____	10

10. What is your mother tongue? (Mark one option only)

Zulu	01
Xhosa	02
Afrikaans	03
Tswana	04
North-Sotho	05
English	06
South-Sotho	07
Tsonga	08
Ndebele	09
Venda	10
Swati	11
Other (specify)	12

11. Your religion?

None	1
Christian	2
Islam	3
Judaism	4
Hinduism	5
Buddhism	6
African Traditional	7
Other (specify)	8

12. Language of instruction at your school?

English	1
Afrikaans	2
Double medium (two languages simultaneously in every class)	3
Parallel medium (two languages in different classes, for some subjects)	4
Other (specify)	5

13. How will you describe the attendance of educators in your school?

Excellent (18 or more present per week out of every 20 - 90% or more)	1
Average (16-17 present per week out of every 20 - 80 to 89%)	2
Poor (15 or less present per week out of every 20 - less than 80%)	3

14. How will you describe the attendance of learners in your school?

Excellent (36 or more present per week out of every 40 - 90% or more)-	1
Average (32-35 present per week out of every 40 - 80-89%)	2
Poor (28 or less present per week out of every 40 - less than 80%)	3

15. What is the gender of your principal?

Male _____	1
Female _____	2

16. Your school is a:

Primary school (Grade 0 or 1 to Grade 7) _____	1
Secondary school (Grade 8 to Grade 12) _____	2
Combined school - Primary and secondary (Grade 0 or 1 to Grade 12) _____	3
Special school _____	4
Other (specify) _____	5

17. In which Province is your school situated?

Eastern Cape _____	1
Free State _____	2
Gauteng _____	3
KwaZulu Natal _____	4
Mpumalanga _____	5
Northern Cape _____	6
Northern Province _____	7
North West Province _____	8
Western Cape _____	9

18. How would you classify the present level of discipline in your school?

Excellent _____	1
Good _____	2
Average _____	3
Poor _____	4

SECTION B:

The following statements relate to **WHOLE SCHOOL DEVELOPMENT**

Indicate the extent to which you agree or disagree with each of the following statements using the following 6 point scale, where

- 1 = strongly disagree
 2 – 5 = forms equal intervals between 1 and 6
 6 = strongly agree

EXAMPLE

BRG/MS

Indicate the extent to which you agree or disagree with the following statement:

- I tend to relax in my class when the principal is absent from school
 – (If you disagree but not strongly then circle 2 as follows)

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

1. At our school teaching and non-teaching staff are involved in the preparation of the school budget

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

Strongly agree

2. Our school has the necessary sports fields needed for the sports that are offered at the school

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

Strongly agree

3. Good learner discipline is an important characteristic of our school

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

Strongly agree

4. Our school governing body recommends possible disciplinary measures against incompetent educators

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

5. **The learners involved in our school governance/management neglect their school work**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

6. **The present South African Schools Act supports the marketing of our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

7. **Regular learner assessment in our school has a positive influence on learning**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

8. **Our school has a desk for each learner**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

9. **Our school governing body is involves itself in resolving school problems**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

10. **Our school has dedicated administrative staff**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

11. **Our school is financially accountable to parents**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

12. **All members of our school community has a responsibility towards marketing the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

- 13. Learners serving on our school governing body are good role models for other learners**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 14. Drug abuse influences the climate of safety at our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 15. Our school management team does not take responsibility for their own mistakes**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 16. Standardised tests developed by external examining bodies monitor learner progress in our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 17. Our learners make a meaningful contribution in the decision-making process of school governance/ management**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 18. The relationship between the community and the management team of our school is cordial**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 19. The school community is involved with the discipline of our learners**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 20. Our school obtains financial assistance from local business**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

21. **Our parents are aware of the financial constraints under which the school has to operate**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

22. **Good academic and/or sporting achievements attract learners to our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

23. **Our school management equips educators with communication skills through courses/seminars/workshops**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

24. **Our school has the necessary laboratories/workshops needed to teach the subjects where these facilities are needed**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

25. **Monthly reports are made available to our parents on how school funds were spent**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

26. **The best form of marketing our school is for the school to excel in the various school activities**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

27. **Parents in our community may question the school rules**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

28. **Our school governing body makes recommendations with regard to the appointment of educators**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

29. **A safe school environment is characteristic of our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

30. **Our learners should not be involved in the professional management/governance of the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

31. **The Learner Representative Council of our school forms an integral part of the school governing body**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

32. **The Department of Education supplied our school with sufficient audio-visual equipment**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

33. **In our school different academic abilities of learners in the same class make learner assessment problematic**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

34. **Academic excellence is emphasised when marketing our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

35. **Our principal portrays a positive image of the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

36. **Learners not enrolled at our school are only allowed on the school premises with the permission of the principal**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

37. **Our school governing body should have the right to "hire and fire" educators**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

38. **Our Learner Representative Council is involved in preparing the school budget**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

39. **Our school governing body has established a marketing sub-committee**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

40. **The management team of our school demonstrates that their educators can be trusted**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

41. **Our school was timeously supplied with the necessary textbooks**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

42. **The family backgrounds of our learner's influence school safety**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

43. **Our learners have the necessary skills to participate meaningfully in school policy issues**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

44. **Schools in our area which are renowned for their good discipline, tend to excel in other areas of activity**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

45. **Continuous assessment of learners in our school impacts negatively on teaching time**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
 Indicate the extent to which you agree or disagree with each of the following statements:

- 46. Negative peer group pressure influences the climate of safety at our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 47. Involving learners in our school governance/management will enhance the effectiveness of the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 48. Our school management team mainly uses male educators during planning sessions**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 49. Our school governing body should be given greater autonomy in the governance/management of the school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 50. In our school learner participation in class is a reliable form of learner assessment**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 51. The training of educators in marketing will assist us in marketing our school**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 52. The discipline in our school has deteriorated since the abolition of corporal punishment**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

- 53. Our school has sufficient toilet facilities for the learners**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

54. **At our school inexperienced educators are aware of the possible negative impact of peer group pressure on learners**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

55. **The learners involved in our school governance/management contribute towards outcomes-based education**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

56. **Our school management team imposes its authority on the educators**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

57. **The physical facilities at our school are satisfactory**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

58. **Our school has a policy on school safety**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

59. **Our learners continuously search for innovative ideas on how to govern/manage a school effectively**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

60. **Our school governing body attempts to actively involve parents in school activities**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

61. **Educators in our school are capable of developing valid and reliable tests by themselves**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

62. Learners at our school participate in fundraising

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

63. Groups involved with the marketing of our school are representative of management, staff and learners

64. Our school management team tends to resolve conflict by avoiding it

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

65. Even if specified in the annual budget a clear mandate is still necessary from our parents before spending large amounts from school funds

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

66. Our learners make a clear distinction between educational and political issues

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

67. Our school management team regards the selection of competent educators as important

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

68. Our school has a financial report that is easy to understand

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

69. Educators in our school understand the concept of continuous assessment

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

70. A part of our school funds are or should be invested with financial institutions

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
 Indicate the extent to which you agree or disagree with each of the following statements:

71. A security fence around our school will/has improved school safety

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

72. Our school should liase with local businesses when deciding on the curriculum

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

73. Our school management team is flexible

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

74. Disciplinary problems in our school are often the result of inconsistent learner punishment

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

75. Parents at our school pay all school fees

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

76. Our school liases with local businesses in order to obtain donations towards school funds

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

77. Combating gang violence will improve our school's safety

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

78. Learners on our school governing body understand their responsibilities

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

79. Our school management team tends to make decisions collaboratively

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree
 Indicate the extent to which you agree or disagree with each of the following statements:

80. Fair assessment of learners by educators in our school establishes good learner-educator relationships

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

81. Our school governing body supports the staff in the performance of their duties

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

82. Learners may only be suspended from our school after being granted a fair hearing

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

83. Our learners market their school by behaving well outside the school

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

84. Any stakeholder is allowed insight into our school's financial statements on request

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

85. Our school governing body attempts to develop all aspects of the school

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

86. Educators in our school are familiar with different ways of assessing learners

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

87. Our school climate enhances school safety

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

88. Learners at our school are aware of their constitutional rights

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

89. The educators in our school act in the best interest of their learners

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

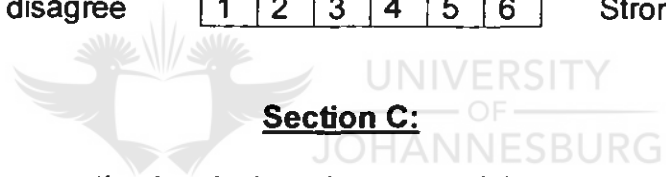
 Strongly agree

90. Our school governing body fosters good relationships with the educators

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree



Section C:

Please indicate your rating by circling the appropriate number:

1. I consider my school to be:

Amongst the most effective schools in the Province_____	1
More effective than most schools in the Province_____	2
About as effective as other schools in the Province_____	3
Less effective than most other schools in the Province_____	4
Among the least effective schools in the Province_____	5

2. Circle the three factors that you believe play the most important role in gaining promotion in the education system:

Hard work? _____	1
Good fortune? _____	2
Knowing the right people? _____	3
Qualifications? _____	4
Experience? _____	5
Having a good work ethic? _____	6
Having good interpersonal skills? _____	7

Popularity? _____

Gender? _____

Race? _____

Not sure? _____

8
9
10
11

3. Which one of the following would you say is the most important to prepare a learner for life:

To be self-disciplined? _____

To be well liked or popular? _____

To be able to think for himself/herself? _____

To be able to work hard? _____

To be able to function as an effective citizen? _____

To be able to help others? _____

1
2
3
4
5
6

Thank you for your patience and co-operation in completing this questionnaire

