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The management of ex-Department of Education and Training, and ex-Model C schools in Cape Town: A description of policy and practice.

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A minor dissertation (5001X) submitted in partial of the requirements for the award of the degree of Master in Social Science by coursework and dissertation. (HM006)

**University of Cape Town
Faculty of Humanities
Department of Social Development
2007**

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DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature

Signed by candidate

30.05.2008

Date

ABSTRACT:

This quantitative study seeks to understand the management used in four "ex-DET" schools, and four "ex-Model C" schools, now both termed public schools of Cape Town, South Africa. Part of the study questions whether South Africa's former apartheid laws, which resulted in Bantu education, still impacts on school management today. Three staff members from each of the four former Department of Education ("ex-DET" or "Black") schools, as well as three staff members from each of the four former "ex-Model C" ("White") schools were asked to participate. That included each of the schools' principals, the schools' development officers, and another senior manager nominated by the respective school principal.

Each was asked to complete a self-administered questionnaire which I had drawn up after extensive reading and research on the subject. This reading included looking at international management authors' work, school-specific management research, the history of education in South Africa, and current South African school management policies. The main current South African school management policies used in this study include: the South African Schools Bill (1996), the Second White Paper on School Organisation, Governance and Funding (1996), the Whole Schools Evaluation Policy (2000), the Collective Agreement on Integrated School Management Systems (2003), the Educators Employment Act (1994), and resolutions to the Educators Employment Act (1994).

The questionnaires were predominantly comprised of closed questions, with a few open-ended ones being incorporated so as to be able to gain a little more insight in certain areas.

After having met the respondents and dropping off the questionnaires, they were then collected on completion. The data was captured through the use of a process using excel spreadsheets before I was able to begin reflecting and deducing conclusions from it. I began by identifying norms for each category of school's management, and then comparing them against one another.

The results showed that different styles of management and perceptions were present between the two (ex-DET and ex-Model C) groups, of eleven respondents each. The majority of all twenty-two respondents indicated that they feel apartheid still affects their schools current means of management. Conclusions were drawn in chapter five and then recommendations for the Department of Education, ex-Model C schools, ex-DET schools, and further researchers were made accordingly.

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LIST OF FREQUENTLY USED ABBREVIATIONS:

ABBREVIATION:	MEANING:
Dept SD	Department of Social Development
DET	Department of Education and Training
DIP	District Improvement Plan
DoE	Department of Education
DSS	District Support Services
EEA	Employment Equity Act (1998)
GEAR	Growth, Employment and Redistribution
HoA	House of Assemblies
IQMS	Collective Agreement on Integrated Quality Management Systems (2003)
LSU	Local Supervisory Units
PA	Performance Appraisal(s)
RDP	Reconstruction and Development Programme
SA	South Africa/n
SASB	South African School Bill (1996)
Second White Paper	Second White Paper on School Organization, Governance and Funding (1996)
SGB	Schools Governing Body ('s) / Bodies (')
SIP	School Improvement Plan
SMT	School Management Team
UCT	University of Cape Town
WEF	World Education Federation
WSE	Whole Schools Evaluation (2000)

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This report reflects a study completed in partial fulfilment in the requirements of a Masters degree at the Department of Social Development (Dept SD) at the University of Cape Town (UCT). In order to conduct this study, eight schools of Cape Town were selected, four of which were ex-Model C and four of which were ex-DET schools. At each school the principal, school's development officer and a senior manager were requested to complete a questionnaire eliciting data on the nature of their management. The management policies and practices at these schools are considered within this study. Chapter one will introduce the study by focusing on the research problem, the aim, goals and objectives of the study, key concept clarifications, the study's design and methodology, the study's limitations, and ethical considerations which were taken into account.

1.2 Aim

This study adopted a quantitative approach and looks at possible differences present in management of a sample of ex-DET schools, and a sample of ex-Model C schools in Cape Town, South Africa (SA). Viewed against a background of a variety of management theories, including some particularly related to school management and SA schools, this enquiry focuses on rating two previously differently governed categories of school's (ex-DET and ex-Model C school's) current management practices, against international and local trends, norms and expectations.

1.3 Introduction to the study

My personal vocational experience with ex-DET schools, in overseeing the running of education support projects for learners, in addition to attending and working with ex-Model C schools, led me to consider the potential management differences of these two previously differently governed public schools. Part of the interest stemmed from a reflection on the SA apartheid regime, ending in 1994, in which schooling received by individuals differed according to racial classification. During this time, people who were labeled 'blacks' were forced to attend the then, "Department of Education and Training (DET) schools", which were actively undermined by the SA government through receiving less support, care, provision and attention (Nasson & Samuel, 1990). They were also kept apart from then 'white' schools, which, as discussed by Nasson and Samuel (1990), meant that they were unlikely to have been able to learn from one another. Throughout the past 15 years the Education system has witnessed

change, but there remains awareness, among general public and those working in the sector, of the past regime's ongoing impact upon management in SA schools today. As a result, this research allowed me to reflect on outcomes and make appropriate recommendations in this regard.

Current SA policies addressing school management define schools as either public or private. There are many such policies and Acts of Parliament including the South African Schools Bill (SASB) (1996), the Whole Schools Evaluation (WSE) (2000), the Second White Paper on School Organization, Governance and Funding (Second White Paper) (1996), the Collective Agreement on Integrated Quality Management Systems (IQMS) (2003), the Educators Employment Act (EEA) (1998), and others. During this study, these policies and laws are used to reflect current SA norms and standards of management in schools.

The WSE is a process which is currently being undertaken alongside Performance Appraisals in SA schools. These are two components of the IQMS (2003). It would appear that the SA Department of Education (DoE) constantly reviews progress and performance of school management. My request to have access to outcomes of evaluations done thus far was not approved as findings are deemed confidential and thus not available at this point. I was therefore unable to draw on these findings in order to make a comparison between aspects of management of ex-Model C and ex-DET schools. In an attempt to avoid merely replicating management-related components of the WSE, with which I am familiar, I reviewed literature on general management, and literature and policy on school management, drawing from SA and international sources. This review, set out in the literature and policy review in Chapter 2, informed construction of the data collection tool, and served as a framework for data analysis. International authors such as Dean (1999), Ouchi (2003), Paisey & Paisey (1987), and Caldwell & Spinks (1998) were also incorporated into the study so as to ascertain whether SA schools' management conformed to, or could be informed by, such authors' writings.

It would seem that only a limited amount of research regarding a comparison between ex-DET and ex-Model C schools in post-apartheid SA, has been undertaken. A doctoral study was conducted by Hoadley in 2005, titled "Social Class, Pedagogy & the Specialization of Voice in four SA Primary Schools" at UCT. This study emphasized the nature of pedagogy presented in these two types of schools, and how what is presented reinforces a certain type of social class within the schools' immediate community. A similar study was undertaken in Brazil in 1988 by Da Silva. There are also a variety of studies, edited by Johnson (1995) which looked at the

nature of “Educational Management and Policy” at the time of abolishment of apartheid in SA. They reflected on the need for management development, training, principal support, integration of schools, schools decision-making, critiques on educational policy, and decentralization. Hence, this previously conducted research has been used to help inform this study.

1.4 Key concept clarification

This section outlines definitions of key concepts used in this study. These concepts include: ex-DET schools, ex-Model C schools, and management.

- “ex-DET Schools”:
During apartheid, SA schools were governed in different ways and by different governmentally led ministries. ‘Black’ schools were governed by the Department of Education and Training (DET). This study will include four “ex-DET schools”, now defined as “public schools” situated in Cape Town, SA.
- “ex-Model C schools”:
During apartheid, white schools were governed by the House of Assemblies (HoA). Soon after the amendment of the education policies in 1991, however, previously ‘white’ schools were able to admit learners of all race groups at which point ‘white’ schools became known as “Model C” schools. This study will include four “ex-Model C schools”, now defined as “public schools”, situated in Cape Town, SA.
- “Management”:
In this study, the term ‘management’ refers to systems and processes which a school may or should have, according to SA School Management Policies, international and locally-based school management authors and research, as well as international management theories. Each of these facets will be briefly expanded on in the literature review for further clarification.

1.5 Literature Review

In order to conduct reliable research, a wide variety of literature was consulted. This review included looking at the current trends and theories of education globally, global management theories, current trends and theories of education in SA, and SA Education Management Policies. Differing aspects of management were expounded upon which include: strategic planning (goals, objectives and project planning), organizational design, human resources

(organizational staffing needs), and other resources (physical and financial). The literature review is presented in Chapter Two.

1.6 The Research Problem

This research seeks to explore whether there are differences in management of ex-DET and ex-Model-C schools. Little research appears to have been done in this area. This research was undertaken by means of a questionnaire which I designed in order to describe how each school is managed. Hence, according to Mouton (1996a), cited by Fouché (2002, p.106), my “unit of analysis” was the management used in each school.

“Ex-DET” and “ex-Model C” schools were sampled in order to explore possible differences between management of schools which were (during apartheid) described as most disadvantaged and as most advantaged groups of schools respectively. The study therefore seeks indirectly to indicate whether abolishment of apartheid has impacted on the nature of management in previously differently governed schools. The main research question follows:

1.7 Research Question

What, if any, are the current differences between management in ex-DET and management in ex-Model C schools?

1.8 Research Goals

1. To explore whether there are differences in the management of ex-DET and ex-Model C schools.
2. If differences between the management of “ex-DET” and “ex-Model C” schools are discerned, to ascertain what the nature and extent of these differences are.

1.9 Research Objectives

1. To review the SA DoE’s school management legislature and policies and identifying the desired means of implementation, the desired outcomes and the means through which these school management legislation and policies are evaluated.
2. To review both local and international research and theory, so as to better understand global and local views on past and present trends in education.

3. To design a self-administered questionnaire in order to collect data on aspects of school management of “ex-DET” schools and “ex-Model C” schools, using a quantitative approach.
4. To assess potential differences between management used in “ex-DET” and “ex-Model C schools” and, outcome dependant, to determine the nature and extent of these differences.
5. To propose recommendations for consideration by the DoE and schools regarding school management legislature, policy and practice.

1.10 Research Design and Methodology

This basic exploratory research (Fouché, 2002), was comprised of two phases. The first phase incorporated a general, as well as a school-specific management review process. The second empirical phase of research began with seeking permission from the Dept SD at UCT and the DoE in order to conduct the study. Thereafter, I developed a questionnaire and quantitative data-capturing sheet, before approaching schools and their respondents with requests to complete the questionnaires. The recorded results are analyzed and reflected later.

I chose to do the literature review process before designing the tool in order to help outline some of the possible forms of management which could be used by schools. I was then able to establish a quantitative means of research for calculating types of management used by former different types of schools (ex-DET and ex-Model C).

In selecting the eight schools, I used a convenience sample group which, according to Terre Blanche, Durrheim, and Painter (2006), is a non-probability approach to sampling where “the selection of elements is not determined by the statistical principle of randomness” (Terre Blanche, Durrheim, and Painter, 2006 p. 139), but rather by a more readily available sample. That is, a sample which they happen to come across, or have easy access to. I began by using relationships I already had with some ex-DET school principals (through previous employment), in addition to relationships I rekindled with some old, ex-Model C, schools I had attended. With regard to the sample of three respondents approached at each of these schools, I used what Strydom & Delpont (2002) would refer to as purposive sampling chosen after the researcher has thought “critically about the parameters of the population” (Strydom & Delpont, 2002 p. 334), before purposefully selecting the sample case. Set selection criteria defined who at the schools would be asked to respond (three particular management positions within schools).

Each questionnaire was hand delivered. During these visits, I also met with respondents to explain the research to them and set appropriate collection dates, thereby increasing the chances of response. These are ideas echoed by Delport (2002) with regard to data collection methods.

The twenty-two questionnaires were collected, in individually sealed envelopes from schools, after confirming with schools that they had all been completed by the various respondents (two were never completed). The data was then entered into a very simple data analysis tool constructed with help from those who had skills in statistics and Excel. The quantitative data gleaned was used to describe types of management experienced in “ex-DET” and “ex-Model C” schools, and the extent of differences between the two, if any. This was undertaken through a quantitative comparison by comparing and analyzing perceptions and percentages elicited from ex-DET and ex-Model C school respondents. This data analysis process was followed by an evaluation of the consensus or differences of opinions expressed by respondents from previously differently governed schools, with a focus on what they perceived to be present, or occurring, at each of their respective schools. These results are presented in Chapter 4, with assistance of tables and figures. More detail regarding the design and methodology used can be referred to in Chapter 3.

1.11 Reflexivity

In order to draw up a questionnaire for quantitative analysis that was appropriate and accurate, much time, discipline and determination was demanded. I needed to ensure that my knowledge, understanding and use of literature were objectively based on what I read, and not on how I interpreted it.

I was very excited about the research and its findings. I was also aware of differences between the cultures, environments, respondents, schools, and communities I intended to interact with in this study, based on previous involvements with them. I knew that some parties may welcome my research, and that others may not. It was therefore important to be sensitive, accepting, and accommodating of these potentially different reactions. As an ex-employee of a non-governmental organization, which supports some participating schools, it was necessary for me to clarify my different role and clarify that respondent's answers would not necessarily impact upon, or change, the nature of the organization's or government's involvement with schools.

In order to conduct and properly execute this research, I needed to improve my understanding of educational management, SA educational management policies and school management realities. The more the research contributed to my understanding, the more care I needed to take in ensuring that any personal opinions I developed did not permeate the reporting process. I needed to remain as objective as possible, relating strictly in an unbiased manner toward respondents, and reflecting only that which had become evident through the study.

1.12 Ethics

Throughout this study, ethical considerations such as those mentioned by Strydom (2002) needed to be taken into account. Hence, firstly, I ensured that informed consent was gained through meeting with the DoE, headmasters and other available respondents to discuss the research, prior to sending them copies of the full proposal. This proposal had been viewed and sanctioned by the Dept SD at UCT, and the DoE in Cape Town. All relevant information was correctly and fairly presented, ensuring no deception of any description. I encouraged respondents to question me about my research, but I was aware that I needed to remain objective at all times. Every caution was taken to ensure that I practiced confidentiality and anonymity, for both schools and individuals. Permission was granted by the DoE, the Dept SD at UCT, from each individual school, and each management member who completed questionnaires. This ensured that all respondents understood what the research was about, how it would be undertaken, and consented to being a part of it.

Ensuring that I conducted myself in a professional manner, and that I was sufficiently competent to carry out the research was imperative. I was aware that different school communities could well exhibit different values and norms and it remained implicit that I remain as objective as possible. I needed to ensure that I had a sound understanding of each relevant policy and how it might relate to each of the different environments and schools.

I also needed to ensure that I cooperated with, and was held accountable by, UCT's Dept SD. This was done through ongoing verbal and written reporting.

At the completion of the research I needed to ensure that a thorough and accurate report of the research was made available and offered to relevant respondents. Should any respondents have needed debriefing thereafter this would have been considered and negotiated. Concern over any "physical or mental discomfort, distress, harm, danger or deprivation" (Strydom, 2002, p. 74) was not an obvious concern to address in this study, as it only involved respondents

completing a questionnaire, which did not pose controversial or potentially mentally disturbing questions.

1.13 Limitations

1. Previously defined categories of schools, such as those which taught Coloureds and Indians, were not included in this study, as a result of the study's small scope. Hence, while they are not reflected upon in this study, current management at these formerly different categories of schools may have been impacted upon differently since the abolishment of apartheid.
2. Given the scope of this study, I was only able to receive feedback from two education officials and twenty-two respondents from each of the eight schools of the Cape Metropolitan Area. Hence, this report reflects a narrow perspective on implementation of management policies at various schools. Therefore, it is important to note that these findings cannot be generalised.
3. It is possible that there could have been language barriers between respondents and I as I had experienced some minor ones in the past. Hence, services of translators were offered, but no respondent indicated that they wanted or needed one.
4. The meaning of words used, as well as cultural understandings of various aspects, concepts, ideas and elements used, could differ, and could have been incorrectly interpreted and responded to by culturally different respondents. Therefore data could have been skewed if it were interpreted differently. Hence, questionnaires were worded as simply as possible.
5. By not being present when respondents completed the questionnaires I ensured anonymity. However, this meant that self-interpretation of questionnaires by respondents needs to be acknowledged as there was no means of clarification for respondents.
6. Data collected from respondents could also have been relative to their mood, and could have been influenced by more recent experiences or events they may have had in relation to their work or personal lives. This notably includes that this research was done either during or just after lengthy strikes in the school education sector.

1.14 Structure of the report

1.14.1 Chapter One: Introduction to the study

Chapter one contextualises the study. The literature review is outlined and key concepts are defined. The research problem is explained, followed by the research question, goals, and objectives. Thereafter, an overview of the design and methodology used for the study is discussed before personal reflections, ethical considerations, and limitations of the study are presented.

1.14.2 Chapter Two: Literature Review

The literature review reflects on past and present situations of SA and SA Education. This is done in relation to both international and local benchmarks, standards, and norms. Thereafter, the review reflects on current theories of both general management, and school-specific management.

1.14.3 Chapter Three: Research design and methodology

This chapter reports on preparation done in order to conduct this study. It discusses sampling methods, data collection methods and tools, and data analysis processes which were used.

1.14.4 Chapter Four: Research findings

This chapter reports on findings of the study. It looks at a profile of schools and respondents. Thereafter it looks at perceived impacts of apartheid on education in SA today, before proceeding to look at respondents' reported perceptions around their engagement and interaction with SA's current educational policies. Thereafter, respondents' perceptions on the nature of their schools' strategic planning, organisational design, organisational staffing, and resources are all reflected.

1.14.5 Chapter Five: Conclusions and Recommendations

Chapter five then records conclusions drawn from the study. Thereafter, recommendations are made regarding what the DoE, "ex-DET", and "ex-Model C" schools, could do in order to address some issues that emerge through the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

After consulting news reports with regard to SA Education in the past year, it would be hard to deny that there is currently a national crisis in this sector. In considering merely one week of news reports (13th-20th April 2007), we see inclusion of statistics on educational inequality (Makgetla, 2007), lack of participation in international mathematics and science tests (Mbanjwa & Kassiem, 2007), new qualification recognition standards and a shift in money and regulations with regard to Early Childhood Development (Blaine, 2007), reflections on the poor impact of the revised grade 11 curriculum (Peters & Carter, 2007), educator protests (Ndaba, 2007), as well as controversial increases in bursaries for further Education and Training in an attempt to overcome impending severe shortage of educators (Benton, 2007) – all this alongside ongoing debates over educator's salaries, impending strikes, and nationwide classroom violence. Informal discussions with educators reveal a general concern around the status of the curriculum, and whether educators should continue to anticipate the introduction of new curricula before having an opportunity to fully comprehend and successfully implement the current one. Most of these concerns are impacted by and/or impact on SA Education legislation. This research topic was thus selected in order to establish a deeper understanding of the situation.

The literature review proceeds by presenting an overview of past and present influences in education, both internationally and locally. The review focuses on the process of management and its various components, including strategic planning (goals, objectives and project planning), organizational design, human resources (organizational staffing needs), and resources (physical and financial). It is during this stage that relevant aspects of SA school management legislation, which outlines what management in SA schools should be, is reflected upon. SA school management legislation considered includes: the EEA (1998), the SASB (1996), the Second White Paper (1996), the Resolution 4 on Developmental Appraisal (1998), the Resolution 8 on the Duties and Responsibilities of Educators (1998), the National Policy on WSE (2000), the EEA (Revision) (2000), the Performance Management and Development Scheme for Office Based Educators Collective Agreement (2002), and the IQMS (2003). The contribution of each of the above, with regard to various aspects of management addressed in this study, is therefore reflected upon. All aspects of management will be presented in both global and SA contexts. The literature relates to management in general and management of education specifically before the focus shifts to relevant SA government-based

legislative requirements for school management. This review provides the context for the current study. Some areas of management have been considered as a result of apparent problems in previous SA studies (Johnson, 1995), or are otherwise aspects of management which are present in general school management and management theories, although not evident in SA policies.

2.2 Contextualizing South African Education: Past & Present

This section looks at international influences and education trends before addressing the history of, and developments within SA Education. Thereafter, current SA legislation relevant to this study will be briefly introduced and further expounded upon in "The Process of Management".

2.2.1 International trends in Education

In 2000 the World Bank set eight priority development goals (www.un.org/millenniumgoals). They were intended to outline what the world would work on and achieve by 2015. It is the second goal that impacts upon education most directly: "Achieving universal primary education". In 2000, the primary global concern outlined with regard to this goal reflected that at the time, one hundred and thirteen million children did not attend school, the majority of these being African.

These goals, however, seemed to set no basic standard for what education should entail in order for it to be deemed beneficial, constructive and worthwhile. This left a gap with regard to quality of required education. This very debate is revealed in some more recent news reports on quality of education in SA (Makgelta, 2007; Mbanjwa & Kassiem, 2007; Blaine, 2007; Peters & Carter, 2007; Ndaba, 2007; Benton, 2007), and the United Nations report (SA MDG Country report: United Nations 2005), highlighting that the World Bank indicates that they currently perceive SA to be successfully achieving and increasing the quantity of children in the education system. At times they refer to advanced readiness of SA, as they reflect on how Education is the single largest budget item of the country, thereby reflecting this as one of SA's primary foci (United Nations 2005). While SA may be ahead of other, particularly third world, countries in terms of number of children in the education system, the question many still appear to be asking is whether what is being offered is in fact quality education, synonymous with that offered in first world countries.

In 2000, The World Education Forum (WEF), with whom SA is associated, agreed on six goals, referred to as the Dakar goals (World Education Forum, 2000). These were established as a result of a strong link between literacy and life expectancy. The WEF felt a need to further encourage, empower and uplift countries to educate through providing a guide which countries could use to assist people of these countries to achieve greater literacy levels and a higher life expectancy. Through encouraging these goals they felt that: "Levels of adult illiteracy could be halved, early childhood care and education and learning opportunities for youth and adults could be greatly increased, and all aspects of education quality would be improved" (World Education Forum, 2000).

The six Dakar goals are set out below:

The six Dakar goals

We hereby collectively commit ourselves to the attainment of the following goals:

- expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Source: The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, adopted by the World Education Forum (Dakar, Senegal, 26–28 April 2000), Paris, UNESCO, 2000, Para 7.

When reflecting on SA and its ability to encourage the country to reach these goals, one first needs to assess how each of them is applicable to SA, as a developing country (World Education Forum, 2000). For example, the second and sixth Dakar goals outlines how the WEF seeks to encourage countries to improve both quantity and quality of education, in particular, for previously disadvantaged. Since some children in SA are without any education, simply

increasing the number of children in the education system means that, for them, quality is already better than anything else they might have received. Also, according to the United Nations Report, in relation to the rest of sub-Saharan Africa where learner - educator ratios are increasing toward 40 learners to 1 educator, SA boasts a 38 to 1 ratio (World Education Forum, 2000). One would assume that this would allow for a more immediate improvement in quality, due to more personalized teaching. This is also potentially something which puts SA at an advantage when compared with the rest of sub-Saharan Africa. The United Nations (SA MDG Country Report: United Nations: 2005) reported that:

“High levels of grade repetition and drop out point to low levels of system efficiency and quality of learning. In more than 50% of countries in sub-Saharan Africa, more than one student in ten repeats at least one grade in primary school. And many studies show that repeaters do not learn from duplication and either keep on repeating or drop out.”

Hence, if one were dissatisfied with the quality of education and current rate of grade repetition and high drop out amongst schools in SA at present, perhaps we should be looking to see what SA's levels of system efficiency and quality of learning are, despite being able to meet goals other sub-Saharan African countries seem to be struggling to meet. To do this, perhaps SA need to look at present causes of the situation, bringing into question the role pre-1994 SA government played during the 'Apartheid' era.

2.2.2 A Brief Look at the History of South Africa during and since Apartheid

In 1948 (Wilson & Ramphela, 1989), the National Party introduced SA policies which ensured they gained and retained control over racial divisions and political economy of SA. These policies facilitated an emphasis on police repression and territorial separation of races in an attempt to ensure racial segregation and domination of those who were at that time classified as 'whites'. The policies included racially-specific regulations and prohibitions set around jobs, marriage, education and homelands amongst other aspects.

Apartheid laws governed SA until 1994. These were then replaced with a globally recognized progressive constitution, protecting human rights and promoting democracy. At this point constitutional rights of equality, just administration, access to information, privacy, dignity, freedom of religion, belief, opinion and expression were introduced and granted to all. Section 29 of the Constitution states that: 1) Everyone has the right to education, and 2) Everyone can access education in their language of choice, so long as a) equity b) practicality and, c) the results of the past racially discriminative laws and practices are redressed.

In order to effectively administer these ideological shifts, policies such as the Reconstruction and Development Programme (RDP) (Mayibuye, 1997) were introduced. As Mayibuye (1997) shows, SA's RDP policy highlighted six main principles including: the introduction of rationally sound and holistic programmes, building the nation, ensuring that processes be people and nation driven, ensuring provision for peace and security, linking reconstruction and development, and finally, democratizing the state and society. The RDP encouraged the introduction of five particular programmes, including facilitation of meeting people's basic needs, expanding capacity of human resources available, strengthening the economy, democratizing government and society, and implementing the RDP. Each of these programmes aimed to focus on participation, empowerment, redirection, equity and stability.

However, with the Imperialist state, America, following a more Neo-Liberal approach, it was arguably inevitable that international bodies such as the World Bank and International Monetary Fund, alongside other nations including SA, responded to pressure and adopted this more globalised approach (Rugman & Hodgetts, 2003). This was an effort to ensure that they remain current and internationally appropriate. This marked the introduction of the SA Growth, Employment and Redistribution (GEAR), macro-economic policy.

GEAR committed the country to a more neo-liberal approach. GEAR was designed and aimed to promote economic growth, through use of exports and investments, and promote redistribution, through reallocation of resources and creation of jobs. GEAR outlined four main principles which SA would follow. These included the creation of a fast growing economy, redistribution of income, services being made available to all, and finally, home and the workplace being both secure and productive respectively. At this point I would argue that while it was important for SA to consider how they would respond to the influence of globalization and the imperialist neo-liberal states, SA might have lost what was an important aspect with regard to human development when they switched focus from RDP to GEAR.

Perhaps, as a third world country, SA should first look to continue growing human capital before focusing largely on financial and economic capital to ensure stability. This would consequently have a significant impact on education offered in the country, as SA needs to actively pursue development of human capacity as fast as possible.

2.2.3 *South African History with Regard to Education*

Nasson and Samuel (1990) headed up the working group on investigations into the educational situation of SA for the Carnegie Inquiry held in 1980. This was an inquiry initiated by UCT which looked at "Poverty and Development in Southern Africa" (Nasson & Samuel; 1990; *xiii*). Amongst other aspects, they looked at the integral role education plays in a society's political and economic processes, and how a society's educational institutions reflect a society's power, class and socio-economic structure. They also looked at how education impacts on the ability of a society to have a fully functioning and lucrative economy. This is an opinion similar to that of Harber (2001), who briefly outlined the role the introduction of neo-liberal approaches has had on the sector.

Nasson and Samuel (1990) reflected on how during apartheid, education of differing standards was made available to different racial groups. They reported that schools termed 'black schools' during apartheid, were only allowed to educate learners enough to ensure that 'the blacks' would be able to fill the unskilled labour market demanded to drive the economy. However, schools termed 'white schools' during apartheid, were educating their learners to a level which ensured that 'whites' would be able to fill the skilled labour market needed to drive the economy. The government therefore attempted to create a system whereby ones social class would be determined by race. The results of the study done by Da Silva in 1988 showed how education related to this ideology, as he states that "unequal distribution of school knowledge not only contributes to shaping class relationships; it also reflects the complex web of class interactions prevailing in the wider society" (p.76).

The Group Areas Act of 1950 (<http://countrystudies.us/south-africa/25.htm>), enforced by the SA government during apartheid, meant that government was able to enforce poverty in other regards, on a racial basis. These included lack of equality in provision of welfare and health, as government simply provided better facilities for those living in 'white' areas, and poorer facilities and conditions for those in 'black' areas. This in turn, impacted upon the ability of 'blacks' to perform and successfully complete education due to poor health, poor learning conditions and poor living environments. Nasson and Samuel (1990, also referred to by Wilson and Ramphele (1989)), recorded very high drop out rates after four years of schooling in 'black' areas, as well as very high educator-learner ratios, and very low educator qualifications. They recorded how in 1976 only 1.7% of 'black' educators had a university degree, only 10.4% of 'black' educators had a matriculation certificate and only 49.3% of 'black' educators had completed secondary school, while 21% of 'black' educators had completed only primary school. This left 17.6%

unaccounted for in regard to their level of education and/or qualification. It was also reported that low educator qualifications meant that those being taught were not inspired or encouraged to want to become professionally qualified educators when they grew up. This would perpetuate the lack of adequately trained human resources and further reduce the country's ability to adequately resource schools with sufficiently trained 'black' educators, who at that time were the only people able to teach in then 'black' schools. For example, Nasson and Samuel (1990) reflect that 0.18% of black learners who had started school in 1950 passed matric, in their final year of school, 1962. They also reported that by 1970 the situation had not changed. Today, there appears to be a greater number of what would previously have been called 'black' people passing matric. However, there is a question of whether this is in fact a result of an increase in size of population. Because legislation changed in 1991, allowing previously 'black' children to enter into what were previously 'white' schools, there is no simple way of acquiring and reflecting these statistics as a percentage of those who started 12 years prior to having matriculated. In 2001 Harber did, however, reflect on statistics which showed that 'black', or what he termed 'African' scholars, in previously white schools during 1995 were not estimated to constitute any more than 12-15% of the learners at those schools.

The conditions experienced by 'blacks', as presented above, were often the reverse of those experienced in 'white' schools. The latter had children coming from generally safe and secure learning-friendly environments, with sufficient, high quality welfare and health services. Resources for teaching were more freely available for schools alongside more qualified educators, a lower educator-learner ratio, and much lower drop out rates of learners over the years. As a result of this, several 'white' learners grew up wanting to become further qualified and teach, thereby allowing for a steady supply of well-educated educators for 'white' schools. For example, Nasson and Samuel (1990) mention that for every 1 'black' learner that matriculated (not necessarily with an exemption or able to gain any further education), there were 44 'white' learners matriculating. Part of what contributed to these significant discrepancies between races was government's allocation of different amounts of funding for different races. Nasson and Samuel (1990) reflect on how when R644 was spent on each 'white' learner, R41.80 was spent on each 'black' learner. In 2001, Harber reported that in 1988/9, if the level of schooling was to be raised to that which 'white' schools had come to know during apartheid, it would require an increase of 144% in the DoE's budget.

The apartheid government also introduced a law decreeing that learners would have mathematics and social sciences examined in Afrikaans. During this time, standard 5 (now

grade 7) failure rates increased from 8% to 39%. In 1976, this, along with several discriminatory laws which were being forced on 'black' schoolchildren (whose first or second languages were generally not Afrikaans as was the case with 'whites'), resulted in an outcry and strong opposition from those being oppressed. This was what has become known as the "Soweto Uprising". The demand was for liberation from these educationally racially biased rules, which in turn reflected liberation from apartheid at large.

In 1980, according to Nasson and Samuel (1990), there was an already confirmed shortage of educators in comparison with international norms of educator-learner ratios. While 'white' schools had educator-learner ratios which were comparable with international ones, 'black' schools educator-learner ratios far exceeded international norms.

2.2.4 The role of education in South Africa today

Since education is an essential part of any country's economy, an important question to ask is whether SA is succeeding in educating a racially representative and sufficiently skilled workforce to drive its economy. This has particular significance in regard to the EEA (1998) used in SA today. This Act states that the workplace needs to allow for and promote, "equity... equal opportunity... fair treatment... elimination of unfair discrimination... implementation of affirmative action measures to redress disadvantages in employment experienced by designated groups (black people/ women/ people with disabilities) and,... ensure equitable representation in all occupational categories and levels in the workplace" (Ibid). The lack of education, skill and experiences through forced inequality in the apartheid era was purposefully counteracted through the introduction of this policy. However, the introduction of this Act has, at times, encouraged and allowed for a loss of skills and expertise gained through experience where previously 'white' persons, privileged enough to be well-educated and gain good experience during apartheid, were replaced by lesser trained and experienced 'blacks'. During apartheid, these 'blacks' had not had opportunity to gain as high a level of training or experience as 'whites' due to forced inequality.

Due to this loss of experience and as a result of retrenchments of 'whites', in addition to a lack of prior provision of good education for 'blacks' by the apartheid government, SA has needed to, and should continue to spend a majority of its human and financial resources on educating and training people previously termed 'black'. This would ensure sufficient skills development and training for 'blacks' to successfully fulfill what is demanded of them in their vocational positions. In this way the country could secure a stable economy and equality for all. In

considering several reports, such as those in the Financial Mail (May 11th 2007), which highlight a lack of skilled workers in various sectors, and reflect on the brain drain and difficulty of people to find jobs despite reportedly 'vacant posts', one can see the very obvious need to ensure that skills shortages are significantly and promptly addressed. This is so as to overcome problems encountered as a result of lack of skills and education.

Nasson and Samuel (1990) discuss the nature of education policies within any country, as needing to achieve two simultaneous outcomes, namely development of individuals, and development of the respective society. They look at how this entails making education available to all, regardless of categorisation, as well as ensuring that a country's industries and institutions are filled with people who are competent to do the job.

Hence, while according to Nasson and Samuel (1990) there are two broad aspects of education which one could consider studying, this literature review continues to look at the country's need to develop individuals through providing sound primary and secondary education. In particular, it will look at the ability of previously 'white' schools and previously 'black' schools to implement school management policies as outlined by government. That is, it will look to see whether they experience difficulties with regard to implementation of policies and if government's policies assist in facilitating good school management. If a study, done by Da Silva (1988) and reflected on by Hoadley (2005), is anything to be guided by, one may assume that learners from different social classes are exposed to very different types of learning experiences at school.

2.2.5 Current South African education legislation

Since the end of apartheid in 1994, several new education policies have been introduced. Those most pertinent to this study include the SASB (1996), the Second White Paper (1996), the WSE Policy (2000), The IQMS (2003), the EEA (1998) and resolutions to the EEA (2000). The latter three are, at times, referred to simultaneously and are co-dependant as each relates and refers to the other.

The IQMS (2003) aims to encourage effective and efficient management of SA schools. Its intention is to impart guidance for, and responsibility to, each of the relevant stakeholders in order to achieve efficacy and efficiency through a focus on developmental appraisals, performance appraisals and the WSE. The IQMS (2003) also outlines a process of management which should be implemented in schools in order to successfully implement the

IQMS (2003). This process includes: advocacy and training, structuring, planning, setting up a schools improvement plan (SIP), developing and monitoring, having schools conduct a self-evaluation against SIP, developing and monitoring again, having schools conduct a self-evaluation against SIP again, recording and reporting, conducting a review of the planning and processes, and finally, recording and reporting on this again.

The Second White Paper (1996) mentions that in order for the previous inequality of education offered in SA to be counteracted, a comprehensive training programme would need to be introduced for managers and governors of schools. The policy continues to reason that part of the need for this would be as a result of many managers and governors of schools being involved in these capacities for the first time. Hence, they could have little experience or training in areas they would be working in. The government suggested that this training should be accomplished through inter-school programmes, development of support units for schools, introduction of an information management system for educators and the department, and development of a national training institute in management of schools. Other policies and legislation I have consulted include: the EEA (1998), the SASB (1996), the Resolution 4 on Developmental Appraisal (1998), the Resolution 8 on the Duties and Responsibilities of Educators (1998), the "National Policy on Whole School Evaluation" (2000), the EEA (Revisions) (2000), and the Performance Management and Development Scheme for Office Based Educators Collective Agreement (2002). Various aspects of policies which are relevant to the study will be briefly presented in the section on the "Process of Management".

2.2.6 Past and Present categorizations of South African schools

Hoadley (2005) discussed how during apartheid, schools for different races were governed by different ministries. For example, 'white' schools were governed by the House of Assemblies (HoA), while 'black' schools were governed by the Department of Education and Training (DET). However, soon after amendments to education policies in 1991, 'white' schools were able to admit all races at which point 'white' schools then became known as 'Model C' schools. Subsequent to the SA government's shift toward becoming a democratic government in 1994, schools have had to choose between being classified as either public or independent.

According to the SASB (1996), independent schools can be established, run and maintained by anyone at their own cost while public schools are established, run and maintained with the help of government.

The Second White Paper (1996), reports that when 'Model C' schools were introduced in 1991, 'ownership of schools' shifted to 'ownership by schools' that is, opposed to 'ownership by government', as had always been the case. Thus, ex-Model C schools became 'government-aided' instead of 'government' schools. That meant that governing bodies took on a greater responsibility for raising funds for any recurring costs over and above salaries of educators. However, the Second White Paper (1996) revealed that significant privileges and advantages remained assets of ex-Model C schools, including well-trained and educated staff, which ex-DET schools did not have. Therefore, despite the lifting of policies enforcing apartheid, it was still unofficially perpetuated through many advantages which were part of the ex-Model C schooling system. At the change of government in 1994/5, however, government stated that assets which schools had acquired upon becoming a Model C school would be transferred back to government's authority.

2.2.7 The South African Department of Education's vision for the role of education in the country

While presenting the Second White Paper (1996), the then Minister of Education, Professor Bengu MP, stated what he hoped the introduction of this policy would achieve. This included:

"...a transformation from a legacy of apartheid to reflecting democratic values and practices which are in line with the constitution;...establish new norms and standards around school governance and funding;...command widespread public support;...increase quality and effectiveness of schools;...allowing for schools to be financially sustainable from public funding;...provide for equitable funding of education;... prohibit unfair discrimination;...abolish racial admissions criteria in educational institutions;...redress measures to overcome past inequalities;...counteract racism, promote democracy, protection of fundamental rights, and redress;...celebrate cultural diversity;...facilitate mother-tongue interactions and teaching;...deny that past privileges still belong to specific individuals;... will affect conditions of employment of categories of teachers;... be based principally on the constitutional guarantees of equal educational rights for all persons and non-discrimination;...allow for a democratic, free, equal, just and peaceful society;...and, allow for the recognition and correction of mistakes" (p.3-7).

The Second White Paper (1996) stated the intention to restructure education, as it had been known until then. Through this, government affirmed its aim to: address issues around distribution of resources, manage a process of change, allow for capacity building, be a flexible yet coherent and integrated national system, improve quality across the system, allow for democratic governance of education, and finally, allow for school-based decision making (The Second White Paper, 1996). In the Second White Paper (1996), the Ministry of Education took responsibility for each school being provided with a copy of the legislation and being fully

informed as to that which was stipulated in various bills and papers, allowing for freedom of comment before finalization.

Having briefly introduced aspects of the history and nature of education in SA, the focus now turns to differing aspects of management theory and how each specific aspect of this management is intended to be conducted in SA schools, according to SA legislation.

2.3 The Process of Management

This section of the literature review aims to provide an overview of aspects of management. It proceeds to focus on intended management of SA schools by briefly outlining SA education management related policies.

In 2005 Smit presented a framework on management of public sector organizations to an honours class at UCT. This framework drew from a number of authors, one of which was Hellriegel, Jackson, & Slocum (2001). Authors such as Lewis, Goodman and Fandt (2001), Rugman and Hodgetts (2003) and Bennett (1997) also reflect much of what Smit's framework (2005) outlines. Smit's (2005) framework is supported in that it draws on and echoes other sound management models, in addition to its successful demonstration in case studies. Authors such as Dean (1999), Thomas (2002), Ouchi (2003), Paisey & Paisey (1987), and Caldwell & Spinks (1998) also reflect similar, more school-specific management theories. For the purpose of this study, Smit's (2005) framework is utilized, and present management theories and concepts which expand on this will seek to explain various principles relevant to the study.

In his framework on the process of management, Smit (2005) outlines that an organization should first strategically plan and set organizational goals, then set objectives, outline project directions, outline project plans, complete an organizational design, staff the organization correctly, budget and set controls, find means of funding the projects, and finally, measure outcomes before modifying and consolidating further strategic plans and organizational goals. Many authors suggest that processes such as these should work together in order to be successful, and need to be done both consequentially and cyclically. Hence, in this study I have attempted to interact with and refer to each aspect of Smit's framework (2005), rather than selecting specific aspects which could be explored at depth.

In 1995 Johnson edited a number of studies on SA school management. These are used to follow and contextualize general and international school management theories discussed. Johnson's (1995) studies were completed at the turn of apartheid and are therefore valuable benchmarks for change in the respective areas of SA schools management.

Finally, current SA policies pertaining to school management are reflected upon as each relates to various aspects of management. This then reflects on my understanding of the SA government's specific requirements and intentions for management of SA public school's today.

In summary, this section of the literature review will take a brief look at both international and local trends in general and school specific management. It will look at SA based research, as well as what SA Education legislation reflects as government's intention for management of SA schools.

2.3.1 Strategic Planning and Organizational goals

This section outlines the nature of strategic planning and organizational goals, international trends for schools with regard to strategic planning and organizational goals and, SA's educational management policy suggestions for schools in these areas. Thereafter, roles of leaders and managers in these processes will be discussed before addressing the planning of individual projects.

Strategic Planning and Organizational goals could be viewed as co-dependent management aspects. Strategic Planning is a process which organizations should regularly conduct (preferably annually) so as to ensure it's long-term sustainability. This ensures that an organization consistently meets goals that are in line with either market or people-driven needs. Organizational goals, therefore, help to facilitate these needs as effectively and efficiently as possible.

Smit (2005) suggests that strategic planning is a process which formulates goals through considering an organization's current strategies and objectives, environmental factors, a resource analysis, the organization's opportunities and threats, a gap analysis, strategic decision making, means of implementation of a strategy, and outlining means of evaluation and control. However, each time a strategic plan is revisited and developed, it is important to ensure that the decision is made as to whether it is consolidation, growth or new development

which is needed. In order to achieve this, possible threats and opportunities need to be considered. These may include external and uncontrollable factors of an organization such as: the range of markets, new entrants into a market, substitutes, rivalry, funding, policy, customer bargaining, and service needs. However, an organization's internal and controllable factors such as their own distinctive competence, how resources are distributed, how internal departments synergize, the organization's adaptability, their innovation, their ability to compete, their human resources, structure, management, financial resources, and value of employees, amongst others, would also be assessed as either a strength or a weakness. The process of strategic planning, therefore involves assessing every aspect of the organization and its environment by looking for ways to maximize any strength or opportunity, and minimize any weakness or threat.

Organizational goals, if described independently of strategic planning, entail the outlining of an organization's purpose, goals and objectives. According to Smit (2005), the 'purpose' of an organization outlines its core reason for existence. It is a short, simple, generic ideal, which is not necessarily unique to the organization and may be as simple as 'to make a profit'. Goals, however, outline an organization's values and beliefs and are statements of commitment which incorporate an organization's general direction and business principles. They are broad yet more specific than an organization's purpose. Organizational objectives, which are more specific and measurable, outline how an intended outcome is to be achieved. The objectives would, for instance, include a focus on which action and programmes would facilitate the achievement of a specific goal.

By the end of a good strategic planning exercise, most organizations would have what would be an annually revised and ongoing 3-5 year development plan, which would include their purpose, goals and objectives. Throughout these processes, it may be necessary to introduce new, or revise old policies. Dean (1999) reflected that in schools where good planning and clear objectives had been set, positive effects have been seen. Amongst other things, these plans included work plans, a small degree of integration of staff development in their personal interests, and the principal's engagement with the plan.

Caldwell and Spinks (1998) looked at worldwide trends in how schools have become more self-managed and less controlled by government, producing a positive effect in most countries. This has meant that schools have become more responsible for managing their own policies, goals, annual plans, resource allocations, project plans, project implementation, and project

evaluations. One might therefore propose that delegation of responsibility is something which the educational bureau of any given country could work towards. That is, in order to be able to better support and inform schools. These authors mention that this new approach renders the need for schools to keep up-to-date with national and global trends more important. Caldwell and Spinks (1998) also propose that each school should have an annually revised and ongoing 3-5 year developmental plan. This could then incorporate new current national and global trends, and allow for schools to have a far greater sense of direction. It could also create a point of entry for the DoE who would be able to better equip schools and staff through appropriate and current trends in a variety of relevant fields as identified by schools.

Currently, the SA DoE provides strategic direction through strategic plans and policies such as the SASB (1996), the Second White Paper (1996) and the WSE Policy (2000). These policies mention the need to manage schools in a manner which allows for a process of change, coherency, a national and common purpose, flexibility, disciplined and purposeful environments, interaction of major stakeholders, participative management from government authorities, equity, optimum use of both financial and human resources, confidence in the education system, democracy, broader public interest in education, good organization, constitutionally sound practices, more learners to meet or exceed their educational expectations and, School Governing Bodies (SGB) decision-making power to determine the mission and ethos of schools, as well as for resources needed and their accessibility. More specific goals and objectives state how the DoE would like to see these achieved. While I was able to gain access to the SA DoE's strategic plans from the library at UCT, it appears evident that efficient and effective distribution of these plans does not always take place.

The IQMS (2003) and the WSE Policy (2000) discuss strategic planning of schools. They suggest that what government terms 'contextual factors' should be considered when schools strategically plan. They look at how these factors should not only be reflected in school's strategic planning and SIP, but also in District Improvement Plans (DIP).

What is also essential to note is the role of leaders and managers in the process of strategic planning, given that they are the ones who need to lead their staff through setting what should be a truly viable set of organizational goals. In this regard, Smit (2005) looked at relationships between management and leadership in terms of how leaders should be able to challenge and change a process, inspire a shared vision, consider and initiate, enable others to act, model the way, and motivate people through highlighting the importance of their individual contributions.

He suggests managers should be able to plan, budget, process, organize staff, problem solve, create order and make decisions. He also looked at how a leader could be autocratic, shared or laissez-faire, but mentioned that followers tend to follow a leader with integrity, competence, vision, inspiration, direction, influence, commitment, humility, loyalty and creativity. Ouchi (2003) proposed that it is a leader who determines whether everyone will succeed or fail to achieve goals in a system developed by leaders. Caldwell and Spinks (1998) mention that the role played by school principals becomes more fundamental with the decentralization of education, thereby increasing his/her level of responsibility and accountability. This decentralization, they propose, could be done through various forms of transformational leadership, namely, strategic, cultural, educational and/ or responsive leadership.

When discussing the means of management, however, Ouchi (2003) looked at how managers need to be people who can adopt measures which ensure organizational achievement, as well as identify, acquire and provide for adequate physical, informational, human and financial resources. He outlined effective managers as ones who were part of the planning process, accurate, objective, timely and flexible. A good manager would therefore establish standards, measure one's performance against them, and then evaluate and modify their standards accordingly.

The current definition in SA Education policies of 'daily management' in schools, is stated in the Second White Paper (1996, p24). It defines 'daily management' as "day-to-day organization of teaching and learning, and activities which support these for which educators and school principals are responsible". Officials at the DoE define a school management team as the SGB and SMT as headed by the school principal.

The WSE 'Basic Functionality Document' (2000) outlines that the effective functioning of a school and its management's ability to guide it, enables it to realize its educational and social goals. The same policy's 'guidelines and criteria' document outlines how schools should be managed. Management is defined as "being able to set effective and appropriate visions, missions, goals, policies and procedures, and facilitating achievement of the school's aim. This should allow for appropriate structures and good leadership (and management) to be put into place, which the school community is informed of, so as to be able to hold the school accountable to 3.3.2" (Whole Schools Evaluation, 2000).

The only aspect of practical leadership, guidance or support for schools which appears to be clearly outlined by government through the WSE Policy of 2000, is the role of the province in regard to that specific policy. The government suggests that each respective province's role is to help schools put appropriate policies in place, to ensure that all schools in their areas are aware of the WSE (2000), as well as identifying the role each that each school has to play, and to make sure that monitoring the quality of professional support offered to schools in each district is well executed. In the WSE Policy (2000), provision is also made for support for schools through use of a District Support Services (DSS) teams and Local Supervisory Units (LSU).

In 1995 Johnson looked at how most 'black' principals of SA schools, were not able to enjoy support of various school stakeholders, as many community-based stakeholders saw principals as representatives of a dysfunctional education system with which they were angry. This made roles of leadership for these principals that much more difficult, especially when trying to gain support. He mentioned how in 1995 there were no easily available management courses for those who sought it, despite the need for competent managers in schools becoming increasingly apparent at that time.

Smit (2005) sees project planning as the next step in management, following the outlining of organizational goals and objectives. It allows for similar planning and thought processes during development and outlining of individual projects, to those outlining what an organization is aiming to achieve. That is, outlining the organization's projects according to missions, goals and more measurable objectives before costing, implementing and evaluating them.

Establishing these project plans entails considering the general direction of the organization, assessing needs and resources, profiling existing services, evaluating services, and looking at possible consequences of alternative approaches before selecting the action to be taken. Thereafter, budgeting, controlling, and final evaluation would need to be put into place. With regard to education, using various areas outlined by Harris, Bennett and Preedy (1997), groups overseeing management of general management, resource management, finance, curriculum, evaluation, human resources, marketing and communications of a school could also be seen as departments in which project plans would need to be drawn up. Goals and objectives which could be outlined for these groups are what could be used in order to later evaluate progress made. In SA legislation documents, and in particular, the IQMS (2003), one can see brief

mention of what may be likened to project plans through government's encouragement of a school's establishment of work plans.

During planning of projects, the need for various interactions with a variety of external parties could also be identified. In the case of SA schools, such interactions would include relationships and interactions with the SGB, parents and/or guardians, other schools, the National, Regional and District offices of the DoE, learners, staff, social services, and possibly private sector parties amongst others. Zaghari (2006) mentions how in management one needs to create a relationship with an organization's stakeholders, instead of trying to compete with or block them out.

The following section will look at the structure and design of an organization which should flow out of a strategic planning exercise in order that an organization is able to achieve it's goals in the best way possible.

2.3.2 Organizational Design

This section focuses on organizational structure, organizational culture and the significance of decision making. Commencing with what international management theories state in this regard, a SA case study from 1995 is then presented in relation to the nature of decision making in SA schools. The literature then refers back to international management theories while considering motivation of employees, and how motivation relates to job descriptions and job specifications. Finally, there is a reflection on what SA school management policies state with regard to the nature of SA school structures, means of decision-making, job descriptions and job specifications.

2.3.2.1 Organizational Structure

Authority, power, hierarchy, responsibility, accountability and delegation within an organization are all framed within an organizations structure (Smit 2005). In suggesting that it is an outline of accountability, represented by means of an organogram, Smit shows how these structures define relationships between roles which can assist in identifying communication channels.

According to Lewis, Goodman & Fandt (2001), means of establishing divisions within organizational structures could be considered in a variety of ways. One could look at grouping roles in functional, divisional, professional, customer, matrix or network groupings, which help to clarify how division and flow of work would be facilitated. Smit (2005) suggests that should

there be many layers of management where most authority, power, responsibility and accountability lies with senior managers who practice little delegation, the structure of the organization would be seen as being highly centralized. Several authors, including Lewis et al (2001) and Smit (2005), mention that in organizations where managers have responsibility for many subordinates, these managers have a greater span of control. Often organizations such as these are not able to offer a high degree of flexibility. Those organisations job descriptions and specializations are often rigid, their planning and control often tight, and they often have strongly enforced rules and regulations which are carefully monitored. This could be viewed as either a positive or negative way of running an organization. However, structures which are, organizationally and situationally dependant, and where levels of low control and planning have fewer rules and procedures, could also be just as positive or negative. Caldwell and Spinks (1998) look at worldwide trends and show that the current norm is for the national system of schooling to share centralized goals, policies, standards and accountabilities. However, knowledge, technology, power, people, material, time, assessment, information and finance are managed more independently by schools.

One of Johnson's (1995) studies points out four potential outcomes of decentralization of education by the state. They include reducing powers of local authorities, perpetuating inequality, creating a need for greater dependency on the private sector and a greater marginalization of minority ethnic groups.

In 1995 Johnson reported on the then incoming trend of decentralization, and how that might unfold in SA schools. He recorded that: "...in contrast with white schools, black schools located in an underdeveloped area in a remote homeland, if given such powers (of decentralization), can do very little with them. They lack resources, both material and non-material, to develop the school in any way." He looked at how contemporary educational district divisions followed geographical divides, thereby potentially further perpetuating and reinforcing the extent of the impact of the Group Areas Act of 1950 (<http://countrystudies.us/south-africa/25.htm>).

2.3.2.2 Organizational Decision Making and Motivation

Smit (2005) looked at how an organization's structure helps define decision-making abilities and defines each role in an organization. This may not always be strictly adhered to due to a variety of intangible factors, yet an organogram should assist in creating a rough guide. Structure therefore helps to define who would be able to take responsibility for a non-programmed decision in responding to unique, high-risk situations of great ambiguity where

there are few standardized means of intervention. Non-programmed decisions also tend to have important implications inherent with a high degree of uncertainty. Decisions taken by groups can allow for a greater degree of input, ideas and accuracy, but can also lead to more costly, lengthy, and compromised outcomes.

Ouchi (2003) describes an organization's culture as representing its 'unspoken traditional ways' as a result of the structure of an organization. Hence, if there is a problem with an organization, he suggested that it should generally be seen as a structural problem.

Paisey & Paisey (1987) reminds us that a revision facilitating a more flexible structure is not an end in itself, but can allow for better facilitation of schools. He focuses on how sound and continuously monitored structures allow for different personalities, interests, abilities and change. He notes that structures should be simple, clear, communicable, and allow room for creativity. A good structure facilitates an understanding and awareness of issues, creativity, good communication, shared perceptions, and an opportunity to provide solutions where there are problems. Finally, he mentions how he uses satisfaction from various stakeholders, attendance, timeousness, turnover, and interest in training offers as indicators of whether a structure is functioning well or not.

Dean (1999) outlines four possible ways of organizing a school. Firstly, having educators who are fully involved with a specific age range of children; secondly, having educators being fully involved with all subjects and possibly some school management and/ or basic advising; thirdly, having an educator involved as a specialist in a single subject as well as being a consultant for others; and finally, having specialist educators for each subject. She highlights the importance of schools' structures in allowing for learner's needs to be addressed by educators.

As the structure of the school also impacts on the decision-making ability of educators, it is interesting to note a study that investigated suggestions around decision-making powers, abilities, and desires. Johnson (1995) discussed how at the time of the study, decisions made around curricula to be covered were primarily made by government, a situation not welcomed by educators as a result of them wanting more voice. On the contrary, however, educators would have preferred less responsibility in having to influence school policies and to resolve problems among learners than was currently their responsibility. Schools' heads of departments wanted less participation in decisions surrounding resources, while educators

wanted more. Educators felt those implementing decisions should be the ones responsible for making them. The majority (63%) also felt that the role of decision-making should not be held by one senior manager, but by a senior management team. Johnson (1995) also reported on another study which reflected the SA National Ministry of Education as being responsible for all curricula, educational appointments, examinations and school buildings.

He reflected that where educators were more involved in making decisions, there was often a more effective outcome. However, it was also highlighted that whatever structure and methods of decision-making are used, they should allow for educator autonomy, and facilitate ongoing motivation of staff at both national and school levels.

A manager needs to ensure that decisions taken regarding an organization's structure further motivate staff to ensure excellent service. Many studies have consequently been completed to find what motivates people. There are an enormous number of factors which cannot be reduced to a comprehensive list, but some more commonly found, reflected on by Smit (2005), include acquirement of: basic needs, achieving ones goals, self-actualization, safety, love, esteem/status, autonomy and responsibility.

Dean (1999) mentioned teamwork could be useful for offering general support as well as in the event of planning and delivering curricula. She found that teams offered individuals support, a voice, encouragement, trust, appreciation, recognition, information, clarification, development, challenges and opportunities to extend oneself.

2.3.2.3 Job Descriptions and Job Specifications

According to Smit (2005), clarification for staff as to how and where they fit into a structure also remains essential and is generally defined through job descriptions and job specifications. The job description is a tool which should be used for every staff member, outlining what their primary purpose, responsibilities, duties, and tasks will be, in addition to stipulating what standards will be expected from them. It should include a description of conditions in which one would be working, as well as who and what one is accountable to and for. A staff member's decision-making limits, lines of communication, potential problems and challenges and examples of work should also be added to the job description through a job analysis. There are a number of approaches one could take in order to undertake a job analysis, yet what each approach essentially entails is dividing the job into tasks, responsibilities and procedures before assessing services and materials involved.

Job specifications assist in indicating whether a particular individual is in fact able to do that which is outlined in the job description. Such a document would include the nature of the tasks and responsibilities as well as required levels of education, qualifications, knowledge, skills and experience in order to fulfill those tasks and responsibilities. Other necessary requirements or specifications required to fulfill the job would also need to be included here. This clarification ensures that both employees and those to whom they are accountable can be in no doubt regarding expectations. Establishment of these documents should promote a higher degree of accomplishment and in turn, motivation.

Dean (1999) proposed that schools staffs should receive support from: frequent informal planning discussions, teaching strategy demonstrations, the creation and sharing of curricula content and materials, principal support, general communication between relevant parties and the schools, and the managing of resources. She looks at the importance of training in interpersonal skills, leadership, team-building and training. Johnson (1995), on the other hand, directs his focus to how management and staff development should be implemented in order to equip SA school managers to better understand the policy making, and implementation process. The HSRC report of 1981 reflected that the professional status of an educator should be recognized, implying that they should be highly skilled and equipped to do their job.

After reading several SA legislative documents with regards to education, it would appear to me that the SA DoE has undergone significant restructuring, offering greater flexibility and a more decentralized and school-based decision making system. The new structure includes the SA National Ministry of Education overseeing the Provincial Departments of Education, who in turn oversee district offices of education. Each district office has educational authorities who are responsible for schools within their jurisdiction. With implementation of the WSE Policy (2000), it would mean that there are DSS and LSU which would help to support schools. However, these do not appear to be the only bodies which operate from district offices. Given that involvement of these other 'bodies' is only discussed in the WSE Policy (2000), it would however appear that they are only beneficial for those schools where government has conducted a WSE. The intention of this policy is to evaluate each school within five years, yet it is only now emerging out of the pilot phase. As a result, to date, evaluation of management and governance responsibilities at schools, still appear to fall more heavily on schools instead. The WSE Policy (2000) states that authority for management issues of schools, is given to principals, who are in turn each supported by their staff.

The WSE Policy (2000) outlines how district support teams should be able to support development of schools in their implementation of national and school policies, evaluation, improvement plans, school management, leadership, governance, curriculum, staff development, and financial planning, through offering ongoing support and monitoring of policies, community, school and staff needs.

The Second White Paper (1996) highlights government's recognition of the importance of the role of education officials in district offices. It discusses expectations of their knowledge and skills in school management, in order to be able to offer all stakeholders of any school, sufficient support and leadership. It mentions how district officials, in conjunction with provincial DoE's, should develop and implement developmental training programmes for school managers incorporating cooperation among schools, use of specialist personnel, advisory services, educator resource centres, and community learning centres, to meet needs recognized through ongoing monitoring of schools. The government proposes that through such programmes and support, schools should be sufficiently supported, whilst developing their knowledge and skills in management and governance.

The Second White Paper (1996) reports on the restructuring of schools. This meant that schools would go from being governed by several (racially determined) ministries, to being governed by one central ministry, thereby being either a 'public' or 'private' school. The policy intended to allow for a more evolutionary means of school governance, through an ordered change, from which they felt schools would benefit. Through this, good partnerships between educational authorities, schools and hence communities would be established, facilitating thriving communities. They believed these changes would be made alongside maintaining all positive characteristics of various former models.

One could assume that government recognises that a functional organogram for a school is an important aspect of management. When one looks at indicators in the WSE (2000), aspects of the individual schools' management, leadership and functioning are partly measured through a presentation and assessment of the 'management structure'. This appears to be the only policy which outlines the need for a school to have one, so it could be argued that significance of such a document is undermined by SA legislation. The WSE Policy (2000) does not clearly outline whose role it is to monitor the implementation and functioning thereof.

SA educator job descriptions can be found in the EEA and its revisions (1998 & 2000). While there does not appear to be a fixed outline for job specifications, several needs and requirements of educators are stated. Part of the management of individual schools entails the management of staff and educators. Thus, when looking at a structure, it is essential to note the capacity each staff member has to complete his/her task with excellence. This should take into account expertise, time constraints, and limitations according to what is set out in policies. One consideration should also be the national learner-educator ratio which today stands at 40:1 in primary schools and 35:1 in secondary schools (South African School Bill; 1996).

When considering the role of a SGB in relation to the schools' functioning, policies outline, in some detail, what their roles are. However, the SGB responsibility to establish the schools strategic direction in regard to its mission statement could be seen as overlapping with School Management Team (SMT) roles. Should direction be established by those implementing them (SMT), as would be supported by Caldwell and Spinks (1999), a greater degree of ownership and accomplishment may be achieved. The Second White Paper (1996) recognizes potential differences in the scope of SGB, depending on their capacity and abilities. Therefore, one may argue it is not impossible for schools' SGB to delegate this responsibility to SMT. Once the relationship between the SMT and SGB has been outlined, it may also be beneficial for schools to identify accountability structures in the form of clear job descriptions. In this way, a SGB may be able to better fulfill their role, as outlined by the SASB (1996). In legislation, their role is outlined as support for various staff at schools, through allowing schools to develop their own plans, given their resources and capabilities. These could be further informed and ratified by objective yet interested role-players and bodies, such as SGB.

2.3.3 Organizational Staffing

New strategic goals or directions brought about through processes such as those discussed above, could require development, maintenance and/or acquisition of new human resources and skills. Hence, human resource planning and management in any organization remains essential. This section focuses on training and development of those already employed within an organization (in order that they are better equipped to meet organizational goals), as well as recruitment of appropriately qualified people (as outlined in jobs descriptions and specifications), for new positions. This is undertaken with reference to international authors, in addition to reflections on needs of the SA education sector as reflected in studies done by Tsukudu and Taylor (1995). Smit (2005) and Dean's (1999) reflections on performance

appraisals are then discussed before finally looking at what SA policies say in relation to performance appraisals.

Dean (1999) documents that educator competence is often enhanced through training courses, experience, reading, and shared experiences of other professionals. Hence, she mentions that one may well be able to partner with other schools, so as to gain expertise through experience of others. UNESCO (1991) emphasizes the need for training in management for educators in SA as essential. Johnson (1995) also revealed that at the time of the study, many SA principals were appointed with little training, knowledge or understanding of what was required or expected of them. Therefore, looking at and assessing management training programmes which allow for development of individual and school needs offered, remains significant in this study. These courses could include topics such as organizational development, leadership, change management, curriculum management, team building, staff development, communication skills, financial management, community relations, conflict resolution, marketing, evaluation, policy implementation, need identification, and activity organization.

Cited in Johnson (1995), Tsukudu and Taylor (1995) look at the need to facilitate training through self-directed studies, in-school programmes, training taking place at appropriate times, and school-determined programmes thereby enhancing performance in SA school manager's ability to manage schools. Mashinini & Smith (1995), cited in Johnson (1995), state that government should provide trainers who offer ongoing support for principals, to improve their management. They reported that the most effective means of training incorporated the incorporation of theory, practice, feedback, and ongoing coaching. Authors also mentioned that there should be sufficient time allowed, as many agreed that training of one or two days was often ineffective.

Mashinini & Smith (1995), cited in Johnson (1995), proceed to look at how both former and present principals, with proven track records, may be able to be used in training. These include use of previously retired yet successful educators who took the offer of an early retirement package in SA in the late 1990's, to return to help train those who are struggling. An additional focus in this regard is the consideration of retraining school managers in SA, particularly, in order to better facilitate a multi-racial and multi-cultural school society.

Performance appraisals could, according to Smit (2005), be judgmental, developmental or evaluative. A judgmental approach is generally least preferable. He outlines that the purpose of

appraisals should be to motivate, promote, train and develop, transfer, reward, plan, improve understanding or terminate ones work, as is most appropriate. He mentions how it should be done through a process of establishing an understanding of a job, looking at criteria and goals previously set, judging the most appropriate means of assessment, conducting it, providing feedback and then helping to develop the employee through it. Whitaker's (1983) work on performance appraisals was reflected on by Dean (1999). He suggested that feedback given should be specific, brief, descriptive, and reflective, if useful.

The IQMS (2003), WSE (2000), and EEA and its revisions (2000 & 1998), all state various aspects of Performance Measurement, Developmental Appraisal and training systems proposed by the SA government. They all look at how the SA government aims to provide a working environment which is simple, feasible, flexible, legitimate, professional, developmental, objective, effective, accountable, personal, and allows for personal growth. They focus on how the process of performance appraisals should be completed in an environment and manner which facilitates constructive growth of both personal and collective needs.

SA policies make provision for Human Resource Planning and Management with regard to those working for both the DoE and schools. The Second White Paper (1996) mentions the need to address development of school management as a national matter of urgency both in regard to political and executive leaders. This is alongside recognition that management of a more democratic school system places a higher demand on principals. Hence, government should ensure that principals are well equipped to manage. They recognize that in order to achieve more systematic management support, new programmes need to be introduced. Policy mentions their desire to introduce an 'Education Management Information System' (EMIS) to help with Human Resource and Budget planning.

The Second White Paper (1996) also introduces the establishment of a task team, who create a 'National Education Management Training Institute'. That is, a place of instruction and support, offering guidance in school leadership and management. This policy outlines the DoE intentions to improve capacity of managers. The WSE Policy (2000) seconds these, and acknowledges the importance of staff development and training. This policy states that government is responsible for providing "competent, well-trained and accredited supervisors... district based support teams, organizing their work and ensuring that ongoing monitoring, support and evaluation of schools is carried out effectively".

The Second White Paper (1996) stipulates that educators are appointed by the DoE in consultation with SGB.

In conclusion, different aspects of ongoing training have been discussed, alongside new topics and approaches which managers should be trained in. Not all details pertaining to performance appraisals in SA policies have been recorded here, however, relevant aspects appear to have followed international trends set in this regard.

2.3.4 Budgeting, Setting Controls and Funding the plans

This section outlines what Smit (2005), along with other authors, refers to as budgeting, funding strategies, and funding proposals. After outlining each of these, I look at which of these aspects have been accommodated in SA education management policies.

New strategic goals or directions may require acquisition of new physical resources. In order to ensure ability to acquire them, financial planning and budgeting are necessary. These then serve as representations of project objectives in monetary terms over a set period of time (Smit 2005). This process facilitates good record keeping, a positive influence on morale, improved coordination and control, the establishment of signals which would highlight a need for corrective action, improved resource allocation, improved communication, and better evaluation. A good budget should be approved by an authority, broken into measurable assessment periods, allow for action to be taken so as to address variances in forecast income and expenditure, and be timely.

Smit (2005) looks at how a funding strategy outlines an organization's future financial needs and identifies where funds needed may be able to be sourced. There are several factors which influence these strategies including legislation, partnerships, signatory companies, funding agencies, a country's economy, and politics. A successful funding strategy and ability to fund an organization's needs, partially depends on identified goals, sound track records, credibility, effective organization and management, managers' knowledge and credibility, knowledge of what one is doing, competent financial management records, knowledge of the government's economy, awareness of public policy objectives, knowledge of resources and funding, and ability to develop an effective funding proposal. Sources of finance used by organizations may include government, funding organizations, the private sector, fees, religious organizations, foreign governments and/or trading.

In order to realise a funding strategy, a funding proposal needs to accompany appeals (Smit, 2005). This entails providing a formal, detailed and structured document requesting financial aid. This is composed of an abstract problem statement, community profile, programme objectives, action plans, staffing details, a financial plan, future funding, a method of evaluation, a current statement of proposed activity, organizational details, rationale, and a conclusion.

Funding strategies are commonly managed by middle and senior managers of any structure (Dean, 1999). Johnson (1995), on the other hand, states that a SGB should be responsible for preparation of school budgets and the running of fundraising campaigns.

The Second White Paper (1996) indicates that SA public schools should largely be funded by government which includes educator's salaries in line with the staff provisioning scale. Depending on the capacity and inclination of the SGB, different financial responsibilities are given to them. It states that SGB would need to source funding from other sources in addition to government, and look to partner with communities to aid in this. Operating costs would be subsidized for administration and where they have learners who cannot afford school fees, government would help with financial provision as no child can ever be refused admission due to inability of parents to pay school fees. Subsequently, government also divided communities, and schools within them, into quintile areas, so as to be able to financially support schools on an income-based scale. In 2007, schools in the lowest quintile areas were defined as 'no-fees schools'. This means that those schools are not allowed to charge learners fees, and all financial support would be provided by government.

The Second White Paper (1996) also reported that government would pay for operating costs such as textbooks, stationery, and teaching materials. So too would costs for maintenance, electricity, and water be covered, based on the number of learners at the school. Learner's whose parents were earning less than a stipulated income, would not be held liable if school fees were not paid. However, at the time of publication of the Second White Paper (1996), a clearly defined schools financial policy still needed to be established and presented to Cabinet. According to outlines in the WSE Policy of 2000, the provincial DoE's are responsible for overseeing the annual education budget and providing a budget which helps schools to manage effectively.

2.4 Conclusion

In summary, this chapter discusses literature pertaining to the history of SA and its former apartheid laws, the changing face of education within SA (possibly partially as a result of the abolishment of apartheid), general management, and school specific management. This literature helped inform the approach, and in particular the data collection and analysis tools used in the rest of the study. This approach is discussed in more detail in chapter three, but is framed by the management process outlined by Smit (2005) throughout chapter two.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter sets out the design and methodology of the research. It includes details of the nature of sampling, data collection method and tool, and data analysis processes used.

3.2 Research Design

In embarking on this research, my intention was for it to lead to an initial “inquiry into a social or human problem ... (being) measured with numbers ... and analysed with statistical procedures.” (Fouché & De Vos, 2002). While a quantitative approach was adopted (Fouché & De Vos, 2002), a few open-ended questions were posed in order to further explain statistical and quantitative results. The quantitative measurements and analysis were designed to indicate the degree to which certain phenomena were or were not happening, and thereby illustrate similarities and/or differences between the two sample groups.

I used a basic, exploratory design which, according to Ruben and Babbie (2001), is a relevant approach when researching topics which: 1) look at a new interest, 2) study a relatively new area, 3) could be used as a guide in indicating the feasibility of further study in the area, and 4) could assist in developing methods which could be used in further, similar studies.

The research, as discussed in Chapter 1, was divided into two main phases. Firstly, there was a thorough general and school-specific management review process, and secondly, an empirical phase which included the sampling of schools, the development of a questionnaire, development of quantitative data-capturing sheets, and collection and analysis of data. This implied that a deductive process of reasoning was implemented as theories of both general and school-specific management were elicited prior to using them to deduce if, and/or how the two different categories of schools exercised these theories. I then compared statistical results from one category of school, with statistical results from the other category of school.

3.2.1 Preparation for the research

Two provincial DoE officials were consulted to gather of information on the topic. Interviews were held during January and February 2007. Subsequent to that, I communicated with them via e-mail and telephone before handing them a proposal which had been approved by UCT. They then allowed me to proceed with my research.

While researching and writing the proposal, I had also been reviewing a lot of relevant literature and policies. I began by looking at material found in UCT's library, the DoE's library (Edulis) in Bellville, online material, previous course notes, and relevant studies done to date. When looking at policies, I reflected on Taylor's (2006) "Framework to analyse and formulate social policies". Management texts which I referred to were framed by Smit's (2005), and other authors', management process notes.

Following this, I sought consent from each of the eight school principals included in the samples. That is, four ex-DET schools and four ex-Model C schools of Cape Town. It had been intended that each category of school would be comprised of two primary and two secondary schools. However, as a result of educator strikes taking place, some schools were unable to participate. Hence, in one category only one high school was consulted and the other three were all primary schools. Initially, the intention to use two different levels of schools (primary and secondary), was an attempt to research the topic as widely as possible, but in the end was not realized.

3.2.2 Sampling

Samples from the population of schools were chosen by means of convenience sampling (Terre Blanche, Durrheim, and Painter, 2006). Having previously worked with ex-DET schools in Cape Town, I had relatively easy access to these schools. In terms of accessing ex-Model C schools, I approached two schools that I had attended, as well as others with which I had informal connections. The name of each of the schools which were approached is only known by the DoE, my supervisor and I, so as to ensure confidentiality.

In order to select which three respondents from each of the eight schools would be asked to complete questionnaires, through what Strydom & Delpont (2002) would describe as purposive sampling, I chose the principal, a senior staff manager (selected by the respective principal), and the school's development coordinator. People holding these positions are key leaders in schools and should be most aware of various policies, legislation, the intended nature of management in schools in general, and present management of their own school. In the end, while the total number of questionnaires I should therefore have received was twenty four, one ex-DET school respondent and one ex-Model C school respondent did not return theirs due to a lack of time, making the total returned twenty-two.

3.2.3 *Data Collection Method and Tool*

I wanted recommendations of this study to be based on how the two categories of schools', norms and standards of management practiced, compared against each other. Therefore, I designed a questionnaire, where every school involved described their practice of management against one common set of criteria, which was then able to be quantified. To generate quantitative data, I made use of what Delport (2002) calls 'closed, multiple choice, checklist and statement questions'. In order to generate qualitative data, a few open-ended questions were included.

In order to create the data collection tool, I used literature I had reviewed, and clarified the concept of "Management" through looking at SA School Management Policies, international and locally based authors, research on school management, and generic international management theories. This had been completed through a process of literature and policy reviews, alongside clarification interviews and correspondence with education management experts and officials. Through meeting with experts and officials, I clarified my perceptions and understandings of policies, and what their intention for implementation was. These understandings helped to inform development of my questionnaire, as well as other aspects of my research.

The questionnaire divided questions into categories. There was a section which served to outline profiles of schools and respondents. This preceded a section on respondents' perceptions of the nature of SA school management policies. Thereafter, sections were based on stages of management outlined in Smit's (2005) process of management. The following categories therefore included: 1) strategic planning, including setting of goals, objectives, and grade and/or subject specific plans, 2) organizational design, 3) human resources, including organizational staffing, and 4) resources, including budgeting and setting of controls. The study only briefly assessed how frequently and effectively schools measured their previous outcomes prior to modifying and consolidating further strategic plans and organizational goals. This was done in conjunction with strategic planning questions. The brevity was because scope of the study did not allow for an in-depth analysis of WSE (2000) policy, which is what would have been required should the explicit nature and means of evaluations conducted at schools have been unpacked and studied.

I ensured that questionnaires did not take longer than an hour to complete through testing them in a pilot phase. The data collection tool was tested on three previous and current school

managers of both ex-Model C and ex-DET schools to ensure that they were apposite and clear. One respondent suggested I add an extra question regarding SGB, which was done. The other said that it was clear and concise but had long lists, although he could see the need, so recommended keeping them regardless of his comment. Another education expert remarked that it appeared to be very comprehensive. From the pilot results, I could also test the data analysis process, where I realized the need to change certain options within questions.

After the research proposal had been approved, and questionnaire (appendix 1) had been drafted and ratified by both the Dept SD at UCT and the provincial DoE in Cape Town, I met with the eight school principals to discuss the nature of the research, and gain their permission. I handed out three questionnaires to each school in individual envelopes in which they sealed and returned the completed questionnaires, thereby ensuring confidentiality and anonymity. They were self-administered questionnaires which were collected once respondents had had time to complete them. My absence during completion of the questionnaires allowed for less influence from me, a greater degree of confidentiality, less pressure on respondents and, potentially greater honesty on their part.

While it had originally been anticipated that the fieldwork would be completed by the end of the second school term, and that the first written draft of the dissertation would be handed in by the end of July 2007, there was a month long government sector strike in SA. Hence, the process was, at first, sped up and then later completely halted whilst waiting for some educators, who were not at school, to return their questionnaires. Therefore, it took longer than expected. Initially, the process was sped up in order to try and complete fieldwork prior to the beginning of the strikes. As this was not allowed, it was delayed by a month and a half instead.

3.2.4 Data Analysis

Most of what was clarified during the policy and literature review process, and was relevant to this study, is presented in chapter two. The information was used to draw up the questionnaire and the data analysis process. Information came from SA School Management legislation, international and locally based school management texts and research, and international management theories. The SA standards and norms used were based on what was found in SA policies and literature. These were clarified with SA education management experts and representatives of the provincial DoE. International standards and norms referred to were based only on what was presented by the respective authors. This process helped to develop

categories and sub categories used in the questionnaire, and subsequently, the data analysis process.

Research data then needed to be processed and quantified. This entailed interpreting and presenting data from the study with regard to frequencies depicted, through what De Vos, Fouché & Venter (2002) describes as the 'simplest form of data analysis', where each component of the study is looked at and presented individually. She terms this, "Univariate analysis" (De Vos, Fouché & Venter, 2002 p. 225). This can be presented by looking at different distributions (frequencies present in populations), graphic distributions (tables and graphs), central tendencies (means, modes and medians) and variation methods (ranges, variances and deviations). Hence, the data analysis process measured frequencies which occurred in each type of school and then compared results of each of the two different categories of schools with one another.

Results from the questionnaires were collated and reflected upon through a process of data analysis, with use of Microsoft Excel spreadsheets. In general, percentages of respondents who agreed on particular aspects of management practiced within their school were calculated and analyzed (see chapter 4). At other times, averages were calculated to reflect results related to length of service in their current position, average learner-educator ratios, or the percentage of time spent by respondents on various tasks. Open-ended questions, such as respondents' perceived gaps in educational policies and the like, were analysed through the use of Tesch's (1988) process of data analysis. This entailed: taking care to make sense of that which is reported, selecting relevant and more dominant topics and outcomes, clustering relevant information, making lists and organizing data, turning these into relevant categories or elements, assembling information and finally, recording new and relevant data which may be elicited if necessary.

In order to assess differences in the management practiced in ex-DET and ex-Model C schools, as reported on by respondents, I began analyzing the results recorded through the data analysis processes discussed above. I divided questions which respondents had answered into categories, based on categories and headings I had chosen to use in chapter two and the questionnaire, with minor alterations. Hence, final headings used for the results included: profiles of participating schools and respondents, the perceived impact of apartheid on education today, the SA educational policies, strategic planning, organizational design, organizational staffing, and resources.

Upon assessing potential differences between management practices in “ex-DET” and “ex-Model C schools”, frequencies of application of possible different management practices at each category of school was assessed. Then, differences in frequencies experienced, and their interaction with one another were assessed, so that the question “What, if any, are the current differences between management in ex-DET and management in ex-Model C schools?” could be answered.

A description and numerical depiction of management of ex-DET and ex-Model C schools was undertaken. That is, different aspects and categories of management were defined through literature and policy review processes, and then reflected in the questionnaire which was designed to quantitatively outline and describe management used in these different types of schools. The results were in turn reflected on in the data analysis.

The information gathered from the open-ended questions was used to help analyze and better understand statistics which were deducted from the questionnaires, before conclusions were drawn and recommendations made.

3.2.5 Summary

This chapter looked at the design and phases of the study. It did this while looking at how convenience sampling was used to identify four ex-DET schools and four ex-Model C schools. Purposive sampling was used in asking three specific respondents (the principal, schools development officer and senior manager) from each school to participate in the study, with the final number of respondents totaling twenty-two. It then proceeded to look at the development and use of the data collection tool, as well as the identification of the data analysis processes. The next chapter will present the findings of this study, which were analyzed through processes discussed above.

CHAPTER FOUR: RESEARCH FINDINGS

4.1 Introduction

In this chapter findings are presented as elicited from questionnaires completed by twenty-two respondents. This was undertaken in order to answer the primary research question - "What, if any, are the differences between management in ex-DET and management in ex-Model C schools?".

I begin by presenting a breakdown of respondents and schools they represent, before proceeding to look at perceptions related to the impact the legacy of apartheid has had on education today. Thereafter, perceptions with regard to current SA education policies are presented, before reflecting on broader areas of management, which include strategic planning, organizational design, organizational staffing, and resources. The frequency and degree of involvement of people in evaluation is briefly covered in the section on strategic planning as it looks at the impact on monitoring and future planning. In each section I have identified and compared differences between ex-Model C and ex-DET school respondents' responses, using the literature reviewed as a backdrop.

Upon receipt of the questionnaires I was able to ask some respondents about their experiences in completing the questionnaire. Some feedback provided indicated that they had found questions very relevant, insightful and thought provoking.

Where numbers have needed to be rounded off, I have rounded up to either one or two decimal places. Many comparisons have been made by using percentages and where necessary analysis was undertaken through use of modes and averages. There are some instances where percentages may not add up to one hundred percent, or may exceed one hundred percent. This was generally as a result of some respondents not having answered a particular question, or as a result of the option of selecting several options in one question. One respondent generally equaled approximately nine percent of the sample group in their particular category of school (either ex-Model C or ex-DET), and approximately four and a half percent of the total group of respondents.

4.2 Profile of participating schools and respondents

The table below outlines ex-Model C and ex-DET schools and respondents of this study.

Table 1: Profile of participating schools and respondents

Aspects:	Ex-Model C schools	Ex-DET schools
Average educator-learner ratio	18:1	34:1
Average no of learners per school	767	1005
Range of number of learners at each school	586 - 900	531 – 1227
Average no of educators per school	44	30
Range of number of educators at each school	35 – 49	15 – 40
Percentage of educators paid by government	44%	98%
Percentage of educators paid by SGB	56%	2%
Average pass rate (2006)	100%	86%
Range of pass rates of the different schools (2006)	100%-100%	51%-95%
Average annual fee per learner	R11 797	R0
No of primary schools	3	1
No of secondary schools	1	3
Total no of principals input	4	4
Total no of School Development Officers input	1	3
Total number of senior managers input	6	4
Total number of respondents	11	11

I was unable to strictly adhere to my initial intention of approaching two primary and two secondary schools from each category of school, as availability of various schools were hampered by a month long public sector strike which took place at the time of the study. Without design, all ex-DET schools were also No Fees Schools. That is, schools where parents are not required to pay any fees due to the government's identification of the school as being located in a 'poorer community'.

Three ex-Model C schools did not have designated schools development officers, while only one ex-DET school did not. The results showed a significant difference in learner-educator ratios (see table 1). All results found could, however, have been slightly distorted as it was not only comparing ex-Model C with ex-DET schools, but also a majority of primary (ex-Model C) schools, with a majority of secondary (ex-DET) schools. Chapter two cited the World Education Forum's report (2000) as citing a learner-educator ratio of 38:1 in SA schools at large. However, it would appear this was calculated as the average from what has been reported as the regulatory primary school ratio, and regulatory secondary school ratio (South African

School Bill, 1996). Here it is clarified that learner-educator ratios in SA depend on whether it is a primary or secondary school. Hence, according to the SASB (1996), the regulatory primary school learner-educator ratio is stated as 40:1 and the secondary school learner-educator ratio is stated as 35:1. When looking at the single secondary ex-Model C school sample in this study, their learner-educator ratio is 18:1 and would therefore not have distorted ex-Model C schools results reflected above. In viewing the single primary school of the ex-DET schools sample, their learner-educator ratio was 43:1. Educator-learner ratios of ex-DET secondary schools alone was 32:1 with a difference of two learners per educator, where according to SA policies, ratios should be higher. Hence, one can see that learner-educator ratio results appear to vary significantly between ex-DET and ex-Model C schools, despite possible confounding factors.

There was a significant difference between the different groups of school's abilities to be able to pay educators (see table 1). One ex-DET school was short of two educators, where no ex-Model C schools were short of staff. These are both key factors in looking at how ex-Model C schools are able to keep their learner-educator ratios so low, even in primary schools.

Each school principal was also asked to record what boundaries their educational districts had. The general trend was that ex-Model C schools were in an educational district along with other ex-Model C schools and possibly only a few, if any, ex-DET schools (for example: "Observatory to Kenilworth", and "The Rondebosch Area"). Ex-DET schools were also in a district with other ex-DET schools and possibly only a few, if any, ex-Model C schools (for example: "Khayelitsha"). An exhaustive study of the different types of schools in each district was not undertaken as a result of the scope of the study.

4.3 The perceived impact of apartheid on education today

The following table (2) indicates responses from each category of school with regard to their opinion on how the legacy of apartheid has impacted on education in SA today.

Table 2: Perceived impact of apartheid on education

Impact:	Ex-Model C schools	Ex-DET schools	Total
Has had a positive impact	4 (36%)	1 (9%)	5 (23%)
Has had a negative impact	3 (27%)	7 (64%)	10 (46%)
Has had no impact	4 (36%)	3 (27%)	7 (32%)
Total	11 (100%)	11 (100%)	22 (100%)

Hence, 64.3% of ex-Model C, and 72.74% of ex-DET schools thought that apartheid had some role to play in education today. Some ex-Model C respondents interpreted the legacy of apartheid as having had a positive impact as they feel that out of inequality at the time of apartheid, their school still benefits today.

Respondents who felt that apartheid has impacted education in SA today were asked to explain in what ways they felt it had. Most impacts which respondents from ex-Model C schools mentioned were either the same or very similar to what respondents from ex-DET schools mentioned, hence responses were grouped and analyzed together.

Three core areas in which respondents felt apartheid had affected education today included impacts on resource discrepancies, reportedly poor educator recruitment and training, and perceived differences in attitudes and approaches to education. With regard to resource discrepancies, ex-Model C schools felt that they had benefited from apartheid in being able to offer sufficient and good resources to their learners. They also felt that the majority of the socio-economic situations from which their learners came, acted in their favour, and that they had a body of parents who were able to support them in the work they did. Ex-DET school respondents reflected that they felt that socio-economics differences of their immediate communities, availability of resources, and 'parenting' by comparison with ex-Model C schools, put them at a disadvantage.

Ex-DET school respondents reported that they felt their educators had not always received appropriate training, while ex-Model C school educators had. They also felt that there was a lack of training and capacity building for people in management positions at schools in order to counteract this. Ex-Model C schools felt that they benefited from well-trained educators, however, one ex-Model C school respondent raised concern over "Having to make poor appointments to meet Employment Equity targets".

With regard to reported differences in attitudes and approaches to education between ex-Model C and ex-DET schools, ex-DET school respondents reported that they felt “[poor] Learners’ behaviour” and lack of educators ability to address learners learning barriers at ex-DET schools, was a situational approach educators were ‘required’ to have to accept as something they needed to learn to cope with. They claim this began during apartheid. However, they also felt that this is not being addressed or actively counteracted today. One ex-Model C school respondent reported a difference in what managers expect from educators in ex-Model C schools as opposed to what is expected from educators in ex-DET schools. They felt that expectations were higher in ex-Model C schools. Similarly, they also perceived that a discrepancy was present in the level of expectations which were accepted by the respective school educators from their managers.

4.4 South African Education Policy

The following section will look at results pertaining to SA Education Policies from three angles. Firstly, it will focus on awareness and understanding which the schools have of policies. Secondly, it will look at respondent’s perceptions of which aspects of policies are and are not being implemented, as well as where issues are not being addressed in policies. Finally, this section will reflect results which indicated how useful respondents thought initiatives taken by government in order to support management in schools were.

4.4.1 Schools’ engagement with current policies

The following table (3) indicates which former categories of schools have received which policies and training in respect of them.

Table 3: Policies and training received

Received:	Ex-Model C schools	Ex-DET schools	Total
South African Schools Bill (1996) (policy)	11 (100%)	10 (91%)	21 (96%)
South African Schools Bill (1996) (training)	5 (46%)	5 (46%)	10 (46%)
Second White Paper (1996) (policy)	9 (82%)	6 (55%)	15 (68%)
Second White Paper (1996) (training)	3 (27%)	2 (18%)	5 (23%)
Whole Schools Evaluation Policy (2000) (policy)	11 (100%)	10 (91%)	21 (96%)
Whole Schools Evaluation Policy (2000) (training)	10 (91%)	7 (64%)	17 (77%)
IQMS Collective Agreement (policy)	10 (91%)	10 (91%)	20 (91%)
IQMS Collective Agreement (training)	10 (91%)	10 (91%)	20 (91%)
Educators Employment Act (1994) (policy)	10 (91%)	10 (91%)	20 (91%)
Educators Employment Act (1994) (training)	2 (18%)	3 (27%)	5 (21%)

According to results of this study, at least one respondent from each school reported being aware that their school had received a copy of each of the five policies.

These results reveal that while there are areas in each policy which all of the respondents should have been trained in, there were discrepancies between percentages of ex-DET and ex-Model C respondents who had undergone this training. This appeared to occur with regard to three of five policies referred to in this study. Figures indicated that where there were discrepancies in the amount of training offered, ex-Model C respondents tend to have been offered more training than ex-DET respondents. Hence, one may begin to question these statistics in light of whether it is an unintended perpetuation of a cycle which began in SA during apartheid or not, in line with what Da Silva illustrated as an "unequal distribution of school knowledge which not only contributes to shaping class relationships, it also reflects the complex web of class interactions prevailing in the wider society" (1998 p.76).

4.4.2 Perceptions of whether the South African education policies encourage what they were intended to

Many goals which education management policies were intended to assist government in achieving were identified in the literature review (chapter two). The questionnaire tested whether the study's respondents thought these goals had been achieved or not. As there were several goals, I chose to reflect on only extreme and unique outcomes, that is, where more than 50% of respondents from ex-Model C schools perceptions differed from perceptions of ex-DET schools respondents. I also highlighted areas where respondents from both ex-Model C and ex-DET schools shared similar perceptions in terms of policy having clearly facilitated or

clearly not having facilitated the achievement of a goal. If perceptions between the two groupings did not differ more than 20%, they were considered similar.

Goals which the majority of ex-DET school respondents, but not ex-Model C school respondents, thought had been met included participative management, gaining public support of the education system, increasing the quality of schools, correcting mistakes, capacity building, facilitating school-based decision making, a process of change, a disciplined and purposeful environment, the interaction of major stakeholders with the schools, and optimum use of resources (South African Schools Bill, 1996). Increasing the quality of schools seemed to be one of the most controversial goals with regard to whether it had been achieved or not. No respondents from ex-Model C schools thought that the current system allowed for this, while 72% of respondents from ex-DET schools thought it did. However, when asked to expand on what they felt was missing in policies, one ex-DET school respondent suggested that, "There is no increase in quality [of education] because [of] school[s] lack [of] infrastructure, resources; [and the] environment [is] not conducive for learning and teaching."

There were no goals which ex-Model C school respondents thought were being met, which ex-DET school respondents thought were not being met.

Both ex-DET and ex-Model C school respondents thought that the SA education system neither fully succeeded, nor fully failed in achieving the following goals: counteracting racism, facilitating mother-tongue interactions or including a greater number of ethnic minority groups. However, both groups of respondents tended to agree that the system facilitated: new educational norms and standards, protection of human rights, and cultural diversity. Of the goals outlined in the policies, there did not appear to be one which both the majority of ex-Model C and ex-DET school respondents agreed on as definitely not having been achieved.

Several respondents mentioned that they felt there was a lack of policy provision for both successfully addressing problems with "enforce[ing] discipline" in schools, and in successfully "empowering educators enough". One educator felt that their opinions and input should be included in government policies directly, and that, "Unions [should] not ... interfere in policy formulation". Johnson (1995) had also noted need for educators to be allowed to offer input and feedback to government and policy makers. However, clearly some feel that the SA education system does not currently provide this opportunity.

Gaps which were perceived as being present in SA Education Policies, according to ex-Model C respondents, included lack of provision for “freedom of choices”, “implementation, although some policies sound good”, unity across provincial education departments (“Vast differences between different Education Dept. (eg: Eastern Cape vs Western Cape)”) , and “...trust...” between the department and educators.

Gaps which were perceived as being present in SA Education Policies according to ex-DET respondents, however, included lack of provision for much needed resources such as school libraries, “funding”, “capacity building of parents who serve on the SGB”, “input [from government in] management training”, public knowledge of education, and “valu[ing the] role of educators in economic growth of [the] country”. One respondent reported that, “community libraries close before the schools knock off and that compel[s] the learners to leave before [the] time [school finishes] because we don’t have libraries in our school[s], [which] our learners can use.”.

Hence, it would appear that gaps of a more peripheral nature were identified by ex-Model C schools when compared with ex-DET school respondents. For example, while unity, trust and freedom are key in sustaining an already well-run school, a lack of funding, management skills, and libraries, result in an immediate problem in being able to effectively and efficiently run a school.

4.4.3 Reflections on the management support initiatives offered by the government

In the Second White Paper (1996), the SA government proposed that a variety of comprehensive management training programmes should be put in place. Hence, use of these by the different types of schools was measured in the questionnaire.

It seemed that ex-DET school respondents were the group best supported by management training programme initiatives. Only 1 ex-DET school respondent appeared not to benefit from them. The only initiative, whereby ex-Model C schools appear to have benefited more than ex-DET schools, was through use of interschool programmes with other ex-Model C schools.

Engaging in interschool programmes with ex-Model C schools is the only area in which ex-DET school respondents do not appear to have been offered sufficient support by government. Ex-Model C respondents said government had nothing to do with support they received from one another. The table below indicates which initiatives respondents found supportive.

Table 4: Government support initiatives

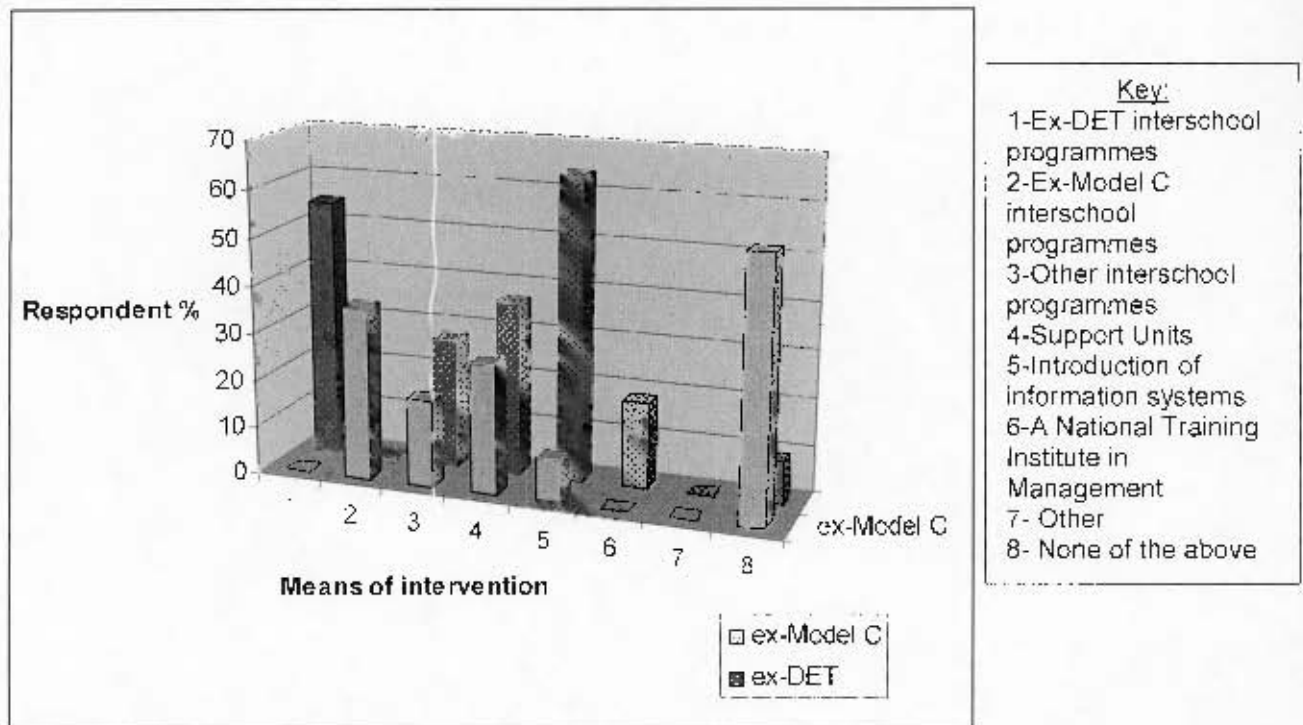
Proposed initiative:	Ex-Model C schools	Ex-DET schools
Interschool programmes with ex-DET schools	0%	55%
Interschool programmes with ex-Model C schools	36%	0%
The introduction of the information system	9%	64%
A readily available national training institute in management	0%	18%

Hence, one may conclude that the introduction of different management support programmes by government since 1996 appears to have helped, particularly with some ex-DET schools. However, ex-Model C school respondents appear to have benefited very little from them.

That said, both categories of schools appear to have benefited, albeit only a little, from various programmes. Aside from the introduction of information systems which ex-DET schools found most useful, it is also interesting to note that programmes which were deemed most useful by both categories of school's, were interschool programmes between schools of the same category as themselves.

The following graph (Fig.1) shows the percentage of ex-Model C and ex-DET school respondents who feel they have been supported through management support initiatives of government.

Figure 1: Respondents use of support initiatives of the government



4.5 Strategic Planning

This section begins by looking at respondents' perceptions of the government's strategic plans, DIP, and equipping of schools in order to strategically plan and implement their ideas. Thereafter, a closer look at the means of strategic planning which takes place at school level is taken, particularly with regard to processes followed, people involved, and school improvement plans (SIP). Leadership of schools will then be looked at before a brief SWOT analysis, reflecting views of the respondents, is presented. Finally, this section looks at relationships schools have with various stakeholders, both internal and external.

4.5.1 Reflections on strategic planning tools and assistance offered by the government

4.5.1.1 THE DEPARTMENT OF EDUCATION'S STRATEGIC PLANS

In order to assess the usefulness of the DoE's strategic plans (chapter two), respondents were asked to report on how much guidance they received and if they would value more. Table 5 below, shows how half of the total number of respondents felt that there was not enough guidance given to them by government. It is of particular interest to note how the ex-Model C respondents' fourth and fifth lines contradict each other. This could be indicating a degree of mistrust in the DoE's ability to improve on guidance they give in this regard.

Table 5: Nature of strategic guidance given to schools by government

Perception:	Ex-Model C schools	Ex-DET schools	Total
Enough strategy planning guidance is given by government all the time	1 (9.1%)	3 (27.3%)	4 (16.7%)
Strategy planning guidance is given by government some of the time	3 (27.3%)	3 (27.3%)	6 (27%)
Government should not offer more guidance on strategic planning	8 (72.7%)	1 (9.1%)	9 (40.1%)
Not enough strategy planning guidance is given by government	8 (72.4%)	3 (27.3%)	11 (50%)
Government should offer more guidance on strategic planning	3 (27.3%)	9 (81.8%)	12 (54.6%)

It is also interesting to note that while ex-Model C school respondents clearly perceive government's strategic plans to be of little value, ex-DET school respondents clearly perceive them to be of value and want more information about them as they do not appear to be as familiar with them as ex-Model C school respondents are.

4.5.1.2 THE DEPARTMENT OF EDUCATION'S DISTRICT IMPROVEMENT PLANS

Table 6 reflects how DIP's are viewed by respondents.

Table 6: District Improvement Plans

Perceived impact on the school:	Ex-Model C schools	Ex-DET schools
Respondents do not know what a DIP is	55%	36%
DIP's do not impact on the school at all	27%	0%
DIP's impact on the school positively	0%	64%

Should contextual factors of schools need to be incorporated into these DIP, as was discussed (chapter two), it is surprising that amongst both ex-DET and ex-Model C schools, there is little knowledge about what a DIP is. This could mean that contextual factors impacting on more than half of both ex-DET and ex-Model C schools in this study are not being incorporated into DIP.

It is also perhaps worth noting, however, that ex-DET school respondent's who were aware of what a DIP was, generally agreed that it had a positive impact on their schools. Ex-Model C

school respondents who were aware of DIP generally agreed that it had no impact on their schools at all.

4.5.1.3 STRATEGIC PLANNING ASSISTANCE OFFERED BY THE DEPARTMENT OF EDUCATION

The respondents were asked whether they felt their schools received assistance from government while strategic planning, seeking alternative approaches, setting school goals, setting school objectives, planning grade and subject specific goals, and revising policies. Over half (54.55%) of ex-Model C respondents reported that while these processes were regularly conducted at the schools, little or no help was received from government with regard to them. However, no respondent from ex-DET schools indicated that any of these processes happened without the help of government. Instead, 81.82% of ex-DET school respondents said that their schools received help from government with regard to planning grade and subject specific goals.

Table 7 indicates respondents' reflections on strategic guidance offered by government.

Table 7: Strategic guidance given by government to schools

Support given with regard to:	Ex-Model C schools	Ex-DET schools	Difference
General strategic planning	0%	64%	64%
Setting of school objectives	0%	55%	55%
Planning grade and subject goals	0%	82%	82%
Lack of help at large	55%	0%	55%

If, as Smit (2005) proposes, strategic planning, seeking alternative approaches, setting goals, setting objectives, project planning, and revising policies are so important in developing a 3-5 year development plan, then the fact that ex-DET schools appear to be well trained and supported by government in these areas is a very positive reflection on government's involvement. However, by contrast, it is interesting to note that while these processes take place in ex-Model C schools, they are not done with help from government as is the case in ex-DET schools.

4.5.1.4 STRATEGIC PLANNING ENCOURAGED BY THE DEPARTMENT OF EDUCATION IN SCHOOLS

Below is a table (8) indicating what percentage of respondents felt the DoE encouraged and aided schools to set, evaluate and modify good standards.

Table 8: Encouragement offered by the DoE to schools as they set, evaluate and modify school standards

The DoE encourage:	Ex-Model C schools	Ex-DET schools	Total
Establishment of school's standards	9 (82%)	11 (100%)	20 (91%)
Measurement of the school's performance	7 (64%)	4 (36%)	11 (50%)
Evaluations and modifications of the set standards	5 (46%)	3 (27%)	8 (36%)

One can see how both groups of respondents felt that evaluation and modification of school standards was least encouraged during strategic planning in schools by the DoE.

Ouchi (2003) states that good management encourages; establishment, measurement, evaluation and modification of standards at all times. Hence, based on his theory, I question whether good management of schools is encouraged by the DoE, especially as less than 50% of all respondents feel that evaluation and modification of school standards are being encouraged by the DoE.

4.5.2 Strategic planning conducted by the schools

4.5.2.1 THE PROCESSES AND CONSIDERATIONS INVOLVED

Table 9 shows what strategic planning was done annually.

Table 9: Strategic planning conducted annually:

Activity:	Ex-Model C schools	Ex-DET schools
Annual strategic planning	46% (2 schools)	64%
Annual setting of broad goals	64% (2 schools)	46%

There was little consensus between respondents' of the same ex-DET schools, as often only one or two respondents from each of the four ex-DET schools claimed to strategically plan and/or set broad goals annually.

Table (10) below, indicates how often each category of school claims to set objectives, plan and outline grade and subject specific goals, consider alternative approaches, and revise it's policies.

Table 10: Respondents, whose schools' frequently consider alternative approaches, revise policy, and set goals and objectives

Activity	Ex-Model C schools	Ex-DET schools	Total
Annual revision of policy	4(36%)	4(36%)	8(36%)
3-5 year revision of policy	5(45%)	3(27%)	8(36%)
Annual consideration of alternative approaches	11(100%)	8(73%)	19(86%)
Annual setting of objectives	11(100%)	7(64%)	18(82%)
Annual setting of grade and subject specific goals	11(100%)	9(82%)	20(91%)

The WSE Policy (2000) requires the vision, missions, goals, policies and procedures to have been decided upon during the strategic planning processes (chapter two).

The following table (11) shows the percentage of respondents who perceive their school as taking the following aspects into account whilst planning:

Table 11: Aspects taken into account whilst planning

Aspects	Ex-Model C schools	Ex-DET schools
Current plans and objectives	91%	82%
Contextual factors	100%	82%
Resources	100%	100%
Strengths	100%	82%
Weaknesses	100%	82%
Opportunities	82%	73%
Threats	55%	82%
What the school may be missing	73%	36%
All stakeholders opinions'	73%	73%
How the school plans to achieve	64%	82%
How the school plans to evaluate	91%	64%
None of the above	0%	0%

Given that the majority of schools appear to, within every three to five years, clarify their general direction, outline broad goals, and establish objectives, each of these schools appear to follow what Smit (2005) would define as the process of strategic planning. However, ex-Model C school respondents appear to give little consideration to the school's threats, while ex-

DET schools respondents appear to give little consideration to what their school may be missing when planning.

4.5.2.2 THE PEOPLE INVOLVED

More than 50% of respondents from ex-Model C and ex-DET schools claim to be involved with general management's annual planning, curriculum planning, grade-specific annual planning, evaluation planning, and human resource planning.

Planning with regard to communication, marketing and the SGB, however, appears to be done with less than 50% of respondents input from each two categories of schools.

Table 12 shows the percentage of respondents whose input is used when their school plans.

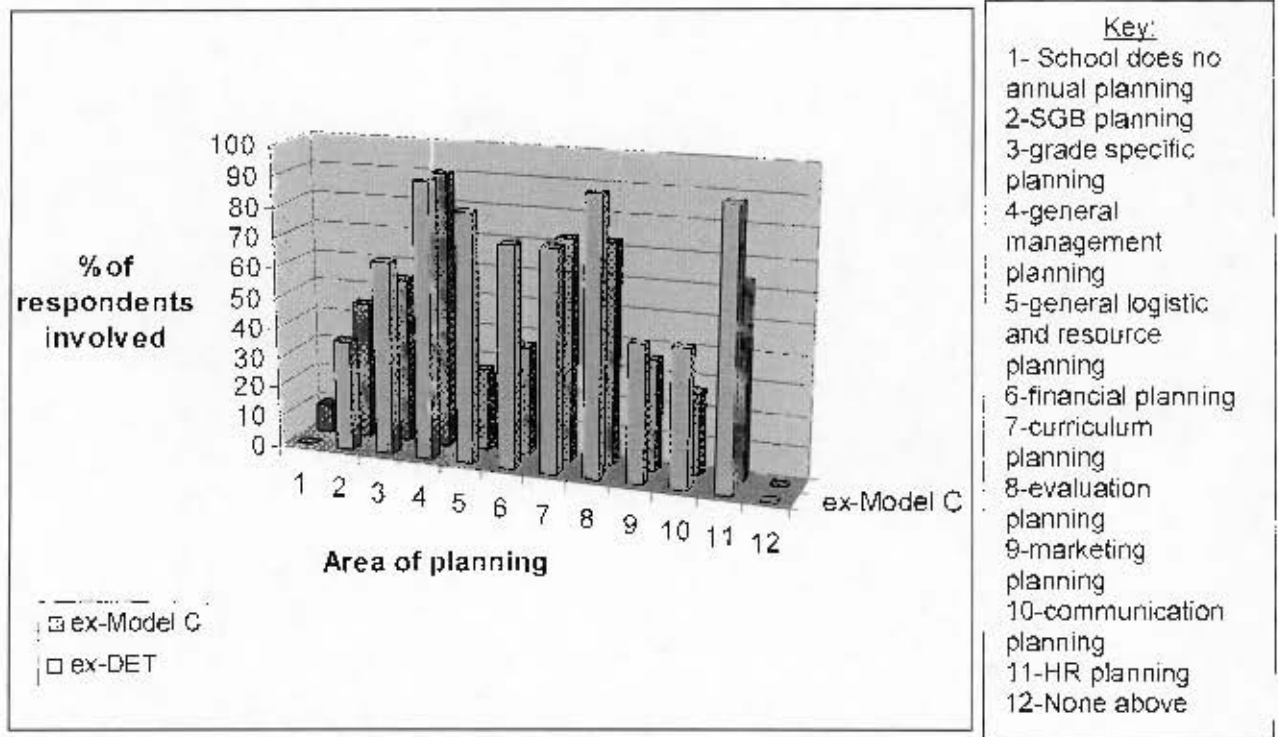
Table 12: Respondents' degree of input during planning

Area of planning	Ex-Model C schools	Ex-DET schools
Financial	73%	36%
Logistical provision and resource	82%	27%

According to the SASB (1996), however, most of the responsibility for financial planning should fall on the SGB. Therefore, there appears to be significant differences between respondents' involvement in planning at ex-Model C schools, and respondents' involvement in planning at ex-DET schools.

Figure 2, following, outlines the percentage of respondents involved in different areas of planning.

Figure 2: Percentage of respondent's involvement during planning



It is also important to bear in mind that according to the respective respondents' reports, the ability of ex-Model C schools to cover forecast expenses in their budgets is substantially greater than the reported ability of ex-DET schools to do so. Hence, one may begin to question whether the differences in percentages of the two groups of respondents who are involved with planning and evaluation of finances, and logistical provision and resources, impacts upon the ultimate success in their being able to cover forecast expenses in their budgets. In chapter two, research showed that generally, where there was greater involvement from educators, there were also greater results.

In looking at the general picture of involvement of educators and respondents during planning, it is encouraging to see that in many areas where there is high involvement, SMT's are meant to be, according to the SASB (1996). This is good as it means that at least a degree of this Act has seemingly been followed through.

Both ex-Model C and ex-DET school respondents seemed less involved in evaluation than they were during planning with regard to SGB evaluations, general management evaluations, logistical provision and resource evaluations, marketing evaluations and, human resource

evaluations. Ex-DET respondents seemed more involved in evaluation than planning with regard to grade specific evaluation, financial audits, and communication evaluations.

Table 13 shows consistency of involvement of respondents from planning and development through to evaluation.

Table 13: Consistency of respondent involvement

Area of planning or evaluation	Ex-Model C schools	Ex-DET schools
Planning the curriculum	73%	73%
Evaluating the curriculum	73%	55%
Planning the means of evaluation	91%	73%
Evaluating the means of evaluation	55%	73%

The biggest differences seen between the two categories of school's respondent's involvement in evaluation is in evaluation of logistical provision and resources (36.36% difference), and grade specific evaluations (27.27% difference).

It is important to note that out of any evaluation comes an assessment of a programme's or school's strengths, weaknesses, threats and opportunities. These need, in turn, to form part of future planning as mentioned by Smit (2005). Thus, it is important to monitor what is and is not effective, through use of evaluations. Notice should be taken where results show less involvement of respondents in evaluations as opposed to their involvement during planning. One example of this would be the drop of respondent involvement at ex-DET schools between planning and evaluation stages with regard to curriculum, while ex-Model C schools remained very strong in this regard.

The Second White Paper (1996) states that it is the parent's responsibility to see that their children are at school. Hence parents should have a high degree of input in how schools are run. Instead, table 14 shows the low degree of input given by parents in ex-DET schools.

Table 14: Degree of input given by various parties

Party	Ex-Model C schools	Ex-DET schools
Principals	100%	91%
Educators	100%	100%
Parents	100%	45%
SGB	100%	82%

4.5.2.3 THE SCHOOL IMPROVEMENT PLANS

Table 15 shows what percentage of schools had SIP's, how often they were amended, and what they were comprised of.

Table 15: School Improvement Plans

The school:	Ex-Model C schools	Ex-DET schools
Annually revises their SIP	91%	73%
Does not have a SIP	9%	27%
Includes goals and objectives in its SIP	91%	91%

It is important to note that out of this small sample of ex-DET schools, one ex-DET school did not have a SIP. One respondent from an ex-Model C school claimed that their school did not have a SIP. However, in that instance, at least one other respondent from the same school claimed that their school did in fact have one. By implication, a vast majority of respondents knew what a SIP was, and how it impacted on their respective schools. However, it is important to note that out of this small sample of ex-DET schools, one ex-DET school was unaware of what a SIP was.

4.5.3 Leadership and management practiced in the schools

In response to being asked to what degree the DoE had helped equip respondents to challenge processes, inspire others, outline visions, enable others to act, set examples, motivate staff, facilitate change, consider and start new ideas, plan, budget, problem solve, create order, organize staff, and make sound decisions, many ex-Model C school respondents found it too difficult to answer. They felt that while they practiced some or all of these processes, they were not equipped to practice these processes with any help or encouragement from government. Few ex-Model C schools responded to the question saying that it was not as a result of the DoE's support that they are able to facilitate these processes. Of ex-DET school respondents,

72.73% thought they were able to best implement organization of their staff, thanks to help from the DoE. Few comparisons or conclusions will be based on outcomes of this question apart from seeing if need for integration of these processes arise, as results continue. However, according to Smit (2005) these are all processes which a good leader should be able to facilitate. Therefore, one might assume, they are processes which the DoE should be actively enabling respondents of this study to facilitate. Table 16 shows respondents' perceptions of their schools' leadership.

Table 16: Leadership traits

Leadership traits:	Ex-Model C schools	Ex-DET schools
Weak (laissez-faire)	0%	0%
Controlled yet fair (shared)	9%	64%
Too controlled (autocratic)	9%	9%
Flexible	82%	46%
Dedicated	82%	91%
Competent	73%	91%
Visionary	73%	64%
Inspirational	46%	18%
Accurate	9%	0%
Humble	0%	27%

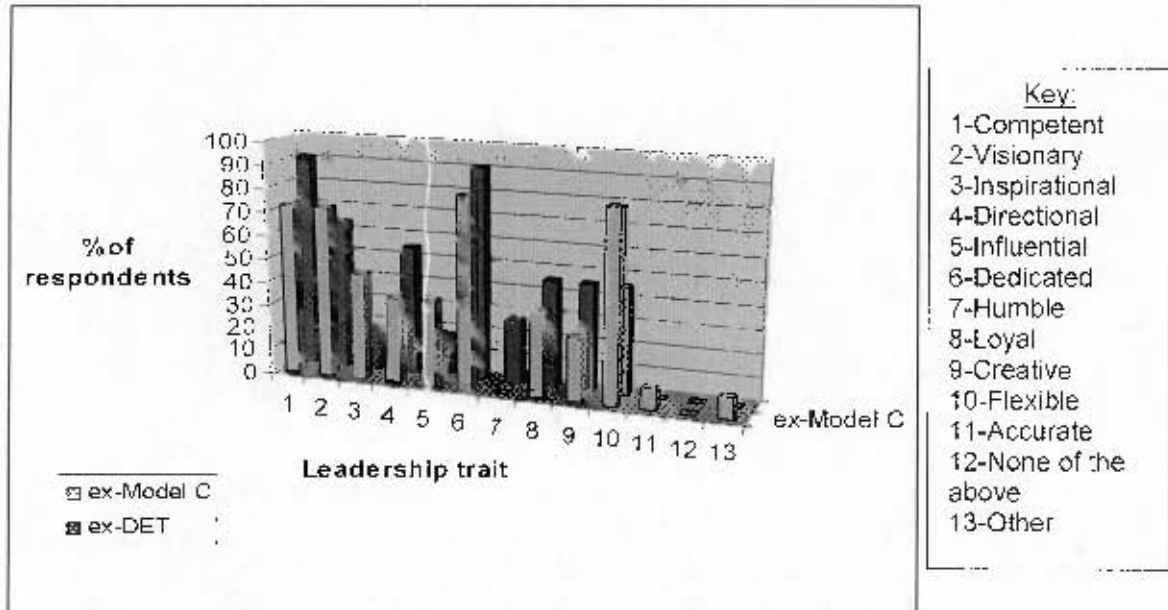
In referring back to Smit's (2005) descriptions of leadership (chapter two), ex-Model C school's leadership would not be defined as autocratic, shared, or laissez-faire. However, based on Smit's (2005) theory, ex-DET schools' leadership could be classified as shared.

The list from which respondents were asked to choose the top five traits of their leadership was based on Smit's (2005) theory of the type of leader a follower would follow. The results therefore show that generally, ex-Model C school respondents feel they have leaders who they perceive to be flexible, dedicated, competent, and visionary. Less than 50% of ex-Model C respondents felt their leaders were inspirational.

In ex-DET schools, however, leadership was seen as competent, dedicated, visionary and directional. Hence, one can see definite similarities between how ex-DET and ex-Model C schools would define their leadership.

Below is a graph (Fig.3) reflecting percentages of respondents from the two categories of schools' perceptions of what type of leadership their school has.

Figure 3: Nature of school leadership



4.5.4 Outcomes of the schools' very brief SWOT analyses

Each respondent was asked to indicate what they thought their school's greatest strength, weakness, opportunity and threat was. Below is a table (17) indicating the answers.

Table17: School SWOT analysis findings

STRENGTHS		WEAKNESSES	
Ex-Model C schools	Ex-DET schools	Ex-Model C schools	Ex-DET schools
<ul style="list-style-type: none"> • Good, hardworking and comfortable staff • Dedicated educators • Supportive Governing Body and parents • Involved community/ sound management • Good leadership • Curriculum delivery • Discipline • Academic excellence • All round education • Diversity • Celebrating change and adapting well. • Cater for needs of all types of children • Motivated learners - well supported at home. • Success in large number of outreach programmes • Teamwork • Interaction between all stakeholders • Resources 	<ul style="list-style-type: none"> • Staff • Young staff • Positive educators under stressful situations (x2) • Turnover has stabilised • Staff more aware of curriculum requirements • Curriculum • Discipline • Improving literacy and numeracy results • Foundation phase • Recognised by the community • Sport • Unity 	<ul style="list-style-type: none"> • Discipline of the learners • Learners want rights but not responsibility • Lack of space for further development • Position of the school on a busy main road • Complacency • Not thinking ahead • Lack of quality support from the WCED and the National Department of Education 	<ul style="list-style-type: none"> • Learner behaviour • Late coming of learners • Space • Failure to implement plans and policies • Not able to produce the best or quality matric results • Curriculum • Inability to network with other schools nationally and internationally • Marketing • Lack of ability to attract outside learners • Seriousness • Lack of unity
OPPORTUNITIES		THREATS	
Ex-Model C schools	Ex-DET schools	Ex-Model C schools	Ex-DET schools
<ul style="list-style-type: none"> • Flexibility (x2) • Cultural diversity • Moulding leaders of the future • Developing young minds holistically • Enriched curriculum • The schools excellent name and community perception in the Southern Suburbs (x2) • (Perceived) Deterioration of other schools within a ¾ km radius. 	<ul style="list-style-type: none"> • Growth of the school (in learner numbers) • Many learners • Growth (in size) of suburb and surrounding community • No educator who will be deemed an excess. • Opportunity to grow and be recognized • Contact with outside agencies 	<ul style="list-style-type: none"> • Overloaded, stressed educators • Not enough recognition given to educators doing an excellent job-from Department of Education • Good educators -leaving the profession- poor remuneration • Educators imposed by WCED-don't necessarily meet the school's needs • Negative intervention from the government • DoE's refusal to accept & embrace that we have 2 types of public schools – those that do & those that don't work. They constantly judge, and cater for all schools as being non-working. • Current school fees are almost at a peak • Lack of funds from Dept • Constant changes • Lack of discipline • The denial of Christianity 	<ul style="list-style-type: none"> • Demoralised workers/ educators • Groupings that may have negative consequences. • Strike actions • Crime • Vandalism • Drugs and violence • Drop in grade 12 pass rate • Drop in learner enrolment • Lack of effective unity • School being changed into a special school with only specific subjects- no infrastructure and resources to cater for that.

Most strengths perceived by ex-Model C school respondents were similar to strengths perceived by ex-DET schools and included their staff, curriculum, discipline, academic improvement or excellence, community recognition, unity and their all rounded education (including sports etc). Only ex-Model C school respondents added that their learners were generally motivated and well supported at home, and that their schools had adapted fairly well to change. It is also interesting to note, however, that some ex-DET school respondents saw their curricula as a strength, and some as a weakness.

Both groups seemed to indicate that they had weaknesses in discipline, space and planning. Ex-Model C schools indicated that the absence of quality support from the DoE was a weakness. Ex-DET schools claimed that there was a lack of networking, marketing, ability to attract outside learners, and unity, which ex-Model C school respondents did not indicate.

The opportunities recognized by the two categories of respondents, differed completely. Ex-Model-C school respondents focused on how their schools would be able to, flexibly and diversely, enrich, mould, develop and enhance learners with their curricula and sound reputations in their surrounding communities. Ex-DET schools, however, looked more at opportunities which faced them as a result of their growth, with regard to their number of learners and educators, the growing size of their communities, and growing number of external agencies who could be of assistance to them.

With regard to perceptions of threats facing their schools, both groups of respondents recognized increasing levels of demotivated and overloaded educators, as well as some negative impacts decisions imposed upon them do, or soon will, have. Ex-DET school respondents, however, also reflected on impacts the threat of crime and violence had on them, alongside a drop in learner enrolment and pass rates, which ex-Model C schools did not. Instead, the ex-Model C schools reflected that they felt there were two types of schools (those which work and those which do not), which was not being acknowledged by government, yet should be. Ex-Model C school respondents also felt that they received too little funding from government and that their current school fees were at their peak. They felt threatened by the constant need to change and by increasing levels in a lack of discipline among learners.

4.5.5 Relationships school managers have with internal and external parties

School respondents were asked to indicate how useful they found relationships with specific parties and were asked to rate each relationship as either: very useful, fairly useful, sometimes

useful or never useful. Table 18 indicates the usefulness of relationships schools have with different parties.

Table 18: The usefulness of schools' relationships

	Very useful:		Generally fairly useful:		Sometimes useful:		Generally, not useful:	
	Ex-MC	Ex-DET	Ex-MC	Ex-DET	Ex-MC	Ex-DET	Ex-MC	Ex-DET
School Governing Bodies	73%			46%				
Parents and/or guardians	64%			36%				
Other ex-DET schools				46%	46%			
Other ex-Model C schools			73%					46%
Quality Assurance Teams					64%	37%		
Local Supervisory Units					46%	64%		
District Support Services					46%	46%		
District offices of education					55%	55%		
Regional DoE					73%	46%		
National DoE				36%		36%	72%	
Learners	91%			46%				
Staff	100%			64%				
The community	73%					46%		
Other government departments					36%			36%
Private sector (companies)			55%					72%

There were no relationships which ex-DET school respondents always found very useful.

The biggest difference between ex-Model C and ex-DET schools with regard to the nature of relationships they have with various parties, was that while ex-Model C school respondents found their relationship with the private sector to be fairly useful, ex-DET schools did not find their relationship with the private sector useful at all.

In light of this discussion of strategic considerations and plans which are made for, in and by schools, the report will now turn to the nature of schools staffing structures, and their means of using these to facilitate that which they plan to do.

4.6 Organizational Design

There are four aspects of organizational design which are reported on here. First, the structure of the DoE and their intended means' of decentralization with regard to the schooling system is discussed before reflections on the nature of relationships between SGB and SMT are reported

on. Then, the results with regard to schools' organizational structures are discussed. Finally, findings on educators' job descriptions and job specifications are presented.

4.6.1 Reflections on the structuring of schools and the Department of Education

Caldwell and Spinks (1998) and the SA DoE both promote ideologies of decentralization of any government education system (chapter two). Hence, respondents' perceptions regarding the SA DoE current structure were elicited, to see whether what they promote is in fact practiced. Also assessed was respondents' perceptions' of the DoE structure allowing for the same, more, or less responsibility, accountability and/or opportunity.

Table 19 indicates the desired levels of responsibility, accountability and/or opportunity for schools.

Table 19: Desired responsibility, accountability and opportunity

Desire to acquire more:	Ex-Model C schools	Ex-DET schools
Opportunity for management to have a greater say in the daily running of the school	64%	73%
Accountability wrt reporting to government on school goals	36%	46%
Opportunity for leadership to have a greater say in what the school provides	55%	46%

Table 20, however, indicates the respondents' perceptions of the DoE's defined levels of hierarchy, authority, and power.

Table 20: The Department of Education's structure

The Department of Education has a clearly defined:	Ex-Model C schools	Ex-DET schools
Hierarchy	55%	36%
Authority	46%	91%
Power	36%	46%
Responsibility	0%	64%
Accountability	0%	46%
Delegation	18%	46%

There was a significant difference in schools opinions on the DoE's structure allowing for responsibility (difference of 63.64%), and accountability and authority (difference of 45.45%). Based on Smit's theory (2005) (chapter two), and given discrepancies highlighted above, I

question whether levels within the DoE have in fact been (clearly) defined and/or explained to all schools, and whether there is a clarified structure in place which would include clarity on how schools are expected to relate to the DoE.

4.6.2 School Management Team and School Governing Body relationships

Table 21 indicates respondents' perceptions of who they felt their SMT was comprised of.

Table 21: Composition of SMT

Parties:	Ex-Model C schools	Ex-DET schools	Total
School Governing Body	46%	64%	55%
Senior Staff	100%	73%	86%
School principal	82%	64%	73%

These outcomes are interesting given that in the Second White Paper (1996), the SGB does not officially form part of the SMT, whose role is seen as more removed from day-to-day management tasks.

95.45% of all respondents felt that differences in roles of SGB and SMT were clear, with only one ex-DET school respondent disagreeing. According to policy, these two bodies fulfill different functions yet could overlap in both task and human composition at times. Table 22 shows how supportive respondents felt SGB were.

Table 22: Support of SGB

	Ex-Model C schools	Ex-DET schools
Supportive	100%	73%

4.6.3 Schools' organizational structures

Table 23 indicates respondents' reflections on their organisational structures:

Table 23: Respondents' perceptions of organizational structures

Organisational structures:	Ex-Model C schools	Ex-DET schools
Clearly defined	100%	73%
Annually revised	64% (2 schools +)	73% (2 schools +)
Revised every 3-5 years	27% (1 school)	-
No idea when last revised	-	36%
Revised with the help of the DoE	9%	46%

The majority of all respondents also felt that their school's organizational structure had clearly documented functions, roles, and reporting lines, thus supporting Smit's (2005) ideas. Only one ex-DET respondent (4.5% of the total sample) felt that their structure was not clear, due to "not (being) fully involved".

Table 24 helps to outline means through which respective school staffs' are divided, and structures are thus created.

Table 24: Means of staff divisions

Means of staff division:	Ex-Model C schools	Ex-DET schools
According to learner needs	82%%	46%
According to functions which need to be fulfilled	100%	55%
According to professional qualifications and experience	0%	0%
No staff division	0%	27% (1 school)

These results reflected different ways suggested by Lewis et al (2001) regarding divisions within organizational structures.

The following table (25) indicates perceived levels of specialist educators present amongst schools' staff.

Table 25: Percentage of specialist educators

Perceived percentage of the number of specialist educators:	Ex-Model C schools	Ex-DET schools
1-20%	-	36%
41-60%	-	27%
61-80%	64%	-
81-100%	27%	27%

Therefore, one would see that most ex-Model C school respondents perceive 61-80% of their educators as specialists in a particular grade or field. Most ex-DET school respondents perceive 1-20% of their educators as specialists in a particular grade or field, a significant difference.

Dean (1999) (chapter two) concluded that the way in which a school is structured, could help outline what level and nature of specialism is needed by staff. One could assume that since perceived levels of specialties present amongst educators in ex-Model C schools is higher than those amongst educators in ex-DET schools, there is more scope to alter and regroup specialist educators within ex-Model C schools so as to better meet needs. This implies that the perceived greater presence of specialist educators could allow for a greater degree of flexibility able to be applied to school structures. However, it is also possible that specialist educators are too specific in what they can do and therefore make it more difficult to adjust school structures as and when needed. This echo's Smit's (2005) theory which shows that the more centralized a structure is (as this study has shown ex-Model C schools are by comparison with ex-DET schools), the less flexible it is able to be. However, presumably ex-Model C schools have had sufficient staff for a longer period of time and have therefore worked out which structures and skills work best for their schools. There is also sufficient funding, as a result of fees paid by parents, for specialist staff.

Table 26 shows what percentage of respondents perceive there to be one particular person responsible for various functions performed at their respective schools.

Table 26: Designated areas of responsibility owned by individual staff members

Areas of responsibility:	Ex-Model C schools	Ex-DET schools
Each specific grade	73% (3 schools)	55% (2 schools +)
General Management	27% (1 school)	36% (1 school +)
Finance	27% (1 school)	36% (1 school +)
Curriculum	73% (3 schools)	64% (2 schools +)
Evaluation/ Assessment	36% (1 school +)	64% (2 schools +)
Communication	-	46% (2 schools)
Human Resources	27%	36% (1 school +)

All respondents from one of the four ex-Model C schools agreed that they had one person responsible for finance. Another school's respondents also all agreed that they had one person ultimately responsible for evaluation and for general management. No one full set of respondents from any ex-Model C school reported that they had one person who was ultimately responsible for managing human resources.

In using areas which Harris et al (1997) outlined as being potential parameters for departmentalization as guides, (see chapter two), some ex-Model C schools seem to have prioritized the need and created space in their organogram for dedicated grade specific, curriculum, evaluation, general management, and finance managers. Ex-DET schools appear to have prioritized and created space in their organograms for dedicated curriculum, evaluation, grade specific, communication, general management, finance and human resource managers. It is interesting to note that at least one ex-DET school has allowed for a communication and human resources manager, while no ex-Model C schools have respondents who unanimously agreed on their perceptions of the presence of such positions in their schools.

In ex-Model C schools, it appeared that there were approximately 4 levels of management present in schools, with ex-DET schools reflecting 3 levels of management. The overall average was approximately 3 levels of management in any given school. Hence, according to Smit (2005), since ex-Model C schools appear, on average, to have an extra layer of management as opposed to ex-DET schools, ex-Model C schools would be described as having a more centralized management structure. That is interesting to note, given that the average size of ex-Model C schools (based on number of learners) is smaller than the average size of ex-DET schools. This more centralized style of management in ex-model C schools

often leads to a more rigid, planned and controlled organization, which is unable to be as flexible as a more organically structured organization would be (Lewis 2001).

It is also interesting to note how, when looking at levels of involvement of respondents in management planning and evaluation processes, ex-Model C schools appear to have had a greater percentage of respondents involved than ex-DET schools. This may be an illustration of how more centralized trends of management, seen here in ex-Model C schools, tend to allow for more organized, involved, planned and monitored organizations.

It would appear that many of Paisey & Paisey's (1987) essential aspects for a sound structure are not reportedly evident in these school structures (table 27 below). Aspects which were seemingly absent included the ability of the structures to allow for different people's abilities, change, creativity, shared perceptions, and an opportunity to provide solutions.

Table 27: What school structures facilitated

What the school structures seemingly allowed for:	Ex-Model C schools	Ex-DET schools
Simplicity	46%	9%
None listed	46%	27%
Awareness of issues	27%	36%
Clarity	0%	27%
Incorporation of different people's interests	0%	27%
Understanding	0%	27%
Good communication	0%	27%

Table (28) reflects levels of responsibility, accountability, authority and delegation which respondents felt were reflected through their respective schools' structures.

Table 28: What the school structures encourage

The school structures have clearly defined:	Ex-Model C schools	Ex-DET schools
Hierarchy	18%	37%
Authority	73%	64%
Power	18%	46%
Responsibility	91%	82%
Accountability	91%	55%
Delegation	73%	64%

Given that over 60% of respondents reported that their structures allowed for the majority of these aspects to take place, it would appear that according to Smit's (2005) ideas, most schools would appear to have a clarified structure in place.

Table 29 reflects how respondents describe behaviour of staff at their schools. According to Paisey & Paisey (1987), aspects of staff behaviour mentioned in the table below are indicators of a good organizational structure.

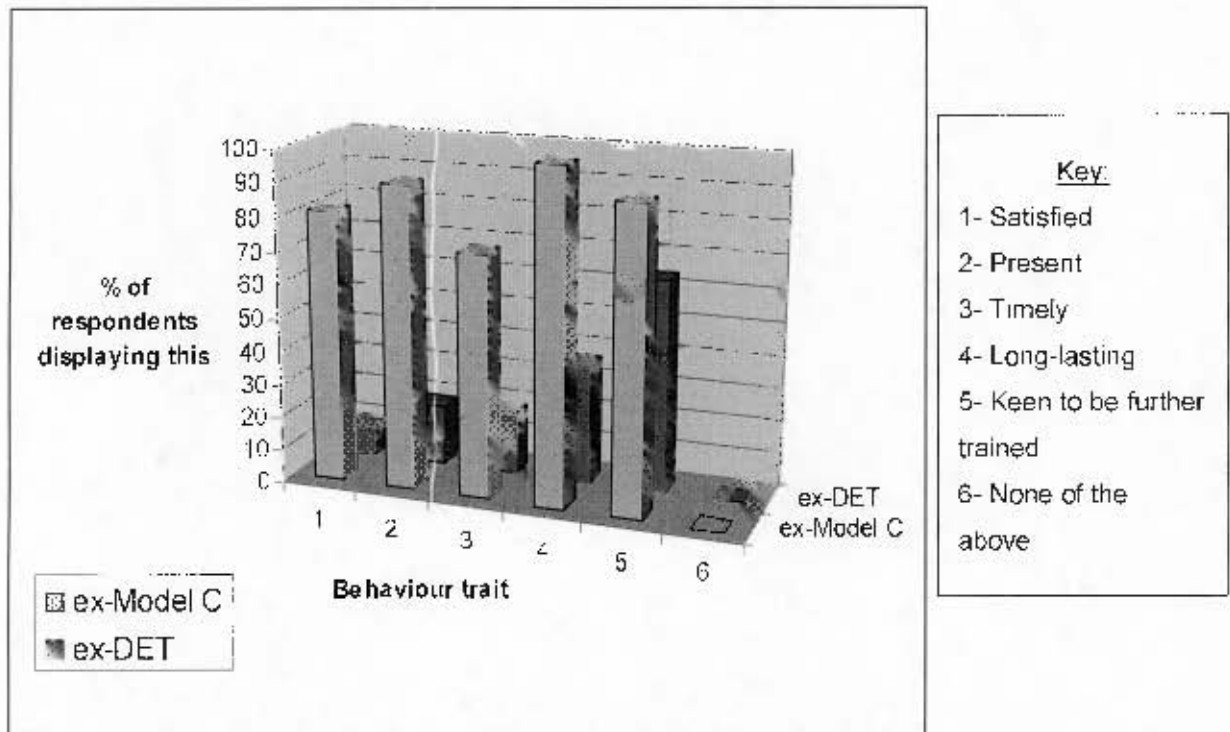
Table 29: Staff behaviour

Behaviour trait:	Ex-Model C schools	Ex-DET schools
Satisfied	82%	9%
Generally always present	91%	18%
Timely	73%	18%
Long-lasting	100%	36%
Keen to be further trained	91%	64%

While according to Smit (2005), it might be clear that structures exist, I would question the quality of the organizational structures of ex-DET schools and look to ex-Model C school structures as good examples of how they could function.

Figure 4 shows the differences in the behaviour between staff of different category schools.

Figure 4: Staff behaviour



Caldwell and Spinks (1998) mentioned that as part of the global norm, schools and education will become more decentralized, and will therefore be forced into taking more responsibility. Hence, upon asking respondents to rate which areas they struggled to manage the most, ex-Model C school respondents listed them in the following order, beginning with what they found most difficult: technology, material, assessment, information, power, knowledge, time, finance and people. Ex-DET school respondents ranked them from most to least challenging in the following order: people, material, time and technology, finance, power, knowledge and information, and assessment. One can therefore see discrepancies in their ability to manage people, and a fairly big one in their ability to manage time, assessment and finance. This echoes that structures of ex-DET schools may not be allowing for efficient management of staff while structures of ex-Model C schools are able to.

4.6.4 Job descriptions and job specifications of educators

The majority of both groups of respondents reported that the last time they had their job description revised was more than two years ago. As was reflected earlier, most respondents reported that the majority of schools revised their organizational staffing structure annually, hence, it is interesting to note that a majority of job descriptions have not seemingly been amended in order to accommodate staffing structure adjustments accordingly. Table 30

outlines what respondents from different categories of schools felt they had had included in their job descriptions.

Table 30: Composition of job descriptions

Aspects in Job Description	Ex-Model C schools	Ex-DET schools
Never seen the job description	27%	0%
The main purpose of the job	46%	64%
An outline of the main responsibilities	64%	64%
A list of all the duties and tasks	46%	73%
An outline of what standards are expected	18%	55%
A description of the working conditions	9%	18%
Whom respondents' are accountable to	73%	82%
Whom respondents' are accountable for	64%	55%
The respondents' decision-making limits	0%	45%
The main lines of communication	46%	46%
The potential problems/ challenges	0%	9%
Examples of work to be done	9%	27%
None of the above	0%	0%

The three ex-Model C school respondents who indicated that they had never seen their job description before were neither all at the same school nor holding the same job title. The aspect that seemed to have been made most clear to both ex-DET and ex-Model C school respondents', was to whom they were accountable. Both groups of respondents also said that there had been an outline of their main responsibilities, and accountability structures.

The biggest discrepancy between reports from ex-DET and ex-Model C school respondents related to communication of expectations. Less than 50% of respondents from both groups nevertheless reported that they felt they had not received clarification regarding the standard of work that was expected of them.

The table (31) below indicates which respondents felt their main responsibilities had been outlined in their job specifications.

Table 31: Perceptions of job specifications

Clarity of Job Specification	Ex-Model C schools	Ex-DET schools
An clear outline of the main responsibilities	36%	82%
Created an accurate job expectation	64%	46%

Overall, job specifications had either never been seen by respondents (13.64%) or, had not been adjusted in the past two years (40.91%). Assessed against Smit's (2005) theory of job descriptions in management, this is not surprising due reportedly, to only partial inclusion of tasks and responsibilities in job descriptions and job specifications, particularly in the case of ex-Model C respondents.

Respondents were asked to list what they felt their three most important responsibilities were. Ex-Model C school respondents' list included: oversight of discipline, finance, curriculum, IQMS (including assessments), providing a positive, pleasant environment, communicating and liaising (with educators, parents, staff, learners, community and department), defining and implementing school policy, overseeing the staffing, academic planning, public relations, teaching, learner administration, resource provision administration, and oversight of grounds and buildings. Ex-DET schools included their involvement in management of physical and human resources, curriculum oversight, administration, teaching learners skills, values and attitudes, reporting in order to remain accountable, remaining committed, accountable and exemplary, overseeing the daily running of the school, teaching, IQMS, heading departments, managing timetables and overseeing the school-based computer system. There was no mention of involvement related to policy-making or finances. Hence, one can see how composition of the jobs did not appear to vary too greatly between ex-Model C and ex-DET schools.

4.7 Organizational Staffing

This section addresses organizational staffing issues which include: support offered by government in relation to staff development, the staffing of schools, teaching and management experiences staff have had, training, the nature of performance appraisals, and finally, needs and satisfactions.

4.7.1 Support offered by the government in staff development

The Second White Paper (1996) states that government education officials in district offices should be implementing developmental training programmes for school managers (see chapter

two). Hence, respondents were asked to measure which of these programmes they had found useful. The following table (32) therefore outlines their responses. It records the majority of responses from each category of school respondents for each initiative proposed by government.

Table 32: Government driven staff development

	Not offered		Very little out of it		Useful but could be better		Very useful	
	MC	DET	MC	DET	MC	DET	MC	DET
Ex:								
Dev. Training programmes	27%				27%	36%		
Cooperation initiatives with other schools						27%	36%	
Specialist personnel	27%					36%		
Advisory services	27%			27%		36%		
Educator resource centres					36%	46%		18%
Community learning centres	46%	18%		18%		18%		
The National Education Management Training Institute	82%	46%						

Initiatives where schools had linked with other schools were, in fact, what ex-Model C respondents found to be most useful of the various interventions initiated. Overall, just more than half (54.55%) of the groups' of respondents' found these interventions slightly or very useful.

When asked to comment on which governmental education support teams they felt supported schools sufficiently, the two most significant differences between the groups of respondents responses related to perceptions of support offered by district office personnel, and perceptions of the complete lack of support offered through any of the three listed parties. These results are reflected in table 33.

Table 33: Government support bodies usefulness

The body and perceived level of support:	Ex-Model C schools	Ex-DET schools
District Office Personnel		
Always available and supportive	55%	82%
By any body		
Offer no support	36%	9%
Most helpful bodies (in order)		
1. District office personnel		68%
2. District support services		36%
3. Local supervisory services		9%

One could see a reflection of district offices' probable ability to recognize and meet needs where they are most needed. The perceived helpfulness of different bodies reflected could also be a result of the LSU and DSS being more strongly relied upon in the WSE Policy (2000), which is still a pilot phase project.

While respondents indicated that they found DoE officers available and supportive, differing views emerged between ex-Model C and ex-DET respondents when asked to rate the degree of availability and support. Main findings regarding this were reflected in table 34 below. Respondents were asked how competent, well-trained, supportive, and helpful district education officials were.

Table 34: Support offered to schools by education officials as perceived by respondents

Government officials are:	Almost always		Sometimes sufficiently		Seldom sufficiently	
	Ex-Model C	Ex-DET	Ex-Model C	Ex-DET	Ex-Model C	Ex-DET
Competent			46%			36%
Well-trained				64%	36%	
Supportive				55%	36%	
Helpful in monitoring				64%	55%	
Helpful in evaluating				73%	55%	

These outcomes therefore show that while in the WSE Policy (2000), government claim that it is their responsibility to provide for "...competent, well-trained, and accredited supervisors..." (Whole Schools Evaluation; 2000), most ex-Model C school respondents would not agree that

this is what is being practiced, and only a few ex-DET school respondents agree some of the time.

Although the Second White Paper (1996) states the need to look at development of school management with urgency, only approximately 23% (all ex-DET respondents) agreed that government was viewing the need for management training as a matter of urgency. Should this apparent urgent need for management training still be present, these results are disturbing.

4.7.2 Staffing in the schools

Table 35 shows the manner in which staff needs are addressed at schools.

Table 35: Addressing staff needs

Staff needs (incl training):	Ex-Model C schools	Ex-DET schools
Are addressed annually	100%	73%
Are never addressed	-	18%
Are addressed with the help of the DoE	0%	73%
Are addressed with input from the respondents	91%	64%

27.27% of ex-DET school respondents claimed to have a severe lack of information and human resources at their schools.

4.7.3 Staff Experience

While there is a significant improvement on situations which Nasson and Samuel (1990) reported on, it is still concerning that some ex-DET school educator's posts are being filled by people who have no diploma or degree, and in one instance, only a grade seven pass. Table 36 below reflects the average amount of prior training and experience gained by each group of respondents and their schools' staffs.

Table 36: Prior training and experience acquired by respondents and staff

Training and experience acquired:	Ex-Model C schools	Ex-DET schools
Degree or diploma acquired	100%	99.5%
Grade 12/ 7 pass	0%	0.5%
Respondents who had not received management training prior to starting	55%	55%
Respondents who had received management experience prior to starting	91%	55%
Respondents who had received teaching experience prior to starting	100%	73%
Average years respondents have served in their current position	10 years	7 years

One of eight ex-DET respondents stated that they had not worked as an educator, but had worked as a manager, prior to assuming their current position. They did not state which specific area of management. Johnson (1995) therefore appears to remain relevant with regard to his focus on the increased need for incoming school principals' levels of training, knowledge and understanding to be increased. He states this need was already present in 1995. This study appears to show that while a majority of both ex-Model C and ex-DET school respondents appear to have had prior teaching and management experience, a lower number of ex-DET school respondents (a difference of 36.36%) appear to have worked in a management position prior to acquiring their current position. Both groups did, however, report having received the same amount of training in management prior to starting their current job. Hence, it would appear that the current situation is an improvement on what Johnson reported on in 1995.

4.7.4 Staff Training

Based on a list outlined by Johnson (1995), respondents were asked to indicate which areas they had already received training in, and which areas they would value receiving more training in. All ex-Model C respondents reported having been trained in a variety of these areas during the past ten years (thirteen years after the abolishment of apartheid), whereas 18.8% of ex-DET school respondents reported not having been trained in any areas listed. The greatest discrepancy between the two categories of school respondents was regarding training they had received in order to help them identify needs. This was another need recognized by Johnson (1995). 63.64% of ex-Model C respondents recorded having had training in this regard whereas only 18.18% of ex-DET respondents reported the same. This result may appear surprising as

presumably, subsequent to apartheid, ex-DET schools would have needed to be equipped in order to identify needs clearly, and thereby alert the DoE to these needs.

The following table, 37, indicates areas which the least number of respondents have received training in over the past ten years. It also indicates the top five areas in which each category of school respondents would like further training.

Table 37: Training had and desired by educators

Lack of training had in:	Percentage of total respondents who received training:	
Advocacy	4.5%	
Community relations	13.64%	
Current international trends	18.18%	
Marketing	18.18%	
Training desired in:	Ex-Model C schools	Ex-DET schools
Marketing	45.45%	
Current international trends	36.6%	
None of those listed	36.6%	
Change management	27.27%	
Community relations	27.27%	36.36%
Financial management		45.45%
Staff management and mentorship		45.45%
Implementation of policies		36.36%
Team building		36.36%

One could therefore propose that district education officers should follow up on this by looking into what managers, in different types of schools, should be trained and supported in. However, it is important to note that two different groups of respondents clearly indicated need for training in different areas. Hence if through further research, this is found to be a norm, it is important that these different needs be recognized and addressed accordingly across ex-Model C and ex-DET schools.

Johnson (1995) also reflected on two studies done regarding a variety of possible approaches to training (chapter two). Those results were used as a guide when respondents were asked to state what they felt most useful approaches to training were.

Both groups of respondents clearly agreed that use of practice-based and in-school programmes were the most beneficial approaches to training. The main differences in their preferred approaches related to the nature of ongoing guidance (through feedback/ coaching versus self-direction), and the basis of course content. 95% of all respondents showed that educators at schools received ongoing training through reading material, interactions with professionals from other schools, government funded training, and privately funded training. Ex-DET school respondents showed that there was, however, far less use of privately funded training than any other form of training. Preferred approaches to training can be seen in table 38. Generally, a greater number of ex-Model C school respondents reported that their schools used several of these means of ongoing training simultaneously, by comparison with what ex-DET school respondents reportedly did.

Table 38: Preferred approaches to training

Approaches to training:	Ex-Model C schools	Ex-DET schools
Practice-based	55%	82%
In-school programmes	36%	64%
Ongoing feedback offered	36%	27%
Ongoing coaching offered	36%	27%
Theory-based programmes	0%	55%
Self-directed studies	27%	46%

Table 39 indicates the means through which respondents felt their school's management bodies were able to support them. It can be seen that apart from 'support offered by management through teaching strategy demonstrations', there are big discrepancies between the two groups' responses in favour of ex-Model C respondents.

Table 39: Support received from school management

Support offered through:	Ex-Model C schools	Ex-DET schools
Frequent informal planning discussions	100%	73%
Teaching strategy demonstrations	64%	46%
Creation and sharing of curricula content and materials	91%	36%
Support offered by the principal	91%	27%
General communication with relevant parties	91%	45%
Good management of resources	100%	55%

4.7.5 Performance Appraisals

Table 40 below indicates respondents' reflections of performance appraisals (PA's) conducted at their schools. One ex-DET school respondent's stated that performance appraisals were never conducted at their school.

Table 40: Respondents perceptions of staff PA's

Conditions under which the PA's are conducted:	Ex-Model C schools	Ex-DET schools
Management has a clear understanding of the respective job	73%	46%
Performance is measured against previously identified criteria and goals	73%	36%
PA's are always successfully completed	100%	36%
Feedback is always given	73%	46%
The outcomes are used to help develop the employees	55%	9%
PA's are used to update personal records	64%	27%
PA's are used to outline a discussion paper	18%	27%
PA's are used to draw up a prioritization form	9%	36%
PA's are used to develop a personal growth form	82%	55%
PA's are used to identify and provide for counseling if and as needed	18%	9%
PA's are used to identify and provide further training needed	46%	9%
PA's were conducted in a positive manner	82%	36%
PA's were conducted in an objective manner	46%	55%
PA's were conducted in a flexible manner	46%	9%
PA's were conducted in a simple manner	46%	18%
PA's were conducted feasibly	46%	0%
PA's were conducted annually	73%	9%

Hence, one can see how, yet again, ex-Model C school respondents appear to be more positive with regard to their performance appraisal processes and outcomes than ex-DET

school respondents. This could well be due to the seemingly more efficient manner in which ex-Model C schools appear to conduct their appraisals compared with ex-DET schools.

Given that each above-mentioned outcome is meant to be achieved during performance appraisals, according to the Resolution 4 on Developmental Appraisal (1998), it would appear that schools are currently struggling to implement this particular aspect of policy.

4.7.6 Staff needs and satisfactions

Respondents were asked to state which of the following staff needs they felt were not being met at their school: basic, recognition of work well done, self-actualization, safety, love (mutual respect amongst colleagues), esteem, autonomy, the ability to express frustration, and the need to be given responsibility. 72.73% of ex-DET respondents stated that they did not receive recognition for work well-done and 45.45% of the same respondents felt that they were not assured of safety.

With regard to the rest of the needs listed, only 27.27% of ex-DET school respondents stated that none of those needs were being offered to staff at their schools. 36.36% of ex-Model C school respondents reported not having any of the listed needs met.

Table 41 below indicates what average percentage of respondents' time was spent on various aspects of their job.

Table 41: Time percentages

Percentage of time spent on:	Ex-Model C schools	Ex-DET schools
Administration	44%	32%
Teaching	34%	55%
Other activities (incl. managing HR, attending meetings, attending events of partners of the school, planning, pastoral, and problem solving)	14%	4%
Extra-curricula work	13%	11%

When asked for additional comments regarding management of their schools, ex-Model C school respondents reported spending a large amount of time, which they felt was wasted, on filling out forms for the DoE, which often asked them to repeat the same information. They added that feedback in response to these forms was very seldom offered by the DoE.

Reflected in results above is the need for safety and recognition for work well done in ex-DET schools. Both groups of respondents appear to spend a vast amount of time which could be used for teaching, on administration or filling in forms.

4.8 Resources

Financial planning in ex-Model C schools appears to be prepared with input of 72.73% of the respondents, whereas in ex-DET schools, input of only 36.36% is considered. According to the same respondents from both categories of schools, there are a variety of other people also involved in drawing up their schools' budgets, including: finance committees, staff, management, SGB, and headmasters. There is, however, one stark difference in that at least two of the four ex-Model C schools have a bursar or treasurer who assists with budgeting, implementing, and monitoring of school finances, while this does not appear to take place in any ex-DET schools. 81.82% of respondents from ex-Model C schools are taken into account in planning for logistical provision and resources, while only 27.27% of the respondents from ex-DET schools are involved in this planning. The difference in degree of involvement of respondents between these two categories of schools in this area is therefore 54.55%. Despite this, 95% of all respondents reported that budgeting takes place annually. Table 42 below reports on what respondents' understood the financial positions of their respective schools to be.

Table 42: Perceived financial position of the schools

Perceived financial position:	Ex-Model C schools	Ex-DET schools
Able to cover forecast expenses	100%	0%
Unable to cover forecast expenses	0%	82%
Severe lack of finances	0%	91%
Severe lack of physical resources	27% (1 school)	73%

It is interesting to reflect back on how ex-DET respondents seemed more involved in evaluation than planning, with regard to financial audits.

In most cases budgets from both categories of schools appear to be, at least annually, approved and ratified by an authority. However, while ex-Model C schools appear to be able to address variances in forecast income and expenditure, ex-DET schools appear to struggle in

this regard. Therefore, if using Smit's (2005) guide for effective budgeting, one might begin to question the ability and credibility of ex-DET school's budgeting processes.

While ex-DET schools were unable to source any money from learners through fees (as they are all no fees schools), ex-Model C schools average fee per learner was R11 797.25 per annum. However, government intended to subsidize no-fee schools (chapter two). When asked what would happen should learners be asked to pay fees at ex-DET schools (which would be substantially less than what is currently asked by ex-Model C schools), 36.6% of ex-DET school respondents reported that 81-100% of the learners would not be able to afford them. However, 100% of ex-Model-C school respondents stated that only 0-20% of learners of the school cannot afford to pay their school fees. This in turn reflects the social-economic class from which children at these schools come.

Table 43 reflects that ex-DET school respondents don't feel there are sufficient funds for most services government claims to provide for.

Table 43: What there are not enough funds for

Funding available for:	Ex-Model C schools	Ex-DET schools
Textbooks	0%	27%
Stationery	0%	55%
Teaching materials	0%	36%
Maintenance	9%	55%
Electricity	0%	36%
Water	0%	18%

This is remarkable given what was discussed in chapter two, showing how the Second White Paper (1996) stated that government would pay for these resources. Also, while ex-Model C schools claim to have enough funding for these items, what they receive from government may well need to be grown with monies received from high fees charged in order to cover costs incurred through acquiring these items.

Table 44 shows a comparative breakdown of sources of funding of the two different categories of schools.

Table 44: Sources of funding

Source	Ex-Model C schools (%)	Ex-DET schools (%)
Fees	73	0
Government	25	85
Trading and fundraising events	2	6
Other	0.3	1
Foreign governments/ donations	0.3	0.3
Religions organizations	0	2
Funding organizations	0	3
Community aided initiatives	0	0
Private sector	0	0
Total:	100.6	97.3

Ex-DET schools of this study are evidently schools which are unable to draw funds from fees as ex-Model C schools of this study are, as they are 'no-fee schools' which receive extra subsidy from government per learner. Instead they tend to look to funding organizations, religious organizations and letting of their schools for extra income, which the ex-Model C schools do not do as much of. None of the schools appear to be tapping into community aided initiatives or private sector funding at present in order to source funding. Smit (2005) would, however, encourage these sorts of action in order to ensure that each school is able to remain financially viable and fluid without having to be dependent on a sole source of income.

When asked to further comment on management of their schools, one ex-Model C respondent indicated that the DoE wasted resources on elaborate posters (which were relevant to one specific occasion), as opposed to using funds for sustainable improvement of schools which are currently under-resourced. Ex-DET respondents remarked that they would appreciate it if management were supported through being offered further capacity building and training for educators.

4.9 Summary

After beginning by looking at the profile of schools and respondents, this chapter reported on the perceived impact apartheid has on education today. Most respondents, from both groups of schools, seemed to perceive that apartheid has impacted on education in SA today, either positively or negatively. It then looked at the nature of schools' engagement with current school management policies. While strategic planning seems to be occurring in most schools, the

differences between the organizational designs and, in particular, staffing structures reported on in ex-Model C schools and ex-DET schools were discussed as they appeared to be significant differences. Results also showed that there was a difference between ex-Model C and ex-DET schools' respondents' opinions with regard to resources available to them, particularly in relation to funding.

CHAPTER FIVE: CONCLUSIONS & RECOMMENDATIONS

5.1 Introduction

This chapter concludes the dissertation with a focus on expressed differential perceptions and management practices in ex-Model C and ex-DET schools. It looks at differences in profiles of participating schools and respondents, the perceived impact of apartheid on education today, and perceptions on SA education policies, strategic planning, organizational design, organizational staffing, and resources. Thereafter, recommendations are made for consideration of the DoE, ex-Model C schools and ex-DET schools.

5.2 Conclusions

Below are conclusions which helped "To assess potential differences between management used in "ex-DET" and "ex-Model C schools" and, outcome dependant, to determine the nature and extent of these differences".

5.2.1 PROFILES OF PARTICIPATING SCHOOLS

The primary difference, indicated by results, between the two different types of schools with regard to their profiles, was that the average educator-learner ratio in ex-Model C schools was 18:1, opposed to 34:1 in ex-DET schools, presenting a difference of 16 learners per educator. A second difference indicates that in ex-Model C schools, an average of 56% of staff are paid by SGB, as opposed to 2% of staff in ex-DET schools. Thirdly, it appears that ex-Model C schools are part of an educational district with a majority of other ex-Model C schools, while ex-DET schools appear to share an educational district with a majority of other ex-DET schools.

5.2.2 THE PERCEIVED IMPACT OF APARTHEID ON EDUCATION TODAY

A total of 69% of respondents felt that apartheid had an effect on education in SA today with the remaining 32% suggesting that it had little or no effect. Of the 69% of respondents who felt that apartheid had, in some way, impacted on education in SA, 67% of them felt that it had impacted on education negatively, while 33% felt that it had impacted on education positively.

Respondents who felt that apartheid had impacted on education in SA today reported that this phenomenon was reflected in: resource discrepancies still present between previously differently categorized schools, poor educator recruitment and training (as inappropriate educators were forced on schools by the DoE), and a difference in attitudes toward education from both staff and learners (chapter four).

5.2.3 THE SOUTH AFRICAN EDUCATIONAL POLICIES

More ex-Model C school respondents, as opposed to ex-DET school respondents, appear to have been trained in three of five national policies. In chapter four I remarked how this may be an unintentional result and possible perpetuation of formerly differently run schooling systems. However, more ex-DET school respondents were of the opinion that the majority of policy goals had been met through implementation of various policies than ex-Model C school respondents.

Respondents from both categories of schools reported that policies did not allow for either an enforcement of discipline or educator empowerment. In addition, ex-Model C school respondents reported that there was a lack of provision for freedom of choice, unity, trust, and implementation of policies, in current policy, while ex-DET school respondents reported that there was a lack of provision for facilitation of public knowledge of education, a lack of provision of sufficient resources such as libraries, and a lack of recognition of the important role educators have in the economy of the country, in policy documents.

Of the array of initiatives which government stated would be undertaken to support management of schools, most were not found to be particularly beneficial for either party. However, while ex-Model C schools found interschool programmes with other ex-Model C schools to be generally very useful, ex-DET schools generally found interschool programmes with ex-Model C schools not useful at all (chapter four). Further research in this connection will be recommended.

5.2.4 STRATEGIC PLANNING

With regard to the government's strategic plans, most ex-Model C school respondents felt that there was insufficient strategic guidance given to schools by government, although they also indicated that they did not want any more to be given to them. Generally ex-DET school respondents indicated that they wanted more guidance. Most respondents generally felt that DIP had no impact on schools at all. Hence it appears that where strategic planning is being done, there is little communication between all parties with regard to government's strategic direction. This is echoed again in government's reported nature of involvement pertaining to support they provide for schools during strategic planning.

With regard to school specific strategic planning, ex-Model C schools felt that no support was given by government while ex-DET school respondents reported that they generally received help in setting goals and objectives. Only ex-DET schools reported not being encouraged by

government to measure their school's performance, while both ex-Model C and ex-DET schools reported not being encouraged to evaluate and modify school standards.

'Threats' facing ex-Model C respondents' schools appeared to be aspects least considered during their school's planning. 'What ex-DET respondents' schools may be missing' was the aspect least considered by them when undertaking planning. Both categories of schools appeared to have less than 50% of respondents involved in planning for communication, marketing and the SGB at their school. Only 25% of ex-DET school respondents were involved with financial planning against 67% of ex-Model C school respondents. This could be significant when looking at how 100% of ex-Model C school respondents claim to be able to cover their expenses, while 82% of ex-DET school respondents claim they are unable to.

Respondents from both categories of schools appear to have been less involved in evaluation of performance and processes used by general management, logistical and resource provisions, evaluation, marketing, and human resources, than they were during planning. However, only ex-DET school respondents appear to have been less involved in curriculum evaluations, than they were during planning. Curriculum was one aspect in particular, where ex-Model C school involvement remained very high, while ex-DET school respondent involvement dropped substantially between planning and evaluation of their achievements.

The greatest differences' in respondents' responses from the two different categories of schools' involvement at the time of evaluation related to their input during evaluation of logistical and resource provisions, and grade-specific provisions. Ex-Model C school respondents reported having a greater involvement in evaluation of logistic and resource provisions, while ex-DET school respondents reported having a greater involvement in grade specific evaluations. This could also reflect on how schools ensure that they maximize use of schools assets.

With regard to input taken from various parties during planning, while both categories of schools indicated a high degree of involvement from several parties, only 25% of ex-DET school respondents reported taking input of school's parent's into account. Generally, ex-Model C school respondents found their relationship with the private sector to be useful, while few ex-DET school respondents recorded finding their relationships with the private sector useful.

A vast majority of respondents from both categories of schools reported that they had annually revised SIP which outlined both goals and objectives. Only one ex-DET school reported not having a SIP.

Finally, respondents from both categories of schools defined their leadership as being competent, dedicated, visionary, and flexible. Only one of the respondents defined their leadership as being accurate.

It would appear that government's current means of strategic planning is not currently and significantly impacting upon how schools strategically plan. It also appears that there is a lack of synergy across schools' perceptions as to whether this does in fact occur.

5.2.5 ORGANIZATIONAL DESIGN

A majority of respondents from both categories of schools indicated that they would like management to have a greater say in what their school provides, while just less than 50% of each group's respondents indicated that they would prefer to have more accountability in reporting to government. However, the two different groups of respondents' opinions differed when they were asked if they felt their school should get more responsibility for daily running of their school. Ex-Model C school respondents felt they would value more while some ex-DET school respondents felt that they would not value more. Hence, according to Caldwell & Spinks (1998), it would appear most respondents would like to see further decentralization of schools. However, one would need to take care that it occurs in a manner which helps to further organize, synchronize and/or interconnect schools.

When taking a closer look at the nature of organizational structures present within schools, both ex-Model C and ex-DET school respondents appeared to prioritize and allow for managers of: curriculum, grades, evaluation, and general management. Ex-DET school respondents indicated that their schools also allowed for managers of communication and human resources. Ex-Model C school structures, however, appeared to have a greater average number of management levels, thereby promoting a more centralized structure.

The majority of ex-DET school respondents indicated that they would classify 1-20% of their staff as being specialists in a particular field or grade, while the majority of ex-Model C school respondents indicated that they would classify 61-80% of their staff as being specialists. All respondents indicated that staffs were generally divided in terms of required functions or

learner's needs. Areas which ex-DET schools struggled to manage included management of people, time, and finance. Ex-Model C schools, however, appeared to struggle more with management of assessments.

Paisey & Paisey (1987) suggests that a good structure should allow for different people's abilities to be maximized, change to be facilitated, creativity to be present, perceptions to be shared, and opportunities to be provided. It may be important to note that most respondents appeared to indicate that these were not allowed for.

Measured against Smit (2005), most schools appear to have some form of structure in place. However, when assessing school structures against Paisey & Paisey's (1987) indicators of good structure (chapter two), respondents from ex-DET schools appear to report their staff falling short in not being sufficiently satisfied, present, timely, and/or long-lasting. Ex-Model C respondents reported their schools staffs were generally satisfied, long-lasting, present and/or timely. Hence, one may conclude that structures of ex-DET schools in this study are not functioning as well as they could be, while ex-Model C school structures appear to be functioning well.

Generally, most respondents indicated that their job descriptions and job specifications had been seen or updated longer than two years prior to completing the questionnaire. Most respondents indicated that theirs had not included: what standards had been expected from them; a description of the conditions in which they would be working; their limits with regard to decision making; what main lines of communications were; potential problems they may face; or examples of work they may be required to do. However, a long list of responsibilities presented in chapter four, which are some more significant ones which respondents felt were theirs, could be recognized and categorized, by government, as responsibilities particular to particular roles. These should then be added to respective job descriptions.

5.2.6 ORGANIZATIONAL STAFFING

Ex-Model C school respondents tended to perceive district education officials as generally incompetent and supervisors as insufficiently trained. Less than half of all respondents perceived government interventions initiated to support school management as useful, with the exception of 64% of ex-DET school respondents who found educator resource centre's either useful or very useful. 68% of all respondents reported that educational district offices were

mostly helpful. Hence, perhaps either efficacy of other support groups should be enhanced, or district office personnel numbers should be increased to make them more readily available.

It appeared that in terms of experiences and training, the vast majority of all respondents had previous management and/or teaching experience. Ex-Model C school respondents appeared to have had more experience prior to having begun their job.

There were apparent differences in training received on: how to identify needs which appeared to be lacking in ex-DET schools. Areas in which respective respondents feel they need further training also need to be noted. Identification of training needs in ex-DET schools was viewed as essential alongside their ability to communicate them to the DoE.

Some of the best ways to approach training for the different groups of respondents include practice-based and inter-school programmes for both groups, feedback and coaching for ex-Model C school respondents, and theory and self-directed studies for ex-DET school respondents.

While 50% of ex-DET school respondents felt that government saw the need for educational management training as urgent, 100% of ex-Model C school respondents felt government did not see this particular need as being urgent. Hence government needs to address, communicate and clearly enforce this urgent need.

Far fewer ex-DET school respondents indicated that performance appraisals were a regular occurrence than respondents from ex-Model C schools. Generally, all respondents reported that performance appraisals allowed for personal growth but lacked use of prioritization forms, discussion papers, and an opportunity for counseling. Ex-DET school respondents reported that their performance appraisals lacked provision for further training, an aspect which according to policies, should form part of performance appraisals. Most respondents who reported having performance appraisals conducted at their school did report that they saw them as being a positive experience. Ex-DET school respondents reported that they felt they received little recognition for work well done, as well as little security with regard to safety.

Whilst there appears to be some support offered by government, which ex-DET school respondents tended to view more favourably, there were discrepancies in training received by the two groups of respondents over past few years. Educator training and experiences prior to

having been employed by schools seem to have been standardized which appears to be a significant improvement amongst ex-DET schools.

Only 25% of all respondents felt that school management training was being addressed by government as an urgent need and is perhaps something which government could address. It also appears that government needs to address the nature and implementation of effective performance appraisals in ex-DET schools.

5.2.7 RESOURCES

Respondents from both categories of schools reported involvement of a variety of people in development of their budgets and financial reporting. No ex-DET schools appear to have had the involvement of a treasurer or bursar in the process, while two of the four ex-Model C schools did. This must be considered alongside the fact that ex-DET schools are also reportedly (chapter four) not able to cover their forecast expenses with their forecast incomes, as well as the reported fact that they are not able to charge their learners fees. Not only are learners not able to afford fees, but they are also prohibited from paying fees by law. Ex-Model C schools, however, charge their learners an average of R11 797 per learner per annum and only 0-20% of their learners cannot afford this. Only 25% of funds received by ex-Model C schools are received from government.

This could possibly explain why ex-Model C schools reportedly have sufficient funds for stationery, maintenance, teaching materials, electricity, textbooks, and water, while ex-DET schools, according to most respondents, do not. This despite the fact that in their policies, government claim to ensure there is sufficient provision of these resources.

It is therefore clear that while ex-Model C schools not only have more highly skilled human resources able to manage resources they have, they also have more readily available finances than ex-DET schools.

A table showing the different schools respondents' views of their school's strengths and weaknesses is presented in chapter 4. The most commonly perceived limitations appeared to be an overall negative perception of ways in which the DoE was involved with schools. These include their involvement in selection of inappropriate educators for schools, their lack of recognition for work well done by educators, demoralized staff, lack of resource provision, wasting of respondents' time, and their complacency with regard to adequately responding to

needs of schools. Other aspects perceived by ex-DET schools as threats were increases in crime and vandalism, and the decline in learner enrolments.

That which most respondents generally saw as opportunities included growth in their learner numbers and communities, and interaction with external agencies. They saw their strengths as being teamwork, staff commitment and dedication, good school leadership, supportive governing bodies and parents, cultural diversity, school curricula, flexibility and school reputations. Ex-Model C schools also indicated that the majority of their learners were highly motivated and came from supportive environments and families.

I believe that a priority for the DoE should be researching why schools do not feel supported with regard to their staffing needs, and schools' provision and management of resources. From this, government would be able to establish better systems for addressing schools' needs.

In conclusion then, after having reviewed literature and management theories in order to create an appropriate school management questionnaire, I was able to collect data from a small sample of ex-Model C schools and ex-DET schools and reflect upon differences of management practiced, as well as their strengths, weaknesses, opportunities, and threats, in the two formerly different types of schools (ex-Model C and ex-DET schools).

5.3 Recommendations

This section outlines recommendations targeted at the DoE, ex-Model C schools, and ex-DET schools.

5.3.1 Recommendations for the Department of Education

1. It is important for the DoE to recognize that school management policies more frequently referred to in this study need to have action and/or roll-out plans so as to ensure their successful implementation.
2. The action and/or roll-out plans would, in turn, need to be communicated with schools, along with strategic, and DIP of government.
3. Effectiveness of action and/or roll-out plan documents, and their impact on education also needs to be continuously evaluated. Should these documents be found to be ineffective, the development and ongoing need for improvement of such documents should then be routinely considered by government.
4. The DoE could ensure that all schools are trained in any new or amended policy.

5. The DoE could also make clear whether or not preparation, ongoing training, and development of management in schools is in fact viewed as a matter of urgency or not, and then act upon their decision accordingly.
6. Several gaps which were expressed as missing in relevant policies by the majority of respondents (currently including a lack of provision for: enforcement of discipline with learners, empowerment of educators as educators independent of their unions, choice, unity, trust, public knowledge, sufficient resources such as libraries, effective performance appraisals, and recognition of educators for the work they do) should be aspects which the DoE are aware of, consistently assessing and reviewing, and seeking to address.
7. The DoE could also consider how to better address and encourage effective evaluation and modification of school standards.
8. I would encourage government to better facilitate interschool training programmes instead of asking ex-Model C schools to complete apparently redundant reporting processes, which ex-Model C schools reported on as being a waste of time. Hence, I would recommend that ex-Model C schools are asked by government to, instead, help form proposals for programmes of this nature, and thereby assist ex-DET schools more effectively. This is since ex-Model C schools appear to follow international trends of management more closely than ex-DET schools.
9. One could suggest that ex-DET schools receive better support and aid from government with regard to seeking assistance from ex-Model C schools in being able to better execute processes used, and outcomes received, through performance appraisals conducted for staff at schools.

5.3.2 *Recommendations for ex-Model C schools*

1. Ex-Model C schools represented in this study could consider whether they take threats of their school into account when strategically planning. If not, they could consider taking more notice of them when planning.
2. They could consider revising job descriptions and job specifications at least every second year.
3. They could bear in mind that feedback and coaching is an approach from which most of their respondents felt they were able to learn.

5.3.3 *Recommendations for ex-DET schools*

1. Ex-DET schools could look to find means of improving their management of school resources through better planning and improved financial training and skill development.
2. They could look to find means of improving their means of marketing.
3. They could consistently demand support in finding professional financial skills in order to better support the management of their resources, from government.
4. A greater involvement of relevant staff members from ex-DET schools during financial planning may also produce greater outputs and hence may help schools' ability to cover more of their expenses than are presently covered.
5. Ex-DET schools may well also benefit from establishing good, functioning organizational and staffing structures. In this they should request assistance from either government or ex-Model C schools.
6. Ex-DET school respondents could seek to gain skills in: 'identifying needs which need to be addressed', 'identifying what their schools may be missing', and 'learning how to plan for effective communication and marketing', so that these can be accounted for during planning. They could, perhaps, put pressure on the DoE for this.
7. They could acquire a greater degree of involvement from schools' respondents' and staff during logistical and resource provision planning in order to help with trying to maximize the use of their schools' assets.
8. They could ensure that there is more involvement of respondents' and staff in planning and evaluation of curriculum.
9. They could consider the revision of job descriptions and job specifications at least every second year.
10. They could bear in mind that reviewing theories and self-directed studies are approaches from which most ex-DET school respondents felt they were able to learn most effectively.
11. Ex-DET school respondents reported on a poor use of performance appraisals at their schools. This is, however, something which they could possibly use to help improve low levels of recognition by the DoE for work well done by educators.

5.3.4 *Recommendations regarding further research*

More research needs to be undertaken in order to confirm which aspects of this study are general understandings among more ex-DET, and ex-Model C schools. Specific areas for the DoE to research include:

1. Further research could assist in identifying what each category of school needs, as they strategically plan. Government should then also be able to establish strategies to help them support schools in respective areas.
2. Looking at how the DoE may be able to encourage schools of a previously particular category of school (either ex-Model C or ex-DET), to better and more frequently interact with schools of a different previous category of school. For instance, they could look at dividing schools into educational districts in a manner which ensures that at least one school from each previously different school category is present in a particular educational district.
3. Researching whether the DoE would be able to use means of training, which both previously differently categorized groups of schools indicated as being their best means of learning (practice and interschool based programmes), as bases from which to develop policies and programmes to encourage schools in strengthening and learning from other schools' strengths. Initial aspects which could be addressed through this could include: organizational structures, how to better manage people, assessments, time, and finance.
4. Researching how they could encourage, particularly ex-DET, schools to put sound organizational structures in place.
5. Assessing how they could facilitate a process whereby ex-DET schools have opportunity to budget and financially plan for their school with help from an expert in the subject. They could also look at how to encourage schools to initiate relationships with the private sector that may be able to bring in further funding.
6. Researching how they could best use their educational district offices as their primary entry point into schools.
7. Researching what the best way of portraying the current differences and problems between the previously different types of schools of SA in the international arena is, so as to be able to create awareness of the situation and thereby generate possible international advocacy, lobbying, and support (possibly including financial support) through it.
8. Researching how they may be able to improve their ability to provide more resources (human, physical and financial) for more schools. This could perhaps be done with help from independent consultants.
9. Further research could be undertaken in order to ascertain where, how and when, to effectively better support school principals.

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UNIVERSITY OF CAPE TOWN

DEPARTMENT OF SOCIAL DEVELOPMENT

SCHOOL MANAGEMENT QUESTIONNAIRE:

Thank you for taking the time to complete this questionnaire. Please note that it has not been designed with any intention to highlight or judge any strengths or challenges the management of a school or an individual may be facing. Nor was it designed to highlight or judge any strengths or challenges the Department of Education or any individual may be facing in regard to the management of schools. Rather, it was simply designed to establish where strengths and challenges lie, so that they can be better addressed in the future. Hence, the results will not be used to 'judge' an individual, a school or the government, but rather to see which aspects of management schools are excelling in or struggling with, and what recommendations could be considered by the Department of Education, and the schools. It is all entirely confidential so please be as honest as possible so as to ensure that the best recommendations can be considered! Please note that there is a glossary of terms attached at the end of the questionnaire.

SECTION A:

PLEASE NOTE THAT QUESTIONS IN THIS SECTION NEED TO BE COMPLETED BY ONLY THE PRINCIPAL:

1. How many learners (please fill the relevant numbers in the spaces provided):

1.1 _____ From this school passed grade 7 / 12 at the end of 2006?

1.2 _____ Does this school have in grade 1 / 8?

1.3 _____ Does this school have in total?

2. How many teachers (please fill the relevant numbers in the spaces provided):

2.1 _____ In this school are paid by government?

2.2 _____ In this school are paid by the School's Governing Body?

2.3 _____ Is this school currently short of? (according to the governments educator: learner ratio)

3. How many teachers at this school, have each of the following levels of education (please write the number of teachers in the spaces provided):

3.1 _____ A degree in education

3.2 _____ A teaching diploma

3.3 _____ A grade 12 pass

3.4 _____ A grade 7 pass

3.5 _____ Unknown to you

4. Is this school (you may tick more than one):

- 4.1 . An ex-DET school
- 4.2 . An ex-Model C school
- 4.3 . A No-fees school

5. Is this school a (please tick only one):

- 5.1 . Primary school
- 5.2 . Secondary school

6. What are the boundaries of your educational district?

PLEASE BE SURE TO ANSWER EVERY QUESTION EITHER BY TICKING THE RELEVANT BLOCK, OR FILLING IT IN AS APPROPRIATE TO INDICATE YOUR ANSWERS.

SECTION B: PERSONAL DETAILS:

7. Which one of the following titles do you currently hold at this school?

- 7.1 . School Principal
- 7.2 . School Development Officer
- 7.3 . Senior School Manager

8. How many years and/or months have you been serving in the position selected in question 1? (Please fill in the lines below with the number of years and months respectively):

_____ Year(s) _____ Month(s)

9. Which of the following had you done before you got this job?(you may tick more than one):

- 9.1 . Management training
- 9.2 . Worked in a management position
- 9.3 . Worked as a teacher
- 9.4 . None of the above

SECTION C: POLICY OUTLINES

10. Which of the following legislative documents do you know this school has received a copy of (you may tick more than one):

- 10.1 . The South African Schools Bill (1996)
- 10.2 . The Second White Paper on School Organisation, Governance and Funding (1996)
- 10.3 . The Whole Schools Evaluation Policy (2000)
- 10.4 . The Integrated Quality Management System Collective Agreement (2003)
- 10.5 . The Educators Employment Act (1994)
- 10.6 . I do not know
- 10.7 . We have not received any of the above legislative documents

11. Which of the following legislative documents do you know this school has received training in, in terms of how to best use them (you may tick more than one):

- 11.1 . The South African Schools Bill (1996)
- 11.2 . The Second White Paper on School Organisation, Governance and Funding (1996)
- 11.3 . The Whole Schools Evaluation Policy (2000)
- 11.4 . The Integrated Quality Management System Collective Agreement (2003)
- 11.5 . The Educators Employment Act (1994)
- 11.6 . None of the above

12. Please mark below what you feel the South African education policies allow for and/or promote – nationally? (you may tick more than one):

- 12.1 . Participative management by government
- 12.2 . Democratic values in line with the South African constitution
- 12.3 . New educational norms and standards as opposed to what the apartheid government had set
- 12.4 . Widespread public support of the education system
- 12.5 . Confidence in the education system
- 12.6 . An increase in the quality of schools
- 12.7 . An increase in the organization of schools
- 12.8 . School to be financially sustainable from public funding
- 12.9 . Equitable funding
- 12.10 . The prohibition of unfair discrimination
- 12.11 . Abolishment of racial admissions criteria
- 12.12 . Ability to overcome past inequalities
- 12.13 . The counteraction of racism
- 12.14 . The protection of human rights
- 12.15 . Cultural diversity
- 12.16 . Mother-tongue interactions
- 12.17 . Equal education rights for all persons
- 12.18 . A free/ equal/ just/ and peaceful society
- 12.19 . Recognition and correction of mistakes
- 12.20 . Flexibility
- 12.21 . Capacity building
- 12.22 . School-based decision making
- 12.23 . Greater inclusion of ethnic minority groups
- 12.24 . A process of change
- 12.25 . A national and common purpose
- 12.26 . Disciplined and purposeful environments
- 12.27 . Interactions of major stakeholders
- 12.28 . Optimum use of resources
- 12.29 . Constitutionally sound practices
- 12.30 . A better performance from the learners
- 12.31 . None of the above

13. Do you feel there are any gaps in the South African education policies? What do you feel they do not allow for and/or promote, but should? (please answer in bullet points):

14. What do you define as this schools management team? (you may tick more than one):

- 14.1 . The Schools Governing Body
- 14.2 . The Senior staff
- 14.3 . The School principal
- 14.4 . Other (please specify) _____

15. Do you have any experience of support for this school being offered by the government through (you may tick more than one):

- 15.1 . Inter-school programmes (with ex-DET schools)
 15.2 . Inter-school programmes (with ex-Model C schools)
 15.3 . Inter-school programmes (with schools which are neither ex-DET nor ex-ModelC)
 15.4 . Support units
 15.5 . The introduction of an information system
 15.6 . A readily available national training institute in management.
 15.7 . Other (please specify) _____
 15.8 . None of the above

16. Do you think the legacy of apartheid impacts (either positively or negatively) on the management of this school today?

- 16.1 . Yes, positively
 16.2 . Yes, negatively
 16.3 . No

17. If you answered 'yes' to question 16, what three aspects of management at this school do you think are impacted on the most, by the legacy of apartheid?

17.1 _____

17.2 _____

17.3 _____

SECTION D: STRATEGIC PLANNING:

18. Do you feel that the Department of Education gives you enough guidance in terms of the national goals and objectives which have been set (in their strategic plans), and which they would like to see achieved over the next 3-5 years? (please tick only one):

- 18.1 . Yes
 18.2 . No
 18.3 . Sometimes (Please specify) _____

19. Do you think it would help the management of this school if the Government gave this school more guidance in terms of the national goals and objectives which have been set, and which they would like to see achieved over the next 3-5 years? (please tick only one):

- 19.1 . Yes (if so, please specify what form of guidance would be most useful in this regard)

- 19.2 . No

20. In what way do you think the District Improvement Plan impacts on this school?(please tick only one):

- 20.1 . I don't know what a District Improvement Plan is
 20.2 . It doesn't impact on this school at all
 20.3 . Positively
 20.4 . Negatively

21. How often does this school conduct the following exercises (please tick the most accurate box in each row):

Activity:	Never	Every yr	Every 2 nd yr	Every 3 rd yr	Every 3-5 yrs
21.1 Strategic planning (realign itself with the needs of the school and its community)	21.1.1	21.1.2	21.1.3	21.1.4	21.1.5
21.2 Consider a variety of alternative approaches the school could take to ensure that the school and community needs are best met	21.2.1	21.2.2	21.2.3	21.2.4	21.2.5
21.3 Set broad goals (3-5 things which the school will focus on for a set period of time)	21.3.1	21.3.2	21.3.3	21.3.4	21.3.5
21.4 Set objectives (how the school will achieve its goals)	21.4.1	21.4.2	21.4.3	21.4.4	21.4.5
21.5 Plan and outline grade and subject goals (possibly through setting work plans)	21.5.1	21.5.2	21.5.3	21.5.4	21.5.5
21.6 Revisit its staffing structure	21.6.1	21.6.2	21.6.3	21.6.4	21.6.5
21.7 Address the staff needs (training etc)	21.7.1	21.7.2	21.7.3	21.7.4	21.7.5
21.8 Budget	21.8.1	21.8.2	21.8.3	21.8.4	21.8.5
21.9 Address funding and resource needs	21.9.1	21.9.2	21.9.3	21.9.4	21.9.5
21.10 Set ways of controlling and managing resources	21.10.1	21.10.2	21.10.3	21.10.4	21.10.5
21.11 Evaluate (outcomes and services)	21.11.1	21.11.2	21.11.3	21.11.4	21.11.5
21.12 Revise its policies	21.12.1	21.12.2	21.12.3	21.12.4	21.12.5

22. Which of the following are done with assistance from the Department of Education? (you may tick more than one):

- 22.1 . This schools strategic plans (realign itself with the needs of the school and its community)
 22.2 . Considering a variety of alternative approaches the school could take to ensure that the school and community needs are best met
 22.3 . Setting this schools broad goals (3-5 things which the school will focus on for a set period of time)
 22.4 . Setting this schools objectives (how the school will achieve its goals)
 22.5 . Planning and outlining this schools grade and subject goals
 22.6 . Revisiting this schools staffing structure

- 22.7 . Addressing this schools staff needs (training etc)
- 22.8 . Budgeting for this school
- 22.9 . Addressing this schools funding needs
- 22.10 . Setting ways of controlling and managing resources
- 22.11 . Evaluating this school
- 22.12 . Revising this schools policies
- 22.13 . None of the above

23. When this school plans, which of the following are taken into consideration? (you may tick more than one):

- 23.1 . The schools current plans and objectives
- 23.2 . Contextual factors (school policies/ ability to compete with other schools/ socio-economic)
- 23.3 . Its resources
- 23.4 . The schools strengths
- 23.5 . The schools weaknesses
- 23.6 . The schools opportunities
- 23.7 . The schools threats
- 23.8 . Anything the school may be missing
- 23.9 . All of the opinions of the people involved when decisions are made
- 23.10 . How the school plans to do what it is setting out to do
- 23.11 . How the school plans to evaluate what it is setting out to do
- 23.12 . None of the above

24. Which of the following areas of this schools annual planning are you involved with, or do you always officially approve (you may tick more than one):

- 24.1 . This school does not do any annual planning
- 24.2 . This schools governing body's annual planning
- 24.3 . Each specific grade's annual planning
- 24.4 . General management's annual planning
- 24.5 . Logistical provision and resource planning
- 24.6 . Financial planning
- 24.7 . Curriculum planning
- 24.8 . Evaluation planning
- 24.9 . Marketing planning
- 24.10 . Communication planning
- 24.11 . Human resource planning (including staff input and training)
- 24.12 . None of the above

25. Which of the following areas of this schools annual evaluation are you involved with, or do you always officially assess (you may tick more than one):

- 25.1 . This schools governing body's annual evaluation
- 25.2 . Each specific grade's annual evaluation
- 25.3 . General management's annual evaluation
- 25.4 . Logistical provision and resource evaluation
- 25.5 . Financial evaluation
- 25.6 . Curriculum evaluation

- 25.7 . Evaluation of the evaluation processes
- 25.8 . Marketing evaluation
- 25.9 . Communication evaluation
- 25.10 . Human resource evaluation (including staff input and training)
- 25.11 . None of the above

26. How often does this school evaluate and revise the school's improvement plan? (please tick only one):

- 26.1 . This school doesn't have a school improvement plan
- 26.2 . Never
- 26.3 . More than once a year
- 26.4 . Every year
- 26.5 . Every 3-5 years
- 26.6 . Other (please specify) _____

27. Does this school's improvement plan have both goals and objectives? (please tick only one):

- 27.1 . This school doesn't have a school improvement plan.
- 27.2 . I don't know the difference between goals and objectives
- 27.3 . Yes, it has both
- 27.4 . No, it has no goals
- 27.5 . No, it has no objectives
- 27.6 . No, it has no goals or objectives

28. Which of the following people's input is always taken into consideration during planning at this school? (may tick more than one):

- 28.1 . The Principal's input
- 28.2 . The teachers input
- 28.3 . The parent's input
- 28.4 . This Schools Governing Body's input
- 28.5 . None of these people's
- 28.6 . Other (Please specify) _____

29. What would you say is currently this schools greatest strength?

30. What would you say is currently this schools greatest opportunity?

31. What would you say is currently this schools greatest weakness?

32. What would you say is currently this schools greatest threat?

33. As one of the schools managers, to what degree do you feel the Department of Education has helped to equip you in being able to (please tick one box per row):

	I know exactly how to do this:	Generally, I know how to do this:	Sometimes I can and sometimes I can't do this	Generally I don't know how to do this	I don't know how to do this:
33.1 Challenge processes	33.1.1	33.1.2	33.1.3	33.1.4	33.1.5
33.2 Inspire others	33.2.1	33.2.2	33.2.3	33.2.4	33.2.5
33.3 Outline visions	33.3.1	33.3.2	33.3.3	33.3.4	33.3.5
33.4 Enable others to act	33.4.1	33.4.2	33.4.3	33.4.4	33.4.5
33.5 Set examples	33.5.1	33.5.2	33.5.3	33.5.4	33.5.5
33.6 Motivate staff	33.6.1	33.6.2	33.6.3	33.6.4	33.6.5
33.7 Facilitate change	33.7.1	33.7.2	33.7.3	33.7.4	33.7.5
33.8 Consider and start new ideas	33.8.1	33.8.2	33.8.3	33.8.4	33.8.5
33.9 Plan	33.9.1	33.9.2	33.9.3	33.9.4	33.9.5
33.10 Budget	33.10.1	33.10.2	33.10.3	33.10.4	33.10.5
33.11 Problem solve	33.11.1	33.11.2	33.11.3	33.11.4	33.11.5
33.12 Create order	33.12.1	33.12.2	33.12.3	33.12.4	33.12.5
33.13 Organise staff	33.13.1	33.13.2	33.13.3	33.13.4	33.13.5
33.14 Make sound decisions	33.14.1	33.14.2	33.14.3	33.14.4	33.14.5
33.15 Do none of the above	33.15.1	33.15.2	33.15.3	33.15.4	33.15.5

34. In your opinion, which of the following sorts of leadership do you feel the Department of Education helps this schools' management to achieve (please tick only one):

34.1 . Weak leadership

34.2 . Controlled yet fair leadership

34.3 . Far too controlled leadership

34.4 . None of the above

34.5 . Other (please specify) _____

35. Which of the following do you feel the Department of Education should give this school more of (may tick more than one):

- 35.1 . Responsibility for the daily running of the school
- 35.2 . Accountability with regard to reporting to government on goals the school have or may not have met
- 35.3 . Opportunity for leadership to have more say in what the school should provide
- 35.4 . Opportunity for management to have more say in how the school should be run
- 35.5 . None of the above
- 35.6 . Other (please specify) _____

36. Which of the following do you feel the Department of Education should give this school less of (may tick more than one):

- 36.1 . Responsibility for the running of this school
- 36.2 . Accountability with regard to reporting to government on goals the school have or have not met
- 36.3 . Opportunity for leadership to have more say in what the school should provide
- 36.4 . Opportunity for management to have more say in how the school should be run
- 36.5 . None of the above
- 36.6 . Other (please specify) _____

37. Which FIVE of the following characteristics do you think describe the leadership of this school best? (please do not tick more than FIVE):

- 37.1 . Competent
- 37.2 . Visionary
- 37.3 . Inspirational
- 37.4 . Directional
- 37.5 . Influential
- 37.6 . Dedicated
- 37.7 . Humble
- 37.8 . Loyal
- 37.9 . Creative
- 37.10 . Flexible
- 37.11 . Accurate
- 37.12 . None of the above
- 37.13 . Other (please specify) _____

38. How useful is your relationship with each of the following parties? (please tick one box per party):

	They're always very useful:	They're generally, fairly useful:	Sometimes they're useful:	Generally, they're not that useful:	We don't have a relationship with them:
38.1 School Governing Body	38.1.1	38.1.2	38.1.3	38.1.4	38.1.5
38.2 Parents and/or guardians	38.2.1	38.2.2	38.2.3	38.2.4	38.2.5
38.3 Other ex-DET schools	38.3.1	38.3.2	38.3.3	38.3.4	38.3.5
38.4 Other ex-Model C schools	38.4.1	38.4.2	38.4.3	38.4.4	38.4.5
38.5 Quality Assurance Teams from the Department of Education	38.5.1	38.5.2	38.5.3	38.5.4	38.5.5
38.6 The Local Supervisory Units	38.6.1	38.6.2	38.6.3	38.6.4	38.6.5
38.7 The District Support Services	38.7.1	38.7.2	38.7.3	38.7.4	38.7.5
38.8 The District offices of education	38.8.1	38.8.2	38.8.3	38.8.4	38.8.5
38.9 The Regional department of education	38.9.1	38.9.2	38.9.3	38.9.4	38.9.5
38.10 The national department of education	38.10.1	38.10.2	38.10.3	38.10.4	38.10.5
38.11 Learners	38.11.1	38.11.2	38.11.3	38.11.4	38.11.5
38.12 Staff	38.12.1	38.12.2	38.12.3	38.12.4	38.12.5
38.13 The community	38.13.1	38.13.2	38.13.3	38.13.4	38.13.5
38.14 Other government departments when necessary (such as the department of social developments social workers...)	38.14.1	38.14.2	38.14.3	38.14.4	38.14.5
38.15 Private sector (companies)	38.15.1	38.15.2	38.15.3	38.15.4	38.15.5
38.16 Other(s) (please specify):	38.16.1	38.16.2	38.16.3	38.16.4	38.16.5

39. Which of the following do the Department of Education successfully encourage this schools management to do (may tick more than one):

- 39.1 . Establish school standards which should be followed
- 39.2 . Measure the schools performance against them
- 39.3 . Evaluate and modify the standards accordingly
- 39.4 . None of the above

40. Which of the following aspects of this school is the ultimate responsibility of a single staff member? (may tick more than one):

- 40.1 . This schools governing body's
- 40.2 . Each specific grade
- 40.3 . General management
- 40.4 . Logistical provision and resources
- 40.5 . Finance
- 40.6 . Curriculum
- 40.7 . Evaluation/ Assessment

- 40.8 . Communication
- 40.9 . Human Resources (including staff input and training)
- 40.10 . None of the above

SECTION E: ORGANISATIONAL DESIGN:

41. In your opinion, has the difference between the role of the school management team and the School Governing Body has been made clear to you? (please tick only one):

- 41.1 . Yes
- 41.2 . No
- 41.3 . In certain aspects but not others

42. Would you consider the Schools Governing Body's involvement with the School's Management Team to be:

- 42.1 . Dominating
- 42.2 . Supportive
- 42.3 . Seldom present

43. Is this schools organizational structure clear? (please tick only one and then motivate your response on the line provided):

- 43.1 . Yes _____
- 43.2 . No _____

44. When last was this schools organizational structure assessed? (Please tick only one):

- 44.1 . We don't have one
- 44.2 . I don't know
- 44.3 . In the past year
- 44.4 . In the past two years
- 44.5 . In the past five years
- 44.6 . Longer than five years ago

45. How many people do you manage?

46. How many people does your manager manage?

47. How many levels of management do you have at this school?

48. Which THREE of the following aspects does your school's current structure least allow for? (please tick ONLY THREE):

- 48.1 . Simplicity
- 48.2 . Clarity
- 48.3 . Different peoples interests
- 48.4 . Different peoples abilities
- 48.5 . Change
- 48.6 . Understanding
- 48.7 . Awareness of issues
- 48.8 . Creativity
- 48.9 . Good communication
- 48.10 . Shared perceptions
- 48.11 . An opportunity to provide solutions
- 48.12 . None of the above

49. If your schools structure divides staff into groups, are these groups based on (you may tick more than one):

- 49.1 . It does not divide staff into groups
- 49.2 . The nature of the learners needs (incl. age-specific grades)
- 49.3 . Functions which need to happen within the school (incl. subject-specific groups)
- 49.4 . Professional qualifications and experience
- 49.5 . Other (specify) _____

50. What do you think this school has clearly defined levels of? (you may tick more than one):

- 50.1 . Authority
- 50.2 . Power
- 50.3 . Hierarchy
- 50.4 . Responsibility
- 50.5 . Accountability
- 50.6 . Delegation
- 50.7 . None of the above

51. Of the following, which do you feel the Department of Education has clearly defined levels of? (you may tick more than one):

- 51.1 . Authority
- 51.2 . Power
- 51.3 . Hierarchy
- 51.4 . Responsibility
- 51.5 . Accountability
- 51.6 . Delegation
- 51.7 . None of the above

52. Which of the following do you feel is well described in your job description (you may tick more than one):

- 52.1 . I have never seen my job description
- 52.2 . The jobs main purpose

- 52.3 . An outline of your main responsibilities
- 52.4 . A list of all your duties and tasks
- 52.5 . What standards will be expected from you
- 52.6 . A description of what conditions you will be working in
- 52.7 . Who you are accountable to
- 52.8 . Who you are accountable for
- 52.9 . Your decision-making limits
- 52.10 . The main lines of communication
- 52.11 . Potential problems and/or challenges you may face
- 52.12 . Examples of work you may be doing
- 52.13 . None of the above

53. When last was your job description revised? (please tick only one):

- 53.1 . I have never seen my job description
- 53.2 . In the past year
- 53.3 . In the past two years
- 53.4 . Longer than two years ago

54. Which of the following do you feel is well described in your job specification (you may tick more than one):

- 54.1 . I have never seen my job specification
- 54.2 . The nature of the tasks and/or responsibilities you will be completing
- 54.3 . The required levels of education, qualifications and knowledge you should have in order to fulfill the tasks
- 54.4 . The required levels of skills and experience you should have in order to fulfill the tasks
- 54.5 . The responsibilities you would own
- 54.6 . Any physical requirements or specifications you may need?
- 54.7 . None of the above

55. When last was your job specification revised? (please tick only one):

- 55.1 . I've never seen my job specification
- 55.2 . In the past year
- 55.3 . In the past two years
- 55.4 . Longer than two years ago

56. What would you describe as your three most important responsibilities?

56.1) _____

56.2) _____

56.3) _____

57. Is this job what you expected it to be? (please tick only one):

- 57.1 . Yes
- 57.2 . Some of it is but some of it is not.
- 57.3 . No
- 57.4 . I've not been in the position long enough to say.

58. If number one is what you struggle with the most and number nine what you struggle with the least, please rank in order any of the following aspects your school struggles to manage (please place the numbers [1-9] in the spaces provided – you may leave some blank if you do not struggle to manage them):

- 58.1 _____ Knowledge
- 58.2 _____ Technology
- 58.3 _____ Power
- 58.4 _____ People
- 58.5 _____ Material
- 58.6 _____ Time Management
- 58.7 _____ Assessment
- 58.8 _____ Information
- 58.9 _____ Finance

SECTION F: HUMAN RESOURCES:

59. What percentage of the teachers at your school would you consider to be a specialist in a certain field or grade (please tick only one)?

- 59.1 . None
- 59.2 . 1-20%
- 59.3 . 21-40%
- 59.4 . 41-60%
- 59.5 . 61-80%
- 59.6 . 81-100%

60. Which of the following have you received adequate training in over the past 10 years (may tick more than one):

- 60.1 . Organizational development
- 60.2 . Advocacy
- 60.3 . Planning
- 60.4 . Leadership
- 60.5 . Change management
- 60.6 . Curriculum management
- 60.7 . Team building
- 60.8 . Inter-personal skills
- 60.9 . Training others
- 60.10 . Staff management and mentorship
- 60.11 . Means of staff development
- 60.12 . Communication skills development
- 60.13 . Financial management
- 60.14 . Community relations
- 60.15 . Conflict resolution
- 60.16 . Marketing
- 60.17 . Evaluation
- 60.18 . Implementation of policies
- 60.19 . Identification of needs
- 60.20 . Grade and subject planning

- 60.21 . Running of grades and subjects
- 60.22 . Evaluation of grades and subjects
- 60.23 . Setting of goals and planning
- 60.24 . Resource Allocation
- 60.25 . Current National Education trends
- 60.26 . Current International Education trends
- 60.27 . None of the above

61. Please indicate which of the following aspects of management are the top SEVEN aspects you would want to receive further training in (please tick ONLY SEVEN boxes):

- 61.1 . Organizational development
- 61.2 . Advocacy
- 61.3 . Planning
- 61.4 . Leadership
- 61.5 . Change management
- 61.6 . Curriculum management
- 61.7 . Team building
- 61.8 . Inter-personal skills
- 61.9 . Training others
- 61.10 . Staff management and mentorship
- 61.11 . Means of staff development
- 61.12 . Communication skills development
- 61.13 . Financial management
- 61.14 . Community relations
- 61.15 . Conflict resolution
- 61.16 . Marketing
- 61.17 . Evaluation
- 61.18 . Implementation of policies
- 61.19 . Identification of needs
- 61.20 . Grade and subject planning
- 61.21 . Running of grades and subjects
- 61.22 . Evaluation of grades and subjects
- 61.23 . Setting of goals and planning
- 61.24 . Resource Allocation
- 61.25 . Current National Education trends
- 61.26 . Current International Education trends
- 61.27 . None of the above

62. How useful have you found the following opportunities offered to you by education officials? (please tick one box per row):

	I have not been offered this opportunity	I have chosen not to use this opportunity	I got very little out of it	It was useful but could have been better	It was very useful
62.1 Developmental training programmes	62.1.1	62.1.2	62.1.3	62.1.4	62.1.5
62.2 Cooperation initiatives with other schools	62.2.1	62.2.2	62.2.3	62.2.4	62.2.5
62.3 The use of specialist personnel	62.3.1	62.3.2	62.3.3	62.3.4	62.3.5
62.4 Advisory services	62.4.1	62.4.2	62.4.3	62.4.4	62.4.5
62.5 Visiting teacher resource centres	62.5.1	62.5.2	62.5.3	62.5.4	62.5.5
62.6 Visiting community learning centres	62.6.1	62.6.2	62.6.3	62.6.4	62.6.5
62.7 Visiting the National Education Management Training Institute	62.7.1	62.7.2	62.7.3	62.7.4	62.7.5

63. Which approach to training do you feel you learn the most from? (you can tick more than one):

- 63.1 . Self-directed studies
- 63.2 . In-school programmes
- 63.3 . School-determined programmes
- 63.4 . Theory-based
- 63.5 . Practice-based
- 63.6 . Feedback
- 63.7 . Ongoing coaching
- 63.8 . Long-term
- 63.9 . Short-term
- 63.10 . Other (please specify) _____

64. Do you feel that the state looks on educational management training as a matter of urgency? (please tick only one):

- 64.1 . Yes
- 64.2 . No

65. Which of the following training opportunities are offered for teachers at your school?

(may tick more than one):

- 65.1 . Reading material
- 65.2 . Interaction with other professionals at partnering schools
- 65.3 . Government-funded training programmes
- 65.4 . Privately funded training programmes
- 65.5 . None of the above

66. Do performance appraisals conducted at your school include a process of (may tick more than one):

- 66.1 . We do not conduct performance appraisals
- 66.2 . Understanding the respective job
- 66.3 . Looking at the criteria and goals previously set to achieve the job
- 66.4 . Making sure that performance appraisals are successfully completed
- 66.5 . Doing the performance assessment
- 66.6 . Providing feedback on it
- 66.7 . Helping to develop the employees through the outcomes of it
- 66.8 . None of the above

67. Which of the following is completed during, or offered to you after your performance appraisal? (you may tick more than one):

- 67.1 . An updated record of your personal details
- 67.2 . A discussion paper
- 67.3 . A prioritization form
- 67.4 . A personal growth form
- 67.5 . A list of your strengths and weaknesses
- 67.6 . Counseling
- 67.7 . Training

68. How would you describe the process of performance appraisal (you may tick more than one)

- 68.1 . Positive
- 68.2 . Objective
- 68.3 . Flexible
- 68.4 . Simple
- 68.5 . Feasible
- 68.6 . Annual

69. Which of the following teams, if any, do you know are available and able to properly support you if and as you might need them? (may tick more than one):

- 69.1 . Local Supervisory Units
- 69.2 . District Support Services
- 69.3 . Educational District Office
- 69.4 . None of the above

70. How would you rate the district education officials in the following aspects? (please tick one box per row):

	Is almost always	Is sometimes sufficiently	Is seldom sufficiently
70.1 Competent	70.1.1	70.1.2	70.1.3
70.2 Well-trained	70.2.1	70.2.2	70.2.3
70.3 Supportive	70.3.1	70.3.2	70.3.3
70.4 Helpful in monitoring	70.4.1	70.4.2	70.4.3
70.5 Helpful in evaluating	70.5.1	70.5.2	70.5.3
70.6 None of the above	70.6.1	70.6.2	70.6.3

71. Which of the needs listed below are you not getting from work? (may tick more than one):

- 71.1 . Basic (ability to be able to provide shelter and food for you and your family from your remuneration)
- 71.2 . Recognition of work you have done well
- 71.3 . Self-actualisation
- 71.4 . Safety
- 71.5 . Love (mutual respect amongst colleagues)
- 71.6 . Esteem
- 71.7 . Autonomy
- 71.8 . The ability to express frustration
- 71.9 . The need to be given responsibility
- 71.10 . I get all of the above

72. Which of the following (in relation to work) would you describe the majority of your staff as being (may tick more than one):

- 72.1 . Satisfied
- 72.2 . Generally always present (not absent for more than 2 weeks in a year)
- 72.3 . Timely
- 72.4 . Long-lasting (being committed to teaching at your school for longer than 3 years)
- 72.5 . Keen to be further trained
- 72.6 . None of the above

73. Given the current workloads of school management, is the school management able to support staff through (may tick more than one):

- 73.1 . Frequent informal planning discussions
- 73.2 . Teaching strategy demonstrations
- 73.3 . The creation and sharing of curricula content and materials
- 73.4 . Support offered by the principal
- 73.5 . General communication between relevant parties and the schools
- 73.6 . Managing resources
- 73.7 . None of the above

74. Would you say that you receive / experience (may tick more than one):

- 74.1 . Enough stimulation
- 74.2 . Enough feedback on your performance
- 74.3 . Clear job expectations
- 74.4 . Rewards for work well done
- 74.5 . Updated policies promptly
- 74.6 . The provision for support groups
- 74.7 . Positive working conditions
- 74.8 . None of the above

SECTION G: RESOURCES:**75. What percentage of your work time do you spend doing the following? (Please place a figure in the boxes provided)**

75.1 Teaching	
75.2 Doing extra-curricula work	
75.3 Administration	
75.4 Other (please specify) _____	
TOTAL	100%

76. Who is responsible for drawing up this schools annual budget and monitoring it?

77. What are the school fees for this school (per child for 2007)?

78. Choosing from the list below, approximately what percentage of the parents from this school cannot pay the school fees? (please tick only one):

- 78.1 . 0-20%
- 78.2 . 21-40%
- 78.3 . 41-60%
- 78.4 . 61-80%
- 78.5 . 81-100%
- 78.6 . I don't know

79. Which of the following does your school so severely lack, that it impacts on the schools ability to function (may tick more than one):

- 79.1 . Physical resources
 79.2 . Information
 79.3 . Human resources
 79.4 . Financial resources
 79.5 . This school has enough of all of the above

80. In your current years budget, have you been able to plan to cover all of the expenses you think you will have with all of the income you think you will get? (please tick only one):

- 80.1 . Yes
 80.2 . No
 80.3 . Almost

81. For which of the following is there not enough money? (may tick more than one):

- 81.1 . Text books
 81.2 . Stationery
 81.3 . Teaching materials
 81.4 . Maintenance
 81.5 . Electricity
 81.6 . Water
 81.7 . This school has enough money for all of the above

82. What percentage of the schools money comes from:

82.1 Government	
82.2 Funding organizations	
82.3 Private sector	
82.4 Fees	
82.5 Religious organizations	
82.6 Foreign governments/ donations	
82.7 Trading and fundraising events	
82.8 Community aided initiatives	
82.9 Other (please specify) _____	
TOTAL	100%

83. Is there anything else about the management of your school which you feel should be brought to my attention?

Many thanks for taking the time to complete this questionnaire! It is much appreciated! I hope you were able to enjoy it!

GLOSSARY OF TERMS:

AUTHORITY:

“Power or right to enforce obedience” (Pocket Oxford Dictionary, 52)

ANNUAL EVALUATION:

A process of reviewing the work covered in a year.

ANNUAL PLANNING:

A process of outlining of work to be covered in a year.

INTERSCHOOL PROGRAMMES:

Programmes in which more than one school interact.

JOB DESCRIPTION:

An outline of the content of a job

JOB SPECIFICATION:

Minimum requirements needed by a person to successfully fill a particular position.

LEADERSHIP:

The ability to guide a school in a strategic direction which enables those working within it to remain motivated and fulfill the schools potential.

MANAGEMENT:

The ability to oversee the running of a school which allows for the goals to be met.

POWER:

“The potential or ability to influence decisions and control resources” (Du Brin, 1997, p. 196)