# IMPROVING SCHOOL MANAGEMENT SYSTEMS OF LOW PASS RATE OF HIGH SCHOOLS IN THE PE SCHOOL DISTRICT

By

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Submitted in fulfilment of the requirements for the degree of Magister in Business Administration at the Nelson Mandela Metropolitan University

Promoter: Dr R. Gerber

30 November 2011

**DECLARATION**


I, Thozama Ncediwe August (20523257), hereby declare that the treatise for the degree of  Masters in Business Administration (MBA) to be awarded is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another university or another qualification.


**Thozama Ncediwe August**

**ABSTRACT**

The DoE is structured in such a way that in all the provinces there are Districts which are formed by clusters. The performance of each province is measured according to that of the different Districts. This District performance reflects back to the schools in the clusters where they are found. Everyone is keen to know which District will be the top performer in the Grade 12 results in the Eastern Cape; because this is where performance of each school is measured.

In the past years it was sad to notice that the Eastern Cape schools have had a very low pass rate. The DoE (PE) District has a challenge to change the situation in which the province finds itself.

This research seeks to address the challenges encountered by the schools which are not able to improve their pass rate. It focuses on the school management systems of low pass rate schools; and how can they be modified. It is vitally important to manage the organisation or institution in a way which will optimise performance. That is the reason for discussing and debating the way school management is operated in the high pass rate schools, so that differences between the two categories of schools are noted and good strategies are utilised in low pass rate schools.

For the PE District to improve; the schools in the circuits must improve in their performance. Each circuit is allocated an Educational Development Officer (EDO). It is the duty of the EDO to monitor and evaluate the schools in their circuits. These departmental officials have to ensure that schools are managed well; that is, that the school management systems are functioning properly. They need to assist the schools in any way they can, in order to improve the performance of the schools.

This research study seeks to bring forward the challenges faced by the low performing schools so that every stakeholder in the schools and in the DoE is on board to improve the situation. Improvement in the circuit will help the province to enhance its overall performance.

RICKY WOODS

Proofreading and Editing

RICKY

1 October 2011

DR R.E. Gerber

Nelson Mandela Metropolitan University

Dear Sir

**Proofreading of Doctoral Thesis**

I, Marietjie Alfreda Woods, hereby certify that I have completed the proofreading and correction of the thesis**,** Improving School Management Systems of low pass rate of high schools in the PE school districtby Thozama Ncediwe August, submitted in fulfilment of the requirements for the degree **Magister in Business Administration** at the Nelson Mandela Metropolitan University

My own credentials are as follows: I completed reading for a BA degree in 1977 at the University of the Witwatersrand, majoring in English and Afrikaans en Nederlands.  Thereafter, I completed a Higher Education Diploma. I have been teaching English Home Language since 1979

I am currently Head of Department Languages at Alexander Road High School, where I have been Subject Head of English for the past ten years. I have also been working formally in the area of editing and proofreading online since the beginning of 2011. Currently, I am in the process of gaining accreditation with the South African Translators' Institute.

I believe that the thesis meets with the grammatical and linguistic requirements for a document of this nature.

Yours faithfully

(Mrs) M.A.Woods, BA,HDE (PG)(Wits),BA (Hons)(Psych), Dip Sp Ed (Unisa)

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**CHAPTER 1**

**INTRODUCTION, PROBLEM STATEMENT AND DEFINITION OF CONCEPTS**

**1.1 INTRODUCTION/BACKGROUND**

The researcher has been moved by the fact that through her observation at the workplace it was found that there is no proper functionality at the school; that no systems are in place. The school has been in operation for the past fifty years, and owing to changes in the management, the school for the past three years has shown a downward trend in its pass rate. It is not clear who is doing what and when. There seem to be challenges in the school management systems, and a lack of management skills in the SMT which are worsened by insufficient support and monitoring by the Department of Education (DoE). The researcher has noted that this problem does not only affect Eastern Cape schools; but is also evident in other provinces.

**1.2 PURPOSE OF THE RESEARCH**

The purpose of this research is to determine how the school management systems of a selection of low pass rate high schools in the PE school District actually do operate, in order to determine how they should operate.

**1.3 MOTIVATION FOR UNDERTAKING THE RESEARCH**

There has been concern expressed by various stakeholders in education: teacher unions; politicians; religious groups and parents in the Eastern Cape; especially in the Port Elizabeth District. This concern is about the deterioration of the Grade 12 results and generally about the under-performing of some schools in the district; while other schools in the same district are able to maintain a high level of performance.

It has been noted that most of the schools that are underperforming are in the townships. The interest of the researcher is in the management systems of the low pass rate schools and to determine how they operate.

This research will benefit the Department of Education (DoE); the principals; the school management teams and the district as a whole. The research focuses on school management systems which are applicable in all the provinces; nationally and

also internationally. Education is a system on its own; and there is a need to conduct research on how the school management systems are operated, in order that the schools in the low pass rate group can enhance their performance.

## 1.4 RESEARCH PROBLEM AND SUB-FOCI

In South Africa, as in many other African countries; the education system is faced with challenges. The principals, because they are instructional leaders, should take the lead with regard to being examples to the educators. They have to manage their schools successfully and steer the management systems in the right direction.

According to Blase and Blase (1999:349); schools need to improve with regard to shared decision-making and teacher development in the areas of curriculum and supervision. It is therefore important that the research problem is stated as follows: How can the current school management systems of a selection of low pass rate high schools of Circuit 3 in the Kwazakhele cluster of the PE School District be adapted; how can existing problems be addressed so that, from the findings of this research, recommendations can be made.

The aspects mentioned by the above authors are not only the ones that need to be addressed, but the components that formulate school management systems also have to be researched. In order to understand the research problem; the researcher will have to learn more about the sub-foci.

The following stated sub- foci will have to be considered:

- What are the components and component traits of a school management system?
- How does the literature describe successful school management systems?
- What school management system conceptual framework can be constructed from the above data?
- How do the management systems of a selection of high pass rate high schools in Circuit 3 in the Kwazakhele Cluster of the PE School District operate?

- How do the management systems of a selection of low pass rate high schools in Circuit 3 in the Kwazakhele Cluster of the PE School District operate?

- How do the management systems of the selected high schools compare with one another?

- How do the management systems of the selected high schools compare with the developed school management system conceptual framework?

- What recommendations can be made to the selection of low pass rate high schools in the PE school District?

## 1.5 DELIMITATIONS OF THE STUDY (PARAMETERS)

The research study will only be conducted on a selection of two high pass rate high schools and three low pass rate high schools in the Port Elizabeth district. This means that not all the schools in the district will be involved. There will be a limited sample, due to time constraints and the limited resources available to conduct this study.

The respondents will be a sample of the principals and school management teams (SMT) at the selected schools; as well as some of the senior educators, who have been co-opted as the SMT members. Educators who are not in management positions; the Department of Education (DoE); and the learners will not be part of the research.

This research study is very wide. There are factors that, according to various literature, are distracting the implementation of good school management systems. Lemon (2004:290), in the conclusion of his article cites that the larger part of the South African education system should be geared to the needs of urban and rural poor, rather than to off-loading the consequences of inappropriate policies onto impoverished communities that lack the resources to implement them effectively. This comes after various issues have been addressed that lead to some selected schools which are similar to schools that the researcher of this study has selected. Some of these are poverty, lack of co-operation on behalf of major stakeholders, that is: teachers, parents and, to some extent, learners.

There will be delimitations in the study since the researcher will not be able to cover every aspect. There are factors that can contribute positively towards enhancing the pass rate of the selected low pass rate schools in District 3, because of the limitation of time.

## 1.6 RESEARCH DESIGN

This research focuses on how the school management systems of low pass rate high schools are operated so that they can be adapted. These systems are operated by people; therefore research will be conducted on the principals and the SMT of the selected schools. DoE documents will be analysed and interviews conducted. Literature will be reviewed in order to acquire more knowledge about the concepts of school management systems.

This is a qualitative research; therefore it will be best to select grounded theory and action research methodology. Methodologies that will be used will be mixed modes; that is, a mixture of three methodologies. According to Thomas (2004:202), grounded theory is taken as synonymous with interpretative inquiry, and it is clearly explained that, in essence, it is not. The author further cites that there is criticism with regard to this issue, but suggests that this theory be preserved. On the positive side, this theory offers a neat encapsulation of the essence of interpretative enquiry.

This methodology is undertaken by practitioners for the purpose of helping to develop their practice. Thomas (2004:112) regards this methodology as having a central aim which is change and which emphasises problem-solving in whatever way seems to be appropriate. It is sometimes known as participatory research as the researcher becomes a participator rather than an observer.

The kinds of data that will be collected will be about how the people manage and operate school management systems. Tools for collecting data will be structured interviews; data analysis and literature review. All data collected will be analysed and interpreted using data coding.

It is important to select the type of data that will best suit the research study concerned. According to Koshy (2010: 80), a qualitative paradigm is used by an action researcher who is using the data which is more in the form of transcripts, descriptions and documents for analysis. In this research study, documents,

educational journals and management books will be reviewed; therefore qualitative method will be most suitable.

The motivation for selecting the methodology is that; since the data which will be collected will be about people; and about problem- solving, this will be most suitable method. This research study is in the interpretivist paradigm; so there will be a need for observation of situations.

The researcher will be focusing on the current school management systems that are implemented in selected schools, both on schools that have a high pass rate and on those that have a low pass rate. Then analysis and interpretation will be conducted and later on recommendations will be made.

## 1.7 DEFINITIONS OF KEY CONCEPTS

### 1.7.1 School Management Systems

A system is an association of interrelated and interdependent parts, according to Hellriegel et al (2004:57). The school is like an organisation: an internal system with staff members, teams, management and different departments that are linked together to achieve its goals. This is referred to as the school management system.

### 1.7.2 School Policies

These are the school documents which serve as a guideline for the behaviour of the staff, learners, parents and other role players. (Van Deventer and Kruger; 2003: 91).

### 1.7.3 School structure/ Organogram

This is described in the same way as the organisational structure which, according to Coombs and Meyer (2008:9), defines it as a framework for the activities of the school.

### 1.7.4 Decision making by management

This is one of the very important management processes. The quality of management decision-making skill determines the effectiveness of plans, organising, leadership style and the controlling of tasks.

### 1.7.5 DoE support

This refers to the assistance granted by the Department of Education to public schools. This could be teaching and learning material; employment of educators and management for schools; the intervention for the Grade 12s; any other aid that is given by the DoE to enhance performance at the schools.

### 1.7.6 Staff development

This refers to human resource development which Van Deventer and Kruger (2003:216) cite as an on-going development programme which focuses on a wide range of skills, capabilities, attitudes and needs. This is training of staff members in professional activities to keep abreast of professional and work demand.

### 1.7.7 Stakeholder commitment and cooperation

In the National Education Act 27 of 1996; a stakeholder is described as an organisation or body with a direct and continuing interest in the education institution, programme, phase or sector in question. In this research study the meaning would be the dedication and collaboration shown by the parents, teachers and learners interested in the schools.

### 1.7.8 Effective management strategies

Amos, Hellriegel et al (2004: 72) describe strategies as the major course of action that an organisation takes to achieve its goals. Therefore, effective management strategies can be defined as the valuable course of action taken by the management of the school.

### 1.7.9 Effective teamwork and collaboration

Teamwork involves accomplishing tasks through small groups of people who are collectively responsible and whose work is interdependent. (Hellriegel et al; 2004:15).

### 1.7.10 Good management of resources

Resources are referred to as financial, physical and human resources that are needed to achieve organisational goals. (Van Deventer and Kruger; 2003:75)

### 1.7.11 Monitoring and evaluation

Monitoring is treated the same as assessing the programmes or activities. It represents the quality control check by the management. (Van Deventer and Kruger; 2003:253). According to Hopkins, K.D. (1998: 7), evaluation describes a summing –up process in which value decisions play a large part as in rating and promoting students.

### 1.7.12 Good communication skills

From the point of view of management; communication is the primary method by which the principal or any leader can influence groups and individuals, and convince them to do their best for the school. However; communication skills also include listening and writing skills.

### 1.7.13 Motivated staff and management

This is referred to as the influencing of subordinates to achieve the aim that the manager wants him / her to achieve. One must carry out a task because one enjoys it. (Van Deventer and Kruger; 2003:148)

### 1.7.14 Well -crafted and communicated vision and mission

According to the South African Schools Act (No 84 0f 1996), the School Governing Body (SGB) should draft a mission statement for the school; which includes the values and the core beliefs of the school. It is the document that is informed by the vision of the SMT and indicates what the SMT wants to achieve in the long term, so as to achieve successful Culture of Learning and Teaching Support (COLTS) programmes. It gives direction and should be inspiring. It should be known by all the stakeholders.

Van Deventer and Kruger (2003: 87) refer to mission as the long term aims of the school that should be realised in a period of one to three years; they concur with SASA that the vision informs the mission of the school.

## 1.8 RESEARCH PLAN OF ACTION

This research is about the operation of school management systems of low pass rate schools; and how are they operated. The objectives are to find out whether there are any differences and commonalities between the high pass rate schools and the low pass rate schools. Once these have been found; recommendations can be made and there will be suggestions for further research.

## 1.9 OUTLINE OF THE STUDY

This research study will constitute five chapters. The layout of the chapters will be as follows:

**Chapter 1**: Introduction, problem question with sub-foci, and definition of key concepts.

This will be the introduction of the research study. It will consist of the introduction which is the rationale of the researcher. The purpose: where the researcher will be focusing on what she wishes to achieve at the end of the study. There will be a motivation for the need to conduct this research. The research problem and sub-foci will be tabled so that there are guidelines in the study. The scope of the research and research design will be addressed. The design will be about the approach, methodologies to be used; research techniques and the motivation for the methodologies selected. Concepts that will be used in a special way will be defined. The research action plan and lastly, the outline will form part of this chapter. It will be finalised by a conclusion.

**Chapter 2**: Research design

The introduction of the chapter will show the link with the first chapter.
The conceptual framework will be compiled for the school management systems and for the research problem. This will assist in guiding the researcher with regard to which topics to dwell on.
The ontological and epistemological position of the researcher will be addressed; linked with the research question.
The overall research approach; methodologies; the paradigm of the research; the kinds of data to be collected and how the sample of schools will be selected, will be discussed. All the research instruments will be dealt with.
This will be finalised by means of a conclusion and a link to the next chapter.

**Chapter 3**: Literature review

This chapter will focus on the literature review. Management functions and their competencies will be discussed. School management models and their roles will be dealt with. School management structure and other management aspects will be debated. Finally, the chapter will be concluded by summarising what has been reviewed and there will be a link to the next chapter.

**Chapter 4**: Data analysis and interpretation

It will be about data analysis and the interpretation thereof. The focus will be on the principals and the SMTs; the sample of the respondents. The process of interpreting the data with the use of data codebook tables will be recorded. Different tables indicating how the data was interpreted will be shown. Comparisons and finally, recommendations will be listed. The chapter will be finalised by means of a conclusion; which will offer a link to the last chapter.

**Chapter 5**: Summary, conclusions and recommendations

This chapter will be introduced with a linkage to the previous chapter. There will be a formulation of the thesis, where the issues which were to be solved will be listed. There will be a conclusion which will link to the next sub-section. Then there will be an overview of this research study. Limitations of the research will be explained. The main recommendations from the list of recommendations in Chapter Four will be given. Areas for future research will be listed. The chapter will be concluded by summarising what was learnt.

## 1.10   CONCLUSION

The focal point of this study will be on the operations of the school management systems of the low pass rate schools and how they can be adapted; to enhance the performance of the school. The next chapter will deal with how the research study will be designed.

# CHAPTER 2

# RESEARCH DESIGN

## 2.1 INTRODUCTION

In the Eastern Cape there has been a continuous decline in the matric pass rates. According to Carrim and Shalem (1999:59) the term matric pass rate refers to the last exit point in secondary school. Currently, high schools are treated the same as secondary schools and these are the schools on which the research study will be conducted. Focusing on the Port Elizabeth district and specifically on Circuit 3, the purpose of this research is to find some answers to the problem of how the current school management systems of a selection of low pass rate high schools in this circuit can be adapted. This will need the researcher to conduct interviews with the principals and group interviews with the school management team (SMT) of each of the schools under investigation. Probing questions will be formulated so as to assist the researcher to acquire the data she needs.

Components and component traits from the literature review will be tabled. This will inform the researcher how the literature regards a school as a successful school. School management systems of successful schools will be reviewed so that from the findings, recommendations can be made.

In order to find solutions to the problem question; sub-problems have to be addressed. The general management structures and components have to be tabled. Component traits in the way businesses are managed have to be reconsidered. School management systems, components and the component traits are the most important factors to be studied so that a comparison can be made. Different school management models have to be re-evaluated as well as an adaptation of the models that lead to the achievement of organisation goals. From the data collected, a conceptual framework will be constructed.

## 2.2 CONCEPTUAL FRAMEWORK

In this study, since the research is based on school management systems, it is fundamental that one understands concepts that surround management in schools. Since the focus is on management systems, it is imperative to have an understanding of how the system works.

Organisations and institutions are managed in a similar manner; meaning that there are basic management concepts that need to be addressed. In order to answer the problem question: How can school management systems of a selection of low pass rate high schools in Circuit 3 in the Kwazakhele Cluster of the PE School District be adapted? Components that are linked to school management systems have to be discussed.

The following is the conceptual framework of school management systems:
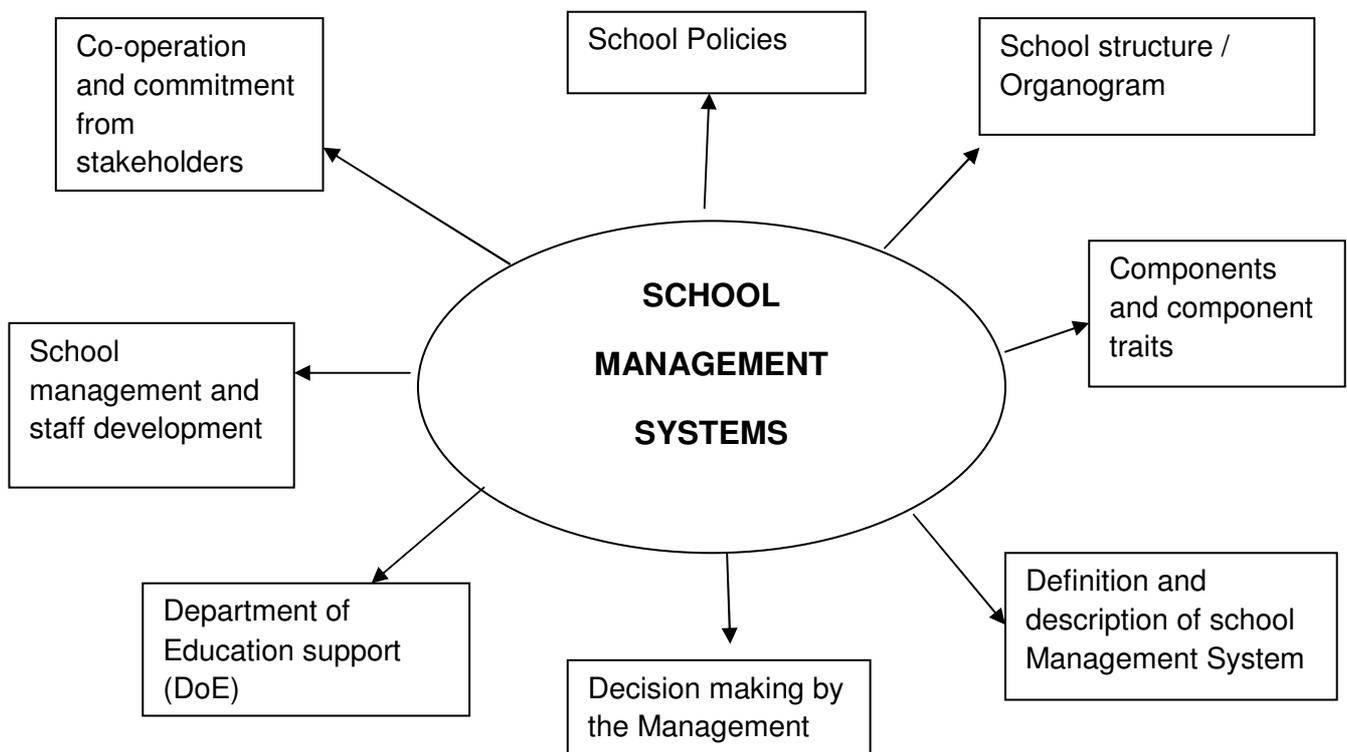
**Figure 2.1 Conceptual frameworks (school management systems)**

The above framework has been constructed having the education system in mind. It has not been taken from one source, but from various sources. Some components in this conceptual framework come from the view of the researcher. The school management systems constitute a variety of components like policies. School policies have to be formulated, guided by the Department of Education policies. A successful system exists when the different components and parts work together harmoniously in an effective manner with the aim of achieving one goal.

With school management systems, the Department of Education (DoE) through Education Development Officers (EDOs), works with the principal, school management team, educators and other school stakeholders to achieve the aims and goals of the schools. The researcher is of the view that the DoE, like any other organisation or company aims at delivering quality education service and this is evident through the policies that are issued by the Department to be implemented by the schools.

Success of this implementation will be measured by the DoE through the improved performance of the learners which will result from the best functionality of the school. According to the DoE (School Management Manual: B-12); the principal must be able to manage change within the organisation and the concepts that will be reviewed in this regard in the literature are the four basic management concepts, namely: planning, organising, leading and control. These are applicable also to general management in business.

Focusing on the school management structures, the different educational models will also be studied so that a comparison of management in other organisations with the different management models in schools can be made. After comparison, findings and recommendations will be made.

A conceptual framework will be tabled which will address the problem question:
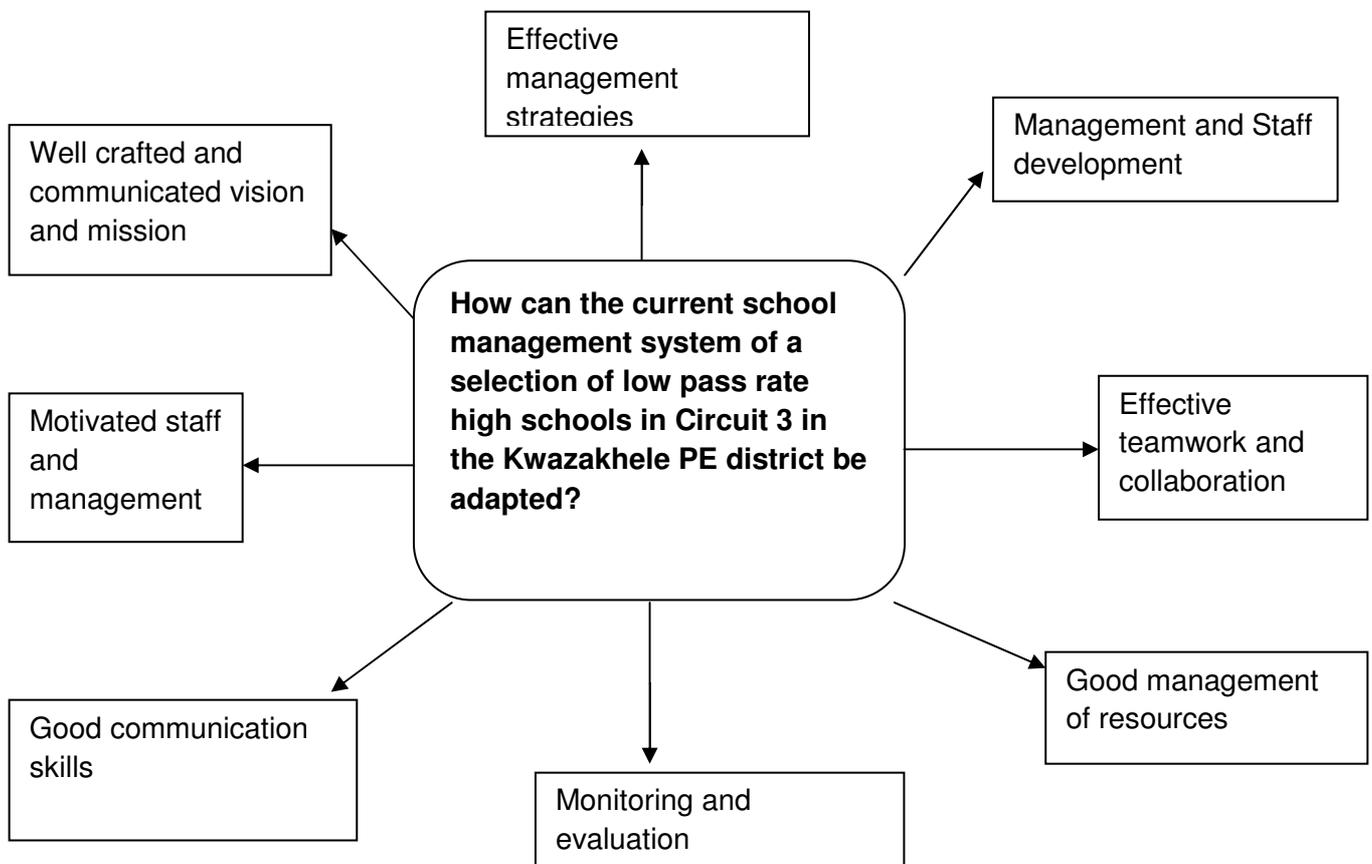
**Figure 2.2 Conceptual frameworks (Problem question)**

This conceptual framework is based on the problem question and further refines the components of the school management systems. Some of the components in the framework are discussed by Thurlow, Bush and Coleman (2003: 203); and in the Manual for School Management; Department of Education; and Province of the Eastern Cape; (ECDoE)

Several sources were consulted to come up with this conceptual framework. These sources include: Hellriegel, D. et al. (2005); Joubert, R. et al. (2008); Bush, T. 2004; and Van Deventer, I. and Kruger, A.G. (2003).

In order to adapt the school management systems of a selection of low pass rate high schools, the principal, together with the management team has to use their management competencies and work on each component shown in this framework.

Literature will be reviewed on the elements that will assist in addressing the problem question. There are sub-questions where the components and the component traits have to be unpacked. There are measures discussed in the literature which indicate a successful management system.

After reviewing the literature about these concepts, a model which will be used for recommendations will be constructed.

## 2.3 ONTOLOGICAL AND EPISTEMOLOGICAL POSITION

The researcher is a female who was raised in Port Elizabeth in the townships, by parents who had come from the rural areas of the then Transkei region. The influence of rural life and upbringing has strongly influenced her. Coming from a family background which was dominated by family members who were educators, this triggered an interest in the researcher to grow up having a passion for education.

The influence also came from the society by which the researcher was surrounded. From her observation, it was noted that those who were educated in the society were able to improve their standard of living. As a Christian, the researcher believes that if one acquires knowledge, one needs to share that knowledge so that many people can benefit. The other belief she has is that wherever one is; one has to add value and be able to make a difference in the lives of other people. This is what motivated the researcher to develop herself through education.

According to the perception of the researcher, knowledge is data which has been processed into information, which is obtained through interaction with people, with experiences, through study and by experimentation.

The influence I got from my parents taught me that as an African, one has to treasure the beliefs and values of one's culture. That has made me respect the opinions of other people. Other values are: sharing and working hard for what one wants to achieve. My religion has also taught me that if you have a determination to

achieve anything in life and you put a lot of effort into achieving it, then nothing can stop you.

As the research topic focuses on the current school management system of low pass rate schools; and how they operate so that they can be adapted; it therefore means I have to acquire knowledge. This will be done by reading books and journals with regard to school management and management generally. I will have to conduct interviews with the school management of schools with low pass rate and schools with high pass rates. In the interview the questions should be based on what I regard as concepts which will give me the answers I need.

I will have to read about the research question as discussed by various authors; and get the knowledge of what they consider to be the components of the school management system. Also, I will need to understand how these components must work together for the success of the school or of any organisation.

When I conduct interviews; I will get first hand data of how exactly the school managers operate in their schools. It will be important for me to examine the schools with high pass rates and how their management systems work. These will be compared with the low pass rate schools; to find out; how their school management systems work; and what the possible factors are leading to their failure in producing good results.

The data collected from the principals of each school will be validated by the responses gathered from the school management teams. To ensure that what I have acquired as the data from the principal is the truth, there will have to be a similarity of the facts with the data gathered from the SMT. The facts from the journals and various authors will have to substantiate these findings.

Once the data I have collected from the books and journals have commonalities with what I have gathered from the interviews; then I will know that I have acquired knowledge. It is not only the commonalities that are important, but also the differences. The differences will indicate that there is a need to introduce some changes or new ways of operating.

My reading will also be focusing on the sub foci questions. The first question will reveal what the components and component traits of a school management are. The literature will describe successful school management systems. From the data gathered from the literature, a conceptual framework can be constructed and a comparison of school management systems of high pass rate schools and low pass rate schools will be done.

The knowledge gathered will unpack the research topic and give me more clarity about the problem question. Only when these concepts are unpacked; will I be able to be certain that knowledge has been acquired. This will enable me to draw conclusions from the learning and from the findings of the interviews and the interpretation of the responses.

## 2.4 OVERALL RESEARCH APPROACH

This research study is focusing on the school management systems of high pass rate and low pass rate schools; and how to manage them for success. Management systems are driven by people, therefore the type of data that will be collected will be obtained by conducting interviews with the principals and school management teams. Management processes have components and component traits, therefore journals and books will also need to be consulted.

Schools are accountable to the Department of Education. It would then be critical that departmental documents be examined. The data collected should be valid and it will be validated by evidence from these documents. There will be analysis and interpretation of data collected; so that findings and recommendations could be recorded.

The problem question seeks to find the way to modify school management systems of some of the schools with low pass rates. It will therefore be imperative that figures of the pass rates from the department be scrutinised. This will ensure that there is evidence in the study. Analysis and interpretation of the figures will be in a narrative form. There will be tables where a comparison of the performance of different schools will be made.

Therefore a qualitative approach will be suitable for this research study.

## 2.5 RESEARCH METHODOLOGIES

In selecting the most suitable methodology, the researcher had to consider the purpose of the study. This is to determine how the school management systems of a selection of low pass rate high schools in the PE district operate, in order to determine how they should operate.

The nature of the study will mainly be interpretivist with a concern to understand the phenomenon as it is. It will have subjectivity and will thus seek explanation in individual consciousness.

The kinds of data needed will be about how people manage in schools and how they work as teams to achieve organisational goals. Data from the journals, for literature review and documents from the Department of Education and school policies will be required for analysis and interpretation.

Tools that will be used for data collection will be structured interviews, document analysis and questionnaires for triangulation.

There are different research methodologies that can be used in a qualitative study. Taking into consideration all the above facts; grounded theory will be the most suitable method.

The motivation for the selection of this mode is that grounded theory puts more emphasis on problem-solving, and the researcher in this case will conduct interviews, document analysis and literature review.

## 2.6 RESEARCH PARADIGM

The research paradigm would also be interpretivist. This paradigm seeks explanation in individual consciousness. There will be interaction between the respondents and the researcher. The link of this paradigm with the purpose of this study is that the researcher has been led by a concern she had about how the high schools with low pass rate operate their school management systems. To find solutions, the researcher will seek explanations also in schools with a high pass rate.

**2.7 KINDS OF DATA TO BE COLLECTED**

To answer the problem question and sub-questions; definitions of concepts must be clearly defined. Data about what a school management system is and how it operates have to be addressed. It is vitally important to know how the school management system operates for success. This issue focuses on effective school management, discipline, effective time management, effective teamwork, monitoring and evaluation, communication skills, motivated staff members and working management strategies.

The researcher has to collect data about the pass results for the past three years of the selected schools, so that there is evidence of the pass rate available. Schools will be checked to see whether they have vision and mission statements.

There will be a comparison of the pass rates of the high pass rate and low pass rate high schools. The data on how the school management system operates in the low pass rate schools will be assessed; and how they can change the situation. It is important also to check if the Department of Education has implemented intervention on the low pass rate schools.

**2.8 SELECTION OF SAMPLE SCHOOLS**

Guided by the problem question, I had to acquire the data for Grade 12 containing the overall pass percentage of all the schools in the Port Elizabeth district for the past three years: 2008 to 2010.

The schools were sorted according to the merit of their percentages; therefore it was clear which schools were the high achievers; and which were the low achievers. Two schools were randomly selected in the high pass rate category and three schools from the low pass rate schools. These were used as samples in this research study.

Schools A, B and C are schools which were known as "previously disadvantaged" schools, while schools D and E are schools known as "ex-model c" schools.

Owing to the ethics of the research; the anonymity of the schools had to be maintained. Thus the schools were renamed with letters to hide their identity.

Schools A to C represent schools in the low pass rate category; while schools D and E represent schools in the high pass rate category.

The following table shows the extract of the pass rate of the sample schools for the past three years (See appendix A :)

The analysis of the pass rates indicated that previously model C schools were the high rankings in the selection.

**TABLE 2.1**

| School | 2008 | 2009 | 2010 |
|--------|------|------|------|
| A | 54.3 | 46.8 | 33.9 |
| B | 45.9 | 55.6 | 36.1 |
| C | 35.7 | 20.4 | 24.8 |
| D | 100 | 99.5 | 99.0 |
| E | 98.9 | 98.9 | 99.5 |

Source: DoE (PE Overall pass %)

In the above table; schools D and E clearly indicate consistency in maintaining a high pass rate. Schools A and B are not consistent in their performance. Lastly; for the past three years; school C has been underperforming. These are the schools that I have selected as samples in order to conduct interviews; so that I can collect data on how the school management systems of the low pass rate schools can be adapted.

**2.9 DATA COLLECTION INSTRUMENTS**

- Document analysis
- Interviews

## 2.10 DOCUMENT ANALYSIS

The problem question is how the school management systems of a selection of low pass rate schools can be adapted for the benefit of the learners and the school as a whole. To find answers to this question and to the sub questions, the first document will be the document which has listed the schools in the Port Elizabeth district with their pass percentages. The departmental policies and the school policies; school development plan and documents provided by the Department of Education (DoE); such as the manual for school management; should be analysed. I will contact and consult with the departmental official who can provide me with the documents.

There are document that I can access from the schools, such as their vision and mission statement; year plan; organogram and their policies. This would provide information on what the DoE expectations are and what support is being provided by the department. This will also provide me with exactly what the schools have as documents. The differences will be detected with regard to how the high pass rate and low pass rate high schools operate their school management systems.

Document analysis is useful in the sense that a wide range of information can be gathered with it. It provides baseline data and it will give the researcher insight into which probing questions to have ready in preparation for the interviews. It is advantageous to use and the researcher can use both short and open-ended questions. After the documents have been analysed; the probes will be drafted to prepare for the interviews.

I will peruse the documents; record the data that I will use and include it as the data that will validate my learning.

## 2.11 INTERVIEWS

Interviews are used to receive responses which are informative and original. The kind of interviews will be semi-structured interviews where there will be questions prepared and sub-questions which will be used to probe ideas further in order to gather more information.

The focus group for this tool will be the principals of low pass rate schools and their school management team and the principals of high pass rate schools together with their school management teams. These are the people who ensure that the departmental policies are implemented. They are hands-on in the management of the school. The principals are the leaders who ensure that the school management systems are efficiently and effectively functioning.

The interview questions will be based on the sub foci and the components of the conceptual framework. The responses will enable me to gather data which will be used to clarify the problem question. The structured questions for the principals will be different from the questions for the SMTs; but will also be on school management processes.

I will make an appointment with the principal to conduct interviews and secure another appointment with the SMT. The interviews with the principals will be recorded and will last for an hour; that is the maximum time. For the SMT the time will be 45 minutes maximum. There will be other questions resulting from their responses to acquire more clarity.

## 2.12 PROCESSES FOR CONDUCTING INTERVIEWS

It is important to follow a certain procedure when interviews are to be conducted in schools. The researcher had to write a letter to the District Director to request permission to conduct a research study at the sample of schools. The letter has been included as Appendix T.

In this request, the topic of the research study should be clear. The purpose of the research and how this research will be conducted is also of importance. Ethical issues should be clear. This is to ensure that the research does not disturb the processes of the school.

It should be indicated that all those who will take part in the research will be anonymous. Their names and the name of the school will not be known. Their responses will not be used for anything other than   for research purposes. The

district office requested another letter written by my supervisor. I had to wait for three weeks for a response.

After receiving permission from the DoE, letters of consent should be given to each of the sample of schools that will be used for research. There were no consent letters from the schools; but consent was given telephonically. At this stage the dates and times for the interviews were set.  It is only at this stage that the researcher can interact with the schools concerned, after receiving consent from the schools.

Probing questions were formulated for interviews. There were also probes for the school management team. This was meant to validate the responses of the principals. Interviews were recorded and then transcribed verbatim.

The researcher had to develop an interview data code book. Interview probes were used and codes were generated with their descriptions. This was meant to assist in the analysing and interpreting of the data collected during interviews.

## 2.13 DEVELOPMENT OF A CODEBOOK

This was developed in the form of a table and it was a process on its own. Various tables were developed and the first table had the main question; sub-foci; interview probes; categories; codes and code descriptions.

Categories were developed from the probing questions of the interviews. Categories were sub-divided into codes. These codes simplified the categories further. Code descriptions had to be developed, in which various words or statements which further describe the codes are written. Some of the descriptions are referenced and some are the descriptions that came from the researcher.

The second table which has been used as the data codebook starts from the categories and ends with the code description. Table three has an added column of verbatim text. This is where extracts from transcriptions are recorded; and they have brackets showing a letter; representing the school. Next is a number representing the page number of the transcription.  Lastly, there is the number representing the line in the page from which the verbatim text is extracted.

The fourth table has a column at the end which is for interpretation of the data collected. This interpretation is very important; because this is where the combination of interpretation is done. Finally; a comparison of the interpretations of the high pass rate schools and a combination of the low pass rate schools is done.

## 2.14 QUESTIONS FOR THE INTERVIEWS

### 2.14.1 Principals

The questions formulated (See Appendix B) for the interviews with the principals were based on the basic management components: planning; organising; leading and controlling. Every organisation and institution needs to plan properly to be successful. The question was to determine whether the principal and the management team of the school are planning.

Also, it is necessary to determine whether in all the levels of management there is planning taking place. For instance, there is a lower level of management; which is supervisory and where HODs supervise the educators with regard to whether they have lesson plans. There is a question on organising because this is a very important management component. A school can never be successful if the management fails to organise. A school must have a structure from which it can operate.

The interview questions have to address all those important functions of the school. Responses on leading and the leadership style have to be used. Control issues need to be addressed. Questions should determine whether the school has control measures in place and how they operate. This was meant to get responses on how they use these basic components of management. Other questions were focused on other aspects of management which are of importance to schools. For example, there were questions on teamwork. Organisations and institutions function through teams in order to achieve success. The questions on this issue should seek to get clarity on how their teams operate. The teams should be effective teams; that is what is needed by the schools to develop and to capacitate their teams.

The factors that contribute to school functionality, such as determining whether the school has the policies in place; how time is managed and how decisions are arrived at ,as well as about support from the DoE, have to form part of the questions of the interview.

### 2.14.2 The school management team

The school management team consists of the staff members who work closely with the principal in managing the school. They ensure that school management systems are functioning properly to enable the success of the school. The questions (see Appendix C) prepared for them are to determine whether they are proficient in respect of the school management systems and how they operate.

They (the SMT) are questioned about their role and about the importance thereof in the school management system of the school. It is important that the SMT plays its role well so that there will be fewer challenges for the principal. Questions on how the school manages its time will be asked. As it is important that the teachers be developed at work to enhance their productivity; questions on staff development and control measures will also be asked.

The school management team is made up mostly of the heads of departments. One of the most important duties of the HODs is to monitor and evaluate the work done by the educators in the classroom. The SMT will be questioned with regard to how they ensure that they play their role effectively for the achievement of school goals. The DoE should be supportive; therefore there will be also questions about the support given by the DoE. Consistency and relevance will also be determined.

### 2.15 PROCEDURE FOR DATA ANALYSIS

After the interviews have been conducted, transcription of these interviews takes place. This consists of the typing up of the responses of the principals and the verbatim texts of the SMTs (See Appendix E and M) for each school. To enable the researcher to analyse the data; the data codebook is further developed with an additional column for verbatim text. In this column; the location of the text in the transcript must be indicated. There are brackets with a letter representing the school

in which interview has been conducted; followed by the page number where the extract is and lastly, the line number of the transcription.

The next step in the data analysis is the additional column in the codebook which is for analysis and the interpretation of data; (see Appendix G and H). Verbatim texts which are extracted from the transcription are analysed, guided by the codes and code descriptions. This analysis is also informed by considering the total condition of the school; this refers to the management issues, such as, monitoring and evaluation, communication, assessments etc. The analysis and interpretation of principals of high pass rate schools is done followed by the combination of their interpretation. The same procedure is followed in the low pass rate high schools: an interpretation of the verbatim texts of the principals then takes place. The combined interpretations from the high and low pass rate schools will be compared. Both the commonalities and the differences of the high and low pass rate schools will be identified.

School C does not have a principal, but there is an acting head, therefore only two schools, A and B from the low pass rate schools; and both schools with high pass rates; schools D and E, will be analysed.

When analysing data from the SMT, all the sample schools are involved. Schools A, B and C from the   low pass rate schools and schools D and E from the high pass rate schools. Verbatim texts from the data codebook will be interpreted in all the low pass rate schools.   A column with the combination of all three schools will be compared with the combination of the interpretation of verbatim texts from the high pass rate schools.

When making a comparison, commonalities and differences between the high and low pass rate schools   will be identified (See Appendix K and Q). Commonalities will indicate how the high pass rate schools operate their school management systems, and those schools in the low pass rate group which have commonalities will indicate that there are some processes that they are operating according to the expectations of the department.

However, the differences will be showing that there are some aspects that need to be changed from their operations. There will be columns created where the

combination of the interpretations of the principals and the SMTs will be recorded. Lastly, resultant recommendations (See Appendix S) will be compiled. A list of recommendations will be prepared.

## 2.16 CONCLUSIONS

This chapter has dealt with the design of the research study. The conceptual framework for the school management system has been formulated. This framework is made up of the elements which need to work together for the proper functioning of the school management system. To mention a few: the school policies and their formulation as well as the development of the staff members are only some of the elements of the school management system.

Following that is another conceptual framework on the problem question. In order to answer the main question there are elements which need to be researched. Amongst others are good communication skills as well as monitoring and evaluation. Since the research is in the interpretivist mode, there were specific instruments that need to be used to gather data, for example, interviews and document analysis.

Preparation for interviews has been done; interview probes for both the principal and the SMTs have been prepared. There was also the procedure taken to prepare for interviews which has been tabled. In this chapter, the development of a data codebook has been unpacked, and how the analysis of the data was conducted has been given. The following chapter will deal with learning from the literature about the functions of management. The school management models will also be reviewed.

**CHAPTER 3**

**LITERATURE REVIEW**

**3.1 INTRODUCTION**

This research emanates from the observation and concern with regard to the low pass rate in the schools of the Eastern Cape and specifically in the Port Elizabeth District. For the past three years it has been noted that there are schools that have been experiencing a low pass rate on a continuous basis. An analysis of the results for the years 2008-2010 for the Grade 12 final examinations is evidence of this reality.

According to Steyn and Wolhuter (2010:1), several schools in South Africa are dysfunctional, or they do not function to the best of their ability. Carrim and Shalem (1999: 7) concur with this by citing the problem of lack of punctuality of both the educators and the learners. The principals have tried many strategies, even to the extent of closing the school gates, but it did not work. There are many indicators from the statistics of the Department of Education which are evident. For instance, the high rates of dropping out of learners, the poor matric pass rate and absenteeism. The problem seems to be mostly evident with the schools that are situated in the townships.

The school, like any other organisation, needs to be managed well so that it can be successful. Success, in this case, will be measured with the high pass rate of students; focusing specifically on the Grade twelve examinations. All public schools are under the umbrella of the Department of Education (DoE). There are policies and regulations that need to be followed by the schools. Over the past few years there has been  great pressure upon those schools that are under-performing to improve their performance and to be more effective and efficient, Coombs and Meyer (2008:1). The DoE has come up with intervention programmes to improve the current situation.

The forms of intervention offered by the Department of Education are the winter schools and spring schools where the department even provides the learners with food so that learners do not come to school hungry. What is disturbing is that some

of the learners do not attend these extra classes and in most cases it is those who are low performers who do not attend. Therefore this intervention seems ineffective for other schools. Other schools in the same District are able to achieve good results.

It is this scenario that has captured the interest of the researcher to conduct research on how the school management systems of the schools with low pass rates can be adapted. As the school is the organisation, it has to be managed for success and there should be effective education taking place. The principal, who has the role of being an accounting officer together with the school management team, needs to be empowered with all the management skills and knowledge so that they can manage for success and remain competitive in the educational sector.

Coleman and Earley (2005: 142) have presented a list of factors that are controllable by the managers and which can lead to educational effectiveness. The following will be a sample from the list:

- A combination of firm leadership and decision -making processes, where teachers have their views represented.

- Ample use of rewards, praise and appreciation for both students and staff.

- Low rate of punishment.

- Care of school environment.

- Clearly delegated duties to teachers and students

- Vigorous selection and replacement of staff, and

- Consistent record-keeping and monitoring.

Progress in all of these factors should be monitored at all levels. That is at both the school and the classroom level. With regard to developing staff skills at the school site, this should be site based, integrated with ongoing professional development.

To find solutions to the problem, literature will reveal the components and the characteristics of the general management system. The components and the

characteristics of the school management system will also be addressed in depth. What a successful management system is and how it operates, will also be unpacked. Of the data gathered from the literature, a conceptual framework will be constructed.

## 3.2 GENERAL MANAGEMENT STRUCTURES

According to Hellriegel et al. (2005:7), management refers to the activities that are involved in managing the organisation. They further argue that it includes planning, organising, leading and controlling. Coleman and Earley (2005:256) concur with these components of management, and include resourcing as an activity that assists an organisation to achieve its goals.

Resourcing deals with using the resources that an organisation has, both efficiently and effectively. Resources include: finances, as well as human skills and information technology. Thurlow, Bush and Coleman (2003: 22) cited authors who have broadly included resources such as time, materials, power and knowledge. All these resources are important considerations towards managing a successful school. The principal, who is the head of the school, should ensure that these resources are efficiently managed.

These are the basic components that are in use in many organisations. In order for one to understand what a management system entails, it is crucial to know what management is. Management is referred to as a dynamic process, where resources are obtained and organised to achieve the goals of the organisation through people. (Hellriegel et al; 2005:22).

Daft (2010:4) cites that managers play a pivotal role in the organisation. They have to solve difficult problems; turn the organisation around and achieve an astonishing performance. Therefore, to achieve success, all organisations need to have good managers. The following is the model which indicates the competencies for the good manager.

## A MODEL OF MANAGERIAL COMPETENCIES
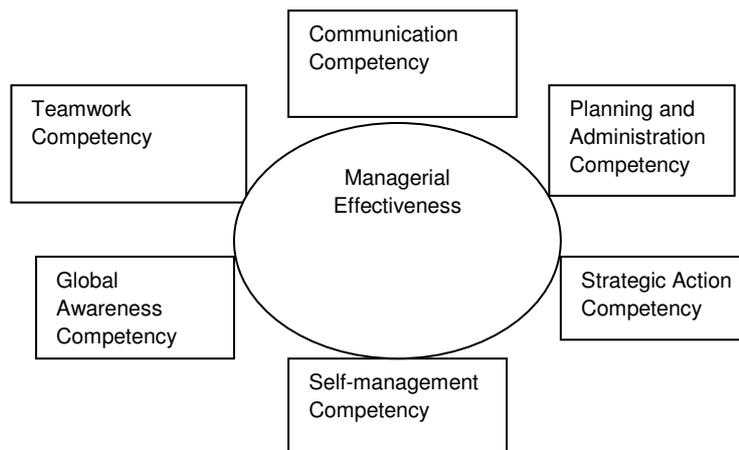


**FIGURE 3.1  SOURCE: Hellriegel, D. (2005:5)**

Good managers have to be empowered with managerial competencies in order to manage efficiently and effectively. Competencies are described as a set of knowledge, skills, behaviours, and attitudes which is needed by managers in order to manage effectively. (Hellriegel; 2005: 12).

In the above model, all the competencies are very important even in school management. Global awareness competency, however, is not so relevant for my research study. Each country has its education system which differs from country to country. For a school to be regarded as successful and to produce good results, management has to use all the competencies it possesses to achieve its organisational goals.

### 3.2.1 Communication competency

A manager or a leader who has this competency is able to build relationships where there is trust. Communication enables the leader to engage with other people in the organisation, thus exchanging ideas with the experts. As Thurlow, Bush and Coleman (2003:23) allude to; when managers build relationships they must put their faith in human processes that result in smart, defensible solutions. No organisation can be successful without the people of that organisation, including the management, having effective communication competencies.

### 3.2.2 Teamwork competency

According to Hellriegel (2005: 15), tasks should be accomplished through small groups of people who are collectively responsible and whose work is interdependent. In order for the teams to be effective, they should be designed properly; the environment should be conducive for teams; and team dynamics should be managed appropriately.

### 3.2.3 Self- management competency

A manager with this competency will be a person who is able to take responsibility for his or her life at work and beyond the scope of work. Integrity and the ability to act ethically are important traits which must be in his or her possession.

One cannot manage others if he fails to manage himself. Hellriegel (2005: 22); alludes to the fact that there is a need for personal drive and resilience if a manager wants to be a great manager. Also, self-awareness and development are important.

There are some of the leaders and managers who have in their companies well experienced people, but who cannot utilise those resources effectively because they lack self- management competency.

### 3.2.4 Strategic action competency

The managers must have the bigger picture of the organisation. He or she must take the vision and the mission of the organisation, and be able communicate this vision and mission well to the entire group of school. This will enable the staff to work towards the same goal as the manager.

According to Hellriegel (2005: 17), if one has this competency there will be a better understanding of the educational sector, the school and the ability to take strategic actions. At all the levels in the school; there is the challenge that everyone has to think strategically in order for the school to succeed.

### *3.2.5 Planning and administration competency*

Managers and leaders must be competent enough to plan and have administration competency. There is no organisation or institution that can operate without this competency. This brings order and maximum utilisation of time. It yields good results.

When the manager has all the discussed competencies it will make it easier to perform the following functions:

The four management functions will now be discussed,
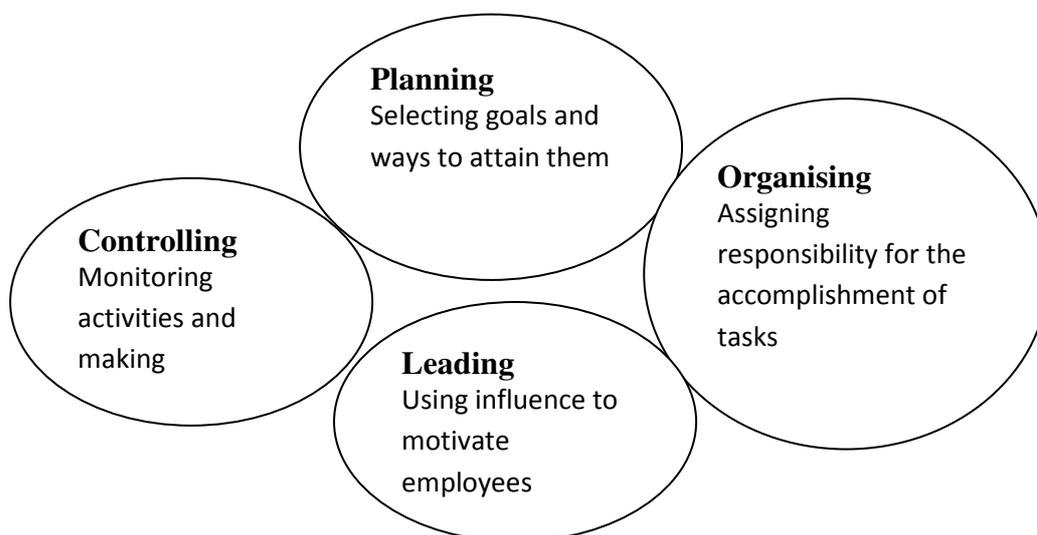


**FIGURE 3.2**

**SOURCE: Adapted from Daft, R.L. (2010:6)**

**3.3 PLANNING**

According to Daft (2010:5), planning is involved with the future of the organisation and the ways to reach school goals. Decisions have to be made by the principal and the SMT on how the resources are to be used in the best possible way to achieve the goals of the school for both the long term and the short term. Since the school as an organisation is complex, planning has to be done at all managerial levels, the principal and the phase heads, heads of departments and grade heads and the

teachers. This should be informed by the vision and mission of the school. Planning also answers the question about how the goals of the school will be achieved.

Planning is regarded as crucial in general management and as such it enables the school to prepare for organising, leading and controlling. Management needs to focus on long-term planning that is known as strategic planning; as well as on short term and tactical planning. Long term planning focuses on the vision and mission of the school, whilst tactical planning deals with making detailed decisions about what to do, who will do it, and how to do it. The time frame is usually one year or less, but with strategic planning it is more than a year, usually three to five years. Any school needs to grow in the future, that is the reason it needs to have strategies.

In order to manage for success, the new ways of planning, known as decentralised planning are used, (Daft; 2010: 175). Everybody should be involved including stakeholders, such as the partners of the school, companies that help the school in a way and the NGOs that are also partnering with the school. Planning becomes more effective when employees are involved in setting goals and determining the means to reach them.

In the above model, basic management functions are shown. All schools have resources which have to be utilised in an efficient manner. These resources are human, financial, raw materials, technology and information. Human capital as a resource is crucial to all schools, meaning that it has to be nurtured and developed. These are the people who are hands-on in ensuring the success of the school.

The focus of this study will be on managers, the principal and the SMT who are the drivers of the policies that govern schools and on the way they operate their management systems to achieve school goals. Managers need to be trained on different competencies of management. There is a wide range of skills, but the focus will be on three categories:

- Conceptual skills
- Human skills and
- Technical skills

Daft (2010:8) cites that conceptual skill is the cognitive ability to see the organisation as a whole system as well as the relationships among its parts. The principal and the SMT who lacks this skill will not be able to co-ordinate the resources of the school and that can lead to crisis in the school. Hellriegel (2005:17) refers to this competency as strategic action. This is where he cites that there should be understanding of the overall mission and values of the school to ensure that the actions taken are aligned with the school.

All managers have to think strategically at all the levels where they operate. This will enable the school to achieve success. When planning for a school, there must be strategic plans and tactical plans. Strategic plans will be focusing on the long-term activities and tactical plans will be assisting on a day-to-day operation.

Conceptual skills are needed by all managers, but are especially important for the principal and vice principals at the school. (Daft; 2010:9). Top managers have other responsibilities like decision making; the allocation of resources and innovation. There are many changes that happen in the school environment; therefore top managers have to be flexible with regard to change. They have to review their plans and change when this is necessary.

Human skills are essential these days in our schools. Daft (2010:9) refers to this skill as the ability to work with and through other people and to work effectively as a group member. The principals have to acknowledge that the goals of the school can never be achieved if the people working in the school are not cared for. Basically, it is the people at the bottom of the organogram who ensure that work is done, therefore they need to be inspired and motivated. The best managers of schools today give up their authoritative mind-set and focus on coaching and guidance, creating schools that are fast, flexible, innovative and relationship-oriented. They achieve that through regular communication and a development of trust in the commitment of staff members to get teaching done, Daft (2010: 15)

According to Schuitema (2004:10), managers (the principal and SMT) have the responsibility of building trust amongst themselves and their staff members. If they fail to do so, there must be an expert from the HR department who will have sessions with the staff members to reassure them that they are important at the

school. The problem is that if the HOD, a person who is working with them on a day-to-day basis is not concerned with their well-being, it will be difficult for them to trust the management.

For the system in a school to function effectively, management has to care for its people. Once people are motivated with acknowledgements and praises, their attitude automatically changes and they believe that they are valuable to the school. Their teaching begins to improve in quality and they produce good results which are above average.

Technical skill refers to the understanding of and proficiency in the performance of specific tasks. (Daft; 2010:9). It also includes specialised knowledge, analytical ability and the competent use of tools to solve problems in that specific discipline. It is essential that the principal and the SMT possess technical skills, because they have the responsibility of guiding and leading their subordinates.

## 3.4 ORGANISING

This is the process of creating a structure of relationships that will enable staff to carry out the plans of management and meet school goals, (Hellriegel; 2005:8). When managers have created a structure that will enable them to coordinate other resources and manage for success. This also assists the management to implement their plans for the success of the school.

This is done by creating a structure where there will be departments in the school and allocation of managers in various departments. Each staff member has to be aware of the job description allocated to her or to him. It becomes a challenge when there is no structure because people do not know exactly what they are supposed to do and what the expectations are of them. Basically, it becomes chaos.

This management function allows schools to work as a system where all resources of the school are used and co-ordinated for the success of the school. Hellriegel et al (2005:57) describe a system as an association of interrelated and interdependent parts. They further argue that a school as an organisation is an internal system with many staff members, teams, departments and levels that are linked to achieve its

goals. The view of the researcher is that for a system to work efficiently, all elements must work collaboratively.

They should work harmoniously to achieve the goals that are set in the policies. Schools, for instance, have much in common with other organisations that bring people together for a purpose that is; such as hospitals or other institutions. This means therefore that, organising as the function of the managers is also crucial, since it enables the school to work as a system and it contributes positively towards success of that school.

According to Coombs and Meyer (2008:15), there are steps that can be taken when one is organising. The following are the steps that should be followed when organising.

**TABLE 3.1**

**STEPS FOR ORGANISING**

| STEP | DESCRIPTION |
|---|---|
| Analyse activities | Determine nature and extent |
| Classify activities | Classify according to criteria<br>Set controllable and functional units together |
| Divide activities into tasks | Sensible tasks or posts are conjugated<br>Explain duties clearly in sections |
| Authority allocation | Allocate authority and responsibilities<br>Create healthy relations<br>Each employee knows exactly what is expected of him/her. |
| Introduction of arrangements | Availability of physical means<br>Comprehensive information is conveyed to all concerned |

**SOURCE: Coombs and Meyer (2005:15-16)**

## 3.5 LEADING

After planning and organising has been done at the school, there is the need for a person to lead the processes. A leader possesses special competencies and so must not be a person who only talks, but must also act, so that the followers may be guided in the right direction. Hellriegel (2005: 9) argues that leading involves communicating with others to perform the tasks that are necessary to achieve the goals of the school. As already discussed above, a leader must have communication competency. This must be effective communication where there is exchange of ideas and feedback.

The way in which schools respond to new challenges is unmistakably tied to the values, attitudes, styles and responses of their leaders. (Bagraim, et al.; 2007:287). There is further argument that, in a dynamic and challenging world where greater personal initiative and achievement is demanded, leadership is a life-skill that we all need to develop. This is relevant in that at some point in time we all can be in places where we have to lead, be it at home or in any other organisation. This means people need to develop their leadership skills so as to capacitate them to run successful schools.

According to Coleman and Earley (2005: 201) leaders in schools should have the ability to build a positive organisational culture that favours collaborative teamwork. This will encourage staff members to show their personal and individual professional efficacy. They further argue that leaders have a pivotal role to play in modelling and encouraging professional efficacy and in reducing the de-motivating factors that lead to stress, low morale and under-performance.

In most cases, people get confused by these concepts, leadership and management. There is a difference, but both concepts are very important in any organisation. The following table indicates the difference between the two concepts:

**TABLE 3.2**

**DIFFERENCE BETWEEN LEADERS AND MANAGEMENT**

| Leaders | Management |
|---|---|
| Initiate change | Implement change |
| Develop | Maintain |
| Inspire people | Monitor people |
| Do the right things | Do things right |
| Assume a long-term perspective | Act reactively |
| Connect with followers | Preserve authority |

There is a lot of overlap of leadership and management in a school principal and the SMT. However, the principal and the school management team have to work harmoniously to the best interest of the school.

**SOURCE: Adapted from Bagraim, J. et al (2007:288)**

There is a lot of overlap of leadership and management in a school principal and SMT. Leading is about having the ability to influence others. This means a leader needs to have a common understanding of his followers and they need to be connected. When leading, one needs to be flexible especially when there are changes at the school. Leading is about initiating the change and about inspiring people to move with the change. Bagraim (2007:288) argues that the effective leader is stronger on vision and often on inspiration too. For the leader to be effective; he has to communicate that vision to all the subordinates and be able to convince them to work towards the same vision.

On the other hand, Landsberg (2000:112) argues that the effective manager implements change and creates momentum rather than inspiration and relies on

positional influence. Success in the organisation will be achieved when there are both the traits of a leader and the manager.

## 3.6 CONTROL

According to Hellriegel et al (2005:9), control is a process by which a person, group or organisation consciously monitors performance and takes corrective action. In any organisation or institution this function is crucial for success. From my observation I have noticed that teachers do not like or embrace control of work. They have a negative attitude towards it. Kyriakides and Tsangaridou (2008: 810) argue that cohesion should be used if schools want to be successful. This implies that all members of the school team must show characteristics of effective teaching. They further allude to the fact that there should be control, meaning that for goal attainment there is a need for the school climate to be evaluated.

Control is vital, as it assist the principals and SMT to know where the school is going. It enables the school to be able to restructure and review its policies and strategies. Every department in a school must be monitored so that if there is anything that can be harmful to it can be detected as early as possible. Corrective measures have to be taken early to prevent further damage that could be picked up by monitors. All levels of management should have controlling measures in place.

Hellriegel (2005:9) has a list of control measures that a school has to follow. The following measures should be undertaken:

- Standards of performance should be set
- Current performance should be measured against those standards,
- Action should be taken to correct any deviations, and
- The standards should be adjusted if necessary.

Performance standards are set according to the needs of the learners. These components that have been discussed in this section are important in steering the school towards achieving its goals and producing a competitive performance, which is above average results.

The school as an institution of learning, which is measured through the performance of its learners will now be discussed. School management systems and different management models will be unpacked so that conceptual frameworks can be drawn which will try to give solutions to the problem question

## 3.7 SCHOOL MANAGEMENT STRUCTURE AND MODELS

A school as an organisation cannot function without a structure. According to Bush (2003: 65), when a structure is created in an organisation it allows the potential for managers to restructure it, so that the goals of the organisation can be achieved. The principal is the head of the school and is entrusted with a variety of tasks. He has been given the powers and authority by the DoE to ensure that there is smooth running of the school processes and optimal functionality.

He has to lead so that what Porter and Brophy (1988:79) allude to as the school management team and the educators are able to provide the learners with strategies for monitoring and improving their ways of learning and at the same time, promote independent learning.

The current national education policy requires the principal to form an SMT, so that he can delegate the managerial tasks to the management team. In the DoE Manual: 3, it is further cited that in big schools the SMT can be made up of the deputy principal and heads of department.

The heads of departments (HODs) have their specific roles of leading in their various departments. It is crucial to have this component, as the principal cannot perform every managerial task at the school. The HODs report to the principal about the progress and challenges of their departments. In collaboration with the entire SMT, they come up with solutions to the management problems. The SMT has the role of managing day-to-day activities of the school (DoE Manual: 34).

The principal has the role of using his power effectively and making things happen at the school. The principal has to use the leadership and management skills at his disposal for the success of the school and to improve the overall performance of the school.

According to Blase and Blase (1999:359) on instructional leadership, the principal has to talk with the teachers to promote a reflection on their professional practice. He has to make suggestions and listen to the educators in order to promote good relations and trust. The principal has to visit the classrooms of the educators. There must be observations so that he can give feedback to the educators. For this activity to work the principal should be exemplary and be willing to be observed in his own class. In that way he will be modelling what he will be doing in the classrooms of his educators. The feedback must not be judgemental.

For the principal to play his role he has to cultivate respectful and trusting relationships with the teachers. He must be motivational and must inspire his team. The principal as a leader must ensure the professional growth of the educators and of all his staff members. They have to improve their teaching methods and their collegial interactions in teaching and learning.

The principal has to emphasize improvement in teaching and learning. That should be promoted by providing staff development opportunities to address emergent instructional needs. (Blase and Blase; 1999: 363). Another important aspect of the role of the principal is to encourage teacher collaboration. This has been found to enhance self-esteem, teacher motivation and efficacy.

Coaching is critical if the principal needs to improve the performance of the school. There are those educators who are new at the school. They need this tool as part of their development in their teaching careers. If the teaching program has been found not to yield good results; it has to be redesigned. He must encourage staff members to go for life-long learning so that his staff are up to date with developments in their profession.

The principal as the head of the school, according to the DoE Manual (DoE: 36), has to fulfil a number of important roles. They include the following:

Strategic director: in collaboration with the SMT the principal should interpret circumstances and conditions at the school in an accurate manner and these should be linked with the vision, mission and goals of the school in order to develop plans for achieving the set goals of the school.

Co-ordination of communication and information is critical to promote the exchange of rich information. The management team must have speaking, listening and writing skills.

The role of the SMT is to empower others in terms of coaching, mentoring, motivating and encouraging staff members.

The school management team has to monitor the actual class teaching programmes and learner performance and come up with strategies to improve the quality of teaching and learning.

Management has to work in harmony with teachers, learners and parents involved in a school. This is due to the fact that a school is influenced and affected by both external and internal environments. The school management should use management styles that are relevant and suitable to the identity and nature of the school.

A school is a dynamic and changing organisation. Therefore, the principal and the SMT should be able to adapt their management styles and strategies. (DoE Manual: 37)

It is the principal and SMT who are responsible for implementing policies agreed upon by the SGB (DoE Manual: 41). The smooth running and effective functioning of the school depends on the management team. They have to make sure that everybody is working towards achieving the vision, mission and goals of the school.

For a school to be effective, the principal should be able to build a culture around the ideas of freedom and responsibility within a framework. (Gray and Streshly; 2010: 128). The principal, as well as the staff, should have the same vision to improve the achievement of its learners.

## 3.8 SCHOOL MANAGEMENT ROLES

### 3.8.1 Planning

According to the DoE Manual (DoE: 44, there must be a balance within a school between operational planning and developmental planning. The former, deals with the day-to-day operations of the school; while the latter is concerned with the future improvements and growth in the school. A school has to design a school development   plan which is a useful tool to manage change. If a school wants to

succeed, its development plan should have certain attributes, such as: a set of realistic and prioritised objectives which have time frames; all the roles of the stakeholders should be   spelt out; the  resources that are required are outlined; and the format on which it is presented should be   easily understandable.

Coombs and Meyer (2008:80) argue that planning forms the basis of the management task, since it precedes other functions. There are characteristics associated with planning, and they are the following:

- It is focused on the future;
- It is an intellectual activity;
- The centre of planning is decision making;
- Objective formulation is done first and is based on organisation policy;
- Analysis of facts is the most effective way to attain objectives;
- Resources and activities are clearly tabled for goal attainment;
- It has the physical composition of a plan;
- There is problem identification and problem solving in the plan;
- It determines priority.

For planning to be effective, it needs to be divided into three categories: operational day- to-day planning; functional planning for the medium term (this may not be current); and lastly, strategic planning which is done by the top managers, and which focuses on the long term, Coombs and Meyer (2008: 9)

Planning will not be complete if a SWOT analysis is not done by the management team. The DoE Manual (DoE 49) indicates how this should be done.

**Table 3.3**

**SWOT ANALYSIS**

| STRENGTHS | OPPORTUNITIES |
|---|---|
| These are the strong points that exist within the organisation or school, e.g. being a disciplined school with many experienced educators and the use of technology. | This refers to the opportunities that are outside the school that could be used, e.g. companies that could adopt the school and assist in terms of resources. |
| **WEAKNESSES** | **THREATS** |
| This refers to the weaknesses that prevail from within the school, e.g. lack of implementation of the policies, or lack of co-operation between the educators and the management. | This would refer to what can happen from outside the school. For instance, if there is a new school offering the same subjects as our school and this school has all the resources and facilities that our school does not have, then our school may lose learners. |

**SOURCE: Adapted from DoE Manual for School Management (B: 17)**

**3.8.2 Scheduling**

This function is under the umbrella of organising, as Coombs and Meyer (2008:13) allude. Organising is described as an activity whereby people, resources and time are arranged so as to accomplish organisational objectives.

Scheduling is an important aspect of school management. That is the reason for it having been dealt with separately, and it has its own challenges.

Scheduling or timetabling is very important because it provides the framework within which the school must be organised. According to the DoE Manual (DoE: 59) it clearly stipulates the time that must be spent at school each day, week and per annum. If a school finds it challenging to draw up a proper timetable for the school, that would indicate a lack of being organised on the part of the management team.

Scheduling is concerned with the allocation of time at the school. The Department of Education, in its Manual allocates time for each learning area, according to the weight carried by that learning area. Therefore, when scheduling, that allocation of time must  be considered. The principal must have the school timetable so that he knows exactly what needs to be done by whom and when. All the activities at the school must be scheduled. There are certain percentages of time that should be spent in the classroom teaching for every member of the teaching staff.

According to the guidelines of school management (Gauteng Department of Education 2000:3), one of the key areas a principal must manage is time. This is regarded as the most valuable resources of the school and therefore it should be managed effectively.  Porter and Brophy (1988: 74) allude to the fact that teachers should have knowledge about the content, pedagogical strategies and knowledge about the learners. It is vitally important that the SMT ensures that staff members employed at the school meets this requirement or time will be wasted in class. For the purpose of this study the focus is on the principal managing time through planning, scheduling for school activities and school timetable.

Meetings and extra- curricular activities should also be scheduled. The DoE Manual ( DoE:60) cites that for effective management of the curriculum, the implementation of the measures relating to teaching time requirements, for example in the FET band ( that is grade 10 to 12), the contact time per week is 27 hours 30 minutes. It should be monitored by the principal to ensure that this is adhered to. Each school management team must decide whether they want a timetable operating on a cycle

period. Among the advantages of this kind of timetable is that no teaching and learning time is lost when public holidays fall within a school week (DoE Manual: 62). The Department of Education does offer to    train people to implement proper scheduling.

When constructing the school timetable, according to Van Deventer & Kruger (2003:231), there are certain aspects that need to be considered. The timetable should be learner-centred; teachers should be efficiently deployed with a balance in teaching loads; there should be minimal disruptions and the timetable should allow for assemblies and other activities that are not based on the curriculum or on teaching. This means that learners should not be spread too thinly. The most important thing is for them to have enough time for academic delivery.

Another important fact is that, when the timetable is drawn up it should be communicated to the teaching well before schools close and should be displayed on the staff notice board. This is normally done so that the staff can study and comment on it. The final draft should be displayed in the staff room and the notice board of the secretaries so that everybody can view it (DoE Manual: 68).

From my experience, drawing up a school time table has been a huge challenge for some of the schools with a low pass rate. There have been so many changes that were effected and the timetable is done only in the year in which it is going to be used. This indicates that there are still challenges in drawing up the school timetable, or the time table is not done in time.

For a school to be successful, the educators should also take responsibility for the outcomes of the students. If they have not achieved well; educators have to engage in -introspection first before blaming the failure on the learner. (Porter and Brophy, 1988:78). It is also important that educators do communicate with    their learners with regard to what they are expecting of them. This saves time for tuition and it works toward achieving school goals.

The DoE has introduced software which is meant to assist public schools with their administration and computerised timetable. This is called the School Administration

and Management System (SAMS). This package is supposed to make work easy for the administrators and management. Schools which still have problems with drawing up a timetable need to consult with their Educational Development Officers EDOs, so that they can undergo training. (DoE Manual: 68)

### 3.8.3 Organising

Organising is a vital part of the management process. Planning can be done and strategies can be devised, but they will never come to reality if all the resources of the institution or organisation are not properly deployed and co-ordinated.

Organising is defined as an activity whereby human resources and time are arranged in such a way that organisational goals are achieved. The principal as the top manager should allocate tasks and involve educators by creating an organisational structure that allows for optimal participation. There must be delegation of duties and educators should be involved in co-ordinating school activities, (Coombs and Meyer; 2008: 9).

This ensures that the planning that has taken place at the school is implemented. The entire management team and SGB are responsible for organising all the resources of the school, human, material and financial so that the staff can work towards achieving the goals of the school.

The school organogram should be prominently displayed, indicating the hierarchical structure of the staff. Once the staff members are properly structured, information will be shared correctly through memos and meetings.

**ORGANISATIONAL STRUCTURE**

```
                    ┌─────────────────┐
                    │   THE SCHOOL    │
                    └─────────────────┘
                             │
        ┌────────────────┐   │   ┌────────────────┐
        │ SCHOOL         │───┼───│ SCHOOL         │
        │ MANAGEMENT     │   │   │ GOVERNING      │
        │ TEAM (SMT)     │   │   │ BODY (SGB)     │
        └────────────────┘   │   └────────────────┘
                 │    ┌───────────────────┐   │
                 └────│ EDUCATORS/TEACHERS │───┘
                      └───────────────────┘
                             │
                      ┌──────────────┐
                      │   LEARNERS   │
                      └──────────────┘
```
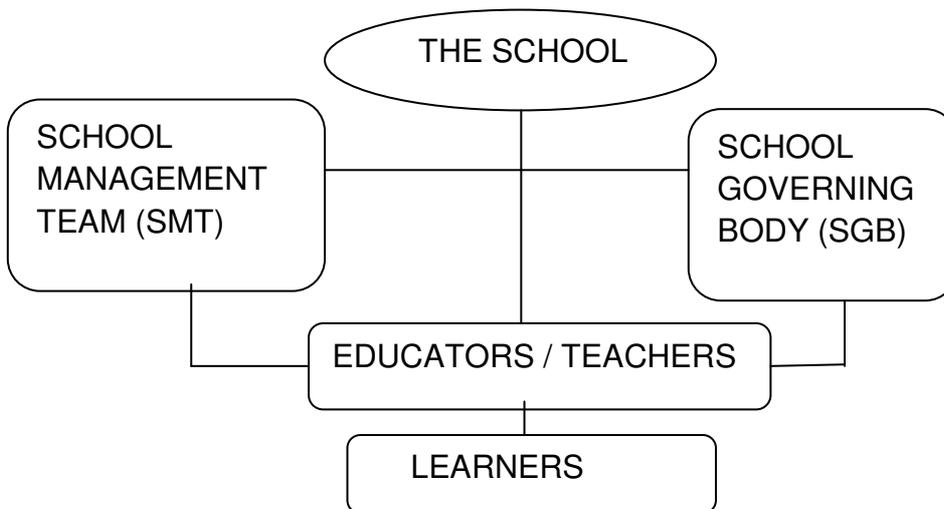
**FIGURE3.3        SOURCE: DoE Manual: (B-37)**

**3.8.4 Delegating**

According to Coombs & Meyer (2008:17), the art of delegating rests in the fact that sufficient freedom is given to the subordinate to use his own initiative, but the ability to control in accordance with his final responsibility, should be exercised by his supervisor. He further argues that when people are working in collaboration to complete the same or different tasks aimed at achieving the same goal, it becomes necessary to co-ordinate their activities.

As the leader the principal must ensure that all members are carrying a fair workload and are contributing to the smooth running of the school. The principal has to delegate duties and accompanying responsibilities to the staff members, but must remain accountable for everything that happens at the school, (DoE Manual: 77)

The advantage of this is first and foremost to empower other staff members. Productivity improves when the workload is spread evenly. It promotes a sense of ownership and other staff members feel that they are valuable contributors at the

school. Transparency and team work is promoted. The various talents of people are nurtured. It is important, however, that the principal knows the competencies and potential of his staff.

According to the DoE Manual (DoE: 77), there are principles that have to be considered when delegating. One of the principles is that, the person to whom a task is delegated must have the potential to perform the task. The delegated task should be in line with the position or rank of that person. Deadlines should be stipulated and the principal should get regular feedback for good control.

### 3.8.5 Communicating

Effective communication between the principal, the SMT and other stakeholders of the school is crucial to enable   effective management of the school. This is done through meetings, memos and other ways of communication. If meetings are not called for the correct purpose and at the right time, they will be a waste of time, (DoE Manual: 81). Meetings should be scheduled only when other forms of communication cannot be used or have been exhausted. This is because it is people who have to contribute in these meetings, and if they feel that their time is being wasted the meeting will not be effective.

The principal should arrange meetings with the SGB and the SMT.  The HODs and teachers also have to meet and communicate about how to improve teaching and learning in the school. Communication with learners and parents is also important. They need to be informed of the processes taking place at the school. Communication, if carried out   properly, helps to eliminate misunderstandings and conflicts.

### 3.8.5.1 Communication through correspondence

The SMT can compile internal school memos which must be signed by the principal and must be given to educators to read, so that everybody is aware of the decisions

taken internally. Educators, after reading of the memos, need to file them for reference purposes.

According to the DoE Manual (DoE: 86), departmental circulars are very important, and the principal must pass along the contents to the staff. Where it is, if possible, circulars must be copied and each teacher should have it in his or her personal file. The principal must file all circulars in numerical order. Educators should append their signatures to show that they have read the contents of the circular.

When communicating, listening is very important because that is when the management team gets to know what other people in the organisation feel and want. New ideas are important, and when the management team listens to them, that is when other staff members will feel valuable at the school.

### 3.8.6 Controlling

Control as a management tool is essential. If the principal does not use this tool, it will be difficult for the school to achieve its objectives. Control is not popular with many subordinates because they perceive it as a policing method. According to Mentz, et al (2001:21-22), controlling provides continual feedback on performance.

The principal and management team will be able to know if the individuals are carrying out planned activities and whether the school attains its envisaged outcomes. The aims of control are to keep the school from the deviations that might occur from the planned activities. There are documents and policies that are provided by the DoE to carry out controlling measures.

Control can be administered in many ways. There could be control beforehand, where objectives are set, duties described, and the division of duties and time scheduling done. Controlling measures are made known to the group that is to be controlled. Control also takes place during the completion of work. The supervisor or HOD exercises control during the course of a particular activity. The last way of controlling is after the work has been finished, and then adjustments will be made for future planning. This is not recommended, because if there is current activity that is

occurring it means mistakes could be   made and corrections will only be made the next time that the activity occurs.

Control could be external or internal. Internal control could be exercised using the policies available from the DoE for schools. External control is done by an external body or by departmental officials, like national and provincial moderation. Internal control is crucial, since corrective measures could be administered early in the process.

## 3.9 THE PYRAMID MODEL OF SCHOOL MANAGEMENT

According to Elizur and Wolfgang (2005:181), the work of a school principal is acknowledged as being a pyramid with three sides: the major school management processes; the outcomes; human resources and financial or material resources. This model shows the pyramid base as organisation goals which can be achieved when the principal as the head of the school manages all three the other processes efficiently.

It helps the readers to understand the behaviour and reactions of the principal as a school manager. This is known as the facets theory, where one facet is the principal; the other facet is the management task and characteristics and the last facet is the range facet; that is the extent to which the principal acts to achieve the goals of the school.

Mapping is used in this theory. The inner circle indicates that consensus should be reached on core issues by the principal to achieve goals of the school. The middle circle indicates desired processes (not essential ones).Here consultation is used. This model can be used in school when communicating. It is important that the principal and the school management team consult with their staff members. This encourages the staff members to feel valued and to bring forward new ideas on how to enhance the performance of the school.

The outer circle represents the optional agreement which involve authoritarian management methods. They are meant to manage the school even without reaching full agreement of the involved parties.

This model clarifies the management processes followed by the principal. Sometimes he may have to consult and some of the processes are driven by the staff; but sometimes he may have to take a decision on his own. In most of the cases, in order to achieve the essential processes of organisational goals, the principal has to share these management processes with the staff.

According to Elizur and Wolfgang (2005:188), it has been argued that the principals have realized that their management depends on a critical element that is the essential agreement process, without which the school cannot function as an organisation.

The principal and the SMT must be skilled in how to manage the staff, as well as the results of the school and its financial and material resources if the school is to be successful.

## 3.10 DEMOCRATIC MODEL

Models of educational management are useful to managers of education as they provide a framework within which they are able to work and to assist all those who are in the educational system (Manickum; 2011:12). Democracy is desirable where there are a number of people working together. This emanates from the fact that in schools especially, there are many professional people who have power from their knowledge and skills. Therefore these professionals need to be involved in decision making so that they can be satisfied with the valuable contribution they are making in their schools.

Davies and Mosdell (2006:129) support this view with their argument that says that when the staff members participate in decision making, it increases the job satisfaction of those who are involved. It is also argued that it leads to a greater commitment to the policies of the school. There is an improvement in the quality of

decisions made and it becomes easier to find solutions to the problems at the school.

The staff becomes more at ease if they are involved in achieving the goals and objectives of the organisation. Without going any further, democratic models are about the power and decision making which is shared among the various members of the organisation. It will depend on the principal whether sharing of these variables will be with some or all the staff members.

According to Bush (2004:57) it is argued that democratic models consider decision making as a participative process with all the employees in the organisation having an equal opportunity to influence policy and action.

In schools, democracy is not applied fully by the principal. This emanates from the previous management styles that were used before 1994. Authoritative management style was mostly used, where educators were not involved in the decision-making, but were merely forced with the decisions which were already taken by the principal.

The principals find it difficult to share their power for various reasons. Sometimes the staff gets carried away and end up taking all the power from the principal. According to the department it is still the principal who is accountable for processes taking place at the school. Therefore the principal and the management team must have a certain way of using democracy for the benefit of the school and especially of the learners.

In conclusion with regard to democratic models in schools, the principal has to recognise the skills of the staff that will be involved in decision making and must harness those skills. There are weaknesses pertaining to this model, therefore the management have to be well versed with those weaknesses. The crux of the matter is that the management team, when implementing school management systems, has to work in collaboration with the staff so that all staff members can feel valuable and be able to contribute to education, thus improve school performance, to the benefit of the learners as the ultimate customers.

## 3.11 SYSTEMS THEORY

According to Manickum (2011:18), general system can be defined as any theoretical system of interest to more than one discipline. It is based on the awareness of the importance of the inter-dependences and interrelatedness of all phenomena. A system also can be defined as a set of units or elements that stand in some relationship with one another. It comprises separate elements and relationships within itself.

Prochaska and Norcross (2003:375), in explaining this model, further argue that for any system to function effectively methods of controlling and maintaining the organisation are required and therefore there must be some stability and balance within the system.

The elements should be related to each other because of control mechanisms which allow for the dynamic interaction between them. The concepts of wholeness, circularities, homeostasis and boundaries of the systems theory will inform the study by providing a framework for the interactions that occur between the elements at the school, which are the school principal, the teachers and the learners.

The purpose of the systems theory is that it provides a framework wherein the individuals, teams and organisations can survive and thrive in a complex and dynamic environment. For a school to succeed there is a need for all stakeholders to work together towards achieving the goals of the school. Each component at the school has its vital role to play.

In conclusion, the systems theory is a theoretical framework that entails a highly pragmatic and investigative type of management. This system also attempts to provide alternatives to the usual models of organisation which define new developments. The principal and management team should use this theory with caution, because there is much success that could be benefited from it.

## 3.12 STAFF MANAGEMENT

One of the crucial tasks of the principal is to manage staff at the school. As the staff is managed, professional development is encouraged. Education is a dynamic and

changing environment; therefore teachers must be kept up to date with changes in teaching and learning. Currently there is a change in the curriculum and the principal must ensure that all teachers are trained in this new curriculum known as CAPS.

The principal should develop staff appraisal systems and monitor that process. The Department of Education has introduced Integrated Quality Management Systems (IQMS) to ensure that there is a process that is taking care of the professional development of teachers. This involves a process whereby the teachers are observed in class when they are teaching and it is not easy to implement. This is because some staff members exhibit anxiety when observed as they are not used to this.

Middlewood (2003:131) cites that appraisal should not be feared, but should be embraced and be taken as a positive contribution towards developing both the school and the individuals within it. If the process of appraisal is not well implemented for its purpose a school will encounter problems pertaining to the poor quality of teaching and learning, thus affecting overall performance of the school.

According to Van Deventer & Kruger (2003:250) and Steyn & Van Niekerk (2002:278), they agree that when an appraisal scheme is put into action, the responsibility of the principal should be perceived as an integral part of the school management practice. The principal should ensure that this process is for managing both individual and school performance. This means that if the process is conducted well, it should make a positive contribution towards improving results of the school.

For appraisal to be effective, review meetings are crucial. Commitment by both the principal and the teacher is essential. The main aim of the appraisal process is to review the performance of the teachers in their duties. School objectives and learner needs can be reviewed so that the school stays relevant to the needs of the learners. The DoE has different policy documents pertaining to this appraisal process, therefore the principal and the management should be guided by the policies. At the end of the programme, teachers and the staff as a whole should benefit from this professional growth.

To enable the principal to implement the programme of staff development, careful planning needs to be done. When implementing scheduling there is time allocated

for this task. Development could be done by the DoE or it could be done at school by experienced and skilled teachers. Mentoring also can play a vital role in developing the less experienced teachers.

The people conducting training sessions should know what the needs or developmental areas are that they need to focus on and they should also know what they want to achieve with their training. Review and evaluation is crucial.

In conclusion, the principal has the vital role of managing time, the school curriculum and the staff. If all these components are managed effectively the goals of the school will be achieved and its overall performance will be improved.

## 3.13 SUMMARY OF THE GENERAL MANAGEMENT COMPONENTS

General management can be summarized as having four basic components, namely: planning, organising, leading, and controlling. All these components are of vital importance and they are interdependent. The first step towards managing for success is to plan. In planning, the management team must plan for the future and for day-to-day operations.

Goals must be identified for future performance. The management team should decide on tasks to be performed and should also decide on how the resources can be used most efficiently. During planning the management team determines where the organisation wants to be and how to get there.

Organising reflects ways to accomplish the plans. Tasks are assigned to specific people who will perform them. Tasks will be allocated to different departments. Authority will be delegated and resources will be allocated throughout the organisation.

Leading refers to the use of influence to motivate employees to achieve organisation goals. Creation of a shared culture and values, as well as communicating goals to employees throughout the organisation is critical. Motivating entire departments and divisions, as well as those individuals working with managers is important for business success.

Control is about monitoring the activities of employees, to make corrections as necessary. Control ensures that the organisation is moving towards achieving its goals. Empowerment encourages the training of employees to monitor and correct themselves. The involvement of information technology encourages the flow of information from managers to employees.

When a management team is using these components to improve the goals of an organisation the focus should be on improving organisational performance. Managers must ensure that resources are utilised efficiently to attain organisational goals.

**TABLE 3.4**

**CHARACTERISTICS OF MANAGEMENT COMPONENTS**

| MANAGEMENT COMPONENTS | CHARACTERISTICS |
|---|---|
| Planning | It is focused on the future |
| | It is an intellectual activity |
| | The centre of planning is decision making |
| | Objective formulation is done first and is based on organisation policy |
| | Analysis of facts is the most effective way to attain objectives |
| | Resources and activities are clearly tabled for goal attainment |
| | It has the physical composition of a plan |
| | There is problem identification and problem solving in the plan |
| | It determines priority. |

| | |
|---|---|
| Organising | This deals with allocation of work; co-ordination of tasks; delegation of duties, authority and responsibility in order to achieve the goals of the organisation or institution. |
| Leading | It is about information sharing with the followers or teams. Be respectful of the members and the unique contributions they make. Build an atmosphere of mutual support; encouragement; communication and approval. Encourage the team to have fun at work so that they are less stressed. |
| Control | Control is characterised by monitoring the performance of the workers. The idea is to detect any problems in time so that corrective measure can be taken. The actual progress is continuously reviewed. According to Stone. F (2009: 19), managers can control internal factors more easily than they can control external factors. |

**Source: Stone. F (2009:19) & Hellriegel, D et al (2004:196**)

**3.14 CONCLUSION**

In this chapter, functions of management generally and in schools, have been discussed. There are four basic management functions: planning, organising, leading and controlling. These functions should be well performed for the success of the school. The differentiation between management and leadership was discussed,

and it became clear that it is important to have both traits for management and leadership.

Different educational models were also discussed; to check if there are any difference in terms of managing or leading schools and companies.

The next chapter will deal with how the data has been analysed and interpreted, from the interviews conducted with the principals and with the school management team.

**CHAPTER 4**

**DATA ANALYSIS AND INTERPRETATION**

**4.1 INTRODUCTION**

In the previous chapter the literature was reviewed. The different authors have unpacked what school management systems are and what their components are. In this chapter collected data from the principals and the SMTs will be analysed and interpreted using the data codebook.

**4.2 DATA FROM PRINCIPALS**

**AN OVERVIEW**

The data collected is from two schools with high pass rates over the past three years and from three schools with the low pass rates, also over the past three years. These schools are in the Port Elizabeth district. Both schools with high pass rates have principals; deputy principals and educators paid by the state. The schools have also employed more educators with their funds. These schools are ex Model C schools. They have sufficient resources of all kinds.

The schools have qualified educators and management teams who are experienced in the field of education. They have been operating for a long time without the assistance of the Department of Education (DoE), but are now under the umbrella of the DoE. The management team   has instilled discipline in their learners. The staff members are committed and are professional in their conduct.

Learners at these schools pay huge fees and they come from affluent families. These are the schools where the management ensures that the school is functional and running smoothly. The school management systems of the high pass rate schools work well together; there is collaboration and everyone plays a vital role in order to achieve the goals of the school.

Another source of data was collected from the principals of schools with low pass rates. These schools are in the townships in the area which is categorised as previously disadvantaged. They all have just been declared to be 'no fee'; schools by the DoE. This means that the learners do not pay school fees because they are from

poor background and their parents are poor. The schools have a huge shortage of resources and they depend on the DoE for funds. Some of the educators are demotivated owing to various factors. The results of the Grade 12s have been low for the past three years. The DoE has intervened with tutoring programmes; but no changes have been noticeable.

## 4.2.1 CODE BOOK FOR INTERVIEW OF PRINCIPALS

The following is the sample of data codebook used to analyse the data of the principals (See Appendix C):

**Table 4.1**

**INTERVIEW DATA CODEBOOK**

| CODEBOOK | | | | |
|---|---|---|---|---|
| No | CATEGORY | No | CODE | CODE DESCRIPTION |
| 1 | Planning process | 1.1 | Goal setting | Goals are set: yes/no? Short –term as well as long-term. Goals are specific, measureable, attainable, realistic and timely.  Williams (2007:137) |
| | | 1.2 | Action plan | Lists steps. Indicate the How, Who, What and When. Williams (2007:138) |
| | | 1.3 | Change implementation | Share reasons Is empathetic to difficulties Communicate details simply, clearly, extensively , verbally and in writing Explain benefits Identify a change manager Get input from those affected Time change process well Maintain job security Offers training Change is paced   Williams (2007:223) |
| | | 1.4 | Innovation | Allows new ideas Values new ideas Encourages new ideas  Williams (2007:212) |
| | | 1.5 | Maintaining | Make small, simultaneous use of alternative |

| | | | | flexibility | plans. |
|---|---|---|---|---|---|
| | | | | | Have extra resources to adapt to unanticipated changes, problems or opportunities. |
| | | | | | Learn better ways of achieving goals by continually testing, changing and improving plans and strategies.   Williams (2007:140) |
| | | | 1.6 | Strategizing | A vision is set |
| | | | | | A mission is set |
| | | | | | Tactical plans and objectives are in place |
| | | | | | Have operational, standing and/or single-use plans in place |
| | | | | | Williams (2007:142) |
| | | | 1.7 | Time lines | Time lines for strategic, tactical and operational plans are in place   (Williams (2007:142) |
| | | | 1.8 | Progress tracking | Short-term (sub-) goals are followed up and progress is evaluated |
| | | | | | Long-term (primary) goals are evaluated |
| | | | | | Performance feedback is used to make adjustments |
| | | | | | Williams (2007:139) |
| 2 | Components of school academic program | | 1.9 | Pitfall management | Acknowledges failure |
| | | | | | Takes care not to have a false sense of certainty |
| | | | | | Keeps  planners attached (not detached) |
| | | | | | Takes care not to impede change and adaptation  Williams (2007:136) |
| | | | 2.1 | Components | An indication of the different aspects and functions of the academic program of the school consists of. |
| | | | 2.2 | Planning | Establishment of aim |
| | | | | | Policy-making |
| | | | | | Plan of action |
| | | | | | Kruger and Van Schalkwyk  (1993:4) |

## 4.2.2 PRINCIPALS VERBATIM TEXT

The data codebook development has been a process. The last column is the code description; and it had to be further developed to capture verbatim texts from the interviews which the researcher has conducted with the principals. The texts were selected according to the code description. In the last column the text extracted is accompanied by the letter which represents the school interviewed. The middle number is the page of the transcription and the last number is the line of the transcription.

The following table indicates the sample of the data code book with verbatim texts from the principals of the low pass rate schools:

## TABLE 4.2

## DATA CODING: PRINCIPALS: SCHOOL A

| CODEBOOK | | | | | |
|---|---|---|---|---|---|
| No. | CATEGORIES | | CODES | CODE DESCRIPTION | VERBATIM TEXT AND LOCATION. |
| 1 | Planning process | 1.1 | Goal setting | Goals are set: yes/no? Short-term as well as long-term. Goals are specific, measureable, attainable, realistic and timely. Williams (2007:137) | target 80% pass rate for the grade 12s (A/2/4) Strategic planning, where there will be long-term, medium- and short-term planning. (A/4/22-23) |
| | | 1.2 | Action plan | Lists steps. Indicate the How, Who, What and When. Williams (2007:138) | Principal ensures that there is smooth running of activities of the school (A/1/27-28) The heads of departments make sure that educators are fully prepared for their lessons (A/1/30-31) |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | HODs hold various meetings with educators, where the progress of learners is checked (A/1/33-34) |
| | | 1.3 | Change Implementa-tion | Share reasons<br><br>Is empathetic to difficulties<br><br>Communicate details simply, clearly, extensively , verbally and in writing<br><br>Explain benefits<br><br>Identify a change manager<br><br>Get input from those affected<br><br>Time change process well<br><br>Maintain job security<br><br>Offers training<br><br>Change is paced<br><br>Williams (2007:223) | it demands one to be thoughtful, flexible and empathetic (A/3/19-20)<br><br>There is lack of time management and communication to some of the stakeholders is still a challenge (A/6/14-15) |
| | | 1.4 | Innovation | Allows new ideas<br><br>Values new ideas<br><br>Encourages new ideas<br><br>Williams (2007:212) | Staff members are given opportunities to take the initiative (A/4/17)<br><br>The principal also welcomes new ideas from the educators (A/1/32) |

The codebook with verbatim texts of the low pass rate schools has been constructed from the transcriptions of the principal from school A. The code description serves as a guide to select verbatim texts from the interview which are informed by the descriptions. The data inside the brackets indicate the school where the interview

was held, the page number in the transcription and the line number in the transcription.

The following table indicates a sample of the data code book with verbatim texts from the principals of high pass rate schools:

**TABLE 4.3**

**DATA CODING: PRINCIPALS: SCHOOL D**

| CODEBOOK | | | | |
|---|---|---|---|---|
| No. | CATEGORIES | | CODES | CODE DESCRIPTION | VERBATIM TEXT AND LOCATION. |
| 1 | Planning process | 1.1 | Goal setting | Goals are set: yes/no? Short -term as well as long-term. Goals are specific, measureable, attainable, realistic and timely. Williams (2007:137) | Short term, medium term and long term planning (D/1/10) |
| | | 1.2 | Action plan | Lists steps. Indicate the How, Who, What and When. Williams (2007:138) | the activities which are to be done during the year (D/1/9) they just edit what they have used (D/1/19) no school can operate without a plan (D/1/21) |
| | | 1.3 | Change implementation | Share reasons Is empathetic to difficulties Communicate details simply, clearly, extensively , verbally and in writing Explain benefits Identify a change manager Get input from those | Everybody gets a copy before the school closes (D/1/11 Heads share their initiatives for next year (D/1/14) Allows activities that suddenly comes (D/1/15-16) Everybody has been given a chance to give an input (D/1/17) Principal and his staff have |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | affected<br>Time change process well<br>Maintain job security<br>Offers training<br>Change is paced<br>Williams (2007:223) | common understanding (D/2/18) |
| | | 1.4 | Innovation | Allows new ideas<br>Values new ideas<br>Encourages new ideas<br>Williams (2007:212) | The activities which are to be done during the year (D/1/9)<br>Everybody has been given a chance to give an input (D/1/17)<br>Everybody has an input in drafting the document (D/1/18)<br>Trust in the fact that everybody has an opportunity that they have their initiative (D/2/5)<br>Put their initiatives in practise (D/2/6)<br>He greatly believes in their abilities (D/2/8) |
| | | 1.5 | Maintaining flexibility | Make small, simultaneous use of alternative plans.<br>Have extra resources to adapt to unanticipated changes, problems or opportunities.<br>Learn better ways of achieving goals by continually testing, changing and improving plans and | A fairly flexible document (D/1/15)<br>Principal is flexible for emergency cases (D/1/22) |

| | | | | strategies. Williams (2007:140) | |
|---|---|---|---|---|---|

The above table of the data code book represents the selection of verbatim texts from the principal of the high pass rate school. School D is one of the schools with a high pass rate and it is constructed from the transcription.

The following is the table showing the analyses and interpretation of verbatim texts

### 4.2.3 INTERPRETATION OF VERBATIM TEXT

The following tables are a sample of the interpretation of verbatim texts extracted from the transcriptions from low pass rate and high pass rate schools. School A represents the low pass rate and school E is a high pass rate school.

### TABLE 4.4

### PRINCIPALS: SCHOOL A

| CODEBOOK | | | | | | |
|---|---|---|---|---|---|---|
| No | CATEGORY | No | CODE | CODE DESCRIPTION | VERBATIM TEXT AND LOCATION | INTERPRETATION |
| 1 | Planning process | 1.1 | Goal setting | Goals are set: yes/no? Short-term as well as long-term. Goals are specific, measureable, attainable, realistic and timely. Williams (2007:137) | target 80% pass rate for the grade 12s (A/2/4)<br><br>Strategic planning, where there will be long term, medium and short term planning. (A/4/335-36) | Yes; there are specific goals set. The principal agrees with the importance of strategic planning. The goals are specific, but not attainable and realistic. The school has a huge shortage of resources; in terms of funds; material resources and shortage of human resources. There is lack of administration and management skills. |
| | | 1.2 | Action plan | Lists steps. Indicate the How, Who, What and When. Williams | principal make some efforts to run the school smoothly (A/1/27-28) The heads of departments | There is an action plan in place. The principal as the head of the school leads the school; and is |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | (2007:138) | have the task of checking if educators have prepared for their lessons (A/1/33-34) HODs hold various meetings with educators; where the progress of learners is checked (A/2/2-3) | working with the heads of department. He assigns duties to the heads and in return the heads work with the educators. The heads of departments arrange meetings with the educators to discuss and to plan for academic issues. |
| | | 1.3 | Change implement ation | Share reasons Is empathetic to difficulties Communicate details simply, clearly, extensively , verbally and in writing Explain benefits Identify a change manager Get input from those affected Time change process well Maintain job security Offers training Change is paced Williams (2007:223) | it demands one to be thoughtful, flexible and empathetic (A/3/19-20) There is lack of time management and communication to some of the stakeholders is still a challenge (A/6/14-15) | The school is in the process of implementing change. The principal is using a leadership style which requires him to be thoughtful; flexible and empathetic. Communication is done through the meetings; verbally. Some of the stakeholders are not informed regularly of the change and that creates lack of commitment from those parties. There are inputs from those who are affected by the change. However, there is resistance to change and sometimes lack of co-operation. There is no change manager and this change is not passed on owing to lack of time management. |
| | | 1.4 | Innova- tion | Allows new ideas Values new ideas Encourages new ideas Williams (2007:212) | Staff members are given opportunities to take the initiative (A/4/17) The principal also welcomes new ideas from the educators (A/1/32) | During the staff meetings, the principal allows people to come up with new ideas. These ideas will be discussed and analysed. Then they will be used if they have been found to be a solution to the challenge |

| No | CATEGORY | No | CODE | CODE DESCRIPTION | VERBATIM TEXT AND LOCATION | INTERPRETATION |
|---|---|---|---|---|---|---|
| | | | | | | which was at hand. |
| | | 1.5 | Maintaining flexibility | Make small, simultaneous use of alternative plans. Have extra resources to adapt to unanticipated changes, problems or opportunities. Learn better ways of achieving goals by continually testing, changing and improving plans and strategies. Williams (2007:140) | it demands one to be thoughtful, flexible and empathetic (A/3/19-20)  There are challenges in that regard of acute shortage of financial resources. (A/3/12-13)  strategies are discussed of how to improve performance (A/2/1) | The principal makes use of alternative plans and tries to be flexible when in a decision making process. There is a lack of all resources that are needed for the success of the school. The school experiences crisis in times of unanticipated changes. It becomes difficult to maintain flexibility when there are not enough resources. |

# TABLE 4.5

# DATA CODING: PRINCIPALS: SCHOOL E

| CODEBOOK | | | | | | |
|---|---|---|---|---|---|---|
| No | CATEGORY | No | CODE | CODE DESCRIPTION | VERBATIM TEXT AND LOCATION | INTERPRETATION |
| 1 | Planning process | 1.1 | Goal setting | Goals are set: yes/no? Short-term as well as long-term. Goals are specific, measureable, attainable, realistic and timely. Williams (2007:137) | Is spent on school planning and setting goals for ourselves for the next year. (E/1/11)  where there would be long term and short term planning.(E/1/32) | Specific goals are set for the long, medium and short term. The principal sets aside time to strategize with his team. The school sets goals which are achievable and which are realistic; based on the resources they have. |
| | | 1.2 | Action plan | Lists steps. Indicate the How, Who, What and When. Williams (2007:138) | We start planning in November of the previous year, There is a lady who does the time table She takes the subject choice forms from all the | An action plan is developed in the form of a set of activities for the year. There are clear steps followed when this development takes place. Specific people are given tasks to perform. It is |

| | | | | teachers (E/1/4-6) | clearly stated when planning is done. |
|---|---|---|---|---|---|
| | | 1.3 | Change implementa-tion | Share reasons<br>Is empathetic to difficulties<br>Communicate details simply, clearly, extensively , verbally and in writing<br>Explain benefits<br>Identify a change manager<br>Get input from those affected<br>Time change process well<br>Maintain job security<br>Offers training<br>Change is paced<br>Williams (2007:223) | academic head is Dr Clarke who is the head of the academic portfolio (E/1/35)<br><br>The principal showed his diary that he has various meetings with the staff, and management. (E/2/16) | The school has a structure which is made up of deputies and heads of various portfolios. All those in leading positions in their portfolios are the agents of change. There is order and issues are communicated clearly to the subordinates. The principal, as the head of the school, is able to manage change and handle dynamics that are brought up by processes of change. Communication is done verbally in meetings and in writing, minutes and memoranda. |
| | | 1.4 | Innovation | Allows new ideas<br>Values new ideas<br>Encourages new ideas<br>Williams (2007:212) | given an opportunity to come up with new ideas through their portfolios (E/2/1) | When the principal meets with the management team, staff members are encouraged to come up with new ideas. These are discussed and debated if they will add value to the school. Consensus will be reached in order to accept that innovation. As the school is a dynamic structure there is always a need improve the ways of operating. Innovation is helpful in this regard. |
| | | 1.5 | Maintaining flexibility | Make small, simultaneous use of alternative plans.<br>Have extra resources to adapt to unanticipated changes, problems or opportunities. | management review their plans and effect changes on certain strategies (E/1/12) | The school management team takes time out to strategize and to review their plans for the following year. All of this is based on information that the school has for the planned year. There might be changes; |

| | | | | | |
|---|---|---|---|---|---|
| | | | Learn better ways of achieving goals by continually testing, changing and improving plans and strategies. Williams (2007:140) | | therefore it is important that the team is prepared to change. It is easy for the school to be flexible because it is one of the ex-model C schools which are known to have many resources at its disposal. The school is always ready for changes that could come up. |
| | | 1.6 | Strategizing | A vision is set<br>A mission is set<br>Tactical plans and objectives are in place<br>Have operational, standing and/or single-use plans in place<br>Williams (2007:142) | The other deputy principal is the manager for administration, sport and discipline portfolio. (E/1/37-38) management review their plans and effect changes on certain strategies (E/1/2)<br><br>school always refer to its policies (E/1/13) | The school has a strategy in place. They have plans for long-term; medium- and short-term goals. They make use of tactical plans; where they are focusing on their day-to-day operations. The strengths and weaknesses are analysed. The principal makes use of the experience, knowledge and skills of his staff and allocates the staff into various activities. There is flexibility towards change. |

The above tables provide an extract from the interpretation of verbatim data from the transcripts. The interpretation is informed by the codes and the texts. It is within these verbatim texts that the researcher is able to find facts from what has been said by the respondents.

The following table represents the combination of the interpretation from each school in the high pass rate category. This will assist in making the comparison between the high pass rate and the low pass rate schools.

**TABLE 4.6**

**4.2.4 COMBINED INTERPRETATION**

**COMBINED INTERPRETATION OF HIGH PASS RATE SCHOOLS**

| SCHOOL D | SCHOOL E | SCHOOL D+E |
|---|---|---|
| INTERPRETATION | INTERPRETATION | |
| Specific goals are set for short, medium and long term. | Specific goals are set for long, medium and short term. The principal sets aside time to strategize with his team. The school sets goals which are achievable and which are realistic, based on the resources they have. | Specific goals are set for short, medium and long term. The principal sets aside time to strategize with his team. The school sets goals which are achievable and which are realistic, based on the resources they have. |
| An action plan is developed in the form of a set of activities for the year. The pro forma has been proven successful and used in an edited form year after year. Steps taken not clearly mentioned. No indication of the how, who, what and when. NB More info needed! | An action plan is developed in the form of a set of activities for the year. There are clear steps followed when this development takes place. Specific people are given tasks to perform. It is clearly stated when planning is done. | An action plan is developed in the form of a set of activities for the year. The pro forma has been proven successful and used in an edited form year after year. Steps taken are not clearly mentioned. No indication of the how, who, what and when. NB More info is needed! There are clear steps followed when this development takes place. Specific people are given tasks to perform. It is clearly stated when planning is done. |
| Changes in the form of the new year plan are shared with all staff. Heads of department are involved in communicating the change. Everyone is involved in the change via personal input. | The school has a structure which is made up of deputies and heads of various portfolios. All those in leading positions in their portfolios are the agents of change. There is order and issues are communicated clearly to the | Changes in the form of the new year plan are shared with all staff. Heads of department are involved in communicating the change. Everyone is involved in the change via personal input. Unplanned activities are allowed. The principal |

| Unplanned activities are allowed. The principal and staff have a common understanding. | subordinates. The principal, as the head of the school, is able to manage change and handle dynamics that are brought up by processes of change. Communication is done verbally in meetings and in writing, minutes and memoranda. | and staff have a common understanding.<br><br>The school has a structure which is made up of deputies and heads of various portfolios. All those in leading positions in their portfolios are the agents of change. There is order and issues are communicated clearly to the subordinates. The principal, as the head of the school, is able to manage change and handle dynamics that are brought up by processes of change. Communication is done verbally in meetings and in writing, minutes and memoranda. |
|---|---|---|

**TABLE 4.7**

**COMBINED INTERPRETATION OF LOW PASS RATE SCHOOLS**

| SCHOOL A | SCHOOL B | SCHOOL C | SCHOOL A+B |
|---|---|---|---|
| **INTERPRETATION** | | **No Principal** | |
| Yes, there are specific goals set. The principal agrees to the importance of strategic planning. The goals are specific, but not attainable or realistic. The school has a huge shortage of resources, in terms of funds, material resources and a shortage of human resources. There is a lack of administration and | Yes; there are specific goals set. There are long term; medium- and short term goals. These goals are not measurable and it is not clear if they are attainable. | | Yes; there are specific goals set. The principal agrees to the importance of strategic planning. The goals are specific, but not attainable or realistic. The school has a huge shortage of resources, in terms of funds, material resources and a shortage of human resources. There is a lack of administration and management skills. |

| | | | |
|---|---|---|---|
| management skills. | | | There are long-term; medium- and short-term goals. These goals are not measurable and it is not clear if they are attainable. |
| There is an action plan in place. The principal, as the head of the school, leads the school and is working with the heads of department. He assigns duties to the heads and in turn, the heads work with the educators. The heads of departments arrange meetings with the educators to discuss and to plan for academic issues. | The school has an action plan. They know how to work towards achieving that plan; there are people allocated to specific tasks. Since the school mainly operates in committees, there are different tasks for the committees. The year plan indicates the dates which are set to perform allocated tasks. | | There is an action plan in place. The principal, as the head of the school, leads the school and is working with the heads of department. He assigns duties to the heads and in turn, the heads work with the educators. The heads of departments arrange meetings with the educators to discuss and to plan for academic issues.

The school has an action plan. They know how to work towards achieving that plan; there are people allocated to specific tasks. Since the school mainly operates in committees, there are different tasks for the committees. The year plan indicates the dates which are set to perform allocated tasks. |
| The school is in the process of implementing change. The principal is using a leadership style which needs him to be thoughtful; flexible and empathetic. Communication is done through the meetings, verbally. Some of the stakeholders are not informed regularly about change and that creates lack of commitment from those parties. There are | The principal, in his leadership style, is a person who shares information with all the stakeholders. He is a people's person who is easily approachable. He is compassionate towards his staff members. However, he communicates clearly and extensively. He allows people to have their inputs and when from time to time he organises training and workshops for staff development. | | The school is in the process of implementing change. The principal is using a leadership style which requires him to be thoughtful; flexible and empathetic. Communication is done through the meetings, verbally. Some of the stakeholders are not informed regularly about change and that creates a lack of commitment from those parties. There are inputs from those who are affected by the change. However, there is resistance to change and sometimes lack of co-operation. |

| HIGH PASS RATE SCHOOLS | LOW PASS RATE SCHOOLS | | |
|---|---|---|---|
| inputs from those who are affected by the change. however, there is resistance to change and sometimes lack of co-operation. There is no change manager and this change is not passed on owing to lack of time management. | | | There is no change manager and this change is not passed on owing to lack of time management.<br><br>The principal, in his leadership style, is a person who shares information with all the stakeholders. He is a people's person who is easily approachable. He is compassionate towards his staff members. However, he communicates clearly and extensively. He allows people to have their inputs when from time to time he organises training and workshops for staff development. |

A combination of interpretation in the schools with high pass rate and the schools with low pass rate has been tabled. The tables are a sample of this data gathering process. This makes it easy to find whether there are any commonalities or differences between the schools.

The following is the table that represents an extract from the comparison made between the high and the low pass rate schools. A comparison outcome has been drawn where there are commonalities and differences noted. From the differences identified recommendations can be drawn.

### 4.2.5 COMPARISON OF HIGH AND LOW PASS RATE SCHOOLS

**TABLE 4.8**

**COMPARISON OF HIGH AND LOW PASS RATE SCHOOLS**

| HIGH PASS RATE SCHOOLS | LOW PASS RATE SCHOOLS | COMPARISON OUTCOME | |
|---|---|---|---|
| | | COMMONALITIES | DIFFERENCES |
| Specific goals are | Yes, there are specific | Both schools set | High pass rate |

| | | | |
|---|---|---|---|
| set for short-, medium- and long term.<br><br>Specific goals are set for long-, medium- and short term. The principal sets aside time to strategize with his team. The school sets goals which are achievable and which are realistic; based on the resources they have. | goals set. The principal agrees to the importance of strategic planning. The goals are specific, but not attainable or realistic. The school has a huge shortage of resources, in terms of funds, material resources and a shortage of human resources. There is a lack of administration and management skills.<br><br>Yes; there are specific goals set. There are long-term; medium- and short-term goals. These goals are not measurable and it is not clear whether they are attainable. | specific long-term; medium-term and short-term goals. These goals are specific. There is time set aside for strategic planning. | schools have realistic and achievable goals. They have plenty of all kinds of resources which they need in order to achieve their goals. Low pass rate schools have unrealistic and unachievable goals, owing to their lack of resources. They do not have financial resources, human resources or material resources to achieve their goals. |
| An action plan is developed in the form of a set of activities for the year. The pro forma has been proven successful and is used in an edited form year after year. Steps taken are not clearly mentioned. No indication of the how, who, what and when. NB More info needed!<br><br>An action plan is | There is an action plan in place. The principal, as the head of the school, leads the school and is working with the heads of department. He assigns duties to the heads and in turn, the heads work with the educators. The head of departments arrange meetings with the educators to discuss and to plan for academic issues.<br><br>The school has an action plan. They know how to work towards achieving the plan; there are people allocated to specific tasks. | Both schools have developed an action plan and it is in the form of activities for the year. Specific people are allocated to the tasks. The plan clearly states when and how it is done. | Schools with high pass rate use a pro forma plan which is just edited, since it has been proven to be successful in previous years. Low pass rate schools are still in the process of constructing a successful year plan. |

| | | | |
|---|---|---|---|
| developed in the form of a set of activities for the year. There are clear steps followed for when this development takes place. Specific people are given tasks to perform. It is clearly stated when planning is done. | Since the school mainly operates in committees, there are different tasks for the committees. The year plan indicates the dates which are set to perform the allocated tasks. | | |

## 4.3 FINDINGS

## 4.3.1 HIGH PASS RATE SCHOOLS

They have realistic and achievable goals. There are many resources, funds, human resources and teaching and learning resources. The year plan has been proven to be successful for many years, so they merely edit it as the years pass by. The schools have extensive communication to all the stakeholders. They communicate in writing, verbally and through the usage of cell phone messaging. Technology is used in management and administration, and that enhances efficiency at the schools.

The principals are good with regard to time management, strategic planning and the implementation thereof. They have effective teams and they are able to inspire and motivate their staff. The principal is good with people skills and management. There is consistency in monitoring and evaluation systems, having a regular feedback. They have back-up plans to handle crises; owing to their plentiful resources. Learners are developed in totality. Everybody is involved in school planning; there is full co-operation from the staff members.

There is always order and chaos is minimised. All the activities are included in the year plan. The school takes the initiative to organise staff development training and workshops; they do not depend on the DoE. There is full parental involvement and learners are able to learn independently. They are disciplined. Management and staff maintain professionalism and high work ethics.

The school adheres to the plan. The staff members have high job security. There is a positive culture and a welcoming environment. The principal is proactive in dealing with management and school issues. Policies are implemented and updated as the years go by. Management systems work properly. There is effective teamwork and collaboration. The school has a vision, mission and structure.

### 4.3.2 LOW PASS RATE SCHOOLS

Some of these schools have unrealistic and unachievable goals. This is due to the lack of all kinds of resources. The year plan made does not include all the activities of the school and the staff members do not adhere to this plan. There are many programmes and activities that are not scheduled, but that do exist at the school. This leads to chaos and disorder. It is difficult to embrace change at these schools as there is no one who is able to manage that change. There is lack of time management and commitment.

The principals are new in their leadership positions and they lack management skills. They need to be trained and mentored in time management, strategic management and change management skills. There is a lack of consistency in monitoring and evaluation. The schools completely depend on the DoE for resources. There are no extra-curricular activities to develop the learners in totality. The school depends on the DoE for staff development. There is a lack of parental involvement; learners are not disciplined to learn on their own. There is also a   lack of study material.

There is sometimes a lack of professionalism and work ethics. Weak control measures are in place and some staff members do not adhere to these measures. There is a lack of co-operation and motivation from both the educators and the learners. Programmes like awards for the staff members are scarce. There is a lot of stress and demotivation and there is no passion for work. The DoE sometimes

causes chaos by calling meetings which are not scheduled on time. Workshops organised by the DoE are not enough.

In some schools staff members do not trust each other. There are policies in place but they are sometimes not implemented. They are not well communicated and not updated. Management systems are not working properly; some elements are not in place. In these schools the NGOs intervene to assist the learners with tutorials and with funding. It is only a few of the learners who are able to receive that assistance. Learners are affected by socio-economic problems and that affects the schools negatively. The schools do, however, have vision; a mission statement and a structure.

## 4.4 DATA FROM SMTs

## AN OVERVIEW

Data has been collected from the school management teams of the same schools to validate the data obtained from the principals. All five of the sample schools have SMTs. In the high pass rate schools, school D has an executive team which works very closely with the principal. School programmes are first discussed by this team; then they are passed down the hierarchy. Each executive member has a portfolio; there is a team which works with each member. School E has two deputy principals who are allocated to specific portfolios. They work with smaller teams to make management much easier.

All three schools with low pass rate have SMTs which constitute the deputy principals and the heads of departments, although all of the schools have vacant management posts which have not been filled by the DoE. These management teams are operational, but have challenges.

## 4.4.1 INTERVIEW CODE BOOK FOR SMTs

The following is the sample of the data codebook used to analyse the data from the school management teams:

**TABLE 4.9**

**SCHOOL MANAGEMENT TEAMS (SMTs)**

|   | CATEGORIES |   | CODES | CODE DESCRIPTION |
|---|---|---|---|---|
| 1 | Structure of school management system | 1.1 | Elements/Functions | Indication of the school management system |
|   |   | 1.2 | Roles | Indication and differentiation of roles in the school management system |
|   |   | 1.3 | Responsibilities | Indication and differentiation of responsibilities in the school management system |
| 2 | Role in the current system | 2.1 | Management level | Indication of the management levels of the SMTs |
|   |   | 2.2 | Responsibilities | Indication of the management responsibilities of the SMTs |
|   |   | 2.3 | Number of persons in charge | A number |
|   |   | 2.4 | Academic management function(s) | Indication of the academic management function(s) of the SMTs |
| 3 | Contribution of role in achieving goals of school | 3.1 | Kind | Descriptions of the kinds of contributions |
|   |   | 3.2 | Change made by contribution | Description of the change(s) made |
|   |   | 3.3 | Ways to enhance contribution | Description of how the contribution can be built up |
| 4 | Measures for ensuring quality of learning and teaching | 4.1 | Planning for learning | Evidence was given of measures to check teacher planning for lessons |
|   |   | 4.2 | Teacher acceptance of responsibility for pupil learning | Evidence was given of measures to check teacher co-acceptance of responsibility |
|   |   | 4.3 | Communication of what is expected and why | Evidence was given of measures to check the communication process for what was expected and the reasons for the expectations |
|   |   | 4.4 | Provision of strategies for monitoring and improving own learning | Evidence was given of measures to check provision of monitoring and improvement measures |
|   |   | 4.5 | Provision of | Evidence was given of measures to check |

| | | structured opportunities for independent learning | provision of independent learning opportunities |
|---|---|---|---|
| | 4.6 | Teachers know the subject matter | Evidence was given of measures to check subject knowledge of teacher |
| | 4.7 | Teachers know how to teach the subject matter | Evidence was given of measures to check pedagogical knowledge of teacher |

The school management team has the code book developed in the same manner as with the principals. There are codes and codes descriptions to assist the researcher to analyse and interpret the data. The above table is the sample of the code book developed.

The following is the code book with verbatim texts for the high and low pass rate schools.

The last column of the codebook for SMTs is the code description; and it had to be further developed to capture verbatim texts from the interviews conducted with the SMTs. The texts were selected according to the code description. In the last column, the text extracted is accompanied by the letter which represents the school interviewed. The middle number is the page of the transcription and the last number is the line of the transcription.

The following table indicates the sample of the data code book with verbatim texts from the SMTs of high pass rate schools

**4.4.2 VERBATIM TEXT OF SMTs**

The data codebook has been developed in the same manner as the codebook for the principals. The last column is the code description and it had to be further developed to capture verbatim texts from the interviews with the SMT. Texts were selected according to the code description. In the last column, the text extracted is accompanied by the letter which represents the school interviewed. The middle number is the page of the transcription and the last number is the line.

The following table provides a sample of the data code book with verbatim texts from the SMT of high pass rate schools

**TABLE 4.10**

**SCHOOL MANAGEMENT TEAMS (SMTs): SCHOOL D**

| | CATEGORIES | | CODES | CODE DESCRIPTION | **VERBATIM TEXT AND LOCATION** |
|---|---|---|---|---|---|
| 1 | Structure of school management system | 1.1 | Elements/Functions | Indication of the school management system | headmaster works with all the groups and people in the management (D/1/6) |
| | | 1.2 | Roles | Indication and differentiation of roles in the school management system | various duties to perform and who are delegated (D/1/7) |
| | | 1.3 | Responsibilities | Indication and differentiation of responsibilities in the school management system | executive also delegate further to the heads of the departments (D/1/9) <br> I am the person leading in the academic (D/1/16) |
| 2 | Role in the current system | 2.1 | Management level | Indication of the SMTs management levels | executive also delegate further to the heads of the departments (D/1/9) |
| | | 2.2 | Responsibilities | Indication of the management responsibilities of the SMTs | ensure that the teachers are in class on time teaching (D/1/17) <br> There is also mentoring that is taking place for support (D/1/22) |
| | | 2.3 | Number of persons in charge | A number | executive of five members (D/1/9) |
| | | 2.4 | Academic management function(s) | Indication of the academic management function(s) of the SMTs | I am the person leading in the academic (D/1/16) <br> ensure that the teachers are in class on time teaching (D/1/17) |

The following is the table that provides the sample of the data codebook with verbatim texts in the low pass rate schools.

**TABLE 4.11**

**SCHOOL MANAGEMENT TEAMS (SMTs): SCHOOL A**

| | CATEGORIES | | CODES | CODE DESCRIPTION | **VERBATIM TEXT AND LOCATION** |
|---|---|---|---|---|---|
| 1 | Structure of school management system | 1.1 | Elements/Functions | Indication of the school management system | various management systems; there is SMT; SDT and the committees (A/1/4) |
| | | 1.2 | Roles | Indication and differentiation of roles in the school management system | heads of department co-ordinate work which is done in the classroom (A/1/8-9) |
| | | 1.3 | Responsibilities | Indication and differentiation of responsibilities in the school management system | the team together with the principal are decision-makers (A/1/11-12)<br><br>that there is order and discipline in the school (A/1/12) |
| 2 | Role in the current system | 2.1 | Management level | Indication of the management levels of the SMTs | The SMT is composed of Head of Departments, (A/1/7-8)<br>Two deputy principal posts are vacant (A/1/8) |
| | | 2.2 | Responsibilities | Indication of the management responsibilities of the SMTs | keeping records of all discussions and proposals (A/1/16) |

In the above tables the texts have been extracted from the transcript. The letter in the bracket indicates the school interviewed; the middle number is the page of the transcription and the last number is the line number of the transcription.

### 4.4.3 VERBATIM TEXT of SMTs

The following tables are a sample of the interpretation of verbatim texts extracted from the transcriptions from high pass rate and low pass rate schools. School D represents the high pass rate and school A is a low pass rate school.

**TABLE 4.12**

**SCHOOL MANAGEMENT TEAMS (SMTs): SCHOOL D**

| | CATEGORIES | | CODES | CODE DESCRIPTION | VERBATIM TEXT AND LOCATION | INTERPRETATION |
|---|---|---|---|---|---|---|
| 1 | Structure of school management system | 1.1 | Elements/ Functions | Indication of the school management system | headmaster works with all the groups and people in the management (D/1/6) | The school has a system on which it is working. It is an organised school and there is co-operation between the management and the entire staff. |
| | | 1.2 | Roles | Indication and differentiation of roles in the school management system | various duties to perform and who are delegated (D/1/7) | The school management system is composed of different tasks which are delegated to different people. The system can work if everybody is involved and is playing their role. |
| | | 1.3 | Responsi-bilities | Indication and differentiation of responsibilities in the school management | executive also delegate further to the heads of the departments (D/1/9) | There are different levels of authority at the school and protocol is followed. |

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| | | | | | system | I am the person leading in the academic (D/1/16) | In each level of authority there are responsibilities. |
|---|---|---|---|---|---|---|---|
| 2 | Role in the current system | 2.1 | | Management level | Indication of the management levels of the SMTs | executive also delegate further to the heads of the departments (D/1/9) | The school management system has different levels. The person who has the highest authority is the principal and he works closely with the executive which constitutes the top management. There is another level of management other than the top which is delegated to; that is the medium- and the lower management. |
| | | 2.2 | | Responsi-bilities | Indication of the management responsibilities of the SMTs | ensure that the teachers are in class on time teaching (D/1/17) There is also mentoring that is taking place for support (D/1/22) | The school management system plays an effective role in terms of managing the curriculum. They take time management seriously. The school management system supports and offers mentorship programmes for other educators. |
| | | 2.3 | | Number of persons in charge | A number | executive of five members (D/1/9) | There is a strong management at the top. The decisions made at their level are sound decisions and there will be consensus reached. |

| | | | | | No-one will impose decisions on the others; they are an acceptable number. |
|---|---|---|---|---|---|
| | | 2.4 | Academic manage-ment function(s) | Indication of the academic management function(s) of the SMTs | I am the person leading in the academic (D/1/16) ensure that the teachers are in class on time teaching (D/1/17) | There is a person designated for academic programs. The school knows that academic activities need special attention; because they are the core business of the school. There is monitoring of quality teaching and learning taking place. Tuition time is managed and is not wasted, in order to achieve optimal results. |

**TABLE 4.13**

**SCHOOL MANAGEMENT TEAMS (SMTs): SCHOOL A**

| | CATEGORIES | | CODES | CODE DESCRIPTION | **VERBATIM TEXT AND LOCATION** | **INTERPRETATION** |
|---|---|---|---|---|---|---|
| 1 | Structure of school management system | 1.1 | Elements/ Functions | Indication of the school management system | various management systems; there is SMT; SDT and the committees (A/1/4) | The school management system is in place at the school. There is a school management team which works with the principal. Different management levels are in operation. There is a structure |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | that deals with the development of the school; that is the school development team. Working in teams and groups is encouraged. There is collaboration and support in the way the school operates. |
| | | 1.2 | Roles | Indication and differentiation of roles in the school management system | heads of departments co-ordinate work which is done in the classroom (A/1/8-9) | There is management of the curriculum. The management team of the school acknowledges that this is the core business of the school and it is given special attention. There are different departments and this indicates that work is divided into small controllable units. There is organisation in terms of what is happening in the actual teaching in the class room. |
| | | 1.3 | Responsibiliti es | Indication and differentiation of responsibilities in the school management system | the team together with the principal are decision-makers (A/1/11-12)<br><br>that there is order and discipline in the school (A/1/12) | Everybody in the teams of the school management system has a critical role to play. Attached to the role is a responsibility. The principal, with his management team |

| | | | | | | | know their responsibility in the system of the school. There is basic functionality at the school; where there is order and discipline within the school community. |
|---|---|---|---|---|---|---|---|
| 2 | Role in the current system | 2.1 | Manage-ment level | Indication of the management levels of the SMTs | The SMT is composed of Heads of Departments, (A/1/7-8) Two deputy principal posts are vacant (A/1/8) | There is the top management level which is incomplete, since the school has no deputy principals. There is a strong middle management where there are senior teachers co-opted into the management positions because of their experience at the school; and there is a supervisory management level which constitutes the grade heads and the subject heads. |
| | | 2.2 | Responsi-bilities | Indication of the management responsibilities of the SMTs | keeping records of all discussions and proposals (A/1/16) | Each person in the management levels has a responsibility to function and to add value to the school management team and the entire school. Functionality of the school depends on each and every person to |

| | | | | | take his or her responsibility seriously. |
|---|---|---|---|---|---|

In the above tables, verbatim texts have been interpreted. The following will be the combination of interpretations of the high pass rate schools and the combination of the interpretations of the low pass rate schools.

### 4.4.4 COMBINED INTERPRETATION

### COMBINED INTERPRETATION OF HIGH PASS RATE SCHOOLS

The next tables are samples of combinations of the interpretation of the schools in the high pass rate; and low pass rate schools. This is in order to have one analysis and interpretation for the high pass rate schools. This will make it easy for comparison to identify the commonalities and differences.

### TABLE 4.14

| SCHOOL D | SCHOOL E | SCHOOL D+E |
|---|---|---|
| INTERPRETATION | INTERPRETATION | |
| The school has a system on which it is working. It is an organised school and there is co-operation between the management and the entire staff. | The school has a system on which it is working. It is an organised school and there is co-operation between the management and the entire staff. The elements of this school management system work together for the achievement of the school goals. | The school has a system on which it is working. It is an organised school and there is co-operation between the management and the entire staff. The elements of this school management system work together for the achievement of the school goals. |
| The school management system is composed of different tasks which are delegated to different people. The system can work if everybody is involved and is playing their | Each element has a very important role to play. When the different roles are played, the school moves in the right direction that is, towards success. There is a person who deals with the discipline of the learners. | The school management system is composed of different tasks which are delegated to different people. The system can work if everybody is involved and is playing their role. Each element has a very important role to play. When the different |

| | | |
|---|---|---|
| role. | Monitoring takes place. Also, the environment of the school is taken care of because it motivates the educators and the learners to be at school all the time. | roles are played, the school moves in the right direction that is, towards success. There is a person who deals with the discipline of the learners. Monitoring takes place. Also, the environment of the school is taken care of because it motivates the educators and the learners to be at school the entire time. |
| There are different levels of authority at the school and protocol is followed. In each level of authority there are responsibilities. | All the staff members understand that they have a responsibility at school to ensure that quality education is delivered. Everybody is allocated duties at the beginning of the year. It is everybody's responsibility to ensure that his or her responsibilities are fulfilled. | There are different levels of authority at the school and protocol is followed. In each level of authority there are responsibilities. All the staff members understand that they have a responsibility at school to ensure that quality education is delivered. Everybody is allocated duties at the beginning of the year. It is everybody's responsibility to ensure that his or her responsibilities are fulfilled. |
| The school management system has different levels. The person who has the highest authority is the principal and he works closely with the executive which constitutes the top management. There is another level of management other than the top which is delegated to, that is the medium- and the lower management. | There are different levels of management where the roles are assigned. At the top is the principal and he works with two deputies. They are the top management. They work as a team with the subject heads. There is another level of management other than the top which is delegated to, that is the medium- and the lower management. | The school management system has different levels. The person who has the highest authority is the principal and he works closely with the executive which constitutes the top management. There is another level of management other than the top which is delegated to, that is the medium- and the lower management. They work as a team with the subject heads. There is another level of management other than the top which is delegated to; that is the medium- and the lower management. |

**TABLE 4.15**

**COMBINED INTERPRETATION OF LOW PASS RATE SCHOOLS**

| SCHOOL A | SCHOOL B | SCHOOL C | SCHOOL A+B+C |
|---|---|---|---|
| INTERPRETATION | INTERPRETATION | INTERPRETATION | |
| The school management system is in place at the school. There is a school management team which works with the principal. Different management levels are in operation. There is a structure that deals with the development of the school that is, the school development team. Working in teams and groups is encouraged. There is collaboration and support in the way the school operates. | The school has a school management system in place. This system has various components working together in collaboration for the success of the school. Elements are clearly visible: there is a principal who is the head of the school; working with the heads of various departments of the school. There is no deputy principal; therefore the top management constitutes the principal and HODs. There is also the school development team (SDT). This is the team which is responsible for developing the school as a whole. It is made up of the SMT and one educator, who is not in the management team. | The school has incomplete elements in its school management system. There is no head of the school. However; there are deputy principals and the HODs. There is a shortage in management; as a result the school has co-opted members of the SGB members; teacher components. | The school management system is in place in school A and B, but with school C, the elements are incomplete. The system has various components in collaboration for the success of the school. . Different management levels are in operation. There is a structure that deals with the development of the school that is the school development team. Working happens in teams and groups. . Elements are clearly visible: there is a principal who is the head of the school, working with the heads of various departments of the school. There is no deputy principal; therefore the top |

| | | | |
|---|---|---|---|
| | | | management constitutes the principal and HODs. There is also the school development team (SDT). This is the team which is responsible for developing the school. This is encouraged. In school C; there is a shortage in the management team. As a result the school has co-opted members of the SGB members; teacher components |
| There is management of the curriculum. The management of the school acknowledge that this is the core business of the school and it is given special attention. There are different departments and this indicates that work is divided into small controllable units. There is organisation in terms of what is happening in the actual teaching in the class room. | Each component of the school management system knows and plays its role at the school. Since the principal does not have a deputy; he works with the HODs and plans with them; then delegates further to other educators. The HODs have their specific roles except for the delegated duties. They manage the curriculum in the classroom with the educators. | There are clear roles of the school management team. Educators know who is leading the school and what the responsibilities of each of the members are. | There is management of the curriculum. The management of the school acknowledges that this is the core business of the school and it is given special attention. There are different departments and this indicates that work is divided into small controllable units. There is organisation in terms of what is happening in the actual teaching in the class room. Each component of |

| HIGH PASS RATE SCHOOLS | LOW PASS RATE SCHOOLS | COMPARISON OUTCOME | |
|---|---|---|---|
| | | the school management system knows and plays its role at the school. Since the principal does not have a deputy, he works with the HODs and plans with them; then delegates further to other educators. The HODs have their specific roles except for the delegated duties; they manage the curriculum in the classroom with educators. | |

In the above tables combinations of the interpretations of data have been tabled for both high and low pass rate schools. This will make it easy to compare the two categories of schools and their interpretation.

The following is the table that represents the sample of the comparison of the interpretation of data for the high and low pass rate schools. This is where commonalities and differences are recorded.

## 4.4.5 COMPARISON OF HIGH AND LOW PASS RATE SCHOOLS

## TABLE 4.16

## COMPARISON OF HIGH AND LOW PASS RATE SCHOOLS

| HIGH PASS RATE SCHOOLS | LOW PASS RATE SCHOOLS | COMPARISON OUTCOME | |
|---|---|---|---|
| | | COMMONALITIES | DIFFERENCES |
| The school has a system on which it is working. It is | The school management system is in place in | Both schools have a system in place. | High pass rate schools have organised school |

| | | | |
|---|---|---|---|
| an organised school and there is co-operation between the management and the entire staff. The elements of this school management system work together for the achievement of the school goals. | schools A and B, but with school C the elements are incomplete. The system has various components in collaboration for the success of the school. . Different management levels are in operation. There is a structure that deals with the development of the school that is, the school development team. Working happens in teams and groups. Elements are clearly visible: there is a principal who is the head of the school, working with the heads of various departments of the school. There is no deputy principal; therefore the top management constitutes the principal and HODs. There is also the school development team (SDT). This is the team which is responsible for developing the school. This is encouraged. In school C there is a shortage in the management team. As a result the school has co-opted members of the SGB members; teacher | Different management levels are in operation. There is some collaboration in the low pass rate schools. Elements of the system are clearly visible. | management systems. There is co-operation between the management and staff members. The systems are working together having one goal: of achieving high performance. The low pass rate schools have incomplete elements of the system. Some schools do not have a principal and others do not have deputy principals. They find it difficult to work as a team as they experience strain from the overload of work |

| | components | | |
|---|---|---|---|
| The school management system is composed of different tasks which are delegated to different people. The system can work if everybody is involved and is playing their role. Each element has a very important role to play. When the different roles are played; the school moves in the right direction that is towards success. There is a person who deals with the discipline of the learners. Monitoring takes place. Also, the environment of the school is taken care of because it motivates the educators and the learners to be at school the entire time. | There is management of curriculum. The management of the school acknowledges that this is the core business of the school and it is given special attention. There are different departments and this indicates that work is divided into small controllable units. There is organisation in terms of what is happening in the actual teaching in the class room. Each component of the school management system knows and plays its role at the school. Since the principal does not have a deputy, he works with the HODs and plans with them; then delegates further to other educators. The HODs have their specific roles except for the delegated duties; they manage the curriculum in the classroom with educators. | There are different tasks which are delegated to different people. All the staff members have their roles to play in the system. Work is divided into small controllable units. Both schools understand the importance of managing the curriculum. The school operates according to different departments. | Since one of the schools in the low pass rate high schools does not have a principal that makes it difficult to work. The top management does not have an actual leader; there are people who have less power. This makes the management of the school a weak management. |

A comparison has been made and the differences and commonalities were identified between the high pass rate and the low pass rate schools.

The following is the table which represents the sample of the combination of the differences between the principals and the differences between the SMTs.

**TABLE 4.17**

| PRINCIPAL DIFFERENCES | SMT DIFFERENCES | COMBINATION |
|---|---|---|
| High pass rate schools have realistic and achievable goals. They have plenty of all kinds of the resources that they need to achieve their goals. Low pass rate schools have unrealistic and unachievable goals, owing to their lack of resources. They do not have financial resources, human resources and material resources to achieve their goals. | High pass rate schools have organised school management systems. There is co-operation between the management and staff members. The systems are working together having one goal: of achieving high performance. The low pass rate schools have incomplete elements of the system. Some schools do not have a principal and others do not have deputy principals. They find it difficult to work as a team as they experience strain from the overload of work | High pass rate schools have realistic and achievable goals. They have plenty of all kinds of the resources that they need to achieve their goals. High pass rate schools have organised school management systems. There is co-operation between the management and staff members. The systems are working together having one goal: of achieving high performance. Low pass rate schools have unrealistic and unachievable goals, owing to their lack of resources. They do not have financial resources, human resources and material resources to achieve their goals. The low pass rate schools have incomplete elements of the system. Some schools do not have a principal and others do not have deputy principals. They find it difficult to work as a team as they experience strain from the overload of work |
| Schools with high pass rates use a pro forma plan which is just edited annually since | Since one of the schools in the low pass rate high schools does not have a | Schools with high pass rates use a pro forma plan which is just edited annually, since it has been |

| | | |
|---|---|---|
| it has been proven to be successful in the previous years. Low pass rate schools are still in the process of constructing a successful year plan. | principal; that makes it difficult to work. The top management does not have an actual leader. There are people who have less power. This makes the management of the school a weak management. | proven to be successful in the previous years. Low pass rate schools are still in the process of constructing a successful year plan. This makes the management of the school a weak management. |
| It is difficult to embrace change in low pass rate schools. There are elements of resistance and a lack of co-operation. There is a problem with time management as well. Sometimes not all the stakeholders are informed in time about change. There is a lack of commitment and no-one managing change. With the high pass rate schools there is extensive communication to all the stakeholders in time; they embrace change and it is managed well. Technology is also used to inform the stakeholders; for instance the sms method is used to inform the parents. The principals in these schools are sufficiently empowered to handle the dynamics that crop up because of change. | There is protocol followed at the high pass rate schools. Management roles are clear and they have no shortages of human resources. There are shortages in the management positions of the low pass rate schools; operations of these schools are not normal. | It is difficult to embrace change in low pass rate schools. There are elements of resistance and a lack of co-operation. There is a problem with time management as well. Sometimes not all the stakeholders are informed in time about change. There is a lack of commitment and no-one managing change.<br><br>With the high pass rate schools there is extensive communication to all the stakeholders on time; they embrace change and it is managed well. Technology is also used to inform the stakeholders; for instance the sms method is used to inform the parents. The principals in these schools are sufficiently empowered to handle the dynamics that crop up because of change.<br><br>There is protocol followed at the high pass rate schools. Management roles are clear and they have no shortages of human resources. |

From the combination of differences there are many differences that exist between the high pass rate schools and low pass rate schools. Starting with goal setting, the low performing schools set unrealistic and unachievable goals. They have a huge shortage of resources, funds, materials and human resources. There is a lack of commitment and co-operation and the teams do not work well. There is a lack of professionalism and work ethic. The schools do not adhere to the school plan and there is a lack of order. This is sometimes caused by the DoE with the unscheduled meetings which are called.

The DoE does not intervene at the right time or regularly. The staff members are demotivated and lack passion for their work. The management is not consistent with regard to communication, monitoring or evaluation. Parents are not fully involved and committed to the education of their children. The low pass rate schools are not involved in extra-curricular activities and therefore do not develop their learners in totality. Both categories of schools have a vision, mission and a structure. There are elements of the school management system; but with the low pass rate schools they are incomplete and those that do exist are not functioning properly.

There is an appendix that represents recommendations drawn from the combination of differences between principals and SMTs.

From the above table there have been many recommendations that have come out of the learning from the comparison of the high pass rate schools with the low pass rate schools.

The following is the list of recommendations from the table:

**THE DEPARTMENT OF EDUCATION**

- The DoE has to intervene and assist the low pass rate schools with the resources that they need.
- All the vacant posts have to be filled in by the DoE so that the management team is complete and strong.
- Principals and all staff members who are newly appointed should be trained and mentored by the Department of Education officials who have experience in management.

- The DoE has to monitor the low pass rate schools strictly.
- The DoE should first check the needs of the school before offering workshops; these must stay relevant.
- The DoE should deposit the funds for nutrition as early as the can.
- The low pass rate schools have to strengthen their compilation of the year plan and the management team has to adhere to it. The management team should be trained by the DoE officials on how to create a working year plan.

## THE LOW PASS RATE SCHOOLS

- The schools need to set realistic and achievable goals.
- The school has to build relationships with the companies around the school; so that those companies can invest in the sports facilities of the school; and in other shortages that the school experiences.
- Educators need to be more committed and to participate in extra-curricular activities so that the learners can be developed in totality.
- Low pass rate schools should improve on the implementation of their programmes.
- Safety and security should be treated as an emergency by the managers.
- The school management team has to be consistent in monitoring the work done by the educators.
- The low pass rate schools need to set their priorities and to utilise the scarce resources they have to the maximum level.
- The correct teacher: learner ratio should be ensured by the DoE officials.
- A welcoming atmosphere should be created at the school. The management and the staff members should change their mind-set so that they can be creative and bring new ideas which can be motivational to them and to the learners.
- The year plan of the low pass rate schools should involve all the activities of the school, so that deviations are eliminated.
- The teams of the low pass rate schools have to attend teambuilding workshops. This must not be a once-off event; but should occur at least twice a year.

- The staff members have to improve on their work ethic and their professionalism. The school should invite people from the educational professional bodies to workshop them.
- The school must improve its relations with its ex-students, especially those who are in prominent places; so that they can donate to the school and make it independent of the DoE in terms of finances.
- The school has to make it official that they will organise motivational speakers every term to motivate and encourage learners.
- The school should come up with a strong discipline policy; communicate it well to the parents and the learners and adhere to it. There must be consistency in that.
- The school needs to inculcate a culture of independent learning to the learners and instil in them the responsibility for their own learning.
- The school should improve on its communication and involvement with the parents.
- The school should have a strong fundraising drive so that they can be financially independent.
- The management needs to improve on its people skills.
- Schools which are well-resourced should be approached for donations of textbooks.
- The principals and SMTs should strengthen their control measures while; minimising disruptions.
- The departmental controlling measures need to be monitored and action should be taken for absenteeism; especially by educators.
- Extra-curricular activities should be enforced so that an educator will be involved at least in one extra-curricular activity.
- Improvement with regard to time management; respect and honour time all the time.
- Other problems are created by external factors. The labour unions have to make decisions which are in the best interest of educators.
- Create a positive culture and a desirable working environment.
- All meetings should be scheduled and all stakeholders must stick to the plan.

- Professional bodies regularly need to inform and educate the education workers about the importance of being professional to ones call of duty.

- Strategies must be reviewed after a certain time.

- The schools need to improve drastically on discipline issues.

- All the stakeholders should be encouraged to be involved in the education of the learners.

- Resolutions need to be followed up and be implemented.

- The vision and mission of the schools need to be re-visited.


**PRIORITIES**

From the recommendations identified, here are the priorities that could be attended first,

- The vision and mission of the schools need to be re-visited.

- The schools need to improve drastically on discipline issues.

- Create a positive culture and a desirable working environment

- The principals and SMTs should strengthen their control measures while; minimising disruptions.

- Safety and security should be treated as an emergency by the managers.


**4.5 CONCLUSION**

This chapter has focused on the analysis and interpretation of data. Data codebooks for the principals and SMTs have been developed. These codebooks have codes and code descriptions. The schools with high pass rates and the schools with low pass rates have been analysed. Through the analysis and interpretation commonalities and differences were identified. The combination of the differences between the principals and the SMTs were combined. Combinations were analysed and the resultant recommendations were listed. It is clear that there are certain operations of the high pass rate schools which vastly differ from the operations of the low pass rate schools. This is as a result of various factors that are both internal and external.

**CHAPTER 5**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**5.1 INTRODUCTION**

In the previous chapter data was analysed after it had been collected from the principals and the SMTs of the low and high pass rate schools. Comparisons of the interpretation between the schools were made and between the principals and the SMTs. There were findings in the form of commonalities and differences.. A list of recommendations was made.

The purpose of this chapter is to give an overview of what the research was about and what it wanted to achieve. A formulation of the argument for the chapter, concluding remarks and the limitations of the research will be discussed. Recommendations will be listed according to their priority and areas for future research will conclude the chapter.

**5.2 CONCLUDING REMARKS**

In trying to address the research question, the researcher had a list of sub-questions for which the literature had to be reviewed to acquire more knowledge about them in order to get clarity on the main question. To discuss the argument, sub foci will be listed and briefly discussed with regard to how they were covered by the study. This will be as follows:

What are the components and component traits of a school management system?

The researcher began to compile a conceptual framework for the school management system so that the components to be studied or researched could be clear. Various journals and items of literature were consulted with regard to the different components constituting the school management systems.
When data was collected through the interviews, the questions formulated were informed by the components and the component traits of the school management system. Findings can be viewed in appendix J.

How does the literature describe successful school management systems?

The literature reviewed focused on the management structures and functions of the managers in an organisation. School management models were covered by the literature. Important elements in the management system like communication, delegation and staffing were touched on by the researcher.

What school management system conceptual framework can be constructed from the above data?
Two conceptual frameworks, one for school management systems and the other for the research problem, were drafted in Chapter 2.

How do the management systems of a selection of high pass rate high schools in Circuit 3 in the Kwazakhele cluster of the PE School District operate?

This sub- question was covered when data was collected through the interviews of the principals and the SMTs of high pass rate schools. Results came from the interpretation of the data.

How do the management systems of a selection of a low pass rate high schools in Circuit 3 in the Kwazakhele cluster of the PE School District operate?

This was also covered through the interviews conducted with the principals and the SMTs of the low pass rate schools. Data was analysed and interpreted.

How do the management systems of the selected high schools compare with one another?

The schools in the high pass rate category operate in a similar manner and they are from the same background. They are both ex- Model C schools that have all the resources they need to achieve a high pass rate.

How do the management systems of the selected high schools compare with the developed school management system conceptual framework?

Comparison of the high pass rate schools goes beyond what is expected from the school management system conceptual framework. They are far in advance as compared to low pass rate schools.

What recommendations can be made to the selection of low pass rate high schools in the PE School District?

There is a list of recommendations that have been listed in Chapter 4, but these schools can prioritise and begin to implement on a small scale. There are various stakeholders that need to take note of these recommendations because they are the agents of change.

This research study was meant to expose the differences that exist between the schools that were previously disadvantaged and the ex- Model C schools. It was meant to identify contributory factors in the low pass rate schools towards achieving below expectations. These factors vary and cannot be controlled by the schools only, but the DoE has to take part in bringing change and improvement in the failure rate of the schools that are under-performing.

There are internal problems, some of which can be handled by the low performing schools; but other problems; though they are internal they need the intervention of the DoE. This refers to those schools which do not have principals or deputy principals.
Educators also need to be more professional and must adhere to school policies and regulations. More commitment and passion to uplift the profession is required.

## 5.3 LIMITATIONS OF THE RESEARCH
There are limitations to this research. Firstly; owing to time constraints data collection did not cover the whole area the researcher needed to cover. Educators could have been interviewed also for triangulation of the data collected from the principals and the SMTs.

Given more time, the researcher needed to include schools in the Northern areas that are under-performing, to collect data and get more clarity on their challenges.

## 5.4 RECOMMENDATION TO THE PROFESSION

The following are the most prioritised recommendations to the education profession, but the rest of the recommendations can be viewed in Chapter 4.

**The DoE must play its vital role in the public schools by intervening to assist the low pass rate schools with all the resources they need. All vacant posts should be filled immediately. The DoE needs to monitor and evaluate strictly those schools that are low pass rate schools.**

This will enable schools to function properly and will lessen the stress endured by the management and teaching staff members. It is not easy to operate an institution if there are no tools to work with. If posts are not filled by the DoE, it means there is a class of learners which is not taught, and that is a disaster to the performance of the school. The DoE cannot rest till they ensure that the low pass rate schools have improved. They have to interact aggressively with the schools and tighten the existing   control measures.

**Low pass rate schools have to improve on drafting a year plan and on all the other planning systems they have at school. They need to adhere to and implement all that is in the year plan. The plan should include all the annual activities and should not allow a chance for deviating in the plan.**

Any organisation or institution that does not plan will never achieve the goals it desires. This indicates the importance of planning. If processes are not planned that will result in chaos and a waste of time.

**Intervention programmes should be strengthened**
The public schools mostly depend on the DoE to receive assistance with their Grade 12s. This refers to tutorials offered by the DoE. The suggestion is that this is done as early as in term one. Currently, there are no positive effects because interventions

are offered late in the year and there is no monitoring taking place. The researcher is of the view that if the DoE wants improvement, there must be strategies in place to monitor whether the learners are really benefiting from their programmes.

**Ensure the correct teacher: learner ratio**

For many years; there has been the problem of having a number of learners more than the stipulated number in the class rooms. This has not changed and it brings more of a   burden and stress to the educators. There is no individual attention for the learners as the number of educators is also less than stipulated. The DoE has to resolve this problem.

**Schools need to improve drastically on discipline issues**

Learners in the low pass rate schools are not disciplined as compared to those in the high pass rate schools. They are unable to take responsibility for their own learning. They lack motivation and are not keen to attend school regularly. There is regular absenteeism and a lack of performing the duties they are supposed to perform.

**The school should improve on communication with and the involvement of the parents.**

When comparing the high pass rate schools with the low pass rate schools, what the researcher has noticed is that high pass rate schools keep their stakeholders updated with information from the school. They even make use of the cell phone messaging system to do this. Low pass rate schools need to improve on this. There is a lack of consistency in terms of communication. Sometimes the parents are not informed about developments at the school. This has to change.

**A welcoming atmosphere should be created at school. The management and the staff members should change their mind-set so that they can be creative and bring new ideas which can be motivational to them and the learners. Motivational speakers should be organised.**

The staff members and learners in the low pass rate schools are not motivated to come to school. There are many stressful factors at school. The fact that the school

is under-performing in itself is stressful. The shortage of resources and the big numbers of learners in classes are some of the factors that are de-motivating. There are no sports or extra-curricular activities at schools. There is a need for innovation so as to bring life to school.

**The teams of the low pass rate schools have to attend teambuilding workshops. This must not be a once-off event.**

It is difficult to work as teams in the low pass rate schools. Staff members need to improve and must learn to work together. Collaboration and cooperation is very important in any organisation.

**Safety and security should be treated as an emergency by the managers.**

In most of the low pass rate schools there is the   challenge of security. In the areas where the schools are situated crime is rife. The lives and possessions of the staff members and the learners are not safe. The DoE should provide the schools with solid fencing and security systems which can be trusted. The problem is that there is vandalism and the assets that the schools already have are stolen, creating a setback for the school.

## 5.5 AREAS FOR FUTURE RESEARCH

As the researcher was conducting interviews and focusing on the analysis and interpretation of data it has been found that there are gaps that exist in this research study and in the literature. The following is an area for possible future research:

According to Gray and Streshly (2010: 3); all the successful principals interviewed demonstrated a strong ability to build relationships. This indicates that for a school to be successful and to achieve high performance there is the   need to have the skill of building relationships with the people you are working with; and with the community at large. This could be further researched and it entails some of the differences found when comparing the high pass rate and the low pass rate schools.

The topic could focus on building trust among the team members and the school community as a whole and on effective interpersonal communication. I recommend this for future research because it can have a huge positive impact on the improvement of low pass rate schools.

## 5.6 CONCLUSION

There is a need for schools in the PE district to strike a balance when it comes to performance. The DoE has to set this as a priority; focusing on the low pass rate schools. It is understandable that the schools that are not achieving the required pass rate have been affected negatively by the laws of the system of education before 1994. The lack of resources and other challenges have been covered in this study, but the gap has to be closed by the DoE.

As the umbrella body, it has to come up with the strategies that could change the current situation. The schools that have good working management systems need to assist the low pass rate schools with training, coaching and mentoring.
The differences found when comparisons were made between the high and low pass rate high schools will assist in bringing some solutions to the question: how can the current school management systems of a selection of low pass rate high schools in Circuit 3 of the  Kwazakhele Cluster  of the  PE School District be adapted?

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