MANAGING INEFFECTIVE SECONDARY SCHOOLS IN LEJWELEPUTSWA DISTRICT

BY

FUSI DAVID SEELI

Submitted in fulfilment of the requirements for the degree of

MAGISTER EDUCATIONIS

in the

Faculty of Humanities

at

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

SUPERVISOR: DR A M RAMBUDA

2013

ACKNOWLEDGEMENTS

The researcher wishes to acknowledge the specialized services of the following people:

- An omnipotent God for strengthening me throughout my studies.

- My supervisor Dr A M Rambuda for his untiring efforts, positive encouragement and considerate way of providing advice, guidance and constructive criticism.

- Central University of Technology, Free State for providing funds for the completion of the study.

- Professor Zsubarga for his statistical guidance.

- All school principals who allowed me permission to conduct the study at their schools.

- Officials from the Free State Department of Education in Bloemfontein who authorised the study.

- All educators who completed the questionnaires and the principals and their deputies who were interviewed to make the study a success.

- My wife Mmemeng Elizabeth and my son James, who sacrificed in many ways so that I was able to complete the study.

DEDICATION

This work is dedicated to my wonderful wife, Mmemeng Elizabeth Seeli, for her unwavering support and who encouraged me to complete this study.

My son, James, who assisted me with his typing skills.

Above all, my family, for the unfailing support they displayed throughout the duration of this study.

"May the Almighty God turn His face to us all; and may His Light be upon us all, Amen".

DECLARATION

I declare that:

Managing ineffective secondary schools in Lejweleputswa district is my work and that all the sources used or quoted have been acknowledged by means of complete references and that this research project was not previously submitted by me for a degree in another University.

_____   _____

F D SEELI   **DATE**

ABSTRACT

In this study, the researcher used literature review and empirical investigation to:

- establish management styles that are adopted in both effective and ineffective secondary schools;

- examine the main causes of secondary schools' ineffectiveness; and

- determine and recommend guidelines for the effective implementation of participative management styles in ineffective secondary schools.

The research method consisted of an investigation in which a sample of two hundred educators in Lejweleputswa district in the Free State was involved. In order to determine the effective ways of managing ineffective secondary schools, each respondent completed a questionnaire.

The empirical research was undertaken to gather information that could provide answers to the following research questions:

- What management styles are adopted in both effective and ineffective secondary schools?

- What are the main causes of ineffectiveness in secondary schools?

- In what way can participative management styles change the status of ineffective secondary schools?

The literature survey conducted by the researcher showed that leadership styles that are used as a measure for the effective management of secondary schools are effective. Effective management is developed and enhanced with the use of various leadership styles.

The empirical investigation shows that:

- educational activities presented are learner-centred

- learner development is promoted through a well-designed academic programme

- learner performance is regularly monitored

- schools show appreciation for learners' effort and success

- learning environments are learner-friendly

- educators are involved in decisions that have an effect on their employment

- educators work together as co-workers to improve on their teaching practices

- educators are provided with opportunities to upgrade their teaching skills

- school management teams (SMT) delegate authority to their subordinates

- educators turn teaching and learning into challenges that promote creative problem-solving skills

- educators work effectively with parents and the community

- educators do not work in isolation

- there is no lack of social interaction among educators

- educators do not find it difficult to control classroom events

The researcher provided recommendations for the above findings. The recommendations were highlighted in chapter five. These recommendations proved to promote effective ways of managing ineffective secondary schools.

Keywords

School management, effective schools, ineffective schools, dysfunctional schools, functional schools, educational practices, leadership, leadership styles, participative management, transformational leadership.

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTORY ORIENTATION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATION

LIST OF TABLES

LIST OF ANNEXURES

CHAPTER ONE

ORIENTATION TO RESEARCH

1.1   INTRODUCTION

Some secondary schools in South Africa are regarded as ineffective and/or dysfunctional because they are failing in their roles as centres for teaching and learning. This status needs to be changed for learners to receive sound education that they could use as productive citizens of the country. This study attempts to show how the effect of a participative management style could positively change the status of ineffective schools.

The following section deals with the background to the problem that is under study.

1.2   BACKGROUND TO THE PROBLEM

Lejweleputswa district has 64 secondary schools that offer grade 12. Statistics released by Lejweleputswa district indicate that some secondary schools in the region are constantly producing poor results for grade 12. For instance, analysis of 2006 grade 12 results shows that 14 secondary schools fall under the extremely high risk schools category, whilst 4 secondary schools fall under the high risk schools category. Furthermore, statistics reveal that, of the 18 secondary schools that are constantly producing poor results, 16 of them had pass rates of below 50% (c.f. Annexure A). This performance implies that an effective culture of teaching and learning does not exist in some secondary schools, and that, furthermore, teachers in these schools may have poor classroom management skills. Mahloko (2010:11) defines classroom management as that aspect of the teaching role that focuses on creating an environment and establishing conditions that facilitate learner success in achieving both academic and social goals. Schools that strive to improve on learner performance are perceived to be helpful towards creating an environment that allows effective teaching and learning. Secondary schools whose performance is poor are considered dysfunctional and ineffective. This implies that an intervention management strategy that will address this state of affairs needs to be identified and adopted.

It is also important to note that the performance of these schools is contrary to the National Education Act of 1996 which promotes a culture of respect for teaching and learning in educational institutions. Furthermore, the Employment of Educators Act 76 of 1998 indicates that the principal has to ensure that education of the learners is promoted in a proper manner and in accordance with approved policies. The principal is responsible for the professional management of a public school and has to provide professional leadership of the school. The Employment of Educators' Act 76 of 1998 also states that the deputy principal assists the principal in managing the school and promoting the education of learners in a proper manner. This Act suggests that the principal and the deputy principal should practice pro-active leadership. This leadership requires that the principal and the deputy principal should be accountable. Loock (2003:49) argues that "successful schools are not only collaborative internally, but they have the confidence, capacity, and political wisdom to reach out, constantly forming new alliances". It is further claimed that principals should create a supportive and trusting climate (Loock, 2003:50). This implies that principals will realise the effect of a participative management style as it could enhance effectiveness of management practices. The study envisages that the effect of a participative management style may positively change the status of ineffective secondary schools. Loock (2003:50) points out that there is a relationship between leadership and school effectiveness.

The following section focuses on the purpose of the study.

1.3   PURPOSE OF THE STUDY

The purpose of the study is to investigate how the effect of a participative management style could positively change the status of ineffective secondary schools in Lejweleputswa district.

The following section deals with the significance of the study.

1.4   SIGNIFICANCE OF THE STUDY

The effect of participative management styles is likely to promote the culture of teaching and learning, which seems non-existent in some secondary schools. As a result of the effect of participative management, grade 12 learners' performance is likely to improve as participative management styles build commitment among team members.

Furthermore, it is envisaged that outcomes of this study are likely to influence school principals to be democratic in their leadership by involving staff to participate in decision making. This will promote appropriate educator attitudes that are conducive to a positive teaching learning situation that enhances school effectiveness.

The following section discusses the statement of the problem that is under study.

1.5   STATEMENT OF THE PROBLEM

It is clear that some secondary schools in Lejweleputswa district are ineffective. It is also clear that the cause of school ineffectiveness is managerial in nature. Hence, it is the school principals' responsibility to influence their educators toward the achievement of good grade 12 results. Therefore, this study investigates the nature of management styles that are successful in both effective and ineffective secondary schools and how the effect of participative management styles could positively change the status of ineffective schools. This problem gives rise to the following research questions:

- What styles of management are adopted in both effective and ineffective secondary schools?
- What are the main causes of ineffectiveness in secondary schools?
- In what way can the effect of participative management styles change the status of ineffective secondary schools?

The following section focuses on research aims and objectives.

1.6   RESEARCH AIMS AND OBJECTIVES

1.6.1   Aims

The primary aim of this research study was to investigate the effectiveness of participative management in positively changing the status of ineffective secondary schools in Lejweleputswa district. The secondary aim of this research was to establish how secondary schools are managed and to examine the causes of ineffectiveness in some secondary schools.

1.6.2   Objectives

The objectives that should be realised by this study are to:

- Establish management styles that are adopted in both effective and ineffective secondary schools.
- Examine the main causes of ineffectiveness in secondary schools.
- Determine and recommend guidelines for the effective implementation of participative management styles in ineffective secondary schools.

The following section focuses on research assumptions

1.7   RESEARCH ASSUMPTIONS

It is assumed that the effect of participative management styles is likely to improve educators' performance and learner academic achievement. It is also assumed that ineffective secondary schools will set high performance standards for themselves and will have faith in their capability to meet these standards.

The following section gives the definition of terms that are used in this study.

1.8   DEFINITION OF TERMS

For the purpose of this study, the following terms are defined as follows:

Participative management: The principal invites educators and other stakeholders to participate in the development of decisions, builds commitment among team members and generates new ideas, rarely gives negative feedback and rewards adequate performance (Loock, 2003:48).

Effective schools: These are schools that provide evidence of good quality and excellent performance in their educational activities (Percival and Tranter, 2004:38).

Ineffective schools: Caldwell and Spinks (2002:51) explain ineffective schools as schools that need to be reformed and need self-management in order to develop good management.

The following paragraphs briefly review literature related to the topic of this study.

1.9   REVIEW OF LITERATURE

Leadership influences effectiveness of every organisation or school. Leadership is the ability to influence people towards the achievement of goals (Loock, 2003:48). This implies that school principals influence their educators as staff members towards educative teaching. Educative teaching is a teaching process that leads to excellent learner performance. Loock (2003:48) maintains that leadership is concerned with:

- The ability to orchestrate and cope with change
- The ability to create a vision for the future
- The insight and understanding with which the vision is communicated to followers
- The ability to motivate followers to achieve this vision despite the presence of obstacles.

In leadership, the principal should be able to guide the school towards achieving its goals through collaboration with members of the school's community (van der Westhuizen, 2007:306). The following are characteristics and aims of leadership for quality in schools:

- Top management is responsible for initiating the quality improvement process. Principals must know what they have committed themselves to and what action has been taken. It is expected of principals to do things rightly, but of leaders to do the right things.

- Respect and confidence determine leadership – not someone's formal position within the organisation (school).

- Management must change fundamentally and transform its attitudes, mindset and basic paradigms before total quality can become a reality.

- Leadership is essential to institutionalise significant and permanent change in schools. Total Quality Management (TQM) requires leaders who are respected, trusted and committed to that vision, and who can communicate it convincingly and consistently throughout the organisation.

- Educational leaders must ensure cooperation between learners, educators, parents, administrators, taxpayers and other role-players. This cooperation is vital in reaching a better understanding of each one's roles within the bigger educational system in which they function (van der Westhuizen, 2007:306).

These characteristics and aims of leadership imply that among others, the principal should be able to adopt the effect of participative management styles for quality and effectiveness in schools.

The following section deals with research methodology.

1.10   RESEARCH METHODOLOGY

This study comprised both quantitative and qualitative research methods. Best and Kahn (2003:125) point out that the quantitative method has various levels of measurement such as a nominal scale which provides an acceptable basis for statistical analysis. The qualitative method, in turn, intends to understand the nature of the problem to be addressed through leading to the desired outcomes (Henning, 2004:235).

1.10.1   Survey Research

Survey research is more appropriate, because the researcher is dealing with a contextualised study. Research is a systematic collection of data about participants' beliefs, attitudes, interests and behaviour using standardised measures such as questionnaires, interviews and tests. The measures are standardised in that each participant receives the same measure, administered in the same manner. The data typically are summarised in the form of descriptive statistics (Gal, Gal and Borg, 2010:212).

The researcher administered questionnaires and conducted interviews to collect data. The questionnaire was administered to educators, whilst school principals were interviewed. Quantitative research was used to gather data on educational practices and management styles in both effective and ineffective secondary schools. It also gathered data on the main causes of ineffectiveness in secondary schools. Interviews were conducted to gather data on the effective implementation of participative management styles in secondary schools.

The following subsection highlights the population and the sampling procedure used in this study.

1.10.2   Population and Sample

The population included school principals and educators from different schools in Lejweleputswa district. The researcher administered questionnaires to 150 educators. Stratified random sample was used to select questionnaire respondents. Schools were stratified according to their effective and ineffective status.

The researcher also conducted structured interviews with five school principals in an effort to obtain in-depth information about the implementation of participative management styles in their schools. Interviewees were also selected through stratified random sample.

The following subsection discusses data analysis.

1.10.3   Data Analysis

Best and Kahn (2003:215) maintain that computer software can be employed to analyse data. In this study, the researcher used a computer-aided quantitative data analysis tool to analyse data collected. Frequency statistics were computed to analyse data and these data were scheduled in tabular form.

The following section deals with the delimitation of the study.

1.11   DELIMITATION OF THE STUDY

The study is in the field of educational management, because it investigates the effect and use of participative management styles to change the status of ineffective secondary schools.

The following section focuses on the limitations of the study.

1.12   LIMITATION OF THE STUDY

The results of this study cannot be generalised beyond secondary schools because educators and principals in primary schools did not form part of the population.

The following section highlights the division of chapters.

1.13   DIVISION OF CHAPTERS

Chapter 1 serves as an introduction and consists of the background of the problem, the purpose of the study and the significance of the study. The aim and objectives and statement of the problem are included.

Chapter 2 reviews literature on leadership styles and on the implementation of participative management styles to change the status of ineffective secondary schools.

Chapter 3 highlights the research methodology that was adopted in this study.

Chapter 4 presents and analyses quantitative and qualitative data.

Chapter 5 presents the summary, conclusion, implications and recommendations.

1.14 CONCLUSION

This chapter is presented as a general orientation to the study. The chapter also outlines the problem statement, research questions, aims and the research method. The next chapter will focus on literature on effective and ineffective management of schools.

The next Chapter focuses on the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1   INTRODUCTION

Schools are perceived to be the institutions that provide the community with the education that will prepare it for its future. It is against this backdrop that the study will determine whether the school is effective or ineffective. Van der Berg (2008) in Bergman, Bergman and Gravett (2011:46) found that educational quality in historically black schools, which contribute 80% of enrolment and are thus central to educational progress, has not improved significantly since the political transition. This lack of educational quality in black schools puts more pressure on educators to improve the quality of education needed at schools. Parents ensure that their children register with schools that are renowned for their effective leadership and management.

This chapter explores various leadership styles such as transformational leadership, democratic leadership, situational leadership, path-goal theory of leadership and behavioural leadership. Schools that implement these leadership styles will also achieve their objectives, positively change their status from ineffectiveness and build cooperation among educators. There will also be partnership between the school and the parents, as well as a healthy relationship between the educators, learners and community members.

It is these leadership styles mentioned above that constitute participative management styles that should be implemented by school principals to improve the status of secondary schools, as well as the teaching practices of educators. Furthermore, the school principals will use their knowledge to identify the factors that cause deficient management, instead of effectiveness within the schools' environment (Bisschof, du Plesis and Smith, 2004:62). The proposed leadership styles mentioned will bring about stability among educators, School Management Teams (SMTs) and school principals, hence providing a decisive role in creating and sustaining democratic leadership (Wood, 2005:107). Effective leadership and management thus lead to schools' efficiency.

Van Niekerk (2006:85) maintains that leadership is about ensuring a clear and shared sense of direct development as the foundation for strategic and operational development. This sense of development requires that various leadership styles be implemented in order for schools to be effective. What follows thus explores educational practices in both ineffective and effective schools.

The following section focuses on educational practices at both ineffective and effective schools.

2.2   EDUCATIONAL PRACTICES

Educational practices that educators implement at their schools can determine whether schools benefit educators, learners' parents, learners and other interested stakeholders in education. Kiggundu and Nayimuli (2009:48) postulate that teaching practice is an important component of becoming an educator and is viewed as a form of work-integrated learning that is described as a period of time when learners are working in the relevant industry to receive specific in-service training in order to apply theory in practice.   In-service training thus enables educators to acquire the skills to perform well in their teaching work. This section helps to identify practices that may lead to ineffectiveness in secondary schools. Kellough (2007:61) highlights practices that are implemented in these schools.

The following subsection highlights educational practices that are applied at ineffective schools.

2.2.1   Educational Practices in Ineffective Schools

- **Spending too much time with one learner or one group and not monitoring the entire group**: Spending too much time with any one learner or small group of learners, ignoring the rest of the learners, is a sign of ineffectiveness in the educator. It is therefore improper of the educators to ignore the rest of the class, even for a moment.

- **Sitting while teaching:** Unless the educator is physically unable to stand, or to do so for a long period of time while teaching, he or she may sit while teaching. Such positioning makes it difficult to monitor the class, unless the educator is teaching children in the early grades.

- **Not intervening quickly enough during inappropriate learner behaviour**: It is clear that, except for minor misbehaviours that are momentary and non-disruptive, learners' inappropriate behaviour quickly becomes worse fast, rather than better. It is in the best interest of the teacher to end such behaviour quickly and resolutely. Moreover, ignoring inappropriate behaviour is in effect approving such behaviour.

- **Not monitoring understanding of setworks**: Constant comprehension checks should be done when students are busy doing setworks. The educator must be sure, when assigning setwork tasks, that instructions include specifics regarding what is to be learned, how it is to be learned and how the content is connected to the previous material learned by learners. For instance, when teaching adjectives from a comprehension test, learners must be able to identify the adjectives from the work presented. This will help learners recall the previous lesson taught.

- **Inadequately providing thinking-time after asking a content question**: An educator who always gives learners insufficient time to think is teaching only superficially and at the lowest cognitive level, and will probably cause problems in learner motivation and classroom control. For instance, reading quickly will not enable learners to capture all the educator has read, which may well affect the concentration span of learners. Similarly, when teaching mathematical concepts, such as addition and subtraction, the educator has to slow down sufficiently to allow learners to internalise the answer fully.

- **Poorly or inefficiently using instrumental tools**: The ineffective use of teaching tools such as textbooks and laboratory equipment is an indication of incompetent

educators. A simple example is that of two learners sharing one textbook during a reading period or during a mathematics period.

- **Relying too much on teacher talk**: Relying too much on extremely formal language can make it difficult for learners to discern important from unimportant information. Learners who have not understood clearly will thus time and again ask the teacher to repeat the statement, ending up with educators, as well as learners, being frustrated and tired.

- **Using threats**: An educator who, for example, tells learners that they will not be released for their break time if they continue with the inappropriate behaviour of talking while teaching may simply cause learners to lose interest or further lose concentration on their work.

- **Interacting with only "chosen few" learners rather than spreading interactions around to all**: Educators often interact with only those learners who may be particularly vocal or who have significant contributions to make and who thus may seem to be the favourites of the educator. Educators are not always aware that it is their responsibility to teach every learner in their classrooms.

- **Collecting and returning learners' papers before assigning learners a task**: If learners have nothing else to do, they become restless and inattentive. It is thus best if learners have something to do while papers or their work is being collected or returned.

- **Punishing the entire class for the misbehaviour of a few**: Although the rationale behind this is clear, namely to make use of group pressure, the result is often ineffective. Well behaved learners are alienated from the educator as they are punished along with those who deserve punishment.

Gultig and Stielau (2004:391) highlight some of the ineffective teaching practices that teachers utilise. The following are some of the practices:

- the educator has decided on the topic to be covered, with objectives other than completing the syllabus being unclear;

- content is presented as isolated and decontextualised with follow-up exercises thus sometimes being unrelated to the lesson content;

- the educator has fixed methods of teaching and is not able to envisage other methods;

- the educator expects learners to work individually, even though they may be clustered in groups;

- responses are predetermined and model answers are used;

- the educator is central to all classroom activities, even though learners may be clustered in groups: the educator talks for most of the lesson, or controls most of the lesson;

- learners are expected to follow the educators' instructions in a mechanical way;

- the educator selects and makes poor quality reproductions of extracts from commercially produced materials and/or these copies are poorly used;

- the educator signs, stamps or ticks learners' written work, which is therefore seen but not evaluated: neither learner nor educator understands why errors were made and how these can be corrected;

- the educator administers tests from time to time;

- tests require short responses, which are either right or wrong in terms of what has been taught;

- the educator relies heavily on definitions, structures and rules in teaching and learning languages – grammar is taught out of context;

- learners' attention is focused on the meaning of individual words or phrases, and on reading aloud or in chorus; and

- classroom materials are used primarily to drill learners and to keep them busy for the scheduled lesson.

James and James (2007:73) indicate some of incompetent teaching practices that educators implement at their ineffective schools. The following incompetent practices are:

- giving unclear explanations;
- discussing topics that have nothing or little to do with the subject at hand;
- continually repeating understood material;
- writing information on the board but never explaining it, and the board work being sloppy;
- not involving the class and only calling on the same learners;
- having difficulty giving clear answers to questions;
- not explaining how to use the material;
- either giving the answers to homework or not going over it, thus enabling no one to do it; and
- not determining why the class is having difficulty in understanding the material.

2.2.1.1   Characteristics of Good Educators

Hoy and Hoy (2006:185) point out that good educators are identified by the characteristics that they demonstrate while they are performing their roles as educators. Hoy and Hoy (2006:245) identify the following as being such characteristics:

- **Organise lessons carefully:**

- These good educators provide objectives that help learners to focus on the purpose of the lesson;
- They work on an outline with the class as part of the lesson; and
- They review periodically.

- **Strive for clear explanations**:

- They give explanations at several levels so that all learners will understand;
- They focus on one idea at a time and avoid digressions; and

- They use analogies that relate to the learners' own lives and have several examples for particular difficult points.

- **Communicate an enthusiasm for their subject and the day's lesson**:

- Tell learners why the lesson is important, having a better reason than "This will be in the test" or "You will need to know it next year" – they emphasise the value of the lesson itself;
- They make eye contact with the learners; and
- They vary their pace and volume in speaking, using silence for emphasis.

- **Seek co-operation from families when behaviour problems arise:**

- They have good records about the problem behaviour; and
- They listen to family members and solve problems with them.

- **Impose penalties privately**:

- They move close to a learner who must be disciplined and speak so that only the learner can hear; and
- They make arrangements with learners privately.

- **Monitor work in progress**:

- They check progress periodically and, in addition, make sure everyone has a chance to respond.

The subsection that follows focuses on educational practices that are implemented at effective schools.

2.2.2   Educational Practices in Effective Schools

Kellough (2007:62) highlights some of competent teaching practices that educators implement among effective secondary schools, thus making teaching and learning fruitful. The following are:

- **The educator understands the processes of learning**: Learners must feel welcomed in the classroom and be involved in learning activities and have control over the pace of their own learning. When the educator prepares for lessons:
  - the unique learning characteristics of each learner must be considered;
  - the content must be reasonably presented in small pieces and in a logical and coherent sequence. Visual, verbal, tactile and kinaesthetic learning activities should be used, including opportunities for coached practice and reinforcement; and
  - the learning must be scaffolded by checking for learner understanding.

- **The educator is knowledgeable about the subject matter**: The educator is expected to have historical understanding and current knowledge of the structure of the subject content, as well as the principles, concepts and skills needed for the subject matter.

- **The educator makes specific and frequent efforts to demonstrate how the subject content may be related to the learners' lives**: A potentially dry and dull topic can be made significant and alive when it is taught by a dedicated and competent educator. Regardless of the topic, competent educators' characteristics of effectiveness usually make the topic "alive" and relevant to themselves as well as to their learners. Attending workshops, communicating with co-workers either personally or through websites and e-bulletin boards, and using project-based and interdisciplinary thematic instruction are ways of finding how to make a potentially dry and boring topic interesting and alive for both the learner and the educator.

▄ **The educator is non-discriminatory towards gender, sexual preference, ethnicity, skin colour, religion, physical disabilities, learning disabilities, socioeconomic status, national origin or any other personal characteristic**: This suggests that there can be no sexual innuendoes, ethnic jokes, racial slurs or religious jokes. It also suggests being sensitive regarding the ways in which educators (male, female, white, black, homosexual, heterosexual, Christian, knowingly, unknowingly) have historically mistreated certain learners and recognising how to avoid these same errors that may still exist in their own teaching. This means learning about and attending to the needs of individual learners in the classroom. This further means maintaining high expectations for all learners. Whether the educator realises it or not, teachers' behaviour will send to the learners important messages which complement curriculum content. The educator will then serve learners well through modelling inclusive and collaborative approaches to learning. Thus, the significance of effective modelling should be one of several recurring themes in the resource guide.

▄ **The educator is open to change, is willing to take risks and is willing to be held accountable**: If there were no differences between what can be done and what is being done, then formal schooling would be of little value. The educator who is competent knows not only about historical and traditional values and knowledge, but about the value of change as well. The educator is willing to plan and experiment carefully, to move between that which is known and that which is unknown. The educator realises that little of value has been achieved without a certain amount of risk and without employing personal strength of conviction. A competent educator stands ready to be held accountable as he/she prepares to take these risks.

▄ **The educator is a capable communicator**: The educator who is competent uses selected words when communicating carefully planned questions, expressive voice inflections, useful pauses, meaningful gestures and productive and non-confusing body language. Some of these expressions are planned carefully and thoughtfully

during the proactive phase of instruction, while others are learned through practice and reflection, as well as becoming second-nature skills.

- **The educator functions effectively as a decision maker**: The competent educator is able to be in control of classroom events rather than reacting to them. The educator is proactive and hence in control of interactions, and learns to manage time in such a way that he/she is able to analyse as well as to develop effective interpersonal behaviours.

- **The educator shares a healthy sense of humour**: The positive effects of appropriate humour (namely humour that is not disrespectful of others) based on learning are well established. Humour is a stimulant not only to healthy living, but to creativity and higher-level thinking (Hoy and Hoy, 2006:225). Learners appreciate and learn more from an educator who shares a sense of humour and laughs with them. In addition, evidence exists to show the importance of a healthy sense of humour to the development of educators' resilience and career longevity (Hoy and Hoy, 2006:229).

- **The educator is reliable**: A competent educator can be relied on to fulfil professional responsibilities, commitments and promises. The educator who cannot be relied on is thus quick to lose credibility with co-workers, learners and administrators. The educator who is unreliable is incompetent as well, irrespective of his/her qualifications and/or potential for effectiveness.

Gultig and Stielau (2004:391) indicate some effective teaching practices that are practised at secondary schools. The following are some of the effective teaching practices:

- the educator prepares the lesson with a clear purpose which extends beyond the objectives of that particular lesson;
- lessons are introduced within a context and linkages are made between the materials used and the content to be learned;

- classroom materials are selected and used as a vehicle for the specific lesson objective and content;

- the educator sets tasks where learners work together and alongside each other. The outcomes are predictable;

- learners are reminded to read and take note of instructions before completing a task;

- classroom materials are selected and used to facilitate understanding;

- the educator checks learners' understanding of the lesson content and ensures that errors are corrected. However, these are not systematically used as part of a continuous assessment record;

- skills and understanding of the work covered in the classroom are assessed;

- classroom materials are selected and used to encourage the development of broad knowledge and conceptual skills, such as analytical skills or problem solving skills; and

- the learners are encouraged to understand the content of literature and to enjoy reading.

The following section highlights the effectiveness of participative management leadership styles on schools.

2.3   PARTICIPATIVE MANAGEMENT LEADERSHIP STYLES

The following are participative management styles that could be adopted by school principals:

- Democratic leadership style;
- Transformational leadership style;
- Situational leadership style;
- Behavioural leadership style; and
- Path-goal theory leadership style

The following subsection highlights the effect of democratic leadership.

2.3.1   Democratic Leadership Style

Democratic leadership is the ability shown by leaders to build consensus, creating participation that is appropriate when the inputs are needed from the employees (Hellriegel, Jackson and Slocum, 2005:134).   Agreement built by leaders will allow the employees to participate appropriately in the right direction when decisions are made. This will indicate that the inputs of employees are being considered and that they are a part of decision making in their work place.

Cunningham and Cordeiro (2009:183) mention that a democratic leadership style has the ability to stimulate people to be capable of self-direction and self-control. A democratic leadership style will influence employees to be naturally creative to strive for excellence and make personal commitments to shared organisational goals.   It is on this basis of a democratic leadership style that the employees will be stimulated and have a desire for work. A democratic leadership style is perceived as influencing educators to have passion for what they do, and creating, as well as having, commitments that will help to achieve effectiveness by means of a shared organisational goal.

A democratic leadership style (Hellriegel, Jackson and Slocum, 2005:134) is considered to be based on effective participation in which people are invited to make decisions, to build commitment among team members and to generate new ideas.   Democratic leadership seldom gives negative feedback and it rewards adequate performance (Loock, 2003:48). Schools that encourage the use of a democratic leadership style which does not give negative feedback are examples to neighbouring schools in that they have a continuous record of a high pass rate ranging from 80% to 100%.

Hardin (2008:164) describes democratic leadership as the degree of responsibility, which is derived as a reward of self-satisfaction, to act in such a way that it develops self-reliance, civility and builds a sense of responsibility regarding the environment, as well as inside individuals.   It is important that school principals should embrace the ideas of the democratic leadership style in order to manage ineffective secondary schools, as well as to facilitate effective teaching and learning.   Thus, the implementation of a democratic

leadership style will help to transform the status of ineffective secondary schools towards effectiveness.

Beach and Reinhartz (2004:12) explain that democratic leadership is the ability to encourage participation in decision making and involves consulting with others and seeking opinions concerning task completion or other work-related activities. It is ideal that, before decisions can be taken, other employees' viewpoints be considered, so as to show a fair participation in the decision-making process. This is done to promote democratic leadership characterised by both collegiality and collaboration, as well as to encourage effective participation among co-workers when decisions are made within the organisation. Effective participation instils a desire to create a healthy work environment among colleagues.

Harrison and Canon (2008:134) view democratic leadership as an ability to build consensus and create participation appropriate when inputs are needed from key employees. It is around this agreement that the inputs made by senior staff members will serve as a guide to encourage participation of employees, who still need guidance to improve effectiveness within the organisation.

The following subsection focuses on transformational leadership.

2.3.2   Transformational Leadership Style

Hellriegel, Jackson and Slocum (2005:434) explain transformational leadership as an inspirational vision of the opposition and a demonstration of confidence in others on their views. It is also an ability to create a vision that binds people to each other with a view to create a new future. It is worth noting that this leadership can enable individuals to have a common vision that will stimulate an inspiration to work towards achieving a common goal within the organisation. Organisations that work without a vision will usually fail in their endeavour to be productive and will automatically be less effective.

Certo (2003:342) says that this leadership inspires organisations' success through profoundly affecting co-workers' belief in what an organisation should be, as well as their

values such as justice and integrity. Co-workers within the organisation are the ones who will display their potential through allowing a recurrence of effective teaching and learning. This gives interested stakeholders in education the assurance that school leadership and management will help schools to accomplish their goals, as well as be successful in improving schools' effectiveness.

Gorton, Alston and Snowden (2007:15) further mentions that transformational leadership is a form of consensual and facilitative power that is manifested through other people, instead of over other people. It is also composed of three elements, namely a collaborative approach, a shared decision making approach, and an emphasis on educator professionalism and empowerment, as well as understanding of change that includes how to encourage change to others. The collaborative approach calls for co-workers working together towards a common goal in the organisation, while shared decision making encourages effective leadership and management, as well as the ability of leaders to delegate. Empowerment is the strength of ability instilled among co-workers to be capable of doing things skilfully. These will put an emphasis on educator professionalism on how to strengthen leadership and management.

Christison and Murray (2009:2) explain transformational leadership as having the ability to transform individuals within the organisation to produce results that are beyond their expectation. It is the responsibility of leaders to transform their co-workers within the work environment if they want to achieve success, and this will contribute towards productive leadership and the management of schools as effective organisations.

Fandt, Goodman and Lewis (2004:413) view transformational leadership as the leaders' ability to have an influence on subordinates to accomplish more than was originally bargained for. Leaders should demonstrate that their actions of leadership can have an influence on their co-workers and that they have the legacy to change organisations that have ineffective status.

Dumler and Skinner (2008:291) regard this style of leadership as an inspirational form of leader behaviour that is based on modifying followers' beliefs, values and ultimately the

behaviour of the followers. Effective leaders are normally identified as able to demonstrate their transformational leadership skills in changing ineffective schools, as well as being inspirational to their co-workers. Such leaders are able to achieve the objective of schools, as well as to work in accordance with the vision and mission statement of schools that they lead. This kind of transformational leadership is perceived to be stimulating and can be recommended to change ineffectiveness among secondary schools that are difficult to change.

The following subsection deals with situational leadership.

2.3.3 Situational Leadership Style

Fandt, Goodman and Lewis (2004:411) view the situational style of leadership as an approach that examines whether there is any interaction between the leadership behaviour and the situation, as well as the subordinate's readiness. Good leadership behaviour will always influence a strong relation between the leaders and their co-workers in pursuit of a high and productive work performance. A leadership behaviour that is capable of instilling a good morale will improve the effective co-operation that seems to be lacking in most secondary schools.

Hellriegel, Jackson and Slocum (2007:427) maintain that a situational leadership style is an approach that is used to compare the levels of readiness that the subordinate will demonstrate in order to perform the task that is entrusted to him or her. Cunningham and Cordeiro (2009:197) reveal that this leadership seems to be influenced by maturity, as well as development of the work group amongst individual subordinates, as it varies from subordinates to subordinates. This leadership style consists of four types of leadership, namely telling, selling, participating and delegating.

Telling: This leadership provides precise instruments and a close supervision of work performance. It appears to be guiding, directing and establishing in nature.

Selling: This level of leadership gives an explanation to decisions taken and allows opportunity for clarification to be done. It has the following features: explaining, clarifying and persuading.

Participating: This leadership encourages sharing of ideas amongst members and facilitates decision making (Cunningham and Cordeiro; 2009:198). It is also renowned for being encouraging and collaborating, as well as being committing in nature.

Delegating: This leadership becomes able to turn responsibility into decisions to be implemented. It is a leadership that is distinguished as being observing, monitoring and fulfilling in nature.

Telling- S1: This is the style of leadership that offers instructions to one's co-workers who are supervised closely regarding their performance. This leadership has high task behaviour and low relationship behaviour. This leadership provides precise instruments and a close supervision of work performance and is guiding, directing and establishing in nature.

Selling- S2: This is the leader style that helps to explain the decisions taken and also provides for transparency, as it possesses a high task behaviour and high relationship behaviour. This leadership helps to give explanations to decisions taken and it allows opportunity for clarification to be done, as it also has features such as explaining, clarifying and persuading.

Participating- S3: This is the leadership style that permits subordinates to share ideas and facilitate decision making, thereby having a high relationship and low task behaviour. This leadership encourages sharing of ideas amongst members and it facilitates decision making, as it is renowned for being encouraging, collaborating and committing in appearance.

Delegating- S4: This level of leadership is able to turn the responsibility for decisions to be implemented and is the style that demonstrates low relationship behaviour and low task behaviour. It is the leadership style that is distinguished as observing, monitoring and fulfilling in nature.

Cunningham and Cordeiro (2009:197) reveal that situational leadership seems influenced by maturity, as well as development of the work group amongst individual subordinates, as it varies from subordinates to subordinates. Thus, school principals need to be influential to the extent that their subordinates are able to work in groups when in a particular situation, in order to promote a situational leadership style among staff members.

Christison and Murray (2009:5) mention that situational leadership, as cited by Blanchard & Hersey (1996), is an approach where the leader modifies the leadership behaviour to fit into the level of maturity demonstrated by the subordinates in their ability to perform specific tasks. Situational leadership is built around four styles of leadership (namely telling, selling, participating and delegating) which are presented in relation to how willingness will intersect with an individual's ability. Subordinates may be willing to carry on or may be unable to carry on with a task in which the intervention of the leader is needed to direct the actions of the co-worker with little concern regarding personal relationships. When the subordinates appear to be unable to do the work, but show interest and willingness to perform a task, the leader can intervene in a friendly manner to arouse the interest of the subordinate. Situational leadership will help leaders focus on subordinates who are not professionally able to carry out their work. The leader will need to note specific directions while the task is performed. When subordinates appear to be able, but unwilling, to perform a task, the leader will persuasively engage with the subordinate. Furthermore, when the subordinates are able and show interest in performing the task assigned, the leader may decide to leave the implementation of the task to the subordinates with no involvement or very little involvement at all. In this way, an effective and skilful leader can modify teaching practices of his/her subordinates through a situational leadership. Any leader who experiences delays in inspiring co-workers to be co-operative and show willingness and interest to perform their tasks will be encouraged to adopt a situational style of leadership.

Gamble, Strickland and Thompson (2008:292) highlight the fact that the situational leadership model has no optimal way to influence employees, as its strength is dependent on the readiness (ability and willingness) of employees to accomplish their tasks. Readiness relates to maturity, including job maturity (the ability to accomplish tasks) as well as

psychological maturity (the willingness to achieve success). Relationship behaviour is assumed to be the extent to which a leader engages in a two-way communication with employees with a view to providing support, encouragement and also facilitating behaviour (Gamble, Strickland and Thompson; 2008:293). This effort demonstrated by the leader involves actively listening to employees to support their efforts, thereby ensuring that organisational objectives are met. The maturity of employees is therefore defined as the ability and willingness of employees to take responsibility for directing their own behaviour.

Gamble, Strickland and Thompson (2008:292) mention that the relationship of the four leadership styles (namely *telling, selling, participating and delegating*) constitutes the situational leadership model, between task-relevant maturity and the appropriate leadership styles that will be applied as employees move from immaturity to maturity. These leadership styles can be distinguished by the relationship between task-orientated guidance and direction, relationship-orientated support and the maturity of employees.

These leadership styles should be applied as employees move from a state of immaturity to a state of maturity, one which most teachers experience in their teaching profession. These leadership styles can be distinguished by the relationship between task-orientated guidance and direction, relationship-orientated support and the maturity of employees.

The subsection that follows focuses on behavioural leadership.

2.3.4   Behavioural Leadership Style

Dumler and Skinner (2008:392) view the behavioural theory of leadership as focusing on two leader behaviours, namely those that emphasise the task accomplishment and those that show concern for the employee. The most important role of leaders within the organisation is to ensure that the organisation is productive, where employees do the work they are assigned to do. Furthermore, leaders should establish good relationships with their co-workers. The leader behaviour practised by school managers will determine their responsibility in ensuring schools' effectiveness.

Bhagat, Kashlak and Phatak (2009:415) emphasise that behavioural leadership focuses on behaviour that makes leaders effective regarding two clusters of leadership behaviours. One cluster of leadership behaviour, known as consideration, reflects people-orientated behaviours such as showing trust, respect and concern for others' wellbeing. The second cluster, known as initiation of structure, focuses on behaviours that define and structure work roles. It is on the basis of these clusters of leader behaviour that leaders are faced with the subjective task of developing their co-workers, so that they work towards the achievements of the organisation. Bhagat, Kashlak and Phatak (2009:415) further point out that leaders high on both consideration and initiation of structure usually achieve higher subordinate performance. Thus, behavioural leadership will instil a drive among leaders and their co-workers to improve on their work performance.

Lussier (2003:408) points out that behavioural leadership is an approach that attempts to determine distinctive leadership that is brought into use by effective leaders. Leaders who are considered effective will strive to be innovative in their endeavour to find new ways that will change the behaviour of employees and the manner the organisations operate.

Hellriegel, Jackson and Slocum (2005:423) argue that behavioural leadership focuses on describing differences in the actions of effective and ineffective leaders. Leaders who are effective will seek alternative ways to do things and to describe to their co-workers the differences that might be realised when things are done in the same way. Leaders have to act differently in their leadership for their co-workers and community members to realise the difference in their management style. Ineffective leaders seem not to be innovative in their approach, hence organisations that they lead tend to demonstrate deficient leadership and management. Thus, in organisations such as schools, performance of students has to be convincing as the schools put effective leadership styles into practice. Effective leadership styles will be beneficial towards students' learning, as well as leadership and management within school environment.

Hellriegel, Jackson and Slocum (2005:287) claim that behavioural leadership is a task–oriented leader behaviour that is concerned with careful supervision and control to ensure that employees do their work. The leader will put moderate pressure on the employees.

Leaders who exercise careful supervision of employees' work are able to acquaint and guide employees to perform their task properly. Leaders who are task-oriented are able to develop their co-workers to become effective leaders in future.

The subsection that follows focuses on the path-goal theory of leadership.

2.3.5 Path-goal Theory of Leadership Style

The path-goal theory of leadership is considered to be based on the expectancy theory of motivation whereby the leaders' role is two-fold (Dumler and Skinner, 2008:288). The two-fold role of the leader is to explain to the employee the path by which an individual employee can realise personal goals (in the form of salary increases and promotion) and organisational outcomes can be improved; and to expand the rewards that are valued by the employee as a follower (Dumler and Skinner, 2008:288). This will be the role of the leader who acts as a facilitator engaging the organisation in the learning process. This will also be a way to demonstrate leadership behaviour by assisting the employees as followers to understand better how their actions link and correlate to organisational rewards. Dumler and Skinner (2008:288) point out that an effective leader will be able to motivate the employee as a follower regarding outcomes that are valued by individual members of the community, learners' parents and staff members within the organisation.

The above-mentioned theory of leadership (path-goal theory of leadership) distinguishes four types of leader behaviour namely:

Directive behaviour: The leader endeavours to make easily understandable task expectations by setting goals and providing advice and comments through regular performance feedback and structuring work flow. This leader behaviour resembles the traditional leader behaviour that is known as initiating structure.

Supportive behaviour: The leader shows concern for the employee: when problems are encountered the leader is able and willing to provide advice and/or give his/her support.

This leader behaviour is similar to the traditional behaviour that is known as consideration.

Participative behaviour: The participative leader actively attempts to elicit ideas and information from his/her co-workers. Participative leader behaviour allows the follower an opportunity to participate in the making of decisions that affect him/her. The effectiveness of the participative style of leadership is most meaningfully perceived through the involvement of employees in decision making, as their inputs will contribute to the management within their place of employment.

Achievement behaviour: Achievement leadership behaviour sets expectations and task ambitions at a high level. This leader behaviour will aspire to make the job challenging, though not difficult to manage.

Dumler and Skinner (2008:288) suggest that leader behaviour will be effective to the extent that leaders motivate and influence followers' ability to perform sufficiently well so as to enhance their job satisfaction. Leader behaviour serves to improve the attitudes and behaviours of followers thereby enhancing the improvement of schools' effectiveness.

The following section highlights the causes of schools' ineffectiveness.

2.4   CAUSES OF INEFFECTIVENESS AT SCHOOLS

Some secondary schools are committed to effective teaching and learning, as is attested by a satisfactory record of pass-rate. Most of such schools have a pass-rate above 50 per cent in their successful years. Other schools show deficiency in their leadership and management to the extent that they are unable to produce results above 50 per cent and, in a number of cases, such secondary schools appear nothing less than unmanageable. Clarke, Gunraj, Harris and Harris (2006:59) regard the below mentioned as causes of such ineffectiveness.

2.4.1   Chronic Staff Shortages

Schools with a shortage of educators are always labelled as ineffective. This subjective state of affairs puts the School Management Team (SMT) and other interested stakeholders, such as the School Governing Body (SGB) members and the School Management and Governance Developers (SMGD) from the department of education, under considerable pressure.

2.4.2   Educators on Temporary Contracts

Secondary schools that employ educators on temporary contracts experience an unstable student work-performance. Educators who are employed temporarily may leave their posts at any time to assume positions where they are better placed, an occurrence which significantly affects students at least until a replacement can be found. Schools may waste money on workshops for temporary educators who attend the workshops in order to be empowered and then leave their posts to start elsewhere, often where their contracts can be terminated abruptly. Schools that hire temporary educators also have a bleak future for their students as parents will deregister their children from such schools and register them with schools that are known for their higher pass-rates.

2.4.3   Geographical Position of the Schools

The geographical position of schools may exacerbate the work performance of students, as the distance that students travel to reach their schools is a factor. Schools that are located near rivers and in mountainous areas may make it difficult for educators, as well as learners, to arrive on time for their daily work. A long journey taken daily by students to acquire education affects them emotionally, as they may arrive one or two periods late, long after tuition has commenced. During floods, teaching and learning do not take place as there is no alternative route to reach schools. Delivery of stationery may also be delayed and, consequently, may result in poor work performance of the whole school. Thus, the location of schools may have the effect of reducing school pass-rates, as well as raising concerns for the safety of students travelling to and from schools.

2.4.4   Resignation of Educators

Resignation of educators with short notice leaves schools in a difficult position, as they may take a long time to get a replacement. This may initiate the appointment of educators who lack proper leadership and managerial skills to steer the organisation in the right direction, or create the situation in which a replacement for a resigned educator arrives in the middle of the term.

2.4.5   Staff Absenteeism

The negative effect of staff members being absent from work can lead the organisation into a downward spiral of continual and increasing under-staffing. Such downward spiralling of the organisation is characteristic of schools that do not provide effective teaching and learning, and come to be regarded as low performing organisations. It is essential that arrangements are made when educators' ill-health causes them to be absent from work for long periods of time.

2.4.6   High Influx of New Learners

Large numbers of new learners wanting to register creates an impossible situation for schools who try to accommodate them. Schools are guided by departmental policies which stipulate the number of students who may be registered and registering more learners contravenes school policies. School principals thus have to follow school policies in order to address the high influx of learners which will cause overcrowding in classrooms.

2.4.7   Early Inspection of Schools

An early inspection of schools, known as Whole School Evaluation (WSE), does not yield positive results if it is in the first term of the year. Inspection of schools should commence in the second or third term since, by then, educators will have taught and learners will have been tested on many occasions on the work that has been done. School inspections carried out during the first term of the year will not give a clear reflection of how the school is

managed. School principals, together with their School Management Teams (SMTs), have to complete admission registers, classroom time tables, class registers and duty lists, for example. Educators allocated new subjects have to familiarise themselves with the new work conditions, as well as the new heads of various departments and new educators who have to be orientated about the new environment that they find themselves in. An early inspection of schools will tend to be viewed as a threat and a way of pinpointing lack of both managerial and leadership skills.

The following subsection focuses on leadership styles that contribute to schools' ineffectiveness.

2.4.8   Leadership Styles that Contribute to Ineffective Schools

Leadership styles that add to the conditions of ineffective schools are the laissez faire style of leadership and the authoritarian style of leadership.

2.4.8.1   Authoritarian Leadership Style

Schunk (2008:354) mentions that authoritarian leadership is based on its strictness and assertion of power. Leaders who resort to this leadership style have an abundance of authority and put pressure on their subordinates to accomplish the tasks that they are assigned to perform. This approach lacks leadership behaviour that enables the leader and followers to improve and change the nature of ineffective schools.

2.4.8.2   Laissez Faire Leadership Style

The laissez faire style of leadership is perceived to be an approach with little action from leaders regarding work improvement (Cascio, 2010:513). Leaders who discharge little authority and act minimally need to be re-skilled in order that their organisations can be effective and improve work conditions, as well as achieve satisfactory results. Thus, the implementation of divergent leadership styles may encourage school managers to adopt

participative management in order to positively change the status of ineffective secondary schools.

The following section focuses on participative management styles.

2.5   PARTICIPATIVE MANAGEMENT STYLES

The implication of participative management styles is that they influence leadership and management within schools to involve their co-workers in sharing ideas and decisions. This will empower educators to participate in decision-making (Gorton, 2007:10). Participative management styles will further enhance participation in problem solving, since one of the leadership styles empowering school principals and their educators is achievement-oriented leadership (Gorton, 2007:14). The achievement-oriented leadership style is perceived to have the capacity of setting challenging goals both in the work situation and in the self-improvement of the organisation.

Some school principals are appointed with the intention of maintaining and implementing clear management and leadership responsibilities within their schools. The main focus will be to have a vision which will stimulate and reflect what a quality school is in order to strive to fulfil the school's vision (Kellough and Kellough, 2007:17). This will be the theme of effective school principals who improve educators' performance and learning through the adoption of participative management styles.

Van der Westhuizen (2007:250) argues that participative management styles strive to elicit new ideas and approaches from educators. The adoption of participative management styles emanates from its encouragement of educators to participate in the decision-making process. The aforementioned implies that most of these decisions are the results of individual or group participation. The advantage of participative management styles is that they permit the implementation of human resources in a manner that demonstrates a feeling of trust in the skills of the educators. Furthermore, they provide the educators with the opportunity to assist in solving problems that relate to the conditions of their work

environment. Van der Westhuizen (2007:250) highlights the fact that participative management styles afford school principals the opportunity to perform the following duties:

- to conduct meetings with educators with regards to issues that relate to different aspects of school activities;
- to make final decisions by reacting to, as well as eliciting new thoughts from, their co-workers in order to test their opinions on certain subjects (Van der Westhuizen, 2007:250).

It appears that participative management styles are a form of School-Based Management (SBM) that requires illustrations or representatives of colleagues, parents' learners and sometimes community members in a structure. School-Based Management (SBM) requires careful planning, because it entails a long-term approach in order to restructure schools. Thus, the decision-making process empowers the committee to execute its duties of:

- instruction
- budget
- personnel
- governance policies
- other matters that have been delegated.

Participative management styles of leadership further recommend the following for school principals:

- they should be re-skilled and trained in order to implement the above leadership styles;
- they must be able to identify skills that individual educators possess and also be able to demonstrate such skills;
- they must be aware of educators' own skills, experiences and prejudices;

- they must be able to evaluate staff members in order to identify their skills which will serve as a testimony to create a management team that has diverse skills and capabilities (Van der Westhuizen, 2007:249).

The following are the advantages of participative management styles:

- the educators will experience the feeling of independence and achievement in their day-to-day working lives;
- the leadership style will discharge creative energy and generates satisfaction, as educators feel acknowledged through their inputs in matters that are related to school;
- educators will also become more motivated as their needs for self-expression and autonomy will have been addressed;
- the quality of working life in the school will therefore improve, as educators will be afforded the opportunity to participate in school management and in the decision-making process of the school (Van der Westhuizen, 2007:251).

Thus, participative management styles are not put into practice when decisions or problems are solved, but are regarded as integral to the creation and implementation of a relationship between school principals and their educators. Participative management styles of leadership advocate effective leadership and management skills which encourage participation in the management process, and hence create a better quality of working life for every stakeholder at the school (Van der Westhuizen, 2007:251). Participative management styles are thus likely to improve educator performance in the classroom.

The following section focuses on various leadership styles that have an effect on the development of educator leaders.

2.6 DEVELOPMENT OF EDUCATOR LEADERS THROUGH VARIOUS LEADERSHIP STYLES

The creation of a conducive environment for teaching and learning by means of educators implementing divergent leadership styles will in itself lead to the development of educator

leaders in most schools. This will be realised in situations where educators demonstrate a scholarly knowledge of their subject matter which translates into various pedagogical strategies and learning activities suited to students in the classroom situation (Sergiovanni and Starratt, 2007:148). From this point of view, the unfolding knowledge of subject matter that educators demonstrate while teaching and learning and the involvement of divergent leadership styles will focus educator leadership. This view will serve as a measure of the development of educator leaders and schools that are diligent. Sergiovanni and Starratt (2007:148) point out that leadership of other educator leaders can influence the other educators to improve their teaching practices as well as their leadership. Thus, educator development is assumed to be important for improving learner results, in that educators will then have considerable discretion in the use of teaching strategies to influence learner achievement (Visscher, 2006:92).

The development of educators as leaders has become a necessity for effectively improving current school leadership. This concept of educators as leaders can assist in educator development, in that educators who play a role in school management distribute leadership responsibilities throughout the school, as well as make it possible for effective goals and policies to continue for sustainable leadership to be implemented (Christison and Murray, 2009:58). The concept can also help to reduce the workload of educator leaders, as team work would be encouraged among School Management Team (SMT) members.

Visscher (2006:92) argues that effective educator leaders should display the following features:
- have clear instructional goals;
- be knowledgeable about their teaching content and strategies;
- integrate their teaching with that in other subject areas;
- are thoughtful and reflective about their practices;
- monitor learners' understanding by offering regular, appropriate feedback;
- are knowledgeable about their learners, adapt teaching to the learners' needs and anticipate misconceptions in their existing knowledge.

Gorton (2003:14) describes five leadership styles which are valuable in positively changing the status of ineffective schools. These leadership styles are as follows:

- *Supportive leadership*: this leadership has consideration for the needs of followers who show concern and creates a friendly work environment. It also achieves increased self-esteem, as the work is more interesting and less stressful;

- *Directive leadership*: it informs followers about what is to be done and gives relevant guidance on specific work to be done. This approach also enhances the follower's sense of security and control, as it is appropriate to sustain that which needs to be reformed;

- *Participative leadership*: this approach promotes consultation among followers who are encouraged to apply their ideas when making decisions when a particular action is to be taken. The importance of this will be observed when the expertise and advice of the followers are needed;

- *Achievement-oriented leadership*: this approach is renowned for setting challenging goals for individual self-improvement in work and in the organisation, where, as expected, it also demonstrates high standards;

- *Pragmatic leadership*: this approach is viewed by leadership as having a role not only for promoting the acquisition of skills necessary for successful academic achievement, but also for emphasising the use of such skills to bring about social, educational and economic change.

The leadership styles above are an added advantage which enhances the development of educator leaders. Educator leaders are most frequently characterised by a willingness to take the risks of implementing changes within a school, risks which may even include personal inquiry on behalf of the educator (Christison and Murray, 2009:61).   This willingness to take risks and to make use of existing resources are skills to develop students which, as such, form an important role that educator leaders play.

The following section highlights ethics within schools.

2.7 ETHICS WITHIN SCHOOLS

Educators should reflect the good manners which, in turn, reflect ethics concerned with how human reason can be used to acquire knowledge which can be used in implementing relationships (Rebore and Walmsley, 2007:262). According to this belief, human reasoning can equip educators with abundant knowledge that promotes professionalism and good relationships among co-workers and learners. School principals should encourage their co-workers to be ethical, as their purpose is to distinguish between what is right or wrong (Nieman and Bennett, 2006:323). Such an ethical mindset will help reduce the ineffectiveness that prevails at many Secondary Schools. Cascio (2010:20) argues that to be ethical is to conform to the moral standards of conduct of a given profession. According to this point of view, educators will be obedient regarding their school principals' wishes that they are willing to improve their work performance. Such ethics shown in schools will effectively lead to the emergence of factors that will counteract school ineffectiveness and even stimulate effectiveness in the school environment.

The following section focuses on factors that influence the effectiveness of schools.

2.8 FACTORS THAT INFLUENCE EFFECTIVENESS AT SCHOOLS

Schools are able to develop and acquire effective leadership and effective management by means of factors which promote effective teaching and effective learning. School principals have to work according to required monitoring implementation guidelines in order to make their schools effective and enhance their leadership styles. Visscher (2006:207) points out that the following can be adopted and implemented to promote schools' effectiveness: instructional leadership activities; managing the external environment by redefining the specific environment; co-option; contracting; a political economy approach; changing of schools into 'magnet schools'; and the use of the Principal Instructional Management Rating Scale (PIMRS).

The following subsection highlights instructional leadership activities.

2.8.1 Instructional Leadership Activities

Instructional leadership is based on all leadership activities that are intended to bring about the best possible teaching and learning outcomes for most of the learners who belong to a particular school. The primary focus of leadership activities is to strengthen instructional leadership of the school, as well as to enhance school management. Visscher (2006:232) has clustered these leadership activities under eight headings namely:

- Management of curriculum and instruction

The leader is able to translate his/her views on schooling and the learner's learning into concrete school goals and final attainment levels, as well as to make policy decisions on curricular and instructional matters. The leader is also able to direct the choice of clear instructional objectives with a view to gaining support from staff members on policy decisions and choices, maintaining staff support through consistency in decision-making and directing orientations that allow staff a sense of security. Clear management is thus seen through the support and confidence that develop among staff members.

Much attention will be given to the evaluation of learners, as well as educators, to develop a quality control system. The quality control system will be achieved when information on learner progress is achieved, namely systematic longitudinal information on the outcomes of the learners which is sought by the leader. Furthermore, the leader initiates innovations in the areas of instruction, curriculum and learner guidance (where all school participants can observe that the school leader devotes much attention to teaching), learning and on learner progress.

- Cooperation with educators on curricular and instructional issues

The leader makes use of instances in which educators, together with their leader, meet to draw final curricular and instructional decision-making. The school leader also initiates

meetings with educators as co-workers and such regular contact influences the school leader and the educators in their decision-making. The continuous involvement of the leader in educators' decision-making has a great effect. The school leader participates actively in textbook selection, discusses learner results with the educators, informs them about new developments and does not hesitate to utilise the specific qualities and abilities of educators to the advantage of the whole school.

☛ Encouragement and reward to educators

The school leader holds educators responsible for their teaching behaviour and communicates his expectations to them. The school leader also takes the personal aspirations and wishes of staff into consideration and supports them in their attempt to improve the effectiveness of their instructional work. The school leader stimulates cooperative problem-solving and rewards improved outcomes as well as innovative efforts. The leader does not avoid criticisms from educators and, if possible, the school leader will point out mistakes to educators.

☛ Supervision and control of educators

The school leader visits educators during their classroom sessions to evaluate and commend them on showing improvement in their work. The concern of the school leader is to ensure that every educator is given an opportunity to discuss his instructional problems during meetings. The school leader regularly monitors the instructional planning of educators and conducts performance reviews of educators as part of his responsibilities.

☛ Advancement of educators' skills, expertise and professionalism

The school leader expects a high level of professionalism from educators, as well as high learning performance from the learners. Therefore the school leader monitors the quality and continuously pursues the quality improvement of the educational work of the school under his/her leadership. The leader cautions that if problems are detected they will be

investigated in order to enhance the problem solving skills of the team. Accordingly, the leader will organise staff development sessions in order to improve educators' and skills.

■ Provision of resources, facilities and conditions for quality education

Management duties which involve non-teaching staff members, the professional improvement of educators and the optimum learning facilities for learners, as well as appointment of the best qualified educators available, will be the main criteria in decision-making. In the school organisation that is effective, the school leader will prefer organisational arrangements which involve educator cooperation. The school leader will ensure that there is time to support facilities for temporary and permanent working groups, as well as safeguard staff members from pressures emanating from the external school environment.

■ Promoting an orderly and stimulating work climate

The leader promotes safety in the work environment and good relations in the school, and expresses high expectations with respect to students' performance. The leader creates a productive work culture and climate, one which promotes innovation.

■ Personal characteristics, traits and behavioural styles

The leader must become task-oriented, as well as person-oriented, and must also be visible. The characteristics that the leader displays will stimulate co-operation among co-workers and develop confidence regarding their leader. The leader who is firm in school management and leadership and who has non-specialised knowledge on curricular and instructional issues is a carrier of values and norms. Such a leader models the good personal characteristics of behavioural styles. The school leader must have a broad repertoire of intervention methods at his disposal.

The following section discusses management directed strategies.

2.8.2   Management Directed Strategies

Visscher (2006:232) indicates that the following management strategies influence schools' effectiveness: namely, managing the external environment, implementing strategic manoeuvring in order to change schools into 'magnet' schools, adopting public choice, co-optation, merging and contracting.

🎬 Managing the external environment by redefining the specific environment

This is considered to help determine the best suited task environment, for example, by seeking affluent parents and/or other stakeholders, as well as resource-rich institutions. It may also help redefine learner admission policy in order to enrol more learners.

🎬 Implementation of strategic manoeuvering changing schools into 'magnet' schools

Visscher (2006:236) postulates that the implementation of strategic changing of schools into 'magnet' schools is a method that can positively influence the nature of the school environment so as to achieve new missions. Integration of black and white learners will be strengthened if they are registered and accepted without restriction (Visscher, 2006:232). This innovativeness will encourage the realisation that change can contribute to attracting learners from divergent ethnic groups, irrespective of colour. Significantly, transformation within schools may bring about the emergence of a new school mission which may make difficult schools manageable.

Armstrong, Henson and Savage (2009:71) suggest that schools able to attract a high number of learners for the purposes of learning are referred to as magnet schools. Such 'magnet' schools are renowned for achieving acceptable levels of racial integration, enrolling learners from all residential areas in a district and providing subjective learning experiences for learners.

Armstrong, Henson and Savage (2009:71) further point out that magnet schools require learners who have a record of excellent academic performance at the schools that they have previously attended.

The following subsection deals with the adoption of the political economy approach.

2.8.3 Adoption of Political Economy Approach

Public choice theory identifies organisational ineffectiveness as purposefully counterproductive behaviour, overproduction of services, goal displacement and energy-consuming disagreement between subunits within the organization, and making work officials create work for each other and have hidden agendas (Armstrong, Henson and Savage, 2009:73). According to this approach, there are two important groups of incentives for individual school leaders. The first group (the organisational reward structure) focuses on the utility-maximising behaviour of individuals. This proposes that the organisation's responsiveness to its environment is closely tied to its reward structure, and that the goals of a specific school relate to the excellence of learner's learning outcomes. The second group of incentives proposes that supply and demand characteristics help schools take into consideration the demands of external stakeholders when delivering their educational activities. The adoption of the political economy approach provides a measure for schools to be rewarded according to how productive they are in achieving a high pass-rate. School leaders will award their staff members with incentives as a token of appreciation for being diligent in their profession and accomplishing their school mission.

2.8.4 Co-optation

Co-optation is a possible school strategy that contributes to schools adapting to their external environment by absorbing new elements into their leadership and policy-determining structures in order to help avert threats to their stability (Visscher, 2006:236). Co-optation takes place when influential leaders with managerial experience from different professions are brought into the organisation. Co-opted members will demonstrate their managerial skills when they serve in the Schools' Governing Body (SGB), and help schools to

develop effective leadership. The co-opted members should be parents who are committed to an interest in school administration, as well as in the decision-making of the school.

2.8.5   Merger

Visccher (2006:236) points out that merging of schools is a most effective linkage strategy enabling the removal of dependency on the external environment which may influence the organisation. Merging schools is recommended in the case of neighbouring schools which experience a drop in learner enrolment, since such schools cause the Department of Basic Education to fail to achieve its objectives.

2.8.6   Contracting

This strategy helps to reduce uncertainties by means of a legal and binding relationship with another organisation.   It thereby provides long-term security for both parties on matters that are important to the environment and which cannot be managed through independent action. Schools in areas where they are frequently vandalised have to implement a long term security strategy to avoid being vandalised. Another example of contracting involves a school system which makes arrangements with specific agencies to provide it with certain services, such as providing for students with special needs.

2.8.7   Adoption of the Concept 'Triangle of Care'

This concept entails creating a partnership between the school and the community such that learning becomes a venture involving educators, learners and parents (Eggen and Kauchak, 2008:233). The importance of this strategy lies in its engagement of the various stakeholders in the process of teaching and learning to encourage learners to learn and be supervised in turn. The strategy calls for School Governing Body (SGB) members, as well as other community members interested in education, to help school principals enforce discipline at schools that they are entrusted to lead. Eggen and Kauchak (2008:233) further mention how research has indicated that learners benefit in many ways from home-school cooperation.

2.8.8   Principal Instructional Management Rating Scale

The PIMRS is an instrument developed for use in secondary schools. It is defined as consisting of ten indicators spread over three dimensions. The following three dimensions are:

- defining a mission for school;
- managing the curriculum; and
- boosting a learning-oriented school climate.

The following section explains factors that stimulate schools' effectiveness.

2.9   FACTORS THAT STIMULATE EFFECTIVENESS AT SCHOOLS

Effectiveness at secondary schools can be demonstrated through the implementation and achievement of various factors. Factors that can stimulate school effectiveness are, among others:

- redefining leadership;
- participation in shared decision-making;
- school curriculum;
- strategic quality planning;
- adoption of collaborative practices; and
- collegiality among staff members.

2.9.1   Redefining Leadership

School principals are expected to redefine leadership for their subordinates so that it is understood as a reciprocal process in which leaders and co-workers work towards a common goal (Davies and West-Burnham, 2003:9). The redefining of leadership will thus allow co-workers to approach their employment diligently, as influenced by their leaders.

Educational leaders need a clear perception of the use of leadership, as the school leader's role is to empower staff members. Gorton (2003:180) points out that the leadership styles of school principals, as initiator, manager and respondent, can assist the successful achievement of change. Leadership styles define those school principals who are viewed as effective agents of change as possessing the following characteristics:

◪ they view change as a 'friend' – as they see it as a challenge and an opportunity

◪ they have power tools and know how to use them. These power tools include the following:

- information (knowledge and expertise);
- resources (people, funds, materials, space and time);
- support (from influential people at many levels).

◪ they are able to deal with both the logical planning aspect of change and the psychological aspect, namely:
  - they have the ability to handle the people problems associated with change;
  - they establish a climate for change through exemplary, day-to-day actions;
  - they start the change process within themselves rather than within others;
  - they do not force change but facilitate it;
  - they are able to let go of an old idea and experiment with alternative concepts – they are open-minded;
  - they seek out and accept criticism of their ideas and;
  - they are able to motivate others to buy into their ideas for change.

2.9.2   Participation in Shared Decision-making

Participation in shared decision-making will encourage teachers and school management team (SMT) members to know that decisions are made by appropriate people, as participation devolves more managerial skills in decision-making to all different

departments at school level. This is referred to as the local management of schools (Wallace, 2006:91). It is imperative to note that decision-making is done by certain individuals who are allocated the task. Participation in decision-making serves as one of the variables that stimulates school effectiveness. Participation will further serve as a framework within which all decisions at school level are made (Van der Westhuizen, 2007:125).

Wayne (2008:122) indicates that shared decision-making is the best known model of management in most organisations. It has four rules, namely:

- the quality rule (quality requirement): this rule uses a unilateral approach: (a) if the quality requirement is low, the matter appears to be uninteresting to subordinates; or (b) if the quality requirement is low and the decisions become important, the matter will then become important to the subordinates and will be accepted;

- the leader information rule (leader information): this rule discourages unilateral decisions, in such cases in which the quality of decision seems to be important and one does not possess sufficient information and expertise in solving the problem alone;

- the trust rule (goal congruence): this rule strives to make a unilateral decision when the quality of the decision is important and one appears to have a lack of in subordinates to decide the attainment of organisational goals. As a result, lack of control over the decision may endanger quality;

- The unstructured problem rule (problem structure): this rule involves knowledgeable subordinates to gather relevant information when the quality of the decision appears to be interesting and important. The unstructured problem will also lead to lack of information.

Nieman and Bennett (2006:105) indicate that school principals will need to take a strong stance in the decision-making process, as this action will influence the short or long-term

success of the organisation. Nieman and Bennett (2006:105) further state that decision-making is the process of making a choice between different alternatives in order to choose the most effective and appropriate change in order to solve the problem. Hence educators will be involved in drafting a school curriculum, in which they will identify the content that must be taught. Participation in taking decisions indicates the promotion of team-building among all educators involved in the decision-making process.

2.9.3   School Curriculum

The school curriculum is perceived to be a proper measure to stimulate school effectiveness (Reinhartz and Beach, 2004:161). Reinhartz and Beach (2004:16p) further regard curriculum development as ongoing, in that educators are able to monitor the implementation of plans and make decisions which modify those plans. The plans are driven by educators to help achieve a set of organisational goals.

Norton (2005:148) points out that curriculum development is the educational program of schools which provides for study and planned activities. The purpose of curriculum development is to assist educators in planning and choosing the relevant teaching and learning materials.

Davies and West-Burnham (2004:34) state that the curriculum should organise the content in relation to a set of ideas. Curriculum development plays a pivotal role in reforming and promoting quality education in schools.

2.9.4   Strategic Planning

Educators' perception about cooperation can be realised through strategic planning within an organisation. Davies and West-Burnham (2004:32) argue that strategic planning commences with the principle that quality and customer satisfaction are the focus of an organisation's future. Thobi (2010:1) alludes to the fact that it is necessary that school principals be exposed to a variety of adequate induction and mentoring opportunities in order to be effective, as well as to improve both management and leadership skills.

Heystek, Roos and Middlewood (2005:59) explain strategic planning as a game plan according to which school principals together with their co-workers are going to do things. School leaders and their co-workers are cooperatively involved in providing sound teaching and learning through strategic planning.

2.9.5   Adoption of Collaborative Approaches

Collaborative approaches adopted by school leaders and educators and intended to positively change the status of ineffective secondary schools will lead to the introduction of participative management styles. Participative management styles, such as democratic, transformational, situational, behavioural and the path-goal theory of leadership, will be implemented to reform ineffective schools which are hard to manage. Hence, for schools to be effective, school principals should demonstrate useful managerial skills to their subordinates (Gorton, 2007:179). The adoption of collaborative approaches will arouse a desire for participation and a sharing of ideas among the staff members (Loock, 2003:48). The main purpose of adopting collaborative approaches will be to introduce innovative teaching practices, as well as create a healthy relationship between educators and learners. Futhermore, these approaches will promote and enhance cooperation, as well as good teaching and a good learning environment in schools. In order to achieve effectiveness within various organisations, leaders should encourage collaborative approaches among educators (Dimmock and Walker 2005:189). Schools that use collaborative approaches will be able to achieve effective teaching and learning and hence will be categorised as renowned for their hard work.

2.9.6   Collegiality

Schools can further achieve effectiveness through various approaches which instil collegiality within the school environment. Sergiovanni and Starratt (2007:353) refer to collegiality as the existence of high levels of collaboration between educators and school principals and is characterised by mutual respect, shared work values, cooperation and specific conversations about teaching and learning. Collegiality, if encouraged among

educators, will produce effective teaching and learning. It will also influence leadership styles, such as democratic, transformational, behavioural and situational leadership.

Earley and Weindling (2004:181) highlight the fact that collegiality and collaboration are intertwined, and form a supportive environment for professional development. Collegiality is considered to be a strong feature which characterises participative management styles and has the intention of developing shared ideas and generating desired leadership (Davies and West-Burnham, 2003:46). Collegiality among staff members promotes cooperation and participation.

The following section highlights guidelines for changing ineffective secondary schools.

2.10 GUIDELINES FOR CHANGING INEFFECTIVE SECONDARY SCHOOLS

Kellough (2007:4) defines a vision statement as a statement of intention that goes beyond the immediate mission of the school and provides direction to the schools' mission statement. It is also used interchangeably with mission statement as they are a result of unique beliefs and goals. Both vision and mission statements are used interchangeably, for they are inseparable for organisations to attain their objectives.

School principals are generally appointed to ensure the smooth running of schools and that there are no impediments towards teaching and learning. There are guidelines in school policies which can improve the teaching practices of educators, as well as serve as mind maps to transform ineffective schools. The following guidelines, from which educators will draw inspiration while teaching, are: vision statement, mission statement and ethical code of conduct.

2.10.1 Vision

Dumler and Skinner (2008:274) maintain that vision is a clear sense of the organisation's future. Organisational vision will stimulate leaders to have a vivid picture of the goal of the organisation – what the leaders, as well as their co-workers, will strive to achieve. A vision

will have a positive impact on the management and leadership that is practised within the organisation, as the vision will inspire the employees to be more productive and to improve on their work performance. Thus, the School Management Team (SMT) and the School Governing Body (SGB) members will encourage educators to integrate their work-related activities into the vision statement of the school.

Bisschof, du Plessis and Smith (2004:64) argue that vision is a clear sense of setting the future direction that is required of schools. Bisschof *et al* (2004:64) further state that for the vision of the school to be effective, educators have to plan their work with the intention of reflecting the type of education that the school provides to shape the minds of the learners who are the recipients of the education. The vision statement of an individual school is to change the status quo in such a way that it does not yield outcomes for the school, interested stakeholders in education, parents, or learners. Cascio (2010:158) maintains that an organisation's vision will be massively inspiring, overarching and should also have a long term purpose to emphasise the values, aspirations and goals of the organisation.

2.10.2 Mission Statement

Dumler and Skinner (2008:136) allude to mission statement as the fundamental purpose that an organisation intends to serve. Thus, the school's mission statement attempts to direct and explain the purpose of the organisation to render positive education to all learners. Rebore and Walmsley (2007:83) argue that mission statement is a purposeful, as well as long term, undertaking that upholds the values of the school and inspires educators to achieve the objectives set for the school. Both the vision statement as well as mission statement will be accepted by the community and the stakeholders as both will have an influence in producing desired outcomes. McLean (2006:265) points out that a well-designed mission statement will help to manage and lead the organisation. Therefore, a mission statement is designed to empower educators, as well as to assure community members that the school is able to provide a quality education to learners.

2.10.3   Benchmarking

Ehlers and Lazenby (2007:285) postulate that benchmarking is based on comparison of certain selected operational processes (performance measures) which focus on certain challenging and demanding measurement (yardstick). Furthermore, benchmarking has to do with comparing the work rate of one organisation with another so as to determine whether one organisation is more productive in terms of work rate than the other organisation. Selected operational processes will be considered effective when their implementation counteracts the challenging and demanding measures that are less contributory to an organisation's effectiveness. It is through the notion of benchmarking that schools can improve on mark scores, as well as higher work productivity (Gamble, Strickland and Thompson 2005:306). Different organisations apply various strategies to evaluate and compare their performance. Through benchmarking, school principals can compare their school performance with other schools in order to determine how well they are doing (McLean, 2006:115). Thus, benchmarking is viewed as a guide to measure the performance of one school against another with the intention of improving the schools' work rate. Secondary schools which fail to improve mark scores have to benchmark with other such schools in order to obtain the same mark scores of work performance.

2.10.4   Drafting of Schools' Own Policies

The quest to attain effectiveness in secondary schools can be maintained through the implementation of various approaches, including referrals to policies. Schools' policies will serve as a tool for school principals to strengthen their managerial and leadership skills. The schools' drafted policies will help school leaders to guide decision-making and actions throughout the entire organisation (Hunger and Wheelen, 2003:118). The drafting of schools' own policies will be an ideal means for school principals to define the guidelines that the schools aspire to implement. Thus, the implementation of drafted schools' policies will contribute to achieving the effectiveness that is expected by the various stakeholders in the external and internal school environment. Norton (2005:190) points out that policies provide the power to control that which must be done in the everyday life of the organisation. Therefore, schools' policies will guide the School Management Team (SMT)

regarding any inputs being made or decisions being taken – for instance, when schools have to undertake an Educational Tour, or a meeting has to be called to inform the School Governing Body (SGB) members about the intention of the school, or regarding a farewell function for an educator, or regarding learners who leave the school after completing their studies successfully. Schools that are guided by and implement their own policies will not go astray, as such schools are able to work as teams, as well as build teamwork among their staff members. Thus, the implementation of schools' own policies will help them solve their own problems, as well as remove the teaching and learning barriers that may deny them the opportunity to be well managed.

2.10.5   Team Building

Principals who encourage educators to work as a team are likely to reap good results, such as the school being highly rated as a performing institution for teaching and learning. Team building will lead to effective team work, a moderate-depth intervention that attempts to improve diagnosis and communication, as well as the performance of members within the overall team (Dumler and Skinner, 2008:380). This intervention helps work groups perform at a higher level and makes a team out of a work group. Team building will work towards establishing specific goals and proprieties by analysing a group's work methods, examining the group's communication and decision-making process and also examining interpersonal relationships within the work group (Dumler and Skinner, 2008:380).

School principals can be instrumental in maintaining schools' effectiveness through team building in which employees work towards a common goal. The role of team building is to assist in problem-solving, promote communication and share in the glory when the team members have performed effectively (Robbins and De Cenzo, 2004:303). Team building constitutes any number of people interacting with one another and influencing one another toward the accomplishment of the objectives of the organisation (Certo, 2003:396). The importance of team building lies in its impact on school principals encouraging their co-workers to work as a team, share information and achieve its goals.

McLean (2006:113) considers the objective of team building as inspiring the way in which teams work in order to enhance effectiveness within an organisation. The notion of team building elevates low morale developed by some educators into the capacity to be focused and diligent. Awareness is also created regarding the need for team members to change or adopt innovation (Merham, 2005:93). It is important to realise that team building can encourage acceptance of the viewpoints of others, as well as a feeling of pride and loyalty among team members. Team building serves to reinforce the promotion of healthy relationships within the school environment.

Lussier (2003:222) argues that team building is perceived as an organisational development (OD) intervention that will strive to achieve, inter alia, the following goals:

- to develop open, honest working relationships based on willingness, trust and understanding of group members;
- to develop team problem-solving, decision-making, objective setting and planning skills;
- to clarify the objectives of both the organisation and the team and the responsibilities of each team member and the subordinates of the school principals;
- to identify problems and obstacles preventing the subordinates and the team from accomplishing the objectives of both the school and that of the team.

2.10.6 Control

Measuring schools' performance is perceived as a phenomenon which crucially requires control. The term *control* deals with what should be done and how things should be done within organisations (Visscher, 2006:98). Control requires school principals to have a well thought-out plan that is effective within the schools.

Hellgriel, Jackson and Slocum (2005:266) highlight control as involving the processes that ensure that behaviours and performance conform to an organisation's standards of rules, procedures and goals. This will ensure that educators demonstrate the acceptable behaviours which showcase teaching and learning. Thus, educators' work performance will

be reinforced through continuous control by their School Management Team (SMT). It is the responsibility of school principals, as the supervisors of heads of department, to control the work of their co-workers. This ensures that educators do what is expected of them in the classroom situation, in particular that they teach in accordance with what is expected of them.

Sergiovanni and Starratt (2007:43) point out the difficulty of considering the sources of authority for supervision without also considering control. Control and supervision will be regarded as the sources of school principals' authority to control the teaching practices of educators and their work in general. Sergiovanni and Starratt (2007:43) view supervision as the process designed to help educators and supervisors learn more about their teaching practice and better utilise their knowledge as well as their teaching skills. Thus, control will be viewed by school principals and their colleagues as one of the main functions of management through which schools become effective learning organisations for the community (Sergiovanni and Starratt, 2007:43). It is through control that the implementation of an Integrated Quality Management System (IQMS) as a tool is able to measure educators' work performance in their work environment.

The following section focuses on the measurement of educators' work through performance appraisal.

2.11   MEASURING OF EDUCATORS' WORK THROUGH PERFORMANCE APPRAISAL

It occurs that school principals encounter the problem of certain of their subordinates failing to create effective teaching and learning environments. Hence they have been advised to improve their educators' work performance by means of a performance appraisal system. The appraisal of staff members at a particular school is considered beneficial to both the educators and officials of the Department of Basic Education, in that it is aimed at improving work performance in both teaching practices and management of the organisation (Christison and Murray, 2009:184). Such an appraisal system will be commendable as it will help develop teaching, as well as non-teaching, staff members to excel in and be committed to their work.

Christison and Murray (2009:184) identify the following key areas to be measured for work performance:

- Teaching preparation: includes the place of the lesson in the overall unit documentation of lessons and programs, as well as appropriateness of lesson content;
- Classroom teaching: interaction with learners, giving of instructions, use of questioning and response to learners' questions, providing appropriate feedback, conveying interest in and enthusiasm for the lesson content;
- Record-keeping: attendance registers, course outlines, learner results;
- Consultation with learners: formal consultation time, informal consultation time;
- Contribution to course development: participation in faculty meetings, updated teaching resources, cooperation with colleagues;
- Professional development: attendance at courses, further study, dissemination of ideas and material among colleagues;
- Self-assessment: reflective teaching, an ongoing assessment of own performance, and seeking feedback from learners.

To measure the above criteria, tools that include student surveys, classroom observations, self-assessment and reflection, as well as goal-setting, will be adopted.

The following section deals with developmental appraisal of educators.

2.12   DEVELOPMENTAL APPRAISAL OF EDUCATORS

Development appraisal of educators is regarded as a necessity in measuring their work performance and reflecting the role that they play in ensuring effective teaching and learning.

Conley, du Plessis and du Plessis (2007:101) argue that the aim of Developmental Appraisal (DA) is to facilitate the personal and professional development of educators in order to improve the quality of their teaching practices and educational management. This strategy

will ensure that an individual educator is developed in improving the teaching practices that enhance teaching and learning. The purpose of the Department of Basic Education to encourage educator-appraisal is to help educators and non-teaching staff members to develop effective schools, as well as effective schools' leadership and management. The aim is also to inform the schools about the latest developments and changes that are introduced in various districts within the Department of Basic Education.

School principals will liaise with the local district executive leaders who are accountable for the appraisal of all employees, namely educators, administrators and classified personnel (Norton, 2005:106). This will help school principals enlighten their staff members regarding what they should and what they should not do while they teach, as some teaching practices impact negatively on teaching, even causing schools to become ineffective and unable to be managed. Therefore, the implementation of an Integrated Quality Management System (IQMS) will be recommended in evaluating the work of educators.

The following paragraphs discuss performance measurement of educators through an Integrated Quality Management System (IQMS).

2.13   PERFORMANCE MEASUREMENT THROUGH INTEGRATED QUALITY MANAGEMENT SYSTEM

Educators' work performance will be measured through the use of the Integrated Quality Management System (IQMS) as a tool for educator evaluation (Loock, Grobler and Mestry, 2006:87). An Integrated Quality Management System (IQMS) encourages school principals to control, as well as to evaluate the work of educators, thereby ensuring that their work performance guarantees that learners progress to the next grade the following year. It is through IQMS that provision is made for educators' work performance to be evaluated on the work they carry out (Loock *et al,* 2006:87). An Integrated Quality Management System (IQMS) will enable educators to reflect on their teaching performance. In addition, it gives the School Management Team (SMT) a real picture of educators' commitment to transforming ineffective secondary schools into effective schools, schools which are well managed and in which effective teaching and learning takes place. It is for these reasons

that an Integrated Quality Management System (IQMS) has to be adopted to promote effectiveness at secondary schools, as well as promote a work ethic among educators.

Loock *et al*, (2006:87) argue that the Integrated Quality Management System (IQMS) is concerned with educator evaluation based on the sets of performance standards that educators' work performance has to fulfil by meeting their requirements and complying with them. Each performance standard in the Integrated Quality Management System (IQMS) is linked with an expectation that educators have to show the knowledge and skills necessary to improve ineffective secondary schools. The questions asked serve to measure the ability of the individual educators to prove that their knowledge is related to school management. There are seven performance standards and expectations that educators have to achieve to demonstrate their teaching skills which relate to effective school management. The following performance standards and expectations are:

Performance Standard: 1. CREATION OF POSITIVE LEARNING ENVIRONMENT

Expectation: The educator creates a positive learning environment that enables learners to participate actively and to achieve success in the learning process.

Question: Does the educator create a suitable environment and climate for learning and teaching?

Performance Standard: 2. KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES

Expectation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.

Question: Does the educator demonstrate adequate knowledge of subject and does he/she use this knowledge effectively to create meaningful experiences for learning?

Performance Standard: 3. LESSON PLANNING PREPARATION AND PRESENTATION (NB: It must be clear that the lesson has been planned)

Expectation: The educator demonstrates competence in planning preparation, presentation and management of learning programmes.

Question: Is lesson planning clear, logical and sequential and is there evidence that individual lessons fit into a broader learning programme?

Performance Standard: 4. LEARNER ASSESSMENT/ ACHIEVEMENT

Expectation: The educator demonstrates competence in monitoring and assessing learner progress and achievement.

Question: Is assessment used in order to promote teaching and learning?

Performance Standard: 5. PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES

Expectation: The educator engages in professional development activities which are demonstrated in his/her willingness to acquire new knowledge and additional skills.

Question: Does the educator participate in professional growth activities?

Performance Standard: 6. HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT

Expectation: The educator engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school.

Question: Does the educator create and maintain sound human relation with colleagues and learners?

Performance Standard: 7. EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION

Expectation: The educator participates in extra-curricular activities in such a way that it supplements the learning process and leads to the holistic development of the learner.

Question: Does the educator participate in extra-curricular and co-curricular activities and is he/she involved with the administration of these activities?

Performance Standard: 8. ADMINISTRATION OF RESOURCES AND RECORDS

Expectation: The educator administers resources and records in an effective and efficient manner to enable the smooth functioning of the institution.

Question: Does the quality of administration contribute to building an effective institution?

Performance Standard: 9. PERSONNEL

Expectation: The educator manages and develops personnel in such a way that the vision and mission of the institution are accomplished.

Question: Does the educator manage staff by applying the principles of democracy?

Performance Standard: 10. DECISION MAKING AND ACCOUNTABILITY

Expectation: The educator establishes procedures that enable democratic decision-making and accountability within the institution.

Question: Does the educator establish structures that enable/ensure active participation by all stakeholders in decision making processes and are there clear lines of accountability?

Evaluation of educators' work through the use of the Integrated Quality Management System (IQMS) will be to improve leadership and management as well as to turn ineffective secondary schools into diligent schools, in which control of educators' work will be done regularly. Loock, Grobler and Mestry (2006:82) indicate that school principals will establish the Staff Development Team (SDT), comprising of the school principal, senior management and educators, which will monitor the process of developmental appraisal, mentoring and giving support through the educator's personal Development Support Group (DSG).

Furthermore, the Staff Development Team (SDT) will coordinate the observation of educators in practice and the appraisals for performance measurement, as well as keep the records of the whole process of performance measurement of work performance of educators. Both the Staff Development Team (SDT) and the School Management Team (SMT) will develop the school's own School Improvement Plan (SIP) that will include strategic objectives of the strategic plan of every department, as well as the Personal Growth Plan (PGP) of every educator (Loock *et al*, 2006:82). Thus the School Improvement Plan (SIP) will be revised regularly with new goal settings that will show progress regarding teaching and learning and enhancing school effectiveness. Hence, this will achieve the development of effective schools.

The following section highlights how effective schools could be developed.

2.14   DEVELOPMENT OF EFFECTIVE SCHOOLS

School principals can achieve effectiveness within schools through the involvement of various approaches. The Total Quality Management (TQM), Management by Objective

(MBO) and Organisational Development (OD) approaches are recommended to change the status quo of ineffectiveness prevailing among such secondary schools.

2.14.1   Total Quality Management

Van der Westhuizen (2007:297) contends that TQM is regarded as a transformational process aimed at changing organisational structures. The change will depend upon various approaches approved and implemented in order to change the status of ineffective secondary schools. Total quality management (TQM) empowers educators, who seem to be closest to learners' parents, to make decisions regarding the future and how best to put quality where it is needed for improvement (Van der Westhuizen, 2007:300).

Norton (2005:45) points out that the type of leadership endorsed by a total quality leader is capable of generating ideas to encourage and involve individuals at all levels within the organisation. Such TQM leadership promotes leadership action on the part of educators throughout the organisation. School principals who embrace total quality management (TQM) will be able to empower co-workers to have the authority to design and redesign their work in order to meet desired job expectations (Norton, 2005:45).

Total quality management (TQM), as an approach to develop effective schools, can benefit school principals, as well as underperforming secondary schools. According to McLean (2006:186), TQM's seven steps bring about Continuous Improvement Process (CIP) at those schools which fail to perform to the expected standard. School effectiveness needs to be an ongoing process, endorsed by interested stakeholders in education and learners' parents as well. McLean (2006:186) points out that the schools and their principals will develop effectively if they adhere to the seven steps mentioned below. The seven steps are the following:

- define the organisation and the problem focus;
- assess the current or prevailing situation;
- analyse the root cause;

- try out improvement theory;

- study the results;

- standardise improvement; and

- plan continuous improvement.

Continuous Improvement Processes (CIP) are synonymous with TQM and, as such, are beneficial to schools as organisations. Robbins and De Cenzo (2004:303) point out that the importance of a Continuous Improvement Plan (CIP) lies in requiring school principals to encourage their co-workers to participate in sharing of ideas and to act on what they have suggested. Such sharing of ideas is a continuation of improvement which also reflects cooperation in effectively pursuing organisational objectives.

Lussier (2003:212) demonstrates that total quality management (TQM) places more emphasis on the organisations' continuous improvement of its performance, as it focuses on creating important custom values. These values emphasise the importance of open communication, willingness to solve problems, openness to change and adaptability to the school environment. This approach of total quality management (TQM) will help improve employees' perception of their job satisfaction, organisational effectiveness and competitiveness (Lussier; 2003:14).

Certo (2003:500) also argues that TQM is an unending process that involves staff members ensuring that the work performance of educators is based on developing effective school management. Total quality management (TQM) plays a dynamic role in establishing effectiveness in secondary schools that are gradually undergoing a transformation process. Thus, total quality management (TQM) will be employed to develop effective schools, particularly when partnered with management by objectives (MBO).

2.14.2 Management by Objectives

Management by objectives (MBO) is an approach that is able to influence school principals to help their co-workers to achieve organisational goals (Robbins and De Cenzo, 2004:78).

Accordingly, school principals will be able to motivate their staff members, as management by objectives (MBO) advocates participation among the employees and their supervisors in determining the performance objectives within the organisation.

The importance of management by objectives (MBO) lies in highlighting responsibility by providing ongoing feedback to school principals and giving clarity and direction to their jobs (Robbins and De Cenzo, 2004:79).

McLean (2006:429) states that management by objective (MBO) is a specific method of performance management in which individuals are developed and given goals against which their yearly performance will be evaluated. The evaluation, as well as assessment of educators' work performance, that is carried out yearly through the implementation of the management by objectives (MBO) approach shows that school principals are capable of managing the performance of every educator throughout the year.

Hunger and Wheelen (2003:147) maintain that MBO is an approach that ensures a purposeful action for achieving desired organisational objectives. The achievement of desired objectives will, inter alia, result by means of:
- The establishment and communication of organisational objectives;
- The need to set individual objectives (via the school principals-subordinate interaction) with the view to helping implement the envisaged organisational objectives;
- The development of an action plan of activities to achieve the objectives;
- Periodical review of performance related to organisational objectives with the inclusion of the results emerging from the annual performance appraisal (Hunger & Wheelen, 2003:148).

Certo (2003:133) emphasises that MBO is the kind of management approach that uses organisational objectives to enhance effectiveness within secondary schools and is regarded primarily as a means to improve the leadership, as well as the management, of the organisations. It is imperative to realise that school principals who are committed to the MBO approach will achieve the appropriate set of objectives for the organisation. Of

importance about MBO is that it emphasises what the school principals and their co-workers should do to accomplish the organisational goals (Certo, 2003:135).

Management by objectives (MBO) is the approach through which school principals, together with their co-workers, set themselves objectives to be evaluated periodically in their work and to be rewarded according to the outcomes produced (Lussier, 2003:141). This process includes activities such as work planning and review, goals for management, goals and controls, as well as management by results. This process of MBO can be successful if both the school principals and their co-workers are fully committed to bring about a new era of effectiveness at their schools. Hence management by objectives (MBO) will be integrated with organisational development (OD) to strengthen schools' management, as well as leadership styles which reinforce effectiveness at schools.

2.14.3 Organisational Development

An organisational development (OD) approach is an intervention strategy that can be put into practice to change organisations that are unmanageable (Robbins and De Cenzo, 2004:407). This approach is of importance as it is able to be used to reform the organisations and achieve transformation within schools through a long programme of organisational improvement (Cascio, 2003:309). Change in organisational development is expected to transform ineffective secondary schools by bringing about an effective teaching and learning environment. An organisational development (OD), as an intervention, will change the status of ineffective secondary schools (Robbins and De Cenzo, 2004:407). It is through sound and effective management that school principals will be able to utilise OD as an appropriate approach to change the status of ineffective secondary schools.

Lussier (2003:218) defines OD as an approach designed to change and improve employees' performance through appropriate interventions. For example, applying the proper steps to allow school principals and the school management team (SMT) to supervise and control the work of all their co-workers would achieve effective teaching and learning. This requires that the school's work programme is followed and that learners are taught according to how the school work programme has been planned.

McLean (2006:431) highlights OD as an approach with the potential to develop the settings within any organisation to increase knowledge, productivity and the other desired outcomes of the organisation itself. This approach enhances quality work performance by educators by making planned improvements using OD values (McLean, 2006:431). It is the responsibility of school principals to encourage educators to cooperate as colleagues with the intention of integrating their teaching skills, experiences and ideas for the purpose of providing quality education at their schools. In this way, the educators will have ample time to reflect on their work and afford learners the opportunity to be productive as a result of both effective teaching and learning. McLean (2006:432) argues that the organisational development (OD) approach might be used for the following:

- to develop or enhance the organisation's mission statement and vision statement;
- to create the collaborative environment that helps the organisation to be more effective and efficient;
- to create a strategic plan on how the organisation is going to make decisions about its future and achieving that future;
- to assess the working environment and to identify strengths on which to build areas in which change and improvement are needed;
- to provide assistance and support for employees, especially those in senior positions who need an opportunity to be coached in how to do their jobs better.

Van der Westhuizen (2007:317) maintains that quality improvement of school management will spread among secondary schools in which there is a real commitment on the part of school principals to improve management of schools. Therefore the three approaches engaged, namely TQM, MBO and OD, will strive to increase quality improvement among secondary schools, as well as change the status of ineffective schools. It is through the adoption and use of TQM, MBO and OD approaches as plans to achieve long term objectives that school principals will help create emergent leaders among staff members (Robbins and De Cenzo, 2004:294). Hence the next section discusses Philosophy of Education. Ideologies of Perennialism, Essentialism, Progressivism and Constructivism as models of Philosophy in

Education will have a lasting effect on present-day education in that they will help improve the teaching practices of educators.

The following section explains the influence of philosophy in education.

2.15   THE INFLUENCE OF PHILOSOPHY IN EDUCATION

In order to achieve school effectiveness, school principals should most definitely utilise a deeper understanding of the various Philosophies of Education. The influence of models of Philosophies of Education, such as Perennialism, Essentialism, Progressivism and Constructivism, can bring about a paradigm shift of both effective teaching and learning at schools. School Management Teams (SMTs) will unfold the quality education which will benefit learners and other various stakeholders in education. This will help educators to extract more knowledge from the ideology of the above Philosophies of Education and simultaneously enhance their understanding. Such models of Philosophies of Education will give rise to new ideas, as well as the ability to approach a purposeful curriculum which helps to disseminate knowledge and information – its aim, method and the role played by the educator. Educators will use the information gained from these models of Philosophy of Education when preparing the school curriculum and hence enrich the content of the subjects that they teach. Thus, the models Philosophies of Education will help to strengthen the curriculum with new ideas and information gained, as well as the knowledge that is taught at schools. The aim of these models of Philosophy of Education is to enrich the mind of the educators so as to be able to offer well prepared knowledge to learners.

Oliva (2009:158) mentions that these models of Education, namely Constructivism, Perennialism, Essentialism and Progressivism, will contribute immensely to strengthen and enhance the curriculum so that effectiveness may prevail in ineffective secondary schools.

The following subsection explains the influence of the philosophy of constructivism in education.

2.15.1 Constructivism

Constructivism theory strongly influences the views of how learners learn. Constructivism is applied to childhood development and depends on action. Knowledge and ideas emerge from situations in which learners draw them out of activities that have meaning and importance to them. The proponents of Constructivism argue that learners need to go through a series of linear stages of development. At the heart of this theory is the process of discovery in which understanding is built step by step through learners' active involvement (Lean and Moon, 2009:58).

The Constructivist theory states that an understanding is a way to discover or re-construct through rediscovery. Constructivist theory places activity and self-directed problem solving at the heart of learning. From the perspective of this constructivist theory, the nature and quality of learning activities and their impact on mental processes are important. Constructivist theory emphasises the need for learners to participate in problem-solving and critical thinking about a learning activity. This theory requires learners to construct knowledge by testing ideas and approaches based on their prior knowledge and experience, by applying approaches to a new situation and by integrating the new knowledge with pre-existing intellectual constructs (Leah and Moon, 2009:58).

The views of Constructivism for learning will impact strongly on the role that is played by the educator. From a Constructivist perspective, educators need to adopt the role of facilitators with the critical goal being to support learners in becoming effective thinkers. The educator as facilitator helps learners reach the level of understanding where the dramatic changes of role imply a totally different set of skills. These skills range from the educator telling to the facilitator asking, from the educator giving answers according to a set curriculum to the facilitator providing guidelines and creating activities designed to support and challenge learners' thinking and arriving at their own conclusions (Leah and Moon, 2009:59).

Educators have to be capable to influence understanding among learners as opposed to being mechanics of knowledge transfer. The educators' role is to provide learners with opportunities to learn in order to understand, to give incentives to enhance the learning

with understanding. Thus, constructivist ideas are influential in contemporary thinking about the agency of the learner and the need for educators to think critically about the nature and purpose of learning activities (Leah and Moon 2009:58).

Constructivism is concerned with questions such as what is knowledge and how is knowledge acquired. A great deal of effort has been done to apply constructivist ideas in all educational practices. Constructivist ideas are influenced by philosophy and theory in which approaches to teaching and learning are applied to actual classroom practice (Dunn, 2005:229).

Constructivists' theory of learning is primarily concerned with the structure of learning as a classroom practice and is also a means to develop thinkers and problem-solvers among learners in the classroom. Constructivism is a powerful method to help learners make sense of the world by synthesising new experiences into their prior learning. In relation to education and schooling, nearly all of the constructivist methods are recommended for teaching and learning (Dunn, 2005:230).

Constructivism is a theory stating that learning is an active process and it maintains that individuals create or construct their own understanding or knowledge through the interaction of what they already know and through ideas, events and activities or experiences they encounter. The proponents of constructivist theory place the emphasis on active involvement of learners for the creation of knowledge when in the classroom. Learners are able to construct new ideas or concepts based on current or prior experience. In turn the learner is able to construct hypotheses, make decisions and come to conclusions (Dunn, 2005:230).

Constructivists put greater emphasis on the learner as the starting point, as well as call for active involvement in the learning process as its priority. Constructivists believe that methods which attempt to shape desired behaviours, are dehumanising and impinge on the freedom of individuals to choose how they wish to live and act in the world (Dunn, 2005:232).

In Constructivism, the task of the educator is to make connections between new learning and learner's prior knowledge. Educators do this by creating activities that challenge learners' suppositions about how the world works and about our political and social structures. Another important element of Constructivism is to get learners to think in terms of unifying ideas or in "wholes" rather than "parts". The educator often begins lessons with what is referred to as broad ideas in which there are primary concepts such as the idea of democracy. Learners examine this broad concept and discern parts of it that require more investigation. This will require a respectful relationship between the educators and learners, one in which the educator will value the learners' viewpoint. The responses that learners make are often the educators' way of understanding the learners' starting point in examining ideas. Educators can use this information to provide relevant classroom activities to foster further learning. This means that educators have to be very well qualified in terms of their own knowledge base so that they can provide the needed information in response to learners' inquiry and design appropriate classroom activities which meet the needs of individual learners Dunn,2005:233)

Other constructivist methods include cooperative and small group learning, project-based assignments, discovery learning, problem-solving, learning centres that present learners with challenging activities and other hands-on activities. The idea behind these methods is to allow learners to complete class work in a manner that coincides with their interests and present capabilities. The educator serves as a facilitator who guides the learner from lower to higher levels of thinking and understanding. Both the curriculum and methods are designed to make connection, develop critical thinking skills and grow in their understanding of the world about them (Dunn, 2005:229).

The following subsection explains the influence of the philosophy of perennialism in education.

2.15.2   Perennialism

Perennialism refers to the belief that truth is universal and unchanging, as well as that education should have as its goal the preservation and transmission of long-term ideas and

values. This theory in practice is concerned with the development of the intellectual as well as the spiritual potential of humankind. Its curriculum relies on studies that emphasise recurrent themes in human life. Most proponents of this theory will agree on the need for a curriculum that is fundamentally subject-centred and educator-centred. The curriculum is designed through the study of language grammar, art, philosophy, science, history and mathematics. The curriculum places great emphasis on developing skills for logical reasoning (Dunn, 2005:42).

The proponents of perennialism regard the aim of education as the disciplining of the mind, the development of the ability to reason and the pursuit of truths. The secular perennialists and the sectarian perennialists are jointly in pursuit of truth. The secular perennialists advocate a highly academic curriculum with an emphasis on grammar, classical and modern languages, rhetoric, mathematics and logic at the heart of the curriculum (Oliva, 2009:159). The perennialists recommend an ideal education that is not directed at immediate needs, but education that is calculated to develop the mind. The perennialists and the essentialists hold that education is a preparation for life and the perennialists, in particular, an education suitable for students who possess high verbal and academic aptitude (Oliva, 2009:159).

Dunn, (2005:43) states that, in perennialism, parents are the primary advocates of the need for higher standards and that they may express concern regarding the curriculum of public schools. Parents call for greater accountability from educators, learners and administrators, as well as clearly stated performance objectives and evaluating methods. Parents, as members of the School's Governing Body (SGB), call for a curriculum in which learners move upward from grade to grade based on demonstrated competency. Perennialism states that the aim of education is to improve the individual and that this requires discipline, as well as the development of intellectual and moral habits. Hence materials that require learners to think critically about themselves in society will tend to be chosen. Modern education is necessary in order to educate the individual in the fundamental subjects such as Literature, History, Art and Natural Science. Such fundamental education will teach learners everything they need to be knowledgeable, since it provides the ideas, habits and technology that they need to continue to educate themselves. Thus, the proponents of perennialism theory argue that education requires character and discipline and hence schools make an

important contribution to the development of good character. The perennialists further argue that education is able to supply the intellect with morality, as well as create environments that allow for the development of good habits (Dunn, 2005:47).

Perennialists state that the goal of the school is to develop in each child the important intellectual tools and habits for enriching a democratic society. In order to achieve this, the skills of reading, speaking, listening and writing, calculating, measuring, seeing and the basic modes of imagination and of reasoning must be the core of schoolwork. These skills should pervade all subject areas and be a part of all school programs. The proponents of perennialism theory believe in a true learning that requires core knowledge in the basic subject areas, and that schools must raise expectations and encourage learners to be active participants in their own learning. Learners must be provided with meaningful incentives that encourage them to take their education seriously. This theory also emphasises the role of the educator in facilitating skill acquisition through coaching and by providing repeated opportunities for learners to demonstrate what they know and receive feedback from their teachers regarding its correctness. It also emphasises the value of learning as a lifelong process of inquiry, the growth of character that takes place as a result of the appropriate choice of content material and the self-discipline needed for achievement (Dunn, 2005:49).

Perennialism supports the use of drill, coaching and repetition, as well as the use of debate and discussion. Debate requires a well-controlled classroom environment as discussion and debate are methodologies that are particularly well suited for enhancing understanding of the social and ethical issues of a democratic society (Dunn, 2005:42).

Dunn (2005:44) reveals that the proponent of perennialism, namely Mortimer Adler (1902-2001), stated that education becomes complete only when it has the practical utility that will instil the basic skills needed in society to train the individual for good citizenship, as well as when it prepares the learner for higher learning education which requires mental, moral and spiritual growth. The proponent of this theory mentions that democratic principles demand that all learners be given an opportunity to demonstrate their aptitude for higher learning. Areas of study should include language, literature, fine arts, mathematics, natural

science history, geography and social studies. Learners will be able to make their own choices with regard to second language to be studied.

On how learning should take place, the proponent of perennialism theory insists that effective learning requires three modes of learning: the acquisition of organised knowledge, the development of intellectual skills, and the enlarged understanding of ideas and values. This will translate into a curriculum for every-day learning in which knowledge in the fundamental subjects mentioned previously will be acquired. The nature of this type of study will require didactic teaching or what might be called lecturing or teaching by telling (Dunn, 2005:45).

Dunn (2005:44) reveals that the use of textbooks and other instructional materials can be implemented to assist, as well as to enhance, the process of teaching and learning. Skills that are to be mastered in the mode of learning include, among others, reading, writing, listening, speaking, measuring, estimating, calculating and exercising judgment. The proponent of this theory emphasises that skills form the basis of all learning. The modes of teaching that are suitable to develop skills are coaching, as well as close supervision of practice. Through close supervision of practice and corrective feedback, the educator can be sure that the learners are learning and hence the educator may engage the learner in various activities. The activities that learners will be engaged in will be the writing of assignments, tests, question-and-answer activities, as well as any other activities that allow for judicial review of what the learner has learned. In perennialism theory, feedback for the learners can either be informal or formal to provide the learners with information that will allow them to refine what they know (Dunn, 2005:45).

The following subsection explains the influence of the philosophy of essentialism in education.

2.15.3   Essentialism

Dunn (2005:42) points out that the proponents of essentialism derive the origin of its name from the belief that the task of education is to instil learners with the "essentials" of

academic knowledge and character development. The theory holds the view that there are certain basic facts which give learners the fundamental information that they require to live fulfilling lives as citizens in a democracy. Thus, the best solution for the problems of today is to return to the beliefs and practices that were exercised in the past for proper and clear guidance.

Essentialism has a strong emphasis on fostering of learner self-esteem. It sees the aim of education as the transmission of the cultural heritage that has to be preserved to adjust men and women to society. Essentialism's goal is intellectual and cognitive, in which the organised courses serve as a vehicle to transmit culture with emphasis on mental discipline. The essentialists maintain that the academic subjects form the heart of the curriculum in that they are able to tailor the child to the curriculum. Thus, the subject matter from the curriculum becomes the Essentialists' plan for curriculum organisation. Erudition (Erudition = the ability to reproduce that which has been learned) is highly valued, as education is perceived as a preparation for some future purpose, for instance life, college and vacation (Oliva, 2009:160).

Oliva (2009:160) mentions that essentialism refers to the belief that truth will remain universal and unchanging, and that education should preserve, as well as transmit, lasting values and ideas. Essentialism theory, in practice, is concerned with the development of the intellectual and spiritual potential of humankind. In order to accomplish that, essentialist curriculum relies on the studies that emphasise recurrent themes in human life.

This essentialist theory emphasises a curriculum according to which the ability to learn the material will require significant effort on the part of learners; and that educators should be skilled professionals in their knowledge of the subject matter and in their ability to inspire learners to learn and to impart knowledge to learners. Essentialism is often associated with the back-to-basics movement. This means that learners have to be fully taught that which will encourage learning (Dunn, 2005:43).

In Essentialism theory, parents are the primary advocates of the need for higher standards and they express concern over the curriculum of public schools in the face of growing

technological advances in the world. From state to state, parents across the nation call for greater accountability from teachers, learners and administrators, as well as clearly stated performance objectives and evaluating methods. Parents call for a curriculum in which learners move upward from grade to grade based on demonstrated competency (Dunn, 2005:47).

The essentialists argue that educator programmes emphasising more study in the content areas that educators will be responsible to teach should replace pedagogical course work emphasising arranging the classroom, managing behaviour and the building of learner's self-esteem. Essentialism, as a philosophy of education, is concerned to improve the individual, which requires discipline and the development of both moral habits and intellectual habits. The theory of Essentialism states that it is not necessary to adopt the curriculum, but that it is important to choose materials that require learners to think about themselves critically in society. The theory recommends that liberal education is necessary and that it is composed of art, natural science, history, philosophy and that these subjects are considered fundamental, as they embody important knowledge that is related to significant issues. This fundamental type of education is believed to teach youth everything they need to be knowledgeable about, as it will give them ideas, technology that they need to continue to educate themselves, and habits. This theory gives considerable attention to the importance of a proper curriculum that should be accompanied by appropriate methodologies in developing well-educated human beings (Dunn, 2005:49).

Critics claim that the proposed course of studies in an essentialist curriculum promotes a Euro-centred, elitist view, rather than one which embraces diversity, and these critics argue that the study of the fundamental disciplines appears to be a manifestation of the dominant class interest at any given time in history (Dunn, 2005:42). The proponent of essentialism, namely Bestor (1908-1994), stated in Dunn (2005:46), says that genuine education is intellectual education and the only education that has worth. This proponent of essentialism states that the function of education is to provide a sound training in the fundamental ways of thinking. This theory requires intense study of subjects such as history, science, mathematics, literature, language, art, as well as other disciplines that will deepen knowledge and understanding of culture. Education should be available to all. In

this essentialism, the ancient philosophers such as Plato believed that education should be made available to all. Both these philosophers (Bestor and Plato) believed that universities and colleges needed to strengthen their entrance requirements in the fundamental disciplines. This notion would prevent the deterioration of a common secondary school education for learners not planning on attending college. Bestor believes that selectivity for admission to higher learning is necessary if standards are to be maintained, and that the first requisite for teaching is that educators should know what they are going to teach. Therefore, all institutions of educator teaching should emphasise competence in the subjects to be taught. Bestor proposes that educators should be held to rigorous standards of competence in the disciplines being taught. Bestor says that educators must be highly knowledgeable and qualified individuals, as their competence will be in keeping with the principles of democracy (Dunn, 2005:46).

The following subsection explains the influence of the philosophy of progressivism in education.

2.15.4 Progressivism

The progressivists' position is that the child should undergo educative experiences leading to ideas, like the indicators of progressive philosophy in nature, in which education is life and learning is by doing. Progressivism urges schools to provide for learners' individual differences, encompassing mental, spiritual, social, emotional and cultural differences. This indicates that progressivism shows concern for the learners' subject matter and society where the learner is placed at the centre of the learning process (Oliva, 2009:163).

The progressivists allow democratic practices in the classroom, rather than authoritarian ones, and consider themselves partners with the essentialists in the educational process. Educators using this model consider themselves counsellors to pupils and facilitators of learning, as cooperation is fostered in the classroom, rather than competition (Oliva, 2009:163).

The progressivists perceive education as a continuing search for the truth, in which different sources are needed to discover truth. They have proposed that scientific methods of problem solving should be applied in any area of human endeavour (Oliva, 2009:162).

Dunn (2005:220) regards Progressivism as an educational theory whose proponents favour a flexible curriculum that is able to change in order to meet the changing needs of individuals and the society. The proponents of this theory view the role of the educator as that of a guide or a facilitator to direct the child's learning in terms of the child's needs and interests. This means that the educator must make instruction relevant to the learner, as inquiry and problem solving are the goals of teaching. This theory sees the need to provide learners with experiences that are meaningful and will utilise learner interest as the motivation for learning.

The progressivists advocate a curriculum that is respectful of the learner and that sees no difference between the educator and the learner. This does not mean that the educator and the learner are equal, but that there should be a reciprocal relationship between the educator and the learners. This theory also advocates a relationship between curriculum and real-life experiences in which the idea that school was a democratic institution within a democratic society was not just a political ideology, but a way of life in which the decisions that one makes have moral and personal consequences (Dunn, 2005:222).

Thus, all classroom decisions should be based on expressed values, and the validity of choices should be tested through their consequences. This theory is in favour of problem-solving activities, cooperative learning and learner inquiry, over rote memorisation, flexibility in curriculum design and experience-based learning which stresses the process of learning over a learned content. Importantly, the educator has to understand every child as a learner, so that he/she can give the learner recognition for the good things that the learner has and conduct his/her class in a way that every learner has the opportunity to show off good things they can do. The progressivism theory emphasises that learners need to be treated with a kind of affection and that the educator should never be harsh to them. It also indicates that learners have to be respected and be treated as persons (Dunn, 2005:222). Progressivism theory has put in place the use of the project method for the

development of ideas. The belief was to have certain unifying principles to govern methodology with regard to discussing problems (Dunn, 2005:223).

2.16   CONCLUSION

This chapter reviewed literature on factors that contributed to effective or ineffective schools. The chapter also explained different leadership styles that could be implemented to improve effectiveness in schools. It explained different leadership styles that could be implemented and the causes of ineffective schools. The chapter argued for the adoption of the participative management style in ineffective secondary schools.

The next Chapter focuses on research methodology adopted in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

Chapter Three outlines the research and methodology adopted in this study. It also explains quantitative and qualitative approaches used in this research. In a study, the researcher may single out one approach or may be required to use a combination of both quantitative and qualitative approaches to conduct the study effectively. For instance, quantitative research uses tables or charts to display the findings which can generalise beyond the sample to a wider population, while qualitative research uses narrative to describe its observations (Suter, 2006:41). These approaches can be considered complementary and combined in a single research project, as cited in Hittleman and Simon (2006:53). In addition to these procedures, the Chapter further focuses on the measures that were taken to ensure the validity and reliability of the findings.

The following section highlights the research design and methodology.

3.2   RESEARCH DESIGN

The purpose of research design is to provide answers to the specific research questions (Wiersma and Jurs, 2009:119). Leedy and Ormrod (2005: xvi) state that the purpose of the research design is to discover the truth and to learn about what has never been known before.

3.2.1   Characteristics of Good Research Design

Wiersma and Jurs (2009:129) state the following characteristics of a good research design:

- Freedom from bias

Freedom from bias provides data that allow fair and unbiased comparisons among groups. This means that caution has to be taken to ensure that any differences between groups can be attributed to the independent variables under study. The data and the statistics computed from them do not differ in any systematic way, except as they may be influenced by the independent variables.

☛ Freedom from confounding

Another way that bias can enter the data is through confounding. Two or more independent variables are confounded variables, if their effects cannot be separated. A good research design eliminates the confounding of variables, or keeps it to a minimum, in order that the effects can be separated and that the results can be interpreted without uncertainty. For instance, in chemistry, confounding will occur if three educators were used, each using one method only and there being considerable differences in their teaching effectiveness. Then the educator and the method will be confounded. If the student of one method scored higher in the chemistry examination than those of the other two methods, we will not know whether the higher performance was due to the method or the educators. The effects of the educator and the method cannot be separated because each educator uses a single method only (Wiersma and Jurs, 2009:129).

Wilson (2009:57) explains research design as the strategy which integrates the different components of the research project in a cohesive way in order that the research questions can be answered. Leedy and Ormrod (2005:85) view research design as an overall structure that provides for procedures to follow when research study is conducted in which data collection and data analysis are included. All of these are suggestive of planning and are always carried out with the intention of solving a research problem in mind. In addition to this, Cohen, Manion and Morrison (2002:75) refer to research design and methodology as the establishment of the practicalities of the research which address issues such as:

☛ specific purposes of the research;
☛ general research purposes and aims;

- specific research questions;

- research focus;

- main methodology of the research (e. g. a quantitative research, an ethnographic study and experiment, a case study etc.);

- validity and reliability;

- kinds of data collected;

- sampling;

- documentary sources (where else will data be obtained);

- instrumentation; and

- who will undertake research.

The researcher employed both qualitative and quantitative research designs to gather data. The mixed method design builds on the synergy and strength that exist between quantitative research method and qualitative research method, in order to understand a phenomenon more fully than is possible by using either quantitative or qualitative methods alone. This mixed method research design can be used to build on the findings of a qualitative study by pursuing a quantitative phase of the research, or vice versa (Airasian, Gay and Mills, 2006: 489).

Airasian *et al*. (2006:489) mention that concurrent mixed method design builds on the synergy and strength that exist between quantitative research method and qualitative research method, in order to understand a phenomenon more fully than is possible by using either quantitative or qualitative method alone. Concurrent mixed method design can be used to build on the findings of a qualitative study by pursuing a quantitative phase of the research, or vice versa.

Gay and Airasian (2003:163) mention that qualitative research is an approach used to describe and provide answers to the questions about participants' context, as the researcher studies the perspective of the research participants towards the events, beliefs, or practices. Furthermore, Gay and Airasian (2003:163) state that qualitative research is important for exploration which begins to understand a group or a phenomenon, and is

used for eliminating issues that cannot be addressed by quantitative methods. Qualitative, as an interpretive research, is useful for describing and providing answers to questions about participants' contexts, as the researcher studies the perspective of the research participants towards events, beliefs, or practices (Gay and Airasian, 2003:163). Gay and Airasian (2003:163) also state that qualitative research is important for exploration which begins to understand a group or phenomenon, and is used for eliminating issues that cannot be addressed by quantitative methods.

Gay and Airasian (2006:163) stipulate the following purposes of qualitative research:

- It is useful for describing and answering questions about participants and contexts; and
- It is useful for exploring research areas about which little is known. It is exceptionally suited for exploration, for beginning to understand a group or circumstance. Eventually, it can answer questions and illuminate issues that cannot be addressed by quantitative methods. Gay and Airasian (2006:164) further argue that qualitative research follows a certain procedure that is characterised by the following:

- Identify the research topic

Here the researcher identifies a topic or study of interest to research. Often the initial topic is shortened to become more manageable.

- Review of research

The researcher examines existing research to identify useful information and strategies for carrying out the study.

- Selecting participants

The researcher must select participants to provide data that are needed. Qualitative participants are usually few in number, in comparison to quantitative samples that are selectively chosen.

■ Collecting data

The researcher gleans data from participants. The methods of data collection are interviews, observations or artifacts.

■ Analysing data

The researcher interprets the themes and the results from the collected data. Qualitative research is interpretive rather than statistical.

■ Reporting , evaluation and interpreting research

The researcher summarises and integrates the qualitative data in narrative form. In this study, qualitative research was conducted to address the following research questions:

■ What management styles are adopted in both effective and ineffective secondary schools?
■ What are the main causes of ineffectiveness in secondary schools?
■ In what way can participative management change the status of ineffective secondary schools?

The researcher used qualitative research to highlight the objectives that should be realised through the study to:

  ■ establish management styles that are adopted in both effective and ineffective secondary schools;
  ■ examine the main causes of secondary schools' ineffectiveness; and

- ▓ determine and recommend guidelines for the effective implementation of participative management styles in ineffective secondary schools.

Leedy and Ormrod (2005:30) emphasise that quantitative research involves choosing the participants, as well as data collection techniques, such as questionnaires, whereby data can be analysed in terms of numbers or statistics. A quantitative research approach involves descriptive statistics as a method of organising data, facilitating the organisation and the interpretation of numbers obtained from measuring a characteristic or variable (Leedy and Ormrod, 2005:30). Leedy and Ormrod (2005:180) maintain that the focus in quantitative research is typically one aspect of behaviour, which is quantified in some way to determine its frequency. McMillan and Wergin (2006:4), as well as Hittleman and Simon (2006:53), postulate that a quantitative research approach involves the use of numerical indices to summarise, describe and explore relationships among traits. There is therefore a reliance on control, measurement and experiments.

3.2.2   Data collection strategies

The researcher used different research instruments to gather both quantitative and qualitative data.

3.2.2.1   Data Collection Technique for Quantitative Research Approach

Questionnaires are the most used technique for obtaining information from subjects and are relatively economical. Questionnaires have the same questions for all subjects and can ensure anonymity. Questionnaires can use statements or questions, but in most cases the subject is responding to something written for a specific purpose (McMillan and Schumacher 2001:257).

Cohen, Manion and Morrison (2007:245) contend that the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often

numerical data, that is to be administered without the presence of the researcher and often relatively straight forward to analyse.

A questionnaire is a way of asking a question without any personal interaction. Questionnaires can be used for many reasons, such as enabling the researcher to collect information from large groups of people, and are helpful for generating numerical data. Questionnaires have many advantages and disadvantages in the research process (Lowe 2007:38 and Mouton 2001:103). The following sections highlight both the advantages and disadvantages of questionnaires. Questionnaires can be used for a variety of reasons, such as:

- to generate numerical data;
- to collect information from a large group of people;
- to make comparisons; as well as
- to provoke more honest responses (Lowe 2007:38 and Mouton 2001:103).

The disadvantages of questionnaires are the following:

- they can take a considerable amount of time to develop;
- they need to be piloted;
- they may need refining before use; and
- they may provide information that fails to capture an accurate picture of a situation because of the limited flexibility response (Lowe 2007:38 and Mouton 2001:103).

Notwithstanding the disadvantages listed above, the questionnaire was chosen because of its advantages, such as anonymity, low administration costs, coverage of a large geographical area and the ability to reach a large sample (Delport, 2002:172). The questionnaire was used because it answers questions based on whether what is investigated is real or not, as well as on which questions it is based (Leedy and Ormrod, 2005:202).

The following describes the structure of the questionnaires that were used to collect data in this research study. The questionnaire was subdivided into the following sections:

✗ Section A: Personal data (questions 1 - 4)

Items in this section concern the biographical information of the respondents. The items further relate to respondents' gender, age, position and experience and have influence on the perceptions of the respondents.

✗ Section B: School details (question 6 - 10)

The items relate to the location of the school of the respondent (township, suburb or town) and classification (public or independent or other) of the school.

✗ Section C:Educational practices for managing ineffective secondary schools

This section was designed to investigate how the adoption of participative management can change the status of ineffective secondary schools to that of being manageable and can produce a high pass-rate of secondary schools' results. Respondents were expected to respond to the items by choosing the most appropriate responses from the categories provided below:

1: Strongly agree
2: Agree
3: Disagree
4: Strongly disagree

Items in this section comprised five areas of management aspects. Four of these areas of management aspects had six items and one area of management aspects had seven items.

Management aspects:

1 Educators' skills/Knowledge skills:

Questions: 21, 26, 27, 29, 30, and 32

2 Educators' cooperation/team rating:

Questions: 18, 23, 24, 25, 28 and 31

3 School environment/Management ratings:

Questions: 17, 19, 20, 33, 41 and 44

4 Parents and community participation ratings:

Questions: 12, 13, 14, 15, 16, 34 and 43

5 Educators' perception of change ratings:

Questions: 35, 36, 37, 38, 39 and 40

The researcher visited the school principals of identified schools to make an appointment for the delivery of the questionnaires to the educators. The questionnaires were left at the schools for a week, in order to give the respondents enough time to complete them and were collected after being completed.

The quantitative study involves choosing participants and data collection techniques such as questionnaires. Data can be analysed in terms of numbers. A quantitative research approach uses descriptive statistics as a method of organising data, facilitating the organisation and the interpretation of numbers obtained from measuring a characteristic or variable (Leedy and Ormrod, 2005:30). Leedy and Ormrod (2005:180) maintain that the

focus in quantitative research is typically one aspect of behaviour, which is quantified in some way to determine its frequency. McMillan and Wergin (2006:4) and Hittleman and Simon (2006:53) postulate that a quantitative research approach involves the use of numerical indices to summarise, describe and explore relationships among traits. There is therefore a reliance on control, measurement and experiments.

Lowe (2007:13) reveals that the quantitative research methods have been associated with the positivist research approach. This method tends to bring about numerical statistical information.

For sampling, the researcher used purposive sample, as it involves both quantitative research as well as qualitative research. In quantitative research, the researcher will select the participants who are representative of a larger targeted population, because this kind of research can determine probability of each member of the population being selected for the sample. In qualitative research the researcher will often use a variant of purposive sampling. The specific type of purposive sampling depends on the purpose of the research, because qualitative research is designed to yield a rich data from the sources and it provides convincing evidence through its sampling strategies. Suter (2006:222) alludes to the fact that in a purposive sample the researcher selects participants who are representative of a larger target population. Suter (2006:222) points out that the researcher is able to determine the probability of each member of the population being selected for the sample. The researcher sent questionnaires to various schools where they were answered by educators in their different departments (post level one educators, heads of department, deputy principals, as well as the principals). Then, two hundred educators from twenty secondary schools (a hundred educators from ten effective secondary schools and a hundred educators from ten ineffective secondary schools) gave their responses to the questionnaires.

The researcher used a Likert scale to gather information from the educators. A Likert scale is constructed by assembling a number of statements about the object (Moduka, 2001:40). In this study, educators' perceptions about managing ineffective secondary schools were measured by using a questionnaire with a four category Likert scale: Strongly Agree, Agree,

Disagree and Strongly Disagree statements were used for this purpose.

3.2.2.2   Data Collection Technique for Qualitative Research Approach

Researchers depend on the interview as a source of information, because the interview results in true and meticulous pictures of interviewee's lives and experiences (Denzin and Lincoln, 2000:646). The interview has become an important universal mode of systematic inquiry (Denzin and Lincoln, 2000:646).

Kolobe (2008:42) states that the interview is the most commonly used qualitative technique, because it allows the researcher to produce a rich and varied data set in a less formal setting. It can be structured or unstructured in format. It varies from the questionnaire in the nature of its questions and the manner of presentation. In this study the researcher implemented structured interviews, because they appear to be flexible and few restrictions are placed on the interviewee's responses (Patton, 2002:342). The arrangement of questions can also be modified to suit the situation and allows the interviewees to talk willingly and fully on a particular issue, incident, or relationship (Patton, 2002:342). Interviews were conducted after normal school work hours.

🎬 Types of interviews

Patton (2002:342) points out that there are three basic approaches that can be used to collect qualitative data through open-ended interviews, all involving preparation, conceptualisation and instrumentation. The three basic approaches are the informal conversational interview, the general interview guide approach and the standardised open-ended interview. Each of these approaches will be discussed briefly below.

⚘ Informal conversational interview

Lankshear and Knobel (2006:207) refer to this approach as a 'structured interview' which involves the researcher and the interviewee. Lankshear and Knobel (2006:208) mention that this approach is a question-response process, which is repeated to help an interviewer

convey genuine interest in what an interviewee has to say. Suter (2006:96) refers to this approach as a mainstay of educational research in both qualitative and quantitative paradigms.

Patton (2002:342) argues that data gathered from informal conversational interviews will be different for each person interviewed. The same person may be interviewed again on different occasions with questions specific to the interaction or event at hand.

According to Patton (2002:342) the informal conversational interview works particularly well where the researcher can stay in the setting for some period of time so that he/she does not depend on a single interview approach.

☒ The general interview guide approach

Patton (2002:343) maintains that an interview guide lists the questions or issues that are to be explored in the course of the interview. The aim of the interview guide is to ensure that the same basic lines of inquiry are followed with each person interviewed.

Gall, Gall and Borg (2010:219) highlight interview guidelines that are applicable when writing interview questions. The researcher has to begin with a few interesting and nonthreatening questions, put threatening or difficult questions near the end of the interview, and avoid terms like *several*, *most* and *usually* which have no precise meaning.

☒ The standardised open-ended interviews

This approach requires a carefully and fully-worded question before the interview (Patton, 2002:344). The intention of the detail is to make certain that each interviewee gets the same question, the same stimuli in the same way and order, including standard probes.

☒ Interview questions

Patton (2002:348) indicates that six kinds of questions may be asked in an interview. They are experience and behaviour questions, opinion and values questions, sensory questions, feeling questions, knowledge questions, and background or demographic questions. Each question type will be discussed briefly below.

✗ Experience and behaviour questions

These are questions that are about what a person does or has done, and aim to elicit behaviour, experiences, actions and activities that would have been observable had the observer been present (Patton, 2002:349).

✗ Opinion and values questions

Questions aimed at understanding the cognitive and interpretive processes of people ask about opinions, judgments and values (Patton, 2002:350). Answers to these questions inform us about what people think about some experience or issue. They tell us also about people's goals, intentions, desires and expectations.

✗ Feeling questions

Feeling questions aim at eliciting emotions or feeling responses of people to their experiences and thoughts (Patton, 2002:350). When asking feeling questions the interviewer looks for adjective responses such as happy, anxious, intimidated, afraid or confident.

✗ Knowledge questions

Knowledge questions inquire about the respondent's factual information or what the respondent knows (Patton, 2002:350). Knowledge about a programme may include knowing what services are available, who is eligible, what the rules and regulations of the programme are and how one enrols in the programme.

✘ Background or demographic questions

Age, education, occupation and sex are examples of standard background questions that identify characteristics of the person who is being interviewed (Patton, 2002:351). Answers to these questions assist the interviewer to locate the respondent in relation to other people.

🎬 Questions that were asked during the interview

The interview questions that were prepared for the interviews were the following:

✘ How do you manage your school?

✘ What causes secondary schools to be effective?

✘ What causes secondary schools to be ineffective?

✘ In what way can participative management styles change the status of ineffective secondary schools?

These interview questionnaires were drawn up and asked as they serve to identify factors that may lead to schools' ineffective management and the related leadership that may be practised.

🎬 How to conduct the interview

According to Springer (2010:390) some general principles can ensure a successful interview. The following general principles are needed to ensure a successful interview – be prepared, begin slowly, explain your purpose, question carefully, listen closely, keep on your toes, and remain supportive. Each principle will be analysed briefly below.

✘ Be prepared

If the question format is structured, know the questions in advance, so that little or no reading from notes will be needed. Also, keep track of any personal information about

the participants that might have influence on the content of the interview. Be ready to audiotape or take notes in the least obtrusive way (Springer, 2010:390).

X Begin slowly

Unless you and the interviewee are closely acquainted, time may be needed to put the individual at ease. Make positive small talk. Do not commence the interview if the individual seems anxious or not willing to talk (Springer, 2010:390).

X Explain your purpose

The interviewee should be reminded of what to expect during the interview. The interviewee's willingness to talk freely may be facilitated if he or she is reminded that all responses will be kept confidential (Springer, 2010:390).

X Question carefully

Avoid leading questions. Avoid "yes-or-no" questions, unless they pertain to concrete details. Use open-ended questions and then probe for details or request clarification as needed (Springer, 2010:391).

X Listen closely

Say as little as possible without awkwardness. Ask questions if you do not understand a comment and avoid interrupting the interviewee. Whenever possible, paraphrase the interviewee's comments and otherwise give the impression of attentiveness. Remember what the interviewee says so that, if the need arises, you can refer back to it later in the interview (Springer.2010:391).

X Keep on your toes

Some topics may elicit a strong emotional response from interviewees. If the interviewee changes the subject, follow the new topic. If you feel it is important to lead the interviewee back to the original topic, do so gently (Springer, 2010:392).

X Remain supportive

Avoid challenging interviewees or passing judgment on their opinions (Springer, 2010:392).

The following paragraphs highlight the population and sampling techniques for this study.

3.3 POPULATION AND SAMPLING

Suter (2006:222) indicates that the researcher is to select participants who are representative of a larger, targeted population. A quantitative researcher uses statistical methods that often assume that respondents have been randomly selected or assigned to experimental conditions. Suter (2006) emphasises that, in quantitative research, samples tend to be large in number. Quantitative study involves choosing participants, as well as data collection techniques such as the questionnaires. It consists of research in which data can be analysed in terms of numbers. Quantitative researchers collect the facts and study the relationship of one set of facts to another. They apply techniques that are likely to produce quantified and, if possible, generalized conclusions (Best and Khan, 2003:75).

Lankshear and Knobel (2004:74) point out that a mixed methodology research or mixed methods research includes elements of qualitative and quantitative methods in its design.

Springer (2010:437) mentions that in mixed-methods studies, quantitative and qualitative data are usually obtained from the same measure. Springer (2010:438) says that a survey might be used in which responses to Likert-scaled questions are coded quantitatively, while responses to open-ended questions pertaining to the same topic are coded qualitatively.

The target population for this study is drawn from the educators in identified secondary schools in Lejweleputswa district. A letter was written to the Chief Education Specialist requesting permission to conduct research at the identified secondary schools in Lejweleputswa district.   Another letter was written to school principals requesting permission to conduct interviews with both the school principals and their deputy principals. The last letter was written to School Governing Body (SGDs) members requesting permission to conduct research in their schools.

 A miniature survey was conducted to obtain the number of both effective and ineffective secondary schools in Lejweleputswa district only. A list of secondary schools was requested and used to identify such schools. Ten Secondary Schools that had performed above 50% and ten secondary schools that had performed below 50% were identified. A snap survey of 20 schools (ten effective and ten ineffective schools) indicated an average of 200 educators where 100 educators were from 10 effective schools and 100 educators were from 10 ineffective schools. Makhubela (2005:5) maintains that purpose sampling will be more appropriate, because the researcher is dealing with a contextualised case study which focuses on one school, and that respondents are likely to be knowledgeable and informative about the phenomenon the researcher is investigating. According to Leedy and Ormrod (2001:221), for sampling purposes, beyond a certain point (at approximately N=200), the population size is almost irrelevant; hence, a sample size of educators (N=200) at secondary schools was used. The following tables indicate how the samples of the respondents to the questionnaire and the interviewees were selected.

Table 3.1   Grade 12 Learners Performance in 2007

Effective secondary schools	Grade 12 pass mark in 2007	Ineffective secondary schools	Grade 12 pass mark in 2007
1	100%	1	85.35%
2	100%	2	72.34%
3	100%	3	69.23%
4	100%	4	68.42%
5	100%	5	46.36%
6	98.48%	6	45.13%
7	96.08%	7	41.61%
8	90.85%	8	39.57%
9	85.35%	9	37.80%
10	83.56%	10	14.20%

Table 3.1 indicates that 10 effective secondary schools and 10 ineffective secondary schools participated in this study. Ten educators per school completed the questionnaires. This implies that 200 educators form part of the sample.

The questionnaire return rate was 100% which, according to Delport (2002:172), is considered an acceptable return rate. The return rate can be attributed to the good administrative procedures followed by the researcher.

Hittleman and Simon (2006:53), McMillan and Wergin (2006:4) assume that questionnaire research technique involves the use of numerical indices to summarise and describe, as well as explore traits and relationships. There is a reliance on control and measurement, as well as experiments.

Quantitative research methods have been associated with the positivist research approach (Lowe, 2007:13). This approach tends to yield numerical statistical information. This research presents statistical results represented in numbers, while qualitative research method presents the facts in a narration of words. What makes the two methods different is the manner each views reality and the word. Each has different assumptions about the word and different purposes for researching different research approaches, as well as differences in the importance of the context (Moduka, 2001:38).

The researcher applied a Likert scale to collect data from educators. A Likert scale is constructed by assembling a number of statements about an object (Moduka, 2001:40). In this study, educators' perceptions about management of ineffective secondary schools were measured by using a questionnaire with a four category Likert scale. Strongly agree, agree, disagree and strongly disagree statements were used for this purpose.

Suter (2006:222) mentions that the sampling strategy in qualitative research is designed to yield sufficient data from sources that include a single person, a small group and complex organizational sites. Qualitative, interpretive research is useful for describing and answering questions about participants and contexts because the researcher studies the perspective of the research participants towards events, beliefs or practices (Gay and Airasian, 2003:163).

Gay and Airasian (2003:163) further mention that qualitative research is useful for exploration, for beginning to understand a group or phenomenon, and that it is exceptionally good for eliminating issues that cannot be addressed by quantitative methods. Qualitative research usually takes place in naturally occurring situations, and it differs from quantitative research in which behaviours, as well as settings, are controlled and manipulated (Wiersma and Jurs, 2009:13).

Although a questionnaire was used as primary instrument to collect data, interviews were also conducted to validate gathered data through the questionnaire (Moeketsi, 2004:117). For the selection of the participants, the researcher used a purposive sampling, the respondents being chosen for a particular purpose. The purposive sampling involves selecting elements for the sample that the researcher's judgment and prior knowledge suggests will best serve the purpose of the study and provide the best information. Structured interviews were conducted with school principals. The following table shows the number of school principals who were interviewed.

Table 3.2   The number of Educators Interviewed

Two effective secondary schools	Three ineffective secondary schools
2 School Principals	3 School Principals

Table 3.2 shows that five school principals were interviewed. Two school principals were from two effective schools and three school principals were from three ineffective schools. The following section explains administrative procedures for the collection of data.

3.4   ADMINISTRATIVE PROCEDURES

The following paragraphs outline the administration of the collection of data.

3.4.1   Approval from Free State Department of Education

Approval to conduct research and interview in schools was given by officials in Bloemfontein. The questionnaires were personally distributed to educators at their schools respectively. The school principals were requested to be the contact persons for the distribution and collection of completed questionnaires at their schools.

3.4.2   Respondents' Anonymity

Respondents were assured through a covering letter that their participation was voluntary and that their responses would be handled with confidentiality. It was also indicated through the contact persons that they be allowed to complete these questionnaires on their own at a convenient time outside contact time at schools.

3.4.3   Follow-up on Questionnaires

The researcher's follow-up visits were undertaken to collect questionnaires that were still outstanding. These were at schools where educators were busy and involved in their school activities.

3.4.4   How interviews were Conducted

The interviews were conducted in a friendly atmosphere that was free from disturbances. The interviewees were informed that the information that they gave would be kept confidential. They were also informed that their names would be kept anonymous. The interviewees were told that the duration of the interview would be approximately 30 minutes. The researcher asked permission from the interviewees to use a tape recorder to record their responses. The researcher thanked the interviewees and school principals after completing the interviewing process. The following section explains how both quantitative and qualitative data were analysed.

3.5 DATA ANALYSIS STRATEGIES

Lankshear and Knobel (2004:266) define data analysis as a process that organises information systematically and interprets it. The following paragraphs describe the procedure that was implemented to analyse data.

3.5.1 Procedure for Analysing Questionnaires

The statistical consultancy services of the Central University of Technology Campus at Bloemfontein was approached for assistance in the analysis and interpretation of data collected from the questionnaires. Frequency statistics were computed to determine descriptive statistics and were scheduled in tabular form, as this was deemed necessary.

3.5.2 Procedure for Analysing Interviews

The procedure for analysing and interpreting qualitative data is conformed into three stages of data analysis. In this study, data was collected, summarised, coded and sorted into headings, while the final stage was about interpreting and giving meaning to data. Data collected was coded and sorted into the following headings:

- opinions about managing ineffective secondary schools; and
- opinions about investigating how the adoption of a participative management style could change the status of ineffective secondary schools.

In this study, the tape-recorded interviews were transcribed and analyses were made from these transcriptions.

3.6 VALIDITY AND RELIABILITY

According to Delport (2002:166), the validity of a measuring instrument is determined by whether the instrument measures what it is supposed to measure and measures it accurately. This can be achieved by ensuring that the instrument has content validity, face

validity, criterion validity or construct validity. Reliability, on the other hand, is determined by the accuracy or precision of an instrument and the extent to which an instrument yields the same or similar results under comparable conditions (Delport, 2002:168).

To establish the validity and reliability of the questionnaire, the empirical research question and the literature review were used as the starting point. This ensured that the questionnaire content and the constructs used in relation to managing ineffective secondary schools were appropriate, would ensure dependability and reproducibility, and that the questionnaire would measure what it was supposed to measure.

The researcher validated qualitative data by consulting two academics, who teach research methodology, to seek their opinions on whether they agreed or disagreed with his interpretations and conclusions drawn from the gathered data. The researcher also took his conclusions to the five interviewees for them to indicate if they agreed or disagreed with the conclusions.

3.7 CONCLUSION

In this chapter the focus was on the research design and methodology that were applied. The entire research plan was outlined, and included, inter alia, response rate, population and sampling procedures, as well as the administrative procedures.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter, the results of the empirical study are presented and interpreted. The data was gathered through a questionnaire (Annexure B) and interviews.

The following section highlights quantitative data analysis.

4.2 QUANTITATIVE DATA ANALYSIS

This section deals with determining the educators' perceptions regarding the use of participative management styles which could be adopted in managing ineffective secondary schools in Lejweleputswa district.

4.2.1 Demographic Data for Educators

Demographic data relates to respondents' biographical information in terms of gender, experience, age, position, number of staff, number of learners, location, classification and quintile of the school. It also illustrates number of counts and percentage response.

Table 4.1 Educators' Biographical Data

	count	%	N = 200
			Total
1. Gender:			
Males = 92	92	46	
Females = 108	108	54	
Total	200	100	100
2. Experience:			
5 years or less = 2	2	1	

	Count	%	N = 200
6 years – 10 years = 67	67	33.5	
11 years – 15 years = 34	34	17.5	
16 years – 20 years = 38	38	19	
21 years – 25 years = 32	32	16	
26 years – 30 years = 18	18	9	
31 years or more = 9	9	4.5	
Total	200	100	100
3. Grade:			
11 =	15	7.5	
12 =	85	85	
Total	200	100	100

Table 4.1 shows that all the questionnaires distributed were usable for data analysis. It indicates that 46% were male educators and the majority (54%) of the respondents were female educators. The table also demonstrates that the majority (42.5%) of the respondents who answered questionnaires were teaching grade 12 learners. This implies that these respondents showed interest in the field of teaching as a profession. This is a typical example of schools in general, where female educators are more in number than male educators. It will be of much interest to see if the gender of respondents has any influence on school principals' capability in managing ineffective schools.

Table 4.2   School Information

	Count	%	N = 200
			Total
4. Location of schools:			
Town =	20	10	
Suburb =	50	25	
Township =	130	65	
Total	200	100	100
5. School's classification:			
Public =	200	100	100
Independent Schools =	0	0	0
Other schools =	0	0	0
Total	200	100	100

6.Position:				
	Principal=	6	3	
	Deputy principal=	18	9	
	HODs=	47	23.5	
	Educators=	129	64.5	
Total		200	100	100
7.Age:				
	21-25=	25	12.5	
	31-35=	21	10.5	
	36-40=	42	21	
	41-45=	42	21	
	46-50=	43	21.5	
	51-55=	0	0	
	56-60=	24	12	
	61-65=	3	1.5	
Total		200	100	100
8.Staff:				
	Less than 50=200			
	More than 50=0	200	100	100
Total		200	100	100
9. Number of learners:				
	Less than 1000			
	More than 1000	200	100	100
Total		200	100	100
10. School placement in quintile:				
	Quintile 2=	10	5	
	Quintile 3 =	50	25	
	Quintile 5=	140	70	
Total		200	100	100

From table 4.2 above, it is clear that the majority (65%) of respondents were from townships. This table shows that 100% of the questionnaires were answered by public school educators only, as these schools are state-owned. Lejweleputswa district has secondary schools that have achieved a pass-rate above 50%, as well as schools that have achieved a pass-rate below 50%. Thus, the research was conducted at ten effective secondary schools and ten ineffective secondary schools in Lejweleputswa district.

The table shows that some learners from township secondary schools intend migrating and registering in secondary schools that are located in towns or suburbs. The rationale behind this is that secondary schools located in the towns or suburbs are thought to be offering a better quality education than township secondary schools. The view is that secondary schools situated in urban areas such as the towns or the suburbs are perceived to offer better education in terms of their provision of learning facilities such as the libraries, laboratories and many other resources that promote effective teaching and learning.

This table indicates that two hundred educators completed the questionnaires. The majority (64.5%) of them are educators who have an experience that ranges from six years to ten years and are in post-level one. The table implies that, although the respondents have not acquired lengthy experience in the teaching profession, they are eager to learn how to solve teaching and learning problems that learners encounter as barriers towards their learning. Educators also encounter teaching barriers such as overcrowding of learners in classrooms. This might be also be a result of interacting with experienced educators (21.5%) who are knowledgeable.

Table 4.2 demonstrates that experienced educators are able to pass their experience to the less experienced educators enabling them to apply different leadership styles that will change the status of ineffective secondary schools. This table indicates that more experienced educators can act as mentors to less experienced educators and so enhance both teaching and learning processes in ineffective secondary schools.

The subsection that follows focuses on educational practices that were measured through the questionnaire.

4.2.2   Educational Practices Measured through the Questionnaire

Table 4.3   Perceived Educational Practices

Questionnaire Item		Strongly Agree		Agree		Disagree		Strongly Disagree	
		Count	%	Count	%	Count	%	Count	%
12	Educational activities that are presented at our school are learner–centred.	38	19.0	150	75.0	9	4.5	3	1.5
13	Learner development is provided through well-designed academic programs.	16	8.0	176	88.0	8	4.0	0	0
14	Learner performance is regularly monitored.	20	10.0	17	88.0	3	1.5	1	1.5
15	The school shows appreciation for learner effort and success.	18	9.0	173	86.5	8	4.0	1	1.5
16	The learning environment in our school is learner-friendly.	28	14.0	167	83.5	4	2.0	1	1.5
17	Educators are involved in decisions that have an effect on their employment.	0	0	0	0	192	96.0	8	4.0
43	Educators design classroom rules without learner participation.	1	0.5	3	1.5	196	98.0	0	0

Table 4.3 above indicates that 94% of the respondents agree that educational practices that are presented during the processes of teaching and learning are learner-centred. This implies that educators have varied their teaching practices in order to adopt participative management styles, which, in turn, will create the environment for learning to become learner-friendly and positively change the status of ineffective secondary schools. The table also demonstrates that 96% of the respondents agree that learner development should be provided through well-designed academic programmes. Regarding learner performance, the table illustrates that the majority (98%) of respondents, agree that there should be monitoring of learner performance. This implies that schools that monitor performance of

learners regularly will likely be effective, restoring their reputations rather than tarnishing them.

This table also indicates that 95.5% of the respondents agree that schools should show appreciation for learner effort and success. This is supported by the majority (97.5%) of the respondents, who agree that the learning environment should be learner-friendly. The table also indicates that 98% of the respondents accept that educators should work together as co-workers to improve their teaching practices. This is strengthened by the majority (98%) of the respondents who agree that educators should be provided with opportunities to upgrade their teaching skills.

Table 4.3 demonstrates that the majority (94.5%) of the respondents believe that educators do enough to turn the processes of teaching and learning into challenges that promote creative problem solving, in which learners are able to solve problems independently. The table reveals that 98% of the respondents disagree that educators teach in isolation, which would be to discourage educators to work together as colleagues. The table also demonstrates that 98% of the respondents do not agree that educators lack skills to teach their subjects effectively.

Table 4.3 indicates that 100% of the respondents disagree that educators show deficient behaviour in school attendance. The table suggests thus that educators whose school attendance is low lack professional skills and ethics, as well as not acting according to the schools' code of conduct. This table also illustrates that the majority (100%) of the respondents do not agree that educators are unaware of the procedure to obtain information about the content they are expected to teach. This table implies that schools should encourage their staff members to attend workshops in which they will be guided regarding how to obtain information in order to teach and how to provide learners with the relevant information. The table also shows that 100% of the respondents do not agree that educators find it difficult to control classroom events. This implies that educators should be able to record any classroom events which do happen as evidence to be shown to the school principal and the learners' parents.

The table also reveals that 100% of the respondents do not agree that educators assume a passive role in the community. This table thus suggests that all educators should belong to groups or committees formed at schools, in which they will be accountable to show their leadership and management skills in sporting activities, music committees, bereavement committees and even schools' catering committees.

Table 4.3 also indicates that 100% of the respondents agree that most educators are in dire need of knowledge in order to demonstrate how content may be related to learners' lives. The table thus advises school principals that the content of subjects should relate to the lives of learners to enable them face the challenges of their lives. This table further indicates that educators should demonstrate their utmost willingness to pioneer the future of the learners.

This table reveals that the majority (100%) of the respondents do not agree that learners disrupt teaching and learning. The table indicates that school principals take disciplinary measures against learners who disrupt teaching and learning. The table will force educators at their schools to display rules in their classrooms, which may be seen by all learners. The table further advises school principals to appoint prefects who will help to monitor classrooms while educators are not in the classrooms.   This table also shows that disciplinary measures should be exercised at all times at schools to allow effective teaching and learning to take place.

Table 4.3 also illustrates that 98% of the respondents do not agree that educators design classroom rules without learner participation. The table demonstrates that school principals should involve educators as well as learners when decisions are made (cf. 2.8.2). The table shows that democratic leadership is more preferable, that all learners should be present when issues that concern them are discussed. The table further indicates that school principals should not embrace an autocratic leadership style as a means to administer schools.   The danger would be to make educators lack trust towards the school management team (SMT) and hence the school could become ungovernable – caused by the schools' management not being transparent enough for transformational leadership to unfold.

The table reveals that the majority (98.5%) of the respondents confirm that teaching and learning materials (TLSM) that improve learners' performance are available at schools. This table highlights the fact that the processes of both teaching and learning are supported by the availability of teaching and learning support materials which all schools receive on time. The table indicates that teaching and learning materials that are delivered late could delay educators' work. The table indicates that teaching and learning support materials (TLSM) are the backbones on which learning and quality education depends. This also implies that teaching and learning materials (TLSM) should be available at all schools.

Table 4.3 indicates that the majority (65.5%) of respondents who are on post level one account for teaching and learning, while 23.5% indicates Heads of Department (HODs) whose responsibilities are to supervise and control the work of educators. The table also indicates that these respondents have teaching experience that is from 26 years to 65 years and hence that senior educators will positively influence those with less experience. The table furthermore indicates that these secondary schools do not employ high numbers of educators, but that the moderate number of educators available could be involved in school bereavement committees, sports committees and many other committees. It also shows that schools that are assisted with funds are grouped into quintiles. Their financial status is indicated by quintiles 1-2 (farm or rural schools classified as poor schools), quintiles 3-4 (type of schools that depend on government funds) and quintile 5 (former model C schools that were self-governing and able to generate finance on their own). Schools that are state-owned are funded by the state to the extent that funds are provided for purchasing learning and teaching support materials (LTSM), as well as events such as educational tours. This table further indicates that 70% of these quintile three secondary schools are located in the townships and are under-resourced in terms of teaching and learning resources such as laboratories.

Table 4.4   Perceived Cooperation of Educators

Questionnaire Item		Strongly Agree		Agree		Disagree		Strongly Disagree	
		Count	%	Count	%	Count	%	Count	%
18	Educators work together as co-workers to improve on their teaching practices.	14	7.0	182	91.0	3	1.5	1	0.5
24	There is lack of social interaction among educators.	1	0.5	3	1.5	160	80.0	36	18.0
25	There are always disputes among staff.	3	1.5	3	1.5	184	92.0	10	5.0
28	Educators remain passive members of professional organisation.	187	93.5	0	0	0	0	13	6.5
31	Educators assume a passive role in the school community.	0	0	0	0	200	100	0	0

Table 4.4 demonstrates that the majority (98%) of the respondents agree that educators work together to improve their teaching practices. Since some secondary schools fail to produce a pass-rate above 50%, this table indicates that educators at secondary schools should be able to improve their teaching practices. The table implies that educators should endeavour to work together in order to develop team-building among themselves. This will stimulate the teaching of content of subjects and hence fuller understanding among learners. Regarding teaching in isolation by educators, the table illustrates that the majority (98%) of the respondents refute the statement, which implies that educators understand its significance in schools' failure to achieve a pass-rate of above 50% or more, the objective of most secondary schools.

Table 4.4 reveals that 98% of the respondents do not agree that there is lack of social interaction among educators as well as the members of the society. School principals and their co-workers should interact more often in order to strengthen their relationships and hence understand the efforts made by educators to promote quality education at schools.

The table implies that educators should partner with learners' parents, in order that parents can participate in educational activities that take place at schools and be members of school governing bodies (SGBs).

This table also shows that 97% of the respondents disagree that there are always disputes among the staff members. This demonstrates that disputes, as well as infighting among educators, wastes learners' teaching and learning time, as those involved spend time attending disciplinary hearings. The implication of this is that such schools which are involved in disputes will be regarded as ineffective and lacking in discipline, and their good reputations, as well as healthy work environments within them, will be tarnished.

The table also indicates that the majority (100%) of the respondents believe that educators do not remain passive members of a professional organisation such as a school. The table suggests that educators should not be passive or remain silent when educational matters are discussed. The table demonstrates that educators are directly involved in matters that affect their work as well as their future. This implies that educators should be included in any decision-making at schools, which are their work place.

Table 4.4 illustrates that 100% of the respondents do not agree that educators usually assume a passive role in the school community. The table encourages educators to be active in the school community in which their experience and expertise will be needed. The table implies that educators should be included in the school community, for example in the school governing body (SGB) in which they can actively participate in decision making (cf. 2.8.2). The subsection that follows focuses on management aspects that were measured through the questionnaires.

4.2.3 Management Aspects Measured through the Questionnaire

Table 4.5   Perceived Management of Schools

N=200

Questionnaire Item		Strongly Agree		Agree		Disagree		Strongly Disagree	
		Count	%	Count	%	Count	%	Count	%
17	Educators are involved in decisions that have an effect on their employment.	18	9.0	178	89.0	4	2.0	0	0
20	The school management team delegates authority to their subordinates.	14	7.0	178	89.0	7	3.5	1	0.5
33	Our school fails to develop team-building among staff	0	0	0	0	199	99.5	1	0.5
35	Educators become anxious and nervous when changes are introduced at the school.	0	0	1	0.5	195	97.5	4	2.0
36	Educators fear to learn new things.	0	0	2	1.0	191	95.5	7	3.5
37	Change threatens self-interest of Educators.	0	0	2	1.0	191	95.5	7	3.5
38	Change leads to loss of power and status.	0	0	1	0.5	184	92.0	15	7.5
39	Change leads to loss of security.	0	0	0	0	198	99.0	2	1.5
40	Change leads to loss of control.	0	0	0	0	198	99	2	1.0
41	Educators are given the opportunities to be part of decision-making that takes place at their work environment.	0	0	0	0	200	100	0	0
44	Teaching and learning materials that improve learners' performance are available.	3	1.5	0	0	196	98.0	1	0.5

Table 4.5 above indicates that the majority (98%) of respondents agree that educators are involved in decisions that have an effect on their employment. The table also demonstrates

that educators should participate in the decision making processes at their places of employment, namely in the decision making processes in their schools. The table implies that educators will play an important role in the decision-making process and that principals should not be autocratic in their leadership. The table also illustrates that 96% of the respondents agree that the school management team (SMT) should delegate authority to subordinates. This implies that school principals should delegate authority to educators in order that they may practise managerial skills and develop as educator leaders.

The table also reveals that the majority (96%) of the respondents agree that educators work effectively with learners and the community. The table implies that educators should partner with the parents and the community, as both are the schools' clients.

Table 4.5 indicates that 98% of the respondents disagree that there is lack of social interaction among educators. The table suggests that educators and members of society interact on a daily basis to be informed about the learning progress that their children as learners show in their studies. This could imply that there are parents who do not support their children at their studies and that they are not interested in the learning of their children.

This table also reveals that 97% of the respondents disagree that there are always disputes among staff members. It suggests that disputes at schools are among the main causes of ineffective schools. The table implies that schools which spend time solving disputes are viewed as ineffective and that their school management teams (SMTs) lack managerial and leadership skills.

The table also demonstrates that the majority (100%) of the respondents do not agree that educators remain passive, as members of a professional organisation such as a school, when issues that relate to their work are discussed. The table demonstrates that educators should participate freely in decision making within the school as a professional organisation and be allowed to participate in decision-making at their work places. This implies that educators should form their own unions in which they can be active and in which they can occupy chairperson or secretariat positions.

Table 4.5 indicates that 100% of the respondents disagree that schools do not fail in their endeavour to develop team-building among their staff members. The table shows that the effectiveness of schools can only be achieved through strong team-building (cf. 2.9.5). The table implies that educators should share ideas on how to influence effective leadership, as well as effective management, in secondary schools and change and enable ineffective secondary schools to be manageable (cf. 2.8.1).

The table also illustrates that 99% of the respondents disagree that educators become anxious when changes are introduced at schools. The table suggests to school principals and their subordinates that changes bring about new approaches on how the schools should operate and be administered. The implication of this table is that leadership styles such a transformational style of leadership can be adopted to change the status of secondary schools that are perceived to be ineffective (cf. 2.3.2).

This table also reveals that the majority (99.5%) of the respondents do not agree that educators fear to learn new things that are brought about by change. The table indicates that both the school principals, as well as their co-workers, will always be afforded the opportunity to learn about new things that have been introduced or are expected to be implemented in their respective secondary schools. The table implies that educators will be expected to attend workshops with the view to learn new things to improve their knowledge.

The table also indicates that 99.5% of the respondents disagree that change threatens the self-interest of educators. The table shows that change is able to bring about innovative leadership, as well as management styles that will create a healthy climate within schools' environment. The table implies that change is needed to improve the status of secondary schools that are perceived to be ineffective and are unable to achieve a pass-rate which is above 50%.

Table 4.5 illustrates that all the respondents (100%) do not agree that change leads to loss of power within the schools, maintaining that the SMT is still responsible and that the status of the educators, as well as that of the school governing body (SGB), is held in high esteem.

The table also focuses on introducing change which causes certain secondary schools to show incompetency in leadership and management. The table implies that change allows all secondary schools to be reformed and to behave in the proper way as expected by the interested educational stakeholders in schools.

The table reveals that the majority (100%) of the respondents disagree that change will lead to loss of security in which educators fear that they will not keep their positions once change is introduced. The table implies that there must be safety and security in schools such that educators will be protected against any insecurity that relates to their employment within the school premises.

The table also indicates that 100% of the respondents do not agree that change can lead to loss of control at schools. The table indicates that control will remain one of the core functions of effective management and leadership within many schools, effective schools being characterised by both effective supervision and control by school management teams.

Table 4.6   Perceived Educators Knowledge and Skills

Questionnaire Item		Strongly Agree		Agree		Disagree		Strongly Disagree	
		Count	%	Count	%	Count	%	Count	%
21	Teaching and learning are turned into challenges that promote creative problem-solving	7	3.5	182	91.0	7	3.5	4	2.0
26	Educators lack skills to effectively teach their subjects.	1	0.5	2	1.0	185	92.5	12	6.0
27	Educators show deficient behaviour in school attendance.	0	0	0	0	199	99.5	1	0.5
29	Educators are unaware of where and how to obtain information about the content they are expected to teach.	0	0	0	0	200	100	0	0
30	Educators find it difficult to control classroom events.	0	0	0	0	200	100	0	0
31	Educators assume a passive role in the school community.	0	0	0	0	200	100	0	0

Table 4.6 indicates that 93.5% of the respondents agree that educators should work with learners' parents to enhance social interaction in the community between the school and the learners' parents. The table indicates that both the educators and learners' parents can work as a team supporting each other, thereby revealing hidden talents in learners and instilling discipline in schools. The implication of the table is that schools and parents as the community members should work together thereby creating the perception that both the schools' leadership and management are transparent in nature.

The table also demonstrates that the majority (100%) of the respondents agree that there is parental involvement in school activities and that this enables educators to reveal children's talents. The table also shows that the involvement of parents at schools can help reduce learner absenteeism, as well as instil discipline in those learners who display deviant

behaviour. The table implies that schools have to work together with learners' parents and that this partnership can turn ineffective secondary schools into working schools.

The table also demonstrates that the majority (100%) of the respondents agree that the involvement of parents in school activities can promote a good relationship between the school and the community members, including enhancing social interaction between them.

The table implies that committee members whose children are registered at a particular school qualify to be co-opted to that school governing body (SGB) when the need arises.

Table 4.7   Perceived Parental Involvement

N=200

Questionnaire Item		Strongly Agree		Agree		Disagree		Strongly Disagree	
		Count	%	Count	%	Count	%	Count	%
22	Educators work effectively with parents and the community.	5	2.5	187	93.5	7	3.5	1	0.5
42	There is lack of parental involvement in school activities.	200	100	0	0	0	0	0	0

The table above indicates that most respondents agree that parents lack interest in being involved in school activities, although educators work effectively with parents. It further indicates that schools that lack parental involvement will experience a failure-rate of learners, as parents fail to support or show effective partnership with schools.

The following section presents the findings of qualitative data.

4.3   QUALITATIVE DATA ANALYSIS

This section provides data from five educators, who were interviewed regarding managing both effective and ineffective secondary schools (cf. 1.10.3). The aim of this section is to analyse, interpret and report data that were gathered through interviews. Five educators were interviewed, the interviews were tape recorded with their permission and a process of

transcription of the data was followed. The researcher then proceeded to analyse the data, carrying out the following steps.

The researcher first read through the transcription and identified the main themes or tendencies. Themes and tendencies were written down and each was awarded a particular code as indicated below.

Table 4.8   Matrix table

Theme	Respondent A	Respondent B	Respondent C	Respondent D	Respondent E
Opinions on how school principals manage their schools	School implements departmental policies and own drafted school policies. School implements an open-door policy whereby educators and learners can raise their problems openly.	School engages different stakeholders in decision-making processes. School principal involves SMT in decision-making and hold parents' meetings to discuss educational matters.	School works as a team and holds morning sessions once or two times in a month. School works collectively with the SGB members.	Aspires for transparency and give feedback to SGB members. School principal endeavours to follow school policies and SMT in decision-making processes.	Accommodate viewpoints of relevant stakeholders like the SGBs and work jointly with SMT. School principal is transparent in his management styles.
Opinions about the causes of effective secondary schools	There is parental involvement in the education of their children. School implement an IQMS and educator-appraisal to improve teaching practices of educators.	Educators dedicate time on their work. Principal encourages co-operation among staff members. School put in place, educator appraisal to measure the effectiveness of educators'	Staff meetings are held regularly to update educators of the new development in education. IQMS is performed to determine how effective teaching practices are that educators implement.	School implements WSE to measure the performance of the school and effectiveness of teaching by educators. To make use of extra classes for learners after school hours.	Educators work as a team together with SMT and SGB members to help learners who encounter. Involve SBST to solve learning barriers learners experience. Encourage learners to attend extra classes after

		teaching practices.	Ineffectiveness of SBST that aims to solve learning barriers that learners experience in their studies.		school hours.
Opinions about the causes of ineffective secondary schools	A delay to order learning and teaching support materials (LTSM) on time or late delivery of the LTSM causes delay for teaching and learning to commence.	Un availability of LTSM at schools. A high level of absenteeism at schools by both learners. Educators who work in isolation and are unwilling to share ideas with their co-workers.	Ill-disciplined educators are the cause of ineffective secondary schools. Late coming by both educators as well as learners. Cliques among educators. Shortage of teaching and learning support materials (LTSM) and late delivery of these resources. High rate of pregnancy among school girls.	Lack of discipline among learners. Shortage of TLSM at schools. Un availability of SBST that deals with learning barriers of learners. Learners who fail to obey schools' codes of conduct and bully other learners. Low inspiration among educators when they teach and execute their duties.	Pregnancy among school girls whereby they drop out from school. A high failure-rate of learners. Employment of temporary educators. Resignation of educators whereby they serve a notice of 24-hours only. Incompetent educators who fail to teach their subjects and deficient to manage their classrooms.

Opinions about the way in which participative management styles can change the status of ineffective secondary schools	Educators will implement these styles interchangeably to facilitate both the processes of teaching and learning. Learners will understand subject contents with ease. These styles will reduce learning barriers that learners experience.	Participative management styles will enable educators to adjust their teaching methods with a view to improve their teaching practices. They will sharpen the ability of educators to teach the subjects with confidence	These styles will empower educators to work as a team whereby they will seek strategies to approach subjects that are difficult to teach as well as difficult for learners to understand.	Educators will no longer work in isolation but share ideas on how a particular approach is implemented to explain the content of the subjects. Incompetent educators will be under pressure to improve their teaching practices.	They will improve the teaching practices of educators whereby educators will adjust their teaching methods. They will help to change the attitudes of incompetent educators.

4.3.1 Opinions on How School Principals Manage their Schools

Research Question 1: What management styles are adopted in both effective and ineffective secondary schools?

Interview question to answer this research question is "How do you manage your school?"

Responses from effective secondary schools

Interviewee A: "In terms of how the school is managed, the school management team (SMT) implements both the departmental policies and school's own drafted policies are implemented as referral, to tap on them for more information on how the school can be managed. The school principals will apply the contents of the policies as guide to steer schools in the right direction whereby the school governing body members (SGB) and the learner representative council (LRC) members will participate in the decision-making process at schools as well as the SMT members. School's own drafted policies are also applied to help in managing secondary schools as well as those that are difficult to restore

effectiveness within them. These policies will encourage school principals to develop and apply an open policy whereby all the relevant stakeholders such as the SMT members and SGB members will participate openly in decision-making processes".

Interviewee B: "School principal engages with the SMT members as well as the SGB members in decision-making to manage schools and liaise with the officials from the local department of education when assistance is needed. The principal and the deputy principal conduct morning sessions regularly, whereby they give feedback to their subordinates with the view to update them on the new developments in education. The school principal conducts an educator-appraisal as a tool to measure educator performance that helps to improve teaching practices of educators (cf. 2.11)".

Responses from ineffective secondary schools

Interviewee C: "School principal holds morning sessions once or twice in a month with staff members whereby the school management team (SMT) as well as educators revise and plan the work to be done as well as to improve their teaching practices. The school principal conducts staff meetings regularly with a view to encourage educators to do their work diligently (cf. 2.14.2). The school also makes its own policies that will be implemented and gives guidance to the school principal and the management team and involves SGB members in decision making when school budget is drawn (cf. 2.9 & 2.9.4)".

Interviewee D: "The school principal aspires for transparency in management and leadership of the school, with the influence of democratic leadership style to manage the school. The school involves both the SMT and SGB members in the processes of decision-making (cf. 2.8.2)."

Interviewee E: "The school principal accommodates the viewpoints of the SMT as well as that of the SGB members. The school principal strives to be transparent in management aspects to enhance school leadership to develop a strong team of diligent subordinates".

All the respondents believe that the involvement of both the SMT as well as the SGB members in any decision-making process that the school principal undertakes will enhance secondary schools' effectiveness. One out of five respondents mentions that participation of both the SMT and SGB members in decision-making will help to promote a healthy work relationship, as well as team-building among co-workers.

Inductions (Identified from all responses regarding management styles that are practiced in effective secondary schools and management styles that are practiced in ineffective secondary schools.)

4.3.2   Opinions about the Causes of Effective Secondary Schools

Research Question 2: What are the main causes of effectiveness in secondary schools?

Interview questions to answer this research question are:
What causes secondary schools to be effective, and
What causes secondary schools to be ineffective?

Responses from effective secondary schools

Interviewee A: "There is a strong parental involvement at the school whereby parents feel obliged to support educators who offer their children education. The school principal also implements an IQMS as well as educator-appraisal as measures for the schools to improve the teaching practices of educators (cf. 2.12)".

Interviewee B: "Educators dedicate most of their time on their classrooms paying a focus on their work according to their clusters. The school principal encourages his/her co-workers to work together with their heads of department (HODs) in order to promote school effectiveness. An educator-appraisal as a measuring tool is implemented to measure educators' performance, as well as to enhance their teaching practices. Thus an educators' appraisal will cause secondary schools to be effective (cf. 2.11)".

Responses from ineffective secondary schools

Interviewee C: "The school principal conducts staff meetings regularly to update educators of the new educational developments in education can make schools effective. An IQMS is implemented to help stimulate educators to improve their teaching practices as well as the SBST that is responsible to help learners who encounter learning barriers (cf. 2.13). School principal conducts parents' meetings regularly to discuss, such as educational tours".

Interviewee D: "The implementation process of Whole School Evaluation (WSE) carried out to measure the effectiveness of schools can make the school effective. Educator-appraisal is also a factor that contributes towards influencing school effectiveness. Staff meetings are held to convey important information to educators or give feedback to staff member if events such as a fund-raising was held. The School Based Support Team (SBST) is tasked with the responsibilities to help learners who encounter learning barriers and are unable to progress in their studies.   By improving educators' methodologies through Integrated Quality Management System (IQMS) and educator-appraisal could reduce learning barriers of learners. Another technique that could contribute towards secondary schools becoming effective could be the involvement and implementation of School Based Support Team (SBST) whereby an identified group of educators will be responsible for learners who have learning barriers".

Interviewee E: "Involving the school management team (SMT) members as well as the school governing body (SGB) members in decision making and other school activities such as educational tours and celebrating the holidays such as Heritage Day during the school days, together with members of the school governing body (SGB), can improve relationship between the school and the community members as well as to enhance effectiveness within secondary schools. Discussing school budgets together with the SMT, SGB members and educators will also cause secondary schools to be effective".

All the respondents provide different views and opinions about the main causes of ineffectiveness in secondary schools.   One of the respondents mentions that the involvement of parents in education is important as this will help educators instil discipline

among learners who fail to do their school work. They also highlight the fact that conducting staff meetings, as well as involving the SMT and the SGB members in decision-making, helps schools to be effective. Furthermore, the implementation of IQMS and educator-appraisal will contribute to educators improving their teaching practices. Two of the five respondents assume that a School Based Support Team (SBST) should be implemented which will help learners who experience learning barriers in their studies. These respondents believe that the causes of effective schools can be applied to change the status of ineffective secondary schools.

Inductions (Identified from all responses regarding the main causes of effectiveness in secondary schools)

4.3.3   Opinions about the Causes of Ineffective Secondary Schools

Research Question 3: What causes secondary schools to be ineffective?

Responses from effective secondary schools

Interviewee A: "A delay to order learning and teaching support materials (LTSM) contributes to schools' ineffectiveness. Educators are unable to explain the contents of the subjects with clear understanding. Lack of discipline at schools and among learners impedes teaching and learning of some learners. Lack of support from learners' parents is a factor that causes secondary schools to be ineffective".

Interviewee B: "Unavailability of stationeries at schools as well as some educators who work in isolation and do not want to share any information with their co-workers. The spread of HIV and AIDS pandemic that cause learner absenteeism (cf. 2.4.5) from schools and have an effect on learners' performance thus secondary schools will experience ineffectiveness".

Responses from ineffective secondary schools

Interviewee C: "Pregnancy among school girls devastates both the school management team (SMT) members and the school governing body (SGB) members because this pregnancy affects the effectiveness teaching and learning at schools. The cliques among educators and late delivery of teaching and learning support materials (TLSM) at schools impede teaching and learning not to be effective".

Interviewee D: "Lack of stationery at schools and showing of deviant behaviour by some learners are regarded as fuelling schools' ineffectiveness at secondary schools. Failure by some of the school principals to appoint a group of educators to serve in the school's School Based Support Team (SBST) that will deal with the learning barriers of learners. Some learners who are undisciplined and remonstrate towards the school's code of conduct and also bully at school as well as educators who show low inspiration towards their work and fail to instil morale that will promote effective teaching and learning".

Interviewee E: "Pregnancy among school girls whereby they drop out of school and increase a high-rate of failures and the school is viewed as a high risk in terms of a high-rate of failures. Employment of temporary educators is also the cause of ineffective schools as well as educators who resign from their posts whereby they serve a 24-hour notice (cf. 2.4.4). Thus, this will leave learners stranded whereby they will lack behind from their studies and replacing the educator will take long. Incompetent educators who are unable to teach their subjects are regarded as the cause towards schools' ineffectiveness and show deficiency to manage their classrooms with the view to instil discipline, for the schools to be manageable as well".

Two respondents out of five have cited late delivery of LTSM at schools, as well as the spread of the HIV and AIDS pandemic among learners. The latter are viewed as causes to deterioration in learning performance of learners due to long absenteeism from schools. Furthermore, pregnancy among school girls, as well as lack of discipline by learners at schools, contribute to ineffectiveness of secondary schools. The respondents believe that

these factors that cause secondary schools to be ineffective need to be urgently dealt with as they will bring good reputations of schools into disrepute.

4.3.4 Opinions about the Way in which Participative Management Styles can Change the Status of Ineffective Secondary Schools

Research Question 4: In what way can participative management styles change the status of ineffective secondary schools?

Interview question to answer this question is "In what way can participative management styles change the status of ineffective secondary schools?"

Responses from effective secondary schools

Interviewee A: "Educators will use participative management styles interchangeably to facilitate both the processes of teaching and learning. These styles will further help learners to understand the contents of the subjects taught with ease as well as to reduce learning barriers that learners experience".

Interviewee B: "The participative management styles will assist educators to adjust their teaching methods with the view to improve their teaching practices. These participative management styles will up the confidence of educators while teaching and will also be able to reach the level of understanding of every learner when the subjects are taught".

Responses from ineffective secondary schools

Interviewee C: "Participative management styles will contribute towards empowering educators to work as a team and devise means to approach the new topic or subject that is taught. The importance of this will be to help reduce the learning barriers that learners experience in their studies".

Interviewee D: "Educators will not hide their frustrations when they are unable to teach their subjects but, instead, they will work together as a team. They will no longer work in isolation, but to share ideas with their colleagues on how a subject can be taught. This will stimulate a desire in incompetent educators to demonstrate their teaching skills as well as to gain confidence to teach the subjects they are allocated to teach".

Interviewee E: "Educators will be able to adjust their teaching practices as well as to vary their teaching methods to let learners follow, as well as to understand the content of the subject taught. Participative management styles will serve as a link between incompetent educators to work with their colleagues to promote team-building, as well as sharing of ideas among themselves on how a difficult subject can be taught. Therefore, the educators will be able to explain the contents of the subjects to the learners with understanding".

The information above is consistent with what the purpose of the study indicated (cf. 1.3). One out of five respondents indicated that participative management styles will be used interchangeably to facilitate the processes of teaching and learning. The respondents further believe that the adoption of participative management styles will stimulate the purpose of the study in that participative management styles will be adopted with the purpose of positively changing the status of ineffective secondary schools.

4.4 CONCLUSION

Chapter four dealt with data presentation, analysis and interpretation of managing ineffective secondary schools that are found in Lejweleputswa district. The researcher used both the quantitative and qualitative approaches to gather information. The researcher distributed the questionnaires to different secondary schools, to be answered by educators. Computer statistical procedures were used to analyse the data. The researcher also used interview questionnaires to interview five school principals, together with their deputy principals. The interview questions were also based on managing ineffective secondary schools. Data gathered were analysed and interpreted as well. The next chapter presents a summary of the findings, conclusion, implication and the recommendations of this study.

CHAPTER FIVE

SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

Some secondary schools have developed a tendency to become ineffective, a trend which is most disturbing to the Department of Basic Education. This tendency towards ineffectiveness, particularly among secondary schools in township areas, is regarded as being caused by lack of leadership, as well as ineffective management. This has led to further deterioration of leadership and management, with some secondary schools difficult to manage. This tendency has caused the Department of Basic Education to investigate solutions as to how to manage ineffective secondary schools.

Managing ineffective secondary schools poses challenges which need to be attended to in order to prevent still further deterioration. This research was conducted in secondary schools in Lejweleputswa district to investigate how the adoption of participative management styles could positively change the status of ineffective secondary schools.

This chapter therefore summarises and interprets educators' perceptions about the failure of some school principals in managing secondary schools that are ineffective. The chapter will further present a summary of the findings, implications and conclusions, as well as the recommendations based on the research findings.

The following section focuses on the research questions of the study.

5.2   THE RESEARCH QUESTIONS OF THE STUDY

This study attempted to examine educators' conclusions regarding how to manage certain ineffective secondary schools in Lejweleputswa district. In order to accomplish this objective, the following research questions formed the basis for the study:

- What styles of management are adopted in both effective and ineffective secondary schools?
- What are the main causes of ineffectiveness in secondary schools?
- In what way can the effect of participative management styles change the status of ineffective secondary schools?

The following section lists the aim and objectives of the study.

5.3 AIMS AND OBJECTIVES OF THE STUDY

The primary aim of this research study was to investigate the effectiveness of participative management in changing the status of ineffective secondary schools in Lejweleputswa district. The secondary aim of this research was to establish how secondary schools are managed and to examine the causes of ineffectiveness in some secondary schools.

In order to realise these aims, the following objectives were to be realised by the study. These objectives were to:

- Establish management styles that are adopted in both effective and ineffective secondary schools.
- Examine the main causes of ineffectiveness in secondary schools.
- Determine and recommend guidelines for the effective implementation of participative management styles in ineffective secondary schools.

The following section gives a summary of the findings and implications of the literature study.

5.4   SUMMARY OF FINDINGS AND IMPLICATIONS OF THE LITERATURE STUDY

Literature reviewed in chapter two revealed that successful schools are not only collaborative internally, but they have the confidence, capacity and political wisdom to reach out constantly and form new alliances. It further states that school principals should create a supportive and trusting climate, in which they could adopt participative management styles that will enhance effective management, as well as the management and leadership practices of school principals. It is revealed that the adoption of participative management styles may positively change the status of ineffective secondary schools.

The following section summarises the findings and implications of the questionnaire survey.

5.5   SUMMARY OF FINDINGS AND IMPLICATIONS OF THE QUESTIONNAIRE SURVEY

The following section provides the findings that were derived by means of the questionnaire. It focuses on the empirical responses of educators who participated in the study.

5.5.1   Responses of Educators

The researcher discovered that the majority of the respondents suggested that participative management styles could be applied in both effective and ineffective secondary schools. The researcher also discovered that most of the respondents believed that the adoption of participative management styles would change the status of ineffective secondary schools.

As far as the causes of ineffectiveness in secondary schools were concerned, the researcher found that the majority of the respondents had different perceptions. The researcher also found that the following could be regarded as the main causes of secondary schools' ineffectiveness:

- Chronic staff shortages;
- Educators employed on temporary contracts;

- ▤ Geographic position of schools;

- ▤ Resignation of educators with immediate effect;

- ▤ Long term absence of staff;

- ▤ High influx of new and unsettled students;

- ▤ Early inspection of schools; and

- ▤ Leadership styles that contribute to schools' ineffectiveness, such as authoritarian and laissez- faire styles of leadership.

5.5.1.1 Findings on How Participative Management Styles could Change the Status of Ineffective Secondary Schools

The researcher established that the majority of the respondents suggested that the adoption of participative management styles would transform ineffective secondary schools into effective ones.

The following section summarises the findings and implications of the interviews.

5.6   SUMMARY OF FINDINGS AND IMPLICATIONS OF THE INTERVIEWS

Research question 2, namely what are the main causes of secondary schools' ineffectiveness, was answered through the literature review (cf. 2.4) and interviews. According to the literature review, the main causes of schools' ineffectiveness are:

- ▤ A delay in ordering the learning and support teaching materials (LTSM) on time;

- ▤ Lack of discipline among learners at schools;

- ▤ Late coming of learners at schools;

- ▤ A high rate of pregnancy among school girls; and

- ▤ Resignation of educators within 24 hours, thereby serving short notice in the termination of their teaching posts.

Interviews have revealed that the causes of schools' ineffectiveness are:

- ▤ Late delivery of learning and teaching support materials (LTSM) to schools;

- Lack of discipline among learners;

- Pregnancy among school girls; and

- Resignation of educators, thereby serve short notice of 24 hours.

Both the literature review and interviews have revealed that participative management styles are able to change the status of ineffective secondary schools.

Furthermore, interviews have revealed that an adoption of participative management styles will be the cause of schools' effectiveness.

Research question 3, namely what causes secondary schools to be ineffective, was answered through both the literature review and interviews.

The literature review indicates that participative management styles that can be adopted by school principals are:

- Democratic leadership style;

- Transformational leadership style;

- Situational leadership style;

- Behavioural leadership style; and

- Path–Goal theory of leadership style.

Research question 4, namely in what way can participative management styles change the status of ineffective secondary schools. The literature review (cf. 2.3) indicates the leadership styles that school principals can adopt to change the status of ineffective secondary schools. Such adopted participative management styles are:

- Democratic leadership style;

- Transformational leadership style;

- Situational leadership style;

- Behavioural leadership style; and

- Path-Goal theory of leadership style.

The literature review and interviews (cf. 3.3.3.2) indicate that the effect of participative management styles can be adopted as they are perceived to implement a positive change in the status of ineffective secondary schools found in Lejweleputswa district.

The interviews conducted in this study revealed the following findings:

🎬 How is the school managed?

As far as the management of schools is concerned, all the participants indicated that school management would require the involvement of all the stakeholders in decision making processes in secondary schools. These stakeholders included the SMT, the SGB, educators and the council of learner representative (LRC). This involvement is required because the administration of schools in order to achieve their objectives as organisations is based on their inputs, the stakeholders. A participative management style will set a high standard among educators to maintain high levels of cooperation and support of schools' good management. This will attract more learners and parents to the school, because the school has a good reputation.

🎬 The causes of effective secondary schools

All the respondents were aware of the causes of effective secondary schools, such as good discipline. Their responses mostly supported the adoption of participative management styles in both effective and ineffective secondary schools. They indicated that transparency and feedback, as well as educator-appraisal, could make schools effective. The respondents also indicated that SBST was found to be important in enhancing schools' effectiveness. This indicates that the adoption of a School Based Support Team (SBST) causes a focus on learners who experience learning barriers and the training and appointment of educators to attend to them after school hours.

🎬 The causes of ineffective secondary schools

The researcher found that the respondents were also aware of the many causes of ineffectiveness in secondary schools. The respondents cited, among other things, lack of discipline.   They pointed out that mismanagement of funds contributed to schools' ineffectiveness, as well as the unavailability of the LTSM. The implications are that such schools require changes to their working culture in order to become effective. Also, the school will invite learning facilitators to workshop its staff members to understand the content of the subject, as well as improve their teaching practices so as to enable learners to understand the lesson when it is taught.

- The adoption of participative management styles to change the status of ineffective secondary schools

The researcher discovered that the majority of the respondents appreciated the adoption of participative management styles, as these styles would alleviate the status of ineffective secondary schools. They mentioned that educators would implement these participative management styles to improve their teaching practices.

The following section provides suggestions for future research.

5.7   SUGGESTIONS FOR FUTURE RESEARCH

The following suggestions are made for future research:

- the causes of ineffective secondary schools;

- arrangement of school transport for learners who travel distances to reach their destination and hence prevent them from hitching lift to reach their schools;

- practical ways to help educators instill discipline on learners at secondary schools;

- the role of parents regarding learner girls' pregnancy while attending schools;

- the responsibility of the Free State Department of Education regarding managing ineffective secondary schools.

The following section provides the recommendations of this study.

5.8 RECOMMENDATIONS

The following recommendations are suggested.

5.8.1 Implementation of Participative Management Styles at Secondary Schools

It was clear from the respondents that the current styles of participative management change the status of ineffective secondary schools to produce good results. The researcher recommends that:

- the school principals and SGBs of secondary schools encourage all educators at their secondary schools to adopt participative management styles;

- secondary schools implement IQMS and educator-appraisal techniques to improve the teaching practices of educators;

- school principals apply an open-door policy in both their leadership and management, while managing ineffective secondary schools, to promote effective schools. An open-door policy allows the school principal to discuss work problems with all educators and does not allow certain educators to get preference in attending to their work problems;

- school principals apply different leadership styles that constitute participative management styles: such as democratic, transformational, situational, behavioural, as well as the path-goal theory of leadership styles.

The following section outlines the problems experienced during the empirical process.

5.9   PROBLEMS EXPERIENCED DURING EMPIRICAL PROCESS

The following obstacles were experienced during the research study:

- some schools did not complete the questionnaires on time;
- questionnaires were distributed to far situated secondary schools in their different towns;
- the distance travelled to collect the questionnaires;
- the research was conducted within a limited budget.

5.10   CONCLUSION

Chapter five focused on the summary, conclusion, implications and recommendations emanating from the questionnaires and interviews.

The findings indicate that participative management styles are recommended to be adopted and implemented in managing secondary schools. This was done to reduce the level of ineffectiveness in secondary schools where they experienced a high failing-rate of learners.

The researcher has suggested recommendations that can contribute towards establishing effectiveness at ineffective secondary schools and bringing about more effective management through the implementation of leadership styles that will improve both the managerial and leadership styles of school principals.

BIBLIOGRAPHY

Armstrong, D.G., Henson K.T., and Savage T.V. 2009. Teaching Today. 8th Edition. Upper Saddle River: Pearson.

Beach, D.M. and Reinhartz, J. 2004. Educational Leadership: Changing Schools, Changing Roles. Boston: Pearson.

Bergman, M.M.; Bergman, Z. and Gravett, S. 2011. The Development and Application of the Explanatory Model of School Dysfunctions. South African Journal of Education, 31: 461-474.

Best, J.N. and Khan, J.V. 2003. Research in Education. 9th Edition. Boston: Allyn and Bacon.

Bhagat, R.S., Kashlak, R.S., and Phatak, A.V. 2009. International Management: Managing in a Diverse and Dynamic Global Environment. 2nd Edition. Boston: Burr Ridge. McGraw-Hill.

Bisschoff, T.; du Plessis. P. and Smith, E. 2004. Effective Marketing. Pretoria: Van Schaik.

Bisschoff, T.C. and Oosthuizen P. 2006. Project Management in Education and Training. Pretoria: Van Schaik.

Caldwell, J. and Spinks, P. 2002. Beyond the Self-Managing School. London: Falmer Press.

Cascio, W.F. 2010. Managing Human Resources: Productivity, Quality of Work life, Profits. 8th Edition. Boston: McGraw-Hill.

Certo, S.C. 2003. Modern Management: Adding Digital Focus. Upper Saddle River: Prentice Hall.

Christison, M. and Murray, D.E. 2009. Leadership in English Language Education: Theoretical Foundations and Practical Skills for Changing Times. ELS and Applied Linguistics Press. New York: Taylor and Francis Group.

Clarke, P., Gunraj, J., Harris, A. Harris, B. and James, S. 2006. Improving Schools in Exceptionally Challenging Circumstances: Tales from the Frontlines. London: Continuum International.

Cohen, M.L., Manion, L. and Morrison, K. 2002. Research Methods in Education. 5th Edition. Cornwell: Routledge.

Cohen, M.L., Manion, L. and Morrison, K. 2007. Research in Education. New York: Routledge Falmer.

Conley, L. Du Plessis, E. and Du Plessis, P. 2007. Teaching and Learning in South African Schools. Pretoria: Van Schaik.

Cunnigham, W. G. and Cordeiro, P.A. 2009. Educational Leadership: A bridge to Improved Practice. 4th Edition. Boston: Pearson.

Davies, P. and West-Burnham, J. 2003. Handbook of Educational Leadership and Management. London: Pearson Education.

Delport, C.S.L. 2002. Quantitative Data Collection Methods. Research at Grassroots Levels for the Sciences and Human Service Professionals. Pretoria: Van Schaik.

Denzin, N.K. and Lincoln, Y.S.2000. Handbook of Qualitative Research. London: Sage Publications.

Dimmock, C. and Walker, A.2005. Educational Leadership, Culture and Diversity. London: SAGE.

Dumler, M.P. and Skinner, S.J. 2008. A Primer for Management. 2nd Edition. Australia: Thomson, South-Western.

Dunn, S.C. 2005. Philosophical Foundations of Education Connecting Philosophy to Theory and Practice. Upper Saddle River: Pearson Merrill Practice Hall.

Earley, P. and Weindling, D. 2006. Understanding School Leadership. London: Paul Chapman.

Eggen, P. and Kauchak, D. 2008. Introduction to Teaching: Becoming a Professional. Upper Saddle River, New Jersey. Merrill. Pearson.

Ehler, P. and Weindling, D. 2007. Strategic Management: *South African Concepts and Cases*. Pretoria: Van Schaik.

Ehlers, T. and Lazenby, K. 2003. Strategic Management: South African Concepts and Cases. Pretoria: Van Schaik.

Fandt, P.M., Goodman, S.H., and Pamela, S. 2004. Management, Challenges for Tomorrow's Leaders. 4th Edition. Australia: Thomson. South-Western.

Gall, M.D., Gall, J. P, and Borg, W. R. 2010. Applying Educational Research. 6th Edition. Pearson: Boston.

Gamble, J. Strickland, A. and Thompson, A. 2005. Crafting and Executing Strategy: Text and Readings. 14th Edition. Boston: Burr Ridge. McGraw-Hill.

Gay, L.R. and Airasian, P.C. 2003. Educational Research: Competencies for Analysis and Applications. New Jersey: Prentice Hall.

Gay, L.R. and Airasian, P. 2006. Educational Research: Competencies for Analysis and Applications. New York: Prentice Hall.

Gorton, R. 2004. School Leadership and Administration: Important Concepts; Case Studies and Simulations. Boston: McGraw-Hill.

Gorton, R.A. 2007. School Leadership and Administration: Important Concepts, Case Studies and Simulations. Boston: McGraw-Hill.

Gultig, J. and Stielau, J. 2004. Getting Practical about Outcome-Based Teaching: Learning Guide. Oxford University: South Africa.

Hardin, C.J. 2008. Effective Classroom Management: Models and Strategies for Today's Classroom. Upper Saddle River: Pearson/Merrill Prentice Hall.

Hellgriel, D. Jackson, S. and Slocum, J. 2008. Management. 3rd Edition. South African Edition. Oxford University Press Ltd.

Henning, E., van Rensburg, W. and Smit, B. 2004. Finding your Way in Qualitative Research. Pretoria: Van Schaik.

Heystek, J. Roos, C. and Middlewood, D. 2005. Human Resource Management in Education. University of Pretoria: Heinnemann.

Hittleman, D.R. and Simon, A.J. 2006. For Consumers of Research. New York: Prentice Hall. Interpreting Educational Research: An Introduction

Hoy, A.W. and Hoy, W. K. 2006. Instructional Leadership: A Research-based Guide to Learning in Schools. 2nd Edition. Boston: Pearson.

Hunger, D. and Wheelen, T. 2003. Essentials of Strategic Management. Upper Saddle River. New York: Prentice Hall.

James, L. and James, N.F. 2007. Principles of Classroom Management: A Professional Decision-Making Model. 5th Edition. Boston: Pearson
.

Kellough, R.J.E. 2007. The New Public Personnel Administration. Belmont, CA: Thomson. Wadsworth.

Kiggundu, E. and Nayimuli, S. 2009. A Teacher-Training Requirement. South African Journal of Education, 29: (3) 345-358.

Kolobe, A.B. 2008. The Impact of HIV and AIDS On Education as Perceived by Secondary School Learners in the Masilonyana District in the Free State Province. (Unpublished M. Ed dissertation). Welkom: Central University of Technology, Free State.

Lankshear, C. and Knobel, M. 2004. A Handbook for Teacher Research: From Design To Implementation. New York: Open University Press.

Leah, J. and Moon, B. 2009. The Power of Pedagogy. Los Angeles: Sage.

Leedy, P.D. and Ormrod, J.E. 2005. Practical Research Planning and Design. New Jersey: Merrill Prentice Hall.

Loock, C. 2003. Effective Education Management Series: A Guide to Educators and Managers in Education, Module 3 Education Leadership. Sandown: Heinemann.

Lowe, M. 2007. Beginning Research: A Guide for Foundation Degree Students. London: Routledge.

Lussier, S. 2003. Management Fundamentals: Concepts Applications, Skill Development. Mason: Thomson- South-Western.

Mahloko, M.P. 2010. The Debit Point System as a Measure for the Effective Management of Discipline in Secondary Schools. (Unpublished M. Ed dissertation). Welkom: Central University of Technology, Free State.

Makhubela, B. S. 2005. The Role of the School Governing Body in Financial Administration at Sokisi Secondary School: A Case Study. (Unpublished M. Ed Dissertation). Johannesburg: University of Johannesburg.

McLean, G.N. 2006. Organization Develop: Principles, Processes, Performance. San Francisco: Berret-Koehler.

McMillan, J.H. and Wergin, J.F. 2006. Understanding and Evaluating Education Research. New York: Prentice Hall.

Mersham, G. and Skinner, C. 2005. New Insights into Business and Organisational Communication. Sandown: Heinemann.

Mertens, D. M. 2008. Research Methods in Education and Psychology. London: Sage.

Moduka, R. S. 2001. An investigation into work stress experienced by secondary school Educators. (Unpublished M Ed. Dissertation). Welkom: Vista University.

Moeketsi, R. S. 2004. The Impact of Learning Strategies on Secondary School Learners' Self-Efficacy in the Klerksdorp District of the North West Province. (Unpublished PhD. Thesis). Welkom: Vista University.

Mouton, T. 2001. How to Succeed in your Master's and Doctoral Studies: A South African Guide and Research Book. Pretoria: Van Schaik.

Mouton, T. 2002. Understanding Social Research. Pretoria: Van Schaik.

Nhlapo, V. A. 2006. Managing School Safety in the Primary School. (Unpublished M Ed. Dissertation). Vanderbijlpark: North West University.

Niemann, G. and Bennett, A. 2006. Business Management: A Value Chain Approach. Pretoria: Van Schaik.

Norton, M.S. 2005. Executive Leadership for Effective Administration. Boston: Pearson Education.

Oliva, P.F. 2009. Developing the Curriculum. Boston: Allyn and Bacon.

Owens, T.G. and Valesk T.C. 2007. Organisational Behaviour in Education: Adaptive Leadership and School Reforms. 9th Edition. Boston: Pearson.

Patton, M.Q. 2002. Quantitative Research and Evaluation Methods. California: Sage.

Percival, A. and Tranter, S. 2004.. New York: Continuum. How to Run your School Successfully

Rebore, R.W. and Walmsey, A.L.E. 2007. An Evidence-Based Approach to the Practice of Educational Leadership. Boston: Pearson.

Robbins, S. and De Cenzo, D.2004. Supervision Today. Upper Saddle River. New York: Prentice Hall.

Schunk, D.H. 2008. An Educational Perspective. Upper Saddle River: Prentice Hall.

Sergiovanni, T.J. and Starratt, R. J. 2006. Supervision. Boston: McGraw-Hill.

Springer, K. 2010. Educational Research: A contextual Approach. New Jersey: John Willey & Sons.

Suter, W. N. 2006. An Introduction to Educational Research: A critical Thinking Approach. London: Thousand Oaks. SAGE.

Thobi, L.D.2010. Developing an Induction and Mentoring Programme to Assist Newly Appointed Principals in Selected Education Districts in the Free State Province. (Unpublished Ph D. Thesis). Welkom: Central University of Technology, Free State.

Visscher, A. 2006. Managing Schools towards High Performance: Linking School Management Theory to the School Effectiveness Knowledge Base. London: Taylor & Francis Group.

van der Berg, M.M. 2008. The Development and Application of the Explanatory Model of School Dysfunctions. South African Journal of Education, 31:461-474.

Van der Westhuizen, P.C. (Ed) 2007. Schools as Organisations. 3rd Edition. Pretoria: Schaik.

Wallace, M. and Poulson, L. 2008. Learning to Read Critically. London: SAGE Publications.

Wayne, H. K. 2008. Administrators Solving the Problem of Practice: Decision-making Concept, Case and Concept. 3rd Edition. Ohio: Pearson Education.

Wiersma, J. and Jurs, N. B. 2009. Research Method in Education: An introduction. New York: Prentice Hall.

Woods, P.A. 2005. Democratic Leadership in Education, Leading Teachers, Leading Schools in Series. London: Paul Chapman.

ANNEXURE: A

Grade 12 Learners Performance in 2007

Effective secondary schools	Grade 12 pass mark in 2007	Ineffective secondary schools	Grade 12 pass mark in 2007
1	100%	1	85.35%
2	100%	2	72.34%
3	100%	3	69.23%
4	100%	4	68.42%
5	100%	5	46.36%
6	98.48%	6	45.13%
7	96.08%	7	41.61%
8	90.85%	8	39.57%
9	85.35%	9	37.80%
10	83.56%	10	14.20%

ANNEXURE B:

LETTER TO THE CHIEF EDUCATION SPECIALIST (IRRISS) REQUESTING PERMISION TO CONDUCT RESEARCH

PO Box 4075

Welkom

9460

23 April 2010

The Head: Free State Department of Education

Private Bag X 20565

Bloemfontein

9300

Attention: Chief Education Specialist-IRRISS

Dear Sir / Madam

Re: Request to conduct Research within the Free State Department of Education

I, the undersigned student at the Central University of Technology Free State, (CUT) Welkom campus, request permission to conduct research at secondary schools, in Lejweleputswa District.

I undertake to accept and abide by the conditions in the Department's research guidelines and rules.

PERSONAL INFORMATION

Title: Mr F.D. Seeli

Residential address: 48 Alan Street

                      Riebeeckstad

                      9659

Contact No: 0827677424

Degree: Magister Educationis (M.Ed)

Supervisor: Dr A.M. Rambuda

Title: Managing ineffective secondary schools in Lejweleputswa district.

Yours faithfully

Mr Seeli F.D.

ANNEXURE C

LETTER TO THE SCHOOL PRINCIPAL REQUESTING PERMISSION TO CONDUCT INTERVIEW

48 Alan Street

Riebeeckstad

WELKOM

9459

27 May 2011

The Principal Of

....

....

....

Dear Sir/Madam

Re: PERMISSION TO CONDUCT INTERVIEW AT YOUR SCHOOL

I am a Master's research student enrolled at the Central University of Technology, Free State (Welkom Campus). My research topic is "Managing ineffective secondary schools in Lejweleputswa district".

I hereby request for permission to interview you and the deputy principal. I trust that my request will be positively considered.

Yours faithfully

Mr. F.D. Seeli

ANNEXURE D

LETTER TO THE SCHOOL GOVERNING BODY (SGB) WHEREBY RESEARCH HASTO BE CONDUCTED AT YOUR SCHOOL

48 Alan Street

Riebeeckstad

9459

30 April 2010

The Chairperson

School Governing Body

Dear Madam / Sir

Re: Request for permission to conduct research at your school.

I, the undersigned student at the Central University of Technology, Free State (CUT), Welkom campus, request permission to conduct research at your school.

1.   Personal details:

Title: Mr F.D. Seeli

Residential address: 48 Alan Street

Riebeeckstad

9459

Postal address: P.O. Box 4075

Welkom

9460

Cell No: 0827677424

Degree: Magister Educationis (M.Ed)

Supervisor: Dr A. M. Rambuda

Topic: Managing ineffective secondary schools in Lejweleputswa district

The research project attempts to investigate the adoption of participative management styles that will change the status of ineffective secondary schools in Lejweleputswa district.

Yours faithfully

Mr Seeli FD.

ANNEXURE: E

TEACHERS' QUESTIONNAIRE

Management styles as a measure for the effective management of managing ineffective secondary schools in Lejweleputswa district.

Dear Teacher

I am an M. Ed student enrolled at Central University of Technology, Free State (Welkom Campus). I am researching strategies that could be implemented to effectively manage ineffective secondary schools in Lejweleputswa district. The findings of this study are likely to help in the management of secondary schools in the district.

Attached is a questionnaire that should be completed by members of the school and all respondents will remain confidential and anonymous. I would be grateful if all the respondents answer all the items in the questionnaire.

Kindly respond to all items by making an X on the appropriate number in the space provided.

For example: What is your gender?

Male	1
Female	2

After completing the questionnaire, hand it to your school's clerk from whom I will collect.

THANK YOU FOR YOUR CO-OPERATION

1.

OFFICIAL USE ONLY	
QUESTIONNAIRE TYPE	
EFFECTIVE	INEFFECTIVE

SECTION A   1   2

Personal data

2. Gender:

Male	Female
1	2

3. Experience in years:

5 or less	10	15	20	25	30	35 or more
1	2	3	4	5	6	7

4. Highest grade taught:

Grade 8	1
Grade 9	2
Grade 10	3
Grade 11	4
Grade 12	5

5. Location of the school:

Town	Suburb	Township
1	2	3

6. Type of school:

Public	Independent
1	2

7. Position:

Principal	Deputy Principal	HoD	Teacher
1	2	3	4

8. Age in years:

21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-65
1	2	3	4	5	6	7	8

9. Number of staff in the school:

Less than 50	More than 50
1	2

10. Number of learners in the school:

Less than 1000	More than 1000
1	2

11. What quintile is the school placed:

Quintile 1	Quintile 2	Quintile 3
1	2	3

SECTION B

The following statements relate to educational practices that are developed by management styles that are adopted in your school. Indicate the degree to which you agree or disagree with each of the statements below.

Scale:

1= Strongly agree	2= Agree	3= Disagree	4= Strongly disagree

12. Educational activities that are presented at our school are learner – centred

1	2	3	4

13. Learner development is provided through well-designed academic programs.

1	2	3	4

14. Learner performance is regularly monitored.

1	2	3	4

15. The school shows appreciation for learner effort and success.

1	2	3	4

16. The learning environment in our school is learner-friendly.

1	2	3	4

17. Teachers are involved in decisions that have an effect on their employment.

1	2	3	4

18. Teachers work together as co-workers to improve on their teaching practices.

1	2	3	4

19. Teachers are provided with opportunities to upgrade their teaching skills.

1	2	3	4

20. The school management team delegates authority to their subordinates.

1	2	3	4

21. Teachers turn the teaching and learning process into challenges that promote creative problem-solving.

1	2	3	4

22. Teachers work effectively with parents and the community.

1	2	3	4

23. Teachers teach in isolation.

1	2	3	4

24. There is lack of social interaction among teachers.

1	2	3	4

25. There are always disputes among staff.

1	2	3	4

26. Teachers lack skills to effectively teach their subjects.

1	2	3	4

27. Teachers show deficient behaviour in school attendance.

1	2	3	4

28. Teachers remain passive members of professional organisation.

1	2	3	4

29. Teachers are unaware of where and how to obtain information about the content they are expected to teach.

1	2	3	4

30. Teachers find it difficult to control classroom events.

1	2	3	4

31. Teachers assume a passive role in the school community.

1	2	3	4

32. Teachers need knowledge to demonstrate how taught content may be related to the learner's lives.

1	2	3	4

33. Our school fails to develop team-building among staff

1	2	3	4

34. Learners disrupt teaching and learning.

1	2	3	4

SECTION C

Indicate the degree to which you agree or disagree with the following statements

35. Teachers become anxious and nervous when changes are introduced at the school.

1	2	3	4

36. Teachers fear to learn new things.

1	2	3	4

37. Change threatens self-interest of teachers.

1	2	3	4

38. Change leads to loss of power and status.

1	2	3	4

39. Change leads to loss of security.

1	2	3	4

40. Change leads to loss of control

1	2	3	4

41. Teachers are denied the opportunities to be part of decision-making that takes place at their work environment.

1	2	3	4

42. There is lack of parental involvement in school activities.

1	2	3	4

43. Teachers design classroom rules without learner participation.

1	2	3	4

44. Teaching and learning materials that improve learners' performance are available.

1	2	3	4

THANK YOU FOR YOUR CO-OPERATION

If you have any queries regarding this study please contact:

Mr F.D. Seeli on 082 767 7424

ANNEXURE F

INTERVIEW QUESTIONS

Main questions:

1. How do you manage your school?

....
....
....
....
....
....

2. What causes secondary schools to be effective?

....
....
....
....
....
....

3. What causes secondary schools to be ineffective?

....
....
....
....
....
....

4. In what way can participative management style change the status of ineffective secondary school?

....

....

....

....

....

....