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MANAGEMENT STRATEGIES TO IMPROVE THE ACADEMIC PERFORMANCE OF PREVIOUSLY DISADVANTAGED SECONDARY SCHOOLS IN THE GRADE 12 EXAMINATION

by

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THESIS

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RAND AFRIKAANS UNIVERSITY

Promoter: Prof T C Bisschoff

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DEDICATION

To my wife Aleyamma, daughters Suja, Sheeba, and my Dad and Mom.
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ABSTRACT

The importance of secondary school education in moulding learners into responsible citizens of tomorrow cannot be ignored or undermined. Secondary school education is the stepping stone for unlimited opportunities for learners to explore the career choices that they have to pursue further in their lives. Every year the performance of secondary schools in the matric examination come under spotlight as soon as the results are published. Many schools in the previously disadvantaged communities perform poorly in the matric examination each year. This research aims at drawing up management strategies that could be used to improve the performance of learners in the matric examination in the poorly performing schools.

The literature study reveals that effective management and leadership is an essential characteristic of a successful school. Managers of schools that are poorly performing in the matric examination have to set up proper systems in place to ensure effective teaching and learning. Effective participation of all stakeholders in the management of the education of the learners is essential to improve the academic performance of learners in the matric examination. Quality subject delivery by educators in the classroom is the most important and indispensable factor that can improve the academic performance of learners in the secondary schools. Active participation of parents in the education of their children is essential to improve the discipline of the school as well as the academic performance of the learners. The literature study also reveals that poor socio-economic conditions can negatively influence the academic performance of learners. Schools that are poorly performing require visionary and innovative managers to turn them around into centres of excellence. Managers of schools have to seek the assistance and cooperation of the community and the business people to improve the quality of education provided in schools. Availability of necessary physical facilities enhance the quality of
teaching and learning and the academic performance of learners in the various subjects.

A questionnaire was used to collect the data required for this research. Forty schools that are poorly performing and forty schools that are well performing in the matric examinations were selected for this research. All these schools exist in the previously disadvantaged communities. Based on the information gathered using the questionnaire, each item in the questionnaire is analysed and discussed. After the factor analysis, the significance of the difference between the factor means of the various groups for each of the factors were analysed and explained.

The data obtained suggests that in many schools (66.5% of schools surveyed), there is a lack of effective management structures that are essential for the implementation of quality teaching and learning. Lack of support and active participation of the parents in the education of the learners can be noticed from the information gathered. Poor management of school resources for effective teaching and learning can be also observed from the data collected. Lack of physical facilities is still a major problem in many (54.5% of the schools surveyed) schools. Lack of shared vision and cooperation among the stakeholders of education for the provision of quality education is evident in many schools. Ill-disciplined and non-committed learner bodies are a major challenge to many schools in the previously disadvantaged communities. The research shows that, organisational support and individual support are crucial to the success and the improvement of the academic performance of a school. The management strategies to improve the academic performance of previously disadvantaged schools in the grade 12 examination has two components namely: organisational support and individual support.

The SMTs of schools have to set up management systems in place to ensure effective teaching and learning at schools. It is the responsibility of the SMTs to
provide a suitable atmosphere needed for effective curriculum delivery at schools. The human, physical and financial resources of a school should be managed most effectively for quality education for all. Management strategies that will provide opportunities for all stakeholders to participate effectively in the school development programmes should be organised by the SMTs of schools. Schools have to introduce and implement strategies to improve the learner attendance and discipline for quality education and to improve the academic performance. The SMTs of schools have to introduce programmes that will increase the participation and support of parents in the education of learners.

The academic performance of schools cannot be improved without providing sufficient individual support to the learners and educators. Based on the needs of the educators and learners, schools have to organise various programmes to support them to improve the academic performance in the grade 12 examination. Workshops and in-house training for educators are some of the ways to support the educators to enhance the quality of curriculum delivery at schools. Additional academic support programmes like extra lessons during afternoons and holidays can assist learners to improve their performance. Schools should have necessary systems in place to address the socio-economic needs of learners.

In chapter 6, the findings of the research as well as the recommendations of management strategies to improve the academic performance of previously disadvantaged schools in the grade 12 examination are also given.
SAMEVATTING

Die belangrike rol wat hoërskoolonderwys speel in die vorming van leerders tot verantwoordelike volwassenes moet beslis nie geringgeskat of geïgnoreer word nie. Hoërskoolonderwys is die vertrekpunt van onbeperkte geleenthede vir leerders om verskillende loopbaangeleenthede te ondersoek wat hulle nastreef in hulle lewe. Elke jaar kom die uitslae van die hoërskole onder die soeklig wanneer dit gepubliseer word. Baie skole in voorheen benadeelde gemeenskappe presteer jaarliks swak in die Gr 12-eindeksamen. Hierdie navorsing het ten doel om bestuurstrategieë daar te stel wat gebruik kan word om die prestatie van leerders in skole wat swak presteer in die Gr 12-eindeksamen te verbeter.

Die literatuurstudie het aan die lig gebring dat doeltreffende bestuur en leierskap 'n onontbeerlik kenmerk van 'n suksesvolle skool is. Bestuurders van skole, wat swak presteer in die Gr12-eindeksamen moet oor doeltreffende stelsels beskik om doeltreffende onderrig en leer te verseker. Effektiewe deelname van al die rolspelers in die bestuur van die onderrig van leerders is van kardinale belang om die akademiese prestatie van die leerders in die Gr12-eindeksamen te verbeter. Kwaliteit vakonderrig deur onder wysers in die klaskamer is sekerlik een van die belangrikste en onontbeerlikste faktore wat kan bydra tot die verbetering van die leerders se akademiese prestatie in die hoërskool. Aktiewe betrokkenheid van die ouers by die onderwys van hulle kinders is van wesentlike belang vir die verbetering van dissipline in die skool en die akademiese prestatie van leerders. Die literatuurstudie het ook aan die lig gebring dat swak sosio-ekonomiese omstandighede 'n negatiewe invloed kan hê op die prestatie van leerders. Skole wat swak presteer het innoverende en visionêre bestuurders nodig wat die skole kan verander in sentrums van uitmengendheid. Bestuurders van skole behoort bystand en samewerking te soek van die gemeenskap en die besigheidswêreld om die kwaliteit van onderwys in hulle skole te verbeter. Die
beskikbaarheid van die nodige infrastruktuur verhoog die kwaliteit van onderrig en leer en so ook die akademiese prestasie van leerders in verskillende vakke.

'n Vraelys is gebruik om die nodige inligting vir hierdie navorsing in te samel. Veertig skole wat swak presteer en veertig skole wat goed presteer in die Gr 12-eindeksamen is geselekteer vir die doeleindes van die navorsing. Al boegenoemde skole is geleë in voorheen benadeelde gemeenskappe. Gebaseer op al die inligting wat deur die vraelyste ingesamel is, is elke item geanalyser en bespreek. Na die faktoranalise, is die beduidende verskille tussen die faktore van die verschillende groepe vir elk van die faktore geanalyser en verduidelik.

Die inligting wat ingesamel is dui aan dat in 66.5% van die skole wat by die navorsing betrek is, is daar 'n gebrek aan bestuurstrukture wat onontbeerlik is vir die implementering van kwaliteitonderrig en -leer. 'n Gebrek aan ondersteuning en aktiewe betrokkenheid van ouers by die onderwys van hulle kinders is opgemerk in die inligting wat ingesamel is. 'n Gebrek aan hulpbronne, wat benodig word vir effektiewe onderrig en leer, is ook waargeneem in die inligting wat ingesamel is. 'n Gebrek aan fisiesefasilitate is ook nog steeds 'n groot probleem in soveel as 54,5% van die skole wat by die navorsing betrek is. 'n Gebrek aan 'n gesamentlike visie asook 'n gebrek aan samewerking tussen rolspelers verantwoordelik vir die voorsiening van kwaliteit onderwys is duidelijk waarneembaar in baie skole. Swak gedisiplineerde en ongemotiveerde leerderliggame is 'n groot uitdaging vir skole in voorheen benadeelde gemeenskappe. Die navorsing toon ook aan dat ondersteuning deur die organisasie, asook individuele ondersteuning van kritieke belang is vir sukses en die verbetering van die akademiese prestasie van 'n skool. Die bestuurstrategieë om akademiese prestasies in die Gr 12-eindeksamen in voorheen benadeelde gemeenskappe te verbeter het twee komponente naamlik: ondersteuning deur die organisasie asook individuele ondersteuning.
Skoolbestuurspanne moet oor bestuurstelsels beskik om effektiewe onderrig en leer te verseker. Dit is die verantwoordelijkheid van van die Skoolbestuurspan om ’n atmosfeer by ’n skool te skep wat bevorderlik is vir effektiewe kurrikulumvoltooiing. Die menslike-, fisiese- en finansiële hulpbronne moet op die mees effektiewe wyse aangewend word om kwaliteitonderwys vir almal te verseker. Die Skoolbestuurspanne behoort bestuurstrategieë te ontwikkel wat geleenthede aan alle rolspelers bied om effektief deel te neem aan skoolontwikkelingsprogramme. Skole sal ook strategieë moet hê om leerders se skoolbywoning en dissipline te verbeter en om die kwaliteit van onderrig en leer te verbeter wat sal bydra tot beter akademiese prestasies. Die Skoolbestuurspanne behoort programme daar te stel wat die deelname en ondersteuning van ouers in die onderwys van hulle kinders sal bevorder.

Die akademiese prestasie van skole kan nie verbeter sonder om voldoende individuele ondersteuning aan leerders en onderwysers te gee nie. Die behoeftes van onderwysers en leerders in die skool behoort skole te help om ’n verskeidenheid programme daar te stel ter ondersteuning van onderwysers en leerders in hulle strewe om hulle akademiese prestasie in die Gr12-eindeksamen te verbeter. Werkswinkels en indiensopleiding vir onderwysers is moontlike maniere om hulle te ondersteun om die kwaliteit van onderrig en leer in skole te verbeter. Addisionele akademiese ondersteuningsprogramme soos ekstra klasse gedurende agtermiddae en vakansies kan leerders help om hulle akademiese prestasies te verbeter. Skole behoort die nodige stelsels te hê ter wille van die sosio-ekonomiese behoeftes van leerders.

In hoofstuk 6 word die bevindings van die navorsing weergegee. Aanbevelings word ook gemaak oor bestuurstrategieë om die akademiese prestasies van voorheen benadeelde skole in die Gr12-eindeksamen te verbeter.
DECLARATION

I declare that this thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by references.

It is being submitted to the Rand Afrikaans University, in fulfilment for the degree, Doctor Educationis in the Faculty of Education and Nursing.

It was not submitted before for any degree or examination in any other university.
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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

As a developing nation in the 21st century, South Africa and its government are facing numerous challenges that are obstacles in the path of the transformation of this country into a fully developed nation. Issues like globalisation and African renaissance are some of the dreams that the political leaders and the nation as a whole would like to pursue. Global issues like the AIDS pandemic affect the economy and the growth of almost every nation in the world, particularly countries in the African continent. This problem coupled with other issues like; illiteracy, violence, crimes, teenage pregnancy, unemployment, poverty, brain drain and lack of skilled people are crippling the nation.

Therefore the government and the nation have a responsibility to find long term and permanent solutions to those issues that are seriously affecting the growth of this country and the welfare of its citizens. To find such solutions is not easy and cannot be resolved immediately. Perhaps education has a major role to play in this regard. Is our education system effective or capable enough to address these problems? Can our education system compete or match the quality of education that is offered in the most advanced and industrialised countries? Are we producing enough skilled people who can transform this country into a modern industrialised nation?

The role of the secondary education as a steppingstone for individuals to identify and nourish their abilities and talents cannot be undermined at this stage. Secondary school education gives opportunities for learners to identify their career paths and directs learners to various higher institutions where they acquire the knowledge and skills that will help them to become part of a work force that can build up the economy of this country. However, it is evident from
the matric results that come out every year that while some secondary schools are on the verge of success, many schools are producing very poor matric results.

Therefore, the education of the learners in the secondary schools often become the focus of discussion in public forums. Many schools in the previously disadvantaged communities are producing extremely poor results in the grade 12 examinations. Some parents who stay in black areas removed their children and had them registered in former Model C schools (*The Star*, 2002: 1). It is also worrying that many educators teaching at black schools have their children attending former Model C schools. Some parents interpret this to mean that those educators have lost faith in themselves and their schools (*The Star*, 2002: 1). It seems that many parents prefer to send their children to the former white schools or private schools due to a lack of confidence in the public education system, particularly in the township schools. Many parents believe that their children will get better education in the former model C schools since more effective teaching and learning takes place there. Many schools in the townships are facing a serious problem of shortage of learners and hence they are facing the serious problem of closing down. Some believe that most schools have lost learners because of negligence by management and educators. The education department, principals, educators and the parents whose children have remained in Soweto, Katelehong or Tembisa are aware that many public schools in these areas are dying. For instance many children in Soweto have moved to institutions in historically Coloured and Indian areas (*The Sunday Times*, 2002: 1). Some schools in the previously disadvantaged areas are about to be closed down due to lack of learners at schools. Scores of township schools are facing closure or are standing empty despite widespread overcrowding of classrooms around South Africa (*The Sunday Times*, 2003: 12). Schools that are affected in this way are constantly producing extremely poor results in the matric results every year.

The Director General for education recently announced that schools identified as dysfunctional schools would be investigated to establish the cause of the problem and the department would suggest immediate measures to help schools improve. The Government is to crack down on public schools that are
performing badly and could take tough actions against principals and educators who fail to turn their institutions around (*The Sunday Times*, 1999: 17). Former education Minister Kader Asmal for instance, claimed that the public does not believe that the educators are really worth what they are paid for (*The Star*, 1999:1). The former Minister further announced that the education department would work towards equipping leadership and management of schools with the vision to promote and enhance learning and teaching (*The Star*, 2000: 8).

Schools that are constantly producing extremely poor results are mostly located in the previously disadvantaged communities. These schools are part of communities suffering from poverty, unemployment and violence and these conditions show few signs of change under the new government (Christie, 1998:297). They also share a number of features like sporadic and broken attendance by learners and educators; vandalism, criminality, gangsterism, rape and substance abuse (Christie, 1998:283). The legacy of apartheid is still blamed as the reason for the breakdown of the learning and teaching process at various schools. This legacy has influenced the behaviour, attitude and commitment of learners towards their education. Instead of being able to focus on their substantive task of learning and teaching, schools have become caught up in forms of conflict, aggression and uncertainty that cannot be contained in a weak organisational structure. Educators and learners have lost focus and have directed their energies towards the malfunctioning of the institutions at the expense of substantive learning and teaching (Christie, 1998:293). A school that exists in a society that has serious socio-economic problems tends to produce very poor results.

It could be very easy and quick to point out that school management team, educators or the government could be responsible for the poor performance of learners in the grade 12 examination. The learners and the school cannot be isolated from their socio-cultural context. They must be viewed in terms of their inter-relationships and interactions with each other (Gibson, 1965:7). Children who grow up in an environment of poverty have severe limitations on their freedom of choice compared to those who grow up in an environment of abundance (Edward & Wood, 1987: 9). Most of the learners who are coming from previously disadvantaged communities are facing extremely difficult
conditions in their homes and society such that, they cannot pursue their education effectively. These difficulties very often compel most of the learners to shift their concentration from education and become involved in activities that will eventually shift their minds further away from education. Late coming, absenteeism, teenage pregnancy, vandalism, and robbery are some of the activities they may indulge in, rather than concentrate in education. A regeneration of moral values, commitment and self-discipline is essential to the attainment of the goals and aspirations of the learners in those schools.

The education statistics in South Africa in 2000 show that in the Gauteng province 1,3% of schools in 1999 achieved a pass rate of 0% in the grade 12 examination, while 2,2% produced 0% pass rate in the 2000 examination. While 15,8% of the schools produced results between 0% and 20% in 1999, 7,5% produced the same results in 2000 (Education Statistics in South Africa, 2000:19).

Against this background, it would be appropriate to look at the roles and responsibilities of various stakeholders in the education of the learners. The management and the leadership of the principal and the school management teams (hereafter referred as SMT) of the poorly performing schools very often come under the spotlight and the scrutiny of the department of education every time the school under performs in the matric examination. At this point, one may wonder whether effective, responsible and innovative leadership is provided at those institutions by the management of the school. The type of leadership and management provided by the SMTs, especially by the principals, of the various institutions has to be scrutinised and studied. If a need arises, support and developmental programmes should be introduced, implemented and monitored.

The leadership of the school has an important and vital role to play in transforming a school into a centre of excellence. Through the dynamic, visionary leadership of a farsighted principal, dysfunctional schools can be turned around into institutions where effective teaching and learning takes place. A leader will have to put in place systems and strategies that will ensure the provision of quality education. Schools that are effective and have the
capacity to improve are led by principals who make a significant and measurable contribution to the effectiveness of their staff (Hugh, Alma & Wise, 2000:5)

Apart from the management of the school, the role of other stakeholders like the parents, learners, educators, education department and the community at large have to be analysed and studied. The role of parents in the management of the education of the learners cannot be undermined or ignored at the previously disadvantaged schools. If one would like to turn around the situation at those schools that are performing poorly, the parent who is the most important and effective partner in education has to be used carefully and wisely for the benefit of the institution and the learner. There is, a steadily growing acknowledgement of the value of the parents as an important educational resource. There are many things that parents know and can do, that are of immense value in the education of their children, which schools are only just beginning to recognise (Bastiani, 1995: 7).

The role and the influence of the parents in the affairs of the education of the learners are extremely important, as they are one of the stakeholders in the education. Parents and families are an important influence upon school and classroom life even where their actual presence is somewhat silent and invisible. They occupy a powerful place in educators home and staff room methodology, which often contrasts strongly with what those same parents are really like (Bastiani, 1995: 8). However, one could wonder whether the parents of the learners at the township schools are taking any effective role in the education of their children. Unusual situations like extended families, single parenthood, learners living with stepparents or no parents are common in the township. These social situations prevailing in the community may not allow parents to give enough attention and care that is needed in the education of the learners. These situations eventually lead learners into activities that are other than education. Lack of effective parental involvement or no involvement in the formation and the education of the learners are evident in the performance and behaviour of most of the learners at secondary schools. This can be observed in the poor performance of the learners in the classroom as well as in the matric examination. Leaders of schools who want to turn around schools into
centres of excellence will have to devise effective strategies to involve and tap the potential of all the stakeholders for the success of the institution.

In this study the role and the responsibilities of the Principal and the SMTS as well as the other stakeholders particularly that of the parents in the management of the education of learners at secondary schools will be studied and management strategies to improve the quality of education especially to improve the academic performance of learners in the grade 12 examinations in the previously disadvantaged schools will be explored.

1.2 ASSUMPTIONS

Schools are places specifically assigned for the institutional, formalised learning of children and youth (Christie, 1998:288). Educators are responsible for the curriculum delivery as well as policing moral values (Christie, 1998: 287). Schools are institutions that provide quality education for all the learners such that it will eventually solve the various social problems and create an atmosphere that is essential for social development. The conditions for social change are created by social influences that trigger a reformulation and eventual consolidation of moral goals. The transformation of goals through social influence is the foundation of moral development throughout the life span. This process results in a building of commitment towards justice, caring, truthfulness and benevolence (Damon, 1996: 202). Family as a social institution has an effective influence in the transformation of goals of learners. However, parents have an important role of being the role model for their children that they learn and acquire from them the values, culture and tradition that are precious to them and the society. To inculcate these values and goals in the hearts and minds of the learners is the biggest challenge faced by today's educators. The leadership of the principal has a vital role to play in this regard. As a leader he or she is discharged with a huge responsibility of providing the best quality of education to the learners who are at his or her care by utilising the maximum positive contribution of all the stakeholders involved in the education of the learners. As a manager and a leader, the principal of the school is bound by responsibility to ensure that the policies of the Department
of Education are correctly implemented and monitored to the benefit of the learners of the school. As a leader, the principal of a school has to ensure that all stakeholders of the school are actively participating in the management of the education of the learners in the school to ensure higher academic achievements.

Closer working relationships between the school and the parents can positively impact on learner performance and achievement. Schools, together with families are the major social institution for children and youth in modern society (Christie, 1998: 284). Educators are discharged with a huge responsibility of providing quality education for the learners who are placed under their care by the parents. They also have the responsibility of moulding and shaping the behaviour, attitudes and moral values of the learners. But as the heads of the family, parents have enormous power and ability to influence the behaviour of their children. There are many types of social influences through which people try to alter one another’s behaviour (Damon, 1996: 203). If one has sufficient power, one may simply try to tell another what to do and possibly even what to think. There are also other means like coercion, persuasion, attitudes adjustment, reasoning and so on to influence and change others behaviour (Damon, 1996: 203).

The school is a specialised human institution for training the young (Bhatt & Sharma, 1993: 52). Active parental involvement in schools can help ensure a culturally sensitive academic and social environment and can help narrow the gap between children’s experience at home and in school (Edward & Wood, 1987: 100). The principal and the SMT of the school are discharged with the huge responsibility of coordinating the activities of all the stakeholders in education with a view to improving the academic performance of the learners through collective efforts. Managers of the schools have to devise innovative ways and strategies to ensure maximum coordinated participation of the various stakeholders. Therefore, the quality of education provided at schools and the level of achievement by the learners heavily depends on the effective role played by the principal, SMT of the school as well as the active participation of all the stakeholders especially that of the parents in the management of the education of the learners.
Hence, it can be assumed that,

- Educators in a school are expected to provide top quality education for every learner who is under their care and supervision, irrespective of the conditions prevailing in the schools.

- The socio-economic conditions that exist in the community have a direct impact on the academic performance of the learners.

- Managers of schools have a responsibility to create conditions that are essential for effective teaching and learning. This can be provided by placing effective management systems and strategies that are essential for the provision of quality education and utilises the maximum participation of all stakeholders, for the better performance and higher academic standards for the learners.

- Availability of the physical resources like the media centres and specialist rooms will enhance the quality of education provided in a school.

- Participation of the parents in the management of the education can provide an improved atmosphere for the provision of quality education. The school management is expected to devise means to attract the maximum involvement of parents in the management of the education of the learners so that it can improve the academic performance of the learners in the grade 12 examination.

1.3 STATEMENT OF THE RESEARCH PROBLEM

Against the background of the above discussion, the research problems are as follows:
What are the levels of achievement / performance of learners in the grade 12 external examination in the previously disadvantaged schools?

How could school management teams (SMTs) improve / enhance the academic performance of the learners in the grade 12 common examination in the poorly performing schools that were previously disadvantaged?

The sub-questions that could be asked at this stage are follows:

- What type of management systems and leadership are available in the previously disadvantaged schools that are performing poorly in the external examinations?

- How can the parents be involved more actively and effectively in the management of the education of the learners to improve the academic performance in the grade 12 examinations in the previously disadvantaged schools?

- What role should educators in previously disadvantaged schools play to produce better quality results in the grade 12 examinations?

- How can the minimum resources that are available in the previously disadvantaged schools be managed effectively to produce better quality results in the grade 12 examinations?

- What is the impact of the socio-economic conditions in the townships on the performance of the learners in the external examinations?

1.4 AIMS OF THE RESEARCH

The aims of the research are classified into two groups namely, general aim and the specific aim.
1.4.1 General aim of the research

The general aim of the research is to develop strategies that can be used by SMTs to enhance the quality of education provided, and to improve the academic performance of poorly performing schools that are in the previously disadvantaged communities.

1.4.2 Specific aim of the research

To achieve the above general aim, the specific aims of this research study are:

- To develop strategies to ensure effective management and leadership in the previously disadvantaged schools to improve academic standards in the grade 12 examinations.

- To develop management strategies that could be used by the SMTs to ensure effective teaching and learning to produce quality results in the grade 12 examinations.

- To assist SMTs to develop / use innovative ideas / ways to overcome difficulties caused by lack of essential facilities that could enhance the quality of education and the academic standards of learners.

- To develop strategies to address the socio-economic problems of the learners who are coming from the disadvantaged families and to assist them to be mentally prepared to acquire knowledge and to become better citizens.

- To develop strategies that could be used for the effective participation of parents in the management of education of learners in the secondary schools to improve the academic performance of learners in the grade 12 examinations.
1.5 RESEARCH DESIGN

Research is the systematic, controlled, empirical and critical investigation of hypothetical prepositions about the presumed relations among natural phenomena (Cohen & Manion, 1986: 5). Research design means the way in which we proceed to solve problems, that is the research process (De Vos, 1998: 37). In this study, the following method will be used.

1.5.1 Literature study

All social research has relevant literature and no research takes place in a vacuum (Keith, 2000: 42). The literature is an extremely valuable resource and an important storehouse of knowledge and thinking about a topic or area. It includes previous research reports and their findings, theorizing and reflections about any other documentary material (Keith, 2000: 43).

A literature study is aimed at contributing towards a clearer understanding of the nature and the meaning of the problem that has been identified (De Vos & Fouche, 1998: 64). A literature study is essential in the sense that,

- it may disclose whether someone has already performed essentially the same research
- it provides a substantially better insight into the dimensions and complexity of the problem
- it equips the investigator with a complete and thorough justification for the subsequent steps, as well as with a sense of the importance of the understanding (De Vos & Fouche, 1998: 65).

In view of the above, a literature study will be used to clarify the concepts related to school leadership and effective schools as well as to explore the role of various stakeholders in the management of the education of learners in the secondary schools. The review of the literature study and the related research will contribute to a clear understanding of the various aspects of effective school leadership and effective schools. It will also give a clear understanding
of all the aspects of an effective school where effective teaching and learning takes place to produce quality results at the end of every matric examination. The literature study is also used to understand the type of roles that should be played by all stakeholders in education in order to produce quality results at the end of the year. This understanding will enable the researcher to formulate strategies that could be used to ensure increased and active participation of all stakeholders in the management of education of the learners at secondary schools.

A literature study also provides a substantially better insight into the dimensions and complexity of the problem. The goal of the literature study is to:

- place the problem in theoretical perspective
- identify alternative theories for understanding the problem and
- identify central concepts (De Vos & Fouche, 1998: 67)

1.5.2 Questionnaire

The success of a school as an institution depends heavily on the cooperation, support and active participation of all stakeholders in education. In a school situation, the SMT, educators, learners, the SGB, parents and the community have to coordinate their work carefully to support one another for the provision of quality education and to improve the academic standards of the school and the performance of learners at school. Therefore any attempt to improve the academic standards and the performance of the learners obviously should include all the stakeholders in the education. None of these factors can work in isolation and improve the academic standards of the school by ignoring other stakeholders. The SMT of a school has the serious responsibility of managing the school most effectively to provide quality education for all learners at school. In pursuit of providing this quality education for all learners, the SMTs have to implement all the programmes of the Department Education as well as that of the school governing body the most effective way. Therefore, the SMTs of schools will be used to collect the necessary data required for this research study. Therefore the essential aspects of school leadership and the role of
other stakeholders in the management of education for the provision of quality education that are under the literature study will be taken up in the form of a questionnaire. This questionnaire will be used to explore and understand the perceptions of the members of the SMT about the school leadership and management as well as the involvement of all other stakeholders like the parents at secondary schools. The data collected will be analysed using univariate statistical methods. The findings from the literature study and from the empirical investigation can be used to formulate management strategies that could assist SMTs to ensure effective leadership at the secondary schools and the maximum participation of all the stakeholders in the management of education for the provision of quality education for all the learners at school.

1.6 DEMARCATION OF STUDY

For the purpose of the study a random sample of secondary schools that are poorly performing in the grade 12 examinations in the previously disadvantaged communities in the Gauteng Province will be selected.

1.7 ETHICAL ASPECTS

The following ethical principles according to the standards set by the Rand Afrikaans University will be adhered to:

Right to privacy, confidentiality and anonymity
The research study will be communicated in such a way that data cannot be linked to a specific subject or an institution. If anonymity is by anyway threatened all research documents will be destroyed. The researcher will ensure adherence to the principles of, the right of privacy, confidentiality and anonymity of participants in such a way that embarrassment is avoided.

Right to equality, justice, human dignity and protection against harm
The research study is planned and will be executed in a way that will as far as possible foster beneficence and exclude harm or exploitation. The risk-benefit ratio will be evaluated to ensure that risk do not outweigh benefits.
Right to freedom of choice, expression and access to information

Informed consent will be obtained from participants (see preamble to questionnaire)

Participant will not be coerced to participate or harassed because they refuse to participate.

The participants’ right to withdraw or terminate participation in the study, at any time will be acknowledged by the researcher.

The researcher will ensure the communication of the following information to the participants:

- The advantages and benefits of the study
- The nature of their participation
- How confidentiality and privacy will be safeguarded
- The duration of the study or its termination
- The results will be communicated in full

Obligation to adhere to the practice of science

The researcher aspires to maintain the highest degree of integrity of scientific research through:

- Complying with the highest standards in the planning, implementation and reporting of scientific research
- Acknowledging and indicating the limitations of the methods and findings
- Avoiding any unethical manipulation of evidence or fabrication of data or information
- Designating authorship of consulted research resources clearly, accurately and justly
- Assigning authorship of research publications accurately and justly
- Committing no form of plagiarism and justifying all conclusions and pronouncements
- Not practicing or promoting any form of constitutionally recognised unfair discrimination in research
• Not attempting projects, which are beyond the researcher’s capabilities and that of the supervisor.
• Maintaining neutrality, un-biasness and honesty at all times
• Reporting all findings fully and not making misrepresentations in the dissemination of research information and findings
• Acknowledging the input of participants and relevant others (RAU, 2002: 2)

1.8 CLARIFICATION OF CONCEPTS

‘Management Strategies’ refers to plans and systems that could be used to ensure effective participation of all stakeholders in the management of education of learners at schools to achieve high academic standards for the school and the learners. It is a plan designed for a particular purpose. It also refers to a form of control that is required for the running of the school most effectively and efficiently. For the school situation the management strategy includes the various intervention programmes that are implemented by the SMT with the intention of improving the academic standards and the performance of learners in the grade 12 examinations. These programmes include effective quality teaching and learning, career guidance and life skills programmes for learners, motivational activities, programmes that ensure the active participation of all the important role players in education like the parents and all other activities that are organised to bring the desired improvement in both academic standards as well as the grade 12 examination pass rate of the school each year.

‘Involvement’ refers to the participation of the individuals in the educational activities of the school for the provision of quality education. In a school situation this includes the participation of the parents in the daily affairs of the education of the learners, effective subject delivery by the educators, active participation of the learners in the learning programme, effective role of the school management team in the implementation of the educational programmes and also the support of the community and the business people for the provision of quality education to the learners.
‘Perception’ refers to the understanding or thinking of certain aspects or ideas. In the context of this research, the above item refers to how an individual see or understand and interpret the meaning of certain activities or ideas.

Quality refers to the standard when compared to other things of the same type. It shows the goodness or the worth. Quality is associated with efficiency, effectiveness, choice, excellence, equity and social justice among other virtues that are designated as the aims of any system purporting to produce effective learning in good schools (Aspin, et al. 1994: 35).

‘Academic performance’ refers to the level of attainment of learners in the external grade 12 examination. It refers to the performance of the school as well as the learners in the grade 12 examinations. It reflects both quality and quantity of the results obtained by the learners in the grade 12 examinations.

‘Previously disadvantaged secondary schools’ mainly refers to schools in the townships. These are the schools that were working under unfavourable conditions during the time of segregation under the apartheid regime. Under the old political dispensation these schools were deprived of many rights and privileges as compared to the privileged communities. These schools are situated in the communities that are marginalised, segregated and deprived by the previous political system. These communities had the least financial benefits in terms of development and education. The facilities that are available in many of these schools are still either minimum or inadequate. Such schools are classified as previously disadvantaged schools.

‘Grade 12 examination’ refers to the external common examination that is conducted by the Department of Education for the learners who are in grade 12 every year. The provincial as well as the national Department of Education conduct these examinations jointly.
Chapter one contains a brief description of the background to the research problem. All research is based on certain assumptions and these were discussed in chapter 1. In this chapter the aims of the research, the research design as well as the other aspects that are related to the research are also discussed. The secondary education system in this country comes under the public scrutiny every year soon after the grade 12 examination results are published. This is due to the fact that while some of the schools are producing extremely good results, many schools are still producing very poor results in the grade 12 examination. This is a concern for all the stakeholders involved in the education process. Most of the schools that are constantly producing poor results are situated in the previously disadvantaged communities. There is therefore a need to look at the various reasons behind the poor performances and to find possible ways to improve the academic standards of those schools in the previously disadvantaged communities.

In chapter 2 the concepts of leadership and management will be discussed to provide a fundamental framework for the questionnaire. The principal of a school is the central person who can transform the school and improve the academic performance of the learners in the matric examination through effective management and leadership. The success of a school as an organisation depends on how the school is managed and the type of leadership provided by the principal and the SMT of the school. The role-played by the senior management and the SMT of the school influences the performance and the academic standards of the school. Proper management systems have to be set in place to monitor, control and support the educators to have effective subject delivery at school. Effective management of the resources of the school to produce high quality results is extremely important in the transformation of schools into centres of excellence. In this chapter therefore, a literature study is carried out to understand the type of management and leadership required to build up effective schools where learners can attain very high academic standards. The literature study is also used to reveal how managers can transform their schools into learning organisations that can produce results of high standards in the grade 12 examinations every year.
In chapter 3 the role of the other stakeholders, namely educators, parents, the SGB and the community in the management of the education to improve the academic performance of learners in the grade 12 examination are studied and discussed. Although the principal and the SMT of a school have to manage their schools effectively to transform schools into centres of excellence, the participation of the stakeholders in the education programme of learners is extremely important to improve the academic performance of learners in the grade 12 examination. The success of the school as an institution not only depends on the management and leadership of the principal and the SMT, but also, the active participation of the other stakeholders in education. In this chapter, a literature study on the role of other stakeholders in the management of the education of learners as an essential part for the provision of quality education is carried out. The effect of the socio-economic problems on the education and the performance of the learners in the external examination are also studied in this chapter. The role of the parents as an important partner in education and the implications for the performance of the learners in the external examination is studied as well. The effect of the participation and involvement of the community and the business sector in the education system for the provision of quality education for all learners in the school are also studied and interpreted in this chapter.

Chapter 4 explains the research design and the formation of the questionnaire. The findings are presented and the questions that were formulated in respect of the school management, leadership and the role of other stakeholders in the management of the education of learners in the previously disadvantaged schools are discussed in this chapter.

Chapter 5 analyses and interprets the empirical data collected through the questionnaire.

Chapter 6 summarises the findings of the research and recommendations to improve the academic performance of learners in the matric examinations are made. Based on the findings of the research, possible recommendations are made to improve the management of schools to ensure higher academic
standards by learners in the matric examinations. Possible innovative ways to address the various socio-economic problems that affect the education and the performance of the learners in the external examination are also suggested. Management strategies that could be used to improve the participation and commitment of other stakeholders especially the parents in the management of education to improve academic standards are also recommended in this chapter.

1.10 CONCLUSION

The high number of unemployed people causes a multitude of social problems. This country has too many citizens who are unskilled, and too few skilled citizens (Davidoff & Lazaraus, 1997: 3). The current challenge in South Africa is the building of a truly humane society- a society which represents the rights of the individual, a society which unites rather than divides, and which enables its citizens to participate meaningfully and creatively in its on-going development (Davidoff & Lazarus, 1997: 3).

Education has a key role to play in transforming the society and the nation, through the provision of quality education for all. However, transformation in education is possible only if all the stakeholders in education shared the vision of the Department of Education. Among the various stakeholders that are involved in the education of a learner at secondary school level, the role of the principal and the SMTs of the school is extremely vital for quality education.

To improve the quality of education provided in the previously disadvantaged schools and turn around those schools into centres of excellence, effective systems have to be put in place to monitor, control, support and evaluate the teaching and learning processes. Managers of school in the previously disadvantaged schools have to use strategies that will ensure effective participation of all the stakeholders in the education of the learners in the school. To turn around the schools into centres of excellence, the managers of schools in the disadvantaged communities have to put in place systems to ensure that effective teaching and learning programme take place consistently
at the school. There is a need for all the stakeholders to have a shared vision for the school. The role of the manager is to ensure that he or she provides the strong leadership and support needed for all the parties involved, for the provision of quality education for all the learners in the school.

The participation of the parents in the management of the education of the learners can positively influence the learning process of the learners. The principal has to utilize this influence and the contribution of the parents effectively to improve the quality of results that are produced in the previously disadvantaged schools.

The role of parents to influence and persuade their children to be mentally prepared, to obtain quality education cannot be ignored or undermined. They are the role players who could lay a strong foundation and passion for quality education in the minds of their children, which will in turn assist the educators largely in providing quality education to their learners.

In this study, the essential aspects that are related to the school leadership, effective schools as well as the role of various stakeholders in the management of the education of the learners in secondary schools will be explored and studied. The implications of the effective leadership of the SMT’S and the participation of other stakeholders in the management of the education of the learners in the previously disadvantaged schools for the provision of quality education in the selected township schools will be also studied. Questionnaires will be used to collect the data needed to understand the perception of the educators on effective school management and the implications for the participation of all the stakeholders in the management of the education of learners in the previously disadvantaged schools for the provision of quality education. The data collected will also be useful to understand the effectiveness of the existing leadership at the previously disadvantaged schools as well as the type of systems and strategies that are existing at those schools for effective teaching and learning process.

Based on the literature study and the empirical data collected, recommendations will be made to develop strategies that could assist the
SMTs to turn around schools into centres of excellence and to improve the academic performance of learners in the external examination.
CHAPTER 2

LITERATURE REVIEW: THE MANAGEMENT AND THE LEADERSHIP OF A SCHOOL

2.1 INTRODUCTION

The success of a school as an institution depends mainly on the type of management and the leadership provided by the principal and the management team of the school. Although the responsibility of turning around schools into successful institutions and to improve the academic standards of the school mainly depends on the SMT of the school, the role played by other stakeholders are also equally important in this regard. An effective and active participation of the other stakeholders in the management of the school is essential for the development and the improvement of the academic performance of learners in the external examination. The type of leadership provided by the principal has a major role to play in coordinating and managing the tasks that are needed to improve the academic standards of a school. For the previously disadvantaged schools to perform well in the grade 12 examinations, effective management and visionary leadership are required at those schools.

The principal of a school has an important responsibility to manage, lead and coordinate the functions of all the stakeholders of the school most efficiently to improve the academic standard of the school in the grade 12 examination. Therefore the responsibility of the SMT, particularly that of the principal to manage the school efficiently must be studied very carefully to understand the type of management and leadership required to improve academic performance of the learners in the grade 12 examinations. The principal of a school holds the most important and influential position in the school, in that he or she can put in place appropriate structures for the provision of quality
education and higher academic standards for the school and the learners. Effective management and leadership are the most important factors that can improve the academic standards of both the school and the learners in the grade 12 examinations. An effective SMT of a school will put appropriate systems in place for the provision of quality education for all learners in the school. Such an effective SMT will ensure effective teaching and learning at school and this will ensure higher academic standards and quality results at the end of every external grade 12 examination. In any organisation, there has to be ways of controlling and coordinating the activities of different individuals and dealing with unusual events (Fidler, 1997: 53). Therefore, the principal and the SMTs of schools have to keep effective systems in place for the proper management of the school. Principals of schools that are regularly producing poor grade 12 examination results have to look at the functionality of the existing management systems and if required, additional management systems have to be put in place for the effective management of the school to improve the academic standards.

It is a reality that, due to the unpleasant past of this country, the vast majority of the people were sidelined and were ignored. This legacy has created a tradition of resistance to education and lack of ownership for activities undertaken by many people in this country. Many schools in the previously disadvantaged communities are struggling to provide quality education to their learners as expected by the government. It could be true that many schools are poorly resourced in terms of the infrastructure as well as the other facilities. This lack of facilities coupled with a human resource that is unwilling or not committed to quality education makes the situation extremely difficult. Those schools in the previously disadvantaged communities continue to produce poor results. Lack of physical facilities and finance are the reasons for many people not to produce the best results. These problems coupled with socio-economic problems seriously affect the performance of most of the schools. Committed, dynamic and visionary leaders are needed to transform these schools into centres of excellence and to improve the academic performance of the learners in the matric examination.
Education has an important role to play in the transformation and development of a society as well as a nation. It signifies changes in the behaviour of individuals, change that is directed towards achieving goals. Education is a process of socialisation, preparing each individual to take an active place in the specific society in which he or she lives (McMannon, 1997: 5). In this regard the responsibility of secondary schools to provide quality education to the learners who are the future of a nation cannot be undermined. Schools are institutions where the formation of attitudes, values and behaviour are mostly shaped. Through education the values and culture of a society is also passed into the younger generations. For any culture to survive, it must be transmitted to the new generations. Therefore, it is through the formal education that this culture is transferred to the following generations and it is preserved. There is nothing sadder than a country that turns its back on its children, for in doing so it turns away from its own future. If schools are the neglected forges of our future, they are also the abandoned workshops of our democracy (Barber, 1997: 22). Societies with complex cultures have viewed formal education as a way to teach their core cultures to the learners. Apart from developing the culture, the education system has to produce qualified and skilled people for the economic growth and development of the society and the nation. Schools serve an economic function, preparing an adequate and dutiful workforce. That is, young people should have at least the language and mathematical skills necessary to proceed with a job and an understanding of what it means in respect and honesty to provide labour for another (Sizer, 1997: 37).

The purpose of education is to train individuals into self-sufficiency. Through education a child may grow up trained to accept the restraints of his or her peers, and to chose lines of thought and action based upon judgement rather than prejudice (Bhatt & Sharma, 1997: 38). Through the education of an individual he or she is educated for the benefit of the society. However, individuals are not capable of educating themselves but through the interaction of individuals in the society. Therefore the society has assumed that function for the individuals in order to see that they are educated for society rather than for themselves (Bhatt & Sharma, 1997: 14). Therefore the
educational institutions like the schools have a serious responsibility of providing quality education to all the learners in the school. To provide this quality education to all the learners, the school as an organisation should be managed properly and effectively by dynamic, visionary, committed and farsighted leaders. There is a need to look at the various aspects of managing a school as an organisation by the principal and the SMT of the school for improving the academic standards of learners in the matric examination. In this chapter a literature study is carried out to understand the various aspects of management and leadership needed for principals as well as the SMTs of schools to transform them into effective organisations where learners can attain high academic standards and perform very well in the matric examinations.

2.2 SCHOOL AS AN ORGANISATION

A school is an organisation in a changing and complicated social context, bounded with limited resources and involving multiple constituencies such as education authorities, school administrators, educators, learners, and the public (Cheng, 1996: 7). The purpose of schools should be to prepare an environment for learners to be ready to learn effectively and become successful citizens of tomorrow. Even after ten years of democracy, the education system of this country still has not reached its objectives in terms of providing quality education to all learners in the secondary schools. The poor performance of many state schools in the matric examination is an indication of the quality of education provided in those schools. Many schools are in the verge of closing down and educators are declared in excess or their services are to be terminated due to lack of learners in the schools. It seems that the parents are losing confidence in the public education system and they tend to depend more and more on the private schools or the former model C schools. The school governing bodies and the SMTs of schools have an enormous responsibility to run the schools in the most effective way as expected by the community and the various stakeholders of education. Every school has to be
run as a business organisation such that the school produces the top quality results every year in the external examination.

If the organisation wants to be market-driven, service-based, and profit-making, it would require an open, participative management style - one that would produce employee commitment (Goodstein & Burke, 1994: 479). Most of the schools have almost the same subjects taught at various grades. All schools offer a ‘standard product’ and competition is confined to the perceived quality of the educational process, as evidenced by inspection reports and examination and test results and to the ‘image’ presented to prospective clients (Bush, 1997: 7). The only way to present a positive image to the community is to produce high quality results at the end of every year in the external examination. The school needs to attract learners in an age of parental choice, so it needs to present itself favourably and as a school which meets the aspirations of the community it serves (Paisey, 1992:94). The stakeholders of education have a very serious, important and active role to play in turning around schools into excellent organisations. The school is an organisation; a system of interweaving parts, linking together in particular ways (Davidoff & Lazarus, 1997:5). Although schools are a particular kind of organisation - with particular goals and ways of pursuing those goals - they have features, which are common to all kinds of organisations (Davidoff & Lazarus, 1997: 17). The main goal of the school is to provide quality education to all the learners in the school. This can be done only with the participation of various stakeholders involved in the education process. There are different stakeholders involved in the education and the management of a school.

Educators, SMT, school governing body, public servants, Department of Education and mainly the learners are the most important stakeholders who could positively influence the quality of education provided in a school. All these stakeholders have to work most effectively and efficiently for the success of the school. If one of the factors is under performing it will seriously affect the unity and performance of the entire organisation. Any unhealthy or malfunctioning element will have a negative ripple effect throughout the
system (Davidoff & Lazarus, 1997: 17). Organisations are people not things (Paisey, 1992: 6). Therefore the efficiency and commitment towards the success of the organisation will differ from person to person. Members of the organisation have to interact with one another with a purpose to attain the goals that are set for the success of the school. The performance of an individual varies in response to the different internal and external circumstances, which arise in the course of time in the institution concerned (Paisey, 1992: 9). The success of an institution depends on the performance and commitment of the individuals involved in the development of the organisation. The quality of the results produced by the school in the external examination depends on the quality of teaching and learning process taking place in the classroom. For effective teaching and learning to take place a favourable atmosphere that is needed for the curriculum delivery should be created. There are various factors involved in the smooth and effective running of a school. Elements of the school as an organisation needs to be considered, include issues relating to the culture and identity of the school, strategy, structures and procedures, technical support, human resources, leadership and management, and contextual issues that relate to the school’s life (Davidoff & Lazarus, 1997: 69). The culture and identity of the school is affected and influenced by the society and the environment.

Schools are organisations that exist in the society. The school will be affected and influenced by the society, which it serves. The system theory views organisations as open systems in active exchange with their surrounding environment (French & Bell, 1995: 89). Every system has a boundary that separates it from its environment. The boundary delineates the system; what is inside the boundary is the system and what is outside the boundary is the environment (French & Bell, 1995: 90). Systems theories emphasize the unity and integrity of the organisation and focus on the interaction between component parts, and with the external environment (Bush, 1995: 33). Open systems have purpose and goals, the reason for their existence. It is important to note that these purposes must align with purposes or needs in the environment; for example, the organisation’s purpose will be reflected in its outputs, and if the environment does not want the outputs, the organisation
will cease to exist (French & Bell, 1995: 90). A school as an organisation cannot remain in isolation with its environment. It has to interact with the community and try to fulfil the aspirations of the society in which it exists. A school has to give quality education to all its learners and the learners should attain higher educational standards as a result of this education. If the schools constantly produce poor results, then the community doesn’t see any purpose for the existence of the particular school and they prefer other schools that are fulfilling their needs. Many schools in the previously disadvantaged communities are virtually empty as a result of their poor performance. Parents have little confidence in the service delivery of the school and select schools that are producing high quality results to educate their children. Therefore for the continued existence and development of the school, it must fulfil the requirements of the environment.

Open systems encourage interchanges with the environment, both responding to external influences and, in turn, seeking support for the objectives of the organisation. In education, open systems theory shows the relationship between the institution and external groups such as parents, employers and the local education authority. Most schools may also be regarded as open systems because of the constant interaction with the various groups and individuals in the neighbourhood (Bush, 1995: 34). Through the interaction with the environment, a school will be able to identify the expectations of the larger community and steer itself towards directions that are acceptable to the community. This interaction will also give the assistance and support needed from the various parties from the environment who have a keen interest in the affairs of the education of the learners at school. Schools have to compete for the learners and their income is tied closely to their levels of recruitment. To be attractive to potential parents, it is important to be responsive to their requirements. This can lead to permeable boundaries with parents and others influencing school policies and priorities (Bush, 1995: 35). Most of the independent schools are very successful for the reason that they are constantly satisfying the needs of the community they serve. They very often produce the top quality results in the external examinations. The learners attain very high educational standards and the
schools constantly attract more parents who are capable to meet the financial implications to their schools. In contrast many state schools, previously disadvantaged are struggling for existence as parents are removing their children from the schools. Schools have to respond positively to the demands of the environment and the requirements of the education department for their success and existence. Therefore the principals of the previously disadvantaged schools that are performing poorly in the external examinations have to look at the various problems surrounding the school as an organisation. They have to also look at the various needs of the environment and try to perform in a manner that will satisfy the community in which the school exists.

Open system planning entails scanning the environment to determine the demands and expectations of external organisations and stakeholders; developing scenarios of the possible future of the organisation, both realistic and ideal and developing action plans to ensure that a desirable future occurs (French & Bell, 1995: 93). Based on the needs of the community and the environment, the school can decide on the suitable curriculum or modify the existing curriculum to suit the needs of the society. In this era of science and technology, schools will have to provide a type of education that is competent enough for the learners to be successful persons of tomorrow. Effective schools will be producing the best quality results every year even with the limited resources that are available. School effectiveness is the capacity of the school to maximise school functions (Cheng, 1996: 13). An effective school will have suitable environment for effective teaching and learning and will be aiming to produce quality results for their learners every year.

2.2.1 School a learning organisation

A school is an organisation and every school should be turned around into a learning organisation. A learning organisation is an organisation, which facilitates the learning of all its members and continuously transforms itself (Dale, 1996: 22). Learning is a process by which individuals gain new
knowledge and insights and thereby modify their behaviour and actions. Similarly, organisational learning entails new insights and modified behaviour. Organisational learning occurs through shared insights, knowledge, and mental models. Change is blocked unless all of the major decision makers learn together, come to share beliefs and goals, and are committed to take the actions necessary for change (Stata, 1994: 356). The school as a learning organisation has to support and facilitate the learning process of all of its members, both learners and staff. The stakeholders of the school must have common goal and direction.

Organisations are an essential part of the way our society operates. Each organisation is unique. This uniqueness emanates from each organisation’s culture, which grows and changes during the life of the organisation. It is influenced by its original and developing purpose, the people in membership and those with influence on the organisation (Dale, 1996: 23). Therefore if each organisation is unique and has its own identity manifested in its culture, which develops and changes over time as a result of experience and influence, the organisation must be capable of learning (Dale, 1996: 24). An effective school will have a strong culture of teaching and learning whereas a dysfunctional school has no structures or systems in place for the management of the school. Learning is a purposeful activity aimed at the acquisition and development of skills and knowledge and their application. An organisation’s skills are found in its accepted behaviour patterns and its collective knowledge in its shared assumptions. The organisational attitude exists in the core values (Dale, 1996: 24). The success of an organisation depends on its values and vision that are shared by all members of the organisation.

Being a member of a learning organisation is not necessarily an easy role. In fact it can be distinctly uncomfortable depending on the individual’s views of the world (Dale, 1996: 27). People with a common vision will be working together tirelessly towards the attainment of the goals of the organisation. It could be a difficult process of journey as it may include certain changes in the attitude and behaviour in the part of the members of the staff. It could be
extremely difficult for educators of a school where, there is a total breakdown of the culture of teaching and learning, to change their attitude and behaviour into something that will enable the success and growth of the institution. Management systems that are effective should be put in place in schools to ensure quality curriculum delivery. These systems will ensure that members of the staff implement the schools programmes effectively for the development of the school.

Being part of a learning organisation involves living in a state in which questioning and change are normal (Dale, 1996: 28). Constructive criticisms aimed at improving the administration and the performance of the organisation are always needed for the growth of an organisation. However, managers of schools may not take these criticisms as an eye opener to change their behaviour pattern for the development of the school, but as personal criticism. Therefore many principals avoid the situations of constructive criticism for the development of the school and become very popular with the staff by not interfering with most of the works of the individuals.

Some managers of schools may want to make themselves popular among the staff as well as the school community. They may be doing it at the expense of the organisation and the development of the school may be at risk. If managers see themselves in terms of the popular image, it can be of little surprise to find them feeling disempowered and unable to achieve. The learning company philosophy provides a way of empowering oneself and others within the organisation (Dale, 1996: 30). Members of the staff can be empowered through various developmental programmes. One of the ways in which people can be empowered is by the formation of task teams for various purposes. Members of the group will be able to share their experiences and assist one another in the process. A learning organisation will have different groups working on different tasks. Separating the task and distributing its elements reduces the strain on the individual. It can also improve the quality of the process of work and the outcome achieved. A group working on a common problem can produce better solutions than one person working
alone. In a learning organisation, managers are not sole individuals. They act as reflective practitioners, complementing each other, moving between actions and thought as appropriate (Dale, 1996: 31).

Members of an organisation should be totally committed to attain the objectives of the task team through their hard work. Commitment and beliefs only become real when they are translated into the actions and approaches taken by the organisation’s managers and others with leadership or power roles. To become a learning company an organisation must be more than one with a policy. In an organisation striving to be a learning company, an individual manager can sabotage the intent by the attitudes and actions taken towards other staff. Being a developmental manager requires determination, commitment, effort and belief (Dale, 1996: 32). An effective manager will be determined and committed to improve the image of the institution through active participation of the stakeholders. The best known of the management style models are based on premises that every manager has two main concerns. Concern to

- achieve results (he or she is task oriented) and
- for relationship (he or she is people oriented) (Everard & Morris, 1996: 13).

Therefore in the pursuit of building a learning organisation, the manager will have to build up a good personal relationship with all the members of the staff for the total development of the institution.

Leaders of learning organisations will be constantly analysing the situations and developments around the organisations and will be aware of the expectations of the community. Effective leaders will be constantly interacting with the different stakeholders to evaluate and analyse the needs of the institution. They will be instrumental in planning the curriculum and development programmes to suit the needs of the community. Open system thinking is a requirement for creating learning organisations. Learning organisations are able to cope effectively with rapidly changing environmental demands (French & Bell, 1995: 93).
2.2.2 Management of the school

The role of an organisation in society is to coordinate the activities of individuals in the accomplishment of a larger purpose, one that individuals cannot achieve alone. The central problem of management, therefore, is to develop the commitment needed to obtain coordinated action and to hire and develop people with the skills needed to work cooperatively (Beer & Walton, 1994: 562). For schools under school based management, the ideal of running a school represents a group of shared expectations, beliefs and values of the school, guiding school members in educational activities and the direction of work (Cheng, 1996: 49). It is very common that every school may have few individuals who are not cooperating fully with the management of the school and may have different conflicting interests and the progress of the institution may be seriously affected. The management of professionals cannot be based simply on a bureaucratic structure but has to acknowledge the expertise of educators as individuals and as a group of staff within an institution (Bush, 1995: 11). To manage and bring together all these stakeholders into a common task for the success of the school requires talented, dedicated and determined leaders.

The requirements of effective organisation and management of the highly complicated and heterogeneous institution in these days of local school management - including the responsibility for the appointment of staff, human resource management, the planning, delivery and assessment of curricula, and the framing, administering and control of budgets involving very large amounts of public money - are so onerous and intricate that they almost always demand special training and qualification (Aspin, 1995; 49). The manager is an organiser, a director, and a controller of resources (Everard & Morris, 1996:111). Organisations need to be able to employ individual people who are accountable, and clearly accountable, for getting work done (Jaques, 1996: 183). All organisations, including educational ones, should be actively managed against goals; in other words, not only should there be a clear sense of the direction in which the organisation is being steered but also
markers where by we can assess progress (Everard & Morris, 1996: 137). The talent for good management is by definition in limited supply (Paisey, 1992:1). The majority of people at work would seem to need systematic opportunities for the development of natural talent where it exists or the generation of it where it does not (Davidoff & Lazarus, 1997: 2).

Induction programmes and capacity building workshops for newly appointed SMT members can positively influence and improve the management skills of the individuals. The management of a particular organisation must take into account all the behaviour, which characterises the group of people concerned. This includes behaviour, which is wanted, and that which is incidental or unexpected (Paisey, 1992:7). For proper and effective management of a school, the SMT should have a clear understanding of the behaviour pattern of the various stakeholders in the school. In order to understand the above, a study of the school as an organisation should be carried out. This study must focus not only on its internal aspect but also on its external aspect, which is the way that the organisation as a whole relates to and interacts with other organisations (Paisey, 1992: 9). This will enable and assist the SMT of the school to set up proper systems in place to assist and support the various individuals and stakeholders to align themselves towards the attainment of the goals of the school.

Proper systems and structures for the management of the school provide the necessary stability required for the existence as well as the success of the school. The degree of stability, which a school may achieve, depends partly on internal factors and partly on the degree of instability of each of the other organisations to which it can choose to relate (Paisey, 1992:9). But this stability does not mean that the school is not subjected to change or adjustments in its behaviour, governance, or management systems. As an organisation the school is subject to constant adjustment. This adjustment has to be done as a result of the movement of people in and out of the organisation regularly. For instance staff members of the school may leave the school due to promotion or resignation. New members may join the staff. The capacities of the staff who teach and organise successive generations of
learners entering the school each year vary in response to all kinds of constraints and demands levelled at the school from other bodies of one kind and another (Paisey, 1992: 10). Most of the schools may have to work under very serious conditions like financial constraints, parental demands, socio-economic problems, lack of resources, lack of discipline and so on. These limitations poses a serious challenge to many staff members and new methods may have to be adopted and the proper adjustments should be made to deal with the situation.

The responsibility of the senior management of the school is to study and understand the various demands and restrictions that are faced by the school and find innovative ways to address the above. The work of the head and the senior staff of a school are to accommodate internal and external variables as part of the management function (Paisey, 1992:10). One of the major problems that are faced by the SMTs of previously disadvantaged schools is the lack of finance for effective management of the school. This is created by the non-payment of school fees by the vast majority of the learners in the secondary schools. The problems that are faced by most of the previously disadvantaged schools include absenteeism of learners, hunger, lack of discipline, vandalism, and non culture of teaching and learning. The socio-economic conditions that prevail in most of the societies place so many challenges for the schools in the townships. Some of these problems are serious threats for the schools to function as an effective organisation.

Many interests outside the school are reaching into the organisation to influence the experiences, knowledge, values and sense of direction, which are being imparted to the learners (Paisey, 1992:10). Therefore the task of the senior management of the schools is to contain all these restrictions and yet to make the school to function most effectively. To function effectively the school needs harmony and common understanding among all the stakeholders of the school. The various stakeholders of the schools have to be linked and connected by means of common purpose and goals. This can be achieved only if all stakeholders of the school work as a team with a common vision. The school as an organisation is sometimes viewed as a very
large family. It's family aspects may be energetically promoted and tenaciously defended. In the family each member may have particular responsibilities (Paisey, 1992:21).

If each member of the school in his or her capacity as an educator, governor, manager or a learner play their role most effectively and to the fullest of their ability, then the school has to become one of the most successful ones in the area. In our attempts to build effective schools, we need to hold as our main concern the quality of education in the classrooms (Davidoff & Lazarus, 1997:6). Therefore the various stakeholders of education in schools should have a common purpose, that is to provide quality education to every one at the school. The important condition of organisation lies in the existence of common purpose (Paisey, 1992:33). In this regard the educators of a school have to play a vital role in the provision of quality education to the learners. The SMTs of schools are discharged with a responsibility to provide and create the necessary atmosphere needed for the provision of quality education. Vivid and strong organisational culture should be developed and shared by school members so that they are willing to share responsibility, work hard and be fully involved in school work for achieving their shared vision (Cheng, 1996: 49). A school with a culture of effective teaching and learning will obviously produce quality results at the end of every year. This culture can exist at the school only if all the members of the teaching staff are willing and have a common goal of achieving academic excellence. If we want our schools to take the initiative to provide high quality services to meet our multiple and complicated educational needs, then a strong organisational culture should be developed by school members for their schools (Cheng, 1996: 49). In a school where there is a need to provide competent teaching in a wide range of areas for a large number of pupils, the cooperative activity of many people is required (Paisey, 1992:33). Areas like the school management, discipline, effective curriculum delivery and planning, intervention programmes for improving the academic standards of learners in various subject areas and so on are some of the areas of cooperation required at school level. Educators who are teaching the same subjects can
assist one another in the teaching of the same subject rather than one person involved in the whole matter.

The cooperation and effective participation of all the stakeholders in the management of the education of the learners is extremely important to improve the quality of education provided in the schools. Every school has a responsibility to provide the best quality education to the learners who are sent to the school from the community. If the social responsibility of the school is not fulfilled effectively, the existence of the school becomes difficult. Parents will be taking their children to other successful and effective schools where their children can receive quality education. The task of the organisation may be understood in terms of the socially recognised reason for the organisation’s existence. The task is given to the organisation rather than created by it and is sanctioned in the legal, economic and fiscal policies of the community (Paisey, 1992:37). The task of a school as an organisation is to provide the best quality education to all the learners at the school. This will pave the way for the social development of the society through education.

Teaching is a highly autonomous and a loosely supervised profession. When performing their duties, educators are relatively autonomous and normally receiving a low degree of supervision from their principals. The staff may be, to a certain extent, self-managing at both the group and individual staff levels (Cheng, 1996: 75). The most important role players in the art of providing high quality education to the learners are the educators. The management of the school can assist the educators in this process a lot. The principal, school administrators, educators, and learners are the key actors in the education process. The principal and school administrators help school members to clarify the direction of education, provide the appropriate environment, technology and resources, and motivate them to teach, learn and develop (Cheng, 1996: 85). The educator in the classroom holds the key to success of the school and the learners. The quality of education provided and the results followed at the end of the year depends on the effort, commitment and determination of the educator in the classroom. The work of the school is to raise the educational standards of the whole population by an appreciable percentage. This means producing a higher average level of knowledge and
skills for personal, social and industrial use, more responsible conduct, and greater ability to adapt to changing conditions (Paisey, 1992:42). By producing skilled and responsible citizens the school will be assisting the society to find solutions to many serious problems that exist in the society. This will eventually lead the society and the nation into prosperity and growth.

School being an organisation need objectives to fulfil its tasks. An organisational or corporate objective is one which is agreed by two or more people who form the organisation and allow their conduct respectively to be governed by it until it has been achieved (Paisey, 1992:43). Organisational objectives define the destination of the organisation; they move forward as rapidly as they are approached or attained. In schools, it is necessary to take into account three categories of objectives, personal objectives; educational objectives; and resource objectives (Paisey, 1992:44). Educators, learners and the school governing bodies should have clear objectives. It is important for various individuals to have personal objectives. It is important that they should be able to modify them in the interest of themselves and the community as a whole (Paisey, 1992:45). Educators who are involved in the personal professional development are directly impacting on the development of the schools as well as the society. This will enable them to attain additional knowledge and skills needed to be competent to provide top quality education to the learners.

2.2.2.1 Management of the curriculum of the school

The leadership of the school is responsible for facilitating instructional activities and coordinating curriculum across the individual programme and school levels for ensuring congruence through defining the school mission and goals, managing the instructional programmes and promoting a positive school learning climate (Cheng, 1996: 156). The core business of a school as an organisation is the effective curriculum delivery. Teaching and learning are necessary if young people are to acquire personally enriching, economically necessary and socially desirable knowledge and skills. Sometimes learners
have to be required to work hard to acquire such knowledge and conform to such norms and conventions of conduct as are called for and appropriate in the hard work of study (Aspin, 1995: 47). Without the culture of effective teaching and learning the very existence of the school will be in serious situation. The staff of the school will be facing uncertainty in terms of their future in the institution as well as the future of many learners in the school. In our attempts to build effective schools, we need to hold as our main concern the quality of education in the classroom (Davidoff & Lazarus, 1997: 6). To provide quality education to the learners, the school should have a culture of effective teaching and learning. The learners who receive the education should have the necessary skills and knowledge to meet the challenges of tomorrow. The most essential needs of tomorrow’s citizens will be those core skills, which are of general application, like personal and interpersonal skills, problem solving, creativity, communication, and numeracy together with positive and flexible attitudes. Above all they will need the ability to learn, in order to cope better with unstructured situations (Everard & Morris, 1996: 173). To develop appropriate skills and values in the learners, the school should have an atmosphere that will assist effective teaching and learning.

A school must have a positive environment to facilitate the effective curriculum delivery and the development of skills and values in learners. Without a proper learning environment, effective curriculum delivery cannot take place. Positive managers will recognise that their role is to steer their school, or department on a positive course through the sea of change. Furthermore, they will need the support of the ‘stakeholders’ (Everard & Morris, 1996: 174). A positive environment is an inspiration for both learners and educators. In a negative environment, the school staff may be preoccupied by other issues like, lack of resources, lack of discipline from the part of the learners, and also an atmosphere of hopelessness will develop among both learners and the staff. No one is happy in an organisation, which has lost its sense of direction, and in which the constraints seems overbearing. Energy is directed against the constraints instead of towards a purpose (Everard & Morris, 1996: 174). Therefore the leaders are discharged with the responsibility of creating a healthy environment for effective teaching
and learning. The quality of results produced by schools can be improved only by effective curriculum delivery.

Managers of schools have to put in place effective management structures for the implementation and monitoring of the curriculum in the schools. Heads of departments should have proper instruments to evaluate the quality of teaching and the progression of the syllabus. Proper standardised evaluation programmes should be put in place to assess the level of achievement of learners in the different learning areas. A good principal knows that the observation of teaching is one of the most important responsibilities of the principal. Many principals do not observe educators at work with learners and those that do make as few as possible (Cooperman, 1996: 74). Classroom observation by the head of department is an integral part of the quality control at school level. Without class observation, the necessary assistance or developmental programmes cannot be designed for the educators in various subjects. The quality of results obtained by the learners cannot be improved without improving the quality of teaching of various subjects. Educators should have high expectations of their learners and constantly encourage them to reach high levels of academic achievements. In almost every effective school, educators who set and communicate high expectations to all their learners obtain greater academic performance than educators who set low expectations (Cooperman, 1996: 30). The academic performance of learners can be improved only by quality teaching. Motivating the learners regularly and making them to realise the need to reach higher academic levels to be competent in the world will enable them to obtain quality results. To assist the learners to obtain high quality results, the educators should have a plan for the completion of the syllabus. Proper pace setters should be used for the completion of the syllabus in time. Intervention strategies like revision and remedial programmes should be conducted and supervised on a regular basis. The SMTs of schools have to ensure that learners are provided with sufficient individual support at school level to improve their academic standards.
2.2.2.2 Management of the resources of the school

The resources that are available at a school can positively influence the quality of the education provided. Our ability to develop the curriculum in the way that we wish to achieve our objectives as a school will, of course, depend on the resources that are available to us. However, it is extremely important that we ensure that the tail does not wag the dog, that the content of the education that we offer is not determined by the resources most easily available to us, as opposed to by the needs of our learners (Everard & Morris, 1996: 196). Resources are everything at the school’s actual or potential disposal to enable it to reach its objectives (Paisey, 1992: 49). Resources like human resource, physical resource and financial resource are the most important items required for the provision of quality education. Access to and control of resources are of central concern to any organisation. In the school context these resources include finances, administrative equipment and materials, teaching equipment and materials and the school facilities themselves (Davidoff & Lazarus, 1997: 28). In many schools the management of the resources is an area of concern and the reason for conflict. The most important resource needed for the provision of quality education is the human resource.

Educators are invariably regarded as the prime resource in schools because of their central role in the teaching and learning process (Bush, 1997: 9). The quality of the results produced will depend on the motivation and commitment of the educators who are working in a school. The quality of their work, and their motivation to perform well are related directly to the nature of the human resource management process. Where staff management is skilled and sympathetic, a successful organisation is likely to result (Bush, 1997: 11). In a successful institution, the educators will be prepared to work beyond the normal required hours and will be using this extra time for preparation and marking of the learners books. A school, which has no skilled, committed, innovative and resourceful staff, cannot provide quality education to the learners and may not produce quality results in the external examination. Therefore one of the prerequisites for any school to become efficient and to
produce quality results is to have an efficient, dynamic, skilled, committed and knowledgeable human resource. Human resource management encompasses those activities designed to provide for and coordinate the human resources of an organisation. The human resources of an organisation represent one of its largest investments (Byars & Rue, 1997: 4). The forces at work are the power of human resources. The way people work, think, and believe dictates the direction and success of a firm (Ivancevich & Matteson, 1996: 3). Human resource functions refer to those tasks and duties performed in both large and small organisations to provide for and coordinate human resources. The major six functions of human resource management are:

- Human resource planning, recruitment, and selection
- Human resource development
- Compensation and benefits
- Safety and health
- Employee and labour relations

Human resource management involves the management of people with much diversity. Most managers in education are human resource managers. Their roles include ensuring that their institution competes successfully in the market place. This means not only performing their own role effectively, but also supporting others in carrying out what is required in their roles. They must be able to select, develop, motivate and provide support (Hall, 1997: 73). It has expanded and moved beyond mere administration of the traditional activities of employment, labour relations, compensation, and benefits. Today human resource management is much more integrated into both the management and the strategic planning process of the organisation. One of the reasons for this expanded role is that the organisational environment has become much more diverse and complex. Diversity in the workforce encompasses many different dimensions including sex, race, national origin, religion, age, and disability (Byars & Rue, 1996: 8). This poses new challenges to the management of the organisation. Managers of schools
should have exceptionally good leadership qualities to lead this type of staff effectively for the success of the institution.

It can be noticed that there is a breakdown of the management systems and a lack of the culture of teaching and learning in most of the schools that are performing poorly in the matric examination. Therefore, managers of such schools have to introduce proper strategies and systems at their schools to bring back the culture of teaching and learning. Appropriate intervention and development programmes should be introduced, implemented, and monitored to obtain the desired goals. An effective principal, who has a vision for the school will have regular educator development programmes to assist and develop his or her staff. To manage the human resource of a school is very challenging. Today’s organisations are undergoing many structural changes that present challenges for human resource managers. One of such changes is the rightsizing of the staff. It is the continuous and proactive assessment of mission-critical work and its staffing requirements (Byars & Rue, 1996: 11). This process affects many schools every year due to the decrease in the number of learners in the school. Most seriously affected schools are the previously disadvantaged schools. Schools that are continuously producing poor quality results have to reduce the size of the staff every year.

Therefore the principal should be instrumental in selecting the most suitable educator to teach a particular subject to the learners in different grades. Appointment of educators with the right subject combination and commitment should be carefully selected to teach the various subjects. The hiring of an educator is not a casual process. A good principal will take this as one of his / her most serious responsibilities. A poor hire will only cause problems for the principal and especially for the learners. A good hire will result in a tremendous learning experience for the learners (Cooperman, 1996: 71). The quality of the education given at the school and the quality of the results produced depend on the ability, qualifications, commitment and knowledge of the educators involved in the education process. There are so many schools with educators under qualified or unqualified to teach various subjects to the learners. Educators who are not qualified to teach in upper grades are even
tasked to teach various subjects in higher grades. This will inevitably affect the type of knowledge passed into the learners and the quality of results produced. There are schools where learners are taught by educators who either have no relevant qualifications in the subject which they are teaching or are unqualified, but are teaching learners even up to the matric level. In some schools, although the educators have all the necessary qualifications to teach, they show no commitment towards their profession, for a variety of reasons. This leads into a situation where there will be a break down of the culture of teaching and learning. Managers with good leadership qualities and a vision for their organisation can turn those previously disadvantaged schools that are consistently producing poor results into learning organisations. If a school hasn’t got a group of people who are committed, qualified and totally dedicated to their profession, then the quality of education given to the learners will be of no standard at all. The South Africa survey of 1997 / 98 shows that, in 1995, 8% of educators in six provinces were unqualified, they had no teaching qualification, although they might have had other qualifications (Sidiropoulos, Anthea, Forgey, Chipps, Corrigan, Mophuthing, Helman and Dimant, 1997 / 98: 118). Some 27% of educators were considered under qualified (less than matric and a three-year teaching qualification), while 65% were fully qualified. The following Table 2.1 provides a breakdown of the proportion of qualified, under qualified, and unqualified educators in six of the provinces in 1995.
Table 2.1
Educator qualification by province: 1995

<table>
<thead>
<tr>
<th>Province</th>
<th>Proportion of teachers unqualified</th>
<th>Proportion of teachers underqualified</th>
<th>Proportion of teachers qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public schools</td>
<td>9.4%</td>
<td>40.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Independent schools</td>
<td>22.2%</td>
<td>15.0%</td>
<td>62.8%</td>
</tr>
<tr>
<td>Gauteng</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public schools</td>
<td>3.7%</td>
<td>18.9%</td>
<td>77.4%</td>
</tr>
<tr>
<td>Independent schools</td>
<td>21.5%</td>
<td>6.7%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public schools</td>
<td>14.2%</td>
<td>23.2%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Independent schools</td>
<td>11.7%</td>
<td>4.0%</td>
<td>84.2%</td>
</tr>
<tr>
<td>North West</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public schools</td>
<td>12.5%</td>
<td>33.7%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Independent schools</td>
<td>14.1%</td>
<td>18.4%</td>
<td>6.75%</td>
</tr>
<tr>
<td>Northern Cape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public schools</td>
<td>12.5%</td>
<td>22.6%</td>
<td>64.9%</td>
</tr>
<tr>
<td>Independent schools</td>
<td>32.7%</td>
<td>5.1%</td>
<td>62.2%</td>
</tr>
<tr>
<td>Limpopo Province</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public schools</td>
<td>4.1%</td>
<td>28.5%</td>
<td>67.5%</td>
</tr>
<tr>
<td>Independent schools</td>
<td>22.3%</td>
<td>10.7%</td>
<td>67.0%</td>
</tr>
</tbody>
</table>

- Information on the other provinces was not available.

Source: South Africa Survey 1997/98
It is obvious from the above information that there are still unqualified or underqualified educators teaching in some schools. Under these conditions no school can produce quality results in the external examination. The management of the school has a responsibility to select excellent, properly qualified and capable educators who can assist them in transforming the schools into learning organisations. The human resource that is available is the most important resource that can be used to produce quality results in a school.

The graph below shows the proportion of qualified educators in public schools in six provinces in 1995 (South Africa Survey, 1997/98: 120).

The above graph shows that only one province, Gauteng has almost 80% of its educators qualified, while other provinces have almost half of their educators either underqualified or unqualified. The effect of the unqualified educators will be reflected every year in the matric examination results. Without getting the proper staff for the curriculum delivery it is almost impossible or extremely difficult to improve the quality of results in the
Managers of schools are discharged with a serious responsibility of selecting and appointing educators with appropriate qualification and the proper commitment to provide quality education at schools. They have also a responsibility to assist the existing staff to improve and develop their knowledge and qualifications to be competent in the current educational situation.

The long-term success of any organisation ultimately depends on having the right people in the right jobs at the right time. Organisational objectives and the strategies for achieving those objectives are meaningful only when people with the appropriate talents, skills, and desire are available to carry out those strategies (Byars & Rue, 1996: 116). An effective principal will have proper planning to get the right people who will have commitment and qualifications to reach the organisational goals. Strategic business planning seeks to identify various factors critical to the success of the organisation. It also focuses on how the organisation can become better positioned and equipped to compete in its industry. Human resource planning contributes significantly to the strategic management process by providing the means to accomplish the outcomes desired from the planning process (Byars & Rue, 1996: 117).

Human resource planning is one of the most serious responsibilities of the management of the school. If an organisation has been effective in recruiting and selecting employees in the past, one of the best sources of talent is its own employees (Byars & Rues, 1996: 141). If a school can get talented, committed educators from within the school to fill the promotional posts, it will increase the confidence, morale and commitment of the educators. This will give the staff a feeling that their positive contribution towards building an effective school is being recognised and rewarded by the management of the school. Educators who are given the promotional posts from within have a shared vision for the school and will be working in effective teams towards the attainment of the goals of the school. An effective principal will have proper human resource development plans to be implemented regularly.
Staff development programmes must be developed around the particular needs of the individual staff and school situation and should be linked to the vision of the school (Davidoff & Lazarus, 1997: 137). The development of the institution primarily depends on the development and the empowerment of the individuals in the school. Empowerment of employees and self-managed work teams are two specific management approaches that are having a significant impact on today’s human resource managers. Empowerment is a form of decentralisation that involves giving subordinates substantial authority to make decisions (Byars & Rue, 1997: 12). Giving subordinates substantial power will show the confidence and trust that the leader has in the ability of the members of the management team. This will encourage the members to accept personal responsibility in the management and leadership of the school. This way a leader will be building up an effective and responsible management team for the school.

If schools can honestly and effectively implement the new Integrated Quality Management system that has been introduced recently, it can positively influence the development of the schools and the quality of results produced. Other developmental programmes that are offered by the non-governmental organisations can also be effectively used for the empowerment of educators at schools. Particular attention should be also given for the development of skills and attitudes of the SMTs of schools for effective management and team effectiveness. Management development is concerned with developing the experience, attitudes, and skills necessary to become or remain an effective manager (Byars & Rue, 1996: 228). These types of developmental programmes are essential for the newly appointed SMT members of a school for effective management of the school.

The effective management of the school also involve the capability to manage conflicts effectively. Since organisations are people, the daily interactions of the people will bring about conflicts in various aspects. The ability to handle conflicts is a key factor in managerial success. Whenever we wish to make changes, there is potential for conflict. Conflict is the sense of an honest difference of opinion resulting from the availability of two or more alternative
courses of action is not only unfavourable but also a valuable part of life. The absence of conflict may indicate abdication of responsibility, lack of interest or lazy thinking (Everard & Morris, 1996: 88). Most conflicts have both rational and emotional components and lie somewhere along a spectrum between genuine conflict of interest on the one hand and personality clashes on the other. Conflicts become a dangerous and disruptive force whenever personal ‘glory’ is staked on the outcome (Everard & Morris, 1996: 89). Managers of schools need sufficient experience, skill and diplomacy to manage all the conflicts that come up in the schools. Most of the schools in the previously disadvantaged communities are potential places of conflicts due to many reasons. If we are to be effective managers of the conflict to which we are a party, and of conflicts between other members of staff, we need to develop certain attitudes and skills. The only way to develop these is by self-control and practice (Everard & Morris, 1996: 97).

Another resource that is needed for the provision of quality education is, physical resources. The availability of physical resources for the provision of quality education is directly linked to the availability of finance. Obtaining adequate finance for the provision of quality education is a major problem faced by most of the schools. The management of the school finance most effectively for the provision of quality education of the learners is a very important management aspect of the school principals. Although the school governing bodies are responsible for the management of the school fund, the role of the principal cannot be ignored or undermined. As far as educational establishments are concerned, the prime concern is how we share limited finance between the human and material, in order to achieve our goals more effectively (Everard & Morris, 1996: 197). Most of the schools are working under very serious financial difficulties and sometimes have to make compromises in certain areas without making any concessions in the quality of education of the learners. Since school resources are often very limited and not sufficient to support achievement of all school goals at the same time, the school has to develop different priorities for goals to be pursued according to the strengths of the pressures in a given time frame (Cheng, 1996: 158). A school has enormous needs and to fulfil these needs it must have sufficient
finance. To generate additional funds for the school, very often it has to depend on external stakeholders. For the maintenance of a high level of education, the school is dependent on the moral and financial support of external stakeholders. Therefore, the school principal must actively draw the external stakeholders into the school’s activities and encourage the support of these activities (Bisschoff, 1997: 102). The finance generated through various activities should be managed properly for the curriculum delivery of high quality. An effective principal will be taking a very serious role in directing the school governing bodies in the proper directions in the handling of the finance of the school. Most of the schools are mainly dependent on the government for the provision of finances and other material resources. Therefore the schools have to generate additional funds to meet the other educational needs of the school. Handling of the finance of the school requires proper, accepted systems and standards. The school funds should be used only for the educational needs of the learners such as to obtain additional school facilities to enhance the quality of education.

The availability of sufficient school facilities positively influence the quality of education provided in a school. Many schools in the previously disadvantaged communities have only the minimum basic requirements to run a school. There are still so many schools that have not even the basic physical facilities required for effective teaching and learning. With no additional facilities that are essential for the provision of quality education, schools are struggling to keep up the standards of education. Excellent school facilities and dedicated educators are the basic ingredients of a good educational programme. The importance of skilful educator cannot be overstated. On the other hand, a skilful educator working in a well-designed and highly functional school building supplied with a wide array of electronic and visual teaching aids, can achieve a level of instructional effectiveness that far exceeds what is possible when the necessary “things of education” are not provided (Castaldi, 1994: 3). The physical facilities like the media centre, laboratories, computer centre, and specialist rooms are the basic facilities that enhance the quality of education provided at the school. A media centre can be used to create learning situations that cannot be otherwise accomplished. A media centre
can make learning more effective by increasing the realism, the dynamics, and the emotionalism of information; it can increase the motivation to learn. A media centre can allow a learner to work under many situations without educator guidance or supervision, freeing the educator for individual assistance. A media centre is the central agency for disseminating information among people. It should represent a place where both learners and educators are helped. It not only serves the curriculum needs of learners but it also provides materials for the professional growth of educators. A media centre serves as a material centre and study laboratory for all learners and for educators as well. The resources are the basic tools needed for the purposes of effective teaching and learning. According to the South African Survey (1997/98: 151), less than 50% (Table 2.2) of all primary schools had media centres, while provinces like, the free State, Gauteng, the Northern Cape and the Western Cape, have more the 50% of the secondary schools have media centres. The table below shows the proportion of schools with media centres in the provinces in 1996.

Table 2.2
Proportions of schools with media centres: 1996

<table>
<thead>
<tr>
<th>Province</th>
<th>Primary schools</th>
<th>Secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape</td>
<td>4%</td>
<td>26%</td>
</tr>
<tr>
<td>Free State</td>
<td>4%</td>
<td>68%</td>
</tr>
<tr>
<td>Gauteng</td>
<td>34%</td>
<td>71%</td>
</tr>
<tr>
<td>KwaZulu - Natal</td>
<td>12%</td>
<td>30%</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>8%</td>
<td>40%</td>
</tr>
<tr>
<td>North West</td>
<td>6%</td>
<td>47%</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>23%</td>
<td>74%</td>
</tr>
<tr>
<td>Limpopo Province</td>
<td>2%</td>
<td>10%</td>
</tr>
<tr>
<td>Western Cape</td>
<td>42%</td>
<td>86%</td>
</tr>
</tbody>
</table>

Source: South Africa Survey 1997/98
It is evident from the above table that many schools in South Africa do not have necessary media centres for effective teaching and learning. The availability of other facilities like the laboratories and the computer centres will enhance the quality of education as well as the quality of results.

Although getting additional physical facilities for the school is beyond the control of the principal of the school, the existing facilities can be effectively utilised and quality results can be produced. The existing facilities can be maintained, protected, and made more attractive for both educators and learners. While many schools are struggling to obtain the necessary infrastructure and the facilities, schools that have the facilities are not effectively utilising them for effective curriculum delivery. In many schools that are mainly in the previously disadvantaged communities, there are facilities like the laboratories and the libraries. But they are just the physical structures with no equipments or resources inside. Library buildings standing with empty shelves or sometimes even no shelves and laboratories without any equipments or chemicals are reminiscences of the vandalism and neglect of such facilities for many years. Maintaining and improving such facilities for the educational needs of the school is the responsibility of the management of the school. Maintaining the educational efficiency and the aesthetic attractiveness of school buildings concerns both educators and education department (Castaldi, 1994: 4). Attractive buildings and classrooms improve the image of the school and project a positive invitational school environment for the learners and educators. The school building enhances the community image in two ways - through its contribution to the educational programme and through its visual appeal (Castaldi, 1994: 157). An attractive school building will improve the standard of teaching and learning in the classrooms and improves the quality of results produced every year. Using the minimum facilities available, a positive teaching and learning atmosphere can be created.

An innovative principal will have to look for other ways to resolve the issues that are created by the unavailability of the physical facilities. Many schools do not have proper laboratories and media centre. But efficient and innovative
principals can make arrangements with neighbouring resourced schools to utilise such facilities for the provision of quality education for their learners. Learners can be taken to schools with more facilities and carry out the much needed experiment and the learners will be getting exposure to working in a laboratory situation. Innovative managers can provide mini libraries and laboratories at schools for effective teaching and learning. Using micro chemical kits, learners can conduct most of the experiments at the classroom level.

The availability of the learner furniture and the school furniture for the educational needs of a school for the provision of quality education cannot be ignored. There are many schools in the previously disadvantaged communities without sufficient learner furniture. This situation is a result of overcrowding and constant, deliberate vandalism of the school property. Many learners do not have the feeling of ownership of the school property. This can be visible in any school where damaged tables and chairs are piled up on a daily basis. The responsibility of the management of the school to instil a sense of ownership and pride in looking after the property of the school is once again highlighted. Lack of supervision and systems to control and monitor the behaviour of the learners during school hours is the root cause of the major material damages to the school. Lack of shared vision and purpose for the individuals as well as for the school is visible in the destruction of the school property. Therefore, schools need the effective management and strong leadership of principals to bring a culture of looking after and maintaining the resources of the school for quality curriculum delivery. A school that cannot look after the existing facilities is incapable of getting additional facilities and resources to enhance the quality of education.

2.3 ORGANISATION DEVELOPMENT

Organisation development is about people and organisations and people in organisations and how they function (French & Bell, 1995: 2). Organisation development helps leaders address and enhance change from the
perspective that change is an opportunity not a threat (French & Bell, 1995: 3). For the transformation and development of any organisation, planned and systematic intervention programmes should be implemented. These intervention programmes and strategies will be different from the existing systems already in place, as it has not brought out the desired outcomes. Organisation development is a process of planned system change that attempts to make organisations better able to attain their short- and long-term objectives (French, Bell and Zawacki, 1994: 7). It consists of intervention techniques, theories, principles, and values that show how to take charge of planned change efforts and achieve success (French, et al. 1994: 10). Organisation development is the applied behavioural science discipline dedicated to improving organisations and the people in them through the use of the theory and practice of planned change (French & Bell, 1995: XI). The development of the organisation cannot be achieved without developing the individuals who are part of the organisation. Therefore managers of schools have to include professional development plans for the educators of the school in the whole school development plan. Professional development of the educators of a school will eventually improve the academic standards of the school and learners will be obtaining high quality results in the external examinations. Without professional development and enthusiastic involvement of educators and administrators, a school cannot be developed and improved continuously and the learners cannot have rich learning life (Cheng, 1996: 53). Effective principals will have proper staff development programmes in different areas like, classroom management, in-service programmes, assessment and evaluation and so on will be included in the year plan of the school.

Staff development programmes aim to provide some systematic activities and opportunities to develop individual staff and groups, consequently the school as a whole become more effective in achieving the expected school goals and developing new goals for the future (Cheng, 1996: 142). Ongoing staff development programmes will improve the quality of teaching and learning and this will eventually take the institution to high levels of academic excellence. As educational leaders, the school leader encourage professional
development and teaching improvement, diagnose educational problems, and give professional opinions and guidance to school instructional matters (Cheng, 1996: 121). Providing support and responsibility for people to fulfil tasks, which interest and excite them is important in building healthy organisational life (Davidoff & Lazarus, 1997: 165). Only targeting the learners and ignoring the professional development of the educators cannot improve the academic standards of a school. The educators are the most important role players in the education process. Educators are one of the major role players in the school who can take the school in the desired directions. In a continuously expanding modern world, the role of the school is changing and educators need to expand their knowledge domain and develop a variety of new competence to keep pace in their teaching (Cheng, 1996: 128). To develop the new competence, educators have to continuously engage in developmental programmes and in-service courses. The management of the school therefore has to support and encourage educators to expand their knowledge and acquire new skills for effective, quality teaching and learning to take place at schools. Academic excellence can be achieved only through effective teaching and learning. For effective teaching, the school needs committed, able and educated people.

Any organisation development programme involves taking the organisation in a particular direction. Education change leaders need to seek leadership positions with the mission of determining education’s direction and pace (Dunklee, 2000: 147). Effective leaders of schools will have a vision for the school. Engaging in an organisational development process means deciding to choose a conscious direction for the school - one that will most likely enable the school to become more effective in its focus, orientation and purpose (Davidoff & Lazarus, 1997: 38). Lack of direction and effective leadership is seriously affecting the development and academic performance of learners in many previously disadvantaged secondary schools in the country. Many schools are continuously producing extremely poor results in the external examinations.
Schools in the previously disadvantaged communities are faced with problems that seriously affect the development of the institution. Many of these problems are the results of serious social problems existing in the society. The environment in which most of the schools operate poses serious threats for the existence and the growth of the schools. Organisations face multiple challenges and threats today - threats to effectiveness, efficiency, and profitability; challenges from turbulent environments, increased competition, and changing customer demands; and the constant challenge to maintain congruence among organisational dimensions such as strategies, culture and processes. Individuals in organisations likewise face multiple challenges - finding satisfaction in and through work, fighting obsolescence of one’s knowledge and skills, finding dignity and purpose in pursuit of organisational goals, and achieving human connectedness and community in the workplace (French & Bell, 1995: XI). Educators in the previously disadvantaged schools have to overcome many serious challenges before the schools can be transformed into centres of excellence. Lack of proper physical facilities is one of the most serious problems that blocks the progress of schools. Lack of direction and strong leadership in many schools frustrates educators and parents. In many schools strong systems and strategies must be put in place for the development of the school and its individuals.

Organisational development is a process for teaching people how to solve problems, take advantage of opportunities, and learn how to do that better and better over time (French & Bell, 1995: XII). To teach people how to make use of the opportunities and do things in a better way needs strong, committed and visionary leadership in every institution. This requires proper planning and commitment from every member of the organisation. Organisation development is a planned, systematic process in which applied behavioural principles and practices are introduced into ongoing organisations toward the goal of increasing individual and organisational effectiveness (French and Bell, 1995: 1). But for a planned change, an organisation requires dedicated, committed and hardworking individuals. Planned change involves common sense, hard work applied diligently over time, a systematic, goal-oriented approach, and valid knowledge about organisational dynamics and
how to change them (French & Bell, 1995: 2). Organisation development deals with “people problems” in organisations. Examples would be the following. Poor morale, low productivity, poor quality, interpersonal conflict, inter-group conflict, unclear goals, inappropriate leadership styles, poor team performance, inappropriate organisation structure, poorly designed tasks, insufficient attention, environmental demands and the like (French & Bell, 1995: 3).

The development of an organisation is not only possible but also a necessary aspect of integrated school life. The importance of schools engaging in organisation development process is underlined by our understanding of process of change (Davidoff & Lazarus, 1997:35). In the previously disadvantaged schools there are some traditions that require change for the provision of quality education for all the learners. Some of the areas that need changes for the improvement of schools are as follows. It is a practice among some of the township schools to allow learners to go for one-hour lunch break every day. But very often a large number of learners use this as an opportunity not to come back to school. Managers of those schools have to carefully plan a systematic way of marketing the idea of cancelling the long break and replace it with two short breaks. Most of the educators may tend to resist this change as it may delimit their movement during break times. Other areas that need change are late coming of learners, classroom attendance by educators, completion of the work programmes on time, and so on.

Organisational development is all about change (French & Bell, 1995: 3). School as an organisation exists in a very competitive world. The changing educational environment, the diverse educational needs of learners, the high expectations from the public and policy reports strongly demand educational change, not only at the education system level, but also at the school-based level in many countries (Cheng, 1996: 147). Many schools in the previously disadvantaged communities are offering a curriculum where the learners have to learn three languages and three content subjects. This will limit the range of the learners to make a choice for his / her career after the secondary school education. In this era of science and technology, learners have to get at least
the basic knowledge of how they can adapt themselves into the world. Basic computer knowledge is a necessity in the modern world. Therefore there is a need for those schools that are giving more attention to a curriculum that is mostly dominated by the languages, to revise and streamline the curriculum to suit the needs of the community. The school has to change and develop the curriculum continuously to satisfy the rapidly growing needs of education. Therefore, school change is an inevitable trend all over the world (Cheng, 1996: 157). Parents have a choice to select the best schools for their children. The competition for the existence of schools is intensifying every year. Independent schools and the section 21 schools, which are self-managing, are doing everything possible to keep up the good standards of education in their schools. As the competition intensifies, the school that is performing poorly will also be forced to make necessary changes in their tradition and strategies. But these changes may face serious obstacles. One obstacle is the inertia of old ways. Entrenched skills, staff, relationships, roles, and structures work together in a high-fit system to reinforce traditional patterns of behaviour. Powerful stakeholders, such as unions, management, or customers may support the status quo (Beer and Walton, 1994: 566). In such situations the senior management of the school has a responsibility to make sure that every stakeholder in the education process is involved in the transformation process of the institution. Participation of all the stakeholders in the development and transformation process will reinforce the commitment of every person in the institution. Any transformation process or developmental programme imposed on the staff may not succeed, as the vast majority of the staff members do not own them. Efforts to impose innovations from the top are likely to fail (Beer and Walton, 1994: 571).

Organisation development is planned change in an organisational context (French & Bell, 1995: 81). Participation educates employees about the need for changes and the logic behind new arrangements, puts employees in touch with the realities of the competitive environment and facilitates the development of trust and human skills that will be needed in the adaptive organisation being developed (Beer and Walton, 1994: 567). Getting people to want to change, to believe change is necessary and to commit to
abandoning the status quo for an uncertain future is the first step (French & Bell, 1995: 132). Any challenged institution or establishment will usually resist change. The status quo will have many defenders, even though its deficiencies are obvious and glaring. It will not change voluntarily because the key players have a lot at stake in continuing things just the way they are (Cooperman, 1996: 142). In some of the previously disadvantaged schools non-attendance of the classes by the educators is a major problem. If not closely supervised, some may not even bother to honour their responsibilities. It is still a practice in some schools to have one-hour lunch break. But very often many learners use this an opportunity to run away from school and do not come back for the afternoon lessons. People who are still supporting this idea of long break feel that the learners can go home and have lunch at home since they have no money to buy food at school. However if learners are given two short breaks in a day rather than one long break, the responsibility of the educators increase and they have to supervise the learners during break times also. Educator’s comfort is affected and they cannot have their normal long leisure time as usual. Therefore they resist any change to the existing system and gather and may mobilise the learners against the change.

We need to build a school environment, which is supportive of change - for the individual educators, as well as for the school as an organisational whole. To have this environment a dynamic and effective principal of the school will have some proper plans and strategies to address the issues that resist the change. This means that the school needs to be a learning organisation - an organisation that is constantly and systematically reflecting on its own practice, and making appropriate adjustments and changes as a result of new insights gained through that reflection (Davidoff & Lazarus, 1997: 35). During periods of change, human resistance frequently becomes magnified or intensified. Security is a basic human need, and organisational changes tend to create a sense of insecurity by replacing the known with the unknown (Dunklee, 2000:144). Therefore for any anticipated change, first of all, the people who are going to be affected by the change should be addressed and all the circumstances surrounding to the much-needed change should be explained and explored.
During the time of transformation of schools into effective institutions, it could be possible that some of the teaching staff may have to be redeployed and new staff members with specialisation in different learning areas should be brought into. This process creates a certain degree of concern and uncertainty in the minds of the educators. If the majority of educators teaching in a secondary school have only qualifications to teach in a primary school, then the quality of results produced every year will be a reflection of the same. Under the circumstances the management has to rationalise the staff in order to have the desired change and development for the school. But educators need the assurance that although they have to be removed from the present place of work it will not affect their job with the Department of Education in a primary school where they will be more comfortable and effective. Making the unknown known and completely unveiling the rationale behind the proposed change are the keys to reducing resistance. So, even though managers may honestly want to address existing problems, not only do they need help in knowing how to improve their organisation, they first need help identifying exactly what the problems are (Dunklee, 2000:145). Change affect the lives of the members of the organisation. Many schools are still offering a combination of six subjects that includes three languages at grade 12 level. Schools should review their curriculum and offer subjects combinations that are more job market related. Therefore, schools are expected to design a curriculum that will assist the learners to acquire the necessary skills and knowledge needed for the job market. Organisation development involves change, and it rests on a particular strategy of changing that has implications for practitioners and organisation members (French & Bell, 1995: 102). Farsighted leaders will make themselves a catalyst for the necessary changes required for the development of every organisation. They will be able to share their views of reform and possible changes required for the institution with the various stakeholders and implement the positive changes for the benefit of the institution. One of the ways people successfully adapt to change is through active involvement in the process (Dunklee, 2000: 146). With the necessary changes organisations are being reinvented; work tasks are being reengineered; the rules of the market place are being rewritten; the fundamental nature of organisations is changing (French & Bell, 1995:4).
Schools that are constantly producing poor results every year are under pressure from various factors for necessary changes. First of all the community which it serves demands changes in the administration strategies and the performance of the school. If there is no immediate improvement in the academic standards of the learners then, the very same existence of the school will be in a serious position. Parents will be withdrawing their children from such institutions. Therefore the school management and the staff are under constant pressure from the parents and the Department of Education for immediate changes required for the revival of the institution. Organisations tend to change primarily because of external pressure, rather than an internal desire or need to change (Goodstein & Burke, 1994: 473). When an organisation like a school is on the brink of collapse it has to implement necessary changes for the transformation of itself into a successful institution. Many schools in the townships are on the verge of closing down due to various reasons. The performance of those schools in the matric examinations are not impressive and the parents decides to take their children elsewhere. We are concerned with transformation when an organisation faces the need to survive and must do things differently to continue to exist (Goodstein & Burke, 1994: 474). When any part of a social system becomes aware that its interests are not being served by those in control of the system, the coercive power of those in control can be challenged. If the minority is committed to power- coercive strategies, or are aware of no alternatives to such strategies, how can they make headway against existing power relations with the system (Beckhard, 1994:127). This type of administration leads into conflicts within the institution and the majority of the members who want to transform the institution look for outside intervention for the transformation of the school. The Department of Education used to establish education action zones to intervene at schools, which were producing extremely poor results in the matric examination. Such interventions were meaningful and produced better results in those schools.

Two basic assumptions about individuals in organisations pervade organisation development. The first assumption is that most individuals have drives toward personal growth and development if provided an environment
that is both supportive and challenging. Most people want to develop their potential. The second assumption is that most people desire to make, and are capable of making a higher level of contribution to the attainment of organisation goals than most organisational environments permits (French & Bell, 1995: 75). Therefore, the managers of schools have to give enough opportunities for the staff and the other stakeholders for their personal growth. The formal leader cannot perform all the leadership and maintenance functions required for a group to optimise its effectiveness. Hence, group members should assist the leader in performing the multiple roles required for group effectiveness (French & Bell, 1995: 75). In every school, there is school management team that can be effectively used for the development of the school. If principals have to keep all the functions and power to himself or herself, then the idea of the team becomes meaningless. Principals of effective schools delegate management responsibilities to the members of the SMT for effective implementation and supervision. A school with two deputy principals can have one of them for administration and the other for curriculum management. Members of the SMT can also be used in other areas like disciplinary committee, finance committee, ground duty, maintenance and so on. This shows the confidence and trust of the manager in every member of the SMT. This will give an opportunity to develop and train future leaders in education.

Organisational development interventions tend to focus on real problems rather than an abstract problem (French & Bell, 1995: 128). Before any intervention programme is introduced for the development of the school, the problems that exist in the institution that are a real threat for the growth and existence should be identified. Schools that are continuously producing extremely poor results have to identify the root cause of this poor performance. Lack of experience or expertise knowledge in the subject area, non-completion of the syllabus, inadequate revision programmes or insufficient human resources, breakdown of the culture of teaching and learning, and lack of discipline are some of the problems that could exist in the schools. Once these problems are identified, possible strategies and intervention programmes could be introduced. Developing the skill and
knowledge to solve real problems as they arise in their “natural state” means that the educational problem of “transfer of learning” from one situation to another is minimised. Action programmes in organisation development are closely linked with explicit goals and objectives (French & Bell, 1995: 129).

A fundamental belief in organisation development is that work teams are the building blocks of organisations. Teams must manage their culture, processes, systems, and relationships if they are to be effective. Teams and teamwork are part of the foundation of organisation development. Effective teams produce results far in excess of the performance of unrelated individuals. Individual behaviour is rooted in the socio-cultural norms and values of the work team (French & Bell, 1995: 97). Every school has to concentrate on effective teams that can function as support structures for the management teams in the schools. If the teams, as a team, change those norms and values, the effects on individual behaviour are immediate and lasting (French & Bell, 1995: 98). Some schools have established different school based teams with the intention of improving the development and the image of the school. Some of them are, resource management team, effective teaching team, governance team, team building team and so on. Effective teaching team decides that every educator has to come to school in time and attend their classes at the allocated time. With assistance of these teams the late coming of educators can be addressed very easily without the major intervention of the senior management of the school. Similarly, the team building teams will be looking at ways and means to build up effective teams at the school. Team-building activities are now a way of life for many organisations (French & Bell, 1995: 98). A team is a small group of people who recognise the need for constructive conflict when working together in order for them to make, implement and support workable decisions. Effective teams are described as having defined tasks, inclusive processes, deep commitment, and collective expertise (O'Neill, 1997: 79). Every team has a particular task to fulfil. Therefore without proper planning and commitment these tasks cannot be achieved. In a school situation it is possible that educators may have to serve in different teams with different tasks and expectations.
Teams and work groups are considered to be the fundamental units of organisations and also key leverage points for improving the functions of the organisation (French & Bell, 1995: 168). The principal of a school plays a key role in making the best choices of whom to bring together to make what happen for the good of the organisation. He/she has to ensure that these groups work effectively and collaborate with one another ‘synergistically’ to achieve the task of the organisation. Synergistically means that they enhance one another’s contribution, so that the whole is greater than the sum of the parts (Everard & Morris, 1996: 156). An effective team should have a common purpose and the members of the team will have to work effectively to achieve the goals. Every school has working teams like the learning support material committee, school support committee, school development committee, disciplinary committee, school safety committee, fund raising committee and so on. These working groups can only function effectively when they know that they have the full support and assistance from the top management of the school. If these working groups exist in schools for the namesake only, it defeats the intention and the aim of forming those committees. Most of the teams that are formed are dysfunctional. They do not even meet to formulate the objectives of the team, yet they exist as a team. Managers of schools have to give the full support and freedom to those working groups to function fully within their jurisdiction. By giving them the freedom to work within their limits, members of the group will realise their purpose and aim of being in that group. This also shows the trust and confidence of the management of the school in the team. They also realise that their efforts will not be wasted but will be used for the development of the organisation. Effective principals demonstrate an ongoing trust in people and are not afraid to practice calculated risk taking to bring about effective change. Collaborative management of the work team culture is a fundamental emphasis of organisation development programmes (French & Bell, 1995: 168).

Another important step involved in the organisation development is strategic planning. Organisation development practitioners need to become experts in strategic management processes and need to have a thorough knowledge of strategic management content (French & Bell, 1995:217). Strategic planning
is different from the usual normal management process. The major difference of strategic management from traditional management is the strong emphasis on development planning and strategies responding to the short- and long-term influences from the changing environment (Cheng, 1996: 66). A school that is performing poorly in the external examination obviously has to plan differently from what it usually does every year to get the expected change. Due to the poor performance, many parents are removing the learners from many schools. The community does not support a school that has no culture of effective teaching and learning. The Department of Education also cannot ignore the poor performance of a school where it spends large amounts of money every month for the education of the learners. Therefore such schools are under constant pressure from both the community and the Department of Education to turn them around into effective institutions. It will be strategically important to make all the members of the school to be aware of the real situation prevailing in the institution and the end result if the situation in the school is not turned around immediately. The initial stage of the strategic management process is environmental analysis in which the school as a whole reflects on its internal and external environments relevant and crucial to its existence and also on its mission and goals in such environments (Cheng, 1996: 68). An important and widely used intervention for organisation development rests on the process of systematically collecting data about the system and feeding the data for individuals and groups at all levels of the organisation to analyse, interpret the meaning of and design corrective action steps upon (French & Bell, 219). Based on the information collected through the analysis of the environment, proper planning aimed at changing the school into an institution where its core business of effective teaching and learning is carefully and effectively looked after.

Organisation development is a particular approach that rests heavily on behavioural science interventions, systematic joint problem solving, and collaborative management of the organisation’s culture and processes (French & Bell, 1995: 312). If management of the schools can involve all the members of the SMT in a meaningful and constructive way in the management of the school, most of the conflicts that exists in the school will
be resolved. This will enable the SMT to work as a team towards a common goal. The environment in which organisations operate is increasingly turbulent in an era of global, national, and regional commercial competitiveness (French & Bell, 1995: 349). For organisation development to flourish it is important that top management - CEOs, board of directors, top executives, including the human resources executive - and organisation development consultants place high value on strong individual, team, and organisational performance coupled with people - oriented values (French & Bell, 1995: 351).

2.4 ORGANISATIONAL CULTURE

Culture represents the symbolic nature of a school’s values, beliefs, and norms that are characteristic of the people in the school community; beliefs and values held in common by employees, patrons, and current and former learners (Dunklee, 2000: 65). Organisational culture comprises of the values and norms of the school, the unwritten ‘rules’ which determines and establish a certain set of behaviours, a particular way of being, relating, working in the context of the school (Davidoff & Lazarus, 1997: 42). The culture of a school may be expressed through its goals (Bush, 1995:135). Organisational culture refers to the shared orientations that bind the organisation together and give it its distinctive identity (Hoy & Feldman, 1999: 84). The school culture has a significant impact on the quality of education provided in the school. Each school has its own culture and this culture will be reflected in every activity undertaken by the school. The culture of the school comprises the values, the underlying norms that are given expressions in daily practice, the overall climate of the school. Many external as well as internal forces determine the school culture. School cultures reflect a particular society’s values and norms (Davidoff & Lazarus, 1997: 20). The society’s values have an impact on organisational values because of the interactive nature of work, leisure, family, and community (Ivancevich & Matteson, 1996: 85). The school as an organisation cannot remain in isolation with the environment. It constantly interacts with the external environment.
The external environment of the school has a strong influence on the formation of the school culture. The values which will be articulated in school will strongly reflect the values of that society and the policies of government, and it will be exceedingly difficult for the mainstream of education to adopt and pursue goals or adopt structures and processes which may challenge it in any fundamental way (Spicer, 1995: 131). The school as an organisation has to constantly interact with its environment. This interaction results in the identification of the needs of the society, which the school serves. The deep-rooted values and norms of the society positively influence the school culture. The external environment may be regarded as the source of the values and beliefs that coalesce to form the culture of the school (Bush, 1995: 137). An effective school has a strong culture of teaching and learning and provides the top quality education to all. The leader of an organisation has the main responsibility of developing and sustaining its culture (Bush, 1995: 137). Dynamic and influential leaders will be instrumental in developing the right culture for the school that will enable the school to become the most effective school. They have the main responsibility for generating and sustaining culture and communicating its core values and beliefs both within the organisation and to external stakeholders (Bush, 1995: 138). The culture of the organisation can be developed by addressing the formal and informal networks and arrangements, the development of partnerships and shared responsibilities, participation and attention to attitudes, skills, expertise, behaviour, values and beliefs of the participants in the organisation (Morrison, 1998: 177).

As a result of the past political dispensation, most of the schools in the townships had a culture of resistance. Therefore many of the schools were the scene of political opposition and resistance. Very often this resistance resulted in the formation of dysfunctional schools. Almost ten years after the first democratic election, the culture of non-delivery, lack of commitment is still continuing in some of the schools. It is common in most of the township schools that learners come to school almost after the first period of the day. Some of them may not come to school for several days without any valid
reason. It is also common that some of them may leave the school during the course of the day. This coupled, with the late coming of educators, makes the situation even worse. Non-completion of the syllabus for the learners who are writing external examination is still a major problem in some of the schools. These are not good indications of a school culture that can promote effective teaching and learning in a school. Culture should therefore be seen as the central factor when considering whole-school development interventions (Davidoff & Lazarus, 1997: 20).

The values and culture of an organisation have a significant impact on the learning process and on how effectively a company can adapt and change (Stata, 1994: 364). A set of values, assumptions, and beliefs, constitutes an integral part of organisation development, shaping the goals and methods of the field and distinguishing organisation development from other improvement strategies (French & Bell, 1995: 68). Therefore any effort or intervention that is aimed at the development of the school must first start with changing the existing culture that is detrimental to the growth and development of the school. Being able to diagnose, understand, and change organisation culture is increasingly important in organisation development (French & Bell, 1995: 5). School culture reflects the sharing of values, beliefs, assumptions, and norms among school members may be one of the salient indicators of congruence at the school layer (Cheng, 1996: 93). Organisations are able to operate efficiently only when shared values exist among the employees. Values are the conscious, affective desires or wants of people that guide behaviour (Ivancevich & Matteson, 1996: 84). The success of any school depends on the leaders ability to create a strong culture of teaching and learning. To create such a culture, the members of the staff should have a common goal to achieve for the school. As cultural leaders, school leaders are inspirational and charismatic to build school culture, which transforms the mission, values, and norms of individuals or groups (Cheng, 1996: 115). These values and goals are developed by the staff are the shared values and expectations for the school. Since organisational culture involves shared expectations, values, and attitudes, it exerts influence on individuals, groups, and organisational processes (Ivancevich & Matteson, 1996: 86). Through
constant interaction and communication an effective leader will be able to transform and influence majority of the educators to have a common goal for the school and gradually building a healthy school culture. Culture seems to evolve over a period of time (Ivancevich & Matteson, 1996: 88). In any school where there is a total breakdown of the culture of teaching and learning, it will take some time to bring back the culture of effective curriculum delivery.

Educators and learners of an effective school will be coming to school on time every day. Educators of such a school will be hardworking and be prepared to go an extra mile to assist the learners to acquire knowledge and skills. Proper systems of management and control are in place in a school where there is a culture of effective teaching and learning. The environment and the atmosphere created for such a school will be most appropriate and suitable for high quality education. The leadership of effective schools will take a keen interest in creating the most suitable culture, which will enable the school to reach academic excellence.

2.5 SCHOOL CLIMATE

Organisational climate is people’s collective assessment of an organisation in terms of whether it is a good or bad place to work, whether it is friendly, warm, cold, hard working, easy-going, and so forth (French & Bell, 1995: 85). Creation of an atmosphere that is most conducive for effective teaching and learning is one of the most important prerequisites for an effective school. The school climate is determined by various factors in the school. The physical facilities, the environment, resources, discipline and so on all contribute towards the school climate. School climate is the heart and soul of a school. It is about the essence of a school that leads a learner, an educator, an administrator, a staff member to love the school and to look forward to being there each school day. School climate is about that quality of a school that helps each individual feel personal worth, dignity and importance, while simultaneously helping create a sense of belonging to something beyond ourselves (Freiberg & Stein, 1999: 11). The physical facilities of a school has
a strong influence in projecting a good climate for the effective learning and teaching.

Many schools in the previously disadvantaged communities have only minimum physical resources for the provision of quality education. Some of the schools are working under very serious conditions that an attractive, environment for effective teaching and learning cannot be created. Facilities like administration blocks, staff rooms, media centre, laboratories, and sporting facilities are not at all available. In such schools the morale of both educators and learners are equally low. The physical structure of a school can have direct influences on the health of individuals who work and learn there. Beyond the physical nature of schools there are other elements that reflect the way people interact and this interaction produces a social fabric that permeates the working and learning condition (Freiberg & Stein, 1999: 13).

Members of an effective school will have a strong working relationship with one another. People will be bound together with a common purpose for the school and they share a common vision. For the continuous growth and development of the school there should be healthy climate for the implementation of the educational programmes that will improve the quality of education. If one believes in continuous improvement, then a healthy climate for learning is best determined by those in the environment who can draw from multiple sources of data and feedback using measures or approaches that reflect the values and norms of the near and far school community and respond to pressing issues and questions (Freiberg & Stein, 1999: 14).

Improving the school climate requires a consistent effort and reflection upon the issues that have led to the current conditions (Freiberg & Stein, 1999: 25). Some of the schools that are constantly producing extremely poor results have a total break down of the culture of teaching and learning. Lack of strong management structures and systems of supervision, absences of basic resources, internal fights among the staff members, and no vision for the school are some of the major problems existing in schools. The senior management of schools have to first address these issues and constantly
work hard to bring together the members of staff with a common understanding to create an atmosphere for quality education for all. Sustaining a healthy learning environment may take as much effort and care as improving an unhealthy one. The need for reaffirmation of goals and dreams is a common thread in schools that sustain quality (Freiberg & Stein, 1999: 26). To sustain and improve the quality of education and consequently the quality of the results needs a positive school environment for effective teaching and learning. The role of a principal as the leader to create such an environment is extremely important. If we are to have positive learning environment for our learners, one that puts academic attainment first, then we must set a proper disciplinary tone in schools (Cooperman, 1996: 14). The educator as a classroom manager is the main role player in the development of the school. A self-motivated educator will be thoroughly prepared for the days work and have a plan for the week, term and the year. A resourceful educator will have innovative ways to overcome the difficulties created by the lack of resources in the school. This makes the learners more seriously occupied with the academic work rather than causing disciplinary problems. An effective classroom manager will have rules and regulations to be followed by learners in the classroom. Effective classroom atmosphere contributes towards the school culture. The role of the management is to give proper guidance and support needed towards the creation of an atmosphere that is required for effective curriculum delivery in the classrooms. An ideal school climate that is essential for effective teaching and learning is closely associated with the discipline of the school.

Without proper discipline from both educators and learners, the school cannot achieve the desired goals. Effective leaders will be instrumental in having proper code of conduct for learners and educators at the school. The consequences for a school without a clear code of conduct, or with one that is not worth the paper it’s written on, are serious. If a solid approach to discipline is lacking, then academic standards will slide, almost in direct relationship to the lack of discipline (Cooperman, 1996: 17). Successful principals create orderly environments that support effective teaching and learning. They understand what behavioural and academic discipline means to be effective.
(Cooperman, 1996: 61). To maintain discipline and a positive environment for the curriculum delivery, effective management structures have to be put in place in every school.

Healthy organisations are managed successfully with disruptive outside forces while effectively directing their energies towards the mission and objectives of the organisation (Hoy & Feldman, 1999: 85). Schools with weak organisational structures are always susceptible to external disturbances. It is common in many previously disadvantaged schools to be easily affected by outside disturbances like industrial actions by a section of the working force or educator unions, social gatherings like memorial services even in the neighbouring schools or payment day for educators. These are the schools where weak management structures exist and the entire school has no goals or common vision for the school. The principal of a healthy school is a dynamic leader integrating both task-oriented and relations-oriented leader behaviour. Such behaviour is supportive of educators and yet provides high standards for performance. Teachers in a healthy school are committed to teaching and learning. They set high but achievable goals for learners, maintain high standards of performance, and promote a serious and orderly learning environment. Furthermore, learners work hard on their schoolwork, are highly motivated, and respect other learners who achieve academically (Hoy & Feldman, 1999: 891).

2.6 VISION AND MISSION

The vision of a school is the particular way in which it envisages itself contributing meaningfully towards society (Davidoff & Lazarus, 1997: 45). The work of building a community becomes that of achieving goal consensus, often through the development of an articulated statement of vision to which all members of the school community would subscribe (Dorsch, 1998: 2). Without a vision members of the school will not be focussed and will have no aim for the future of the institution. Without a vision to work towards, it is very easy to lose a sense of the purpose of schools and education. It is extremely
difficult for the educators, learners and the parents to work towards the attainment of the vision of the school that is not owned by them. This means that they have no connection or ownership for the vision of the school, as they may not be involved in identifying the common vision for the school. Any vision building process of the school needs an analysis of the present situation existing in the school and the direction it has to take in the future. The purpose of any particular school cannot be seen in isolation from its immediate environment in the community which it serves. The purpose of education is to prepare young people to take up meaningful and creative positions in life, to empower them to make a contribution towards building a vigorous, respectful and well resourced nation (Davidoff & Lazarus, 1997: 48). The overall purpose of educational institution is to prepare its learners for life (Everard & Moris, 1996: 177). When formulating the vision of the school the needs of the community, which it is serving, has to be taken into account.

Social problems like poverty, unemployment, single parents, and lack of basic facilities are still a major problem in most of the communities. Although schools cannot find solutions for the social issues that exist in the community immediately, it can improve the quality of the life of people through an education that will ultimately give the community a better life. Therefore the school has to consider these social factors and the aspirations of the community when formulating the vision of the school. It is crucial that the vision of the school is one which everyone connected with the school can share. A shared vision is one where common values are instilled and translated into practical realities in the classroom, in extramural activities, in the restructuring of the school, and in staff development programmes. Our values are conditioned by upbringing and by the groups to which we belong. Many educators are therefore likely to have certain values in common, which will be different from the common values of many industrialists or learners (Everard & Morris, 1996: 177). An effective leader will be studying the value systems of different groups of stakeholders in the school. Proper understanding of these value systems is necessary to formulate a common value system for the school. For educational managers, particularly the principals, an understanding of the value systems, which affect the school, is
fundamental. The important task for the educational institution is the reconciliation of value systems so as to achieve a clear statements of aims and beliefs to which a large majority of the stakeholders can subscribe and to which they feel committed because they are satisfied that the process through which the aims have been defined has taken account of the main streams of fact and opinion (Everard & Morris, 1996: 178). The vision is the flame which lights the school, which gives members of the school community a sense of pride, a recognition and detailing of the unique contribution that the school alone can make (Davidoff & Lazarus, 1997: 46).

Creating a vision provides a picture of the future and shows how individuals and groups will fit into that future. Visions reduce uncertainty, serve as goals to energise behaviour, show that the future will be beneficial, and demonstrate that the future is attainable (French & Bell, 1995: 134). When there is a genuine vision (as opposed to the all-too-familiar “vision statement”), people excel and learn, not because they are told to, but because they want to. But many leaders have personal visions that never get translated into shared visions that galvanise an organisation. The practice of shared vision involves the skills of unearthing shared “pictures of the future” that foster genuine commitment and enrolment rather than compliance (Senge, 1990: 9). Excellent schools review their goals and priorities periodically. The community as well as educators and administrators are involved in this goal setting and establishment of priorities. Good schools constantly discuss where they want to go and how they want to get there (Cooperman, 1996: 19). The priorities of the school will be changing over a period of time. An effective principal will be analysing the level of achievement of the school regularly and other areas of development for the school will be explored. An excellent school will be always keeping effective teaching and learning as number one priority for the school. Good schools place emphasis on learning and this takes precedence over all other school activities (Cooperman, 1996: 20). The core business of a school is to provide quality education for all the learners.

The mission expresses the will and the intent of the school. When we look at schools as particular kinds of organisations, we see that the purpose of
schools, generally speaking, is an educational one - that is, to provide an appropriate and meaningful education for young people (Davidoff & Lazarus, 1997: 47). To provide a meaningful education for all, the school must have a culture of effective teaching and learning. When educators believe that academic learning is at the central core of everything they do and that all learners can learn, this attitude or ethos will permeate the whole school (Cooperman, 1996: 22). This will make all the stakeholders especially the educators who are the major role players in education to work effectively towards the attainment of the common goals.

2.7 SCHOOL LEADERSHIP

The management of a school has a very important role to play in the transformation and development of a school. It is the responsibility of the senior management of the school, the principal, to prepare the atmosphere for effective teaching and learning at the school. Within formal models leadership is ascribed to the person at the apex of the hierarchy. It is assumed that this individual sets the tone of the organisation and establishes the major official objectives (Bush, 1995: 43). In a school the person who is holding the highest position is the principal and has to play an effective role as a leader in the school. At the heart of school or any organisational life are leadership and management. It is these aspects of school life that ensure that all other aspects are held together and developed. Leadership is the art of facilitating a school to do the right thing at the right time, while management is the discipline required to ensure that the school ‘does things right’, or functions well (Davidoff & Lazarus, 1997: 32). The development of the school depends entirely on the ability of the leadership of the school. To transform and develop schools into efficient centres of excellence, visionary, hardworking and farsighted leaders are required. Effective organisations tend to be purposeful and goal directed (Everard & Morris, 1996: 223). The managers, departments, and the individual members work towards explicit goals and have a clear sense of direction. Schools without explicit aims and a Whole-School policy would not meet this criterion of effectiveness (Everard &
Morris, 1996: 224). The ability of schools to transform themselves to grow in
strength or to have a strong sense of purpose and commitment is to a great
extent dependent on the quality of leadership in the school (Davidoff &
Lazarus, 1997: 153). The principal provides the leadership to the staff and
community in the delivery of the instructional programme of the school. The
principal becomes the lighting rod for every change and programme that is
implemented at the school and assumes a much more important role in the
scheme of things. More than just following policy, the position requires that
the person be a planner, a leader, and a conciliator in order to be successful
(Candoli, 1995: 6). The leadership of the principal takes the anchor role in
transforming and developing the school into a successful institution. The task
of being the educational leader of the school is one that calls for the best in
the area of personal skills and requires the highest order of human and
academic skills (Candoli, 1995: 73).

Therefore schools have to look for good leaders who can take the schools out
of the present situation and make it successful institutions. Educators who are
newly appointed as principals of the school come along with certain
experiences. They come along with the knowledge of the classroom
environment, the demands of the educator unions and their experience as an
educator in various positions. But this experience may not be sufficient
enough to become an effective leader of a school with diversity and a high
demand for turning the school into a centre of excellence. Movement of
people into administrative positions are rarely accompanied by formal
preparation, and most new administrators learn their new roles by performing
them. But in most of the business organisations as a manager or officer rises
into new management position, proper training programmes are offered by the
organisation to empower the individuals for effective management and
leadership. If schools have to be run like business organisations, particularly
in this era of competition, then the principals should have proper skills and
experience to run the schools effectively. This shows that newly appointed
principals might need proper induction programmes to prepare them for the
new positions. When people are given the position of the principal, it comes
along with the authority or power associated with the post. The formal power
and influence that accompany most promoted posts in education empower some but leave others feeling uncomfortable (Hall, 1997: 69). Leadership is associated with authority and power. Without the authority, it is impossible to manage an institution. Authority is regarded as the right to influence the behaviour of others, and to prescribe what they should or should not do. Power refers to the potential influence of the leader. Without power a leader will not be able to practise his or her authority (Kruger & Van Schalkwyk, 1997: 39). The concept of power and control are central to any consideration of leadership and management (Davidoff & Lazarus, 1997: 32). Therefore the principals of schools have to utilise their authority and power most effectively for the building up of their institutions.

It is common that educators are promoted to the post of the principal from the position of an ordinary classroom educator from within the school. With no management experience and skills it will be extremely difficult for that person to manage a school of diversity. They also have a string attached to the colleagues who were possibly on the opposite side of the management while the previous leader was in power. Such leaders may be reluctant or unable to exercise their authority to direct and influence other individuals. Such newly promoted leaders need intensive training and skills to become extremely serious in their profession. Once you are offered and accept the position of principal, your behaviour is prescribed to a great extent. Because the principal has observable public responsibility and authority, because of the tenuous nature of the position, because of the certain status and the rewards that it brings, vested observers both inside and outside the school expect the accomplishment of specific objectives and hold certain expectations of you, regardless of who you are (Dunklee, 2000: 12). Education manager’s credibility in their role depends on keeping in touch with the central tasks of learning and teaching (Hall, 1997: 69).

Therefore the society as well as all stakeholders in education expects the principal to be a role model to everyone involved in education. Society and the school community have lot of expectations from the principal as a leader. Effective principals quickly learn how to balance the demand for the
achievement of objectives and the meeting of expectations (Dunklee, 2000: 12). There are schools where principals just manage the schools. The absence of a strong leadership can be visible in the daily running of the school as well as its performance in the external examinations. Principals who merely manage a school do not last long. You must be able to both manage and lead. And you must earn the right to lead, the power to lead, from your prospective followers. Your right to make decisions or to take actions that affect others is recognised as authentic by your subordinates only if they see your ability, not just your position, as credible and acceptable (Dunklee, 2000: 35). In all enterprises, leadership is a crucial variable. If the people who have assumed leadership positions merely ‘run the organisation’, have low expectations, and little vision, commitment, or sense of purpose, then the schools will be poorly served (Cooperman, 1996: 28). Only dynamic, committed, efficient, compassionate and visionary leaders can earn this respect and power from the followers. The purpose of leadership is to lead for the development and prosperity of the institution. One leads people to improve or enhance business or to develop and implement change (Dunklee, 2000: 89). The followers of the institution will have to get inspiration from the leader. An effective and dynamic leader can positively influence the behaviour of the staff through the leadership style and the personal values. If others see you as an effective leader, they will be inclined to follow your lead. Ideally an effective principal is a good leader and a good manager (Dunklee, 2000: 121).

There is a tendency to suggest that a person’s style is neatly wrapped up in a package called charisma (Dunklee, 2000: 37). Charismatic leaders will be able to influence and get the support and cooperation from the vast majority of the stakeholders for any change or intervention programmes aimed at the prosperity and growth of the school. Leaders lead by influencing others, and although you have been given the authority to manage or run the school, you possess only position authority (Dunklee, 2000: 45). A real genuine relationship between the senior management and the rest of the staff has to be built for the efficient running of the school. Collaborative decisions taken at school level will be binding to all parties involved and since everybody own the decision, the implementation will be smooth and successful. The
relationship between effective principals and their followers is not one of merely power or position authority, but is genuine sharing of mutual goals, needs, inspiration, and to some extent values (Dunklee, 2000: 46).

We need to build the leadership and management capacity in schools if we want to witness and facilitate significant improvement in the quality of education. Good leadership and management are far more than the acquisition of certain skills and understanding (Davidoff & Lazarus, 1997: 154). Workshops and induction programmes that are organised for the principals by the Department of Education on an ongoing basis are intended for the capacity building of the principals. Leaders who want to become successful leaders will be also engaging themselves in life long learning programmes. This will provide them with additional knowledge and skills badly needed for the successful, efficient leadership of the institution.

Good leaders will have a vision for their schools. Successful principals have a vision of what a good school is and systematically strive to bring that vision to life. School improvement is their constant theme and their primary objective is learner academic performance. A good principal has a clear academic vision of his / her school and his / her priorities are academic ones (Cooperman, 1996: 61). The three most important objectives of a top principal are instruction, instruction, and instruction (Cooperman, 1996: 61). The success of a secondary school is measured and judged in terms of its performance in the external examination. The academic performance of the learners and the quality of the results obtained by the learners are the performance indicators of the school. Effective leaders will have proper strategies for the development of their schools. But many leaders of the schools may have either no vision or have no management skills to run the schools into successful institutions. Too many principals have little vision of what their school could become. They have no agenda of their own and exist to react to the demands of others. These principals are concerned with their own survival. Many educators love them with good reason. They stay out of their way with respect to tough issues (Cooperman, 1996: 61). For institutions to have proper direction and vision, the principals have to take a strong stance.
and may have to become unpopular. It could be better to become unpopular in order to become most effective and popular at a later stage. But in the long run an effective leader will be able to bring together all the members of the staff with a common purpose.

The principal’s job is to help organise educators in terms of goals and priorities. The principal’s job is to set that clear vision of what the school can become. It is the principal’s job to understand the distance between the reality of the present and the stated goals, and to have a plan to close the distance between the goals and the reality (Cooperman, 1996: 78). A poorly performing school to become an effective school has to go a long way to reach academic excellence. Effective intervention strategies as well as developmental programmes have to be introduced and implemented. A renewed enthusiasm and commitment from all the stakeholders especially from the staff is needed to close the gap between the present situation and the desired goal. Leadership is influence in an organisational setting or situation; the effects of which are meaningful and have a distinct impact on, and facilitate the achievement of, challenging organisationally relevant goals. A major purpose of exciting leadership influence is to achieve relevant goals. A leader attempts to influence individuals and groups to achieve important goals (Ivancevich & Matteson, 1996: 412). The transformation of schools into an effective school where high quality education is given to every one requires a common vision for the school that is shared by all stakeholders.

The goal of leadership is to build human buy-into an idea, a vision, and objective in such a way that the participants are inspired and motivated by unity or purpose and mutually shared values (Dunklee, 2000: 89). Leadership is an art. It is a way of being in the world, which is flowing, and caring, harmonising, warming, opening, and challenging. Good leadership and management inspires and touches, holds and cherishes, is humble and certain, pushes and directs, waits and listens, notices, moves, contains, breaks through, senses the moment and rests (Davidoff & Lazarus, 1997: 154). Effective leaders will have a good working relationship with the rest of the staff. Their caring and compassionate attitude towards the subordinates
makes them feel wanted and important in the running of the school. Effective leaders have been shown to be reflective, caring and highly principled people who emphasise the human dimension of the management enterprise. They place a high premium upon personal values and are more concerned with cultural rather than structural change (Day, Harris, Hadfield, Tolley & Beresford, 2000: 2).

Management and leadership are essential components of a principal’s role and effective principals need to be able to do both well. They need to engage in people centred leadership, constantly creating, maintaining, reviewing and renewing the learning and achievement cultures for learners, staff and the close communities of parents and governors whom they serve; and they need to model this in the many thousands of daily interactions through which common visions, expectations, standards, relationships and definitions of effectiveness are formed, framed, supported and tested (Day, et al. 2000: 176). To become effective leaders, principals have to become more democratic. Clearly, to be a leader, you need a distinct concept of democratic principles and their use. You need a working understanding of how people think and react and what they value (Dunklee, 2000: 41).

A principal who is an effective democratic leader believes in effective teams. He or she will be building up a strong, effective and dynamic SMT for the management and leadership of a democratic, developing school. Leadership is not the exclusive property of senior managers but that it can be exercised at all levels of an organisation. Leadership is less about status and position in a hierarchy than the possession of essential competencies, skills and expertise (Morrison, 1998: 205). A principal who is goal-driven but neither too authoritarian nor too democratic, and is able and willing to share ownership of the school with colleagues is important (Dimmock, 1995: 164). An effective leader will utilise expertise and support of the SMT of the school most effectively and build up the school. Teams are the building block of an organisation. A team is a group of people with common objectives that can effectively tackle any task, which it has been set up to do. Effectively means that the quality of the task accomplishment is the best achievable within the
time available and makes full and economic use of the resources available to
the team (Everard, 1996: 156). An effective principal will share the
responsibilities with the SMT that it as a unit takes the leadership of the
school collectively. Teams are an essential part of healthy organisations,
especially those undergoing rapid change, and principals would do well to
encourage the formation of more teams such as task groups and working
parties to get new things done. Most large schools operate with a top
management team, which is an obvious place to start trying to improve
effectiveness (Everard, 1996: 162). In schools where there is total breakdown
of the culture of teaching and learning and is performing poorly needs
effective teams to bring about the changes needed for its existence. The
effectiveness of a team depends on the role played by its leadership. The
leadership gives the proper support and keeps the team united with its shared
vision. If teams are to be effective then their management and leadership
need to be effective (Morrison, 1998: 202). Teams grow and develop rather
than remain static, they are learning organisations in microcosm. In an
effective team people demonstrate concern for each other, there is a spirit of
openness and honesty, conflict management is practised skilfully and
positively, trust is high, members are committed to the team and decisions are

Leadership must be of a team and team-process variety. Leadership must be
conceptualised as a highly interactive, shared process, with members of all
teams developing skills in this shared process (French & Bell, 1995: 291). In a
‘mature’ organisation - a school, which has developed all its elements over
time and is functioning coherently and effectively - leadership and
management should be diversified and not rest on one person, or possibly
two or three people. This means that the success of the school need not
depend on the principal alone (Davidoff & Lazarus, 1997: 158). Effective
leaders believe in collaboration and team efforts.

Collaboration involves supplanting the traditional norms of isolation and
autonomy, creating opportunities for interaction among educators. Provisions
for shared planning time and staff development permeate plans designed to
promote collaboration among educators (Dorsch, 1998: 2). Collegial models of leadership assume that organisation, determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the institution (Bush, 1995: 52). Effective principals of schools do not give away the ultimate decision making authority, but if they use a more participatory management style involving the people affected by the decisions they make, those decisions become more attractive for all involved (Cooperman, 1996: 78). Every school has a school management team. Effective and visionary leaders will be empowering every member of the SMT by sharing responsibility as well as decentralising the power of management into them. This will create a unified SMT, where members of the team will be supporting and assisting one another to build up an effective school. This will form a collegial community within the school where members will be assisting one another and promoting the development of the others. A collegial community then, is characterised by a reciprocal relationship between the community and its individual members - each must promote the growth of the other (Dorsch, 1998: 2). Sharing responsibilities among the members of the team is an effective way of ensuring active participation of every member of the school management team in the affairs of the school. This is a way of making every member of the SMT to commit themselves to their responsibility as well as recognising their position and authority.

Collegial models seen to be particularly appropriate for organisations such as schools that have significant number of professional staff (Bush, 1995: 53). In a collegial model every one’s contribution is considered and debated and decisions can be reached by consensus rather than conflicts or divisions. This way the entire members of the SMT will be standing together in their decisions and actions. In collegial models the style of leadership both influences, and is influenced by, the nature of the decision - making process (Bush, 1995: 64). The effectiveness of a collegial system depends in part on the attitudes of staff. If they actively support participation then it may succeed (Bush, 1995: 68). But the participation of the members mainly depends on the
interaction of the leader with all the members. The success of the collegial process mainly depend on the attitudes of principals than on the support and attitude of educators (Bush, 1995: 69). This shows that effective leaders must have good interpersonal relationship with the members of the staff, especially with the SMT members for the effective running of the school. For prosperity and growth of the institution, an effective leader will have to build up mutual trust as well as confidence in the ability of the SMT members.

Effective leaders will ensure that appropriate structures are in place for the implementation and monitoring of the policies of the school and the Department of Education. They have the ability to create and monitor organisational structures for the fulfilment of the legitimate interests and aspirations of both internal and external stakeholders (Day, et al. 2000: 2). Monitoring and supporting the management structures in the school is an important aspect in the schools. Although head of departments, as middle managers are responsible for the curriculum implementation and monitoring, they have to be monitored and supported on a continuous basis. This kind of continuous support is a way of empowering and developing the managerial skills of the members of the SMT. An effective principal will also look for opportunities to develop the leadership as well as the management skills of all members of the staff. In a healthy school the leadership capacity is developed in all staff members and other constituencies, through ongoing personal and professional development process (Davidoff & Lazarus, 1997: 32). Effective leaders will have staff development programmes on a regular basis, which will empower and raise the morale and confidence of the staff.

Delegation of responsibility to other members of the staff, especially to the SMT is a better way of managing the school properly and empowering the staff. Empowerment is about sharing control and responsibility providing structures and relationships where people are not merely carrying responsibilities, but also exercising real control over the situations within which they are carrying such responsibilities (Davidoff & Lazarus, 1997: 163). An effective principal will involve the SMT of the school in almost all the management issues of the school, keep them on board always and delegate
responsibilities to each one of them. Empowerment is important simply because it is a basic human need to feel a sense of control over one's life. Without this assurance, people tend to feel disconnected, undervalued and ultimately not engaged in their work (Davidoff & Lazarus, 1997: 163). A principal who controls everything in a school without allowing the other members of the SMT is not building up a strong management team for the school. Such principals will find it very difficult to last long in the game, as he or she is the only person involved in the management of the school and they tend to lose interest in the growth of the school. Empowered leaders are leaders who have a great degree of self-knowledge; who understand themselves, know their own strengths and limitations, and are willing to work towards their own process of transformation (Davidoff & Lazarus, 1997: 163). Leadership qualities include the ability to delegate to others and to involve staff members in planning and managing the school. The ability to involve others and to gain agreed commitment and motivation to commonly agreed goals is a vital factor in effective leadership (Dimmock, 1995: 164). An efficient principal not only delegates the responsibility but supports, monitors, evaluates and develops the subordinates and is continuously involved in capacity building programmes. This will eventually end up in the formation of an effective management team on which the principal can depend on and trust. Leaders seek to influence or change the behaviour of other people; managers work with existing behaviours and organise and maintain routine work efforts. Leaders influence; managers implement and administer. Leaders motivate; managers facilitate. If you are surrounded yourself with talented subordinates - you have the best of all worlds (Dunklee, 2000: 90). Effective principals just want them to delegate the right to act responsibly - within the laws, rules, regulations, policies, and procedures - and allow them the space, the freedom, to do their job (Dunklee, 2000: 61).

Leadership and management requires highly knowledgeable and skilled educators and school leaders who are confident in their leadership purpose, personal integrity and professional knowledge, and competent in their practices (Day, et al. 2000: 23). The way that other people perceive you is likely to influence their interpretation of your behaviour and the course of their
future interactions with you (Dunklee, 2000: 7). This shows that the leaders of
the schools have to project a personality that can positively influence the
behaviour of every member in the school.

For good leadership and management, you need the ability to differentiate -
that is, to make informed judgements about how to deal with particular
situations out of an inherent wisdom and an understanding of the situation in
all its complexities (Davidoff & Lazarus, 1997: 155). To take this informed
decision, a leader should be aware of all the developments taking place in the
institution. Therefore the principal of a school has to be familiar with all the
incidents and developments taking place in the school. A good leader will be
regularly interacting with the members of the staff and supporting and
assisting them. Being a good leader means having the flexibility to recognise
the difference and respond appropriately, so that you are not bound by rules
but guided rather by wisdom and intuition (Davidoff & Lazarus, 1997: 155).

Empathy, authenticity, credibility, foresight, and role adaptation are all key to
an effective principal’s ability to deal with the highly diverse learner, parent,
and staff population evident in any school (Dunklee, 2000: 15). Effective
leaders should be compassionate, caring and supportive of their staff. Good
interpersonal and communication skills enhance the quality of a good leader.
The studies of effective leadership and management suggests that they are
person-centred and strongly driven by sets of personal values, which create a
‘passionate conviction’ to build, implement and continually monitor a vision for
excellence in learning and achievement by means of feedback from
stakeholders inside and outside the school; that skills and behaviours of
effective leaders are driven by beliefs and trust in self and others; and that
effective leaders recognise and are skilled in managing tensions and

This passion to build up the school will make the leaders very effective and
they will be most dedicated and committed for the success of the institution.
Leadership is essentially the process of building and maintaining a sense of
vision for the organisation whereas, in contrast management is the
coordination, support and monitoring of organisational activities. To maintain
the organisation: i.e. to run the school, requires management action, but to
develop and transform the school requires personal and professional qualities
and values to which all involved in the school community can willingly
subscribe (Day, et al. 2000: 135). Good leadership and management are
multidimensional and require ongoing work and commitment to the process of
self-understanding and of understanding others. Since all educators are
leaders and managers in their classrooms, this is true not only for principals,
deputies and heads of department, but all staff at the school. Leadership then
is essentially about moving forward and having a sense of direction (Davidoff
& Lazarus, 1997: 156). Only visionary leaders will have a direction for their
institutions. Leadership relates to vision, direction and inspiration while
management is about planning, getting things done and working effectively

Institutions need leaders who are agents of change and are capable of taking
institutions forward in a specific direction for success. Change is a process of
transformation, a flow from one state to another, either initiated by internal
factors or external forces, involving individuals, groups or institutions, leading
to a realignment of existing values, practices and outcomes. Need
assessment / analysis is an important feature in commencing the planning of
change (Morrison, 1998: 13). To ensure that change can take place, you
need to buy in, commitment, attitude, and credibility from your potential
implementers. The leader needs to build a bridge between resistance to
change and commitment to change - a bridge between seeing change as a
decree, and seeing change as an opportunity for all implementers to be self
leaders (Dunklee, 2000: 142). The management of change encourages
participation in making decisions and planning the change. Partnership and
group process are important to change implementation. Since the school
members are totally involved and committed in the change, the change effects
or outcomes can be internalised and committed in the change, the change
effects or outcomes can be internalised and perpetuated in a long-term
manner (Cheng, 1996: 177). Change is likely to be successful if it is congruent
with existing practices in the school; understood and communicated
effectively; seen to be an improvement on existing practice by the
participants; seen to further the direction in which the institution is moving. Change is likely to be unsuccessful if it is over complex, not understood; poorly communicated; over demanding on the individuals and existing resources; unclear; untested; of questionable benefit over existing practice; unclear on its benefit in meeting the institution’s general direction; too incompatible with the existing practices, values and beliefs of the organisation and the people in it; brought in without real consultation (Morrison, 1998: 17). Effective leaders will be able to convince the entire staff that turning schools into centres of excellence will always be beneficial to the entire staff than for few individuals. First of all every member will be getting out of the stigma that is attached to an organisation where there is no culture of effective teaching and learning and no effective management structures, systems, or strategies in place for the development of the school. To turn around schools into successful institutions, all stakeholders have to change their attitude and behaviour towards the implementation of educational policies and curriculum delivery. Effective change occurs in response to felt need (Morrison, 1998: 17).

Effective leaders of schools will be able to convince the staff about the need for organisational change for the benefit of all at the school. People react to and cope with change in a variety of ways, from complete rejection to complete acceptance (Morrison, 1998: 121). This reaction depends on the possible effects of the anticipated change on personal life of the individuals. People’s reaction to change vary in accordance with their perceptions of the change - whether they find it attractive, revolutionary - and whether they themselves are comfortable with change. People must be motivated to change to face novelty, to cope with the disequilibrium that change brings. People’s motivation to change is often a function of whether they regard the change as an improvement; if they do not then some resistance can be anticipated (Morrison, 1998: 122). Leadership is related to the process of ‘influencing others’ behaviour; it is also related to goal development and achievement (Cheng, 1996: 103). When schools become successful institutions, the future of the staff members in the school will be reaffirmed and opportunities for personal growth will be increased at the school level.
Effective change management and the ability to practice leadership require both a commitment to lifelong learning and a dedication to effective practice. Effective leaders use all of the inherent and learned senses available to them (Dunklee, 2000: 143).

An effective leader will always lead by example. It will be unfair to expect maximum high quality result only from the level one educators while the members of the management, especially the principal do not take any responsibility of teaching any subjects to the learners at the exit points in grade twelve. The principal as a leader can also teach a particular subject to the grade twelve learners and produce excellent results in spite of all the difficulties and lack of resources. A principal must be an effective leader as well as an effective manager. The leader must be willing and able to create excellence through creativity and invention as opposed to “this is the way we’ve always done it” or becoming ineffective by continuously synthesising existing idea (Dunklee, 2000: 143). The principal as a leader is expected to play the most important role in the development and transformation of a school. The leader is expected to play a key part in policy making, and adoption of innovations is assumed to follow (Bush, 1995: 43). The principal as a leader is expected to give the direction and support to the rest of the staff in formulating developmental plans and the establishment of goals for the school.

Effective leaders will have different ways of motivating both the educators and the learners. Motivation can be defined as getting results through people or getting best out of people (Everard & Morris, 1996: 20). Motivation plays an essential role in the attainment of organisational goals in a school. Learners who are coming from the disadvantaged families are facing serious problems every day at home. There is much truth that many learners come to school with significant problems and burdens. Parents may not be concerned on a day-to-day basis with the child’s education. The learner is more than likely from a single parent family and often living at or below the poverty level (Cooperman, 1996: 23). Such learners need additional extra ordinary support to focus on education to become successful persons of tomorrow. Effective
principals will organise numerous career guidance workshops for such learners to explore opportunities waiting for them if they meet the requirements needed for further learning in a tertiary institution. Taking learners to career exhibitions is one of the ways of motivating learners to work hard to obtain better quality results. The services of prominent motivational speakers could be used periodically to boost the morale of the learners. Learners in the previously disadvantaged schools need this motivation and support very badly on a regular basis.

Effective and focused leaders of schools will also use proper ways to motivate and encourage the staff. An effective principal will encourage a self motivated educator to keep on doing the good work as well as motivating others also to reach excellence in their profession. A self-motivated employee may for most of the time be left to get on with his or her job, though this approach may never be right for certain subordinates (Everard & Morris, 1996: 17). Educators in the previously disadvantaged schools who have a low morale due to various reasons, needs inspiration, support and encouragement to excel in their professional responsibilities. Educators in a poorly resourced school need this type of support and encouragement regularly to keep up the spirit and morale. A smart principal praises good teaching and promotes the influence of master teachers. Weak principals will not challenge weak teachers. If he or she challenges a teacher’s performance, the educator, the union, or the friends of the educator may inconvenience the insecure principal (Cooperman, 1996: 74). Recognising and encouraging the outstanding performance of educators by the leadership of the school will influence other educators also to perform in a better way in their curriculum delivery. Good educators deserve recognition for their performance. The object is to reward outstanding achievement and pull the average up, not to seek mediocrity and pull the excellent down (Cooperman, 1996: 79). With a motivated team, the school will be able to attain the educational goals much quickly and easily.

Effective leaders have good communication skills. In an effective school proper systems are in place for the communication between the various stakeholders. Information will be available to all the stakeholders any time.
Access to information should be made very easy for interested parties at the school. Communication is the glue that holds organisation together. Communication assists organisational members to accomplish both individual and organisational goals, implement and respond to organisational change, coordinate organisational activities, and engage in virtually all organisationally relevant behaviours (Ivancevich & Matteson, 1996: 488). If few people have access to important information, then clearly only a few people can make informed decisions about important matters (Davidoff & Lazarus, 1997: 26). Poor communication between people and between organisations can be a major block to learning and quality improvement (Stata, 1994: 364). Matters related to the management issues should be shared among all the members of the SMT so that a common decision related to the problem can be taken by the SMT. This will increase the solidarity and strength of the team and the development of the school.

Access to information is a way of bringing about a sense of shared ownership of decisions on the part of all concerned. Shared ownership is likely to encourage commitment to seeing decisions through because people have been empowered by their knowledge of the situation and participation of the decision making process (Davidoff & Lazarus, 1997: 26). The free flow of information to all the relevant stakeholders in time is extremely important for the healthy growth of a school. This will improve the staff morale, and cause reduction in suspicion and uncertainty (Davidoff & Lazarus, 1997: 26). Holding information by the top management of a school very often leads into unnecessary frictions and tensions in the schools. Information flow is crucial if transparency and access are to be achieved (Davidoff & Lazarus, 1997: 28). Very often circulars and directives that directly affect the educators remain in the few hands of the management and may not reach the intended parties. This will give room for allegations against the management and will cause further divisions among the staff. An effective leader will have proper channels of communication and will ensure that information reaches all the relevant people at the correct time. Principals of schools should have proper strategies to transform their schools into learning organisations, if they have to turn their
schools into centres of excellence and to improve the academic performance of the school in the matric examination.

Nowadays the role of a leader has become more demanding and challenging. People have to move away from the traditional way of leading organisations. Democratic leaders have to create team leaderships within the organisations for effective and sustainable growth and development. In a learning organisation a leader’s role differ dramatically from that of the charismatic decision maker. Leaders are designers, educators, and stewards. These roles require new skills, the ability to build shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systematic patterns of thinking. Leaders in learning organisations are responsible for building organisations where people are continually expanding their capabilities to shape their future - that is, leaders are responsible for learning (Senge, 1996: 6). Among the various stakeholders in education, the administrative staff and the general assistants are very often not given the much-needed attention for their personal development in most of the schools. The opportunities for personal growth are very often not created at schools. Management plans and empowerment programmes will be organised by leaders who really care about the welfare of all the members of the staff.

Leadership in learning organisation starts with the principle of creative tension. Creative tension comes from seeing clearly where we want to be, our “vision”, and telling the truth about where we are, our “current reality”. The gap between the two generates a natural tension. Creative tension can be resolved in two basic ways: by raising current reality towards the vision, or by lowering the vision towards current reality. Without vision there is no creative tension (Senge, 1996: 6). Effective leaders of schools will analyse the current situation around the organisation, its performance and quality of results producing every year. They will have clear and efficient innovative ways to take the school forward. A school where there is a total break down of effective teaching and learning should have a goal of taking the school forward to make it an effective school. In the pursuit of this transformation of the school into a learning organisation, changes have to be made in the
management structures as well as the attitude and behaviour of the members of the institution. The old culture may have to be given up to embrace a new culture where all the members are actively involved in the transformation of the school into an effective institution. In the case of a school where there is a total break down of the culture of teaching and learning has to raise the current reality towards the vision of the school.

The principle of creative tension teaches that an accurate picture of current policy is just as important as a compelling picture of a desired future. Leading through creative tension is different from solving problems. In problem solving, the energy for change comes from attempting to get away from an aspect of current reality that is undesirable. Many people and organisations find themselves motivated to change only when their problems are bad enough to cause them to change. With problem solving, the motivation for change is extrinsic. With creative tension, the motivation is intrinsic (Senge, 1996: 7).

Due to the poor performance of certain schools in the matric examination, the Department of Education classified those schools into education action zones and intervened to improve the performance of the school in external examinations. The staff of those schools were forced to work more systematically and were required to walk extra miles for the improvement of those schools. But these changes were made as a result of the external factors influencing on them. For sustainable growth and development people have to be motivated by obvious reasons that are beneficial to every member of the institution. This self-motivation can be generated only through common values, purpose, and shared vision for the school.

The role of a leader as a designer concerned with the designing of the governing ideas of purpose, vision, and core values by which people will live. If the governing ideas constitute the first design task of leadership, the second design task involves the policies, strategies, and structures that translate guiding ideas into business decisions (Senge, 1996:8). In a school situation after drawing up all the policies needed for the effective management and transformation of the school into a most successful institution, appropriate strategies for the implementation of the policies should be formulated. A
poorly resourced school may have to twin the school with a well - resourced school where they can share some of the resources for the benefit of the learners and for quality results. The expertise of educators in the neighbouring schools can be utilised to assist both educators and learners to improve the educational standards of the learners. The creation of effective learning processes is the third key design responsibility of leaders in learning organisations (Senge, 1996: 9).

In a learning organisation the role of the leader as an educator starts with bringing to the surface people’s mental models of important issues. In learning organisations, the teaching role of the leader is developed further by virtue of explicit attention to people’s mental models and by the influence of the systems perspective (Senge, 1996: 9). Leaders as educators help people restructure their views of reality to see beyond the superficial conditions and events into the underlying causes of problems - and therefore to see new possibilities for shaping the future (Senge, 1996: 10).

Another role that has to be played by the leader is that of a steward. The role of a leader as a steward is an attitude critical to learning organisations. In a learning organisation the leader’s sense of stewardship operates on two levels: stewardship for the people they lead and stewardship for the larger purpose or mission that underlines the enterprise. The first type arises from a keen appreciation of the impact one’s leadership can have on others (Senge, 1996: 11). The life of staff in a school under certain leadership can be extremely difficult and hard. People with no leadership skills can make the life of others miserable. People can suffer economically, emotionally, and spiritually under inept leadership. People in a learning organisation are more vulnerable because of their commitment and sense of shared ownership. The second type of stewardship arises from a leader’s sense of personal purpose and commitment to the organisation’s larger mission. People’s natural impulse to learn is unleashed when they are engaged in an endeavour they consider worthy of their fullest commitment (Senge, 1996: 11). In a school situation the purpose of the school is to give quality education to all the learners and reach academic excellence in its performance. Effective and committed leaders will
acquire necessary skills and knowledge needed for this task on an ongoing basis. Effective and dynamic principals of schools will keep themselves updated with the new laws and developments related to education. They will be familiar with the education law, labour law, new curriculum issues and directives and guidelines around the financial management of the school. This will enable the principals to transform the existing schools into learning organisations.

For the transformation of existing organisation into learning organisations, leaders have to acquire new leadership roles. New leadership roles require new leadership skills. These skills can only be developed through a life long commitment (Senge, 1996: 11). Three critical areas of skills (disciplines) are, building shared vision, surfacing and challenging mental models, and engaging in system thinking (Senge, 1996: 12). Only people with personal vision can have a vision for the organisation. People who want to transform schools into effective schools will come together and work hard for the common purpose. Shared visions emerge from personal visions (Senge, 1996: 12). Usually many schools have beautiful mission and vision statements. Good policies and programmes are drawn up, but when it comes to the implementation part people are slow or do not implement at all. Many of the best ideas in organisation never get put into practice. One reason is that new insights and initiatives often conflict with established mental models (Senge, 1996: 13).

Most managers are skilled at articulating their views and presenting them persuasively. While important, advocacy skills can become counterproductive as managers rise in responsibility and confront increasingly complex issues that require collaborative learning among different equally knowledgeable people. Leaders in learning organisations need to have both inquiry and advocacy skills (Senge, 1996: 14).

Leaders should help people see the big picture. Successful leaders often are “system thinkers” to a considerable extent. They focus less on day-to day events and more on underlying trends and forces of change (Senge,
System thinking is a powerful tool to facilitate both individual and organisational learning. If learning is a goal, then the way you structure the planning process and who you involve in it can make an important difference (Stata, 1994: 357). Changes intended to improve performance in one part of the organisation can affect other parts of the organisation with surprising, often negative consequences. Decisions based solely on information at the local level, which is often the only information available can be counterproductive to the system as a whole (Stata, 1994: 356). System thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static “snapshots” (Senge, 1990: 68). System thinking is a sensibility for the subtle interconnectedness that gives living systems their unique character. System thinking is needed more than ever because we are becoming overloaded by complexity. Organisations breakdown, despite individual brilliance and innovative products, because they are unable to pull their diverse functions and talents into a productive whole (Senge, 1990: 69). Learning organisations represent a potentially significant evolution of organisational culture. So it should come as no surprise that such organisations will remain a distant vision until the leadership capabilities they demand are developed (Senge, 1996: 20).

2.8 SCHOOL REFORM MODELS

Principals and the SMTs of schools that are poorly performing in the matric examination have to set up systems in place to ensure effective teaching and learning at schools. They have the responsibility to create an environment that is most suitable for effective teaching and learning. The following are some of the basic requirements for schools to adhere to become effective schools and also to improve the academic performance.
2.8.1 Eleven Components of Comprehensive reform programme

The following is a model for effective schools taken form the *Catalog of school reform Models*. The following are eleven components of Comprehensive School reform programmes.

- **Effective, research-based strategies**: Employs proven strategies and proven methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools.

- **Comprehensive design with aligned components**: Integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school’s curriculum, technology, and professional development into a comprehensive school reform plan for school wide change designed to enable all learners to meet challenging State content and learner academic achievement standards and addresses needs identified through a school needs assessment.

- **Professional developments**: Provides high quality and continuous educator and staff professional development.

- **Measurable goals and benchmarks**: Includes measurable goals for learners academic achievement and benchmarks for meeting such goals.

- **Support within the school**: Is supported by educators, principals, administrators, school personnel staff, and other professional staff.

- **Support for staff**: Provides support for educators, principals, administrators, and other school staff.
- **Parental and community involvement**: Provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities.

- **External technical support and assistance**: Uses high quality external technical support and assistance from an entity that has experience and expertise in school wide reform and improvement, which may include an institution of higher education.

- **Evaluation strategies**: Includes a plan for the annual evaluation of the implementation of school reforms and the learner results achieved.

- **Coordination of resources**: Identifies all resources, including school and private resources, that shall be used to coordinate services that will support and sustain the comprehensive school reform effort.

- **Scientifically based research**: (A) Has been found, through scientifically based research, to significantly improve the academic achievement of learners participating in such programme as compared to learners in schools who have not participated in such programmes; or (B) has been found to have strong evidence that such programme will significantly improve the academic achievement of participating learner (http://www.nwrel.org/scpd/catalog/about/ninecomponenets.shtml).

### 2.8.2 Eleven Characteristics of effective schools

Educators are discharged with a huge responsibility of making a difference for the better in the life of every learner who is in their care. This both empowers and challenges educators, bestowing the possibility of making a difference to the life chances of learners alongside giving the responsibility for doing so. Research findings demonstrate that some schools can make much more of a difference than others and that schools serving very similar intakes can give
their learners very different experiences and achieve different outcomes for their learners (MacGilchrist, Myers & Reed, 1997:1). The following are the eleven characteristics identified in effective schools (MacGilchrist, et al. 1997: 6).

### TABLE 2.3
Eleven characteristics found in effective schools

<table>
<thead>
<tr>
<th></th>
<th>Professional leadership</th>
<th>Shared vision and goals</th>
<th>A learning environment</th>
<th>Concentration on teaching and learning</th>
<th>Purposeful teaching</th>
<th>High expectations</th>
<th>Positive reinforcement</th>
<th>Monitoring progress</th>
<th>Learner right and responsibilities</th>
<th>Home-school partnership</th>
<th>A learning organisation</th>
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<tbody>
<tr>
<td>1</td>
<td>Firm and purposeful</td>
<td>Unity of purpose</td>
<td>An orderly atmosphere</td>
<td>Maximisation of learning time</td>
<td>Efficient organisation</td>
<td>High expectations all round</td>
<td>Clear and fair discipline</td>
<td>Monitoring learner performance</td>
<td>Raising learner self-esteem</td>
<td>Parental involvement in their children’s learning</td>
<td>School- based staff development</td>
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<td></td>
<td>A participative approach</td>
<td>Consistency of practice</td>
<td>An attractive working environment</td>
<td>Academic emphasis</td>
<td>Clarity of purpose</td>
<td>Communicating expectations</td>
<td>Feedback</td>
<td>Evaluating school performance</td>
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<td></td>
<td>The leading professional</td>
<td>Consistency of practice</td>
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<td>Focus on achievement</td>
<td>Structured lessons</td>
<td>Providing intellectual challenge</td>
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Schools that have these characteristics are able to create the right conditions to enable them to develop into very effective institutions in terms of their learner’s progress and outcomes. Therefore the challenge for principals and their senior management teams is to find ways of bringing the staff on board and getting them committed to and prepared to become involved in change (MacGilchrist, et al. 1997: 7).

2.9 CONCLUSION

The success of an organisation entirely depends on the management and leadership of the organisation. Schools are open systems that are constantly
interacting with the environment. Schools have to meet and fulfil the legitimate expectations of the community for its survival. To live up to the expectations of the community, schools need effective principals to lead and develop the schools into community centres of excellence. An excellent school has high academic standards and will produce high quality results. Every school needs effective principals who have good leadership skills and interpersonal skills to develop and transform it into a centre of excellence.

A principal who is an effective leader will be instrumental and responsible to create a school climate that is necessary for the core business of the school that is effective teaching and learning. A strong climate is the result of the development of a school culture that is developed gradually and purposefully for the school. Organisational culture is what the employees perceive and how this perception creates a pattern of beliefs, values, and expectations (Ivancevich & Matteson, 1996: 81). The principal of a school plays the most important role in shaping the school culture. It is the beliefs and values that are critical to the identity and uniqueness of a school that makes it different from other schools and successful.

An effective principal will have a vision for the school. This vision is a shared vision where every member of the school will be meaningfully contributing to the progress and development of the school. Good leadership will be aware of the school in relation to its immediate and broader context, and will constantly be seeking ways of making the contribution of the school more relevant, more purposeful. Leadership should be visionary, looking towards the future, and nudging and challenging people within the organisation to be alert and awake to the challenges. Being a good leader means making sure that all the people in your organisation can share your vision, or build upon it, challenge it and make it their own (Davidoff & Lazarus, 1997: 156). Effective principals have to ensure that the school functions most effectively and the vision of the school is achieved.

Principals of schools have to manage the resources of the school most effectively for quality curriculum delivery. Many schools have very limited
financial and physical resources available for effective teaching and learning. However, an effective principal will have to look for alternative ways to supplement the shortage of the required resources so that the quality of the teaching and learning will not be compromised. Quality teaching and learning programmes produces quality results.

Effective leaders are agents of change and will be able to bring about the necessary organisational changes required for the transformation of schools into learning organisations. Through effective teamwork and democratic management, schools can be transformed into centres of excellence where effective teaching and learning takes place. The transformation of poorly performing schools into successful institutions and to improve the academic performance of the learners in the matric examination requires the support, cooperation and active participation of all the stakeholders of the education. The principal of a school holds an influential position and can play an effective and active role in the development and the transformation of the school. The SMTs, SGBs, educators, non-educators, learners and the community have to give their full support and active participation in the management of the education of the learners to improve the academic performance of schools in the external examination.

All the stakeholders of education have to play an important role to improve the quality of results produced by schools in the previously disadvantaged communities. Parents are the most important stakeholders of education who can positively influence the learning process and the quality of results obtained by learners in schools. The participation of parents, as well as the role of other stakeholders in the management of education for the provision of quality education and to improve the academic standards will be studied in the following chapter. The responsibility of the school governing bodies to provide proper governance, support and additional resources required for the provision of quality of education will be also studied.
CHAPTER 3

ROLE OF VARIOUS STAKEHOLDERS IN THE EDUCATION TO IMPROVE THE ACADEMIC STANDARDS

3.1 INTRODUCTION

The school management team of a school has an important role to play in the management of a school to transform it into a school of excellence. Effective management of a school is a prerequisite to transform schools into centres of excellence. The principal and the school management team have a formidable task of uniting the entire staff for the achievement of the common goals of the school. Principals are discharged with the responsibility of linking all the stakeholders of education with a common shared vision for the school. School based management attempts to give school constituents - administrators, educators, parents and other community members - more control over what happens in schools (http://www.ed.gov/pubs/CPRE/fb25bus.html). For the success of a school, the management role of the SMT changes from directive and control-oriented to a role that involves creating an empowering environment in which educators can easily try out new approaches. The new role includes facilitating and coaching for high performance, ensuring that proper resources are in place, making certain that the development needs of participants are addressed, and freeing educators up to make changes so that school sites truly become the focus of continuous improvement (http://www.ed.gov/pubs/CPRE/fb25bus.html). For the school management team to work successfully, the principal must use a team approach to decision-making. If this is done, educators will feel more positive toward school leaders and more committed to school goals and objectives. Parents and community members will be more supportive of schools because they have more of a say over decisions (http://www.eric.uoregon.edu/seeweh.find/abstracts/index.html).
Educator empowerment and accountability are major ingredients of school management teams. Educators influence decisions by participating in planning, developing, monitoring, and improving instructional programmes within the school (http://www.eric.uoregon.edu/seewe.find/abstracts/index.html). Principals of schools benefit by receiving input from other stakeholders, thereby being aware of educator and parent concerns before they get out of control, as well as being freer to research new ideas and teaching methods and deal with problem areas (http://www.eric.uoregon.edu/seewe.find/abstracts/index.html).

Among all the members of the school management team, the principal holds the most important role to provide the most effective leadership for the rest of the staff and all the stakeholders for the best performance of the school in all the aspects. At the building level, the principal is usually the key figure in fostering shared governance within the school. Principals not only have increased responsibility and authority in the school programme, curriculum, and personnel decisions, but also increased accountability for learner programme success. Principals must be excellent team leaders and delegators (http://www.eric.uoregon.edu/seewe.find/abstracts/index.html). Principals, as the heads of organisational units, will have to provide leadership in the organisational transition, and model and reinforce the new behaviours. Increasingly, principals will find themselves exerting leadership in collective forums, such as councils, where their influence is exercised as a group member rather than hierarchically (http://www.ed.gov/pubs/CPRE/fb25bus.html). The principal is the key to building a trusting environment in the school. Studies of effective public schools agree that a strong central leader, like the principal, is key to successful management. An effective leader can set the school’s vision, serve as an instructional leader, coordinate reform efforts and rally support for the school (http://www.ed.gov/pubs/CPRE/fb25bus.html). The trust begins with the principal. If the principal present herself or himself as the authority in the school, then a trusting environment is not possible (Short & Greer, 2002: 63). The principal and the other members of the SMT has an important responsibility of
creating a favourable atmosphere for effective teaching and learning. The environment in which teaching is carried out has profound effects on what educators do and the standards they expect to achieve (Brown & McIntyre, 69: 1993). The principal, school administrators, educators, and learners are the key actors in the school process. The principal and school administrators help school members to clarify the direction of education, provide the appropriate environment, technology and resources, and motivate them to teach, learn and develop (Cheng, 85: 1996). The stakeholders of school have to know what are the expectations of the larger community of the school in relation to their performance. Schools, like companies, must have information about their performance relative to other schools, whether or not they are competing with others as in a market-based choice plan. Schools also need information about the extent to which they are meeting their clients'- parents and learners - needs. Moreover, all such information, needs to be available to schools so that modifications can be made inroad to improve organisational performance (http://www.ed.gov/pubs/CPRE / fb25bus.html). The principal, as the head of the institution has the sole responsibility of gathering this information and passing it on to all the stakeholders such that proper modifications can be made in the operations of the school to meet the demands of the clients of the school.

The role of the principal as an effective manager and a leader to turn the school into a centre of excellence is the most important factor in the effective running of a school. Effective management and leadership eventually results in the formation of a culture of teaching and learning that will eventually improve the academic performance of learners in the grade twelve examinations. The various factors involved in the effective management and leadership of a school is analysed and interpreted in the previous chapter with the view to understand its role in learner achievement.

The academic performance of the learners in the grade twelve examinations can be regarded as a reflection of the effectiveness of the management of the school
by the principal and the SMT of the school. This also gives an indication of the type of leadership provided by the principal of the school to steer the school towards the actualisation of the goals of the institution. The above performance of the learners can also be used to establish the effectiveness of the teaching and learning programme going on in the school. Schools that are underperforming in the grade twelve examinations have to first of all understand that there is a need for change in the organisational structure and commitment for the success of the institution. Understanding the need for change is the first step in a transition. Having a vision of what change entails and what it is trying to accomplish is the next. This includes defining high performance in a manner that can be agreed to by the various stakeholders who become partners in the effort. Schools that excel in their performance have effective and proper systems in place for the management of the school. Stakeholders of such schools have common shared vision for the schools and they work towards achieving the common goal. Developing a shared vision of the organisation links people together and provides goals and criteria for change activities and ongoing decisions. Schools management should involve stakeholders at all levels in forming the vision. Principals and the SMTs of poorly performing schools should play a key role in making this happen. In such a school all the stakeholders will be working together to achieve the common goal of the school. To transform schools into institutions where all the stakeholders have common shared vision is a difficult task. It requires skill, commitment, and a willingness to do something, rather than just talk about it. Changing of schools that are dysfunctional into schools of excellence is very demanding, painful and difficult as there will be strong resistance to change. Educators, community members, and even learners often resist attempts to make needed changes in schools. It is the principal’s responsibility to teach others why changes are appropriate and to provide opportunities to learn the new behaviours necessary to implement the changes. As an educator of educators, the principal goes the extra mile during the transition stage of change to offer
support, encouragement, and pertinent staff development (George, et al. 328: 2000).

Although the principal and the SMT have an important and vital role to play in the management of the school particularly to put in place systems to ensure effective teaching and learning, other stakeholders like the educators, parents, the school governing body and the community has equally important roles to play to improve the quality of the academic performance of learners in the external examinations. Parents, one of the most effective and useful stakeholders of the education, have to play a very important and active role in the management of the education of the learners. There are numerous ways in which they can assist and contribute positively to improve the quality of education provided to the learners and thereby improving the academic standards. Participation by parents, learners and other community stakeholders on school governing bodies implies a basic shift from advocating personal viewpoints to participating in a forum that must take a school wide view and address the concerns of many different stakeholders (http://www.ed.gov/pubs/CPRE/fb25bus.html). There is a need for a shared vision among all the stakeholders of education at schools to produce excellent quality results at the end of every year.

In this chapter the roles of the various stakeholders, particularly that of the educators, parents, SGB and the community in the learner achievement in the grade twelve examinations are analysed and interpreted. The impact of socio-economic conditions on the academic performance of learners in the external examinations in secondary schools is also included in this study. There is a need for all the stakeholders in education to perform their responsibilities effectively to improve the academic performance of learners in the matric examination in the previously disadvantaged schools.
3.2 ROLE OF EDUCATORS TO IMPROVE ACADEMIC STANDARDS

Although the importance of the secondary school principal cannot be overestimated, the concept of leadership applies to all educators as well. The quality of their work with learners and the quality of their contributions to school reform are key variables in secondary school reform (George, et al. 2000: 323). The single most common measure of a school’s success is the standards it attains for its learners in national or public examinations (Walsh, 1999: 149). The standard of achievement of learners in the examination is a reflection of the quality of teaching and learning taking place in the classroom. The core business of any successful school is the provision of effective teaching and learning programme on a continuous basis to its most important clients, the learners. The most critical component of a successful educational practice is effective instruction (Pallas, 1995: 47). Therefore, there is no substitute for effective instruction of the subjects to learners to produce high quality results in the grade twelve examination. An unexpectedly poor examination result is not necessarily the direct result of poor teaching. It could be because of poor resourcing or learner grouping arrangements dictated by timetabling constraints. It could be the result of external pressures on either the educator or the learner (Fidler & Atton, 1999: 1). However, schools that are constantly producing poor results especially that are in the previously disadvantaged communities should seriously look into the teaching and learning programmes at those schools. The core elements and processes of a school organisation are the teaching and learning activities, the curriculum, learner guidance and counselling, the long term school strategy, and the learning results and school performance (Amelsvoort, 1999: 163). Therefore any attempt to improve the academic performance of the learners in the matric examination mainly depends on this core business of the school. The key to effective instruction is a committed and innovative educator. The major role of an educator is to organise in such a way as to result in successful learning experiences for learners (Bull & Solity, 1996: 4).
The educators’ classroom practices are influenced, in turn, by his or her motivation and knowledge of the content and by what is learned from ongoing evaluation and knowledge of the content and by what is learned from ongoing evaluation of the educators’ performance. The availability of support services reinforces educators’ efforts by providing information about and support for learners (Seyfarth, 2002: 3). One critical factor in obtaining the best kind of performance from educators is to give them a supportive and professionally conducive environment in which to work. A good-quality work life is important for educators, to enhance the quality of their performance and enable them to pass on their knowledge, values and philosophies of learning to their learners (Aspin, et al. 1994: 72). It is widely believed that the quality of some entrants to the teaching service has declined, because of the perception that, generally, learners with a high academic ability are not choosing teaching. It is certainly a matter of great importance to the future of society that by some means, including an increase in remuneration, the most able and committed among our young people are attracted towards teaching and away from other occupation (Aspin, et al. 1994: 73).

Among other factors the process of teaching and learning programmes carried out in a school determines to a great extent the levels of attainment of the learners in the examination. Teaching can only be said to have taken place when learning occurs. Educators therefore directly facilitate this change of behaviour; they make learning possible through their interaction with learners and ensure that children learn quicker than they would if left on their own (Bull & Solity, 1996: 7). Educators of the poorly performing schools have to ensure that this learning takes place as a result of their teaching. Educators can work in different ways to mould the behaviour patterns of the learners to suit this learning. An educator could work to increase those behaviours which he or she wants his or her learners to show: improvement in their academic performance and ‘good’ behaviour in class. The educator might make effective use of his or her own approval, stars and other types of reward to encourage the learners to behave
well, try hard and achieve in their work (Bull & Solity, 1996: 20). Good classroom management is based on learner’s understanding of the behaviours expected of them. A carefully planned system of rules and procedures makes it easier for you to communicate your expectations to learners (Emmer, Evertson & Worsham, 2003: 16). Therefore the educators who are in charge of the curriculum delivery have the most important and the key role to play in improving the academic standards of the learners in the previously disadvantaged schools. Hence the management strategies and the various interventions that are required to improve the standards obviously include, the subject delivery and the educators. Without the cooperation and unreserved support of the educators, any attempt to improve the results will likely fail. Therefore the success of a school in the external examination to a large extent depends on the effectiveness of the teaching and learning programme. For effective teaching and learning programme to take place a school needs committed, hardworking, and innovative educators.

Schools that are effective and have the capacity to improve are led by principals who make a significant and measurable contribution to the effectiveness of their staff (Bush, Harris & Wise, 2000: 5). One of the ways in which the effectiveness of the teaching staff can be improved is by allocating the right people to teach the right subject. Educators with proper qualification and knowledge should be given those subjects that they are qualified to teach in the secondary schools. Then the subject teachers can make a difference to performance in their subject areas in much the same way as the management contribute to overall school performance (Bush, et al. 2000: 5). Allocation of the subjects to the wrong educators will result in the poor performance of those educators in the subject areas, although there are other reasons as well for the poor performance of educators in the classroom.

Poor performers have major failings in a number of critical aspects of their work. They fall below a threshold of satisfactory performance on a number of criteria:
they are not just unsatisfactory in one small aspect of the job (Fidler & Atton, 1999: 1). Poor performance of educators in the subject areas seriously affects the overall performance of learners in the matric examination. Not only may poor performers directly affect the education of learners, but they may also have an indirect effect. Poor performance may prevent other staff from teaching well, in addition to affecting staff morale where other staff can see that they are continually being let down by one or two staff members who are not performing satisfactorily (Fidler & Atton, 1999: 5). The success of a school depends on the effectiveness of all the members of the staff in the various subject areas and this can only be prevented by appropriate management structures and monitoring systems keeping in place to support and develop the educators at schools. The only guarantee of ultimate success come if the prospect is approached with an absolute determination that the poor performance will not be allowed to continue (Fidler & Atton, 1999: 5).

Poor performance of staff results from poor management. Major emphasis should be placed on the prevention of poor performance through good staff management. All stages of managing staff are potential contributors to poor performance. These stages are:

- Selection
- Induction
- Motivation and monitoring
- Appraisal
- Development (Fidler & Atton, 1999: 11).

There could be many reasons for the poor performance of educators in the classroom. Poor performance is not limited to one particular group in education, nor to a particular moment in a career cycle. There is no limit to its causes: each individual can perform at an unsatisfactory standard because of any combination of different professional and personal factors. It might be the result of management decisions or policies, incompatibility of personalities, ineffective
recruitment strategies, a mismatch of skills to the job, innovation fatigue or any of the external pressures felt by people living in today’s complex society (Fidler & Atton, 1999: 107). Schools that are constantly producing poor matric results have to examine the quality of teaching and learning programmes taking place at the various grades as well as in the different subject areas. Poor performance of learners in the matric examination is a reflection of the quality of teaching and learning programmes taking place in the school. The academic performance of learners at the grade twelve examinations cannot be improved without improving the standards in the lower grades. The management of the school has to put in place proper, effective structures at school level to ensure higher academic performance of learners in various subject areas. To ensure higher levels of academic standards, educators should have the necessary subject knowledge needed for the facilitation of the subject at various grades.

Subject mastery is an essential prerequisite of being able to teach well. Thus it is important that educators not only develop their own understanding of their subject but that they deliberately take steps to improve their range of teaching approaches (Bush, et al. 2000). Educators are now viewed as professionals who are expected to master a large knowledge base that covers the subject matter they teach, the methods they use to teach it, and the learners to whom it is taught (Arends, 1997: 4). Therefore to produce high quality results and to improve the academic standards, the school must have educators with a deep knowledge of the subjects they teach. Effective teaching requires as its baseline individuals who care for young people, who are academically able, and who have a strong command of the subjects they teach. It also requires individuals who can foster their learners’ academic achievement and guide them toward important social, moral, and ethical goals (Arends, 1997: 5). Educators acquire knowledge about teaching from a variety of sources, of which professional development is only one (Seyfarth, 2002: 124). They acquire knowledge and skills through their experience, interactions with the colleagues and through their life long learning. Teaching and learning are unlikely to improve significantly unless substantial
improvement occurs in professional development activities (George, et al. 2000: 302). Quality staff development, along with other key factors like team building, shared decision making, collaboration, comprehensive long range planning, is essential to the restructuring of high schools (George, et al. 2000: 302). Once again the influence and the strong leadership of the principal and the SMT of the school have to be utilised effectively to motivate the staff to engage themselves in the life long learning process and the acquisition of knowledge and skills that are essential for the curriculum delivery at school. There is a strong and growing consensus that staff development must be intensive, continuous, and focused on producing measurable advances in learner education (George, et al. 2000: 304).

Educators who have a thorough understanding of their subject are able to answer crucial questions that enable them to diagnose learners’ comprehension and plan instruction accordingly (Seyfarth, 2002: 130). Teaching can take place without any learning resulting from it and a great deal of learning is achieved without the benefit of teaching (Davies & Burnham, 1997: 223). Effective educators will adjust their teaching strategies to suit the needs of the learners. Introducing reforms in a school may even contribute to revitalising educators whose methods have become stagnant through the years. As experienced educators find new and innovative approaches to teaching and interacting with other educators successfully employing new strategies, they may well view themselves as better educators (Lybbert, 1998: 13). It is possible to envisage considerable changes taking place in the way in which schools address the significance of individual learning and the role of the educator (Davies & Burnham, 1997: 225). If schools are preparing young people for adult life then they are essentially preparing them to make decisions of varying significance (Davies & Burnham, 1997: 225). To assist the individual needs of the learners, educators have to use appropriate teaching strategies that ensure maximum participation of the learners in the classroom activities. If schools are to develop to meet changing needs then the emphasis will have to be on leadership as a
shared function rather than a status-orientated role (Davies & Burnham, 1997: 227).

The skill for leaders in schools or classroom is to negotiate in a genuine way so that the targets themselves are the motivating force and individuals become responsible for their own performance management (Davies & Burnham, 1997: 232). This way learners will become more responsible and committed for their education and will try their best to excel in their academic performances. Transforming schools and classrooms so that all learners meet high standards require deep change in school and classroom culture (Finnan & Swanson, 2000: 2). Efforts to accelerate the learning of all learners requires an internal process of culture change that is facilitated through the support of State and district policies. Schools and classrooms that accelerate learning so that all learners can meet high standards do exist, but they are fundamentally different from most schools and classrooms. The key difference is found in the culture of these schools and classrooms (Finnan & Swanson, 2000: 3).

3.2.1 Collaboration and teamwork to improve classroom practice

Well-managed schools have staff that share responsibility as well as a common set of goals (Walsh, 1999: 30). To have a common goal, educators have to work in teams to share their experience, expertise and skills. Educators who have a desire to become excellent in the subject delivery would be utilising the assistance of their colleagues and head of departments in furthering their knowledge as well as gaining more skills. Teaching partnerships between school staff occur in order to provide in-service training to an educator on a specific aspect of his/her work (Trott, 1997: 169). An educator should be always aware of his or her limitations and should not hesitate to enlist the support of other colleagues and will soon find out who can be trusted and who to avoid (Braine, Kerry & Pilling, 1990: 20). In organisations that value learning, employees share
ideas about new techniques and procedures that may help to increase productivity. The culture of these organisations encourages employees to listen to one another’s ideas and to try out those that sound promising (Seyfarth, 2002, 185). Educators who sincerely want to improve their knowledge and skills to become excellent educators will actively participate and support the teamwork and peer coaching.

Educators who participate in peer coaching bring both an expertise and openness to this trusting relationship (Lambert, Collay, Dietz, Kent & Richert, 1996: 22). Sharing of information and knowledge in a team gives the opportunity for the educators to learn new skills and strategies for the effective curriculum implementation. New characteristics and behaviours come into existence as we learn together. As we enter into dialogue together, inquire into practice, and collectively reflect on and make sense of our work, we evoke our own human potential - we emerge into new definition of our roles as educators, as leaders (Lambert, et al. 1996: 27). Consultation as a tool for enhancing classroom practice, has three goals: to solve an immediate problem about a learning situation as defined by a colleague, to assist the colleague to master the skills and knowledge to deal with similar problems in the future, and ultimately to change the way in which that person works (Jordan, 1994: 5). Before educators can build a community based on learning, they must first view themselves and each other as learners (Lambert, et al. 1996: 72). This will enable the educators to be part of a working team in which members of the team assist one another and share their knowledge and skills for effective teaching and learning.

Consultation and collaboration with other stakeholders in education can always be beneficial to the educator as well as the learners. An educator who really wants to improve the academic standards of the learners in the subject area cannot ignore the valuable assistance and contribution of the most important partner in education, the parent. Parents consider the good educator to be one who collaborates with parents; this has a positive effect on the parent perception.
of the educator, of school climate and school quality (Coleman, 1998: 45). Educator collaboration with parents is fundamental to both educator and the school quality (Coleman, 1998: 46). If our schools are to be learning communities, centres, or homes for making meaning, we must consider the acts of leadership that enable learning communities to evolve (Lambert, et al. 1996: 72).

Educators in the previously disadvantaged schools are discharged with the huge responsibility of exploring all means of getting assistance and support to improve the academic standards of the learners who lost their focus and are faced with enormous difficulties at homes. Therefore the educators have to increasingly involve the parents in the management of the education of learners in the township schools. The educator who understands and accepts the importance of parental support, and also takes responsibility for strengthening parent efficacy, is vital to school improvement (Coleman, 1998: 61). In the previously disadvantaged schools, educators have to involve parents very often in the classroom instruction process that the learners can eventually reach higher academic levels. Instructional collaboration is that form of parental involvement with schools and educators which is focused instructional issues; collaboration is the process at the heart of the co-production of learning - joint efforts by families and schools to ensure learner success (Coleman, 1998: 63). The collaborative approach envisions educators recruiting parental support with the intention of developing a partnership based on mutual respect, reciprocity of responsibility, and an exchange of knowledge and skills for the purpose of promoting positive attitudes to school (Coleman, 1998: 73). At a time when schools have increasingly come under attack on many fronts, secondary schools educators can ill afford to ignore the importance of meaningful partnerships with families and community members. Doing so places their schools, and public schooling itself, at risk. Educators at secondary schools, do not assume that it is widely believed that schooling is so inherently valuable that it sells itself (George, et al. 2000: 269). Educators of schools that are poorly performing have to develop
strategies to involve parents actively in the education process of the learners in the school along with high quality curriculum delivery to reach higher academic standards. Educators at successful secondary schools engage in long term efforts to welcome partners outside their school not just as allies, but as full partners (George, et al. 2000: 269).

3.2.2 Educators as classroom leaders

Educators as classroom leaders need to facilitate reciprocal learning processes among participants in a school community. To lead is to attend to the learning of those around us as well as to the culture of the whole organisation (Lambert, et al. 1996: 12). To facilitate this reciprocal learning educators at school have to work together and share their knowledge and experience. As educators work together to guide the inevitably changing system of which they are a part, they create a community of learners who engage in constructing knowledge and defining collective purpose. These working relationships among educators are both reciprocal and co-evolutionary, within their context, learning occurs. Educators who create and nurture these relationships and the opportunities embedded in them for learning are leaders. As leaders and learners, they work together in interdependent ways to direct the work of this dynamic, changing system called school (Lambert, et al. 1996: 14).

To transform the schools in the previously disadvantaged communities into successful institutions where learners achieve high academic standards, every member of the staff has to resume and practice effectively the leadership role in their own positions. It is essential that everyone in a school community engage in leadership that enables its participants to construct meaning and knowledge together (Lambert, et al. 1996; 19). This will create a common purpose and aim for the department and for the school as a whole. The creation of shared purpose grows out of the conversations of responsible adults who are invested in the
growth and development of each other, the learners, and the school community. When participants in a school community work together to resurface, share, and act on their senses of purpose, the work of teaching and learning takes on more meaning. It makes sense. This process of making sense of our work together is constructivist learning (Lambert, et al. 1996: 20).

For effective teaching and learning to take place in a classroom, the educator should have a good relationship with learners. Effective educators seek authentic relationship with their learners, have positive dispositions toward knowledge, command a repertoire of teaching practices, and are reflective problem solvers (Arends, 1997: 5). With a positive and healthy relationship with the learners in the classroom, educators can bring about the desired changes in learners that is essential for effective teaching and learning. The educator acts as an agent of change. The educator takes decisions on what to teach and how to teach it. She or he arranges the classroom environment in ways which enables learners to learn more quickly and effectively than they would do alone (Bull & Solity, 1996: 33). The teaching environment of a classroom comprises of three components: physical, social and educational. Teaching intentions will be conveyed to learners by the way the total environment is organised. Therefore each component needs to be well planned and managed in a way that enables educators communicate effectively with their learners (Bull & Solity, 1996: 35). Educators have to plan effectively to create the most conducive environment that their learners can focus mainly in the learning process and to improve their academic standards. For teaching to happen an educator must operate on two fronts during contact time. First he or she must through his or her own behaviour and activities present, communicate new skills and information effectively. Secondly the educator must supervise the myriad of social interactions that take place during each school day. When managed positively and consistently, learners are more likely to relate well to their peers and educators and feel motivated to work (Bull & Solity, 1996: 36). Well planned lessons by the educators with a variety of appropriate activities support the positive learning environment that your carefully considered
management decisions have begun to create (Emmer, et al. 2003: 87). Interesting, well paced lessons are a key to holding learners’ attention; unimaginative or confusing lessons with limited opportunities for learner participation are boring or frustrating to learners, creating conditions for discipline problems to develop (Emmer, et al. 2003: 88).

Educators who are effective in their teaching programmes will make their subjects very interesting and attractive through their lesson presentation. This will develop a positive interest for the subject and learners will be able to learn the subject more easily. Providing learners with face-to-face instruction is the most visible and perhaps the most glamorous aspect of teaching. Equally important, however, is the job of providing leadership and motivation to the learners so they will engage and accomplish the academic and social goals of schooling (Arends, 1997: 11).

### 3.2.3 Educator as motivator

Now more than ever before, the central role of quality in our schools is crucial to our success, and especially to the success of our learners (Bonstingl, 2001: ix). This is evident from the fact that there are so many state schools in the previously disadvantaged communities from which learners are withdrawn and placed at schools that are well performing in the grade twelve examination. This results almost in the closure of certain schools due to lack of learners. Therefore the educators of such schools that are underperforming have to rekindle their enthusiasm and interest in the teaching profession and reactivate their commitment and dedication towards their profession for the success of the institution. Learners enjoy coming to school when educators focus on ways of enabling every learner to succeed. Learners get more involved in their work, not only for the grade, but for the intrinsic satisfaction they get from doing good work and building new competencies upon what they already do well (Bonstingl, 2001:...
Learners in the previously disadvantaged schools are badly in need of motivation on a continuous basis to focus on the academic tasks rather than other undesired activities in which they are very much involved. High quality citizens and workers come from schools of quality (Bonstingl, 2001: xi). Addressing learner’s social, emotional, and physical needs is important for learning to occur (McCombs & Whisler, 1997: 24). Many of the learners who are coming from the informal settlements have to face the most difficult social conditions and they require additional support from the school for their education. Therefore schools have to set up additional support structures to address those social issues as well. But to deal with these issues, educators should have a proper environment at schools so that they are free and relaxed to address these issues. When educators are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations (McCombs & Whisler, 1997: 25). So school management has to provide the suitable conditions for educators to feel free to deal with the needs of the learners constructively and be motivated to concentrate mainly in the education of learners. Educators, in particular, need to be empowered, validated, and encouraged to gain deep understanding of the knowledge base and practices that enhance learners, including those hardest to reach (McCombs & Whisler, 1997:39). Educators personal concern and support, enthusiasm, high expectations, trust and respect are central to positive learner motivation, learning and achievement (McCombs & Whisler, 1997: 39).

An educators’ ability to provide leadership and motivation is as important as his or her ability to provide instruction (Arends, 1997: 11). The only way we can ensure our own growth is by helping others to improve little by little, day by day (Bonsting, 2001: 5). Most of the learners in the township schools are faced with serious social problems that they seldom concentrate on their education. Problems like poverty, broken families, substance abuse, and lack of focus in life, are some of the problems they are facing. It needs committed and dedicated educators to win the heart and minds of the learners and to make them focused
in their education for a better tomorrow. If learners are not motivated to persist in academic tasks, or if they are not managed effectively, all the rest of teaching and learning is lost (Arends, 1997: 13). Therefore the learners need both effective instruction as well as the motivation to focus mainly in their education to have a clear goal in their life. Providing instruction and exerting leadership are educators’ two major jobs (Arends, 1997: 19). Learner motivation improves with clear goals, and self-evaluation and enhances understanding of academic content. Programmes that motivate and accelerate low achievers’ learning provide a community of learning and support in various ways. Some programmes require a commitment from parents and learners (Finnan & Swanson, 2000: 40). Educators have to apply more learner centred approaches to enhance the quality of teaching as well as to improve the level of achievement of every learner in the classroom. This approach will inspire learners to present their best performance in the academic matters. Educators are being asked to adopt thinking that holds that “all learners can learn” and to see education as a “shared responsibility” among all constituencies - learners, educators, administrators, parents and community members. Educators who are more learner centred are more successful in engaging more learners in an effective learning process and are also more effective learners themselves and happier with their jobs (McCombs & Whisler, 1997: 24).

Effective educators have very high hopes for their learners and motivate their learners to attain these expectations. Where educators hold high expectations of their learners’ ability then learners are more likely to achieve. Motivation, whether intrinsic or extrinsic, is a vital factor in effective learning as it is closely related to self-concept and to personal needs (Busher, et al. 2000: 81). Educators can motivate the learners in different ways. Praise, recognition and approval from the educator can help satisfy needs for acceptance and are also basic to feelings of self-esteem (Busher, et al. 2000: 82).
Educators who provide exciting lessons for their learners are making their subject more interesting and attractive to their learners and they will develop a keen interest in acquiring the knowledge. Extrinsic motivation comes from the portrayal of the subject as being important, interesting and rewarding. The subject teacher can play a part in ensuring the subject matter is presented to learners with enthusiasm and encouragement (Bush, et al. 2000: 82). This will generate sufficient curiosity and interest in the subject. Educators who plan their lessons carefully and thereby ensure a well-paced and engaging lesson are doing much to assure good classroom management (Arends, 1997: 37). Educators who have a passion to teach and have a deep knowledge in their subjects will prepare their lessons thoroughly and manage their lessons effectively. Educators who plan appropriate classroom activities and tasks, who make wise decisions about time and space allocation, and who have a sufficient repertoire of instructional strategies will be building learning environments that gain learner cooperation and minimize management and discipline problems (Arends, 1997: 37). Teaching is an act of leadership, requiring an understanding of one’s role, a commitment to empower all learners, the skills of facilitation, and the willingness to inquire about and reflect on one’s own learning. Teaching and learning are highly relational, interactive and grounded in the lives of the participants (Lambert, 1996: 119).

People of all ages learn best if they feel safe, that is, protected from physical and psychological aggression, and if they are valued, that is, they are respected for what they are and what they can offer. Schools which create a climate that fosters these feelings in learners will get the best responses from them. The staff skills implied by such an endeavour are in the area of maintaining positive and optimistic models of people, communicating with respect and without prejudice whatever the age, gender or race of the learner, helping people to enhance their self-image, getting stimulating targets for performance and paying attention to the variety of formal and informal factors in the institution which might affect morale (Collins, 1990: 145).
3.2.4 Effective classroom management for effective teaching and learning

Proper classroom management followed by effective teaching and learning programmes will eventually create the foundation for better understanding of the subject knowledge and better performance of the learners in the various subject areas. Classroom management is possibly the most important challenge facing educators, since their reputation among colleagues, school authorities, and even learners will be largely influenced by their ability to create and to maintain an orderly and effectively learning environment (Arends, 1997: 37). The following are some of the conditions and procedures for good classroom management:

- Gain learner cooperation through well-planned activities
- Establish rules and procedures
- Teach rules and procedures

The effectiveness of an educator in the subject delivery can be assessed based on both teaching and the learner’s learning (Bubb & Hoare, 2001: 14). The following criteria are used by the OFSTED in Great Britain to assess the effectiveness of educators in the classrooms. The effectiveness of educators depend on the extent to which educators:

- show good subject knowledge and understanding in the way they present and discuss their subject;
- are technically competent in teaching phonics and other basic skills;
- plan effectively, setting clear objectives that pupils understand;
- challenge and inspire learners, expecting the most of them, so as to deepen their knowledge and understanding;
- use methods which enable all learners to learn effectively;
- manage learners well and insist on high standards of behaviour;
- use time, support staff and other resources, especially information and communications technology, effectively;
- assess learner’s work thoroughly and use assessments to help and encourage learners to overcome difficulties;
- use homework effectively to reinforce and/or extend what is learned in school and the extent to which learners:
- acquire new knowledge or skills, develop ideas and increase their understanding;
- apply intellectual, physical or creative effort in their work;
- are productive and work at a good pace;
- show interest in their work, are able to sustain concentration and think and learn for themselves;
- understand what they are doing, how well they have done and how they can improve.

The following diagram represents all these criteria diagrammatically.
Educators who cannot manage their classes properly are likely to fail in their efforts to facilitate the teaching and learning process effectively. Those educators will not be able to motivate the learners or produce the desired learning outcomes in their subjects. The key to successful classroom teaching and management is gaining learner cooperation in classroom activities and their
engagement in the appropriate learning tasks. An educators’ main function is to plan and orchestrate well-conceived activities that flow smoothly (Arends, 1997: 41). Creation of effective classroom atmosphere is an essential requirement for effective teaching and learning. The complexity of the role of an educator as a classroom manager is obvious and the effective learning environment that he or she wish to create will be affected by the understanding of its importance. Chief elements in this complex role are the organisational, administrative and interpersonal skills (Braine, et al. 1990: 68). Effective educators take an active role in the management of their classes, structuring the learning processes in response to the learners’ production, and creating an orderly climate to which learners are expected to contribute (Jordan, 1994: 92). In effective classrooms, adults and children construct knowledge together, develop shared meanings, and are participants in creating a learning community. Adults provide these opportunities for construction of new knowledge because they are leading children along a pathway to knowledge (Lambert, et al. 1996: 698).

Educators use a variety of strategies that try to take account of the learners involved and the attitudes they hold, including trying to take account of the influence of the social and home backgrounds from which learners come (Bush, et al. 2000: 6). The essence of being an effective educator lies in knowing what to do to foster learners’ learning and implementing that process effectively. Effective teaching is primarily concerned with the process of obtaining some desired learning outcomes through educational activity (Bush, et al. 2000: 74). To obtain these desired learning outcomes, the educator must have appropriate skills and knowledge to facilitate the learning programme. Within any single subject area, educators are likely to have a range of teaching skills, styles, models and approaches that comprise a teaching repertoire (Bush, et al. 2000: 74). The skills and styles of educators differ from one person to other as well as the different subject areas. Different subjects and aspects of subjects necessitate different types of teaching approaches (Bush, et al. 2000: 75).
Effective educators teach their learners how to learn and thus teaching becomes more productive as learners are helped to become more effective learners (Bush, et al. 2000: 82). To teach effectively and make the learners to achieve better academic standards, the educator should also have an understanding of the social back grounds of each learner in the class. The attitudes, values, and beliefs of the people who reside in the community surrounding the school are critical information for educators if they are to ensure learner success in learning (Lambert, 1996: 55). Building information about each learner is an important part of an educator’s job (Braine, et al. 1990: 20). Many social factors can influence the academic achievement of learners in various subjects. The classroom manager needs to be aware of the type of social factors, which may play a part in a learners’ achievement (Braine, et al. 1990: 68).

An educator who is aware of the social situations will have different strategies to facilitate the subject most effectively in the classroom. Educational strategies that derive from gathered knowledge about learners’ background and life styles, it goes without saying, need to be based upon sensitivity and tolerance, mutual trust and respect (Bastiani, 2000: 21). Educators are continually reshaping their strategies; listening to learners thinking; reflecting; and redirecting their questioning, content, activities and expectations. When a school is a learning community, these decisions are more often brought to a conscious level. This begins to happen when educators collaborate and reflect on decisions they have made, seeking new understanding and feed-back (Lambert, et al. 1996: 75). An effective educator will be using learner-centred activities in the classroom with an aim of improving the educational standards of the learner.

The basic assumptions of the humanistic, or holistic, or learner-centred approach to education stem from a fundamental belief that human beings, solely by virtue of being human, have both the right and the motivation to take charge of their own lives. Fulfilling this right creates the healthiest state of existence for individuals, communities, and society at large (Brands & Ginnis, 1990: 17). The
learner-centred educator sets out proactively and deliberately to change learners’ minds when they have attitudes that put other people down (Brands & Ginnis, 1990: 84). It is far easier to knock young people and to destroy their self-confidence and self-respect than to build them up and convince them that they have the potential to become employable and active citizens. However to succeed is one of the greatest joys in teaching and shows why the profession is still enjoyable and worthwhile despite the frequent adverse criticism which it seems to attract (Lewis, 1997: 58).

It has become increasingly important for educators to build rapport with their learners. Although professionalism, competency, and enthusiasm are at the top of most principal’s lists for good educators, it cannot be denied that educators are expected to assume more and more responsibility for nurturing individual learners and contributing to a positive school environment. Educators who lack interpersonal skills and fail to invest time in developing relationships also tend to have difficulty in reaching their teaching objectives (Lybbert, 1998: 17). An educator who has good relationship with the learners will always try to keep his or her customers, the learners satisfied. Customer or client satisfaction is an acceptable base line for our work in a school but our aim is to go further than this, we desire to delight our customers. In order to do this, it is important to be reflective and self-critical. As a learning organisation we are working at continuous improvement in all areas, trying to detect weaknesses before our customers detect them (Trott, 1997: 176).

Individuals must engage in an examination of the deeply held assumptions, beliefs, and attitudes that shape their behaviour change to occur in schools and classrooms. In essence, they engage in an examination of culture as it is reflected and manifested in schools and classrooms and in themselves. Change in school and classroom culture is complicated by the fact that culture at these levels reflects the assumptions, beliefs, and attitudes that shape behaviour in the surrounding community and the larger society (Finnan & Swanson, 2000: 65).
3.2.5 Motivation of educators for excellent classroom performance

Enthusiastic, fired-up and well motivated educators can apparently work miracles. Learners from particular backgrounds who would probably fail in other schools suddenly begin to exceed everyone’s expectations with these educators (Walsh, 1999: 2). Educators should be self-motivated as well as supported and motivated by the management of the school for their best performance in the classrooms. The school management may introduce and implement enough intervention programmes to improve the academic standards of the learners at school. Regardless of the intervention strategies used by the principal, some educators will have difficulty in changing their basic approach to teaching either because of attitudes or ineffectiveness. Assuming most of the educators are making progress, principals may want to focus on those educators who seem to need additional assistance (Lybbert, 1998: 65). Schools should never be deemed to be failing if the teaching within them is good. Poor teaching undoubtedly puts a school at risk of failure. The progress that learners make is the most crucial factor in determining whether they are being served well by their school; this progress is almost totally dependent upon the quality of the teaching that the school provides (Walsh, 1999: 17). Therefore to improve the academic standards, the school needs successful and motivated educators who are totally committed to the process of quality curriculum delivery.

Work motivation refers to conditions responsible for variations in the intensity, quality, direction, and duration of work-related behaviour. Variations in the quality of work produced by employees may arise from either motivational or knowledge differences. If an employee is not achieving satisfactory results, it is necessary to ascertain whether the problem originates with lack of motivation, lack of knowledge, or both (Seyfarth, 2002, 85). The management of the school has to give necessary support and inspiration to the staff for them to perform their tasks excellently. For most educators, satisfaction, from their jobs arises from the opportunity to perform tasks that they believe are socially significant and that
yield intrinsic satisfaction (Seyfarth, 2002:96). The management of the school especially the principal has to take a major role to see that his or her staff is kept satisfied to the best possible way the school can. The principal is an important actor in creating conditions that lead to educator satisfaction (Seyfarth, 2002:96). When conditions in the work environment prevent them from meeting their expectations, disappointment and frustration follow (Seyfarth, 2002: 184).

One source of educator dissatisfaction is simple boredom. Teaching becomes highly repetitive after a short time, and for some people repetition leads to boredom (Seyfarth, 2002:96). Educators who are assigned to teach subjects in which they are not qualified can also cause frustration and dissatisfaction. This will have immediate and serious negative effect on the quality of teaching and learning as well as on the quality of results produced. Many educators feel dissatisfied because of the persuasive sense of failure they experience in trying to work with learners who have suffered deprivation either because of family failures or poverty (Seyfarth, 2002: 97). In this case the school has to look into the social aspects that are disturbing the mental stages of the learners and should have some form of intervention strategies to alleviate some of these problems to certain extent that the learners can at least concentrate in their education.

If a workplace allows employees to have fun and if people have a feeling of belonging, they are usually reluctant to leave (Seyfarth, 2002: 99). Every school can build up a strong staff that is committed and enthusiastic to work effectively to produce the best results every year. This can be achieved if every school has proper induction and support programmes in place for the newly appointed educators. Organisations that provide planned induction programmes for new employees increase the chances that those employees will obtain accurate information about the job and the organisation and that they will be more satisfied and productive as a result (Seyfarth, 2002: 105).
3.2.6 Role of Middle managers to improve quality and effective subject delivery

The school management team is the one tightly knit group in the inverted pyramid on which all the other groupings in the school depend. It should be the model for the other groups and teams. The better the school management is seen to be functioning, the more confidence it will instil in those it is meant to support; the more, too, it will convince the members of the school community that working cooperatively is preferable to and more effective than working in isolation, in competition, or in confrontation (Helft, 2001. 22).

The cause of declining performance of schools lies in challenging circumstances and inadequate management of the school. The poor performance of the learners in the external examination is a reflection of the type of teaching and learning process taking place in the classrooms. The real cause of decline in the educational performance by learners is inadequate or poor school management at school. Being middle managers who are responsible for curriculum delivery and control at schools, the heads of departments have a major role to play in every school to improve the academic standards in every subject. Central to management and teaching in schools is learning. An educator is a classroom manager managing the development of knowledge and understanding, skills, and abilities of learners. A middle manager is managing the knowledge and understanding skills and abilities of colleagues. A middle manager will be required to have knowledge and understanding of whole school issues (Blandford, 1997: 7). The heads of departments as the middle managers in the school have a very serious responsibility to manage their various subjects and learning areas effectively.

A core responsibility of the subject leader is to create a climate for change and to manage the change process. This inevitably involves the management of innovation as subject leaders seek to develop and improve their subject areas.
Leadership is essentially about inspiring and enhancing the talents, energies and commitment of others (Bush, et al. 2000: 18). Effective teaching and learning of the various subjects at the schools is the most important purpose of the school and the means to improve the academic performance of the learners in the external examination. Educators in the classroom have to improve their strategies and methods of subject delivery to ensure better understanding, participation and commitment of the learners in the subject. Heads of departments are discharged with a serious responsibility of identifying and recommending the right people for the various grades to teach the particular subjects. This should be based on the subject knowledge, experience and commitment of the educators who are involved in the subject area.

Effective teaching and learning process creates effective schools, which produces quality results. An effective school can first and foremost be recognised through its learners, its staff and its community (Brighouse, 1990: 6). Effective school is discerned in the confidence of its pupils and their commitment to future personal development. They are not merely happy; they are unafraid, free, self-disciplined and autonomous (Brighouse, 1990: 7). Therefore the educators and the various departments of the school can create effective schools by satisfying the needs of the learners through effective curriculum delivery. Proper management systems and strategies are needed to ensure quality teaching and learning process to take place in a school. These systems and strategies should be effectively administered and controlled by the various departments in a school.

3.2.6.1 Systems to monitor and control subject delivery

Heads of departments have to keep systems in place to monitor and control the subject delivery and its quality. At the core of any successful subject area and, therefore, at the heart of the work of subject leaders is how successfully the
learners learn (Busher, et al. 2000: 11). Educators may have to change their teaching strategies to accommodate all the learners in the class, as they may not have the same level of understanding of the subjects. A major challenge for subject leaders is to develop and extend the teaching practices used by colleagues in order to meet a range of learners needs in the classroom. Therefore the educators still need to have a sufficiently broad range of skills and knowledge to teach all aspects of the National Curriculum within their subject area (Busher, et al. 2000: 73). Only through quality teaching of the subject improved learning takes place and better academic results produced. Therefore the heads of departments have to promote and secure improved teaching of the subjects at various grades.

Regular departmental meetings, class visits, developing of proper departmental policies, supervision of the subject delivery and proper testing and remedial works within the subject area are essential ingredients for successful subject delivery and higher levels of achievements by learners in the subject. Leaders at all levels need to understand the characteristics of effective education organisations. These may be used as touch stones to guide the direction of their steps to school improvement (Busher, et al. 2000:110). At the core of effective departments are the cultures constructed by staff under the guidance of heads of departments. The main building blocks of these cultures seen to be the attitudes of people of different status in a school to particular curriculum subjects; the attitude of heads of departments and the senior staff to their colleagues and to processes of social cohesion or control; and educators’ perspective on pedagogy (Busher, et al. 2000: 124).

3.2.6.2 Developmental programmes for educators.

School improvement is ultimately about the enhancement of learner progress, development and achievements, so it is not surprising that most commentators have identified the central importance of addressing issues concerning the
quality of learning and educator development (Halsall, 1998: 34). If effective educators and effective teaching are key factors in the enhancement of learner outcomes, then educator development must be central to school improvement efforts (Halsall, 1998: 36). Without the development of the educators the quality of the teaching process cannot be improved in the various subjects. Schools cannot develop unless their educators also develop but, at the same time, as a result of the changed educational scene it is inescapable that much educator development has to be linked to whole school priorities. However, it is only in conditions where collaborative cultures pertain, and where staff have contributed to the establishment of priorities, that educators will feel that such linkage really does benefit themselves as individuals (Halsall, 1998: 37). Theoretically, enhancing the knowledge, skills, and attitudes of educators should translate into improved teaching practices, which, in turn, should improve learner achievement. It should be noted, however, that the relationship between professional development and learner achievement is a function of both the quality of the professional development processes and activities, and the efficacy of the substance of the professional development. The professional development’s impact can improve learner achievement only to the extent to which its content focus can do so (Reitzug, 2002: 240). The heads of departments as well as the entire management of a school has to encourage members of staff to further their studies to develop themselves and their learners. A deeper knowledge in the learning area and the acquisition of new skills will assist educators to deliver their lessons very effectively that learners will be able to achieve better results in the subject. Professional development does make a difference in the quality of teaching in schools and in the achievement of learners. In a study of long-term professional development effort, the researchers found a significant correlation between educators’ level of use of the strategies promoted by the professional development effort and learners cognitive gain. Cognitive gain was also directly linked to subsequent gain in academic achievement (Reitzug, 2002: 241). There are several outcome areas that are potentially affected by professional development. These include:
Educator knowledge,
Educator attitude and beliefs,
Teaching practice,
School-level practice, and
Learner achievement.

Professional development’s impact on educator knowledge and skill includes imparting knowledge about content or content standards and skills in instruction, classroom management, or assessment (Reitzug, 2002: 238). Effective professional development requires that continuous inquiry be embedded in the daily life of the school (Reitzug, 2002: 235). Professional development of educators should be an ongoing process at schools in order to have improvement in the learner achievement. Professional development can be thought of as a "processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of learners" (Reitzug, 2002: 236).

Effective heads of departments will have relevant developmental programmes for the staff. Educator development is most likely to occur where there are opportunities for team members to work together and to learn from each other. Working together with colleagues not only dispels feelings of professional isolation but also assists in enhancing practice (Bush, et al. 2000: 140). Heads of departments should be instrumental in creating appropriate subject committees and encouraging team teaching of subjects in various grades. This will give opportunities for educators to share their experience and knowledge as well as to develop new skills for the teaching of the subject. Collaboration among educators strengthens, resolves, permits vulnerabilities, and carries people through the frustrations that accompany change in its early stages. Collaboration pools the collected knowledge, expertise and capacities of educators within the subject area. Collaboration improves the quality of learning by improving the quality of teaching (Bush, et al. 2000: 141). But people who are not used to working with others will face storms due to the problems of managing and being
managed; they will face personal and interpersonal tensions, differences of opinion, matters concerned with the definition of their tasks (Thomas, 1992: 26). Through proper leadership and management, the head of department has to bring the staff together to create proper working teams for the development of the department and in particular the levels of attainment of learners in the subject area.

When an in-school team building is carefully planned and regularly conducted, it is a powerful tool for providing educator support. Educators bring a wealth of tacit knowledge to such meetings, knowledge which they have acquired in the isolated context of their classrooms and which has seldom been shared (Jordan, 1994: 87). Regular meetings and information sharing sessions of the subject teams will eventually enhance the teaching and learning programme in the department. Educational managers need to assess accurately the capabilities, potential and needs of their staff. Educators like learners, need to be encouraged and helped to work together in teams towards common goals. Educators will be motivated if they feel that they are engaged in activities, which are relevant to these goals (Collins, 1990: 147).

Effective departments will have proper and effective developmental plans for the department. Effective planning is based on five interlocking processes:

- Working with staff
- Having a clear vision of where to go.
- Creating sensible maps, timetables and ladders to achieve the preferred goals.
- Creating a means of monitoring progress on the road to achieving the goals (target-setting).

The planning process has to build on the current quality of a subject area’s performance (Bushen, et al. 2000: 160). In most of the previously disadvantaged
schools, learners are performing extremely poorly in the content subjects while they pass the languages. Therefore to improve the performance of the learners in those subject areas, appropriate developmental plans have to be drawn up and implemented effectively. Available resources both inside the school as well as outside the school have to be utilised to achieve these goals. Expertise of educators from neighbouring schools can also be utilised for effective subject delivery within the department. Effective heads of departments will have to work closely with the community, business community and other organisations that can assist the department in terms of its development and the school as a whole. Working with local communities in all their manifestations - parents, business, local authority, community groups - and a variety of social and cultural contexts is of key importance to the heads of departments (Bush, et al. 2000: 89). Various organisations indeed assist the schools to develop their human resources in different aspects. In order for schools and subject areas to develop, each has to create and sustain the internal conditions for improvement (Bush, et al. 2000: 187).

To create and sustain favourable conditions for development, the heads of departments should have the skills and ability to become the agents of change in their departments. As the leader of the team, the head of department should have the ability to inspire and motivate the members of the staff in the department. Perhaps the most important element of team leadership is the ability to motivate others. Staff who are motivated and committed to educational excellence create an environment, which motivate learners. Managers who know and understand this will enable staff to develop professionally. Middle managers should inspire and motivate others to achieve high standards and to work towards fulfilment of the school’s aims (Blandford, 1997: 86).
3.2.6.3 Partnership with the community

Closer relationship with the community and the parents will give more understanding of the social conditions in which the learners have to learn their subjects. Effective departments and the educators will use this information to develop proper management strategies to assist the needs of the learners who have various difficulties at home that are obstacles for their education. Understanding the social contexts in which their learners learn helps educators and the heads of departments better tailor the teaching and learning processes to meet the learner needs and help learners achieve the best academic performance possible. At the same time it helps learners to become more successfully integrated socially and helps parents and learners to recognise that schools are part of their local communities as well as communities in their own rights that reflect their local social contexts (Busher, et al. 2000: 89).

Heads of departments have an important role to play in changing the internal conditions of the school. They are uniquely placed within the school organisation to bring about change where it matters most, i.e. in the classroom. They are key agents to improved teaching and learning because they have a direct influence over the professional practice of others (Busher, et al. 2000: 186). Therefore to improve the academic standards of the learners in the external examination, the middle managers of the school have to discharge their responsibilities most effectively and honestly. They have to take the core responsibility of ensuring that the teaching and learning process taking place at the school is of high quality.
3.3 ROLE OF PARENTS TO IMPROVE ACADEMIC STANDARDS

Schools that are producing high quality results involve all stakeholders effectively in the management of the education. Learner centred schools are those that recognise the importance of and actively seek parental and community involvement (McCombs & Whisler, 1997: 137). Involvement of parents in the school governance and in the education of learners improves the learner achievement. Having parents in schools results in having more information about their children and their children’s particular needs. It provides information that allows educators and administrators to be learner centred (McCombs & Whisler, 1997: 137). Working with parents is particularly beneficial for learners who are having problems in school because parents often provide key information about their children that helps educators and schools more effectively deal with the problems (McCombs & Whisler, 1997: 138).

Research has shown that parents can increase children’s academic success through involvement with schools and communities. Parental involvement improves learner moral, attitudes, and academic achievement across all subject areas. Learners’ behavior and social adjustment improve when parents are proactive with schools and neighbourhoods to cultivate an environment that promotes learning (http://www.cppp.org/kidsconnt/education/parental_involvement2.html).

Parent involvement in children’s education is positively related to achievement. The more intensively parents are involved in their children’s learning, the more beneficial are the achievement effects. This holds true for all types of parental involvement in children’s learning and for all types and ages of learners. The earlier in a child’s educational process parent involvement begins, the more powerful the effects will be. Parent involvement is effective in fostering achievement and affective gains at all levels, and schools are encouraged to engage and maintain this involvement throughout the school years.
Parents can support their children’s schooling by attending school functions and responding to school obligations. They can become more involved in helping their children improve their schoolwork—providing encouragement, arranging for appropriate study time and space, modelling desired behaviour, monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. They can also take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community’s children.

Parent and community involvement has been found to influence academic achievement and school climate (Stevens & Sanchez, 1999: 125). Parents are one of the most important and most effective resources that can be used by the educators and the school management for the improvement of academic standards at schools. Parental involvement is primarily focused on raising educational achievement and with ancillary aims including:

- **Boosting learners’ well-being** by having their parents and educators working to shared goals on their behalf;
- **Enhancing educator satisfaction** that parents are supporting their endeavours;
- **Increasing parental knowledge of school processes** and thus reassuring them that schools are doing their best for their children (Wolfendale, 2000: 2).

The hallmark of an effective school is essentially one that can respond sensitively to its constituent families and can embrace them as partners in the educational enterprise (Wolfedale, 2000: 10). The family is the appropriate unit for deciding what is in the best interests of the child, by affording the family choice of school (Cibulka, 2000: 3).
Parents have to set high expectations and serve as a role model for their children. Research indicates that setting high standards for children’s schoolwork is the single most important thing that parents can do. They should praise children for their successes and help them turn failures into learning opportunities. They should make sure that expectations are realistic. In addition to demonstrating positive work habits, parents can:

- Engage youth in conversations about workplace successes and challenges.
- Link educational success and effort with job success; this can contribute to school achievement.
- Point out successful role models in occupations which the youth might find interesting (http://www.casey.org/what works/index.htm).

Parents have to introduce a structured routine at home for the children to become successful. A structured family life is associated with school success. Structure and routine are especially important for youth in out-of-home care, who need the predictability that structure provides. Parents should supervise homework and answer questions. They should ask children every day about what happened in their school day and how they feel about it. Parents should model respect for educators and avoid letting any personal negative experiences with school interfere with the encouragement they give the child (http://www.casey.org/what works/index.htm).

If most parents strictly enforced homework rules then it becomes more difficult for any single child to resist because they are exposed to an environment where doing homework is normative. In this way children benefit from their own parent’s school involvement but also by attending a school where many parents are involved (Downey, 2002: 116). However, in a township situation most of the parents are not either interested or have no time to attend to the educational problems of the children. In most cases lack of proper education of the parents negatively affect the progress of the learners as they do not get any assistance
from their parents or guardians at home. If parents are serious about helping their children do well in school, improving their relationship with educators and involvement in school activities are worthy goals. There are many reasons for believing that what parents do at home plays an important role in shaping children’s school-related skills (Downey, 2002: 117). Learners who are coming from families where parents consistently supervise and monitor the educational issues are most likely to perform very well in their different learning areas at schools. Concerned parents will always monitor the work that is done at school as well as the performance of the learners in various subjects. One characteristic of parents that is consistently related to children’s school performance is the expectations parents have for their children’s educational future. Learners with parents who hope and expect them to do well are more likely to do well in school than their counterparts with parents who do not have high educational expectations for their children (Downey, 2002: 117).

One of the effective ways of improving the academic standards of learners in the previously disadvantaged schools is to involve parents actively in educational matters of the learners. One idea popular among developmental psychologists is that an authoritative parenting style, characterised by a balance between parents expectations and responsiveness, promotes children’s self-esteem, mastery, and ultimately school success. The argument is that children benefit from authoritative parenting because parents establish and consistently enforce rules and standards for their children’s behaviour using nonpunitive methods of discipline (Downey, 2002: 118). Regular and consistent supervision and control of the learners’ school work at home by the parents will eventually improve the academic standards of the learners. Parents of learners who are coming from the disadvantaged communities are not showing any reasonable interest in the educational matters of the learners. This will give the learners the freedom to respond whichever way they want as there are no strict rules to bind them at home concerning their education. Learners whose parents provide structured, adult-supervised activities at home tends to do better on cognitive tests and earn
better grades (Downey, 2002: 120). Many of the parental practices are highly
correlated with socioeconomic status, and so it is likely that one of the reasons
learners from disadvantaged backgrounds do less well in school than their more
advantaged counterparts is because their parents interaction style less
successfully prepare them for school (Downey, 2002: 122).

Parents of many learners who are schooling in the previously disadvantaged
schools are either unemployed or have very low income to maintain the family.
Therefore they very often do not concentrate much on the educational aspects of
their children. This financial problems coupled with broken families deteriorate
the situation at homes. Eventually the children have no direction or control at
homes regarding the educational matters. Low income parents experience
greater financial stress and health-related problems than other parents, and both
of these may impede their ability to develop consistent routines. Learners
perform better in school when their learning is not compromised by hunger,
distracting physical ailments, lack of adequate sleep, unattended visual
limitations, or other health related problems (Downey, 2002: 123). Parents
particularly in the township schools are usually least involved in the education of
the learners. They leave most of the responsibilities to the educators. Parents
cannot assume that learners will receive adequate guidance at school for course
selection and preparation for post-secondary education and work (http://
www.casey.org/ what works/ index.htm).

Taking into account the particular situation existing at the previously
disadvantaged schools, principals have to effectively utilise this valuable
resource for the advantage of the school and the learners. The part that effective
schools will play goes beyond the older model of a community school to one
wherein a school is part of a partnership in learning (Wolfendale, 2000: 15). In
most of the previously disadvantaged schools, the participation of the parents in
the management of the education of the learners is minimum. Adequate parental
involvement will improve the quality of the results as well as decrease the
disciplinary problems at schools. Parents are an important source of added human resources for the school to call on. Many parents have special skills that add immeasurably to the pool of resources available to the community. The school, in its wisdom, must find a way to tap these human resources to the benefit of the learners of the school (Candoli, 1995: 96).

Although family influences are both powerful and continuous, they are relatively hidden. Many schools know little and see less of the family lives and circumstances of the learners they teach (Bastiani, 2000: 20). There is abundant evidence that when schools can develop a parental working relationship with the families of the learners they teach, there are tangible and lasting benefits in terms of learner progress and school development. This is particularly true when schools are able to identify, and capitalise upon, the encouragement and active support of parents and families (Bastiani, 2000: 34). There are several reasons for believing that good parent-educator relationships are conducive to learner’s school performance (Downey, 2002:114). One argument is that learners benefit from school-based parental involvement because it promotes information sharing and greater normative control over learner’s behaviour (Downey, 2002:115).

Learner commitment to schooling is primarily shaped by parents through the ‘curriculum of the home’, but this parent involvement is an alterable variable, which can be influenced by school, and educator practices (Coleman, 1998: 11). The assistance and participation of the parents in the education of learners is essential that without their support schools cannot achieve what they want for their learners. Although parent involvement in instruction certainly contributes to learner success, educators and administrators often fail to establish strong links between home and school (Coleman, 1998: 13). Parents can take up different roles and influence effectively the learning process of their children. Parents can derive clues about the quality of an educators work by looking at their children’s homework and exercise books (Walsh, 1999: 22). Parents have a right to expect that the people managing their children’s education will be efficient and well
organised (Walsh, 1999: 32). Active involvement of the parents in the affairs of the education of their children in this way will alert the educators and they have to always give their best lessons in the classroom and involve the assistance of the parents effectively.

Among many responsibilities as parents, they can also act as mediators and a catalyst in the education of a child. For the parent as mediator the task is to show the child why school is important, how to succeed in school while trying, and how to cope with the problems that school presents to the child almost daily. For the parent as catalyst the task is to intervene as needed to shape or reshape both the child’s attitudes and responses to the school environment, and on occasion to try to reshape that environment (Coleman, 1998: 20).

In most of the previously disadvantaged schools, the involvement of the parents in the school matters is very limited. On the other hand parents want their children to get the best education possible from the school. Therefore each school has to design its own programmes that can ensure enough participation of the parents in education to improve the academic standards of the learners. There is a wide range of programmes that can be effectively used to increase the involvement of parents in schools.

- Basic parental involvement programmes should be enhanced to include multiple opportunities for formal and informal communication between school personnel and parents.
- Parental involvement programmes should be developed that embrace the ethnic, linguistic, cultural, and religious diversity of the parents.
- Parental involvement programmes should be designed to be sensitive to the special needs of poor parents, single parents, parents with large families, and those families where both parents work outside of the home.
- Written materials should be provided in the language with which parents are the most familiar.
Extra-curricular programmes should be kept vital to help foster strong parental involvement (Lugg, 2002: 135).

The role of parents in the world of education has changed radically in recent years. Schools always paid lip service to the importance of strong partnership with the parents (Helft, 2001: 99). The partnership with the parents in the education can be effectively utilised for the advantage of the school in many ways. The notion of parents as partners with educators in the education of their children faces educators with an intriguing task of working with a wide range of people to develop the curriculum (Buher, et al. 2000:90). The family is the starting point in the development of the fundamental virtues in the life of a person. The intimacy of family life does not end its effectiveness with childhood. It is important to exert its vital influence in later years (Bhatt & Sharma, 1993: 59). It is up to the school and the educators to utilise this influence effectively for the benefit of the learner as well as for the school.

Parents send their children to public schools with the expectation that they will be educated. Public schools are public institutions and as such they are the focus of much discussion and analysis. These discussions occur in homes, in the local newspaper, at school level and among officials (Liston & Zeichner, 1996: 55). As a result of these discussions about the poor performance of schools in the previously disadvantaged communities, many parents are in the process of withdrawing their children from many township schools. Therefore these schools have to utilise the support, assistance and participation of the parents to improve the academic standards of the learners in the matric examination. Research shows that children are more likely to succeed academically and are less likely to engage in violent behaviour if their families are involved in their education. Many parents say, however, that they feel unwelcome or uncomfortable in their children’s schools. Educators often feel under attack by parents who are highly involved (http://www.education-world.com/a_curr/curr200.shtml). Additional studies found that parental involvement is more important to learners’ success, at
every grade level, than family income or education (http://www.education-world.com/a_curr/curr200.shtml). Educators in the school have to build strong links with the parents of the learners to improve the performance of the learners in his or her subjects. Educators can use different methods to ensure the involvement of parents in the educational matters. The following are some of the ways in which this can be fulfilled.

- Establish regular, meaningful communication between home and school
- Promote and support parenting skills.
- Encourage active parent participation in student learning
- Welcome parents as volunteer partners in schools
- Invite parents to act as full partners in making school decisions that affect children and families.
- Reach out to the community for resources to strengthen schools (http://www.education-world.com/a_curr/curr200.shtml).

3.3.1 Effect of family instability on the educational standards

Family is the most important place in the life a person where he or she gets all the values, culture, attitudes and direction for life. The role of the family in the formation of the behaviour and attitude of a child cannot be undermined. Parents are the first socialising agents in the life of a child. They give the child his or her first opportunity to develop the identity about himself or herself and the family. The parent-child relationships are affected by the composition and size of the family. The changing conditions surrounding the family seriously affect the learning process of many learners in the previously disadvantaged schools. The breaking up of the families results in the disruption of the family unity and parental supremacy over the children (Bhatt & Sharma, 1993: 61). Family solidarity tends to disappear as the different members become bread winners and scatter to different parts of the city for work, or to different social set up (Bhatt & Sharma, 1993: 62). This will result in the breaking up of the family as
well as neglect and insufficient care and attention for the children. The breaking up of family education has very serious effect on the life of learners.

Most of the learners from the informal settlements are coming from homes that are very seriously disturbed by the family problems. Many are coming from families with single parents. There are too many learners who are staying alone and have no parents or guardians to look after them. Extended families are also very common that the learners are not getting parental care or support for their education. Therefore the school has to reach out to these learners and assume more responsibility over the education of the learners. Schools in the previously disadvantaged communities have to form support structures to play the parental roles for many learners such that at least to a certain extent they can assist the learners in many areas. It is also common that many parents show very little interest in the education of the learners and give little support for their education. Parents and educators may differ in their expectations for the learners. Some parents expect the educators to regulate and mould good behaviours for their children at schools while they themselves cannot control or shape the attitudes and behaviour of their children at home. Parents are expected to mould and control the behaviour of their children such that they are ready and cooperative at school for the education.

Schools have to find extraordinary ways to improve the cooperation between the school and the parents for the benefit of the learners. Programmes designed to promote parent-educator interaction should be continued, but with greater emphasis on initiatives designed to improve the parent-child relationship (Downey, 2002:113). Schools have to devise means to educate parents in methods of supplementing and assisting the schoolwork. Educators need to be trained to study the home environment of the learners and to assist them to take their schoolwork seriously. Schools have to educate the parents and make them understand that the school cannot replace the responsibility of the parents at home. Parents should be reminded of their responsibility for restoring home
opportunities as they are made to realise that book education cannot take their place (Bhatt & Sharma, 1993: 68). Lack of parental support due to the broken families is a major problem faced by most of the schools in the previously disadvantaged communities. Lack of discipline, teenage pregnancy, substance abuse, and irregular attendance are some of the major problems faced by schools in the previously disadvantaged communities. Therefore the schools in the previously disadvantaged communities have a difficult task of developing innovative methods to deal with these serious problems so that the academic standards are not compromised.

3.3.2 Unemployment and poverty

Unemployment and poverty are very seriously affecting the educational progress of many learners in the previously disadvantaged schools. Learners who are mainly coming from the informal settlements are going through extremely difficult situations in their homes. Most of their parents are unemployed and are extremely poor that these conditions negatively affect their education. These economic conditions are severely affecting the schools in many ways. Most of these parents would not be able to pay any school fees for their children although the school fees are nominal. Learners very often come late to the school and they regularly miss the lessons in the mornings. Some of them may decide to stay away from school for many days. Many learners very often starve the whole day without food, yet they are expected to stay at school and participate actively in the teaching and learning programme. These conditions have serious implications for the learners and their learning process. Some school leaders still have trouble understanding that the poor may sometimes be ignorant but are not stupid. Working - class children and lower-class homes ascribe little importance to academic work in the way middle - and upper-middle - class learners and their parents do (Kincheloe, Slattery & Steinberg, 2000: 358). Therefore, the SMTs of
schools have to set up support structures to take care of the social aspects of learners who are coming from the most difficult family situations.

The unemployment of parents in the previously disadvantaged communities is negatively affecting the learning process of the learners in many schools. This has deep rooted effects on the running of schools as well as the education of learners. The parents cannot pay the school fees required by schools to purchase additional learning support materials needed to provide quality education. School fees are charged to supplement the government grant to purchase additional teaching and learning support materials for the provision of quality education. Parents are also unable to provide the necessary additional materials and the atmosphere needed for the learners to complete their education successfully. They are unable to give the necessary support, motivation and guidance much needed for the success of the learner. Parents in economically disadvantaged families may also face particular difficulties when attempting to participate in their children’s education. Some parents, especially those with low-wage jobs, face losing their jobs if they take time off from their work to attend meetings and functions. In addition, parents who are not well educated themselves may find it difficult to help their children with homework (http://www.cppp.org/kidsconnt/education/parental_involvement2.html).

In these circumstances schools have to look for ways and means to motivate the learners to focus in their learning process effectively to change the social conditions and prepare them for a better future. Effective life skills and guidance programmes should be implemented to assist those learners who are coming from families that are faced with the most difficult economic situations. A form of life orientation is a part of each young person’s experience. Life orientation reinforces values taught by exemplary homes, fills voids left by inappropriate homes, pre-empts life’s hazards and builds in responses before young people are challenged. Life orientation offers a variety of behaviour models teaches how to avoid pitfalls in decision-making and promotes self-sculpting of attitudes,
values, behaviour patterns and demeanour (http: www.save-our-schools.com).

To improve the academic standards and the quality of results produced in the previously disadvantaged schools require continuous and effective transfer of life skills and guidance to the learners. Schools have to constantly motivate and assist the learners in many ways for them to achieve their goals.

### 3.3.3 Partnership of the school with the parents

Involving parents as partners in school affairs is likely to improve community confidence in, and support for the school. It is also likely to generate more resources for the school (Dimmock, 1995: 166). Partnership with the parents can assist the educators in the classroom in many ways. Learners in most of the previously disadvantaged schools are coming from extremely difficult socio-economic conditions. In these difficult conditions, the support of the parents is vital to reach higher academic levels at these schools. Contacts with parents may give rise to a variety of opportunities for the subject heads and their teams to enhance learning process. Public education has always been founded on relationships such as those between educators and learners and between parents and the school. It has seemed natural to describe these relationships as partnerships and the term is used widely in descriptions of the education system (Gallacher, 1995: 16). Parents have a responsibility of sending their children regularly to school for education. The parent would ensure that the child attend school regularly: what happened in school would be determined by those with professional expertise in teaching and those charged with the administration of the system (Gallacher, 1995: 18). Although the parents are not in charge of the actual teaching and learning programme at school, they can assist the learning process of the child in many ways. The need for effective partnership at a time of change is greater than when things are stable (Gallacher, 1995: 18). Schools that are constantly producing extremely poor results have to create strong
partnerships with the parents to transform and turn around the schools into successful institutions.

Parents can create an environment in homes that is supportive of learning, for example by schools providing advice on how parents can support their children’s homework tasks and habits or, even, by providing parenting skills training (Halsall, 1998: 46). Proper and regular communication with parents can positively contribute to the education of the learners. The school has to ensure that there is a free flow of information to and from the parents. This includes parents being sufficiently informed about the school itself, its policies and practices, and about their children’s progress (Halsall, 1998: 46).

Parents can also assist the school in other fields by volunteering themselves in many activities of the school. They can involve themselves in activities such as fund raising and organising social events, helping to supervise trips, running the school bookshop and a host of other possibilities (Halsall, 1998: 46). In a township situation where there are many unemployed parents available, the school can effectively utilise the services of the parents. Problems like late coming can be effectively addressed if parents can come on rotational basis to control and monitor the learners. Problems like vandalism and substance abuse can be controlled effectively.

Parents have to be involved in the decision making process of the school and this will pave the way for active participation of parents in the school programmes. The development of a strong family-school partnership cannot be achieved overnight. Time is needed to build mutual trust and respect, to convince parents that there is indeed a genuine welcome on offer, and to define new roles and relationships (Halsall, 1998: 47). The most important task of the school principal who is concerned about quality is to activate parents as instructional supporters of their children. This work must be done through classroom educators (Coleman, 1998: 61). Effective parent involvement can depend on a
variety of factors, such as the educational experience of parents, parental values, and how schools adapt curriculum and policies to meet the needs of diverse communities. The following suggestions for schools and parents can help bridge the gap in parental involvement.

- Team with parents, educators, and others to support youth in out-of-home care.
- Help parents gain awareness of their child’s school and education.
- Communication is key: help parents build relationship to support their child’s education.
- Knowledge=power: help parents get involved and advocate for their child in school.
- Promote parental support of their child’s interests.
- Encourage community and employer support of schools (http://www.casey.org/what_works/index.htm).

Both parents and schools can urge employers to support parent involvement in their children’s education in a variety of ways. Employers can provide flexible leave time to parents for school meetings and events (http://www.casey.org/what_works/index.htm). Although the situation in the townships are totally different from what is expected, schools can still make meaningful interventions to educate and involve the parents effectively in the education of the learner at home and in the school. Parents of disadvantaged children can and do make a positive contribution to their children’s achievement in school if they receive adequate training and encouragement in the types of parent involvement that can make a difference. Parents can make a difference regardless of their own levels of education. Indeed, disadvantaged children have the most to gain from parent involvement programmes (http://www.nwrel.org/index.html).
3.4 THE ROLE OF THE SCHOOL GOVERNING BODY TO IMPROVE ACADEMIC STANDARDS

The South African Schools Act 84 of 1996 (hereafter referred as Schools act) places the governing bodies of schools in a very responsible position to govern the schools most effectively and efficiently to provide high quality education for all learners. Based on the schools act, the Department of Education has delegated many responsibilities to the governing bodies of schools. Although the professional management of the school is not the responsibility of the governing body, it has a major role to play in providing quality education to all the learners and to improve the academic standards of the learners. Being a school governor is one of the most selfless acts of community service that an individual can undertake nowadays. Governors have an enormous responsibility. They control the implementation of educational change and have responsibility for budgets and jobs. Ultimately it is they who are accountable for the standards achieved by the learners in their schools (Walsh, 1999: 2). Therefore the school governing body has to prepare the most suitable climate and atmosphere needed for quality teaching and learning to take place at schools. They have to make enough provision in the budget to meet all the requirements needed for the provision of quality education.

Section 23(9) of the schools act stipulates that the number of parent members must comprise one more than the combined total of other members of a governing body who have voting rights. This places the parents in the majority in the governing body of a school. Therefore, the parent component of the governing body can take decisions that are most suitable for the governance of the school as well as for the provision of quality education to all learners at school. They can decide which direction the school should be taking and the type of education children must receive from the school that they govern. This gives enough opportunities for the parents to take part in decision making process and
this will give them the opportunity to ensure the creation of the most suitable condition for effective curriculum delivery at schools.

Schools that are section 21 are given additional responsibilities from the Department of Education with a view of accelerating the service delivery and improving the quality of education rendered at schools. Section 21(c) allows those schools that are in the category to purchase textbooks, educational materials or equipments for the school. This allows the governing body to purchase the learning support materials for the school. This will ensure that the learners will have appropriate materials on time. This process cuts down unnecessary delays in the delivery of the learning and teaching support materials and also allows the educators to select the most appropriate materials for effective teaching and learning. The governing body of a school has the responsibility to provide the necessary learning and teaching support materials for the provision of quality education to all learners at the school. All schools are receiving government grants to perform the allocated functions based on the norms and standards of the Department of Education. However, this grant may not be sufficient enough to meet all the requirements of a school to ensure quality education to all. Therefore as per section 36(1) of the schools act, a governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education provided by the school to all learners at the school.

To supplement the resources, the governing body has to generate additional funds through other activities. But at this point it is not sure how many of the schools in the previously disadvantaged schools have the ability and infrastructure to raise additional large amounts of money to supplement the resources and meet the additional needs of the school to enhance the quality of education given to the learners. Many schools in the previously disadvantaged communities are entirely depending on the grant from the government to run the school smoothly. Suspension of the services due to nonpayment is common in
some of the previously disadvantaged schools. This is an indication of the failure of some of the governing bodies in providing additional resources that are much needed for the effective running of schools. Inability of the school governing body to raise additional funds for the school very often compromises the quality of education offered at various schools. Lack of physical facilities is one of the areas that very often compromises the quality of education provided at the previously disadvantaged schools.

The governing body of a school is also discharged with the responsibility of drawing up a code of conduct for the learners in consultation with the learners, parents and educators of the school. An effective and operational code of conduct for learners will enable the learners to project the appropriate behavior and attitudes that are needed for effective teaching and learning to take place at schools. It also makes provision for the application of the disciplinary measures whenever necessary to deal with transgressors at school. This will provide the necessary discipline and atmosphere needed for effective teaching and learning at school.

One of the most important requirements for a school to become a successful institution is to have effective teaching and learning to take place at the classroom level. Effective, dynamic and committed educators are needed to carry out this process. Therefore the educators who are committed and hard working are the backbone of a school that is very successful. To improve the academic standards of the learners at the previously disadvantaged schools, educators who are qualified, committed and have a passion for teaching the learners are badly needed. The school governing body has a responsibility to make the right choice when they are making recommendations to fill vacant posts. According to section 20(1) i. of the schools act, the school governing body has to recommend to the Head of Department the appointment of educators at the school.
Governing bodies of schools have to also make the correct choice when they want to fill the vacant posts at the school. This way they are directly empowering the human resource that is required for effective teaching and learning programme at the school as well as the management of the school. In the final resort it is the quality of the classroom teaching in any school, which will be the most crucial determinant of academic outcomes. It is therefore vital to devote considerable time and thought to the process of appointment and thereafter to providing a quality induction package followed by an on-going individualised and interlocking programme of professional development and appraisal (Lewis, 1997: 58).

Governing bodies have to recommend efficient, dynamic and skilled people to take the leadership and the management of schools. The recommended people should have innovative and practical ways to improve academic standards of schools. If parents do lack the requisite knowledge and skills for decision making, it is because they have historically been excluded from participation and they will only develop such skills when the opportunity and appropriate training are given (Dimmock, 1995: 163). It is the responsibility of the school management to empower the parents in terms of developing the necessary skills required for the proper governance of the school and the correct decision making process. Principals are often instrumental in helping governors to understand and interpret much of the information about the school and the way they are run, and are also the source of intelligence about what is happening in the school. This has meant that many governors often have a close working relationship with their principal. Where this closeness has existed, the effectiveness of the governing body has been enhanced (Day, et al. 2000: 85).

An effective school governing body will develop a school development plan based on the need analysis of the school. Based on the development plan appropriate budget will be drawn up with a view of fulfilling the plan anticipated in the development plan. The school development plan provides a system to
organise and manage the school that is designed to remedy learner development and relationship issues. Its purpose is to build a learner-centred school with psychological development as the key to learner’s academic success (Finnan & Swanson, 2000: 57). The school development plan places parents and families at the centre of change, encouraging educators and principals to radically change the way they involve parents in learner’s education. Actions taken by school communities focus on improving learner achievement and are viewed as long-term commitments requiring cooperation and collaboration among school staff and parents (Finnan & Swanson, 2000: 2). Development planning is a skill best acquired by the whole governing body together, along with the management team and key staff of the school (Walsh, 1999: 145). The main responsibility of a school governing body is goal setting, policy review, strategic planning, assessment, and reporting on educational quality (Cooperman, 1996: 117).

3.5 PARTNERSHIP IN EDUCATION WITH PRIVATE ORGANISATIONS

The grant provided by the Department of Education is not enough to meet all the needs of a school. Hence the governing body of a school has to look for alternative measures to supplement the grant of the government to provide quality education to all the learners at school. Therefore the school may have to involve with other nongovernmental organisations to further its goals and subsequently enter into partnership with some of them.

A school is dependant on the community it serves and on the very many other groupings in that community and the agencies that are active in it. The sensitivity with which the school uses its power and influences and opens itself to the influence of others is focal both to its own success and to the health of the community at large (Helft, 2001: 98). Educators in subject areas can benefit from developing connections with local community groups their learners attend (Busher, et al. 2000: 95). The business community that exists around a school
can be a source of major support and innovation to educators. Senior staff of these enterprises may be able to offer advice, guidance and support for curriculum development, as well as help with staff development and management process. The business community can help the school in several ways:

- Curriculum materials and equipment
- Advice and guidance to learners for project work or personal development
- Curriculum development opportunities for staff
- Management development opportunities for staff
- Project data gathering for learners
- On-site work experience for learners

Engagement in projects with local business can lead to subjects developing work learners find creative and can help them to see the relevance of the prescribed curriculum to their daily lives (Busher, et al. 2000: 100).

3.6 EFFECT OF SOCIO-ECONOMIC CONDITIONS ON THE ACADEMIC STANDARDS

A school is an organisation that is closely affected and influenced by the society that it serves. The culture, values and the tradition of the society have strong influence on the culture and value system of the school. The school as an organisation is in constant interaction with its environment and the socio-economic conditions of the environment has very strong influence on the performance of the school. Schools cannot control the environment outside their walls or in the home. Experienced educators realise that we live in an imperfect world and things are not as we wish then to be. Schools do face the fact that they
are not going to get support from many homes and the neighbourhoods are cruel and the values and attitudes of the street will work against the attitudes and values schools want to cultivate. Therefore the road to climb will be difficult and do not make excuses for lack of performance (Cooperman, 1996: 26). A school may experience different pressures from the multiple and conflicting environmental constraints and constituencies in the process of pursuing multiple goals (Cheng, 1996:35).

Education is the lifelong process of coming to understand ourselves as individuals and members of our local communities in the constantly changing global society. Education requires passion, a humanist vision and a critical posture. It can stir the soul; expand the imagination, impart critical skills; energise the body and secure justice, compassion, empathy and ecological sustainability (Kincheloe, et al. 2000: 1). Education above all helps us understand the context that connects us as individuals to our socio-cultural environment. Educators currently face increasing expectations with diminishing support and resources in an increasingly confrontational and sometimes violent atmosphere (Kincheloe, et al. 2000: 2).

A school cannot improve the academic performance of learners in the previously disadvantaged schools without taking into consideration the socio-economic background of the community it serves. The learners who are coming from the previously disadvantaged communities are seriously affected by the social conditions that prevail in the society and this has serious implications on the quality of the result produced by them. Therefore the school and the educators should have a clear idea of the condition that prevails in the society and it’s bearing on the learning process. A background of considerable socio-economic deprivation cannot be seen as an excuse or reason why success could not be achieved (Sisum, 1997:114). Environmental, social, and economic factors have a powerful effect on learner performance. Any one of the following factors places a learner at greater risk of underachieving in school.
Growing up in poverty
Inadequate learning opportunities
Exposure to drugs and or violence at home or school
Lack of after-school care
Dysfunctional families
Inadequate health care
Run down schools
Neighbourhood distress
Few role models
Poor nutrition
Teen pregnancy
(http://www.cppp.org/kidsconnt/education/parental_involvement2.html).

These are some of the typical problems faced by learners in the previously disadvantaged schools. Schools are finding it extremely difficult to assist the learners in most of the problems as many of them are beyond their reach. However, innovative leaderships in schools can find different ways to make the learners concentrate on their education and attain high academic standards for a better future. A far sighted principal of a school will have strategic programmes in place to involve potential stakeholders actively in addressing most of these issues. This will enable the school to resolve many social problems that are major threats to the education of a learner. The assistance and the expertise of the parents can be effectively utilised to address many problems faced by learners. Parents, working with schools and the community are a vital resource in improving schools and neighbourhoods. Parents contribute significantly in creating a nurturing environment in which learners can grow and learn (http://www.cppp.org/kidsconnt/education/parental_involvement2.html).

Family involvement in the education of children is essential to academic success. While research has shown parental involvement with schools has a significant
impact on the achievement of learners, several barriers stand in the way of full involvement from parents (http://www.cppp.org/kidsconnt/education/parental_involvement2.html).

3.7 CONCLUSION

There are many schools in the previously disadvantaged communities that are still producing matric results that are extremely poor. Many schools are on the verge of closing down as a result of poor performance and lack of learners to attend these schools. Many people, especially, educators and learners, are still continuing to behave as if they are still in the old political dispensation where resistance and non-commitment to the profession were the order of the day. The breakdown of the culture of teaching and learning is still continuing in many previously disadvantaged schools. The academic performance of schools in the previously disadvantaged communities can be improved only by providing necessary organisational support to schools and individual support to learners and educators. The SMTs of schools in the previously disadvantaged communities have to device strategies to provide adequate organisational and individual support needed to improve the academic performance of schools.

Effective teaching and learning is the core business of a school and the sign of an effective school. Effective teaching and learning is the building block of an effective school where learners can obtain high academic standards in the matric examination. To carry out effective teaching and learning every school needs effective, qualified, skilled, knowledgeable and committed educators. Educators who have a passion to transfer their knowledge and facilitate the learning process of learners in the school are essential to build up effective schools and to improve the academic standards of learners in the previously disadvantaged schools.
School managers have to carefully select educators who are willing and ready to commit themselves for effective teaching and learning process and should be appointed to teach various subjects in the school. School management has to give proper support and motivation for educators to discharge their responsibilities most effectively. Educators should have the necessary subject knowledge and skills to present their lesson most effectively to the learners that they may develop interest in learning the subject. Good classroom management and relationship with the learners is essential for effective teaching and learning to take place.

Heads of departments have to put in place proper systems to check and monitor the effectiveness of the subject delivery by educators. Appropriate developmental programmes have to be introduced to develop the educators and to enhance the quality of subject delivery.

Schools have to effectively involve the parents in the management of the education of the learners at school. This will reduce the disciplinary problems as well as improve the academic standards of the learners in the various subjects. Schools have to devise means to educate and encourage parents to actively participate in the management of the education of the learners in the schools.

School governing bodies have an important responsibility to provide the necessary facilities needed for effective curriculum delivery at schools. They also have an important responsibility of selecting and recommending the correct personnel for appointment at schools for effective curriculum delivery. The governing body should select people who are committed and have a passion to uplift the social standards of the people in the society through effective curriculum delivery at school.

Local community and business people should be also involved in the education programme by entering into a partnership with the school for the social upliftment
and empowerment through quality education. Schools should develop proper atmosphere to involve the local community and other interested parties to involve in the education of the learners in the community.

The socio-economic conditions that exist in the community have deep rooted effects on the running of a school and the performance of the learners in the matric examination. Social problems that exist in the society have direct impact on the performance of the learners in the school. The SMT and the educators should have an idea of the social conditions prevailing in the society and it’s bearing on the learning process of learners. Managers of the schools should have innovative ideas to deal with the social problems and to support the learners such that they can focus on the education for a better tomorrow.
CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Every year the performance of secondary schools in the matric examination is the centre of attraction to the entire nation soon after the results are published. While some schools perform exceptionally well, others perform badly in the matric examination every year. For instance in the 2003 matric examination, in Limpopo province there were 17 schools which produced between 0% and 20% results. One of those schools produced 0% result when it presented only 12 learners for the matric examination (*The Sowetan*, 2004: 4). There were 15 schools in the Gauteng province which produced below 20% pass rate (*The Sowetan*, 2004: 4). While the national average for the 2003 matric examination is 73,3%, that for the Gauteng province is 81,5%. Mpumalanga has the lowest pass rate of only 58,2%. In the 2003 matric examination of the 440 267 full-time matric learners to sit the exams, only 82000 (18,6%) passed with university exemption (*The Sunday Times*, 2004: 4). This gives an indication of the quality of results produced by most of the schools. Although the percentage pass rate of learners with senior certificate is high at national level, the quality of the results is not satisfactory. Therefore schools and educators have to take responsibility and should be accountable for the poor performance of the learners in the matric examination. In a school where a positive culture of teaching and learning exists, individual educators believe they are personally accountable for the success of each learner. This self imposed accountability means that educators accept responsibility for helping each learner overcome impediments to success. This belief inherits a broad obligation to promote academic success along with personal and social competence (*Wehlage, Rutter, Smith, Lesko, & Fernandez*, 1990: 135). Schools that are producing poor matric results every year have to take into consideration the huge amount of money spent every year for education
alone. Schools and educators, as public servants should be accountable for the large amount of money spent every year for education but produce poor results in the matric examination.

Therefore the matric results produced by schools are of extreme importance to the Department of Education and all other interested stakeholders of education. There are many schools that perform extremely poor in the matric examination every year. Therefore, schools that are regularly producing poor results have to seriously look into ways and means to improve the academic standards. Appropriate intervention programmes and strategies should be put in place to ensure better quality results in the matric examination. Therefore, this research concentrates on the role of various stakeholders in education to improve the academic standards of learners in the matric examinations, particularly in schools in the previously disadvantaged communities. Among all the stakeholders, the principal and the SMT of a school hold the key position in managing the education of the learners effectively to produce results of high quality. They have the ability and the responsibility to provide an environment that ensures quality teaching and learning at schools.

Apart from the SMT, the other stakeholders like the learners, educators, the parents and the community should also play their role effectively to ensure effective teaching and learning at schools. In this chapter the research design and the methodology are discussed as well as the terms that are associated with the methodology are explained.

4.2 RESEARCH DESIGN AND METHODOLOGY

There is a total breakdown of the culture of teaching and learning in many schools that are performing badly in the matric examination. While some schools have serious problems because of the lack of physical facilities, others have
social and management issues that block the progress and the transformation of schools into centres of excellence. Schools may have various reasons to justify the poor performance of learners in the matric examination. Hence, solutions for the poor performance of schools cannot be suggested without an understanding of the social, political, historical, philosophical, cultural, economic, and psychological contexts (Kincheloe, 2004:5). Research plays a vital role in addressing these issues. Through research the researcher develop results that help to answer questions, and as these results are accumulated, the researcher gains a deeper and deeper understanding of the problems (Creswell, 2002: 4). Social science research offers a way of examining and understanding the operation of human social affairs (Babbie, 1992: xxi).

Research is also important because it suggests improvements for practice. Armed with research results, educators become more effective professionally and their effectiveness translates into improved learning for learners (Creswell, 2002: 4). Research offers practicing educators new ideas to consider as they go about their professional work (Creswell, 2002: 5). Therefore research is a cyclical process of steps that typically begins with identifying a research problem or issue of study. It then involves reviewing the literature, specifying a purpose for the study, collecting and analysing data, and forming an interpretation of the information. This process culminates in a report, disseminated to audiences, that is evaluated and used in the educational community (Creswell, 2002:8). In this research, a quantitative research methodology is utilised. A questionnaire was used to collect the data as the research involved a large number of respondents from whom the data should be collected.
4.2.1 Quantitative Research

Quantitative research is all about quantifying the relationships between variables. To quantify the relationships between these variables, researchers use values of effect statistics such as the correlation coefficient, the difference between means of two groups of variable, or the relative frequency of variable in two groups (http://www.sportci.org/resource/design/design.html). A quantitative research problem requires description or explanation (Creswell, 2002: 18). The quantitative purpose statement, research question or hypotheses seek measurable, observable data on variables (Creswell, 2002: 19). Quantitative research methodology deal with data that are numerical. It takes universal propositions and generalisations as a point of departure (Schurink, 1998:241). In quantitative research a deductive form of reasoning is utilised. This type of reasoning enables one to organise premises into patterns that provide conclusive evidence for the validity of a conclusion. In quantitative research, researchers reason towards observation (Babbie, 1992: 54). Quantitative data analysis consists of statistical analysis (Creswell, 2002: 23).

4.2.2 Data Collection

A variety of methods can be used to collect data for the research purposes. Interviews and questionnaires are some of the methods used to collect information for the research. Collecting data means identifying and selecting individuals for a study, obtaining their permission to be studied; and gathering information by administering instruments, through asking people questions or observing their behaviour. Of paramount concern in this process is the need to obtain data from individuals and places (Creswell, 2002: 11). In this study, a structured questionnaire was used to collect the data required for the research. Questionnaires are used when large groups of people are involved in the research and the researcher aims to deduce laws or generally valid rules from
the responses of the respondents. In this study 80 secondary schools from the previously disadvantaged communities are identified and this involves more than 400 SMT members. Therefore a questionnaire with closed ended questions is used to collect the data. In closed-ended questions the respondents are asked to select an answer from among a list provided. Closed-ended questions provide a greater uniformity of responses and are more easily processed (Babbie, 1992: 147). The questionnaire was divided into two sections namely, the demographic section and the items related to the research. The respondents were asked to respond according to the Lickert Scale. Respondents were asked to choose strongly disagree, disagree, partially disagree, partially agree, agree or strongly agree with the statements given. Closed ended questions were given as they provide a greater uniformity of responses and are more easily processed (Babbie, 1992: 147).

After obtaining the permission from the Department of Education and the subsequent permission from the various districts, the questionnaires were delivered to the principals of various schools that were selected for the research. In this research study questionnaires were delivered by hand and collected at a later stage by the researcher. The advantage of this method was that the respondents had enough time to complete the questionnaires at their own time. Furthermore, this method of collecting back the questionnaires ensured a high percentage of return of the questionnaires.

4.2.3 Sample

In a research study there is a need to identify a population of individuals that can provide information to answer the research questions. A population is a group of individuals that comprise the same characteristics (Creswell, 2002, 163). In some cases the population is too large to be studied in its entirety. In practice quantitative researchers sample from a target population and a target population
is a group of individuals with some common defining characteristic that the researcher can identify with a list of names (Creswell, 2002, 163). In order to draw accurate conclusions about a target population, the sample needs to be representative of the population. Random sampling encourages this type of representation (Creswell, 2002, 163). All SMT members in the previously disadvantaged secondary schools in the three districts, D2, D8 and D11 in the Gauteng province were taken as the population of study for this research.

A researcher always has to work with a sample of respondents rather than the full population. But people are interested in the population, not the sample. To generalise from the sample to the population, the sample has to be representative of the population. The safest way to ensure that it is representative is to use a random selection procedure. A stratified random sampling procedure can be also used to make sure that there is proportional representation of population subgroups like sexes, races and regions (http://www.sportsci.org/resource/design/design.html). In this research SMT members from 80 selected secondary schools that are in the previously disadvantaged communities in the districts D2, D8 and D11 of the Gauteng province were taken for the research.

The most popular and rigorous form of sampling from a population is simple random sampling. Simple random sampling means that the researcher selects participants for the sample so that any sample of size N has an equal probability of being selected from the population (Creswell, 2002, 165). In stratified sampling researchers stratify the population on some specific characteristic and then, using simple random sampling, sample from each stratum of the population. This allows for specific traits to be included in the sample (Creswell, 2002, 166).

In this research study a stratified sample is used. This type of sampling is suitable for heterogeneous populations because inclusion of small subgroups
percentage-wise can be reserved. Questionnaires were distributed to selected secondary schools in the three districts of the Gauteng Province. For this research study 80 secondary schools were selected of which 40 of them had obtained 60% or below pass rate while the other 40 had more than 60% pass rate in the 2003 matric examination. Of the 460 questionnaires distributed 355 were returned and were usable representing a return rate of 77.2%.

In Tables 4.1-4.12 the profile of the sample is given. The profile is on gender, age, post levels, educational qualifications, mother tongue, religion, level of discipline of learners, level of attendance of educators, and learners, and the grade 12 pass rate, attendance of management courses, and the in-house training organised by the heads of department of the school.

| TABLE 4. 1  
| GENDER  
<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>188</td>
<td>54</td>
</tr>
<tr>
<td>Female</td>
<td>160</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>348*</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 indicates that seven of the respondents did not answer this particular question. The frequency reflects the participation of a fair number of male and female respondents in answering the questionnaire. This shows that the number of male and female respondents participated in the research are almost balanced.

* Seven respondents did not complete this item.
TABLE 4.2

AGE

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 years and younger</td>
<td>67</td>
<td>18.9</td>
</tr>
<tr>
<td>36-40 years</td>
<td>120</td>
<td>33.8</td>
</tr>
<tr>
<td>41-45 years</td>
<td>75</td>
<td>21.1</td>
</tr>
<tr>
<td>46 years and older</td>
<td>93</td>
<td>26.2</td>
</tr>
<tr>
<td>Total</td>
<td>355</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The frequency shows that the largest number of respondents who answered the questionnaire are in the age group 36-40 years followed by those in the age group 46 years and older. This can be regarded as a true reflection of the age group of educators in the sample. The table also shows that educators of all age groups have participated in this research study.

TABLE 4.3

POST LEVELS

<table>
<thead>
<tr>
<th>Post levels</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>18</td>
<td>5.1</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>47</td>
<td>13.2</td>
</tr>
<tr>
<td>Head of department</td>
<td>271</td>
<td>76.3</td>
</tr>
<tr>
<td>Post level 1 Educators</td>
<td>19</td>
<td>5.4</td>
</tr>
<tr>
<td>Total</td>
<td>355</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Although the questionnaires were distributed to 80 schools, only 18 principals have answered the questionnaire. The questionnaire is mainly trying to establish the functionality and the effectiveness of the management structures at schools and this might have lead the principals not to evaluate themselves but rather by his or her subordinates. Principals may have thought that it would not be a fair
evaluation if they assess themselves of the effectiveness of their management systems and leadership. Since it is an evaluation of the functionality of the management structures and the effectiveness of the leadership of the school, as the leader, the principals may not be willing to evaluate themselves. They probably might have delegated this responsibilities to their deputy principals and HODs.

However, this researcher has later interviewed five principals of secondary schools in the previously disadvantaged communities to obtain their view about the low response of principals in answering the questionnaire. The principals were told that they could remain anonymous in this regard. The following question was asked to each of the principal and their responses are as follows.

**Question:** I have selected 80 secondary schools in the previously disadvantaged communities in three districts to conduct the research regarding my doctoral study. Out of these 80 schools 40 of them got either 60% or lower pass rate and the other 40 got more than 60% pass rate in the 2003 matric examination. Although questionnaires were given to all the principals of 80 secondary schools, only 18 of them responded. What do you think the reason for the principals not answering the questionnaire?

Verbatim responses from the principals interviewed.

Principal 1

‘May be you are trying to find out in terms of the abilities and weaknesses. They always delegate, they feel that they are too busy. How does it benefit them any way.’

Principal 2

‘Some principals are afraid of exposing their administration style. So they fear some sort of intervention from the Department. They do not want to commit
themselves to this process. They do not want to empower the SMT. There is a communication gap between the senior management and the middle management.’

Principal 3
‘Some are jealous. Some will be getting a doctorate at their expense. Why should they assist?’

Principal 4
‘Probably the questionnaire is too long. A lot of paper work. Bring stress to them. Scepticism about the process. They are committing to something they don’t know.’

Principal 5
‘Guilty of their own management style. No systems or plan in place. They are functioning at their own. They don’t analyse the results and identify the shortcomings. Most of the principals are not teaching matrics. May be not regard matric result as important. Lazy and disregard. Afraid of exposure and identifying their own weaknesses.’

It can be noticed from the above interview that most of the principals were not simply interested to assist others to further their qualifications. While some of the principals delegate their deputy principals to attend to this kind of matters, a good number of them are lazy and sceptical about the process and do not want to commit themselves in any way.

It is interesting to notice that 19 post level one educators also answered this questionnaire. However, this questionnaire was targeting the SMT of the schools. This could only be possible if some post level one educators are also part of the SMT of the schools. In this era of transparency, accountability and democracy, it could be ideal to have some representation of the post level one educators at the
SMT of the school to represent the views of the post level one educators. Most of the SMTs of the schools are either suspicious or afraid of this inclusion due to various reasons like non-confidentiality of sensible issues, erosion of the authority of the SMT and so on.

**TABLE 4.4**

**EDUCATIONAL QUALIFICATION**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post school diploma or certificate</td>
<td>139</td>
<td>39.3</td>
</tr>
<tr>
<td>Bachelor’s and Honour’s degree</td>
<td>198</td>
<td>55.9</td>
</tr>
<tr>
<td>Master’s and Doctor’s degree</td>
<td>17</td>
<td>4.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>354</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The table indicates that 139 respondents have either a post school diploma or certificate to teach in the secondary schools. These are teachers diploma or certificate to teach in schools and therefore are professionally qualified to teach. While there are 198 respondents with a degree, only 17 of the respondents have either a master’s degree or doctor’s degree. Therefore it could be assumed that all the respondents have the necessary subject knowledge and qualification to teach in secondary schools. It can be also assumed that all the educators have sufficient subject knowledge and skill to carry out effective curriculum delivery at schools. Therefore they have the capability to produce results of high quality in the matric examination.

* One of the respondent did not answer this particular item.
<table>
<thead>
<tr>
<th>Language</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>13</td>
<td>3.7</td>
</tr>
<tr>
<td>English</td>
<td>56</td>
<td>15.8</td>
</tr>
<tr>
<td>Sepedi</td>
<td>20</td>
<td>5.6</td>
</tr>
<tr>
<td>Venda</td>
<td>20</td>
<td>5.6</td>
</tr>
<tr>
<td>Tsonga</td>
<td>15</td>
<td>4.2</td>
</tr>
<tr>
<td>Zulu</td>
<td>56</td>
<td>15.8</td>
</tr>
<tr>
<td>Ndebele</td>
<td>16</td>
<td>4.5</td>
</tr>
<tr>
<td>Swati</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td>Xhosa</td>
<td>33</td>
<td>9.3</td>
</tr>
<tr>
<td>Tswana</td>
<td>68</td>
<td>19.2</td>
</tr>
<tr>
<td>South Sotho</td>
<td>50</td>
<td>14.1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>355</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most of the respondents of this research study includes educators with mother tongues, English, Zulu, Tswana and South Sotho. However almost all the language groups are represented in this study although they are a small percentage. This gives an opportunity to understand the perception of all the language groups in relation to the items included in this research study. However, English, Zulu, Tswana and South Sotho speaking respondents are more dominant in the sample of study. Due to the low percentage of representation in the sample, all other language groups except English, Zulu, Tswana and South Sotho are collapsed into one category for further analysis.
TABLE 4.6
RELGION

<table>
<thead>
<tr>
<th>Religion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>273</td>
<td>76.9</td>
</tr>
<tr>
<td>Islam</td>
<td>29</td>
<td>8.2</td>
</tr>
<tr>
<td>African traditional</td>
<td>28</td>
<td>7.9</td>
</tr>
<tr>
<td>Hinduism</td>
<td>19</td>
<td>5.4</td>
</tr>
<tr>
<td>None</td>
<td>4</td>
<td>1.1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>355</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The most prominent religious group of respondents who participated in this research study are the Christians. Other religious groups are represented in small percentages. Although they are in small percentages, their perceptions and responses to various items in this research study can be compared to other religious groups.

TABLE 4.7
LEVEL OF DISCIPLINE

<table>
<thead>
<tr>
<th>Level of discipline</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>137</td>
<td>38.7</td>
</tr>
<tr>
<td>Average or below average</td>
<td>217</td>
<td>61.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>354</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The table shows that the number of schools that have average or below average discipline is much higher than those schools with above average discipline. Most of the respondents, 217 out of 354 respondents agree that their schools have either average or below average learner discipline. Discipline is an essential requirement for a school to function effectively where quality teaching can take place.

* One respondent did not answer this item
place. In the current situation where the discipline is average or below average is unhealthy for the school. Lack of discipline by learners is a problem in most of the schools that are even producing better pass rates in the matric examination. Therefore, before educators of a school embark on programmes to improve matric results, learners should be disciplined and prepared to work hard to obtain high quality education. The problem of discipline has to be addressed as a number one priority by all schools in order to sustain or improve the academic performance of the schools.

### TABLE 4.8

**ATTENDANCE OF EDUCATORS**

<table>
<thead>
<tr>
<th>Attendance of educators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>197</td>
<td>55.5</td>
</tr>
<tr>
<td>Average or below average</td>
<td>158</td>
<td>44.5</td>
</tr>
<tr>
<td>Total</td>
<td>355</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the above table it can be seen that only 197 respondents agree that the attendance of the educators at their schools is above average and 158 respondents agree that it is average or below average. For effective teaching and learning to take place, educators have to be at school regularly. If the number of hours of teaching time lost due to the absenteeism of educators is not compensated, then the situation in the schools become much more complicated. Each subject / learning area requires a particular amount of time for the completion of the syllabus. Non completion of the syllabus on time, in schools that are poorly performing in the matric examination contribute negatively towards its performance. This is a challenge to the managers of schools to motivate educators not to stay away from school if it is not urgent and unavoidable. It is also the responsibility of the SMT of the school to encourage educators, particularly who stay away, to organise extra lessons to cover the lost
time due to their absenteeism. Academic standards of the learners in the matric examination cannot be improved without continuous effective quality curriculum delivery at school.

### TABLE 4.9
ATTENDANCE OF LEARNERS

<table>
<thead>
<tr>
<th>Attendance of learners</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>186</td>
<td>52.4</td>
</tr>
<tr>
<td>Average or below average</td>
<td>169</td>
<td>47.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>355</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It can be observed from the above table that 186 respondents agree that the attendance of learners at their schools is above average. However, 169 respondents agree that the attendance of the learners is average or below average at their schools. To improve the academic standards of learners, regular attendance of learners is essential. They are the customers of school who needs regular support. Learners need the educators to facilitate their learning process and to explain and interpret new aspects of the subject or the learning area to make it simple and easy for them to understand. There are also continuous assessment programmes taking place at school for all the subjects. Therefore the presence of learners at school is essential. Schools have to utilise the service of the parents effectively to minimise the absenteeism of learners. This shows that schools have to strengthen their relationship with the parents for a number of reasons that are beneficial to the schools. Educators have to present well prepared, interesting and informative lessons so that learners should feel that if they miss one of the lessons they are losing a lot. Educators have to create classroom environments that are suitable for effective subject delivery. Good relationship with the learners at classroom level is also a contributing factor for better attendance of learners.
### TABLE 4.10

**GRADE 12 PASS RATE**

<table>
<thead>
<tr>
<th>Pass Rate</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% or lower</td>
<td>166</td>
<td>46.8</td>
</tr>
<tr>
<td>Higher than 60%</td>
<td>189</td>
<td>53.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>355</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the table above it can be observed that 189 respondents indicated that their schools obtained a matric pass rate higher than 60% in the 2003 examination. There are 166 respondents who agree that the pass rate in their school is 60% or lower. There are schools in this category that produced below 60% results. Schools that produce results lower than 60% should begin to think about their learners who fail and end up on the streets. These schools produce results with a pass rate lower than the provincial average as well as below the national average. Previously disadvantaged communities already have many social problems to deal with. Failure of many learners in the matric examination make the social problems even worse and complicated. Schools that are poorly performing in the grade 12 examination have to undergo a sort of self evaluation process and come up with effective programmes to improve the situation at their schools.
The above table shows that 204 respondents have attended management courses within the past three years, while 107 of them attended more than three years ago. Only 41 of the respondents never attended any management training organised by the Department of Education. Therefore the Department of Education as the employer has provided the necessary management skills to majority of the SMT members. The commitment and willingness of the SMT members to provide quality education is needed to improve the situation in the poorly performing schools.

The table shows that only 131 respondents agree that the heads of departments have organised in-house training for the post level one educators at their school.

* Not all the respondents answered these items.
The majority of the respondents agree that the heads of departments of their schools have never organised any training to their post level one educators. Staff development and empowerment is an essential aspect of effective curriculum delivery. Through in-house training the SMT of a school can provide the necessary individual support to the educators to provide quality education to all learners. Individual support is one of the ways in which the academic performance of schools and that of learners can be improved. Heads of departments of schools are very often failing to discharge their responsibilities effectively for the benefit of the school. Regular departmental meetings give an opportunity for the educators in the same department to come together and share their experience and ideas to improve the curriculum delivery in the school. The SMTs of schools have to take their responsibilities more seriously and create more opportunities to provide necessary individual support to all members of staff and learners at school to improve the academic standards of the learners in the school. Regular staff development programmes is one of the ways in which educators can be empowered to deliver their subjects effectively in the classroom.

4.3 DISCUSSION OF ITEMS IN THE QUESTIONNAIRE

In Table 4.13 all the items related to the improvement of the academic performance of learners in the grade twelve examination are arranged. These items are discussed after the table.
## TABLE 4.13

### ITEMS IN THE QUESTIONNAIRE

The following abbreviations are used in the table

**School Management Team**  = SMT

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Mean Score</th>
<th>Mode</th>
<th>Rank</th>
<th>% respondents choosing 5 &amp; 6</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 9</td>
<td>I have a good working relationship with the learners at my school</td>
<td>5.08</td>
<td>5</td>
<td>1</td>
<td>83.3</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 29</td>
<td>The poor socio-economic conditions of learners negatively affects the performance of grade 12 learners in my school</td>
<td>4.83</td>
<td>6</td>
<td>2</td>
<td>70.1</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 10</td>
<td>I give personal attention to learners in the classroom</td>
<td>4.70</td>
<td>5</td>
<td>3</td>
<td>65.1</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 36</td>
<td>My school provides additional support to grade 12 learners to improve academic performance</td>
<td>4.38</td>
<td>5</td>
<td>4</td>
<td>52.7</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 38</td>
<td>Poor classroom management by educators negatively affects academic performance of grade 12 learners</td>
<td>4.29</td>
<td>4</td>
<td>5</td>
<td>44.3</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 14</td>
<td>Educators in my school have sufficient subject knowledge to facilitate learning</td>
<td>4.28</td>
<td>5</td>
<td>6</td>
<td>50.7</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 6</td>
<td>The SMT of my school aims to improve the academic performance of the grade 12 learners</td>
<td>4.23</td>
<td>4</td>
<td>7</td>
<td>45.6</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 40</td>
<td>Lack of physical facilities at my school negatively affects performance of learners in the grade 12 examination</td>
<td>4.04</td>
<td>5</td>
<td>8</td>
<td>45.5</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 41</td>
<td>Ineffective leadership at my school negatively affects performance of grade 12 learners</td>
<td>3.99</td>
<td>6</td>
<td>9</td>
<td>43.2</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 44</td>
<td>The principal of the school is committed to improve the academic performance of grade 12 learners</td>
<td>3.94</td>
<td>6</td>
<td>10</td>
<td>43.5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 8</td>
<td>The SMT of my school motivates the staff constantly to improve on their subject delivery</td>
<td>3.87</td>
<td>4</td>
<td>11</td>
<td>34.5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 13</td>
<td>Educators in my school have innovative teaching strategies to assist grade 12 learners</td>
<td>3.86</td>
<td>4</td>
<td>12</td>
<td>32.4</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 7</td>
<td>The educators of my school are committed to quality teaching</td>
<td>3.80</td>
<td>4</td>
<td>13</td>
<td>32.6</td>
<td>F2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B 12</td>
<td>The SMT of my school design appropriate intervention programmes to improve the academic performance of grade 12 learners</td>
<td>3.76</td>
<td>4</td>
<td>14</td>
<td>35</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 3</td>
<td>The SMT of my school implement innovative programmes to improve the academic performance of grade 12 learners</td>
<td>3.71</td>
<td>4</td>
<td>15</td>
<td>33,8</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 1</td>
<td>My school has management structures in place to ensure effective teaching and learning</td>
<td>3.70</td>
<td>4</td>
<td>16</td>
<td>33,5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 24</td>
<td>My school has a climate that is conducive to teaching and learning</td>
<td>3.65</td>
<td>4</td>
<td>17</td>
<td>33,6</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 31</td>
<td>The school governing body of my school support activities aimed at improving academic performance of grade 12 learners</td>
<td>3.65</td>
<td>4</td>
<td>17</td>
<td>28,8</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 34</td>
<td>The SMT of my school encourages stakeholders to actively support programmes aimed at improving the academic performance</td>
<td>3.60</td>
<td>4</td>
<td>19</td>
<td>25,9</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 2</td>
<td>The SMT of my school provides strong leadership to ensure effective teaching and learning at school</td>
<td>3.58</td>
<td>3</td>
<td>20</td>
<td>32,9</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 23</td>
<td>The SMT of my school regard parents as an effective human resource</td>
<td>3.58</td>
<td>4</td>
<td>20</td>
<td>28,3</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 5</td>
<td>The SMT of my school exhibits high team spirit in the management of the school</td>
<td>3.56</td>
<td>4</td>
<td>22</td>
<td>28,8</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 30</td>
<td>Members of the school governing body of my school actively participate in the governance of the school</td>
<td>3.54</td>
<td>4</td>
<td>23</td>
<td>26,2</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 16</td>
<td>In my school, learners actively participate in the classroom activities</td>
<td>3.43</td>
<td>4</td>
<td>24</td>
<td>19,3</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 15</td>
<td>The learners of my school are committed to improve on the current grade 12 pass rate</td>
<td>3.42</td>
<td>4</td>
<td>25</td>
<td>23,4</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 11</td>
<td>Individual needs of the learners are taken into account by the SMT at my school</td>
<td>3.40</td>
<td>4</td>
<td>26</td>
<td>27,4</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 4</td>
<td>Stakeholders of my school have a common shared vision for the school</td>
<td>3.24</td>
<td>2</td>
<td>27</td>
<td>23,1</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 42</td>
<td>My school has sufficient learning and teaching support materials</td>
<td>3.16</td>
<td>4</td>
<td>28</td>
<td>21,8</td>
<td>F2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>B 18</td>
<td>Resources are effectively managed at my school</td>
<td>3.08</td>
<td>1</td>
<td>29</td>
<td>22.2</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 26</td>
<td>Support structures are available at my school to assist learners who come from disadvantaged homes</td>
<td>3.07</td>
<td>1</td>
<td>30</td>
<td>23.1</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 35</td>
<td>The SMT of my school seeks the assistance of the business groups to improve academic performance of grade 12 learners</td>
<td>3.01</td>
<td>1</td>
<td>31</td>
<td>21.1</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 17</td>
<td>Sufficient physical facilities are available at my school for effective teaching and learning</td>
<td>3.01</td>
<td>4</td>
<td>31</td>
<td>19.7</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 33</td>
<td>The school governing body of my school motivate educators to produce the best academic results in their subjects</td>
<td>2.87</td>
<td>1</td>
<td>33</td>
<td>13.5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 25</td>
<td>Educators of my school are specifically trained to assist learners with learning difficulties</td>
<td>2.65</td>
<td>1</td>
<td>34</td>
<td>13.8</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 20</td>
<td>The grade 12 learners of my school are given sufficient support by their parents</td>
<td>2.55</td>
<td>1</td>
<td>35</td>
<td>11</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 22</td>
<td>Parents assist in improving discipline at my school</td>
<td>2.49</td>
<td>1</td>
<td>36</td>
<td>7.4</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 21</td>
<td>Parents are actively involved in the management of the education of the grade 12 learners in my school</td>
<td>2.46</td>
<td>1</td>
<td>37</td>
<td>7.6</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 19</td>
<td>Parents assist grade 12 educators to improve the academic performance of grade 12 learners</td>
<td>2.37</td>
<td>1</td>
<td>38</td>
<td>8.5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 43</td>
<td>Educators of my school effectively utilise the media centre to improve subject delivery</td>
<td>2.17</td>
<td>1</td>
<td>39</td>
<td>9.3</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 32</td>
<td>The governing body of my school generate extra funds to improve academic performance of grade 12 learners</td>
<td>2.12</td>
<td>1</td>
<td>40</td>
<td>10.1</td>
<td>F2.1</td>
</tr>
</tbody>
</table>

The following scale was used in the questionnaire.

Scale: 1 = strongly disagree  
2 = disagree  
3 = partially disagree  
4 = partially agree  
5 = agree  
6 = strongly agree
Items B27, B28, B37 and B39 are left out due to an MSA (measures of sampling adequacy) lower than 0.6.

**Question B27- Grade 12 learners from broken homes tend to perform poorly in my school**

It can be assumed that the respondents are unable to identify the learners who are coming from broken homes. Therefore the respondents could not ascertain the situation correctly.

**Question B28- The inability of the parents to pay school fees compromises the quality of education provided in my school**

It could be argued that most of the respondents do not know how many parents are paying the school fees and how much the schools are collecting as fees every year. This lack of information could be a reason for the low MSA score.

**Question B37- Lack of support from the Department of Education negatively affects academic performance of grade 12 learners**

The respondents are not sure of the type of support the school is getting for curriculum delivery at schools.

**Question B39- Lack of commitment of grade 12 learners negatively affects academic performance**

Once again the respondents are unable to ascertain whether the learners are committed or not. It could be also possible that most of the respondents are not matric educators although they are SMT members.

**Question B 9- I have a good working relationship with the learners at my school**

| Mean score | - 5,08 |
| Mode | - 5 |
| Rank | - 1 |
| Respondents choosing 5 & 6 (%) | - 83,3 |

The mean score shows that the majority of the respondents agree that they have a good working relationship with their learners at school. The mode indicates that the respondents agree with the above statements and this is the most commonly
selected answer by the respondents. Educators must have a good working relationship with the learners to create the environment which is necessary for the provision of quality education. Good understanding of the talents and ability of learners will enable the educator to assist the learners in different ways to improve the level of achievement. Educators can use multiple measures of learner’s social and economic background to control, social class influences on achievement (Levine, 1992: 28).

The percentage (83.3%) of respondents who choose 5 and 6 as their choice shows that in most of the schools that are used for this study, educators have a good working relationship with the learners. However this good relationship should be utilised effectively to the advantage of the school to sustain effective teaching and learning at schools. Good working relationship with the learners should be utilised effectively to influence the learners to focus mainly in their education and attain higher levels of achievement. However, in spite of this good working relationship between the educators and learners at schools, many schools are still struggling to produce better results every year in the grade 12 examination.

Central to a learner having a good school experience is the relationship between educators and learners. Improving this often requires changes in approaches to teaching, hence more effective educator training, and ongoing support to educators beyond in-service training (http://www.campaignforeducation.org /). Therefore the management of schools have to ensure that they create the right atmosphere and opportunities for effective individual support for educators to excel in their profession.
Question B 29 - The poor socio-economic conditions of learners negatively affects the performance of grade 12 learners in my school

Mean - 4.83
Mode - 6
Rank - 2
Respondents choosing 5 and 6 (%) - 70.1

The socio-economic situations of the learners have a serious impact on the commitment and concentration of the learners in educational matters. The mean score shows that majority of the respondents almost agree that the poor socio-economic conditions negatively affects the performance of their learners in the grade 12 examination. The mode shows that the respondents strongly agree with the statement. Furthermore 70.1% of the respondents agree or strongly agree that the poor socio-economic conditions have negative impact on the performance of grade 12 learners. Therefore educators and the school management teams cannot ignore the social conditions of the learners and concentrate only on the academic sides. The impact of poor socio-economic conditions on the performance of the learners cannot be ignored by schools. It is both an educational and a professional nonsense for schools or individuals within them to operate in ignorance of, and isolation from, the families they serve and the neighbourhoods in which they have been located. In practice, this is complicated by important and widespread changes in the structure and organisation of both family and community life (Bastiani, 1995: 8). There are many learners who are coming from broken families and extremely poor economic backgrounds. At least schools have to address these issues to a certain level to support these learners to get high quality education. SMTs of schools have to take initiatives to explore the possibilities of supporting the learners of this group meaningfully, thus enabling schools to improve the quality of results.
Question B10- I give personal attention to learners in the classroom.

Mean score - 4.70
Mode - 5
Rank - 3
Respondents choosing 5 and 6 (%) - 65.1

The mean score shows that the majority of the respondents almost agree that they give personal attention to learners in the classroom. The mode shows that the respondents agree with the above statement and this is the most commonly selected option of the respondents. About 65.1% of the respondents agree or strongly agree with the above statement that they give personal attention to their learners in the classroom. It will be possible for educators to give personal attention to each learner in the classroom only if it has few learners. However, many schools in the previously disadvantaged schools are faced with a serious problem of overcrowding. In many schools the average number of learners in the classroom is much higher than the normal number of 35 in one class. Therefore educators in the previously disadvantaged schools are faced with a huge responsibility of managing large classes without compromising the quality. Therefore educators in such schools will not be able to give much personal attention to all learners in the classroom. In these classes educators might need to use small group instruction, forming relatively homogeneous subgroups (Emmer, et al. 2003: 194). Educators of township schools have to find extra time after school hours to teach the small groups of learners who are weak in their subjects.
Question B 36- My school provides additional support to grade 12 learners to improve academic performance

Mean - 4,38
Mode - 5
Rank - 4
Respondents choosing 5 and 6 (%) - 52,7

The mean score indicates that the respondents partially agree that they give additional support to their grade 12 learners to improve their academic performance. The mode indicates that the respondents agree that they provide additional support to their grade 12 learners. This is the most commonly selected choice of respondents for the above item. About 52,7% of the respondents agree or strongly agree with the above statement that they organise extra lessons for their learners. This shows that there are many schools that have no programmes in place to assist their learners. This is one of the reasons why those schools are still producing poor results in the matric examination. The SMTs of these schools are not giving the necessary organisational support much needed to enable stakeholders to organise additional programmes to support the individual learners.

In many secondary schools, especially in core academic subjects, learners are assigned to classes on the basis of standardised test scores academic records and recommendations (Emmer, et al. 2003: 198). Most of the learners who come from the broken homes have no facilities at home to do their home work or revision. If learners are given additional individual support outside the normal teaching time they will be able to acquire more knowledge and concentrate mainly in their academic works without being affected by the family problems. Extra hours of supervision can facilitate effective learning which will improve the academic standards. Many schools that are performing well have afternoon, saturday and vacation classes for their learners with the intention of assisting
them to improve their academic standards. This needs committed and willing educators who are ready to sacrifice their time and energy for the future of the learners who are in their care.

**Question B38- Poor classroom management by educators negatively affects academic performance of grade 12 learners**

<table>
<thead>
<tr>
<th>Mean</th>
<th>- 4,29</th>
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<tbody>
<tr>
<td>Mode</td>
<td>- 4</td>
</tr>
<tr>
<td>Rank</td>
<td>- 5</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>- 44,3</td>
</tr>
</tbody>
</table>

The mean score shows that the respondents partially agree that the poor classroom management by the educators negatively affects the matric results. The mode shows that the respondents partially agree with the above statement. Furthermore only 44,3% of the respondents agree or strongly agree with the above statement. Of the respondents, 55,7% do not agree with the above statement. This research study included 40 well performing schools and 40 poorly performing schools. This is a clear indication that one of the major sources of poor performance of learner in the matric examination is poor classroom management of educators. One common factor shared by almost all failing schools is poor management. Poor classroom management results in poor curriculum delivery. Schools should never deemed to be failing if the teaching within them is good. Poor teaching undoubtedly puts a school at risk of failure (Walsh, 1999:17).

For proper classroom management, an educator will have to set appropriate classroom rules for his or her class. When educators prepare thoroughly and present interesting lessons, then the learners will be giving a keen interest in their subjects and cooperate fully in the lessons. The major classroom
management goal for the beginning of the year is to obtain learners cooperation in two key areas: following your rules and procedures and successfully engaging in all learning activities. Attaining this goal will establish a classroom climate that supports learning, and it will help the learners acquire good work habits and attitudes towards the subject (Emmer, et al. 2003: 56). Managers of schools that are poorly performing in the matric examination have to make every effort to provide staff development programmes for the staff to acquire skills to manage their classes most effectively and deliver high quality lessons to all the learners.

**Question B14- Educators in my school have sufficient subject knowledge to facilitate learning**

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<tbody>
<tr>
<td>Mean</td>
<td>- 4,28</td>
<td></td>
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<tr>
<td>Mode</td>
<td>- 5</td>
<td></td>
</tr>
<tr>
<td>Rank</td>
<td>- 6</td>
<td></td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>- 50,7</td>
<td></td>
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</tbody>
</table>

The mean score indicates that the respondents partially agree that the educators in their schools have sufficient subject knowledge in their subjects. However, there are so many respondents who disagree with the above statement. The mode score shows that the respondents agree with the above statement. This is the most commonly selected choice for the above statement. Only 50,7% of the respondents agree or strongly agree that the educators in their school have sufficient subject knowledge in their subjects. Almost another 50% do not agree with the above statement. Deeper subject knowledge in the various subjects is an essential requirement to produce high quality results in the matric examination. If effective educators and effective teaching are key factors in the enhancement of learner outcomes, then educator development must be central to school improvement efforts (Halsall, 1998: 36). Some researchers are actively studying the connection between educator learning and learner learning.
Preliminary results suggest that learner performance increases when educators have greater learning opportunities (http://www.sedl.org/pubs/teaching99/2a.html). Therefore management of schools have to motivate educators to engage themselves in the long learning programmes to enhance their subject knowledge and also to improve the level of achievement of learners whom they teach.

**Question B6- The SMT of my school aims to improve the academic performance of the grade 12 learners**

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<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>4,23</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
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</tr>
<tr>
<td><strong>Rank</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Respondents choosing 5 and 6 (%)</strong></td>
<td>45,6</td>
</tr>
</tbody>
</table>

The mean score indicates that the respondents partially agree to the statement that their SMTs aim to improve the academic performance of the grade 12 learners. The mode is 4, which also shows that the most common answer of the respondents is that they partially agree with the statement. Only 45,6% of the respondents actually agree or strongly agree that the SMT aims to improve the academic results of the grade 12 learners. But it is a concern that majority of the respondents does not believe that the SMTs are actually aiming at improving the matric results in their schools. Heads of departments are curriculum managers of the school. Their actions should prove that they really aim at improving the results. Proper management systems should be in place to monitor and control the process of curriculum delivery at schools. Organising extra lessons and vacation classes are the indications that the SMT of the school is aiming to improve the matric results. The SMT of the school can also coordinate and implement activities that are aimed at improving the participation of the parents in the educational matters of their children.
Question B40- Lack of physical facilities at my school negatively affects performance of learners in the grade 12 examination

Mean - 4.04
Mode - 5
Rank - 8
Respondents choosing 5 and 6 (%) - 45.5

The mean score indicates that the respondents partially agree that lack of physical facilities negatively affects the performance of learners in the grade 12 examination. The mode shows that the respondents agree with the statement. This is the most commonly selected choice by the respondents for the above statement. Of the respondents, 45.5% either agree or strongly agree that lack of physical facilities negatively affects the matric results. Availability of physical facilities for curriculum delivery enhances the quality of education at schools. There are so many schools in the previously disadvantaged communities still functioning without proper minimum physical facilities. Classes are overcrowded and facilities like the media centre, computer centre and the laboratories are not known to many learners in the previously disadvantaged schools. The Department of Education has to find long term sustainable solutions for this problems. Improvement of the academic standards of the learners cannot be done only by addressing one or two aspects of the curriculum delivery. To change one educational variable at a time is fruitless; many changes must simultaneously be made to accommodate for it. When one variable is changed, negating aspects of other variables soon nullify any positive educational effects. Changes must be coordinated to produce a positive synergy for each learner (http://www.save-our-schools.com). Therefore, schools should have minimum physical facilities that are essential for effective teaching and learning to have a sustainable improvement in the academic performance of the learners.
**Question B41- Ineffective leadership at my school negatively affects performance of grade 12 learners**

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<tr>
<th>Mean</th>
<th>3.99</th>
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<tbody>
<tr>
<td>Mode</td>
<td>6</td>
</tr>
<tr>
<td>Rank</td>
<td>9</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>43.2</td>
</tr>
</tbody>
</table>

The mean score suggests that the respondents partially agree that inefficient leadership in their schools negatively affect the performance of learners. The mode shows that the respondents strongly agree with the above statements. The mode indicates that the most commonly selected choice is that they strongly agree with the statement. About 43.2% of the respondents agree or strongly agree with the above statement. This all indicates that there is a lack of strong visionary leadership in many schools and this contributes to the poor academic performance of learners in the grade 12 examination. Lack of strong leadership causes in the breakdown of the culture of effective teaching and learning in many schools.

Strong leadership involves setting the mission, and vision of the school (Morrison, 1998:205). Effective leaders will have a shared vision for the school and all the stakeholders of the education will be working towards attaining the common goals of the schools. An effective leader will ensure that the core business of the school, quality curriculum delivery will take place uninterrupted daily at school. Principals of schools have to lead their subordinates by example and give them motivation and direction to excel in their performance. Leadership can be applied at all levels of organisation (Morrison, 1998:209). The school management team as well as the level one educators have to give effective leadership in their various positions to transform schools into centres of
excellence. An educator as a subject teacher can effectively motivate and lead his or her learners to excel in their academic performance.

**Question B44- The principal of the school is committed to improve the academic performance of grade 12 learners**

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<tr>
<th>Mean</th>
<th>- 3.94</th>
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</thead>
<tbody>
<tr>
<td>Mode</td>
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</tr>
<tr>
<td>Rank</td>
<td>- 10</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>- 43.5</td>
</tr>
</tbody>
</table>

The mean score shows that the respondents partially agree that their principal is committed to improve the academic performance of grade 12 learners. The mode shows that the respondents strongly agree to the above statement. This is the most common choice of the respondents. But only 43.5% of the total respondents have either agreed or strongly agreed with the above statement. This is not a healthy situation where 56.5% of the respondents do not agree that their principal is committed to improve the results. The situation that exists in the previously disadvantaged schools are unique that it requires extraordinary personal commitment and dedication from the principal as a leader to motivate, guide and support both educators and learners to achieve higher academic results. The principal as a leader has to lead them by example to work very hard to produce excellent results. However, it can be concluded from the above information that many principals are not committed to improve the results.

The principal should be the leader of the curriculum development and implementation team which ensures the effective curriculum delivery at school. The effectiveness of a team is partially a function of its leadership. As the team leader the principal has to:

- ensure that every individual is both supported and giving his or her best;
ensure that tasks are distributed equitably;

- manage meetings and development;

- focus the team on the shared goals and to ensure they are meaningful;

- ensure the team works together effectively to achieve the shared goals (Morrison, 1998: 193).

In schools that are performing poorly, principals have to take a keen interest to improve the academic standards of the learners. Several intervention programmes have to be introduced and implemented effectively to improve the academic standards of the learners in the matric examination. Principals of schools have to personally get involved and supervise these programmes in order for them to succeed. A true leader will walk with his or her subordinates in every event he or she would like to take place at school. It is the task of the SMT of a school to create the necessary climate and set up management systems in place to ensure effective curriculum delivery and provide additional individual support, to learners if necessary to improve the academic standards.

**Question B8- The SMT of my school motivates the staff constantly to improve on their subject delivery**

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<thead>
<tr>
<th>Measure</th>
<th>Value</th>
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<tbody>
<tr>
<td>Mean</td>
<td>3.87</td>
</tr>
<tr>
<td>Mode</td>
<td>4</td>
</tr>
<tr>
<td>Rank</td>
<td>11</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>34.5</td>
</tr>
</tbody>
</table>

The mean score shows that the respondents partially agree that the SMT of their schools constantly motivate the staff to improve on their subject delivery. The mode also shows that the respondents partially agree with the above statement. About 34.5% of the respondents agree or strongly agree that the SMT constantly motivate the staff to improve on their subject delivery. However, 65.5% of the
respondents do not agree that the SMTs are motivating the staff to improve the subject delivery. Heads of departments of the school are middle managers and are curriculum managers. They are directly in charge of the subject delivery at schools. One of the ways in which they can improve the quality of subject delivery at classroom level is to motivate the staff continuously.

Most people working in organisations like to feel that someone else cares about their work. Although there may be much intrinsic motivation to work, most people also need appropriate extrinsic motivation. They like to feel that their work is appreciated (Fidler & Atton, 1999:17). Middle managers of the schools have to play an effective role to support and motivate their staff regularly. Staff satisfaction is important and managers need to know how their staff feel about their work. Educators who teach in most of the previously disadvantaged schools need regular support and motivation to excel in their performance. This is due to the fact that many of them are working under serious difficult conditions like lack of physical facilities, overcrowding and unfavourable social conditions.

**QuestionB13- Educators in my school have innovative teaching strategies to assist grade 12 learners**

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<tbody>
<tr>
<td>Mean</td>
<td>3,86</td>
</tr>
<tr>
<td>Mode</td>
<td>4</td>
</tr>
<tr>
<td>Rank</td>
<td>12</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>32,4</td>
</tr>
</tbody>
</table>

The average score shows that the respondents partially agree that the educators of their schools have innovative teaching strategies to assist their learners. The mode indicates that the respondents have partially agreed with the above statement. Only 32,4 % of the respondents agree or strongly agree with the above statement. This implies that 67,6 % of the respondents do not agree that
the educators of their schools have any innovative teaching strategies to assist their grade 12 learners. Most of the learners in the previously disadvantaged schools have lost their focus due to several problems existing in the society. They need special attention and guidance to consider education as the only way to a better future.

Educators have to apply different teaching strategies to ensure active participation of all the learners in the learning process. Educators have to identify some procedures by which learners can ask a question, contribute to discussion, or receive help without interrupting the educator or other learners during whole-class activities (Emmer, et al. 2003:28). An innovative educator should find different ways of motivating the learners to focus in their education and obtain higher academic results. Experiencing success acts as a powerful motivator and incentive to continue working hard. By providing frequent feedback on academic and social progress clearly and positively, the educator will facilitate children's learning of new skills. Membership of a classroom where learners are praised for the work they have done will be rewarding for learners and educators alike (Solity & Bull, 1996:38).

**Question B7- The educators of my school are committed to quality teaching and learning**

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<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>3,80</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Rank</strong></td>
<td>13</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>32,6</td>
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</table>

The mean score indicates that the respondents partially agree that the educators of their schools are committed to quality education. The mode also shows that they partially agree to the above statement. About 32,6% of the respondents
agree or strongly agree with the above statement. Of the respondents, 67.4% do not agree that the educators are committed to quality teaching and learning at school. The core business of a school is to provide quality education to all learners at school. The above information shows that most of the educators in the poorly performing schools are still not ready to commit themselves in this process. Many schools in the previously disadvantaged communities are on the verge of closing down due to shortage of learners. Parents are taking their children out of the schools due to non delivery of educators and poor performance of schools.

Educators have to manage their classes most effectively and ensure that effective teaching and learning take place in their classes. Educators who plan appropriate classroom activities and tasks, who make wise decisions about time and space allocation, and who have a sufficient repertoire of instructional strategies will be building learning environments that gain learner cooperation and minimise management and discipline problems (Arends, 1997:37). Time is one of the most important resources available for effective teaching and learning. In many schools, especially in the previously disadvantaged schools it appears that there is no urgency in the part of educators to get into the classrooms on time and start the lessons. Classroom management is possibly the most important challenge facing educators, since their reputation among colleagues, school authorities, and even learners will be largely influenced by their ability to create and to maintain an orderly and effective learning environment (Arends, 1997:37).

Academic standards of the learners in the school cannot be improved without the commitment of all the educators of the school. They have to totally commit themselves for quality curriculum delivery. The current wave of school reform is focused on "improving the quality of teaching through better educator preparation and higher quality, more relevant professional development"
Educators have to create learning environments that are most suitable for effective teaching and learning. They have to be motivated and supervised to commit themselves to effective teaching and learning, which is the core business of the school. The role of the management and the principal in creating environments that will make educators to discharge their responsibilities most effectively cannot be ignored at this stage.

Question B12 – The SMT of my school design appropriate intervention programmes to improve the academic performance of grade 12 learners

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<tbody>
<tr>
<td>Mean</td>
<td>3,76</td>
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<tr>
<td>Mode</td>
<td>4</td>
</tr>
<tr>
<td>Rank</td>
<td>14</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>35</td>
</tr>
</tbody>
</table>

The respondents partially agree that the SMTs of their schools have appropriate intervention plans to improve the academic performance of learners at their schools. This is indicated by the mean score of 3,76. The mode shows that the respondents partially agree with the above statement. The percentage of respondents who agree or strongly agree with the above statement is an indication of how SMTs operate in most of the schools that are still poorly performing in the matric examinations. Only 35% of the respondents either agree or strongly agree with the above statement. This shows that most of the schools that are performing poorly in the matric examination have no intervention programmes to improve the performance of the learners. Intervention programmes are the result of strategic planning made by the SMT of the school. If majority of the schools have no programmes to improve the academic standards of the learners, then the school will be failing as a whole and the existence of the institution itself will be in jeopardy. Many schools in the previously disadvantaged communities are about to be closed down as a result.
of the poor performance and the subsequent unwillingness of parents to send their children to such schools. Managers of such schools are not managing their schools properly and have no vision for themselves and the school.

Studies of effective leadership and management confirm that they are person-centred and strongly driven by sets of personal values (religious, spiritual, humanistic) which create a ‘passionate conviction’ to build, implement and continually monitor a vision for excellence in learning and achievement by means of feedback from stakeholders inside and outside the school; that skills and behaviour of effective leaders are driven by beliefs and trust in self and others; and that effective leaders recognise and are skilled in managing tensions and dilemmas within a framework of competing values (Day, et al. 2000: 24).

Managers of schools who are totally committed to their profession cannot ignore the future of the learners who are the citizens of tomorrow. They have to look at all possibilities of assisting the learners in achieving results of high quality. Therefore the school management teams will have to put in place suitable programmes to improve the level of achievement of the learners. Effective leadership requires an intelligent head with an intelligent heart (Day, et al. 2000: 24). Learners in the previously disadvantaged schools require additional support to improve their performance in the matric examinations. If the school management team is not prepared to assist the learners in this regard, then the possibility of improving the standard of the result is extremely difficult.

**Question B3- The SMT of my school implement innovative programmes to improve the academic performance of grade 12 learners**

<table>
<thead>
<tr>
<th>Mean</th>
<th>3,71</th>
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<tbody>
<tr>
<td>Mode</td>
<td>4</td>
</tr>
<tr>
<td>Rank</td>
<td>15</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>33, 8</td>
</tr>
</tbody>
</table>
The mean score shows that the respondents partially agree with the above statement. The mode also indicates that the respondents partially agree that the SMTs of their schools implement innovative programmes to improve the academic performance of learners in the grade 12 examination. Only 33,8% of the respondents either agree or strongly agree with the above statement. This shows that 66,2% of the respondents do not agree that the SMTs of their schools implement any innovative programmes for their grade 12 learners. Learners in schools that are in the previously disadvantaged communities require extra assistance and support from educators to effectively concentrate in their education and improve their academic performance. Regular motivation, career guidance, extra tuition, feeding scheme for learners, and exposure to opportunities outside their school environment are some of the programmes the SMT could organise to inspire the learners to achieve better results. The assistance and support of the parents cannot be ignored at this stage. Parents and families are an important influence upon classroom life, even where their actual presence is somewhat silent and invisible (Bastiani, 1995: 8). Regular contacts with the parents to analyse the academic progress of the learners can positively influence the academic performance of learners. This will compel the parents to give more care and attention for the education of their children. Learners will be aware that their academic performance is constantly observed by their parents and therefore they have to put extra efforts in their studies to produce quality results.

**Question B1 – My school has management structures in place to ensure effective teaching and learning.**

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<tbody>
<tr>
<td><strong>Mean score</strong></td>
<td>3, 70</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Rank</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Respondents choosing 5 and 6 (%)</strong></td>
<td>33,5</td>
</tr>
</tbody>
</table>
The mean score shows that the respondents partially agree that the schools have management structure in place to ensure effective teaching and learning. This means that there are many schools where the management structures are very weak or have no effective systems in place to ensure effective teaching and learning. The mode score indicates that the respondents partially agree that there are management structures in place to ensure effective teaching and learning at schools.

The percentage of the respondents choosing 5 and 6 is 33.5. This suggests that the vast majority of the educators who answered the questionnaire are of the opinion that there are weak management structures at their school. This is a critical situation and without effective management structures in place to monitor, control and supervise the curriculum delivery, the academic standards of the learners cannot be improved at schools. Schools that are effective in the core business of curriculum delivery should have proper management structures in place for the implementation, control and monitoring of the above. Schools which are effective in value-added terms show the following characteristics: productive school climate and culture; focus on learner acquisition of central learning skills; appropriate monitoring of learner progress; practice-oriented staff development at the school site; outstanding leadership; salient parent involvement; effective instructional arrangements and implementation; and high operationalised expectations and requirements for learners (Levine, 1992:30).
Question B24- My school has a climate that is conducive to teaching and learning

Mean - 3.65
Mode - 4
Rank - 17
Respondents choosing 5 and 6 (%) - 33.6

The mean score is 3.65. This shows that the respondents almost partially agree that the schools have an atmosphere conducive for effective teaching and learning. The mode shows that they partially agree with the above statement. Only 33.6% of the respondents agree or strongly agree that the atmosphere in their schools are conducive for teaching and learning. Of the respondents, 66.4% do not agree that their school’s atmospheres are conducive for teaching and learning.

This situation that exists in most of the schools could be linked to the lack of physical facilities for effective teaching and learning. Due to the legacy of the past political dispensation, many schools in the previously disadvantaged communities have either minimum facilities or have no facilities at all. This situation is still continuing in those communities and until the Department of Education addresses these issues and finds sustainable solutions, schools will be struggling to improve the quality of education provided to the learners. A common and glaring problem at this time is that some township schools still do not have enough resources. Most of these schools have to operate in environments that are regarded as disabling (Moloi, 2002: xiv). Under these situations it is extremely difficult for both educators and learners to focus in effective teaching and learning process. Learners learn best in a school climate and culture that fosters both educator commitment and competence and learner motivation and effort. Moreover, both educator and learner engagement in the
learning process must be supported by school and community resources, attitudes, and norms (Hallinan, 1995: 53).

**Question B31- The school governing body of my school support activities aimed at improving academic performance of grade 12 learners**

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<thead>
<tr>
<th>Mean</th>
<th>- 3,65</th>
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<tr>
<td>Mode</td>
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</tr>
<tr>
<td>Rank</td>
<td>-17</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
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</tbody>
</table>

The mean score shows that the respondents almost partially agree that the SGBs support the activities of schools that are aimed at improving the academic performance of learners. The mode shows that the respondents partially agree with the above statement. While 28.8% of the respondents agree or strongly agree that the SGBs support the activities to improve the academic performance of schools, 71.2% do not agree with the above statement. Section 20(1) (e) of the South African Schools act 84 of 1996, shows that the SGB of a school must support the principal, educators and other staff of the school in the performance of their professional functions. Section 36(1) of the Schools Act expects that a governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners at the school.

The governing body of a school can support the educators in different other ways as well. They can provide all the physical resources required for effective curriculum delivery at schools. They can also provide the necessary safety and security needed both for the learners and the educators at school. The SGB of a school is expected to motivate both educators and the learners to excel in their performance.
Question B34- The SMT of my school encourages stakeholders to actively support programmes aimed at improving the academic performance

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<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>- 25,9</td>
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The mean score shows that the respondents almost partially agree that the SMTs of their schools encourage all stakeholders to actively support programmes aimed at improving the academic standards of grade 12 learners. The mode shows that the respondents partially agree with the above statement. Only 25,9% of the respondents agree or strongly agree with the above statement. About 74,1% of the respondents do not agree that the SMTs of their schools encourage all stakeholders to actively support programmes aimed at improving the academic standards of grade 12 learners.

The SMT of a school has a responsibility of binding together all the stakeholders of education with a common shared vision for the school. This will enable all the stakeholders of education to support one another for the academic improvement of the learners at school. They have to encourage educators of the school to support learners with additional support for their learners in grade 12. Encourage educators to organise afternoon, Saturday and vacation classes for learners to improve their academic standards. Learners should be encouraged to participate actively in the classroom activities. Parents can be requested to assist and support their children at home for their education.
Question B2- The SMT of my school provides strong leadership to ensure effective teaching and learning at school

Mean - 3,58
Mode - 3
Rank -20
Respondents choosing 5 and 6 (%) - 32,9

The mean score reflects that the respondents almost partially agree that the SMT provides strong leadership to ensure effective teaching and learning. The mode shows that the respondents partially disagree with the above statement. While 32,9% of the respondents agree or strongly agree with the above statement, About 67,1% of the respondents do not agree that the SMTs of their schools provide strong leadership to ensure effective teaching and learning. Effective teaching and learning is the most important business of a school. An effective leadership has to set up systems that will monitor and control the provision of quality education to all learners at school.

Good teaching hinges on high-quality planning. How can the principal of a school be confident that the best interests of every learner in the school are being served if the planning is not monitored? Monitoring of teaching and learning itself is an essential strategy in ensuring a consistency of quality, in the educational provision throughout the school (Walsh, 1999: 89).

Question B23 –The SMT of my school regard parents as an effective human resource

Mean - 3,58
Mode - 4
Rank - 20
Respondents choosing 5 and 6 (%) - 28,3
The mean score indicates that the respondents almost partially agree that the SMTs of their schools regard the parents as an effective human resource. The mode shows that the respondents partially agree with the statement. While 28,3% of the respondents agree or strongly agree with the statement, 71,7% of the respondents do not agree that the SMTs of their schools regard parents as an effective human resource. Parents are important stakeholders of education, who can assist the school in many ways to improve the academic standards of the school. They can provide proper guidance and support for their children at home to improve their level of achievement. Parents can actively support the educators and the school to create a disciplined atmosphere at schools.

Schools that are in the previously disadvantaged communities, where learners are not focused in education, need the parental support and involvement in the management of the education of the learners. There is increasing recognition of the tangible benefits that result from actively enlisting the support and involvement of parents in their children’s schooling (Bastiani, 1995: 7). Parents and families are an important influence upon school and classroom life, even where their actual presence is somewhat silent and invisible (Bastiani, 1995: 8). Therefore schools, especially in the previously disadvantaged communities have to look for new ways of attracting and convincing parents to actively participate in the educational matters of their children.

**Question B 5- The SMT of my school exhibits high team spirit in the management of the school**

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<td><strong>Rank</strong></td>
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<tr>
<td><strong>Respondents choosing 5 and 6 (%)</strong></td>
<td>- 28,8</td>
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</tbody>
</table>
The mean score shows that the respondents almost partially agree that the SMTs of their schools exhibit high team spirit. The mode shows that the respondents partially agree with the above statement. Only 28.8% of the respondents agree or strongly agree that the SMTs of their schools exhibit high team spirit. Of the respondents, 71.2% do not agree that the SMTs of their schools exhibit high team spirit. This could be one of the reasons for the ineffective management structures existing in most of the poorly performing schools and the subsequent poor performance of those schools. The SMT of a school has to provide an effective management structure for the school to ensure quality teaching and learning. This is possible only if the SMT has a common purpose and shared vision for the school. If they have a common goal, then they will form a strong team with specific goals. The members of the management team of a school should have a strong team spirit to achieve the goals of their team. It is clear from the studies which have been carried out in educational contexts that a team model does offer a feasible, challenging and supportive means of enhancing management practice and here we must include the teaching-related activities of curriculum design, assessment and evaluation. It does so by encouraging norms of openness, interdependence and a clarity of focus together with a clear task-driven purpose and an explicitly collaborative process (O’Neill, 1997:87).

From the information gathered from the research study, it indicates that the SMTs of most of the schools that are poorly performing in the matric examination are not functioning as strong and united teams. For schools to transform into centres of excellence, effective, united and focused management teams are essential. Schools that are in the previously disadvantaged communities are very often caught up in conflicts within the SMTs and this makes them ineffective in the management of the schools. Therefore, principals of schools where there is no unity and team spirit among the SMT have to develop their effective, dynamic and committed teams for the progress of the school.
Question B 30 – Members of the school governing body of my school actively participate in the governance of the school

Mean - 3.54
Mode - 4
Rank - 23
Respondents choosing 5 and 6 (%) - 26.2

The mean score indicates that the respondents choice remains between partially agree and partially disagree with the above statement. The mode shows that the respondents partially agree that the members of the SGBs actively participate in the governance of the school. Only 26.2% of the respondents agree or strongly agree that the members of the SGBs actively participate in the governance of schools. This shows that the majority of the members of the SGBs are not actively involved. In many schools in the previously disadvantaged communities, not all the members of the SGB are actively involved in the governance of the school. Membership in the SGB is voluntary and not all the members of the SGB are really committed to serve the schools. Very often SGBs of schools are left with few members to carry out all the tasks of the SGBs. This will make it ineffective sometimes. Principals of schools have to use innovative ways to improve the participation of the members in the school governing bodies.

Question B 16- In my school, learners actively participate in the classroom activities

Mean - 3.43
Mode - 4
Rank - 24
Respondents choosing 5 and 6 (%) - 19.3
The mean score indicates that the respondents partially disagree that the learners of their schools actively participate in the classroom activities. The mode shows that the respondents partially agree with the statement. Only 19,3% of the respondents actually believe that the learners in their schools actively participate in the classroom activities. Active learner participation in the classroom is an essential requirement for effective teaching and learning. Educators have to device means to ensure effective participation of all learners in the classroom.

One of the ways in which participation of the learners can be increased is by introducing cooperative learning. Cooperative learning is a form of instruction in which learners are organised into groups to complete assignments collaboratively, to assist each other, to solve problems, to share materials, and to participate in discussion. Educators who use cooperative learning groups do so because they believe that the method increases student learning and involvement (Emmer, et al. 2003:110). Educators have to create a proper classroom climate that will ensure effective and active learner participation in the classroom. Learners learn best in a school climate and culture that fosters both educator commitment and competence and learner motivation and effort. Moreover, both educator and learner engagement in the learning process must be supported by school and community resources, attitudes, and norms (Hallinan,1995: 53).

**Question B15 – The learners of my school are committed to improve on the current grade 12 pass rate**

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<td>25</td>
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<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>23,4</td>
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212
The mean score shows that the respondents partially disagree with above statement. The mode shows that the respondents agree that the learners are committed to improve on the current grade 12 pass rate. The percentage of respondents who agree or strongly agree with the above statement is only 23.4%. This shows that in majority of the schools learners are not committed to improve on the current matric exam pass rate. Learners who attend schools especially in the previously disadvantaged communities have lost their focus. Unstable families, poverty, drugs and other social problems make them to focus on other issues rather than education. These problems coupled with teenage pregnancy and young parenthood make many of them less interested in education. Learners need extra motivation and direction in their life to focus mainly in their education.

**Question B 11 – Individual needs of the learners are taken in to account by the SMT at my school**

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<tr>
<td>Respondents choosing 5 and 6 (%)</td>
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The mean score indicates that the respondents partially disagree with the statement. This shows that the SMTs and the staff of schools are not addressing the individual needs of the learners to assist them to attain higher academic standards. An understanding of the socio-economic conditions, family background, and learning barriers are extremely important to design appropriate individual support programmes for learners to enhance their academic performance in the matric examination. Any intervention programme introduced by the school cannot be successful if the particular needs of the learners are
ignored. Learners who are coming from disadvantaged families need support, care and guidance to focus in their education.

**Question B4 - Stakeholders of my school have a common shared vision for the school**

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<td>27</td>
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<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>23.1%</td>
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The mean score indicates that the respondents partially disagree that the stakeholders of education at school have a common shared vision for the school. This shows that the educators, school governing body, parents, learners and the community are not united together as major stakeholders in education to formulate a common goal for the school. Without a shared vision the stakeholders will not be able to take the school in any particular direction. They work in different directions and hence there is no measurable progress in the performance of the school as well as the academic standards of the learners.

The mode shows that the respondents disagree that the stakeholders have a common shared vision for the school. This is the most commonly selected choice for the above item in the questionnaire. This implies that the various stakeholders of education in schools are pulling the schools in different directions of their choice. There is no coordination of works of different structures at schools. When there is no common shared vision, even the staff and the SMTs of schools are not united to provide quality education to all learners. The percentage of respondents who agree or strongly agree that the school has common shared vision is only 23.1%. More than 75% of the respondents do not agree that the stakeholders have a common shared vision for schools. This is a critical
situation that exists mainly in the previously disadvantaged schools that are still poorly performing in the external examination.

Principals and the SMTs of schools have to be the agents of change who could facilitate and lead the stakeholders to unite with a common shared vision for schools. Managements of the schools have the responsibility of providing sufficient knowledge and information that are essential to unite all stakeholders with a common shared vision for the development of the school. A shared vision will emerge in the school if the educators truly care about one another and about their current practices and the future of their learners. Successive transformation, which is one of the imperatives of our times, depends on a powerful and shared vision (Moloi, 2002: 49). Shared visions emerge from personal visions. Organisations intent on building shared visions continually encourage members to develop their personal visions (Senge, 1990:211).

Principals of schools have to create suitable atmosphere that will encourage all stakeholders of education to develop their personal vision. This will enable the school to have a shared vision for all stakeholders of education. There are positive actions that can be taken to create a climate that encourages personal vision. The most direct is for leaders who have a sense of vision to communicate that in such a way that others are encouraged to share their vision. This is the art of visionary leadership- how shared visions are built from personal visions (Senge, 1990:212).

**Question B 42 – My school has sufficient learning and teaching support materials to provide quality education**

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<td>Rank</td>
<td>28</td>
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<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>21,8</td>
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</table>
The mean score shows that the respondents partially disagree that there is sufficient learning and teaching support materials available at schools. The mode shows that the respondents partially agree that the schools have sufficient learning and teaching support materials. This is the most commonly selected choice of respondents for the above item. Only 21,8% of the respondents agree or strongly agree that there is sufficient learning support materials available for effective teaching and learning. This shows that there is a shortage of teaching and learning materials in majority of the schools that are particularly in the previously disadvantaged communities.

Schools that are in the previously disadvantaged communities are the most affected ones due to lack of proper control of the learning and teaching materials at schools. No effective retrieval systems may be in place in those schools. Therefore schools may be loosing a greater part of its valuable resources every year due to inefficient control systems and retrieval systems. The legacy of the imbalances of the past is still continuing in most of the previously disadvantaged schools. The learning and teaching support materials or the grant provided by the Department of Education is never sufficient to provide all the necessary teaching and learning support materials to all learners at schools. Therefore the problem of the lack of teaching and learning materials cannot be resolved until all the above problems are addressed properly by the Department of Education and the schools.

**Question B18 – Resources are effectively managed at my school**

Mean - 3,08
Mode - 1
Rank - 29
Respondents choosing 5 and 6 (%) - 22, 2
The mean score shows that majority of respondents partially disagree that the resources of the school is effectively managed for the provision of quality education. The mode shows that the respondents strongly disagree that the resources are managed effectively at their schools. This is the most common choice of the respondents for the above statement. Of the respondents, 22,2% agree or partially agree that the resources are effectively managed at schools. Effective management of the resources namely, human, financial and physical resources is extremely crucial for the provision of quality education to all learners at schools. The majority of respondents, 77,8% believe that the schools resources are not effectively managed for the provision of quality education to all learners at schools. Schools are complex organisations reliant on the successful interaction of hundreds of people every day to make them work. There are many aspects of a school that require professional management. These include the learners, the curriculum, the educators, the non-teaching staff, the learning resources, the buildings and the grounds. Poor management of any of these can constrain, directly or indirectly, the progress made and standards achieved by learners (Walsh, 1999: 28).

Managing the human resource of the school most effectively for quality curriculum delivery is one of the most important tasks of principals and SMTs of schools. Identifying the right people for the right job is one of the important steps towards improving the academic standards of a school as well as the level of achievement of learners in various subjects. In many schools that are poorly performing, the human resources are not properly managed and controlled for effective curriculum delivery. Principals, educators and learners have lost focus and have directed their energies towards the malfunctioning of the institution, at the expense of substantive learning and teaching (Christie, 1998: 293). Principals of such schools have to plan properly to utilise the services of the staff most effectively for quality teaching and learning. Human resource planning needs special attention for the effective management of the schools. Human resource
planning has been defined as the process of getting the right number of qualified people into the right job at the right time. Organisational objectives and the strategies for achieving those objectives are meaningful only when people with the appropriate talents, skills and degree are available to carry out those strategies (Byars & Rue, 1997: 116). Therefore principals of the schools have to identify the most suitable specialist educators to teach the various subjects at secondary schools to provide quality education to learners. Those educators who are already in the system should be provided with opportunities to further their subject knowledge that will improve the curriculum delivery at schools. Staff development programmes must be developed around the particular needs of the individual staff and school situation and should be linked to the vision of the school (Davidoff & Lazarus, 1997: 137).

Proper control and management of the finance and the physical facilities of the school for the benefit of the learners is essential for quality education. The availability of resources is directly linked to the availability of finance at schools. Therefore schools have to generate sufficient funds and should manage it effectively to provide learning and teaching support materials for the provision of quality education. A common and glaring problem at this time is that some township schools still do not have enough resources.

**Question B 26 – Support structures are available at my school to assist learners who come from disadvantaged homes**

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<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>23,1</td>
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</table>
The mean score shows that the respondents partially disagree with the above statement. The mode shows that the respondents strongly disagree that there are any form of support structures available at schools to assist learners who come from the disadvantaged homes. This is the most common choice of respondents. Only 23.1% of the respondents agree or strongly agree that there are support structures in their schools to assist learners from disadvantaged homes. Learners cannot learn effectively if their social problems are not addressed at the same time. Many learners who attend schools that are in the previously disadvantaged communities have serious social problems that are stumbling blocks for their education. Poverty, broken homes, lack of direction and HIV/AIDS are some of the most common problems faced by today’s learner at many schools. Schools have to form some form of support structures to assist these learners so that they can focus in their education.

An innovative and caring SMT of a school can organise programmes like feeding schemes for learners who are coming from the most disadvantaged families. Organising uniforms and food parcels for the most needy learners at school is necessary for creating conditions that are essential for the provision quality education for all learners. The school guidance or life orientation department can effectively involve learners in the counselling and career guidance programmes to assist them to focus in their education which is essential for a better future.

**Question B 35- The SMT of my school seeks assistance of the business groups to improve academic performance of grade 12 learners**

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<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>- 21.1</td>
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</table>
The mean score shows that the respondents partially disagree with the above statement and the mode shows that the respondents strongly disagree with the above statement. The percentage of respondents who agreed or strongly agreed with the above statement is only 21.1%. This indicates that most of the schools are not engaging with any business people for promoting education or they are failing to find any business group to enter into any partnership with schools. However, most of the business people are under tremendous pressure from various groups for financial aids. Therefore it is very often difficult for the school to get any potential partners who can make some substantial contribution to the school. In spite of the above situation there are many private business groups who can assist the schools in capacity building programmes for educators and administrative staff. This will give an opportunity for schools to improve the quality of the human resource available for quality curriculum delivery.

**Question B 17- Sufficient physical facilities are available at my school for effective teaching and learning**

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<tr>
<td>Respondents choosing 5 and 6(%)</td>
<td>19.7</td>
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The mean score indicates that the respondents partially disagree to the above statement. The mode shows that the respondents partially agree with the above statement. Of the respondents, only 19.7% agree or strongly agree that they have sufficient physical facilities available at their school for effective curriculum delivery. This indicates that there are still so many schools functioning without sufficient physical facilities for effective teaching and learning. Obviously these are schools that are in the previously disadvantaged communities. Lack of these facilities affects the quality of curriculum delivery at these schools and educators
will be finding it difficult to improve the academic standards of learners without minimum facilities. Therefore the Department of Education has to speed up the process of delivering adequate physical facilities for the schools so that they could function as normal schools without compromising the quality of education.

**Question B 33-The school governing body of my school motivates educators to produce the best academic results in their subject**

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The mean score shows that majority of respondents partially disagree that the school governing body motivates the educators to produce better results in their subjects. The mode score indicates that the respondents strongly disagree that the SGBs motivate the educators to produce best academic results in their subjects. About 13.5% of the respondents agree or strongly agree that the SGBs motivate the educators in their schools. Motivation of educators to excel in their performance is essential to produce better academic results. Educators can be motivated in many ways. The school governing body can appreciate the hard work of educators in different ways. Getting actively involved with the educators to enforce discipline at schools, providing the necessary resources required for curriculum delivery and can motivate the educators.
Question B 25- Educators of my school are specifically trained to assist learners with learning difficulties

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<tr>
<td>Respondents choosing 5 and 6 (%)</td>
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The mean score indicates that the majority of the respondents partially disagree that educators at their schools are specifically trained to assist learners. The mode shows that the respondents strongly disagree with the above statement. This is the most commonly selected response for the above statement. The percentage of respondents agree or strongly agree with the above statement shows that a small section, only 13,8%, of the educators are trained to assist learners with learning difficulties. Human resource management is an important aspect of the management of schools. Appropriate staff development programmes aimed at meeting the curriculum needs of the school should be organised by the SMT of a school. Furthermore educators should be encouraged to engage themselves in a life long learning programme to acquire new skills and knowledge. The failure of educators to address the special needs of learners with learning difficulties negatively affects the level of achievement of learners in various subjects. Schools have to effectively utilise the services of the life orientation or guidance educators at schools as well as the services of the community members who specialise in assisting learners with learning difficulties.
Question B 20- The grade 12 learners of my school are given sufficient support by their parents

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<td>35</td>
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<tr>
<td>Respondents choosing 5 and 6 (%)</td>
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The mean score suggest that most of the respondents almost partially disagree that the parents are giving sufficient support to their children at home for their education. The mode shows that the respondents strongly disagree to the above statement. This shows that learners are getting no support from their parents for their education at home. About 11% of the respondents agree that there is some form of support given to the grade 12 learners at home from their parents. Academic performance of learners cannot be improved only by the effort of the educators and schools. A meaningful contribution from the side of the parents or the guardians is essential to improve the academic standards of the learners.

Serious social problems that exists in the society and the families negatively affects the involvement of parents in the education of their children. Unstable and broken families are creating a major problem to the welfare and education of many learners in the previously disadvantaged communities. These problems, followed by poverty, unemployment, and HIV/ Aids pandemic makes the situation even worse. Therefore a solution to the above non cooperation of the parents cannot be found in isolation. Schools and the Department of Education have to find ways to address some of these social issues that lead into this situation. Schools have to identify learners who are coming from the most disadvantaged families and start supporting these learners through extraordinary ways.
Question B22- Parents assist in improving discipline at my school.

Mean - 2,49  
Mode - 1  
Rank - 36  
Respondents choosing 5 and 6 (%) - 7,4

The mean score shows that the majority of the respondents disagree that the parents assist in improving the discipline of their schools. The most commonly selected answer suggests that the respondents strongly disagree that the parents assist schools in improving the discipline. A small percentage (7,4%) of the respondents have agreed that the parents assist the schools in improving the discipline. In many schools especially that are in the previously disadvantaged communities, learners are coming late to school in large numbers on a daily basis. Parents of these learners are not assisting the schools in any way to reduce the late coming. Many schools are struggling to address this issue in a way that will resolve this problem permanently. When invited by the school to come and address these issues, very often no support comes from parents. Issues of drugs, alcohol, vandalism, bunking of schools and absenteeism are regular features in many schools. Active and visible participation of the parents in school activities improves the discipline of a school. Therefore, schools have to look for better ways to attract parents to get in the school affairs so that their presence and involvement can improve the discipline of a school. A well disciplined learner body is essential for effective curriculum delivery which will produce results of high standards. Involving all members of a family in learning both together and separately helps to raise the status of education in a community. This in turn increases educational aspirations and expectations, increases learner’s motivation to learn and improves family support for children’s learning (Bateson, 2000: 66).
Question B 21- Parents are actively involved in the management of the education of the grade 12 learners in my school

Mean - 2,46
Mode - 1
Rank - 37
Respondents choosing 5 and 6 (%) - 7.5

The mean score shows that majority of the respondents disagree to the above statement. The mode indicates that the respondents strongly disagree to the above question. This indicates that in majority of the schools there is no meaningful participation of the parents in the management of the education of learners at school. Only 7,5% of the respondents either agree or strongly agree that the parents are effectively involved in the management of the education of learners at school. There could be many reasons for the non-participation of parents in the school matters.

Parents are important partners in the education of learners. When they are totally distancing from the educational matters of their children, it will be extremely difficult for an educator to play an effective role of both the educator and the parent for quality education. Broken families, single parents, unemployment, being an orphan, illiteracy and other social problems are some of the issues that contribute to this serious situation. However, an innovative educator can increase the involvement of the parents in different ways. SMTs of schools have to devise ways to attract more parental involvement in the education of the learners. There is a need for schools to revitalise the link between the school and the parents that will eventually improve the academic performance of learners. The enormous and continuing importance of home influence upon educational outcomes has been widely accepted for many years, although its real significance has not always been taken into account, either in government policy or in the everyday life of many schools (Bastiani, 2000: 19).
There is abundant evidence that when schools can develop a practical working relationship with the families of the learners they teach, there are tangible and lasting benefits in terms of learner progress and school improvement. This is particularly true when schools are able to identify, and capitalise upon, the encouragement and active support of parents, carers and families (Bastiani, 2000: 34). But in many schools there is no meaningful interaction or cooperation between the school and the parents. Therefore, the greatest challenge that is facing the management of schools today is, how to involve parents meaningfully and effectively in the management of the education of learners at schools. Therefore each school has to device its own strategies to attract more parents in the activities of the school which will eventually assist the educators to improve the academic standards of learners.

Question B19 – Parents assist grade 12 educators to improve the academic performance of grade 12 learners

- Mean: 2.37
- Mode: 1
- Rank: 38
- Respondents choosing 5 and 6 (%): 8.5

The mean score reflects that majority of the respondents disagree that the parents of the grade 12 learners assist educators to improve the academic performance learners. The mode shows that the respondents strongly disagree that parents assist educators to improve the academic performance of learners. This is the most commonly selected answer for the above question. Only 8.5% of the respondents agree or strongly agree that parents are actually assisting the educators in schools. This implies that the majority of the parents are not interested in the education or the academic progress of their children in schools.
Parents can assist educators in many ways such as, assisting and supervising the home work, providing the necessary materials needed for education and assisting the school to maintain the discipline of the school. Parents share common expectations. They want;

- The best for their children, in schooling, as in everything else. This means for most, a high quality, broad education, in a caring, effective institution.
- Regular, reliable and accessible information about what the school is doing and how this affects their children.
- Information, about their children’s progress and achievements, about problems and, especially, help in identifying ways in which they can support their children’s learning.
- Finally, most parents want to be taken seriously- to have a say and be listened to, to contribute to the life and work of the school and to their child’s part in it (Bastiani, 2000: 26).

Parents of learners who are especially in schools that are in the previously disadvantaged communities are simply not interested or have no time to look after the educational matters of their children. Therefore schools have a huge task of making the parents aware of their responsibilities and show how meaningfully they can interact with their children to obtain results of high quality.

**Question B43- Educators of my school effectively utilise the media centre to improve subject delivery.**

| Mean      | 2,17 |
| Mode      | 1    |
| Rank      | 39   |
| Respondents choosing 5 and 6 (%) | 9,3 |
The mean score indicates that most of the respondents disagree that the educators are effectively utilising the media centre for effective curriculum delivery. Many schools in the previously disadvantaged communities have no facilities like the media centre and laboratories to use for effective subject delivery.

Schools that have such facilities are not taking care of the facilities and utilising them effectively to enhance the curriculum delivery. In many schools facilities like the media centre and laboratories are vandalised and are standing as empty rooms. Managers of such schools together with the educators have to take special interest to develop such facilities into places of effective teaching and learning.

The mode shows that respondents strongly disagree that the educators utilise the above facilities at their schools effectively for curriculum delivery. It can be also noticed that only 9.3% of the respondents agree or strongly agree that educators are effectively utilising the media centre at their schools. Therefore, this could be one of the reasons for the poor performance of learners in the in various subjects in matric examination. Subjects like science requires self discovery by learners through practical inquiry. Educators of such schools where, the facilities like the laboratories are not effectively utilised are denying their learners such a wonderful opportunity of discovering themselves the scientific facts which could give them a deeper understanding of the knowledge they acquire. One of the most important general goals in laboratory teaching concerns scientific inquiry (Bound, Dunn & Hegarty, 1986:15). The importance of stimulating learner’s interest in the content of a laboratory cannot be underestimated. Learner involvement in the choice of topics and projects can contribute much to their motivation (Bound, et al. 1986: 67). A practical oriented science lesson is more effective and meaningful than a lesson without any demonstration where learners have to learn science as an abstract subject.
A media centre increases the opportunity for learning and is essential for delivering quality education to all learners at schools. A media centre can be used to create learning situations that cannot be otherwise be accomplished in a classroom. For instance, current events can be brought into the classroom through the use of newspapers, radios, television and by the use of the internet. Therefore information can be presented in different ways to meet the objectives of the lesson. Learners are better able to construct meaning and develop deep understanding when educators create opportunities for learners to have hands-on experiences, to go into depth on important topics, to work with other learners in varied groupings, to make real-world connections, to purposefully access their own prior knowledge, and to integrate concepts across subjects (http://www.sed.org/pubs/teaching99/2a.html).

**Question B32 - The governing body of my school generate extra funds to improve academic performance of grade 12 learners**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2,12</td>
</tr>
<tr>
<td>Mode</td>
<td>1</td>
</tr>
<tr>
<td>Rank</td>
<td>40</td>
</tr>
<tr>
<td>Respondents choosing 5 and 6 (%)</td>
<td>10,1</td>
</tr>
</tbody>
</table>

The mean score for the above question indicates that majority of the respondents disagree that the governing bodies of different schools that are involved in this research study are generating any extra funds for quality curriculum delivery at schools. Therefore schools are depending heavily on the Departmental grant as well as the school fees they charge from the learners to support programmes aimed at improving the academic standards. Very often schools are caught up in serious financial difficulties due to the non-payment of the school fees. This situation is very typical in schools that are in the previously disadvantaged communities. Although governing bodies of schools are expected to generate
extra funds by South African Schools Act 84 of 1996, most of the governing bodies are not involved in this important activity.

The mode shows that respondents strongly disagree that the governing bodies of schools generate any extra funds for the provision of quality education at schools. This is the most commonly selected choice of respondents for the above item. Only 10.1% of the respondents agree or strongly agree that the school governing bodies of their schools are generating extra funds for the school. This implies that majority of SGBs have no plan or activities to generate extra funds for schools to enhance the quality of education. This situation seriously affects the capability of schools to provide quality education to all learners.

4.4 CONCLUSION

There are many secondary schools that are performing poorly in the matric examination each year. Most of these schools are in the previously disadvantaged communities. The absence of effective management systems to monitor and control the curriculum delivery at schools can be noticed as one of the reasons for the poor performance of learners in these schools. Lack of commitment and cooperation from the stakeholders for the provision of quality education further makes it difficult for schools to improve the academic standards of learners in schools. Lack of physical resources for the provision of quality education is a major problem in many schools that are performing poorly in the matric examination. Therefore this research study was carried out to explore and study the management strategies needed to improve the academic standards of grade 12 examination.

In this study a quantitative research approach was used. Data was collected by means of questionnaires. A stratified random sample of secondary schools were selected for this study. In this chapter all the responses to the items in the
questionnaire were discussed and analysed. In chapter 5, the reliability and the validity of the research instrument as well as the various factors that are involved in the research study are discussed and interpreted.
CHAPTER 5

ANALYSIS AND INTERPRETATION OF SAMPLES OF EMPIRICAL DATA

5.1 INTRODUCTION

Chapter four consists of a brief discussion of the research design and the research methodology. It also consists of the explanation of the type of sample used in the research study as well as the type of research used to analyse the data collected. The profiles of the sample and the research questions were also discussed in chapter four. The responses to each of the items in the questionnaire were analysed and interpreted in chapter four.

In this chapter, the following aspects will be discussed:

- The reliability and validity of the structured questionnaire;
- A discussion of the factors;
- A comparison of two independent groups by stating the appropriate hypothesis and analysing the data by means of univariate statistical tests;
- A comparison of three or more independent groups by stating the appropriate hypothesis and analysing the data by means of univariate statistical tests;
- A discussion of the significance of the difference between the factor mean scores of the various groups considered pair-wise in respect of each of the factors that derived after the second order factor analysis.

5.2 RELIABILITY AND VALIDITY

Reliability is concerned with the accuracy of a measure representing the true score of the subject being assessed on a particular dimension. Reliability is the property of consistency of a measurement that gives the same result on different
occasions (McBurney, 2001:127). Reliability of measurements reduces influence or bias on the part of person(s) doing the measurements, to a minimum (http://www.fortunecity.com/Greenfield/grizzly/432/rra2.htm).

A measuring instrument is said to be reliable if it gives closely similar answers when applied more than once, under similar conditions, to the same person or object whose state is not different on the separate occasions. Reliability means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument, they should be free from sources of measurement error, and they should be consistent (Creswell, 2002: 180). By using an instrument to measure a variable, researchers gather evidence to establish the stability and the consistency of scores (Creswell, 2002: 181).

Validity refers to the degree to which a study accurately reflects or assesses the concept that the researcher is attempting to measure. While reliability is the accuracy of the actual measuring instrument or procedure, validity is the study’s success at measuring what the researchers set out to measure (http://www.colostate.edu/references/research/relval/pop2b.efm). Validity represents how well a variable measures what it is supposed to (http://www.sportsci.org/resource/design/design.html). Validity of a measurement is the property of a measurement that tests what it is supposed to test (McBurney, 2001:127).

In this research, 44 items were used to collect the data needed. Four of the items were discarded due to low MSA scores which are less than 0.6. The validity of the instrument in this research was investigated by means of successive first order and second order factor analysis performed on the 40 items. Seven factors were derived from the first order factor analysis. The second order factor analysis revealed two factors with the following reliability coefficients.
### TABLE 5.1
**FACTORS**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Items in the factor</th>
<th>α Cronbach-alpha reliability coefficients</th>
<th>Factor name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>31</td>
<td>0.971</td>
<td>Organisational Support</td>
</tr>
<tr>
<td>2.2</td>
<td>9</td>
<td>0.749</td>
<td>Individual Support</td>
</tr>
</tbody>
</table>

### TABLE 5.2
**ITEMS ASSOCIATED WITH THE FACTOR: F2.1 ORGANISATIONAL SUPPORT**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Mean Score</th>
<th>Mode</th>
<th>Rank</th>
<th>% respondents choosing 5&amp;6</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 36</td>
<td>My school provides additional support to grade 12 learners to improve academic performance</td>
<td>4.38</td>
<td>5</td>
<td>4</td>
<td>52,7</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 14</td>
<td>Educators in my school have sufficient subject knowledge to facilitate learning</td>
<td>4.28</td>
<td>5</td>
<td>6</td>
<td>50,7</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 6</td>
<td>The SMT of my school aims to improve the academic performance of the grade 12 learners</td>
<td>4.23</td>
<td>4</td>
<td>7</td>
<td>45,6</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 44</td>
<td>The principal of the school is committed to improve the academic performance of grade 12 learners</td>
<td>3.94</td>
<td>6</td>
<td>10</td>
<td>43,5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 8</td>
<td>The SMT of my school motivates the staff constantly to improve on their subject delivery</td>
<td>3.87</td>
<td>4</td>
<td>11</td>
<td>34,5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 13</td>
<td>Educators in my school have innovative teaching strategies to assist grade 12 learners</td>
<td>3.86</td>
<td>4</td>
<td>12</td>
<td>32,4</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 7</td>
<td>The educators of my school are committed to quality teaching and learning</td>
<td>3.80</td>
<td>4</td>
<td>13</td>
<td>32,6</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 12</td>
<td>The SMT of my school design appropriate intervention programmes to improve the academic performance of grade 12 learners</td>
<td>3.76</td>
<td>4</td>
<td>14</td>
<td>35</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 3</td>
<td>The SMT of my school implement innovative programmes to improve the academic performance of grade 12 learners</td>
<td>3.71</td>
<td>4</td>
<td>15</td>
<td>33,8</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 1</td>
<td>My school has management structures in place to ensure effective teaching and learning</td>
<td>3.70</td>
<td>4</td>
<td>16</td>
<td>33,5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 24</td>
<td>My school has a climate that is conducive to teaching and learning</td>
<td>3.65</td>
<td>4</td>
<td>17</td>
<td>33,6</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 31</td>
<td>The school governing body of my school support activities aimed at improving academic performance of grade 12 learners</td>
<td>3.65</td>
<td>4</td>
<td>17</td>
<td>28,8</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 34</td>
<td>The SMT of my school encourages stakeholders to actively support programmes aimed at improving the academic performance</td>
<td>3.60</td>
<td>4</td>
<td>19</td>
<td>25,9</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 2</td>
<td>The SMT of my school provides strong leadership to ensure effective teaching and learning at school</td>
<td>3.58</td>
<td>3</td>
<td>20</td>
<td>32,9</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 23</td>
<td>The SMT of my school regard parents as an effective human resource</td>
<td>3.58</td>
<td>4</td>
<td>20</td>
<td>28,3</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 5</td>
<td>The SMT of my school exhibits high team spirit in the management of the school</td>
<td>3.56</td>
<td>4</td>
<td>22</td>
<td>28,8</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 30</td>
<td>Members of the school governing body of my school actively participate in the governance of the school</td>
<td>3.54</td>
<td>4</td>
<td>23</td>
<td>26,2</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 16</td>
<td>In my school, learners actively participate in the classroom activities</td>
<td>3.43</td>
<td>4</td>
<td>24</td>
<td>19,3</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 15</td>
<td>The learners of my school are committed to improve on the current grade 12 pass rate</td>
<td>3.42</td>
<td>4</td>
<td>25</td>
<td>23,4</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 11</td>
<td>Individual needs of the learners are taken into account by the SMT at my school</td>
<td>3.40</td>
<td>4</td>
<td>26</td>
<td>27,4</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 4</td>
<td>Stakeholders of my school have a common shared vision for the school</td>
<td>3.24</td>
<td>2</td>
<td>27</td>
<td>23,1</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 26</td>
<td>Support structures are available at my school to assist learners who come from disadvantaged homes</td>
<td>3.07</td>
<td>1</td>
<td>30</td>
<td>23,1</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 35</td>
<td>The SMT of my school seeks the assistance of the business groups to improve academic performance of grade 12 learners</td>
<td>3.01</td>
<td>1</td>
<td>31</td>
<td>21,1</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 33</td>
<td>The school governing body of my school motivate educators to produce the best academic results in their subjects</td>
<td>2.87</td>
<td>1</td>
<td>33</td>
<td>13,5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 25</td>
<td>Educators of my school are specifically trained to assist learners with learning difficulties</td>
<td>2.65</td>
<td>1</td>
<td>34</td>
<td>13,8</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 20</td>
<td>The grade 12 learners of my school are given sufficient support by their parents</td>
<td>2.55</td>
<td>1</td>
<td>35</td>
<td>11</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 22</td>
<td>Parents assist in improving discipline at my school</td>
<td>2.49</td>
<td>1</td>
<td>36</td>
<td>7,4</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 21</td>
<td>Parents are actively involved in the management of the education of the grade 12 learners in my school</td>
<td>2.46</td>
<td>1</td>
<td>37</td>
<td>7,6</td>
<td>F2.1</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Mean Score</td>
<td>Mode</td>
<td>Rank</td>
<td>% respondents choosing 5&amp;6</td>
<td>Factor</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------</td>
<td>------</td>
<td>------</td>
<td>----------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>B 19</td>
<td>Parents assist grade 12 educators to improve the academic performance of grade 12 learners</td>
<td>2.37</td>
<td>1</td>
<td>38</td>
<td>8.5</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 43</td>
<td>Educators of my school effectively utilise the media centre to improve subject delivery</td>
<td>2.17</td>
<td>1</td>
<td>39</td>
<td>9.3</td>
<td>F2.1</td>
</tr>
<tr>
<td>B 32</td>
<td>The governing body of my school generate extra funds to improve academic performance of grade 12 learners</td>
<td>2.12</td>
<td>1</td>
<td>40</td>
<td>10.1</td>
<td>F2.1</td>
</tr>
</tbody>
</table>

**TABLE 5.3**
ITEMS ASSOCIATED WITH THE FACTOR: F2.2 INDIVIDUAL SUPPORT

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Mean Score</th>
<th>Mode</th>
<th>Rank</th>
<th>% respondents choosing 5&amp;6</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 9</td>
<td>I have a good working relationship with the learners at my school</td>
<td>5.08</td>
<td>5</td>
<td>1</td>
<td>83.3</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 29</td>
<td>The poor socio-economic conditions of learners negatively affects the performance of grade 12 learners in my school</td>
<td>4.83</td>
<td>6</td>
<td>2</td>
<td>70.1</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 10</td>
<td>I give personal attention to learners in the classroom</td>
<td>4.70</td>
<td>5</td>
<td>3</td>
<td>65.1</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 38</td>
<td>Poor classroom management by educators negatively affects academic performance of grade 12 learners</td>
<td>4.29</td>
<td>4</td>
<td>5</td>
<td>44.3</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 40</td>
<td>Lack of physical facilities at my school negatively affects performance of learners in the grade 12 examination</td>
<td>4.04</td>
<td>5</td>
<td>8</td>
<td>45.5</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 41</td>
<td>Ineffective leadership at my school negatively affects performance of grade 12 learners</td>
<td>3.99</td>
<td>6</td>
<td>9</td>
<td>43.2</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 42</td>
<td>My school has sufficient learning and teaching support materials to provide quality education</td>
<td>3.16</td>
<td>4</td>
<td>28</td>
<td>21.8</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 18</td>
<td>Resources are effectively managed at my school</td>
<td>3.08</td>
<td>1</td>
<td>29</td>
<td>22.2</td>
<td>F2.2</td>
</tr>
<tr>
<td>B 17</td>
<td>Sufficient physical facilities are available at my school for effective teaching and learning</td>
<td>3.01</td>
<td>4</td>
<td>31</td>
<td>19.7</td>
<td>F2.2</td>
</tr>
</tbody>
</table>
5.3 HYPOTHESIS

5.3.1 Comparison of two independent groups

In the following section the relationship between the factor mean scores of two independent variables in terms of the two factors F2.1, organisational support and F2.2, individual support considered separately are discussed using appropriate theories.

### TABLE 5.4
HYPOTHESIS WITH GENDER AS THE INDEPENDENT VARIABLE

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate</td>
<td>Gender</td>
<td>HoT</td>
<td>There is no statistically significant difference between the mean scores</td>
<td>Student t</td>
</tr>
<tr>
<td>level</td>
<td></td>
<td></td>
<td>of male and female groups of educators in respect of the two factors taken</td>
<td>-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 1</td>
<td>Organisational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 2</td>
<td>Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat</td>
<td>There is a statistically significant difference between the mean scores</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat 1</td>
<td>of male and female educators in respect of each factor taken separately</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat 2</td>
<td>namely:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organisational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual Support</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 5.5
GENDER OF EDUCATORS REGARDING THE FOLLOWING TWO FACTORS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Factor mean</th>
<th>Student t-test (p-value) (ANOVA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Support</td>
<td>Male</td>
<td>3.3910</td>
<td>0.359</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3.2805</td>
<td></td>
</tr>
<tr>
<td>Individual Support</td>
<td>Male</td>
<td>3.3197</td>
<td>0.961</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3.3152</td>
<td></td>
</tr>
</tbody>
</table>

* Statistically significant at the 5% level (p > 0.01 but p< 0.05)
** Statistically significant at the 1% level (p < 0.01)

Table 5.4 indicates that there is statistically no significant difference at the 5% or the 1% level between the factor mean scores of male and female groups of educators at the univariate level in respect of both factors considered separately. Therefore Hot1 and Hot2 are accepted and the alternative hypothesis namely Hat1 and Hat2 are rejected.

In terms of factor 2.1, organisational support, there is no statistically significant difference between the factor mean scores of male and female groups of respondents. Both male and female respondents regard organisational support important for the development and the improvement of the performance of schools. There is no difference between their perceptions regarding the role of organisational support towards the improvement of the performance of schools in the matric examination. The following scale was given to the respondents to make their choices from.
Both male and female respondents partially disagree that their schools are getting enough organisational support from various stakeholders to improve the academic standards of the school in the matric examination. This is evident from the low factor mean scores for both gender groups. This indicates that although some schools are performing well in the matric examination, there is still a need to improve the support systems in most of the schools to improve the quality of matric results. There is no difference between the perceptions of both male and female respondents in terms of the factor 2.1, organisational support to improve the academic performance of schools in the matric examination.

In terms of factor 2.2, individual support, there is no statistically significant difference between the factor mean scores of male and female respondents. Both male and female respondents consider individual support important to improve the academic performance of schools. There is no difference in their perception towards individual support to enhance the academic performance of schools. Both male and female respondents partially disagree that their schools are giving sufficient individual support to their learners to attain higher academic level in the matric examination. The factor mean scores of both male and female respondents indicate that majority of both male and female respondents do not believe that their schools are providing enough individual support to both educators and learners for the improvement of the academic standards. There is no difference between the perceptions of male and female respondents in terms of factor F2.2, individual support as an aspect of management tool to improve the academic standards of schools in the previously disadvantaged communities.
TABLE 5.6

HYPOTHESIS WITH THE QUALIFICATION OF EDUCATORS AS THE INDEPENDENT VARIABLE

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate level</td>
<td>Qualification</td>
<td>HoT</td>
<td>There is no statistically significant difference between the factor mean scores of non-degree and degree groups of educators in respect of the two factors taken separately namely:</td>
<td>Student t-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 1</td>
<td>Organisational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 2</td>
<td>Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat</td>
<td>There is a statistically significant difference between the mean scores of non-degree and degree groups of educators in respect of each factor taken separately namely:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat 1</td>
<td>Organisational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat 2</td>
<td>Individual Support</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 5.7

QUALIFICATION OF EDUCATORS REGARDING THE FOLLOWING TWO FACTORS

<table>
<thead>
<tr>
<th>Factor Group</th>
<th>Factor mean</th>
<th>Student t-test (p-value) (ANOVA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organisational Support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-degree</td>
<td>3.3167</td>
<td>0.648</td>
</tr>
<tr>
<td>Degree</td>
<td>3.3720</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-degree</td>
<td>3.3453</td>
<td>0.743</td>
</tr>
<tr>
<td>Degree</td>
<td>3.3146</td>
<td></td>
</tr>
</tbody>
</table>

* Statistically significant at the 5% level (p > 0.01 but p< 0.05)

** Statistically significant at the 1% level (p < 0.01)

Table 5.5 indicates that there is statistically no significant difference at the 1% level or the 5% level between the mean scores of groups of educators with non-degree and those with degrees at univariate level considered separately. Hot1 and Hot 2 are thus accepted and the alternate hypothesis namely Hat1 and Hat 2 are thus rejected.

In terms of factor 2.1, organisational support, there is no statistically significant difference between the mean scores of educators with degree or non-degree. Academic qualification of educators do not make any difference in the perception of educators towards the organisational support of the school. It is not the qualification alone that provides the organisational support, but the commitment and the professional ethics of the educators that make a difference in the progress and the improvement of the academic performance of the school. Both groups of respondents partially disagree that their schools are getting enough organisational support from the various parties involved in the management of
education of learners. This indicates that the academic performance of the previously disadvantaged schools can be improved further if sufficient organisational support is provided by the stakeholders of education.

There is also no statistically significant difference between the mean scores of educators with degree or non-degree in terms of the factor 2.2, individual support. Educators with different educational qualifications also have the same perception towards the individual support to improve the academic performance of schools in the matric examination. Both groups of educators partially disagree that their schools are giving the required individual support to both educators and learners to improve the academic performance of the school. Individual support of educators and learners is extremely important to improve the performance of learners and the school in the matric examination.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate level</td>
<td>Discipline of learners</td>
<td>HoT</td>
<td>There is no statistically significant difference between the factor mean scores of two groups in respect of the two factors taken separately namely: Organisational Support</td>
<td>Student t-test</td>
</tr>
<tr>
<td></td>
<td>Hot 1</td>
<td></td>
<td>Hot 2</td>
<td>Individual Support</td>
</tr>
<tr>
<td></td>
<td>Hat</td>
<td></td>
<td></td>
<td>There is a statistically significant difference between the mean scores of two groups in respect of each factor taken separately namely:</td>
</tr>
</tbody>
</table>

TABLE 5.8
HYPOTHESIS WITH THE LEVEL OF DISCIPLINE OF LEARNERS AS THE INDEPENDENT VARIABLE
<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Factor mean</th>
<th>Student t-test (p-value) (ANOVA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Support</td>
<td>Above average</td>
<td>3.8050</td>
<td>0.000 **</td>
</tr>
<tr>
<td></td>
<td>Below average</td>
<td>3.0700</td>
<td></td>
</tr>
<tr>
<td>Individual Support</td>
<td>Above average</td>
<td>3.4600</td>
<td>0.030 *</td>
</tr>
<tr>
<td></td>
<td>Below average</td>
<td>3.2474</td>
<td></td>
</tr>
</tbody>
</table>

* Statistically significant at the 5% level (p > 0.01 but p< 0.05)
** Statistically significant at the 1% level (p < 0.01)

Table 5.9 indicates that there is a statistically significant difference at the 1% level between the mean scores of schools with learner discipline above average and that below average in terms of factor 2.1, organisational support. There is also a statistically significant difference at the 5% level between the factor mean scores of schools with learner discipline above average and that below average in terms of factor 2.2, individual support. Therefore hypothesis namely, Hat1 and Hat2 are accepted and Hot1 and Hot2 are rejected.

In terms of the factor 2.1, organisational support, there is a statistically significant difference between the mean scores of the two types of schools in terms of the discipline. Schools with learner discipline above average obtained a higher factor
mean score than those schools with discipline below average. Educators of schools with learner discipline above average partially agree that higher learner discipline in their schools exist and contribute positively to the organisational support in the schools and this also improve the overall academic performance of their schools. However, the factor mean score of schools with learner discipline below average indicates that the respondents partially disagree, therefore saying that in their schools sufficient organisational support, from the stakeholders does not exist and therefore the academic performance of the school overall and specifically in the matric examination is not good. The contribution of learner discipline in explaining why variance exist will be discussed under heading 5.4 Effect size.

In terms of factor 2.2, individual support, both groups of educators differ statistically significantly at the 5% level. Schools with learner discipline above average has a higher mean score than those schools with learner discipline below average. Educators from schools with learner discipline above average partially agree that higher learner discipline exist in their schools contribute positively to the individual support and this improves the academic performance of their schools.
### TABLE 5.10

**HYPOTHESIS WITH THE ATTENDANCE OF EDUCATORS AS THE INDEPENDENT VARIABLE**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate</td>
<td>Attendance of educators</td>
<td>Hot</td>
<td>There is no statistically significant difference between the factor mean scores of two groups in respect of the two factors taken separately namely: Organisational Support Individual Support</td>
<td>Student t-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat</td>
<td>There is a statistically significant difference between the two groups in respect of each factor taken separately namely: Organisational Support Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 5.11

**ATTENDANCE OF EDUCATORS REGARDING THE FOLLOWING TWO FACTORS**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Factor mean</th>
<th>Student t-test (p-value) (ANOVA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Support</td>
<td>Above average</td>
<td>3,6821</td>
<td>0,000</td>
</tr>
<tr>
<td></td>
<td>Below average</td>
<td>2,9353</td>
<td>**</td>
</tr>
<tr>
<td>Individual Support</td>
<td>Above average</td>
<td>3,4958</td>
<td>0,000</td>
</tr>
<tr>
<td></td>
<td>Below average</td>
<td>3,1189</td>
<td>**</td>
</tr>
</tbody>
</table>
* Statistically significant at the 5% level \( (p > 0.01 \text{ but } p < 0.05) \)

** Statistically significant at the 1% level \( (p < 0.01) \)

The above table indicates that there is statistically significant difference at the 1% level between the factor mean scores of schools with educator attendance above average and that with below average in terms of the factor 2.1, organisational support. There is also a statistically significant difference at the 1% level between the factor mean scores of schools with educator attendance above average and that with below average in terms of the factor 2.2, individual support. Therefore hypothesis \( H_{a1} \) and \( H_{a2} \) are accepted and alternate hypothesis \( H_{o1} \) and \( H_{o2} \) are rejected.

In terms of factor 2.1, organisational support, respondents of schools with high attendance of educators differ statistically significantly from those from schools with educator attendance below average. Respondents from schools with educator attendance above average partially agree that high attendance of educators at their schools positively contribute to the organisational support of their schools and this assists to improve the academic standards of their schools in the matric examination. Schools with low rate of educator attendance have a low factor mean score than the schools with educator attendance above average. Respondents of schools with educator attendance below average do not perceive educator attendance as important as those with high factor mean score for the organisational support to improve the academic performance in the matric examination.

In terms of factor 2.2, individual support, the factor mean score of both the groups of schools statistically significantly differ at the 1% level. Respondents of schools with high educator attendance partially agree that regular attendance of educators at their schools positively contribute to the individual support for the improvement of the academic performance of their schools in the matric
examination. The contribution of educator attendance in explaining why variance exist will be discussed under heading 5.4 Effect size.

### TABLE 5.12

**HYPOTHESIS WITH THE ATTENDANCE OF LEARNERS AS THE INDEPENDENT VARIABLE**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate level</td>
<td>Attendance of learners</td>
<td>HoT</td>
<td>There is no statistically significant difference between the factor mean scores of two groups in respect of the two factors taken separately namely: Organisational Support Individual Support</td>
<td>Student t-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 1</td>
<td>Hot 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat</td>
<td>Hat 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hat 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hypothesis:**
- There is no statistically significant difference between the factor mean scores of two groups in respect of the two factors taken separately namely: Organisational Support Individual Support
- There is a statistically significant difference between the two groups in respect of each factor taken separately namely: Organisational Support Individual Support

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<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Factor mean</th>
<th>Student t-test (p-value) (ANOVA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational</td>
<td>Above average</td>
<td>3,7285</td>
<td>0,000 **</td>
</tr>
<tr>
<td>Support</td>
<td>Below average</td>
<td>2,9345</td>
<td></td>
</tr>
<tr>
<td>Individual Support</td>
<td>Above average</td>
<td>3,5165</td>
<td>0,000 **</td>
</tr>
<tr>
<td></td>
<td>Below average</td>
<td>3,1230</td>
<td></td>
</tr>
</tbody>
</table>

* Statistically significant at the 5% level (p > 0,01 but p< 0,05)
** Statistically significant at the 1% level ( p < 0,01)

Table 5.13 indicates that at univariate level educators from schools with attendance of learners above average differ statistically significantly at the 1% level form educators from schools with learner attendance below average in respect of both factors considered separately. Therefore hypothesis Hot1 and Hot2 are rejected in favour of Hat1 and Hat2.

In terms of factor 2.1, organisational support, the two groups of respondents differ statistically significantly at the 1% level. Respondents from schools with learner attendance above average has a higher mean score than those from schools with learner attendance below average. Educators from schools with high learner attendance regard regular attendance of learners at their schools contribute positively towards the organisational support of their schools for the improvement of their schools in the matric examination. The contribution of learner attendance in explaining why variance exist will be discussed under heading 5.4 Effect size.
In terms of factor 2.2, individual support, both group of respondents differ statistically significantly at the 1% level between the factor mean scores. Respondents from schools with learner attendance above average has a higher mean score than those from schools with learner attendance below average. They perceive regular attendance of school by learners as an important factor that improves the academic performance of learners at their schools.

**TABLE 5.14**

**HYPOTHESIS WITH THE GRADE 12 PASS RATE AS THE INDEPENDENT VARIABLE**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate level</td>
<td>Grade 12 pass rate</td>
<td>HoT</td>
<td>There is no statistically significant difference between the factor mean score of two groups in respect of the two factors taken separately namely: Organisational Support</td>
<td>Student t-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 1</td>
<td>Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat</td>
<td>There is a statistically significant difference between the two groups in respect of each factor taken separately namely: Organisational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat 1</td>
<td>Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hat 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 5.15
GRADE 12 PASS RATE REGARDING THE FOLLOWING TWO FACTORS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Factor mean</th>
<th>Student t-test (p-value) (ANOVA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group</td>
<td>Factor mean</td>
<td>Student t-test (p-value) (ANOVA)</td>
</tr>
<tr>
<td></td>
<td>Organisational</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Support</td>
<td>60% or lower</td>
<td>2,8910</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Higher than 60%</td>
<td>3,7582</td>
</tr>
<tr>
<td></td>
<td>Individual Support</td>
<td>60% or lower</td>
<td>3,2035</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Higher than 60%</td>
<td>3,4409</td>
</tr>
</tbody>
</table>

* Statistically significant at the 5% level (p > 0.01 but p < 0.05)
** Statistically significant at the 1% level (p < 0.01)

At the univariate level the two groups of respondents differ statistically significantly at 1% level in terms of both factors considered separately. Therefore H_{01} and H_{02} are accepted and H_{11} and H_{12} are rejected.

In terms of factor 2.1, organisational support the two groups of respondents differ statistically significantly at 1% level. Respondents from schools with matric pass rate above 60% have a higher factor mean score than those respondents from schools with matric pass rate 60% or lower. The contribution of grade 12 pass rate in explaining why variance exist will be discussed under heading 5.4 Effect size.

In terms of factor 2.2, individual support, the respondents also differ statistically significantly at the 1% level. Respondents from schools with higher pass rate has a higher factor mean score than those from school with 60% or lower pass rate. Respondents from schools with pass rate higher than 60% partially agree that higher pass rate in their schools contribute positively to the individual support and this improves the overall academic performance of their schools.
TABLE 5.16
HYPOTHESIS WITH THE IN-HOUSE TRAINING OF EDUCATORS AS THE INDEPENDENT VARIABLE

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate</td>
<td>In-house training of educators</td>
<td>HoT</td>
<td>There is no statistically significant difference between the factor mean scores of two groups in respect of the two factors taken separately namely:</td>
<td>Student t-test</td>
</tr>
<tr>
<td></td>
<td>Hot 1</td>
<td></td>
<td>Organisational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hot 2</td>
<td></td>
<td>Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hat</td>
<td></td>
<td>There is a statistically significant difference between the two groups in respect of each factor taken separately namely:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hat 1</td>
<td></td>
<td>Organisational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hat 2</td>
<td></td>
<td>Individual Support</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 5.17
IN-HOUSE TRAINING BY HODs REGARDING THE FOLLOWING TWO FACTORS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Factor mean</th>
<th>Student t-test (p-value) (ANOVA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Support</td>
<td>Have organised</td>
<td>3,7709</td>
<td>0,000</td>
</tr>
<tr>
<td></td>
<td>Never organised</td>
<td>3,0806</td>
<td>**</td>
</tr>
<tr>
<td>Individual Support</td>
<td>Have organised</td>
<td>3,5174</td>
<td>0,000</td>
</tr>
<tr>
<td></td>
<td>Never organised</td>
<td>3,1881</td>
<td>**</td>
</tr>
</tbody>
</table>
At the univariate level the two groups of respondents differ statistically significantly at 1% level in terms of both factors considered separately. Therefore hypothesis H1 and H2 are accepted and H01 and H02 are rejected.

In terms of factor 2.1, organisational support, both group of respondents differ statistically significantly at the 1% level. The group of respondents from schools where in-house training were organised has a higher factor mean score than those from schools with no in-house training organised. They partially agree that the in-house training of educators at their schools positively contribute to the organisational support and this improves the academic performance of learners and the school in the matric examination.

In terms of factor 2.2, individual support, respondents from schools where in-house training took place has a higher factor mean score than those from schools without training. The respondents from schools where in-house training took place partially agree that the training of educators at their schools contribute positively to the individual support and this enhances the quality of results at their schools. Respondents from schools where regular in-house training take place could experience the advantage of having such programmes to assist individuals to improve the academic performance of schools. New skills and additional knowledge in subject enhances the quality of lessons delivered in the classrooms and this will improve the academic standards of the school.
5.3.2 Comparison of three or more independent groups

In respect of three or more independent groups also, ANOVA (analysis of variance) is used to investigate the significant statistical difference in terms of the two factors considered separately. Groups are analysed pair-wise by means of either the Scheffé or the Dunnett T3 tests. If the homogeneity of variance in the Levene test (an advanced form of the student t-test) is more than 0.05 (p> 0.05) then, the Scheffé test is used to investigate possible differences between pairs. Should the homogeneity of variance be less than 0.05 (p< 0.05) then, the Dunnett T3 test is used to investigate difference between the various pairs. The differences between the different age groups of educators will now be discussed.

5.3.2.1 Differences between the different age groups of educators in respect of the two factors.

<table>
<thead>
<tr>
<th>TABLE 5.18</th>
</tr>
</thead>
</table>

**HYPOTHESIS WITH AGE GROUP AS THE INDEPENDENT VARIABLE**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate</td>
<td>Age group</td>
<td>HoA</td>
<td>The average factor mean scores of the four age groups do not differ in a</td>
<td>Anova</td>
</tr>
<tr>
<td>level</td>
<td></td>
<td>HoA1</td>
<td>statistically significant way from one another in respect of the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoA2</td>
<td>factors taken separately:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaA</td>
<td>Organisational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The average mean scores of the four age groups do differ in a statistically</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>significant way from one another in respect of the following factors taken</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>separately:</td>
<td></td>
</tr>
</tbody>
</table>
From the above table 6.12 it can be observed that in terms of factor 2.1, organisational support, there is no statistically significant difference between any of the various four groups involved. Therefore HaA is rejected in favour of HoA.

In terms of factor 2.1, organisational support, the different age groups of respondents do not differ statistically significantly from one another. All age groups of respondents regard organisational support important for the improvement of the academic performance of schools. All stakeholders of
education have to play their role effectively to improve the academic performance of schools.

In terms of factor 2.2, individual support, there is no statistically significant difference between any of the four groups involved. Therefore, HaA is rejected in favour of HoA. All age groups of respondents regard individual support important to improve the academic standards of the school.

5.3.2.2 Difference between the language groups of educators in respect of the two factors

Using appropriate theories, the relationship between the various language groups of respondents in terms of the two factors F2.1, organisational support and F2.2, individual support are discussed. After collapsing certain language groups together due to the low frequency, five language groups of respondents derived after the second order factor analysis.

**TABLE 5.20**

**HYPOTHESIS WITH THE LANGUAGE GROUP AS THE INDEPENDENT VARIABLE**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate level</td>
<td>Language group</td>
<td>HoA</td>
<td>The mean scores of the five language groups do not differ in a statistically</td>
<td>Anova</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoA1</td>
<td>significant way from one another in respect of the following factors taken</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoA2</td>
<td>separately: Organisational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaA</td>
<td>Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The mean scores of the five language groups do differ in a statistically</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>significant way from one another in respect of the following factors taken</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>separately: Organisational Support</td>
<td></td>
</tr>
</tbody>
</table>

255
<table>
<thead>
<tr>
<th>Pair – wise Differences</th>
<th>HaA1</th>
<th>HaA2</th>
<th>HoS/D</th>
<th>HoS1</th>
<th>HoS2</th>
<th>HaS/D</th>
<th>HaS1</th>
<th>HaS2</th>
<th>Scheffé/Dunnett</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>statistically significant way from one another in respect of the following factors taken separately:</td>
<td>Organisational Support</td>
<td>Individual Support</td>
<td>There is no statistically significant difference between the mean scores of the five groups compared pair-wise in respect of the two factors considered separately namely:</td>
<td>Organisational Support</td>
<td>Individual Support</td>
<td>There is a statistically significant difference between the average scores of the five groups compared pair-wise in respect of the two factors considered separately namely:</td>
<td>Organisational Support</td>
<td>Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

256
<table>
<thead>
<tr>
<th>FACTOR</th>
<th>PAIRS OF GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Support</td>
<td>A v B A v C A v D A v E B v C B v D B v E C v D C v E D v E</td>
</tr>
<tr>
<td></td>
<td>HoSAB HoSAC HoSAD HoSAE HoSBC HoSBD HoSBE HoSCD HoSCE HoSDE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>DESCRIPTION</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair wise differences</td>
<td>Language</td>
<td>HaS</td>
<td>There is a statistically significant difference between the average scale scores of the five language groups compared pair wise in respect of the factor organisational support</td>
<td>Sceheff’é/ Dunnett</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>PAIRS OF GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Support</td>
<td>A v B A v C A v D A v E B v C B v D B v E C v D C v E D v E</td>
</tr>
<tr>
<td></td>
<td>HaSAB HaSAC HaSAD HaSAE HaSBC HaSBD HaSBE HaSCD HaSCE HaSDE</td>
</tr>
<tr>
<td>FACTOR</td>
<td>PAIRS OF GROUPS</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Individual Support</td>
<td></td>
</tr>
<tr>
<td>HoSAB</td>
<td></td>
</tr>
<tr>
<td>HoSAC</td>
<td></td>
</tr>
<tr>
<td>HoSAD</td>
<td></td>
</tr>
<tr>
<td>HoSAE</td>
<td></td>
</tr>
<tr>
<td>HoSBD</td>
<td></td>
</tr>
<tr>
<td>HoSBE</td>
<td></td>
</tr>
<tr>
<td>HoSCD</td>
<td></td>
</tr>
<tr>
<td>HoSCE</td>
<td></td>
</tr>
<tr>
<td>HoSDE</td>
<td></td>
</tr>
<tr>
<td>HoSBC</td>
<td></td>
</tr>
<tr>
<td>HoSBD</td>
<td></td>
</tr>
<tr>
<td>HoSBE</td>
<td></td>
</tr>
<tr>
<td>HoSCD</td>
<td></td>
</tr>
<tr>
<td>HoSCE</td>
<td></td>
</tr>
<tr>
<td>HoSDE</td>
<td></td>
</tr>
</tbody>
</table>

**Dimension** | **Variable** | **Symbol** | **DESCRIPTION**                                                                 | **Test**               |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair wise differences</td>
<td>Language</td>
<td>HaS</td>
<td>There is a statistically significant difference between the average scale scores of the five language groups compared pair wise in respect of the factor individual support</td>
<td>Scheffé/Dunnett</td>
</tr>
</tbody>
</table>
TABLE 5.21
SIGNIFICANCE OF DIFFERENCES BETWEEN THE LANGUAGE GROUPS IN
RESPECT OF THE TWO FACTORS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Factor mean</th>
<th>Anova (p-value)</th>
<th>Group</th>
<th>Schéffé / Dunnett T3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>F2.1</td>
<td>A</td>
<td>3.4569</td>
<td>0.000 **</td>
<td>A</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.1573</td>
<td>**</td>
<td>B</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3.7974</td>
<td>**</td>
<td>C</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>3.7788</td>
<td>**</td>
<td>D</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>2.9775</td>
<td>**</td>
<td>E</td>
<td>**</td>
</tr>
<tr>
<td>F2.2</td>
<td>A</td>
<td>3.6404</td>
<td>0.000 **</td>
<td>A</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.1210</td>
<td>**</td>
<td>B</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3.6160</td>
<td>**</td>
<td>C</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>3.6733</td>
<td>**</td>
<td>D</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>2.9892</td>
<td>**</td>
<td>E</td>
<td>**</td>
</tr>
</tbody>
</table>

* Statistically significant at the 5% level (p > 0.01 but p < 0.05)
** Statistically significant at the 1% level (p < 0.01)

A= English
B= Zulu
C= Tswana
D= South Sotho
E= Other

At the univariate level the factor mean scores of the five language groups differ statistically significantly from one another in respect of the two factors namely, organisational support (p= 0.000) and individual support (p= 0.000). Therefore, HoA is thus rejected in favour of HaA. This statistical variance in terms of the factor F2.2, individual support is further discussed under heading 5.4 Effect size.

In respect of the pair-wise comparison, the following tentative conclusions can be made.
Relative to organisational support, Zulu speaking educators differ statistically significantly from Tswana speaking educators at the 5% level. The Tswana speaking group of educators have a higher factor mean score than educators who speak Zulu. Therefore HoSBC1 is rejected and HaSBC1 accepted.

Educators who speak languages other than English, Zulu, Tswana or South Sotho differ statistically significantly from those who speak Tswana. They have a lower mean score than the Tswana speaking educators. The Tswana speaking educators tend to observe more organisational support in their schools than the others. Therefore HoSCE1 is rejected and HaSCE1 accepted.

Educators who speak South Sotho also differ statistically significantly at the 1% level with those who speak other languages. Educators who speak South Sotho have a higher mean score than those who speak other languages. South Sotho speaking educators observed more organisational support in their schools more than those who speak other languages. Therefore HoSDE1 rejected and HaSDE1 accepted.

In terms of factor 2.2, individual support, English speaking educators differ statistically significantly with those who speak Zulu at the 5% level. English speaking educators have a higher mean score than those speak Zulu. Therefore HoSAB2 is rejected and HaSAB2 accepted.

Educators who speak English also differ statistically significantly from those speak other languages at the 1% level. English speaking educators have a higher mean score than educators who speak other languages. English speaking educators observed more individual support in their schools than those who speak other languages. Therefore HoSAE2 rejected and HaSAE2 accepted.
Educators who speak Zulu differ statistically significantly at the 5% level with those who speak Tswana. Tswana speaking educators have a higher mean score than those who speak Zulu. Tswana speaking educators observed more individual support in their schools than those who speak Zulu. Therefore HoSBC2 rejected and HaSBC2 accepted.

Educators who speak South Sotho differ statistically significantly from educators who speak Zulu at 5% level. South Sotho speaking educators have a higher mean score than those speak Zulu. South Sotho speaking educators observed more individual support in their schools than Zulu speaking educators. Therefore HoSBD2 is rejected and HasBD2 accepted.

In terms of factor 2.2, individual support, educators who speak Tswana differ statistically significantly at 1% level with those speak other languages. Tswana speaking educators have a higher mean score than educators who speak other languages. Tswana speaking educators observed more individual support in their schools than those who speak other languages. Therefore theory HoSCE2 is rejected and HaSCE2 accepted.

In terms of factor 2.2, individual support, educators who speak South Sotho differ statistically significantly with those speak other languages. South Sotho speaking educators have a higher mean score than those speak other languages. South Sotho speaking educators observed more individual support in their schools than those educators who speak other languages. Therefore the theory HoSDE2 is thus rejected and HaSDE2 accepted.
5.3.2.3 Difference between the attendance of workshops by educators as the independent variable

**TABLE 5.22**

**HYPOTHESIS WITH THE ATTENDANCE OF WORKSHOPS BY EDUCATORS AS THE INDEPENDENT VARIABLE**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate level</td>
<td>Attendance of workshop</td>
<td>HoA</td>
<td>The average scale scores of the three groups do not differ in a statistically significant way from one another in respect of the following factors taken separately: Organisational Support Individual Support</td>
<td>Anova</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoA1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoA2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair - wise Differences</td>
<td></td>
<td>HaA1</td>
<td>The average scale scores of the three groups do differ in a statistically significant way from one another in respect of the following factors taken separately: Organisational Support Individual Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaA2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoS/D</td>
<td>There is no statistically significant difference between the average scale scores of the three groups compared pair-wise in respect of the three groups compared pair-wise in respect of the two factors considered separately namely:</td>
<td>Scheffé/Dunnett</td>
</tr>
</tbody>
</table>
There is a statistically significant difference between the average scale scores of the three groups compared pair-wise in respect of the three groups compared pair-wise in respect of the two factors considered separately namely:

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>VARIABLE</th>
<th>SYMBOL</th>
<th>DESCRIPTION</th>
<th>TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair wise differences</td>
<td>Workshop Attended</td>
<td>HaS</td>
<td>There is a statistically significant difference between the scale scores of the three groups compared pair-wise in respect of the factor organisational support</td>
<td>Scheffé/Dunnett</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>PAIRS OF GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Support</td>
<td>A v B A v C B v C</td>
</tr>
<tr>
<td></td>
<td>HoSAB HoSAC HoSBC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>PAIRS OF GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Support</td>
<td>A v B A v C B v C</td>
</tr>
<tr>
<td></td>
<td>HaSAB HaSAC HaSBC</td>
</tr>
</tbody>
</table>
### SIGNIFICANCE OF DIFFERENCES BETWEEN THE DIFFERENT GROUPS OF EDUCATORS WHO ATTENDED THE WORKSHOPS IN RESPECT OF THE TWO FACTORS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Factor mean</th>
<th>Anova (p-value)</th>
<th>Group</th>
<th>Scheffé / Dunnett T3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>F2.1</td>
<td>A</td>
<td>3,5646</td>
<td>0,000</td>
<td>A</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>2,8950</td>
<td>**</td>
<td>B</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3,5277</td>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>F2.2</td>
<td>A</td>
<td>3,4888</td>
<td>0,000</td>
<td>A</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>2,9055</td>
<td>**</td>
<td>B</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3,6333</td>
<td></td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

* Statistically significant at the 5% level (p > 0.01 but p < 0.05)
** Statistically significant at the 1% level (p < 0.01)

A= within the past three years
B= more than three years ago
C= never
In terms of factor 2.1, organisational support, the factor mean scores of the three groups of educators differ statistically significantly at 1% level ($p= 0.000$) and in terms of factor 2.2, individual support, the three groups of educators also differ at 1% level. Therefore $H_0A$ is rejected in favour of $H_1A$. The observed statistically significant difference in terms of the factor F2.2, individual support, is further discussed under heading 5.4 Effect size.

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

- Relative to organisational support, educators who attended the workshop within the past three years differ statistically significantly at 1% level from educators who attended the workshop more than three years ago. Therefore $H_{0SAB1}$ rejected in favour of $H_{SAB1}$. Educators who attended workshop within the past three years have a higher mean score than those who attended the workshop three years ago. Educators who attended the workshop within the past three years observed more organisational support in their schools than those educators who attended workshop three years ago.

- There is a statistically significant difference at 5% level between the mean scores of educators who attended the workshop three years ago and those who never attended. Therefore theory $H_{0DBC1}$ is rejected and $H_{DBC1}$ accepted. Educators who attended the workshop three years ago have a lower mean score than those who never attended the workshop. Educators who never attended the workshop observed more organisational support in their schools than those educators who attended the workshop three years ago.

- In terms of factor 2.2, individual support, educators who attended the workshop within the past three years differ statistically significantly at the 1% level with those attended the workshop more than three years ago.
Therefore theory HoSAB2 is rejected and HaSAB2 accepted. Educators who attended the workshop within the past three years have a higher mean score than those who attended the workshop more than three years ago. Educators who attended the workshop within the past three years observed more individual support in their schools than the other group.

Relative to individual support, educators who never attended the workshop differ statistically significantly at the 1% level with educators who attended the workshop more than three years ago. Therefore HoSBC2 is rejected and HaSBC2 accepted. Educators who never attended the workshop have a higher mean score than the other group of educators. Educators who never attended the workshop observed more individual support in their schools than who attended the workshop more than three years ago.

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Independent groups</th>
<th>Factor 2.1</th>
<th>Factor 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>3.3910</td>
<td>3.3197</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3.2805</td>
<td>3.3152</td>
</tr>
<tr>
<td>Age</td>
<td>35 and younger</td>
<td>3.2864</td>
<td>3.3549</td>
</tr>
<tr>
<td></td>
<td>36-40</td>
<td>3.3573</td>
<td>3.3305</td>
</tr>
<tr>
<td></td>
<td>41-45</td>
<td>3.3671</td>
<td>3.3213</td>
</tr>
<tr>
<td></td>
<td>46 and older</td>
<td>3.3792</td>
<td>3.3154</td>
</tr>
<tr>
<td>Qualification</td>
<td>Non-Degree</td>
<td>3.3167</td>
<td>3.3453</td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td>3.3720</td>
<td>3.3146</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>Zulu</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Mother tongue</td>
<td></td>
<td>3,4569</td>
<td>3,1573</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance of</td>
<td>Above average</td>
<td>3,6821</td>
<td></td>
</tr>
<tr>
<td>educators</td>
<td>Below average</td>
<td>2,9353</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of discipline</td>
<td>Above average</td>
<td>3,8050</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below average</td>
<td>3,0700</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance of</td>
<td>Above average</td>
<td>3,7285</td>
<td></td>
</tr>
<tr>
<td>learners</td>
<td>Below average</td>
<td>2,9345</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12 pass</td>
<td>60% or lower</td>
<td>2,8910</td>
<td></td>
</tr>
<tr>
<td>rate in 2003</td>
<td>Higher than 60%</td>
<td>3,7582</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work shop attended</td>
<td>Within the past 3 years</td>
<td>3,5646</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,4888</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than 3 years ago</td>
<td>2,8950</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,9055</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>3,5277</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,6333</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have organised</td>
<td>3,7709</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>3,0806</td>
<td></td>
</tr>
</tbody>
</table>

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5.4 DISCUSSION OF EFFECT SIZE

The values of three independent variables with the largest effect size on the dependent variable, organisational support is shown in the table below:

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Eta</th>
<th>Eta squared</th>
<th>Size of effect on dependent variable *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matric pass rate</td>
<td>0.396</td>
<td>0.157</td>
<td>Medium</td>
</tr>
<tr>
<td>Learner attendance</td>
<td>0.363</td>
<td>0.132</td>
<td>Medium</td>
</tr>
<tr>
<td>Level of discipline</td>
<td>0.326</td>
<td>0.106</td>
<td>Medium</td>
</tr>
</tbody>
</table>

* Reference is made to the handout from Prof. Grobler on effect size as well the discussion this researcher had with him on the 21st September 2004 in his office.

The size effect calculation of matric pass rate, as an independent variable ($r = 0.396$ and $r^2 = 0.157$), indicates that there is a medium size effect which explains 15.7% of the variance in the dependent variable, organisational support. In terms of organisational support, the mean scores of the two groups namely respondents from schools with 60% or lower than 60% pass rate and the other group of respondents from schools that have higher than 60% pass rate in the matric examination in 2003, statistically significantly differ at the 1% ($p = 0.000$) level. Apart from effective teaching and learning, learners also need examination related coaching in various subjects. This is normally done by going through the past examination papers and familiarising with the type of questions and the method of answering. Schools can boost the pass rate and the quality of results by creating opportunities for learners to get familiarised with as many past question papers as possible and facilitate the learning process of learners. The
SMTs of schools have to organise and supervise opportunities for educators to have this type of intervention programmes to enhance the academic performance of learners. The SMTs of schools have to give the organisational support to both educators and learners to actively participate in this type of activities. These programmes should be initiated and monitored by the SMTs of schools.

The learner attendance, another independent variable, has also a medium size effect ($r = 0.363$ and $r^2 = 0.132$), that explains 13.2% of variance in the dependent variable namely organisational support. In terms of factor F2.1, organisational support, the mean scores of the two groups namely respondents from schools with above average learner attendance and respondents from schools with below average attendance differ statistically significantly at the 1% ($p = 0.000$) level. Regular learner attendance is one of the ways in which learners can obtain new skills and knowledge. Every day a new aspect of the subject could be discussed and learners who stay away from classes will be losing out a lot in terms of knowledge, skills and active participation in the theoretical and practical aspects of the subject. Therefore regular attendance of learners at schools has a direct influence on the organisational support. The SMTs of schools have to introduce management strategies to monitor and to improve the learner attendance at schools.

The size effect calculation for learner discipline, as an independent variable ($r = 0.326$ and $r^2 = 0.106$), indicates also a medium effect that explains 10.6% of variance in the dependent variable, organisational support. There is a statistically significant difference at the 1% ($p= 0.000$) level between the mean scores of two groups of respondents namely respondents from schools with learner discipline above average and those from schools with discipline below average in terms of the factor, organisational support. Learner discipline is one of the most important requirements for effective teaching and learning and it has a strong bearing on the organisational support. The SMTs of schools have to play an important role in maintaining discipline at schools. They are mainly responsible to ensure that a
disciplined learner population is available for effective teaching and learning at schools. The SMTs of schools are in a position and have the necessary power to create an atmosphere at schools where the learner population is disciplined and ready to receive quality education at schools. They have the responsibility of involving all the stakeholders, particularly the parents to maintain discipline at schools. Therefore, the SMT of a school has the responsibility to ensure a disciplined culture in schools. This can be established by way of strict routine and time on task.

The values of three independent variables with the largest effect size on the dependent variable, individual support is shown in the table below:

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Eta</th>
<th>Eta squared</th>
<th>Size of effect on dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home language</td>
<td>0.366</td>
<td>0.134</td>
<td>Medium</td>
</tr>
<tr>
<td>Management courses attended</td>
<td>0.330</td>
<td>0.109</td>
<td>Medium</td>
</tr>
<tr>
<td>Educator attendance</td>
<td>0.218</td>
<td>0.048</td>
<td>Small</td>
</tr>
</tbody>
</table>

* Reference is made to the handout from Prof. Grobler on effect size as well as the discussion this researcher had with him in his office on the 21st September 2004.

With regard to the independent variable, home language, the size effect calculation \( r = 0.366 \) and \( r^2 = 0.134 \) indicates a medium size effect which explains 13.4% of variance in the dependent variable, individual support. The mean scores of the five language groups (see table: 5.21, page 31) of
respondents differ statistically significantly at 1% level (P= 0,000). If learners have an opportunity to learn the various subjects in their mother tongues, they will have a better understanding of the concepts and knowledge than learning in a language which is not the mother tongue. Learners need to be taught in a language they understand. This needs to be balanced by giving them a chance to learn the languages that give greater access to power and work opportunities (http://www.campaignforeducation.org/htm). However, it is extremely difficult for learners to have their education in the medium of the home language due to the unavailability of equivalent terminology for scientific terms in most of the languages. It could be also noticed that many parents want English as the medium of instruction for their children. By using the home language as the medium of instruction, learners will be able to get sufficient individual support to enhance the quality of their education and the level of attainment in the matric examination.

The management courses attended is another independent variable which has a medium size effect (r = 0,330 and r² = 0,109) which explains 10,9% of variance in factor 2.2, individual support. This also explains the variance observed in the mean scores of the factor, individual support. The mean scores between the three groups of respondents (see table: 5.23, page 38) differ statistically significantly at the 1% level (p =0,000) in terms of the factor individual support. Attending management courses creates opportunities for educators to obtain new skills and knowledge to develop themselves. It could be much better and effective the service providers for such workshops are neutral organisations rather than the Department of Education. This will enable the participants to be more free and relaxed to question and interpret the new ideas. Acquiring new skills and knowledge periodically empowers the individual. This will enhance the quality of education provided in every school.

Educator attendance another independent variable has a small size effect (r = 0,218 and r² = 0,048) which gives 4,8% of variance in the dependent variable,
individual support. In terms of the factor F2.2, individual support, the mean scores of the two groups namely, respondents from schools with educator attendance above average and those from schools with educator attendance below average, differ statistically significantly at the 1% level (p= 0,000). Although 4.8% is small in terms of the percentage, regular attendance of educators increases the possibility of individual support for learners.

5.5 CONCLUSION

In this chapter the reliability and the validity of the structured questionnaire as well as the various factors involved in the research study were discussed. In the second order factor analysis the items related to this research were classified into two factors namely, organisational support and individual support. Comparison of two independent variables as well as three or more variables were given in this chapter. A discussion of significance of difference between the factor mean scores of various groups of variable were also discussed in this chapter.

To strengthen the research the effect size of six independent variables were analysed. In chapter 6, a summary of all the findings in relation to this particular research is given as well as the possible strategies that could be used to improve the academic performance of poorly performing schools in the previously disadvantaged communities are also given.
6.1 INTRODUCTION

In chapter 5, a brief discussion of the reliability and the validity of the structured questionnaire, as well as the various factors involved in the research study were included. Using relevant hypothesis and the data obtained from the univariate statistical tests, comparison of two independent groups as well as three or more independent groups were discussed. A discussion of the significance of the difference between the factor means of the different groups for each of the factors involved in the research were also discussed.

This chapter consists of a summary of this research, as well as the findings of the research. Based on the findings of this research, recommendations of possible management strategies that could be used to improve the performance of the previously disadvantaged secondary schools in the matric examinations are also included in this chapter.

6.2 OVERVIEW OF RESEARCH

The performance of secondary schools in the matric examination is commonly used to evaluate the functionality and the effectiveness of a school as an organisation. The performance of learners in the matric examination indicate how effectively and successfully schools are managed as organisations. The success of a school as an organisation is reflected in the level of achievement of learners in the matric examination. School effectiveness is the degree to which schools achieve their goals (Scheerens, 1999:37). The main goal of a school is to
provide quality education to all the learners. A quality education system is one that succeeds in meeting its own goals; one that is relevant to the needs of learners, communities and society; and one that fosters the ability of learners to acquire knowledge and critical learning skills (http://www.compaignforeducation.org/-html). The performance of schools in the matric examination is always studied carefully by all the stakeholders every year. While many schools are performing exceptionally well, a considerable number of schools especially that are in the previously disadvantaged communities are performing poorly in the matric examination every year. There are many factors associated with the poor performance of these schools. Problems like ineffective management, breakdown in the culture of teaching and learning, lack of proper physical facilities and socio-economic problems are some of the reasons for the poor performance of these schools in the matric examination.

Due to the poor performance of these schools, many of them are losing their learners as parents are removing their children from those institutions. Parents believe that in the former model C schools there is more teaching and their children can be better educated and learn to speak proper English (The Sunday Times, 2002:17). Many of these schools are failing to provide quality education to all their learners. Quality is not the only factor keeping learners out of school, but when effective learning is not taking place in schools, parents are more likely to withdraw children from school early or not to send them at all (http://www.compaignforeducation.org/-html). Against the background of this problem, this research was aimed at formulating management strategies that can be used by SMTs to enhance the quality of education provided and to improve the performance of secondary schools in the previously disadvantaged communities.

A literature study was carried out in chapter 2, regarding the role of the principal and the school management team in the management of schools to ensure quality teaching and learning. The type of management and leadership required for turning schools into effective institutions is investigated. A literature study was
also carried out to explore the role of managers in the management of the human and physical resources of a school for the provision of quality education. Principals of schools are expected to create school environments that are favourable for effective teaching and learning. The task of a school is to see to it that teaching and learning take place. The school has to contribute to the intellectual development of the learner within the community in which teaching takes place (Van der Westhuizen, 1996: 25). The task of the principal or the educators as bearers of authority, is to regulate the mode of living together, within the school by means of specific rules and regulations. In accordance with this, then, the school has its own structurality, communal binding and authority structure (Van der Westhuizen, 1996:25). Therefore, managers of schools have to ensure that proper management systems are in place to ensure continuous quality curriculum delivery at school. Management teams that have common shared vision have to be established where quality curriculum delivery is a collective responsibility of the SMT of a school. Human and physical resources of a school have to be managed most effectively to provide high quality education to all the learners at school.

In chapter 3, a literature study was carried out to explore the role of educators and other stakeholders in education to improve the quality of teaching and learning. Educators of a school have to play a key role in transforming their schools into centres of excellence. The performance of the learners in the matric examination mostly depend on the commitment and the quality of lessons presented by educators. Educators as classroom managers have to utilise the assistance and support of parents, an important partner in education, for improving the academic standards of their learners. Regardless of the educational practice, communication with parents and other interested community members is essential in order to obtain and maintain community support for the educational plan (Hallinan, 1995: 40). Parental involvement in a child’s schooling is nearly universally accepted as having a positive influence on the performance of the child; indeed many studies document this (Muller, 1995:
The school has to seek the support of all possible stakeholders in the management of education of learners to enhance the quality of education provided. Every school should have active and effective management systems in place to coordinate and monitor the organisational and individual support programmes to improve the academic performance of the school.

Educators are expected to involve themselves in personal development programmes to acquire additional knowledge and new skills to improve the quality of their teaching. In addition to providing classroom support, educators must ensure ongoing educator training in order to bring about the successful adaptation of an educational plan (Hallinan, 1995: 40). Educators are supposed to create the most suitable climate in the classrooms for effective teaching and learning. Learners learn best in a school climate and culture that fosters both educator commitment and competence and learner motivation and effort (Hallinan, 1995: 53).

Schools have to draw up strategies to increase the participation of the parents in the management of the education of the learners. Additional support structures have to be established at school level to address the social problems of learners who are coming from broken homes and most difficult economic situations. Without addressing the social problems, the academic performance of the learners cannot be improved.

In chapter 4, the research design and the methodology are discussed. The findings of the research study are presented and analysed in this chapter. The profiles of the sample selected for the research study are given and analysed. Furthermore, using the data collected the response to all the items that are related to this research study are explained and interpreted in detail.

In chapter 5, the reliability and the validity of the research instrument are discussed. The two factors that emerged after the second order factor analysis
were presented and analysed in this chapter. Based on the factor analysis, comparison between two independent groups of variables as well as three or more independent groups of variables are also given in this chapter.

Chapter 6 consists of the major findings from this research and the recommendations of possible strategies that could be used by SMTs of poorly performing schools to improve the academic performance of their learners in the matric examination.

6.3 SUMMARY OF THE IMPORTANT FINDINGS

Based on the literature study (chapter 2&3) and the empirical research (chapter 4&5) the following conclusions can be drawn regarding management strategies to improve the academic performance of previously disadvantaged schools.

- The governing bodies of almost all schools that are researched are failing to generate extra funds to supplement the grant from the government for the provision of quality education. Many schools have dysfunctional school governing bodies.

- Educators are not utilising the facilities like the media centre effectively for the provision of quality education for the learners. Therefore the educators are not creating opportunities for their learners to explore and acquire knowledge for themselves. This imposes limitations on the thinking capacity and the development of the desired outcomes expected from learners on various subjects. Lack of physical facilities for the provision of quality education is a major problem in most of the secondary schools that are in the previously disadvantaged communities.
Non participation of parents in the management of the education of the learners in the previously disadvantaged communities is seriously affecting the level of attainment of learners in the matric examination. This is evident from the lack of support, and the non-involvement of parents in the affairs of the education of their children both at home and in the school. Parents are completely isolating themselves from the educational matters of their children. Schools that are in the previously disadvantaged communities are not getting any support or cooperation from the majority of the parents.

Most of the schools researched do not have the necessary human resource to deal with learners who have learning difficulties, and also to assist learners who come from disadvantaged homes.

Almost 80% of the schools that are surveyed do not have sufficient teaching and learning support materials available for the provision of quality education.

Lack of common shared vision among the stakeholders of education is evident in most of the schools. More than 75% of the respondents do not agree that the stakeholders have a shared vision for their schools.

Lack of commitment and discipline of learners is a major problem in most of the schools and it affects the performance of learners in the matric examination. Learners of the previously disadvantaged schools are not fully committed to quality education.

Ineffective, non-committed and divided SMTs of schools compromises the provision of quality education of learners in many schools in the previously disadvantaged communities. As a result of the ineffective leadership, the resources of the schools are not managed effectively for quality curriculum
delivery and the school climate that prevails in most of these schools is not conducive for teaching and learning.

- The poor socio-economic conditions of learners negatively affects the performance of learners in the grade 12 examination.

- Educators of schools are not committed to quality curriculum delivery in almost 70% of the schools researched.

6.4 RECOMMENDATIONS

Based on the above findings, the following recommendations are made to improve the academic performance of previously disadvantaged secondary schools in the grade 12 examination.

6.4.1 Empowerment of SGBs for effective governance and organisational support

Governing bodies of schools in the previously disadvantaged communities have to be trained to empower them with proper fundraising skills to generate extra income for schools. However, as these schools are situated in communities that have serious economic and social problems, the success rate of such fundraising events may not be as high as expected. It will be difficult for those governing bodies to generate large amounts of money from the poor communities. Therefore, the Department of Education has to take into consideration the inability of those poor communities to generate extra income and adjust the grant to suit the needs of these schools to enhance the quality of education.

Parents who are willing and committed to serve in the SGBs of schools have to be elected to office. Principals of schools have to play an important role to make
the SGBs functional. The Department of Education has to establish the functionality of the SGBs periodically by actually monitoring and observing the activities and assist SGBs in capacity building. Lack of education, unemployment and social problems are some of the major threats to the full participation of parents in the SGB. Therefore, the parent components of the SGBs of schools that are non-functional should be given continuous assistance from the Department of Education in capacity building and service delivery.

6.4.2 Availability of physical facilities for quality curriculum delivery

Many of the schools in the previously disadvantaged schools do not have media centres or laboratories for quality curriculum delivery. Therefore, educators cannot make use of such facilities that are not available at their schools. The Department of Education has to ensure that all secondary schools have fully equipped media centres and the necessary laboratory facilities available for effective curriculum delivery. Schools that already have such facilities should be encouraged to equip those facilities for the use of both educators and learners. Educators have to be trained and encouraged to use such facilities to enhance the quality of teaching and learning at schools. Although the current grade 12 assessment programme consists of portfolio works that includes compulsory practical and project works for science and other subjects, it could be extremely difficult to assume that educators are actually allowing the learners to do these practicals themselves and present their own conclusions. The progress and completion of the work programmes and syllabus should be monitored more closely and regularly by the Department of Education to ensure quality curriculum delivery at schools.
6.4.3 Active participation of parents in the education of learners to improve academic standards

Managements of schools that are in the previously disadvantaged communities have to ensure active participation of parents in the educational matters of learners by introducing innovative programmes that will ensure parents participation. Parents and community support benefit all types of educational endeavours by positively affecting learner learning (http://www.ericfacility.net/ericdigets/ed409604.html). Apart from the normal parents’ meetings, separate grade parents’ meetings, inviting parents to school at least once in a term to have a personal discussion about the performance of their children will undoubtedly create more interest and attention for the educational matters of their children. Informational meetings can range from formal presentations and participatory workshops to informal parent-educator coffees. Schools should schedule meetings to accommodate both working and nonworking parents. Involving learners in presentations increases parent attendance (http://www.ericfacility.net/ericdigets/ed409604.html). This will in turn improve the academic performance of the learners in the matric examination. Open days for parents to come and check the performance of learners in the various learning areas at least once in a term will make the parents to be involved more actively in the educational affairs of their children.

6.4.4 Active role of the Life orientation department of schools to provide career guidance and life skills to learners

Educators in the life orientation department have to be trained to acquire new skills to assist learners with learning difficulties. The Department of Education is offering many workshops to empower those educators to deal with most of the problems. Principals of schools have to advise educators to commit themselves in the life long learning process by registering for courses at the universities to empower themselves and to acquire new skills and knowledge.
6.4.5 Availability of sufficient LTSM for schools for quality curriculum delivery

The shortage of teaching and learning materials for quality curriculum delivery is still a major problem in many schools in the previously disadvantaged schools. The Department of Education has to set time frames to address the imbalances of the past political dispensation. This is possible only by allocating special grants to the schools that were previously disadvantaged. It could be possible that no proper distribution and retrieval systems may exist to control and monitor the learning and teaching materials in many schools in the previously disadvantaged schools. Due to the migration and disappearance of learners, schools are loosing a great percentage of its resources. The Department of Education has to empower the LTSM committees of schools through regular workshops and supervision to take care of the resources of schools. Effective distribution and retrieval systems should be established in every school and the functionality of these systems should be monitored regularly by the Department of Education.

6.4.6 Collective leadership and shared responsibilities for effective schools

Principals of schools have to change their management styles to include the active participation of all stakeholders in the management of education. Principals have to encourage collective leadership in the running of schools rather than one person being responsible for the entire management. Neutral agencies who could give workshops on the vision and mission of a school can influence the stakeholders to have a common shared vision for the school. Principals, SMTs and the SGBs of schools have to be transparent, honest and efficient in their dispensations to unite all the parties together for a common goal.
6.4.7 Commitment of learners to quality education

Learners of schools in the previously disadvantaged communities are not committed or disciplined to receive quality education at schools. The following are some of the possible reasons for the non-commitment of the learners in education. Many of them are involved in activities other than education. Use of drugs, alcohol and peer pressure are some of the problems that make them not to focus in education. This is coupled with family problems and teenage pregnancy and early parenthood make the situation even worse.

Educators of schools have to prepare their lessons thoroughly to make their lessons more attractive and interesting to their learners. This will make the learners more interested and committed to education. Effective, well prepared and interesting lessons presented by educators can help to reduce the disciplinary problems of learners in the classrooms and at school. Educators of schools have to become role models for their learners that they will be able to realise the importance and the opportunities waiting for them when educated properly. Regular motivational and career guidance programmes should be organised by schools to keep them focused. Increase the participation of parents in the educational matters of the learners such that they will be focussing mainly in their education.

6.4.8 Appointment of educators to senior positions based on capability for transformation of schools

Appointments of the principal, deputy principals and the heads of departments of schools have to be regulated and monitored by the Department of Education to ensure that the most suitable, capable and committed persons are appointed into the management positions. Very often SGBs of schools are compromising the quality of the individuals to satisfy the political, individual and racial needs of people. The Department of Education has to make it a policy that any one who
would like to apply for the management positions to have qualifications in management courses as well. Management skills, financial skills, strategic planning skills, change management and conflict management skills are some of the essential requirements needed for the effective management of a school. Therefore it will be desirable to have qualifications in these areas for any one who would like to become a manager. Principals and other educators who are already in the management positions and do not have these skills should be encouraged to acquire these skills by enrolling themselves for courses relevant to their positions. When educators who are in the management positions have proper qualifications, then each school they manage should have proper and effective systems in place to ensure quality curriculum delivery.

6.4.9 School programmes to address the socio-economic problems of learners to improve academic standards

Schools that are mainly in the previously disadvantaged communities have learners coming from very difficult social conditions. Although schools have no control over the socio-economic conditions in the society, certain problems of the learners can be addressed and resolved to a great extent.

- There are many learners in the previously disadvantaged schools coming from very poor families such that they can hardly afford to have a meal per day at home. Schools have to identify those learners and introduce a sustainable feeding scheme so that they can forget about their hunger and concentrate in their studies while at school. The Department of Education should introduce the feeding scheme in every secondary school in the previously disadvantaged communities.

- Schools have to utilise the services of non-governmental organisations to get assistance and sponsorship for learners who are orphans to provide them with the necessary provisions to live and continue their education.
Schools have to utilise the services of its life orientation and guidance department effectively to give proper guidance and support to those learners who are coming from the most difficult situations. These learners need care, attention, guidance and support from the school and the educators to grow in their life. Schools should also utilise the services of social workers and other organisations to support these learners so that they can concentrate in their school works.

6.4.10 Commitment of educators to quality education

Non-commitment of educators to quality teaching and learning is the main cause of the poor performance of schools and learners in the matric examination. Educators are not committed and giving their best lessons in their classrooms as a result of extremely weak management systems existing in many of the previously disadvantaged schools. Therefore schools and the Department of Education has to ensure that:

- Effective management systems are in place to ensure and supervise quality curriculum delivery at every school. Educators with qualifications in management of schools should be appointed as principals and their performance should be monitored and evaluated regularly. Principals who are failing in their management duties should be given proper guidance and support regularly by the Department of Education to improve the management systems at schools.

- Non-commitment of educators in quality teaching and learning could be the result of other negative factors, such as lack of physical facilities. Therefore the Department of Education has to ensure that every school in the previously disadvantaged communities have proper physical facilities for effective curriculum delivery. Sufficient
teaching and learning support materials should also be made available for effective teaching and learning.

- Common assessment tasks or exams should be organised district wise, monthly or at least once in a term to ensure that educators complete their tasks in time and they maintain certain standards in their schools. Sample answer sheets of learners should be selected randomly and marked externally to ensure compliance with norms and standards at township schools. Subject facilitators of the various districts have to resume additional responsibilities for some time to ensure that all schools in the previously disadvantaged communities provide quality education to all their learners.

- The Department of Education has to continue with the secondary school intervention programmes, girl learner programmes as well as education action zones to assist the poorly performing schools in the previously disadvantaged communities until such time the SMTs of those schools are capable of managing themselves the process of effective teaching and learning to produce results of high quality.

6.4.11 School reform models

SMTs of poorly performing schools in the previously disadvantaged communities may look into the following models of reform to transform their schools into successful institutions. The following are some of the basic requirements for schools to adhere to become effective schools and also to improve the academic performance. SMTs of schools that are performing poorly in the matric examination could provide proper organisational and individual support by ensuring that the following components are implemented effectively at their schools.
6.4.11.1 Eleven Components of Comprehensive reform programme

The following is a model for effective schools taken from the Catalog of school reform Models. The following are eleven components of Comprehensive School reform programmes.

- **Effective, research-based strategies**: Employs proven strategies and proven methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools.

- **Comprehensive design with aligned components**: Integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school’s curriculum, technology, and professional development into a comprehensive school reform plan for school wide change designed to enable all learners to meet challenging State content and learner academic achievement standards and addresses needs identified through a school needs assessment.

- **Professional developments**: Provides high quality and continuous educator and staff professional development.

- **Measurable goals and benchmarks**: Includes measurable goals for learners academic achievement and benchmarks for meeting such goals.

- **Support within the school**: Is supported by educators, principals, administrators, school personnel staff, and other professional staff.
- **Support for staff**: Provides support for educators, principals, administrators, and other school staff.

- **Parental and community involvement**: Provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities.

- **External technical support and assistance**: Uses high quality external technical support and assistance from an entity that has experience and expertise in school wide reform and improvement, which may include an institution of higher education.

- **Evaluation strategies**: Includes a plan for the annual evaluation of the implementation of school reforms and the learner results achieved.

- **Coordination of resources**: Identifies all resources, including school and private resources, that shall be used to coordinate services that will support and sustain the comprehensive school reform effort.

- **Scientifically based research**: (A) Has been found, through scientifically based research, to significantly improve the academic achievement of learners participating in such programme as compared to learners in schools who have not participated in such programmes; or (B) has been found to have strong evidence that such programme will significantly improve the academic achievement of participating learner (Chapter 2: 76).
6.4.11.2 Eleven Characteristics of effective schools

Educators are discharged with a huge responsibility of making a difference for the better in the life of every learner who is in their care. This, both empowers and challenges educators, bestowing the possibility of making a difference to the life chances of learners alongside giving the responsibility for doing so. Research findings demonstrate that some schools can make much more of a difference than others and that schools serving very similar intakes can give their learners very different experiences and achieve different outcomes for their learners (See Chapter 2: 78). The following diagram represents the major characteristics of an effective school. SMTs and the staff of schools have to totally commit themselves for quality education and the improvements of the academic standards of learners in the matric examination.

Figure 6.1
Characteristics of an effective school (Chapter 2: 79)
Schools that have these characteristics are able to create the right conditions to enable them to develop into very effective institutions in terms of their learner’s progress and outcomes. Therefore the challenge for principals and their senior management teams is to find ways of bringing the staff on board and getting them committed to and prepared to become involved in change (Chapter 2: 79)

6.4.12 Recommendations for further research

In view of the above findings from the research, the following areas need further attention in the form of a research study.

- How can the SGBs of schools in the previously disadvantaged communities be involved more actively and efficiently in the governance of schools and to transform them into institutions of excellence.

- How can schools in the previously disadvantaged communities be empowered to address the negative impact of the socio-economic conditions in the society on the academic performance of learners and to improve the quality of the results in the grade 12 examination.

- How can schools in the previously disadvantaged communities, in the present socio-economic conditions, improve the discipline of learners and make them more committed to achieve quality results in the grade 12 examination.

6.5 CONCLUSION

There is growing conviction that basic education is one of the key factors in the eradication of poverty and sustainable human development. Also in eliminating the worse forms of child labour, education plays a vital role (http://www.ei-
ie.org/camp/english/efa/Globalcamp/ egceindex.html). However, the quality of education received by learners in many of the secondary schools in the previously disadvantaged communities are not competent enough to assist them to be successful persons (chapter 4:1). Mr. Ignatius Jacobs, former MEC for education, in his foreword in the Gauteng Department of education’s annual report 2001/2003 writes that, “Our world is changing and has become a world of 24-hour news cycles, global markets, high speed internet and big challenges for all who inhabit it. In order for our children to be prepared to take their place in this new world and rise to those challenges, they must first understand it. It must be acknowledged that while we have been increasing access, we still do not have equality in education. Our children have access to schools, but too many of those schools are not providing a quality education to our children. It is time to confront our problems face to face and to fulfil that promise of equality”. Many learners in the previously disadvantaged schools were deprived of their right to quality education for a long time. It is time for educators of schools to wake up and start thinking about transforming those schools into institutions of excellence through their effective and continuous organisational and individual support.

Principals, SMTs educators and SGBs of poorly performing schools in the previously disadvantaged communities have to effectively participate in accelerated organisational and individual support programmes to improve the academic performance of their schools in the matric examination. What is needed today is a stance which recognises that learning issues are at the heart of organisational survival. And, for success, learning needs to be accelerated (http:// www. selfmanagedlearning.org/Level1/contacts.htm). Each stakeholder of education in the school has an important task to play to ensure that sufficient organisational and individual support is provided to improve the academic performance of a school.

Principals of schools have to provide effective leadership and create a climate which is most suitable for effective curriculum delivery. The principal and the
school management team of a school have to set up proper systems of management to ensure effective teaching and learning. They have to be extremely committed to the profession and the school so that they can provide the necessary organisational and individual support to all parties involved for effective teaching and learning. There could be many problems in the school that are not favourable to effective teaching and learning. Management will not succeed in addressing all that is wrong in one go. The concept should be one of continuous improvement through planned strategy aligned to the needs of the school (http://www.tesseract.com/mgt/main-33.html).

Effective teaching and learning is the most important requirement for better academic performance of learners and the school in the matric examination. Being a secondary school educator is one of the most rewarding and important jobs in our society. If you were inspired by the influence of an extraordinary educator, may be you can give something back to the next generation by being a secondary school educator. Educators in a secondary school are not only in a position to teach young people a particular subject, but also to help them establish values and goals to make them responsible and productive adults (http://www.lwnec.edu/artsandsciences/index.cfm?selection=doc.553).

Educators are the major role players in a school to provide extraordinary organisational support to their schools by committing themselves to effective teaching and learning programmes at schools. Although many schools in the previously disadvantaged communities are overcrowded and do not have sufficient resources, educators can still provide necessary individual support to learners to improve their academic standards. They have to utilise the available facilities most effectively to enhance the quality of curriculum delivery. Innovative teaching strategies should be applied to improve the academic standards of learners who have learning barriers.
Schools have to utilise the support and services of the parents and the community effectively for the benefit of their learners and to improve the academic performance of the school. Parents and community volunteers can participate in instruction in many ways. They can give special whole-class presentations, teach ongoing classes in art, science, or languages to small groups, or tutor individual learners. Parents can also participate in instruction at home, guided by written directions for homework assignments or suggestions for ways to reinforce their child's learning. Instructional skills can be taught at volunteer training workshops. Volunteers can also provide behind-the-scenes support with activities such as preparing materials, fundraising, and organising volunteer activities (http://www.ericfacility.net/ericdigets/ed409604.html). Schools have to initiate programmes that will ensure the participation of community members and the parents in the educational matters of learners to improve the quality of the academic performance of learners.

The Global Campaign for Education a world wide alliance of NGOs and trade unions believe that quality education is not a mystery. It can be achieved when all educators are properly trained, supported and paid: when every classroom has enough textbooks, desks and learning materials; when school provide a safe and welcoming environment; and communities have a say in decision-making. Above all, it can be achieved when governments and civil society build a strong political commitment to the ideal of good public education for everyone, and take specific steps to improve the conditions of schools in the poorest communities and for girls and disadvantaged learners (http://www.campaignforeducation.org/).
education. Intervention programmes to address the impacts of the socio-economic conditions on effective teaching and learning at schools should be implemented. Close cooperation and commitment from all stakeholders of school should be maintained regularly to sustain the development and good performance of a school. If all the major stakeholders can support one another and share a common vision for the school, then transforming a school into a centre of excellence where learners produce results of high quality will not be a difficult task.
BIBLIOGRAPHY


http://www.colostate.edu/references/research/relval/pop2b.efm.

http://www.campaignforeducation.org/-html.


South African Schools Act 84 of 1996.


Date: 21 April 2004

Name of Researcher: Joseph V. K.

Address of Researcher: 1409
Impala Street
Lenasia south, 1827

Telephone Number: (011) 4106319
Fax Number: (011) 4106319

Research Topic: Management Strategies to Improve the Academic Performance of Previously Disadvantaged Secondary Schools in the Grade 12 Examination

Number and type of schools: 79 Secondary Schools

District/s/HO Johannesburg South, West, Gauteng West, Ekurhuleni West and Sedibeng West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.

Office of the Senior Manager – Strategic Policy Research & Development
Room 525, 111 Commissioner Street, Johannesburg, 2001  P.O.Box 7710, Johannesburg, 2000  Tel: (011) 355-0488   Fax: (011) 355-0286
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.

5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.

8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

9. It is the researcher’s responsibility to obtain written parental consent of all learners that are expected to participate in the study.

10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

12. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.

13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.

14. Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

pp. Nomvula Ubisi

MZWANDILE KIBI
DIVISIONAL MANAGER: OFSTED

The contents of this letter has been read and understood by the researcher.

Signature of Researcher: __________________________

Date: ________________
Dear member of the SMT of a secondary school,

After the grade 12 results are published every year, the performance of secondary schools in the grade 12 examinations is a major topic of discussion and publicity in the media. While some schools are performing exceptionally well in the grade 12 examination, many schools, especially in the previously disadvantaged communities, are still not producing good results. This questionnaire of research aims to investigate the extent to which effective management plays a role in the performance of schools in the grade 12 examinations. All the stakeholders of education have to actively participate in the management of the education of learners. Against this background, this questionnaire aims to investigate the management strategies that are needed to improve the academic standards of schools in the previously disadvantaged communities in the grade twelve examinations.

The following questionnaire was developed to gather data required for this research. I request you to be kind enough to answer this questionnaire.

☐ Do not write your name or the name of the school on the questionnaire
☐ There are no correct or incorrect answers to questions in section B. Please only supply your honest opinion in each case.
☐ Please answer all questions.

Kindly return the questionnaire to the person from whom it was received after having completed it. I sincerely thank you for your kind cooperation and support in this matter.

Yours faithfully

-------------------------------
Mr. V.K. Joseph                          Prof. T.C. Bisschoff
(RESEARCHER)                              Supervisor
Mandisa Shiceka Secondary school           R.A.U
SECTION A: PERSONAL AND GENERAL INFORMATION

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

EXAMPLE FOR COMPLETING SECTION A

Question 1: Your gender?
If you are a male circle 1 as follows:

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

Example: How old are you?
If you are thirty-two years old then enter

| 3 | 2 |

2. How old are you? (in complete years)
3. What position do you hold in the SMT of your school?

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>2</td>
</tr>
<tr>
<td>Head of department</td>
<td>3</td>
</tr>
<tr>
<td>Post level 1 educator</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>

4. Your highest educational qualification?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 12</td>
<td>1</td>
</tr>
<tr>
<td>Post school diploma or certificate</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor’s and / or Honour’s degree</td>
<td>3</td>
</tr>
<tr>
<td>Master’s and / or Doctor’s degree</td>
<td>4</td>
</tr>
</tbody>
</table>

5. What is your home language? (mark one option only)

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Sepedi</td>
<td>3</td>
</tr>
<tr>
<td>Venda</td>
<td>4</td>
</tr>
<tr>
<td>Tsonga</td>
<td>5</td>
</tr>
<tr>
<td>Zulu</td>
<td>6</td>
</tr>
<tr>
<td>Ndebele</td>
<td>7</td>
</tr>
<tr>
<td>Swati</td>
<td>8</td>
</tr>
<tr>
<td>Xhosa</td>
<td>9</td>
</tr>
<tr>
<td>Tswana</td>
<td>10</td>
</tr>
<tr>
<td>South Sotho</td>
<td>11</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>12</td>
</tr>
</tbody>
</table>

6. What is your religion?

<table>
<thead>
<tr>
<th>Religion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>1</td>
</tr>
<tr>
<td>Islam</td>
<td>2</td>
</tr>
<tr>
<td>Judaism</td>
<td>3</td>
</tr>
<tr>
<td>Budhism</td>
<td>4</td>
</tr>
<tr>
<td>African traditional</td>
<td>5</td>
</tr>
<tr>
<td>Hinduism</td>
<td>6</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>8</td>
</tr>
</tbody>
</table>
7. What is the gender of your principal?

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

8. How will you rate the level of discipline of the learners at your school?

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
</tr>
</tbody>
</table>

9. How will you rate the attendance of educators at your school?

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
</tr>
</tbody>
</table>

10. How will you rate the attendance of learners at your school?

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
</tr>
</tbody>
</table>

11. What was your grade 12 pass rate in 2003?

<table>
<thead>
<tr>
<th>Pass Rate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 20 %</td>
<td>1</td>
</tr>
<tr>
<td>21 – 40 %</td>
<td>2</td>
</tr>
<tr>
<td>41 – 60 %</td>
<td>3</td>
</tr>
<tr>
<td>61 – 80 %</td>
<td>4</td>
</tr>
<tr>
<td>Above 80 %</td>
<td>5</td>
</tr>
</tbody>
</table>
12. When did you attend a management course(s) offered by the Department of Education? Please mark all applicable.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>1</td>
</tr>
<tr>
<td>2003</td>
<td>2</td>
</tr>
<tr>
<td>2002</td>
<td>3</td>
</tr>
<tr>
<td>More than 3 years ago</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
</tr>
</tbody>
</table>

13. When did your heads of department organise in-house training opportunities for post-level one educators?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>This year</td>
<td>1</td>
</tr>
<tr>
<td>Last year</td>
<td>2</td>
</tr>
<tr>
<td>More than one year ago</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
</tr>
</tbody>
</table>

SECTION B

Please indicate the extent to which you agree or disagree with each of the following statements using the following scale where

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

EXAMPLE FOR COMPLETING SECTION B:

QUESTION 1.

My school has management structures in place to ensure effective teaching and learning. If you agree but not strongly circle 4.

Strongly disagree 1 2 3 4 5 6 Strongly agree

1. My school has management structures in place to ensure effective teaching and learning.

Strongly disagree 1 2 3 4 5 6 strongly agree
2. The SMT of my school provides strong leadership to ensure effective teaching and learning at school.

Strongly disagree 1 2 3 4 5 6 strongly agree

3. The SMT of my school implement innovative programmes to improve the academic performance of grade 12 learners.

Strongly disagree 1 2 3 4 5 6 strongly agree

4. Stakeholders of my school have a common shared vision for the school.

Strongly disagree 1 2 3 4 5 6 strongly agree

5. The SMT of my school exhibits high team spirit in the management of the school.

Strongly disagree 1 2 3 4 5 6 strongly agree

6. The SMT of my school aims to improve the academic performance of the grade 12 learners.

Strongly disagree 1 2 3 4 5 6 strongly agree

7. The educators of my school are committed to quality teaching and learning.

Strongly disagree 1 2 3 4 5 6 strongly agree

8. The SMT of my school motivates the staff constantly to improve on their subject delivery.

Strongly disagree 1 2 3 4 5 6 strongly agree

9. I have a good working relationship with the learners at my school.

Strongly disagree 1 2 3 4 5 6 strongly agree

10. I give personal attention to learners in the classroom.

Strongly disagree 1 2 3 4 5 6 strongly agree

11. Individual needs of the learners are taken into account by the SMT at my school.

Strongly disagree 1 2 3 4 5 6 strongly agree
12. The SMT of my school design appropriate intervention programmes to improve the academic performance of grade 12 learners.

Strongly disagree

1 2 3 4 5 6

Strongly agree

13. Educators in my school have innovative teaching strategies to assist grade 12 learners.

Strongly disagree

1 2 3 4 5 6

Strongly agree

14. Educators in my school have sufficient subject knowledge to facilitate learning.

Strongly disagree

1 2 3 4 5 6

Strongly agree

15. The learners of my school are committed to improve on the current grade 12 pass rate.

Strongly disagree

1 2 3 4 5 6

Strongly agree

16. In my school, learners actively participate in the classroom activities.

Strongly disagree

1 2 3 4 5 6

Strongly agree

17. Sufficient physical facilities are available at my school for effective teaching and learning.

Strongly disagree

1 2 3 4 5 6

Strongly agree

18. Resources are effectively managed at my school.

Strongly disagree

1 2 3 4 5 6

Strongly agree

19. Parents assist grade 12 educators to improve the academic performance of grade 12 learners.

Strongly disagree

1 2 3 4 5 6

Strongly agree

20. The grade 12 learners of my school are given sufficient support by their parents.

Strongly disagree

1 2 3 4 5 6

Strongly agree

21. Parents are actively involved in the management of the education of the grade 12 learners in my school.

Strongly disagree

1 2 3 4 5 6

Strongly agree
22. Parents assist in improving discipline at my school.
   Strongly disagree 1 2 3 4 5 6 Strongly agree

23. The SMT of my school regard parents as an effective human resource.
   Strongly disagree 1 2 3 4 5 6 strongly agree

24. My school has a climate that is conducive to teaching and learning.
   Strongly disagree 1 2 3 4 5 6 Strongly agree

25. Educators of my school are specifically trained to assist learners with learning difficulties.
   Strongly disagree 1 2 3 4 5 6 Strongly agree

26. Support structures are available at my school to assist learners who come from disadvantaged homes.
   Strongly disagree 1 2 3 4 5 6 Strongly agree

27. Grade 12 learners from broken homes tend to perform poorly in my school.
   Strongly disagree 1 2 3 4 5 6 Strongly agree

28. The inability of the parents to pay school fees compromises the quality of education provided in my school.
   Strongly disagree 1 2 3 4 5 6 strongly agree

29. The poor socio-economic conditions of learners negatively affects the performance of grade 12 learners in my school.
   Strongly disagree 1 2 3 4 5 6 strongly agree

30. Members of the school governing body of my school actively participate in the governance of the school.
   Strongly disagree 1 2 3 4 5 6 strongly agree

31. The school governing body of my school support activities aimed at improving academic performance of grade 12 learners.
   Strongly disagree 1 2 3 4 5 6 Strongly agree
32. The governing body of my school generate extra funds to improve academic performance of grade 12 learners.

Strongly disagree 1 2 3 4 5 6 strongly agree

33. The school governing body of my school motivate educators to produce the best academic results in their subjects.

Strongly disagree 1 2 3 4 5 6 strongly agree

34. The SMT of my school encourages stakeholders to actively support programmes aimed at improving the academic performance.

Strongly disagree 1 2 3 4 5 6 strongly agree

35. The SMT of my school seeks the assistance of the business groups to improve academic performance of grade 12 learners.

Strongly disagree 1 2 3 4 5 6 strongly agree

36. My school provides additional support to grade 12 learners to improve academic performance.

Strongly disagree 1 2 3 4 5 6 strongly agree

37. Lack of support from the Department of Education negatively affects academic performance of grade 12 learners.

Strongly disagree 1 2 3 4 5 6 strongly agree

38. Poor classroom management by educators negatively affects academic performance of grade 12 learners.

Strongly disagree 1 2 3 4 5 6 strongly agree


Strongly disagree 1 2 3 4 5 6 Strongly agree

40. Lack of physical facilities at my school negatively affects performance of learners in the grade 12 examination.

Strongly disagree 1 2 3 4 5 6 strongly agree
41. Ineffective leadership at my school negatively affects performance of grade 12 learners.

Strongly disagree 1 2 3 4 5 6 strongly agree

42. My school has sufficient learning and teaching support materials to provide quality education.

Strongly disagree 1 2 3 4 5 6 strongly agree

43. Educators of my school effectively utilise the media centre to improve subject delivery.

Strongly disagree 1 2 3 4 5 6 strongly agree

44. The principal of the school is committed to improve the academic performance of grade 12 learners.

Strongly disagree 1 2 3 4 5 6 Strongly agree