

**THE ROLE OF SCHOOL MANAGEMENT TEAM IN THE FACILITATION
OF WHOLE SCHOOL EVALUATION**

IN PRIMARY SCHOOLS

BY

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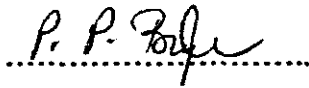
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DEDICATION

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DECLARATION

I, PRISCILLA PHILISIWE BIYELA declare that this dissertation. The role of SMT in whole school evaluation is my own work in conception and execution by means of complete references and that all the sources used or quoted have been indicated and acknowledged

A handwritten signature in cursive script, appearing to read 'P. P. Biyela', is written over a horizontal dotted line.

P.P. BIYELA

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ACRONYMS

DAS	Developmental Appraisal System
DoE	Department of Education
SMT	School Management Team
DP	Deputy Principal
DST	District Support Team
DSG	Development Support Team
HOD	Head of Department
IQMS	Intergrated Quality Management System
NEPA	National Education Policy Act
PM	Performance Measurement
PGP	Personal Growth Plan
QA	Quality Assurance
SASA	South African Schools Act No. 84 of 1996
SDT	School Development Teams
SEM	Superintendent of Education Management
SGB	School Governing Body
SIP	School Improvement Plan
WSD	Whole School Development
WSE	Whole School Evaluation

ABSTRACT

The study investigates the role school management teams in whole school evaluation. Education institutions are faced with changes and new policies that need to be implemented in order to achieve the national educational goals of quality education in schools. The South African Schools Act, No 84 of 1996, positions SMT as leaders in schools. Therefore SMTs have a responsibility of working collaboratively with the staff to implement whole school evaluation. The whole school evaluation policy provides guidelines on how to conduct internal evaluation, followed by external evaluation, which will be conducted by departmental officials.

Literature was reviewed on the strategies that need to be adopted by SMT's to implement whole school evaluation successfully. Empirical study involved the use of a questionnaire consisting of closed and open-ended questions. The study was conducted in Umbumbulu circuit which is within Umlazi district. The population for survey consisted of 130 schools.

The study revealed that SMT members are not well-equipped to implement whole school evaluation in their schools. The following are the key findings :

- ❖ Some SMT members lack knowledge about WSE
- ❖ Some SMT members still resist change which entails implementation of WSE
- ❖ Minimal departmental support to adequately capacitate SMT members to facilitate WSE is evidenced.
- ❖ There is poor sharing of information among members of school SMT in school

The following are key recommendations that are offered:

- ❖ SMT members should be given adequate training by the Department of Education in respect of WSE
- ❖ Staff involvement is crucial for decision making about WSE
- ❖ School development teams must be established to promote WSE

This study is regarded as significant because it provides valuable information about the role of school management team in the facilitation of whole school evaluation in primary schools.. The strategies that are required for the successful implementation of WSE provided via literature review suggest important mechanism and ideas which SMTs can use to implement effective WSE programmes.

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The education system in South Africa is undergoing a process of transformation. The new policies and acts, such as the South African Schools Act no. 84 of 1996, the Whole School Evaluation and the National Education Policy, no.27 of 1996 have been implemented to ensure that the defaults of the apartheid era could be eradicated. Whole School Evaluation (WSE) is one of the new policy initiatives which represent a shift of emphasis from traditional school inspection to a more accurate, descriptive and comprehensive assessment. Whole school evaluation is aimed at bringing about improvements in schools so that quality education can be achieved. Traditionally, there has never been a national system of evaluating performance which could consider various aspects of the functioning of the school and the factors relating to the quality of teaching and learning. The national policy on WSE was introduced to remedy this oversight. This study looks at the role of the school management team in facilitation of whole school evaluation.

1.2 STATEMENT OF THE PROBLEM

Education in public schools in KwaZulu-Natal is faced with many challenges in trying to address issues such as curriculum change, redress and equity. Whole school evaluation is a system of self-evaluation and external evaluation that schools undertake on an annual basis. The results of whole school evaluation help schools to develop school improvement programmes. The information that is collected from a particular school is used at district, provincial and national level, to ensure sustained quality improvement. Systemic evaluation is used to monitor performance of learners and improvement of learning in the education system. Towards this end developmental appraisal, performance

measurement and the integrated quality measurement system could be carried out in order to improve educator performance (DoE 2001: 2)

Whole school evaluation is a system by which the quality of education in schools can be assessed (DoE 2001: 4). According to the previous Minister of Education, Asmal, quality assurance is the overriding goal of the education system (DoE 2001: 1). Whole school evaluation needs to be carried out according to an agreed national model that sets the same guidelines for all the schools in South Africa. As quality assurance is one of the most important tasks of every school management team, it is necessary that the whole school evaluation process earmarks performance measurement, developmental appraisal and integrated quality management systems as mechanism to assist school management teams (SMTs) in their tasks of monitoring and improving school performance and the quality of learning and teaching.

The main aim of the National Policy on whole school evaluation is to improve the overall quality of education in South Africa as a whole. Whole school evaluation is meant to be supportive and developmental rather than punitive and judgemental (DoE 2001:1). The national policy on whole school evaluation is therefore, designed to achieve the goal of school improvement through partnership among supervisors, schools and support services at a basic level.

The National Education Act (No. 27 of 1996) directs that the standards of education delivery, provision and performance should be monitored. In its official publication issued in December 1998, the Department of Education provided an assessment policy for conducting systemic evaluation in grades three, six and nine (DoE 1998 :27). The main aim of evaluation is to assess effectiveness of schools and to help the schools to grow. The department has to ensure that there is quality of learning and teaching in schools.

The South African Schools Act (SASA No. 84) of 1996 requires the SMTs to work in democratic participatory ways in order to ensure quality education. In order for school

evaluation to be successful, the SMTs must create a warm and co-operative climate, which will facilitate teaching and learning. As schools are learning organisations, SMTs have to ensure that there is continuous improvement and development in schools. The policy of whole school evaluation must be implemented to upgrade and improve learning and teaching.

Whole school evaluation is aimed at familiarising schools with the process and benefits of self-evaluation. The challenge lies with the SMT to bring about changes by implementing whole school evaluation, which is aimed at improving and developing school effectiveness, which constitutes meaningful learning and teaching. Macbeth (1998: 25) states that the SMT has the responsibility to bring about improvements and developments in schools. Although one of the aims of WSE implementation in schools is to provide professional support and to strengthen the SMTs as well as educators, it is ironic that practising educators are often the very persons who try to avoid it. On the other hand, SMTs often struggle to persuade educators to acknowledge the value of whole school evaluation. The attainment of educational goals requires SMTs to create support structures for educators that will ensure that the quality of learning and teaching is improved. Yet, in some schools the very factors that hinder whole school evaluation often include the SMT and educators who often do not know what their roles are in the evaluation process. Evaluation is based on indicators (DoE 2001: 7). While the examination of a few indicators can be misleading, evaluation of many on a collective basis provides a comprehensive view on the school.

The research questions for this study were the following :

- ❖ Are SMTs effective in implementing and managing WSE?
- ❖ What is the SMTs role in relation to the facilitation of WSE?
- ❖ What strategies can be used in WSE by the school management team?

1.3. DEFINITION OF TERMS

1.3.1 School

The term "school" refers to a public school or an independent school which involves learners and educators as the main participants. A school is an institution of learning (Davidoff & Lazarus 1997: 8). The public schools are the centres where the whole process of WSE is conducted. The whole school evaluation process has its main focus on the school itself.

1.3.2 Evaluation

"Evaluation," according to Hopkin (1989: 1), is the process of determining the extent to which the educational goals are being realised. Therefore the school needs to identify areas that need improvement. Cooley and Williams (1976: 4) explain evaluation as a process by which relevant information is collected and transformed into information for decision making. It is an ongoing process which aims at developing continuous growth and the renewal of the school. In the process of evaluating policies, values and expectations about goals, workloads and excellence are considered.

The quality and function of a school is measured by means of evaluation. Gorton (1976: 62) maintains that evaluation indicates a group or programmes that are monitored in order to determine strong and weak points. Evaluation pre-supposes monitoring the progress made with regard to goals and objectives and entails correction of actions. De Wet (1981: 22) supports the foregoing definitions by stating that evaluation is a useful means of determining whether a person carries out a given task and whether such person is helping to achieve the set objectives. It is regarded as the management tool in the school. Evaluation is of great importance and needs to be done so that the schools can have the quality of education. Rogers and Badham (1992: 3) define evaluation as a process of systemically collecting and analysing information in order to form value judgements based on firm evidence. In order to make judgements about schools, whole

school evaluation is the only tool that can be used to obtain information. What is best understood about evaluation is that it is deep-seated and directed at the structural features and functional dimensions of the organisation.

1.3.3 Whole school evaluation (WSE)

“Whole school evaluation” refers to a process by which the quality of education provided by schools can be assessed (DoE 2001: 2). It is also a system of evaluating schools to ensure maintenance and improvement of standards in individual schools as well as in the education systems as a whole (DoE 2002: 8). Hopkins (1989: 116) states that WSE is an approach to change in education and is concerned with both processes and outcomes, as effectiveness and development are linked to quality assurance. He further explains that WSE is a diagnostic activity, which is undertaken by the whole staff in a school as a first step towards improvement of the school. According to the foregoing definitions, the main focus of whole school evaluation is in making improvements and development towards effective learning and teaching. This implies the need for all schools to look for ways of improving and commitment of government to provide development designed to support their efforts (DoE 2000: 5).

The purpose of WSE is to make judgements followed by feedback that will be provided to the schools in question (DoE 2001: 1). Through WSE educational objectives can be set and achieved. Before the implementation of WSE, there was no comprehensive national system of evaluating performance in schools and, therefore, no information on the global quality of teaching and learning in South Africa. WSE enables the Provincial and National Education Departments to measure and evaluate performance in schools in order to make judgements about the level of functioning of individual school evaluation as part of the public education system (DoE 2003: 28). It also takes into account the extent of social and educational deprivation during the apartheid regime (DoE: 2000: 5). WSE is a collaborative, and transparent process of making judgements on the holistic performance of schools measured against national agreed criteria (DoE 2002: 17).

The concept of 'whole school evaluation' is used in this study to include all evaluation activities, such as developmental appraisal, performance measurements and the integrated quality measurement system undertaken by SMTs.

1.3.4 School management team (SMT)

A 'School Management Team' (SMT) refers to the principal, deputy principal and head of department and to those acting in such positions (DoE 2000: 8). In some schools the presence or otherwise of the position of deputy-principals, depends on the enrolment of that particular school. The HODs in primary schools head the phases like the foundation and senior phases. The role of the SMT is to assist the principal with his / her management staff and to share the management tasks more widely in the school (DoE : 2000: 1).

1.4 PURPOSE OF THE STUDY

The objectives of this study were the following:

- ❖ To investigate the role of SMT in the process of whole school evaluation.
- ❖ To identify strategies that could be adopted by SMTs to implement and manage WSE effectively.
- ❖ To investigate factors that could hinder the SMTs in the implementation and management of WSE.
- ❖ To develop a plan for effective implementation and management of whole school evaluation.

1.5 METHOD OF INVESTIGATION

1.5.1 Research design

The aim of this study was to investigate the role of the school management in the facilitation of whole school evaluation. The researcher opted for the descriptive research design for this study. The use of this approach was necessitated by the nature and purpose of the study. The study focused on the role of school management teams in whole school evaluation.

1.5.2 Population and sampling

The population identified for the study were SMT members that is principal, deputy principal and head of department. The schools that were targeted were in Umbumbulu circuit. The researcher selected a sample of 65 schools in the circuit.

1.5.3 Instrumentation

The researcher used questionnaires as the instrument. The questionnaires were used because they are less time-consuming, less expensive and permits collection of data for a larger sample. Questionnaires were administered to the SMT members of schools. The questionnaires were used to obtain data from SMTs about their role in implementing and managing WSE. The researcher used closed and open-ended questions. Closed questions were preferred for quantitative investigation. Open-ended questions helped the researcher to gain reliable data about the factors which hinder whole school evaluation, as well as strategies to be adopted to implement evaluation.

1.5.4 Administration

1.5.4.1 Permission to do research

The research was conducted in public schools. The researcher wrote a letter to School Education Manager (SEM) requesting for permission to conduct research. A written permission was granted.

1.5.4.2 Pilot study

The researcher also did the pilot study which was helpful. The process showed that no major alterations and amendments were required for the instrument .

1.5.4.3 Administration of instrument

The questionnaires were hand delivered to schools. Upon arrival at school the researcher produced a letter granting permission for the research. Six days were spent on distributing questionnaires to schools. The researcher and principal agreed on the dates of collection of questionnaires.

1.6 DELIMITATION OF THE STUDY

Although all education stakeholders are collectively responsible for implementing WSE, this study focused on the role of SMT. It was carried out in schools within the Umbumbulu circuit. The questionnaires were administered to SMT members of the schools.

1.7 STRUCTURE OF RESEARCH

- ❖ Chapter one provides the orientation of the study

- ❖ Chapter two deals with the review of literature on the role of the school management team in the facilitation of whole school evaluation.
- ❖ Chapter three concentrates on the method of investigation.
- ❖ Chapter four focuses on the analysis and interpretation of data collected by means of the research instrument mentioned in chapter three.
- ❖ Chapter five presents the findings, conclusions and recommendations.

1.8 CONCLUSION

This chapter provides the statement of the problem, definition of concepts, methods of investigation and objectives of the study. The next chapter presents literature review on the role of SMTs in facilitating WSE.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

National Policies, such as National Education Policy Act No. 27 of 1996 and the Whole School Evaluation (WSE), propose change in respect of the quality of education delivery and services. Thus, schools are required to change in order to adapt to new policy demands. WSE is a concept which refers to school functioning improvement. This concept contrasts with the traditional way of visiting schools by inspectors, which in time came to be regarded as ineffective. WSE is a system used to monitor and review the quality of education services and delivery. As WSE is to be conducted in all schools across the country, management of schools in respect of whole school evaluation is, therefore, very important. The main focus of this chapter is on the role of school management teams in introducing and managing change by way of whole school evaluation. The South African School Act (SASA), No. 84 of 1996, positions SMTs as leaders who facilitate holistic improvement and development of schools. This poses a major challenge to SMTs, not only to conceptualise policies which mandate WSE, but also to develop effective strategies for WSE. This chapter starts off with a discussion of policy documents which provide for whole school evaluation.

2.2 POLICY WHICH PROVIDES FOR WHOLE SCHOOL EVALUATION (WSE)

As from 1994, the focus on the National Department of Education was on promoting quality education in South Africa. The mission was to transform schools in the country so that quality education could become a reality. The improvement of education is driven by a series of policy initiatives such as the National Education Policy Act, No. 27 of 1996 and SASA, No. 84 Act 108 of 1996. The national policy on WSE (DoE 2001:11) is a combination of internal and external evaluation initiatives based, on the same set of

prescribed criteria. It has nine focus areas that need to be evaluated in schools (Van Niekerk 2003: 161). The national policy on WSE has been designed to ensure that WSE is carried out according to an agreed model. This model sets out the legal basis for school improvement and development, its purposes, and its focus on what is to be evaluated, who will be evaluated and who will be carrying out the evaluation (DoE 2000: 1).

WSE is a system created by National Government to monitor whether schools are indeed offering learners a great range of learning possibilities (DoE 2001: 20). The education system is, therefore, challenged to redress the discriminatory, unbalanced and inequitable distribution of education services of the apartheid era. There should be fair opportunities in the education system as a whole. WSE aims at redressing inequalities which are based on racial, gender disability and other forms of discrimination. The education system is thus to develop a world-class system suitable to meet the challenges of the 21st century (DoE 2001: 2). Whole school evaluation is designed to enable schools to improve the educational achievement of all learners.

The White Paper requires provision for the participation of all stakeholders in education, which will help in promoting quality education (RSA 1995: 17). This view is supported by Van Niekerk (2003: 179), who states that WSE requires participation of all stakeholders. Therefore, all members of the school community are responsible for the quality of their own performance.

2.2.1 The National Education Policy Act No. 27 of 1996

In the National Education Policy Act (No. 27 of 1996), the Department of Education ensures that the standards of education provision, delivery and performance are monitored and evaluated by the Department annually or at other specified intervals, with the objectives of assessing progress in complying with the provisions of the Constitution and with National Education Policy (DoE 2002: 3). Section 8 of the National Education Policy Act (DoE 2001: 3) makes it clear that the nine provincial Education Departments are accountable to the National Department of Education for the provision, delivery and

maintenance of high standards of education. The SMTs in schools are responsible for maintaining and improving standards in schools. These standards are subsequently to be monitored by external whole school evaluators (DoE 2001: 4).

2.2.2 National Policy for WSE

The National Policy on WSE introduces an effective monitoring and evaluation process, which is vital to the improvement of quality and standards of performance in schools. The policy also prescribes an approach that is built on interactive and transparent processes (DoE 2001: 1). These processes include school self-evaluation, on-going district-based support, monitoring and developments and external evaluations, which is conducted by external evaluators.

The policy of WSE focuses on schools as a whole. The national policy on WSE has been designed to ensure that school evaluation is carried out according to an agreed national model. It further provides guidance on how evaluation should be conducted. It also sets out how the evaluation process should be administered and funded (Van Niekerk 2003: 161).

The policy aims at improving the overall quality of education in South African schools. The whole process of WSE is meant to be supportive and developmental. Therefore, its main purpose is to facilitate improvement of school performance. The policy is also supported by national guidelines, criteria for evaluation, and the instruments which have to be used by trained and accredited evaluators, in order to ensure consistency in the evaluation of schools (DoE 2001: 3).

2.2.3 Aims of whole school evaluation (WSE)

The aims of WSE according to (DoE 2002: 8) are as follows:

- ❖ to make schools have quality education through the WSE;
- ❖ to develop schools to have the capacity to manage itself that is to be self reliant;
- ❖ to develop schools as learning organisations;
- ❖ strengthen the support given to schools by district professional support services;
- ❖ Identify aspects of excellence within the system which will serve as models of good practise, and
- ❖ Identify the aspects of effective schools and improve the general understanding of what factors create effective schools.

It is the SMT's role to ensure that these aims are operationalised in schools. Schools are required to rely on their own resources with support from the education department. The major responsibility for managing WSE lies with the SMTs (DoE 2000: 8).

Jerling (1997: 7) states that the aims of WSE should influence the organisational needs. The organisational needs are those needs that unique to the organisation such as improving productivity and building morale.

The WSE aims at improving the overall quality of education in South African schools. It facilitates improvement so that schools can be self-reliant. The role of SMTs is to ensure that schools are self managed (DoE 2001: 1). Van Niekerk (2003: 161) states that WSE basically, has two main aims which are internal development, as well as external school accountability. Van Niekerk is supported by Nevo (1995: 17) who says that WSE is used for improvement and developments in schools. In this regard WSE is a tool for improvements in schools. It also provides for schools to receive advice and support to improve their effectiveness. Macbeth (1999: 152) states that in every school WSE should be present because it is the seed for growth.

2.2.3.1 National model for whole school evaluation

A national model for WSE is provided by the National Policy for Whole School Evaluation (DoE 2001: 5). This model identifies nine areas which are to be evaluated both internally and externally, namely,

- ❖ Basic functionality of the school
- ❖ Leadership, management and communication
- ❖ Governance and relationships
- ❖ Quality of teaching and learning and educator development
- ❖ Curriculum provision and resources
- ❖ Learner achievement
- ❖ School safety, security and discipline
- ❖ School infrastructure
- ❖ Parents and community

2.2.3.1.1 *Basic functionality of the school*

Schools are expected to determine whether the basic conditions that exist in the schools function effectively and efficiently to promote realisation of the educational and social goals. For the school to function effectively it has to have appropriate policies and procedures in place. To enhance the basic functionality of the school, it becomes the responsibility of SMTs to ensure that the school has appropriate policies and procedures (Ubben & Hughes 1987: 5). The school policies, time tables, duty rosters and curriculum checklist, among others, must be well structured and monitored by the SMTs, so as to enable the smooth running of the school. Schemes of work should relate to timetables. The educators and learners are required to follow policies. Therefore, the availability of school policies helps to shape the behaviour and conduct of educators (DoE 2002: 49).

The essence of good classroom teaching and learning also takes place effectively if the basic functionality of the school is sound. The quality and functionality of the institution

are measured by evaluation. Effective functioning of the school is contingent upon good leadership, sound management and effective communication.

2.2.3.1.2 Leadership, management and communication

Leadership is the ability to provide schools with direction in such a way that SMTs share educator's vision, supports development plan, co-operate in generating and cultivate a learning and teaching environment. Effective leadership can be maintained if there is a clear direction from SMTs. The SMTs are expected to have well-developed qualities, such as giving a clear direction of leadership in an education environment. Leadership of SMTs must be powerful (Ubben & Hughes 1987: 4).

If there is effective leadership, WSE can be monitored easily. Leadership requires the combination of qualities directed towards enhancement of the school. MacGilhirst (1997: 4) confirms that the quality of education depends on leadership. Leadership and management functions are placed at the top and bottom of the school, because they are seen to have a leading, guiding role (leadership) as well as containing holding role (management) (Davidoff & Lazarus 1997: 32). At the heart of the school life there is leadership and management. It is these aspects of the school life that ensure that all other aspects are held together and developed.

Management maintains the well-being of the school and ensure that the systems set for WSE are in place and working well. Management is about coping with complexity of practices and procedures to make organisations (Smit & Cronje 2002: 284). Management achieves its goals by creating an organisational structure by assigning WSE to educators. The SMTs, therefore, manage and control the process of reaching targets. The schools need to be well-managed in order to excel (Smit & Cronje 2002: 285). The process of WSE must be well-communicated by SMTs by giving a clear direction to the educators.

Communication is an integral part of all management functions. The SMTs must be better communicators. Communication is the ability to interact with all members of the school's

community. There must be smooth communication so that WSE can be implemented. The SMTs must clarify the goals to staff, so that there can be no pitfalls and roadblocks that will hamper WSE (Robbins 1980: 328). There must be multiple means of communication employed in the school to ensure that everyone is well-informed and understands the bases for decision and actions. The SMTs are expected to have regular and interactive staff meetings to promote horizontal decision making. Open communication promotes transparency and trust among stakeholders. If there is transparency there will be effective leadership, management and communication (Robbins 1980: 329).

2.2.3.1.3 *Governance and relationships*

The effectiveness of the governing body is evaluated to ensure that the school engages in strategic planning that is in line with the South African Schools Act, no. 84 of 1996; the National Education Policy Act, no. 27 of 1996, and other related legislation (DoE 1996: 17). Governance in a school is the responsibility of the School Governing Body (SGB) (DoE 2000: 33). The SMTs and SGBs have to work hand in hand. The SGB could help in involving stakeholders and the community. The task of the SGB is to monitor that quality education is provided to all learners at school. So it is the SMT's role to empower the SGB so that it is properly instituted and fully operational. The school governors need to assist the SMTs in planning improvement programmes, so that the quality of education can be enhanced. The quality of interaction between the SMTs and SGBs has to be monitored through the WSE process.

2.2.3.1.4 *Quality of learning and teaching and educator development*

The quality of teaching and learning and educator developments in the school has to be evaluated and ways of making educator developments has to be improved, so that the quality of teaching and learning can be achieved. The quality of learning and teaching can be improved if educators plan thoroughly for the lessons (DoE 2002: 49). It is the

SMT's role to see to it that educators are well-equipped with appropriate teaching strategies for effective learning and teaching.

It is important for the educators to be empowered with the necessary tools for teaching and learning, so that there is a positive impact on learner progress and achievement. WSE enables schools to monitor teaching and learning so that a high quality education is maintained (DoE 2001: 25). The quality of teaching and learning will be effective if the educators know the curriculum and there are adequate resources. The SMTs should evaluate the services and products against set standards with a view of making improvements for WSE (DoE 2001: 12).

2.2.3.1.5 Curriculum provision and resources

In order to develop curriculum to achieve the desired objectives, relevant resources must be available. It is the SMT's responsibility to know the needs of learners and develop educational goals so that budgets can be made for resources that are needed by the school. Everard, Morris and Wilson (2004: 204). The quality of the curriculum has to suit the needs of learners. Curriculum provision and resources are inter-connected and form the foundation from which a school operates. The SMTs must ensure that the curriculum is well-designed. The SMT has to ensure that the curriculum is effectively received, implemented and evaluated (McCormick and James 1983: 295). Assessment is an integral part of curriculum planning.

2.2.3.1.6 Learner achievement

WSE requires learners to achieve good levels of performance (DoE 2001: 30). Van Niekerk (2003: 172) states that learners should be empowered, so that their levels of performance can improve. The SMTs must strive to provide good conditions to help learners reach high standards. Teachers work must be well-monitored and evaluated. It is important for the SMTs to empower educators with the necessary tools for teaching and learning, so that learners can reach learning outcomes. The SMTs must ensure that the

learners are safe, secured and disciplined in schools, so that the best results can be achieved.

2.2.3.1.7 *School safety, security and discipline*

According to Everard et.al. (2004: 202) every employer has to prepare a healthy and safe working environment for the educators and learner. In schools there must be appropriate regulations and procedures that are in place to ensure safety and security. The learners need to be made aware of their responsibility for safety in each part of the school premises, such as classrooms, laboratory and the playgrounds. For the school to have effective learning it needs to be sufficiently and adequately burglar-guarded, fenced and protected. Therefore, the infrastructure of the school must be well-maintained.

2.2.3.1.8 *School infrastructure*

Every school must have basic resources to operate effectively. The ideal is achieved when every school has adequate classrooms, sufficient staff, equipment, library, staff room and laboratories (DoE 2002: 6). These resources need to be in place and properly used. The SMTs monitor whether there is good supply of books and those books must be used effectively to help the learners.

The SMTs and SGBs must supervise the maintenance of the buildings. WSE evaluates whether the buildings and premises provide a good environment for learning and that buildings are in a good state of repair and clean. The school has to be monitored for efficiency and effectiveness with which it is used (DoE 2001: 35). The school must form relationships with the parent community so that its infrastructure is not vandalised.

2.2.3.1.9 *Parent and community*

A school is the centre for community activities. It is thus important for the SMT to play a leading role in building a relationship between the school and parent community. If the school communicates regularly with parents, this can help to involve the community members and parents to support the school developments (DoE 2002: 49).

Motala and Pampallies (2001: 173) state that there should be a strong relationship amongst all stakeholders of the school and there should work collaboratively to achieve good results. SMTs has to ensure so that there is good relationship between the staff and parents.

It should be evident that excellence is sought in both the organisation and personnel within education institutions. In evaluating schools SMTs, therefore, have to direct their focus on both the school as an organisation and the personnel within the school. These nine school-based components areas focus on the performance of the school as a whole and they involve total effectiveness, productivity and management effectiveness. The evaluation of the nine areas of school functioning provides information on the current situation in the school, from which guidelines can be derived to steer the process of change and improvement (Van Niekerk 2003: 182)

2.3 TYPES OF WHOLE SCHOOL EVALUATION

There are two types of WSE, namely, internal evaluation and external evaluation. The role of SMTs is primarily to focus on processes relative to internal evaluation. However, the findings from external evaluation provide valuable data to SMTs about WSE.

2.3.1 Internal evaluation

Internal evaluation is carried out by schools themselves. It is an on-site evaluation (DoE 2001: 5). Van Niekerk (2003: 163) defines internal evaluation as a process initiated by the school itself, whereby well-chosen participants describe and evaluate the functioning of the school in a systematic way, with a view to taking decisions and initiatives on aspects of WSE development. During the internal evaluation, the school reaches a conclusion about its performance. The information captured by the school about its performance is submitted to the Department officials to be the starting point for the external evaluation.

Internal evaluation is a preparation for external evaluation. Through internal evaluation poor schools become better schools (Van Niekerk 2003: 166). According to Hopkins (1989: 117), internal evaluation is the first step in the school improvement process. The purpose of it is to gather information in order to improve the functioning of the school. According to Weller and Weller (2000: 233), internal evaluation is the foundation for developing the school improvement plan. It allows the school to report on its strengths and weaknesses. Nevo (1995: 167-168) states that internal evaluation is important.

Internal evaluation provides a degree of ownership if all relevant stakeholders are involved. It is a process which requires involvement of all educators. Van Niekerk (2003: 161) supports this view by stating that WSE requires all stakeholders in a school to be active participants. Hopkins (1989: 116) states that WSE is undertaken for the purpose of accountability and school development. The schools are expected to establish appropriate strategies for the monitoring and evaluation of their work (DoE 2001: 4). The schools must organise internal WSE and this is done to ensure that there is common understanding and acceptance of inclusiveness and human rights as underlying principles of school improvement and quality education. Internal evaluation should involve discussions around school and system barriers, which prevent learners from reaching their full potential (DoE 2001: 5). Van Niekerk (2003: 166) states that internal evaluation

also enhances professionalism of staff. The IQMS is an instrument which facilitates the process of internal evaluation.

2.3.1.1 Integrated Quality Management System (IQMS)

IQMS is a vehicle that SMTs use to improve and manage the quality of education in the whole school. IQMS is an integrated quality management system which is inclusive of developmental appraisal, performance management system and WSE. WSE is one component of IQMS.

The objective of the IQMS is as follows:

- ❖ To determine competence
- ❖ To provide support and opportunities for development to assure continued growth
- ❖ To promote accountability
- ❖ To monitor an institution 's overall effectiveness (Doe 2003 :4)

IQMS focuses on professional and organisational needs of the school. The SMT must ensure that these needs are met.

2.3.1.2 Developmental Appraisal System (DAS)

Developmental appraisal is the process of evaluating the educator's performance (DoE 2000: 58) it is a means of identifying strengths and weaknesses of educators. Shinkfield (1994: 251) suggests that the acceptance of teacher evaluation results in a constructive teacher development programme. The purpose of development appraisal is to appraise educators in a transparent manner (DoE 2003: 3). Appraisal improves individual performance as well as organisational effectiveness (Middlewood 1997: 169). Appraisal helps educators to seek new methods to improve their performance, so that there can be quality education. Each educator must choose his /her development support group. The Development Support Team (DSG) will appraise strengths and identify the areas that

need development. Therefore a personal growth plan will be drawn. The Professional Growth Plan (PGP) will help the School Development Team (SDT) to draw up a School Improvement Plan (SIP) from those areas that need development.

The role of SMTs with regard to DAS is to ensure that all educators are appraised. Thurlow (1993: 9) states that appraisal is an integral part of effective staff development initiatives. Appraisal is a two-way communication system because it benefits the teacher and the school as a whole. That is why it is linked to WSE. Leicester (1994: 78) states that “the management of appraisal in schools lies at the heart of the people or performance debate.” In order for the schools to develop, there must be openness, transparency and willingness for all staff to participate. Developmental appraisal is an ongoing process.

Cangelosi (1991: 12) states that the process of evaluation influences professional development. The in-service training taken by educators has an impact on achieving high standards in learning and teaching. In order to implement WSE effectively, appraisals should be managed effectively. Appraisals need to involve setting a positive climate, establishing procedures, taking action plans, ensuring links with developmental plans, monitoring and evaluating appraisal. Every school should establish staff development teams which will assist the SMT to ensure that the process of appraisal is takes place. Performance measurement evaluates the educator’s performance.

2.3.1.3 Performance Management System (PMS)

Performance measurement is a system to measure an educator’s overall performance levels. Pay and grade progression are subsequent rewards (DoE 2003: 3). Zueleke and Welle (1987: 38) state that MacGregor’s Theory X suggests that employees need to be motivated by salary and rewards in order to perform their duties well. Salaries and other rewards are reviewed through the data obtained through appraisal. Performance measurement and developmental appraisal are related. They inform and strengthen one

another and need to be linked to an annual cycle. Some time must be spent on doing developmental appraisal which will be followed by performance measurement.

According to Cascio (1998: 301), SMTs must set objectives, and provide regular assessment progress. The SMT must be committed to managers for maximum performance of educators in WSE. The major responsibilities are to eliminate the roadblocks, so that successful performance can be achieved. The SMTs have to provide adequate resources to get a job done right. The Department of Education can encourage performance by providing a sufficient number of rewards, such pay progression, which are valuable to the educators. Performance measurement facilitates WSE. A school improvement plan (SIP) will be drawn after identifying areas of development.

2.3.1.4 School Improvement Plan (SIP)

The school improvement plan (SIP) is a programme of action that a school undertakes in order to effect improvement, of particular needs in the school as a whole (DoE 2002: 34). Cullingford (1997: 170) states that the SIP is a process that focuses on enhancing the quality of educators teaching and students learning. It is drawn up in response to the findings and recommendations made by internal evaluation. The school improvement plan is a prerequisite for external evaluation. The SIP enables the school to measure its own progress through a process of on-going self-evaluation. This must happen continuously. The SIP is developed by SMTs and school development team (SDT) (Hopkins: 1997: 77) The professional growth plan (PGP) of individual educators as well as other focus areas included in WSE also inform the SIP. The SIP enables SMTs and SDTs to monitor progress and improvement. The SIP must be linked to, and based on the strategic plans of the relevant department of education. The SDT must receive, from all district support group (DSG), the completed instruments as well as the PGP of each educator by the end of March each year. From this and other sources of information pertaining to school management and administration, they must compile the SIP which groups teachers together in order to identify specific programmes, which are a priority for the educators and school (DoE 2003: 24).

Targets for improvement emerge from prioritisation, which leads to developing school improvement plans. The school improvement plan will include the school development programme for educators. Hopkins, Ainscow and West (1996: 9) state that the development planning is a first step towards making improvements in schools. The SMTs should ensure that the SIP brings about the change and innovations in schools. Therefore, the process of external evaluation follows.

2.3.2 External evaluation

External evaluation is a process which is carried out by external evaluators who are delegated by the National department. External evaluation serves as an incentive to improve internal evaluation (Van Niekerk 2003: 161) According to Nevo (1995: 27) educational evaluation is the act of collecting systemic information based on applications of quantitative and quantitative research methods, regarding the nature and quality of educational objects (areas of evaluation). The evaluators are trained, accredited and registered by the national department to carry out external evaluation. (DoE 2001: 7) The external evaluators for the external evaluation will use the same WSE instrument that is used by the school for internal WSE (DoE 2002: 17). The external evaluators inform the school, send appropriate forms for completion and requisition a list of the documents the evaluators will need. The team leader for the external WSE will agree with the school, on dates for pre-evaluation visits, collection of the school documentation, decision on the nature of the evaluation and the duration of their visit. The SMT's role in this regard is to ensure that the all the necessary documentation that will be needed by the external evaluators are made available. The SMTs should also identify an evaluation co-ordinator, who will liase with the external evaluation team (DoE 2002: 19).

During an external evaluation, the evaluators collect evidence about a school's performance by reading and analysing the school documents. These documents include educators' and learner's attendance registers, record of learner performance, curriculum plans, record files for learners, workbooks documents for developmental appraisal and

performance measurement and so on. The SMT must co-operate with the external evaluation team, especially by arranging interviews at appropriate times and by facilitating full access to school records, policies, reports and other documents (DoE 2002: 20). The external evaluator evaluates the school as a whole.

2.4 THE ROLE OF SCHOOL MANAGEMENT TEAM IN WHOLE SCHOOL EVALUATION

The SMTs have positional power and the authority to manage the schools. As the SMTs are in authority, they are responsible for making the necessary preparations for the WSE process. Whilst the role of the SMT has been discussed incidentally above, additional roles relative to WSE will be given emphasis below. As WSE can be regarded as a management tool for assisting the SMT in promoting quality education, SMTs will benefit extensively from the results of a thorough WSE. The SMT will be placed in a better position to bring about necessary changes as a result of WSE.

2.4.1 Organising

According to van der Westhuizen (1991: 53), organising is that facet of the activities of the SMTs that will bring together the staff in an ordered, systematic and structured manner to facilitate the tasks of the WSE. Organisation means putting the planning into action. It involves the establishment of structures such as DSGs by the SMTs, in order to carry out the task in an effective way. Organising also entails getting together all the necessary resources, such as documentation, which will be needed for the implementation of evaluation. While SMTs need to organise things in preparation for WSE, the DSGs must set time frames and draw up schedules for the evaluation. Schedules for action plans should be aimed at comfortably meeting the deadlines ahead of the WSE. The SMT's role is to ensure that a school development team is chosen to facilitate the WSE process. Facilitation involves the processes of determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decision are to be made. According to Robbins and Coulter (2002: 8) the SMTs are responsible for

arranging the work to accomplish organisational goals. The development of educators to perform such tasks should be an on-going process.

The SMTs can organise educators and parents to carry out specific tasks of WSE in a school. According to Dalin (1993: 88) management arrangements clarify roles and responsibilities. All who are involved in the school activities need to have a shared understanding of their respective roles and who is taking responsibility and for what. This encourages teamwork which is a vital component of WSE. Therefore, the activities of WSE are ordered, arranged, divided, delegated and co-ordinated by means of organising.

2.4.2 Leadership

Leadership is the process of directing the behaviour of others towards accomplishment of the organisation's goals (Smit & Cronje 2002: 279). As the SMTs hold the leadership position, they have to influence the educators, give orders, motivate others and communicate clearly, so that the WSE can be effective. As a leadership function, dissemination of information about WSE to the educator is a critical important. One mechanism that SMTs can utilise is the development of advocacy and training programmes. That is firstly, to inform educators about the components of WSE, and secondly, to train educators to skilfully engage in the process of WSE (DoE 2003: 20).

SASA of 1996 calls for transformational leaders. In this sense SMTs are required to be agents of change. Transformational leadership entails raising each others' motivation and a sense of higher purpose.

Bass (1985: 309) believes that transformational leadership is composed of:

- ❖ An idealised influence, which involves being models for the followers
- ❖ Intellectual stimulation that involves stimulating followers in turn so that they can be innovative and creative

- ❖ Consideration and ability to pay attention to each individual's needs for achievement and growth

The SMTs need to have an extraordinary effect on the staff members, because only the SMTs have the means to create favourable conditions that are able to inspire staff members to contribute to a successful WSE experience (Chawla & Rene 1995: 108).

According to Nyawuza (2004: 7), for the SMTs to qualify as transformational leaders, they have to:

- ❖ Open up to community influence;
- ❖ Become more accountable to changed governance structures;
- ❖ Clarify standards for content and performance, and
- ❖ Introduce related changes in the approaches to learning and teaching.

The SMT's adoption of a transformational leadership role in schools is the key to the improvement of the educational standards in schools.

2.4.3 Staff development

One of the purposes of WSE is to monitor the quality of educational services and delivery. Teachers are indispensable human resources in a school. They, therefore, need to be highly valued, supported and developed, so that excellent teaching and learning prevails in the educational institutions. The SMTs have a central role in planning on-going staff development programmes (Davidoff & Lazarus 1997: 29). As staff development focuses on educators' professional growth, which is enhanced by training (Bell & Day 1991: 4), it stands to reason that it is training which improves the performance of educators. Gorton and Snowden (1993: 3) emphasise the value of empowering educators by giving them responsibilities over such issues as curriculum adoption, staff development, formulation of school policies, work evaluation and other tasks that call for proper decision making. In order for the schools to improve, the SMTs must see to it that the critical tools of school improvement, namely, staff development

and training, are applied efficiently. It stands to reason that the quality of in-service training undertaken by staff has a direct impact on learning and the school's standard of achievement and performance (DoE 2002: 10). In this way WSE will make an important contribution to securing well-focused development opportunities for the school staff. Development of educators should be an on-going process, so that the staff and the school can excel.

2.4.4 Securing commitment

The SMTs must be fully committed to their work. Spinks (1993: 3) argues that SMTs must show their commitment to schoolwork by providing direction, influencing decisions and contributing to day-to-day activities in the school, according to their interest/expertise. The SMT's role is to ensure that the school is operating efficiently and effectively (DoE 2003: 5). Teddy and Reynolds (2000: 140) also state that SMTs should understand the school and be actively involved in the school matters. SMTs must play a cardinal role in the management of the school. The SMTs must have a good influence on staff members, be responsible for the practical operation of the school and evoke newness and change, while encouraging and inspiring the educators (Lemmer & Badenhorst 1997: 343). Motivation helps in securing commitment. Communication is also part of commitment.

2.4.5 Communication

According to Badenhorst and Calitz (1995: 25), communication constitutes the transfer of information, ideas and skills through the use of symbols, words, illustrations and figures. Lovell's (1983: 89) definition of communication seems to be aimed more at organisational influence, goal determination and achievement of human and organisational growth. Vertical and horizontal communication is an important component of WSE. While vertical communication designates the important top-down aspect of management, horizontal communication is also important, because SMTs, as managers, need the support of educators to disseminate information about WSE.

Horizontal communication is the basis for co-operation in an institution. SMTs and educators need to communicate with each other to work effectively. Communication also supplies emotional and social support amongst peers (Smit & Cronje 2002: 373). Smit and Cronje (1995: 354) state that communication involves the acquisition and use of information for planning, organizing, leading and controlling. According to Robbins and Coulter (2002: 282), communication is a process that requires both a sender, who begins the process, and a receiver, who completes the communication.

The process of WSE requires the SMTs to communicate openly with the staff (DoE 2002: 7). Badenhorst (1987: 43) maintains that while communication plays an important part in the school, lack of communication causes problems and affects management of a school. Badenhorst believes that communication and consultation result in good human relationships. Schrender et al (1983: 49) as well as Wiles and Bondi (1991: 90) point out that SMTs can establish clear, defined levels of communication and procedures in planning for WSE. Whitmore (1995: 63) also supports the emphasis that communication must be promoted and practised by all staff members. If there is proper and effective communication, the organisation will flourish. If communication is clear, management and monitoring of teaching and learning outcomes will become easier.

2.4.6 Motivation

Once the SMTs have obtained satisfactory working knowledge of WSE, they will be able to guide the process and motivate the staff (Van Niekerk 2003: 183). According to Robbins and Coulter (2002: 205), motivation is a willingness to exert a high level of efforts towards the organisations goals. Ngcongco (1996: 19) also states that motivation involves being purposeful in dealing with a task at hand, or in working at a set goal. Motivation is thus perceived as a means of causing a person to act in a particular way by stimulating the interest of that person in an activity.

Staff motivation must be the fundamental concern of the SMTs. Lunenberg and Ornstein (1991: 343) see motivation as a contemporary influence on the direction, rigor and persistence of action. They also believe that motivation implies dedication and continued focused effort.

In schools, it is the responsibility of SMTs to influence the staff members to achieve the desired results. Robbins and Coulter (2002: 343) support this notion when they state that SMTs are best suited for staff motivation. Robbins and Coulter (ibid) also believe that that, due to the fact that SMTs are committed to improving the organisational performance of their schools, they should be motivated towards internal WSE, so that external WSE can be done within the school, in order to initiate change. Motivation must be used as a management tool to exert excellence towards achieving organisation goals – because without motivation the WSE process will fade (Van Niekerk 2003: 184). In a school situation motivation refers to the SMT's ability to bring out the staff's full potential in the pursuit of school aims and objectives. A departmental support is of vital importance in implementing WSE. Motivation is an important function of the SMTs, because it serves to energise and invigorate staff to excel and to be productive in the work place. Highly motivated staff members are needed in order to achieve excellent outcomes. If educators are well-motivated, WSE will reflect excellence in all of the nine areas discussed in item 2.3 above.

2.5 CONCLUSION

Literature review has uncovered the role of the SMTs in facilitating WSE. It is the duty of the SMTs is to facilitate WSE programmes. They have a central role to play in terms of organisation, leadership, staff development, communication, and securing commitment and motivation. The method of investigation is discussed in the next chapter.

CHAPTER THREE

METHOD OF INVESTIGATION

3.1 INTRODUCTION

One of the objectives of this study, as set out in chapter one, was to investigate the role of the SMT in facilitating whole school evaluation in primary schools. This chapter shows how data was collected in an attempt to find answers to the research questions posed in chapter one.

3.2 RESEARCH DESIGN

The aim of this study was to investigate the role of school management team in the facilitation of whole school evaluation. The researcher opted for the descriptive research design for this study. The use of this approach was necessitated by the nature and purpose of the study. The study focused on the role of school management teams in the facilitation of whole school evaluation .

3.3 POPULATION AND SAMPLING

The population identified for this study was SMT members, that is principals, deputy principals and heads of departments. The respondents were SMTs because this study investigated the role of SMTs in the facilitation of whole school evaluation in primary schools. The research was conducted in the Umbumbulu circuit within Umlazi district. The schools that were targeted were in the Mafa, Amanzimtoti, Folweni and Umbumbulu central wards. According to the education management information system (EMIS) records, Umbumbulu circuit, has four wards. The table below depicts the wards, the number of schools selected and the number of respondents selected per ward.

Table 3.1 Sample population

Wards in Umbumbulu circuit	No. of schools per ward	No. of schools selected per ward	No. of respondents (SMT) seleted
Mafa ward	27 schools	10	26
Amanzimtoti ward	35 schools	15	28
Folweni ward	37 schools	27	28
Umbumbulu central ward	31 schools	13	19
Total	130 schools	65 schools	101 respondents

(Statistical information on the number of respondents selected per ward in the Umbumbulu circuit)

The total number of schools that were selected were 65. The schools that were selected are those which the researcher is familiar with and are easily accessible in terms of geographical area. It was also easy for the researcher to send questionnaires with short time available because the area was familiar.

3.4 SAMPLING CHOICE AND SIZE

A sample is a limited number of elements selected from a population to be representative of that population (Ary, Jacobs & Razavieh 1990: 169). The researcher selected a sample of 65 schools from the Umbumbulu circuit. A sampling technique was used, whereby 50%, that is 65 schools were selected from a total of 130. Gay (1976: 29) and Mulder (1989: 249) argue that a sample of 50% is a minimum representative of a small population. Sax (1979: 180) states that to be representative of the population, the sample should have all known characteristics of the population. This suggest that a sample is a sub-unit of the whole population. Sax further states that a properly drawn sample provides information appropriate describing the population elements. Each school was represented by its SMT members which were the principal, deputy principal and head of

department. In small schools where there is no deputy principal HODs and principal had to answer the questionnaire. There were 101 SMT members selected in total to answer the questionnaire. Terreblanche and Durkeim (1999: 44) state that the sample must be the representative of the population about which the researcher aims to draw conclusions. Out of 101 questionnaires sent out only 80 were returned.

3.5 INSTRUMENTATION

3.5.1 The questionnaire

The researcher used the questionnaire, as a research instrument. The researcher decided to use questionnaires to collect data because it is the best instrument for obtaining data from widely spread resources (Khathi 1990: 97). Ary et. al. (1972: 196) state that the use of questionnaires is less time-consuming. The basic aim of using questionnaires was to obtain the facts about the role of SMTs in the facilitation of WSE in primary schools. The other purpose of the questionnaires was to motivate the respondents to communicate the required information.

3.5.2 Cautionary measures

3.5.2.1 Advantages of questionnaires

The researcher used the questionnaires as a research instrument, taking into consideration that it has advantages. The advantages expressed by Chetty (1998: 135) and Turney and Robbins (1971: 130) are as follows:

- ❖ Questionnaires saves time. It should take not more than 15 minutes to complete. It is the least expensive means of data collecting.
- ❖ Questionnaires provide greater uniformity across measurement situations. Each person responds exactly to the some questions, because standard instructions are given to respondents.

- ❖ Questionnaires can guarantee confidentiality and, therefore, more thoughtful responses can be obtained.
- ❖ The questionnaires permit anonymity. This would increase the researcher's chance of receiving more responses that genuinely represent a person's belief, feelings, opinions or perceptions. The respondents are free to write their views.
- ❖ Data obtained from questionnaires can be compared and inferences made.
- ❖ Questionnaires are generally regarded as one of the available instruments for obtaining information from a widely spread source (Ary, Jacobs and Razavieh 1985: 344).
- ❖ The data provided by questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses.
- ❖ Questionnaires design is relatively easy if the set guidelines are followed.

3.5.2.2 *Disadvantages of questionnaires*

The researcher was aware that questionnaires may have certain disadvantages. The disadvantages that were expressed by Cohen and Manion (1989: 308) are as follows:

- ❖ There may be misinterpretations of the question. In order to avoid this, the researcher may clarify questionnaires to the respondents before leaving the questionnaires. Due to the fact that opportunities for asking questions for clarification purposes are limited and chance for personal interaction is limited, the researcher clarified questionnaire to ensure that there was clarity.
- ❖ Questionnaires may have poor rate of return. The respondents may lay questionnaires aside and forget to complete and return them on the agreed date (Ary, Jacobs and Razavieh 1985: 344). To overcome these problems the researcher made phone calls before the agreed date to remind the respondents about the questionnaires.
- ❖ Questionnaires can be answered only when they are sufficiently easy and straightforward to be understood with the given instruction of definitions. In constructing the questionnaire the researcher attempted to offset these

disadvantages of the instrument by incorporating useful features in the questionnaire that would be understood by respondents.

3.5.3 Content

3.5.3.1 Construction of questionnaires

Good questionnaires should be brief, attractive and easy to respond to. This is further supported by Cohen and Manion (1989: 111) who state that, “the appearance of the questionnaire is vitally important”. It must look easy and attractive. Long questionnaires turn people off (Gay 1987: 196). The researcher followed the criteria for constructing questionnaires provided by the above-mentioned authors. Van Dalen (1979: 153-154) and Bailey (1987: 106) state that when constructing questionnaires the following criteria must be considered:

- ❖ Appeal to respondents to fill the questionnaires;
- ❖ To give clear directions;
- ❖ Avoid psychological harm;
- ❖ State the aim and the importance of the research;
- ❖ Ensure confidentiality and anonymity, and
- ❖ Highlight the to privacy.

The above-mentioned factors were adhered to in drafting questionnaires. The researcher included closed and open questions.

Section A consisted of questions 1.1 to 1.6. This section dealt with biographical and demographic information. The information gave the researcher knowledge about the respondents. Section B consisted of seventeen items. The section had closed questions focusing on the discussion of official documents; what is done by SMT to promote WSE, and the training received for WSE. Questions in this section were operationalised using a three point scale: Agree, Disagree and Unsure. A two-point scale was used in the last

questions: Yes and No. Section C consisted of two open questions, focussing on factors that hinder implementation of WSE, and the strategies for implementing WSE.

(a) Closed questions

Baker (1999: 209) asserts that the closed type of questions are preferable, because they are like a forced choice, where a choice of response in one question does not trigger the responses of another question. Closed question consisted of a list of alternative responses on demographic information and questions based on the research aims. Closed questions were preferred because they are easier and quicker to respond to.

The questionnaires consisted of three sections. Section A consisted of closed questions about educator's background. The respondents were required to make a cross (x) next to the answer of their choice. There were six items in this section. In section B the SMTs had to indicate their knowledge about WSE. It consisted of seventeen items. Section C consisted of two open questions which are discussed hereunder.

(b) Open questions

Sudman (1983: 150) regards open-ended questions as a valuable tool when the researcher is beginning to work in an area and needs to explore all the aspects of an opinion. The open section consisted of two items, about the factors that hinder implementation of WSE and strategies for implementing WSE. Open-ended questions were necessary because the researcher sought to explore variables that were unknown to the researcher. Open questions also enabled the researcher to explore variables better and to obtain some idea of the spectrum of possible responses. Through open-ended questions the respondents were able to express themselves freely about factors that hinder WSE and the strategies for implementing WSE.

3.5.3.2 Validity

Validity is essential to the effectiveness of any data gathering procedure (Best and Kahn 1986: 144). Validity is the extent to which a measuring instrument measures what it is supposed to measure (Ary et al 1985: 213). The issue of validity is particularly important for the research design. The researcher checked validity by conducting a pilot study with the colleagues in schools at Folweni. The researcher was able to validate the instrument as a research tool. The validity of the questionnaires reflects sureness with which was drawn. The researcher employed the questionnaires as a method to establish whether or not the SMTs know and understand their roles in WSE. By this means it ensured that there was a balance between the content being studied, that is, the role of SMTs in the facilitation of WSE, and comments on the factors that hinder WSE, as well as the strategies to implement WSE.

3.5.3.3 Reliability

Reliability is the extent to which a measuring device is consistent in measuring whatever it measures (Ary et al 1985: 213). Van Rensburg, Lanman and Bodestein (1994: 512) define reliability as a statistical concept and related to consistency and dependability. A reliability measuring instrument is one which, if repeated under similar conditions, would present the same results or a near approximation of the initial results. If the researcher has done a pre-test of questionnaires, this method has determined reliability of the questionnaires. Whilst reliability refers to consistency, consistency does not guarantee truthfulness. Dane (1990: 256) emphasises that the reliability of the question is no proof that the answers given reflect the respondent's true feeling. The researcher believes that the questionnaires were completed with the necessary sincerity required to suggest the possible reliability.

3.6 ADMINISTRATION OF QUESTIONNAIRES

3.6.1 Permission

According to Best and Kahn (1986: 177), if the research is to be conducted in public schools, it is of great importance that approval must be obtained from the Senior Education Manager (SEM). The researcher wrote a letter (see appendix 2) to the Circuit Manager at Umbumbulu circuit, to request for permission to conduct research at the schools in question. Written permission was granted (see appendix 3). The researcher also wrote letters (see appendix 4) to the principals of schools selected for the research. She then visited the schools that were selected and introduced herself in preparation for the administration of questionnaires. Upon arrival at each school, the researcher presented a letter of approval from the SEM.

3.6.2 The pilot study

The pilot study helped the researcher to test the questionnaires to ensure that there was a possibility of getting worthwhile results (Anderson 1990: 11-12). Many researchers such as Slavin (1984: 133) agree that piloting is a prerequisite, because it indicates what the research will look like. Van Dalen (1979: 153) asserts that if questions are to be used to measure an investigation, they must be pre-tested, so that refinement can be done. This is also supported by Tuckman (1978: 225) that it is helpful to pilot test experimental treatment or other procedures before assessing them.

Formally in a large study, a pilot study gives the researcher an idea of what method will actually look like in operation. Chen and Manion (1989: 103) also state that the use of a pilot study is useful to identify weaknesses so that refining can be done.

The researcher conducted the pilot study in the nearby schools at Folweni area, because it was easy to reach those schools. The researcher administered the questionnaires to SMTs.

In schools where there was no deputy principals, two heads of departments answered the questionnaires. The results of pilot study revealed that there were no major defaults in the formulation, arrangement and the language that was used in the questionnaires. The terminology was clear and understandable to respondents. The responses to open questions were clear and well formulated. There were no alterations and amendments that were needed.

3.6.3 Dispatch / use of the instrument

The research was conducted on 65 schools within Umbumbulu circuit. The questionnaires were not posted but were hand-delivered by the researcher to those schools. Questionnaires were distributed to SMT members. Six days were spent on distributing the questionnaires to various schools. The SMTs were given three days to complete the questionnaires. The principals and the researcher agreed on a date for collection of the questionnaires. When the researcher went to collect the questionnaires, some were not completed. The respondents were given extra three days to complete the questionnaires and another date for collection was set. Out of 101 questionnaires only 80 were returned. The researcher thought that the twenty-one were not returned because some SMT members were away writing examinations.

3.7 RETURN RATE

Questionnaires were not completed in time, although agreed dates for collection were set. Some schools were engaged in trial examinations. Other SMT members were writing examinations themselves and, therefore, not available at their schools. Out of 101 questionnaires were sent to schools, the researcher managed to receive 80. All returned questionnaires were fully answered.

3.8 ETHICAL CONSIDERATIONS

Permission to conduct research was requested and obtained from the SEM in the Education Department through the office of Umbumbulu circuit (see appendix 3). The researcher had also taken into consideration the respondent's right to privacy; the right to remain anonymous, and the right to confidentiality.

3.9 CONCLUSION

This chapter explained how the research was conducted and how data was gathered for processing. The researcher has indicated the method of investigation, research design and procedures followed in obtaining permission, sample selection, construction of questionnaire, piloting, validity, reliability as well as return rate. The next chapter focuses on the presentation, analysis and interpretation of empirical data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF EMPIRICAL DATA

4.1 INTRODUCTION

This chapter provides an analyses and interpretation of the data gathered from the SMTs by means of the questionnaires. The questionnaire consisted of 16 closed and two open-ended questions. The tables are presented according to frequency distribution and percentages.

4.2 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.2.1 Demographic and biographical profile of the respondents

Table 4.1 : Highest professional qualification of the respondents

Highest Professional Qualification	Frequency	Percentage
PTC	Nil	Nil
Teachers Diploma	50	62
Bachelors / Hons.Bachelors	24	30
M.Ed	6	8
Other Specify	Nil	Nil
Total	80	100

Table 4.1 reveals that 62% of SMTs had the mandatory three-year teachers' diploma; 30% had a B.Ed or Bachelors or Honours Bachelors degree and 8% indicated that they had masters degrees. All SMTs had professional qualification and were licensed to be employed as SMT members. They have power to plan and execute programmes for the facilitation of WSE.

Table 4.2: School phase in which respondents teach

SCHOOL PHASE	FREQUENCY	PERCENTAGE
Foundation phase	20	25
Intermediate phase	45	56
Senior phase	15	19
None of the above	Nil	Nil
Total	80	100

Table 4.2 reveals that 25% of respondents taught in the foundation phase; 45% were in the intermediate phase and 19% were in the senior phase. It is evident from the data collected that members of SMT featured in all phases. However the majority of respondents in this study, namely, 56%, were posted in the intermediate phase.

Table 4.3: Gender of respondents

Gender	Frequency	Percent
Male	28	35
Female	52	65
Total	80	100

Table 4.3 reveals the 35% of SMT were males while 65% were females. The data obtained supported the observation that there are more female members of SMTs than males at Umbumbulu circuit. In this respect the responsibilities for facilitating whole school evaluation rest largely with female incumbents. The data assessed may thus be biased towards the female perspective on the implementation of whole school evaluation.

Table 4.4: Age of respondents

Age category	Frequency	Percent
Under 30	8	10
31 to 40	31	38
41 to 50	30	38
51 and over	11	14
Total	80	100

The age of respondents reflected in table 4.4 indicates that 86% were below 50, while 14% were 51 and over. This shows that the SMT members in these schools are still young and have many years to contribute to education. It is likely that young staff members would respond more easily to new challenges in their work. A few of the SMT members were above the age of fifty. Older educators are sometimes inclined to resist change and, therefore, need greater support and encouragement with regard to WSE.

Table 4.5: Positions of respondents

Position	Frequency	Percent
HOD	45	56
Deputy Principal	20	25
Principal	15	19
Total	80	100

Fifty-six percent of respondents were HODs; 25% were deputy principals and 19% were principals. It is obvious that there are more heads of departments in primary schools than deputy principals, because heads of departments are employed according to phases. The significant presence of HODs suggests that WSE will possibly be monitored effectively.

Table 4.6: Experience of respondents as SMTs

Experience	Frequency	Percent
Less than 5	28	35
5 to 10	27	33
11 and above	25	32
Total	80	100

Table 4.6 reflects the experience of respondents. It shows that 35% of the respondents had less than 5 years experience; 33% had between 5 and 10 years of experience, and 32% had 11 years and more. The results suggest that the respondents had varied managerial experiences in their work. The SMTs members with more than 5 years experience could make significant contributions to the implementation of whole school evaluation. Individuals with less experience still have time to learn and to develop new ideas and skills, which could help in making WSE effective. As their work experience increases, they have a good chance to acquire more knowledge that will help them to implement WSE successfully in their schools.

4.2.2 The extent to which the SMTs discuss official documents with staff members

Table 4.7: The extent to which SMT's discuss the official documents with staff members

Statement:As SMT we make time to discuss following	Agree	Disagree	Unsure	Total
4.7.1 Official Policy for Whole School Evaluation	(F) 80 (P)100	Nil Nil	Nil Nil	80 100
4.7.2 The South African School Act no.84 of 1999	(F) 60 (P) 75	10 12	10 13	80 100
4.7.3 The National Constitution no.108 of 1996	(F) 60 (P) 75	12 15	8 10	80 100
4.7.4 The Developmental Appraisal Policy	(F) 80 (P) 100	Nil Nil	Nil Nil	80 100
4.7.5 The Quality Assurance Policy	(F) 54 (P) 68	8 10	18 22	80 100
4.7.6 The Integrated Quality Management System	(F) 60 (P) 75	9 12	11 13	80 100
4.7.7 The school constitution	(F) 80 (P)100	Nil Nil	Nil Nil	80 100

❖ *Policy for whole school evaluation*

Sub-table 4.7.1 reveals that all respondents (100%) discuss the WSE policy with staff members. This indicates that SMTs have attended workshops on WSE, because these policies were only distributed to SMTs when they attended workshops. Sharing of information and insights (in this case concerning official documents) is considered to be the first step towards implementation of WSE.

❖ *The South African School Act No.108 of 1996*

Sub-table 4.7.2 reveals that a high proportion of the respondents (75 %) discuss the South African Schools Act (No.84 of 1996) with staff members, 12% of respondents had not done so, and 13% were unsure if there had been a discussion of the document with the staff. The majority respondents indicated that some SMTs are disseminating policy information to their staff. In such schools there is a strong likelihood that quality education is a concept that is consciously and deliberately focused on. Where SMTs do not discuss SASA (Act No. 84 of 1996), educators may have little knowledge about this important policy document. Where SMTs indicate that they do discuss SASA of 1996, the sharing of ideas amongst all staff promote the implementation of policy.

❖ *National Constitution of No. 108 of 1996*

Sub-table 4.7.3 reveals that the majority of the respondents (75%) discuss the National Constitution, 15% disagree and 10% were unsure. In schools where there is no sharing of knowledge about the National Constitution amongst SMT members, transformation in education may not be promoted easily. SMTs who resist sharing information lend support to creating a negative ethos in their schools; a factor that may well hinder WSE.

❖ *Developmental appraisal policy*

Sub-table 4.7.4 reveals that all respondents (100%) discuss the appraisal policy with the staff. Such response is an indication that most schools are engaged in development appraisal programmes, which will assist school in performance management and staff development. Resolution No.4 of 1998 (DoE 1998: 34) states that appraisal is located within the developmental approach, which seeks to improve the educator's performance. This means that SMTs have to ensure that all staff members are appraised. Robbins and Coulter (2002: 11) confirm that leaders need to balance the school goal attainment with employee job satisfaction.

❖ *Quality assurance*

Sub-table 4.7.5 reveals that a high proportion of respondents (68%) discuss the quality assurance policy with staff 10% did not, while 22% were not sure about such discussion. The data therefore indicated that the SMTs who agreed were sure about their roles in the process of WSE. Some of the SMT members (22%) were not sure about discussing the quality assurance policy with their colleagues, and were therefore, apparently unsure about their roles in WSE. These responses further indicated that some SMTs may be indifferent to developmental planning for WSE.

❖ *The Integrated Quality Management System (IQMS)*

Sub-table 4.7.6 reveals that a large number of respondents (75%) discuss IQMS with staff, 13% were not sure and 12% disagreed that they had such discussions. It could be deduced from the responses that these SMTs are supportive of the implementation of IQMS which includes whole school evaluation. Where educators are not informed about the IQMS instrument, WSE will not be effective.

❖ *The school's constitution*

Sub-table 4.7.7 reveals that all respondents (100%) discuss the school's constitution with the staff. The response, therefore, indicate a degree of collegiality among the SMTs that discuss the school constitution. As Hargreaves and Hopkins (1994: 81) state, collegiality and collaboration can be enhanced when school policies are openly discussed.

4.2.3 What SMTs do in schools to promote WSE

Table 4.8: Responses on promotion of WSE

Statement: As SMTwe make it point to	Agree	Disagree	Unsure	Total
4.8.1 Discuss circulars with staff	(F) 76 (P) 95	01 1	03 4	80 100
4.8.2 Involve staff in decision making	(F) 75 (P) 94	2 2	3 4	80 100
4.8.3 Create opportunities for professional growth	(F) 62 (P) 77	8 10	10 13	80 100
4.8.4 Identify areas for development	(F) 65 (P) 81	10 13	5 6	80 100
4.8.5 Have drawn the school improvement plan	(F) 75 (P) 93	2 3	3 4	80 100
4.8.6 Express concerns about improving the quality of education	(F) 70 (P) 90	Nil Nil	10 10	80 100

❖ *Discussion circulars with staff*

Sub-table 4.8.1 reveals that the majority of respondents (95%) agreed, 1% disagreed and 4% were unsure if they discuss circulars with staff. Where there is no discussion of circulars it can be inferred that there is lack of information sharing among SMTs and staff. Ninety-five percent indicates that they discuss circulars in their schools, thereby indicating that knowledge is shared. Gray (1992: 103) stressed the importance working with staff to encourage participation and joint decision making.

❖ *Involvement of staff in decision-making*

Sub-table 4.8.2 reveals that the majority of respondents (94%) involve educators in decision-making. Two percent disagreed and 4% were unsure. The responses indicate that the SMTs (who never or seldom involve colleagues in decision-making) adhere to be less inclined to exercise democratic leadership. The respondents who involve staff in decision making encourage collegiality and sharing of knowledge and information. Leithwood (1999: 93) also

indicates that collaborative decision-making is of utmost importance if the school is to succeed. Lack of involvement of staff affects proper functioning of the school.

❖ *Creation of opportunities for professional growth of the staff*

Sub-table 4.8.3 reveals that a high proportion of the respondents (77%) agreed that SMTs create opportunities for professional growth of the staff. Ten percent disagreed and 13% were unsure. It appears that in some schools SMTs do not expose the staff to workshops and do not aim at developing the educators' expertise in teaching. Seyfarth (1996: 129) states that professional growth is important because it provides opportunities for teachers to acquire new skills and attitudes that can lead to changes in behaviour, which can result in quality education.

❖ *Identification of areas for development*

Sub-table 4.8.4 reveals that the majority of respondents (81%) agree that SMTs have identified areas of development. Thirteen percent disagreed and 6% were not sure if SMTs have identified areas for development. Hargreaves and Hopkins (1991: 25) state that professional development is of great importance in schools. Where areas of development are not identified, educators tend to remain in a 'comfort zone,' without taking on new challenges to support personal and professional growth and development.

❖ *Drawing up of the school improvement plan*

Sub-table 4.8.5 reveals that the majority of respondents (93%) agreed that they have drawn up school improvement plans; 3% disagreed and 4% were unsure. Although the majority of SMTs have drawn up the school improvement plan, some SMTs (4%) may not achieve their goals because, these SMTs have no plan for school improvement. The respondents who were not sure, probably have to make a start with planning for improvement. It is the SMT's role to strive to plan for improvements in a school (Cave and Wilkinson 1990: 124).

❖ *Expressing concerns about improving the quality of education*

Sub-table 4.8.6 reveals that the majority of respondents (90%) express concern about improving the quality of education and 10% were not sure. Davidoff and Lazarus (1997: 91) indicate that leaders should support educators in the performance of their task, so that they can carry it out in a satisfactory manner and so that quality can be obtained in education. If the SMT members are indifferent about the quality of education, there will be lack of enthusiasm among staff members.

4.2.4 Training received for WSE

Table 4.9: Responses on training for WSE

Statement	Yes	No	Total
4.9.1 Is there any training received for WSE	70	10	80
	87	13	100
4.9.2 Was training effective?	70	10	80
	87	13	100
4.9.3 Has your school done school self-evaluation?	72	8	80
	90	10	100
4.9.4 Were members of the staff involved in WSE?	72	8	80
	90	10	100

- ❖ Sub-table 4.9.1 reveals that the majority of respondents (87%) have received training for WSE; 13% have not received training. The researcher assumes that the SMTs who did not receive training for WSE, are the newly appointed SMTs. Those who have received WSE training have an opportunity to meet the educational requirements for WSE. Steyn (1999: 357) suggests that in order to have improvement in schools there should be effective training programmes and development strategies for school improvements.

- ❖ Sub-table 4.9.2 reveals that the majority of respondents (87%) considered training for WSE as effective, 13% indicated that training was not effective. West-Burnham (1994: 285) stated that workshops are professional development activities engaged in by SMTs to improve their knowledge, skills and attitudes in order to have high quality education
- ❖ Sub-table 4.9.3 reveals that the majority of respondents (90%) had experienced school self-evaluation, 10% indicated that they had not. The SMTs who have experienced school self-evaluation will be aware of their areas for development and improvement. Those who have not done school self-evaluation will not be able to identify areas needing development. In other case school improvement may not be a dilemma.
- ❖ Sub-table 4.9.4 reveals that the majority of respondents (90%) agreed that they involve members of the staff when doing whole school evaluation. Ten percent indicated that members of the staff were not involved. The SMTs who involve staff in WSE will be able to draw school improvement plans. Those SMTs who have not involved their staff will not be effective in their schools. In order to implement WSE effectively educators must all be involved in the process.

4.3 ANALYSIS OF OPEN-ENDED ITEMS

In the open-ended items, respondents were asked to state the factors that hinder implementation of WSE. The researcher discovered that some open-ended items were not answered in full. The researcher feels that respondents were indifferent in answering the open-ended items. The responses from those respondents who answered are categorised thematically in the table below.

4.3.1 Factors that hinder the implementation of WSE according to SMT members

Table 4.10: Factors that hinder the implementation of WSE according to SMT members

Factors that hinder WSE	FREQUENCY	PERCENTAGE
4.10.1 There is poor communication amongst the SMT members	70	90
4.10.2 There is inadequate training for WSE	64	84
4.10.3 Educators have a negative attitude towards WSE	60	75
4.10.4 Lack of commitment from SMT members	48	60
4.10.5 Principals resist change	40	50

❖ *Poor communication amongst SMT members.*

Sub-table 4.10.1 reveals that the majority of respondent (90%) indicate that there is poor communication amongst the SMT members. Poor communication makes it very difficult for the school to implement WSE successfully. According to Jenkins (1991: 75) successful organisations are those in which people communicate freely, share their ideas, and learn new skills and habits from each other through on-going interaction. To implement WSE successfully, the SMTs should work as a team and there must co-operation among the team members. If the SMTs work together, the goals of education will be realised. The process of WSE will also be effective.

❖ *There is inadequate training for WSE*

Sub-table 4.10.2 reveals that according to more than three quarters of the respondents (80%) indicated the cause of not implementing WSE as inadequate training of staff members. Some

SMT members are not well-capacitated to facilitate school improvements projects. Maslow (1972: 52) is emphatic that effective leaders or SMTs engage in self-improvement and capacity building programmes. If SMTs are well-capacitated, this can encourage growth in the education system as a whole.

❖ *Educators have a negative attitude towards WSE*

Sub-table 4.10.3 reveals that according three quarters of the respondents (75%) SMTs have a negative attitude towards WSE. This seems to suggest that they have a fear of exposing the weaknesses of their schools by doing school self-evaluation. Although workshops are conducted, some SMTs do not attend them as conceded in the open-ended questions. Some respondents indicated that their principals prevent staff from attending workshops, because they believe that such workshops are just information sessions. In order to make WSE effective SMTs must be capacitated with knowledge and skills. Some respondents indicate that while school development teams (SDTs) are operational, SDTs are not doing their work effectively. This unfortunate situation hampers WSE.

❖ *Lack of commitment from SMT members*

Sub-table 4.10.4 reveals that more than half of the respondents (60%) responded that SMT members are not committed to their work. Some responded that SMTs are misleading the educators because they are not doing enough to meet the demands for school improvement. One of the respondents, for example, stated:

“SMTs get information from the workshops that are designed by the department, but when they come back to their schools, they keep material in the cupboards and do nothing with it.”

❖ *Some principals resist change*

Sub-table 4.10.5 reveals that half of the respondents (50%) stated that principals resist change. These principals do not engage SMT members in the developmental projects of the school. The empowerment of all educators is of crucial importance. In order to fulfil the aims of WSE, change has to be embraced. Quality education cannot be achieved if SMTs and staff do not implement change.

4.3.2 SMT's recommended strategies for implementing WSE

Table 4.11: SMT's recommended strategies for implementing WSE

SMT's recommended strategies for implementing WSE	FREQUENCY	PERCENTAGE
4.11.1 Staff developments programmes must be organised	66	82
4.11.2 Participative decision –making is needed	63	78
4.11.3 There must be teamwork and strategies designed to improve staff relations	56	70

❖ *There must be staff developmental programmes organised in the school*

Sub-table 4.11.1 reveals that more than three quarters of the respondents (82%) indicated that staff development programmes are used to promote WSE. The SMTs, who lack knowledge, need to be capacitated. Brown (1992: 65) states that workshops are of great importance in equipping SMTs with knowledge, skills and attitudes which have a bearing on the improvement of the quality of education. Davidoff and Lazarus (1997: 91) state that SMTs must create support structures for the staff in order to promote professional unity. Some respondents state that in-service workshops help to develop educator

expertise. WSE is meant to be supportive and developmental and the aim is to facilitate improvements in schools. To this extent workshops are acknowledged as important.

❖ *Participative decision-making*

According to sub-table 4.11.2 slightly more than three quarters of the respondents (78%) stated that there should be involvement of all staff in decision-making. The educators stated that they feel worthy when involved in decision-making so that they are able to show initiative and motivation. Shipman (1979: 167) suggests that evaluation must be built into the decision-making processes of the school. The staff also becomes more responsible when their views are taken into consideration. Shared decision-making emphasises a fresh conception of SMTs in schools. When educators are involved in decisions, personal and professional attitudes towards their work will be enhanced. All new education policies must be discussed by all the staff.

❖ *There must be teamwork and strategies designed to improve staff relations.*

Sub-table 4.11.3 reveals that more than half of the respondents (70%) commented that there is need for teamwork and strategies designed to improve staff relations to make WSE successful. Co-operation and team spirit are the strengths in making WSE successful. SMTs can be successful in executing WSE if there is team spirit and co-operation among staff members.

4.4 CONCLUSION

This chapter reports on field work which was conducted. The data which was collected by means of questionnaires was analysed and interpreted to bring out anticipated results. The next chapter discusses summary of findings, conclusions and recommendations emanating from the study.

CHAPTER FIVE

SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The findings of the study are divided into two categories, namely, the findings from literature review and the findings from empirical investigation. These findings are presented hereunder.

5.2 FINDINGS FROM LITERATURE REVIEW

5.2.1 Policy documents which provide for WSE

Literature review has highlighted the discussion policy documents which provide for WSE, such as NEPA, no. 27 of 1996 and the policy document on WSE. The national policy on WSE ensures effective monitoring and evaluation process that is vital to the improvement of quality and standards of performance in schools. The policy prescribes an approach that is built on interactive and transparent processes.

5.2.2 Types of WSE

In the study it was noted that there are two types of WSE, namely, internal and external evaluation. Internal evaluation is carried out by schools themselves. It is an on-site evaluation. During internal evaluation the school reaches conclusions about its performance. The information which is captured by the school about its performance is submitted to the Department officials to provide the starting point for external evaluation. Internal evaluation is a preparation for external evaluation. Through internal evaluation poor schools become better schools. Internal evaluation provides a degree of ownership if all relevant stakeholders are involved. It is a process that requires involvement of all educators.

External evaluation is an evaluation that is carried by external evaluators who are delegated by the National Department. External evaluation serves as an incentive to improve internal evaluation. During an external evaluation, the evaluators collect evidence about a school's performance by reading and analysing the school documents. These documents include educator's and learner's attendance registers, record of learner performance, curriculum plans, record files for learners, workbooks and documents for developmental appraisal, performance measurement and so on. The external evaluator evaluates the school as a whole.

5.2.3 The role of SMT in WSE

The SMTs have positional power and the authority to manage the schools. As the SMTs are in authority, they are responsible for making the necessary preparation for the WSE process. The SMT's role is to ensure that a school developmental team is chosen to facilitate the WSE process. Facilitation involves the processes of determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made.

The SMTs hold the leadership position, they have to influence the educators, give orders, motivate others and communicate clearly, so that the WSE can be effective. As a leadership function, dissemination of information about WSE to the educator is of critical importance. Literature revealed that the SMTs have a central role in planning on-going staff development programmes. Staff development focuses on the educator's professional growth, which is enhanced by training.

It was also noted in the study that the SMTs must be fully committed to their work. The SMTs should understand the school and be actively involved in the school matters. The study also revealed that vertical and horizontal is an important component of WSE. The process of WSE requires the SMTs to communicate openly with the staff. Communication plays an important part in the school, and it also results in good human

relationships. The SMTs must obtain satisfactory working knowledge of the WSE in order to be able to guide the process and motivate staff. Staff motivation must be the fundamental concern of the SMTs. Motivation must be used as a management tool to exert excellence towards organisation goals. Without motivation the process of WSE will fade. If the educators are well-motivated, WSE will reflect excellence.

5.3 FINDINGS FROM EMPIRICAL STUDY

5.3.1 SMT members lack knowledge about WSE

The study found that senior school educators do not have sufficient training for WSE. Although SMTs should keep abreast of the recent developments and changes in the education system in order to manage changes effectively, in reality they lack sufficient knowledge about WSE. The process of WSE requires SMTs to develop training programmes so that educators can be skilfully engaged in WSE (see paragraph 2.4.2).

5.3.2 Educators have a negative attitude towards the process of WSE

The study established that educators have a negative attitude towards WSE. There are also indicators that some schools are experiencing problems in organising and administering WSE, because some educators seem to be against the idea of developmental appraisals, performance measurement and intergrated quality management systems (IQMS) as a whole. In this regard there appear to be negative attitudes towards WSE. If these three aspects are managed effectively WSE can be implemented and negative attitude from educators can be prevented (see paragraph 2.3.1.2).

5.3.3 Some principals still resist change

The study found that members of the SMTs tend to resist change. The process of WSE requires SMT to be agents of change in order to implement WSE effectively (see paragraph 2.4.2). It was also revealed that some SMTs do not involve the staff in

decision-making or planning of development-related activities. As staff members might not accept decisions made from the top down, they are likely to defy the authority of the SMTs. Under circumstances where there is no implementation of WSE, schools cannot function properly.

5.3.4 Evidence of lack of team work

The study found that there is lack of teamwork in many schools. Teamwork is very important in the process of WSE as it impacts positively on implementation, or on objectives which have been agreed upon, as well as on commitment and co-operation. Teamwork remains a vital component of WSE (see paragraph 2.4.1). The decisions made by teams propel the school results in the right decision and should lead to ownership of WSE by every member in the school.

5.3.5 Lack of departmental support for WSE

The study established that there is also lack of support from the Department of Education for WSE. The departmental support influences the SMTs to reach the desired outcomes (see paragraph 2.4.6). Lack of departmental support to capacitate and train SMT members could subsequently lead to despondency and a demotivating atmosphere would make it very difficult to implement WSE. Despondency and lack of motivation among educational managers are bound to negate the national mission to promote quality education.

5.3.6 Poor sharing of information among SMT members

Some educators showed that they lacked knowledge about the national constitution due to poor sharing of information. The SMTs did not seem to support the staff by sharing information that is relevant to staff development. There was no indication that SMTs inform educators about seminars organised by the department, as well as other developments. There seem to be problems attendant to distribution and discussion of

departmental circulars among the staff. It would appear that there is a problem with regard to educators who do not want to share information with other staff members.. Some SMT members seemed to believe that sharing information with staff may leave them with little power. Sharing of information results in good communication (see paragraph 2.4.5).

5.3.7 Lack of transparency

The study found that there is lack of adequate communication on the translation and operationalisation of the mission, vision, goals and objectives of the school. Such lack would almost certainly result in lack of direction among SMTs and members of the school as a whole. Open communication promotes transparency and trust among stakeholders (see paragraph 2.4.5).

5.4 RECOMMENDATIONS

5.4.1 The SMT should attend workshops

It is recommended that the SMT members should attend workshops which are organised for them by the Department of Education, so that they can be empowered with the knowledge and skills required for WSE. Apart from workshops organised by the Department, there should be staff development programmes in the schools. The staff developments teams could assist staff to acquire requisite skills, which would be useful in the implementation of Whole School Evaluation. The SMTs could arrange for an expert from outside the school or use site-based educators versed in the necessary skills (or even a union representative), to conduct workshops for educators.

5.4.2 Involvement of staff is necessary in decision-making

Involvement of staff starts when the SMTs share ideas and communicate information to the staff. Van der Westhuizen (1991: 204) states that involvement means responsibility and implies pride in the quality of work that is carried out. McMilstein (1980: 251)

believes that a feeling of increased ownership among group members deepens commitment to make decisions work, which is one of the advantages staff of involvement in decision-making.

5.4.3 Teams necessary to promote a culture of teaching and learning

The establishment of teams to design training programmes and to assist SMTs in establishing a culture of teaching and learning in schools would be helpful. Teams could also help to facilitate, enhance and co-ordinate other activities in the school. The SMTs could be supportive by engaging in teamwork for WSE.

5.4.4 Support necessary from the district level

Support for WSE should be provided at the district level, while co-ordinators at all levels could assist in making a success. Time must be used advantageously and channels of open communication should be established between the Department and the schools. In order to implement WSE successfully, financial support should be provided by the Department of Education.

5.4.5 Opportunities for staff development should be created

The SMTs should create opportunities for staff development to secure on-going capacity building programmes for effective implementation of WSE. SMTs should assist their staff members to develop professionally by organising in-service training for educators and to prepare them, so that they can be in a position to promote and support WSE. Furthermore in-service training is important for organisational and professional development.

5.4.6 Transparency

There should be transparency in everything that is done in schools. The SMTs must be democratic and all educators should be involved in the implementation of WSE. The SMTs must work hand-in-hand with the SDTs, which should make up the steering committees in the whole process of implementing WSE.

5.4.7 SMTs should be familiar with the educational policies

Schools cannot function properly and effectively if there are no policies that guide them. The SMTs should familiarise themselves with the South African Schools Act No.84 of 1996, and, especially with the Whole School Evaluation policy and other policy documents.

5.5 CONCLUSION

This chapter has drawn conclusion on the findings and recommendations of the study. The study focused on the role of SMTs in facilitating WSE. It has also established that although the process of Whole School Evaluation takes place in schools, there is still a lot that needs to be done to make it effective. The SMTs in schools should take a closer look at strategies that will bring about improvement in the implementation of WSE. It is believed that the recommendations made in this study will provide helpful guidelines for developing and improving the process of WSE in schools.

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APPENDIX 1

APPENDIX 1

QUESTIONNAIRES

Dear respondents

Thank you for taking time to answer my questionnaire. The fact that you have been chosen as a respondent is quite coincidental. The area in which you live as well as you have been selected randomly for the purpose of this survey.

I would like to assure you that all the information you provide would be regarded as strictly confidential. Thus to obtain reliable, scientific information it is necessary that you answer the questions as honestly as you can. Your opinion is important.

Please answer **ALL** questions in the following way:

1. Put a cross next to the correct answer, e.g. x
2. Where a question requires comments, write in the space provided.

SECTION A : BIOGRAPHICAL AND DEMOGRAPHIC INFORMATION

QUESTIONNAIRES

1.1. What is your highest professional qualification?

PTC	
TEACHERS DIPLOMA	
BA. Hons /Bachelors Degree.	
M.ED.	
OTHER SPECIFY	

1.2. I am an educator in

FOUNDATION PHASE	
INTERMEDIATE PHASE	
SENIOR PHASE	
NONE OF THE ABOVE	

1.3. Sex

Gender	
Male	
Female	

1.4. Age group

Under 30	
31-40	
41-50	
51 and over	

1.5. Indicate your position in school.

HOD	
Deputy Principal	
Principal	

1.6. My experience as SMT member.

Less than 5	
5 to 10	
11 and above	

SECTION B

As a member of the SMT, do you discuss the following	Agree	Disagree	Unsure .
(a) Official policy for Whole School Evaluation			
(b) The South African School Act No.84 of 1996			
(c) The National Constitution No.108 of 1996			
(d) The Developmental Appraisal policy			
(e) The Quality Assurance Policy			
(f) The Integrated Quality Management System			
(g) The school constitution			

As SMTs we make it a point to	Agree	Disagree	Unsure
(a) Discuss circulars with the staff			
(b) Involve staff in decision making			
(c) Create opportunities for professional growth			
(d) Identify areas for development			
(e) Have drawn the school improvement plan			
(f) Express concerns about improving the quality of education			

Please select response of your choice	Yes	No
(a) Is there any training received for whole school evaluation?		
(b) Was it effective?		
(c) Has your school done school self evaluation?		
(d) Members of the staff were involved in doing school self evaluation?		

SECTION C

3.1. What are the factors that hinder the implementation of whole school evaluation?

.....

.....

.....

.....

3.2. Comment on the strategies that can be adopted by SMT's in implementing school evaluation successfully?

.....

.....

.....

.....

Thank you for your time and co-operation
P.P. BIYELA

APPENDIX 2

Box 176 Umbumbulu

P.O. Umbumbulu

4105

14 June 2004

The Circuit Manager

Umbumbulu

P.O. Umbumbulu

4105

Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am currently conducting a Research Project aimed at investigating the role School Management Team in the facilitation of Whole School Evaluation in Primary School. Permission is therefore requested to conduct such research in the school under your control. This research is towards my M.Ed. Degree and is being carried under the supervision of Dr. M.A.N. Duma at the University of Zululand.

The topic of my dissertation is : " The role of School Management Team in the facilitation of Whole School Evaluation in Primary Schools," For this purpose of this research a questionnaire will be developed which will be administered to SMTs located in Umbumbulu Circuit. All the information elicited in this research will be treated in strict confidentiality and anonymity.

Information gathered in the research will provide invaluable assistance to the school management teams as well as the Department of Education in South Africa.

Thanking you in anticipation

.....*P.P. Biyela*.....
P.P. BIYELA

APPENDIX 3



eTHEKWINI REGION

ISIFUNDA SASETH EKWINI

eTHEKWINI STREEK

EMLAZI DISTRICT

UMBUMBULU CIRCUIT

EMLAZI DISTRIK

Address Next to Magistrate's Court
Ikheli UMBUMBULU
Adres

Private Bag :X1022
Isikhwama Seposi :UMBUMBULU
Privaatsak :4105

Telephone :(031) 9150036
Ucingo 9150001
Telefoon 9150221 /2
Fax :(031) 9150189
Date
USUKU :14/06/2004
Datum

Enquiries
Imibuzo NGCOBO BDF
Navrae

Reference
Inkomba PP BIYELA
Verwysing

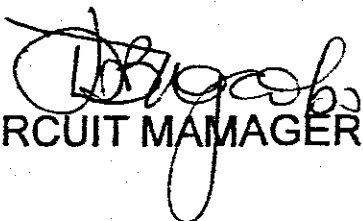
TO: Principals of Schools
UMBUMBULU CIRCUIT

The above-named educator has approached this office for assistance to conduct a research that will benefit not only our schools but also the entire education system.

Kindly assist her with the necessary information that will assist in achieving the desired goal.

Note, however, that time accorded to her should take into account the instructional time.

Your assistance in this regard will be much appreciated


CIRCUIT MANAGER

APPENDIX 4

Box 176 Umbumbulu
P.O. Umbumbulu
4105
10 August 2004

The Principal

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

Dear Sir / Madam

I am currently conducting a Research Project aimed at investigating the role of the School Management Team in the facilitation of Whole School Evaluation in Primary Schools. Permission is therefore requested to conduct such research in the schools under your control. This research is towards my M.Ed. Degree and is being carried under the supervision of Dr. M.A.N. Duma at the University of Zululand.

The topic of my mini dissertation is: The role of School Management Team in the facilitation of Whole School Evaluation in Primary Schools. For the purpose of this research a questionnaire will be developed which will be ministered to SMTs located in Umbumbulu Circuit. All the information elicited in this research will be treated in strict confidentiality and anonymity.

Information gathered in the research will provide invaluable assistance to the school management team as well as the Department of Education in South Africa.

Your co-operation will be highly appreciated.

Yours sincerely

.....
.....

P.P. BIYELA