THE CHALLENGES FACED BY SCHOOL MANAGEMENT TEAMS IN PROMOTING QUALITY TEACHING AND LEARNING

BY

NOMPHALALO PRIMROSE BONGEKILE MADONDO

A Dissertation Submitted to the Faculty of Education in Partial Fulfilment of the Requirements for the Degree of Master of Education

In the Department of Social Science Education at the University of Zululand

KWADLANGEZWA

Supervisor: Dr. D. W. Mncube

Co-Supervisor: Prof. M. A. N. Duma

Submitted: March 2016

Signature: ____________
ACKNOWLEDGEMENT

My gratitude is whole heartedly extended to the following people for their contribution in making this study a success.

*May the grace of the good Lord be with you!*

1. My supervisor Dr D. W. Mncube, if it was not for your unwavering support, patience and encouragement, this study would not have been a success.

2. My loving husband Dr L.M.M.S, when people see further, it is because they are standing on the shoulders of giants (Isaac Newton). Thank you my giant for providing your strong shoulders for me to stand on you are my hero Mnquhe!

3. My children, Ntandokamenzi, the twins Vuma and Vumani and ‘Princess Akhona’ you persevered and allowed mommy to be ‘absent’ in your lives for months and my special thanks go to my replica Ntando, thank you for everything my dear girl.

4. Majors A & P Shekwa, the Salvation Army Officers, thank you for your prayers.

5. Dr V. E. Sikhosana, my manager at work, thank you for your support Doc.

6. All the Richards Bay Circuit School Management Teams who participated in this investigation, you are greatly appreciated.

*To God be the glory for giving me life and willpower to start and complete this project!*
DEDICATION

This work is dedicated to my husband Dr L. M. M. S. Madondo, and my children, my replica Ntandokamenzi, the Twins Vuma, Vumani and little Akhona.
DECLARATION

I Nomphalalo Primrose Bongekile Madondo, hereby declare that “challenges faced by school management teams in promoting quality teaching and learning” is my own original work and that the sources used have been correctly acknowledged by means of complete referencing.

CANDIDATE’S NAME: Nomphalalo Primrose Bongekile Madondo

CANDIDATE’S SIGNATURE: ________________________ DATE: 14/03/2016

SUPERVISOR’S SIGNATURE: ________________________ DATE: 14/03/2016

CO-SUPERVISOR’S SIGNATURE: ________________________ DATE: 14/03/2016
ABSTRACT

This investigation studied the challenges faced by the School Management Teams in promoting quality teaching and learning. The outcry of unsatisfied and demotivated educators and the poor academic performance of learners that is experienced as a result of challenges faced by SMTs in their daily function of school management, administration and leadership prompted me to conduct this investigation. Most South African schools, particularly the state schools perform poorly. It is believed that this study will alert the stakeholders in the education fraternity about challenges encountered and contributions each stakeholder has to make to help remedy the situation. The interpretive paradigm was used and the research design was qualitative. I generated data by means of literature reviewed and empirical research. The multi-case or multiple collective case study method was used for data collection. Data gathering techniques used were the semi-structured interviews for both individuals (school principals) and Focus Groups (all other SMTs excluding the principal), observation, documents and artefacts. Three data gathering techniques were used in order to ascertain credibility and trustworthiness of the results. The tools used were the Interview Schedule, Observation Checklist, Field Notes Pads, and the Voice Recorder. The research covers areas which include problems encountered by SMTs that result in poor academic performance, the role of the SMTs in promoting quality teaching and learning, and measures to employ in solving problems encountered. The findings indicated that some practices and policies of the department of education, uncommitted employees and the lack of full involvement of stakeholders, particularly parents and learners, affect academic results. Urban, township and rural schools are all challenged, but the complexity of problems encountered varied, as did the performance standard. Recommendations made include reviewing departmental policies and practices, giving incentives to hardworking employees, and the need for stakeholders to join hands in supporting teaching and learning in South Africa.

Key terms
Challenges, School Management Team, quality teaching, quality learning, curriculum management, culture of learning and culture of teaching.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>xiii</td>
</tr>
</tbody>
</table>

**CHAPTER 1** ........................................................................................................... 1  
1.1. INTRODUCTION ........................................................................................................ 1  
1.2. PROBLEM STATEMENT ............................................................................................... 2  
1.3. THE PURPOSE OF THE STUDY ................................................................................... 2  
1.3.1. Main research question .................................................................................... 3  
1.3.2. Sub-research questions ..................................................................................... 3  
1.4. OBJECTIVES OF THE STUDY ..................................................................................... 3  
1.5. INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE ...................................... 3  
1.6. DEFINITION OF THE OPERATIONAL CONCEPTS ....................................................... 4  
1.6.1. Challenges ........................................................................................................ 4  
1.6.2. School Management Team (SMT) ........................................................................ 4  
1.6.3. Quality teaching ................................................................................................. 4  
1.6.4. Effective learning ............................................................................................... 5  
1.6.5. Curriculum ........................................................................................................ 5  
1.6.6. Culture of learning ............................................................................................. 5  
1.6.7. Culture of teaching ............................................................................................ 6  
1.7. DEMARCATION OF THE STUDY .................................................................................. 6  
1.8. CHAPTERS OUTLINE ................................................................................................. 6  
1.9. SUMMARY ................................................................................................................ 7  

**CHAPTER 2** ................................................................................................................. 8  
2.1 INTRODUCTION .......................................................................................................... 8  
2.2 THE SCOPE OF COVERAGE ....................................................................................... 8  
2.3 CHALLENGES FACED BY THE SMTs ......................................................................... 9  
2.4 THE ROLE OF THE SMTs IN PROMOTING QUALITY TEACHING AND LEARNING ...... 11  
2.4.1 Curriculum management/leadership ...................................................................... 13  
2.4.1.1 Leadership versus management ..................................................................... 15  
2.4.2 Change Management ............................................................................................ 17  

vii
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.3</td>
<td>Encouraging teamwork</td>
<td>19</td>
</tr>
<tr>
<td>2.4.3.1</td>
<td>Achieving good teamwork</td>
<td>21</td>
</tr>
<tr>
<td>2.4.4</td>
<td>Promote organisational culture</td>
<td>22</td>
</tr>
<tr>
<td>2.4.5</td>
<td>Create the organisational climate</td>
<td>22</td>
</tr>
<tr>
<td>2.4.6</td>
<td>Communication</td>
<td>24</td>
</tr>
<tr>
<td>2.4.7</td>
<td>Conflict management</td>
<td>25</td>
</tr>
<tr>
<td>2.4.8</td>
<td>Winning the support of stakeholders</td>
<td>25</td>
</tr>
<tr>
<td>2.4.9</td>
<td>Improving the performance of self and the team members</td>
<td>26</td>
</tr>
<tr>
<td>2.3.10</td>
<td>Administrative work</td>
<td>27</td>
</tr>
<tr>
<td>2.3.11</td>
<td>Marketing</td>
<td>27</td>
</tr>
<tr>
<td>2.4.12</td>
<td>Staff recruitment</td>
<td>28</td>
</tr>
<tr>
<td>2.4.13</td>
<td>Staff orientation</td>
<td>29</td>
</tr>
<tr>
<td>2.4.14</td>
<td>SMTs development and staff capacitiation</td>
<td>30</td>
</tr>
<tr>
<td>2.4.15</td>
<td>Staff motivation and inspiration</td>
<td>31</td>
</tr>
<tr>
<td>2.4.16</td>
<td>Staff retention</td>
<td>32</td>
</tr>
<tr>
<td>2.4.17</td>
<td>Parental support</td>
<td>32</td>
</tr>
<tr>
<td>2.4.18</td>
<td>Management and financial matters</td>
<td>33</td>
</tr>
<tr>
<td>2.4.19</td>
<td>Managing cultural diversity and gender issues</td>
<td>35</td>
</tr>
<tr>
<td>2.4.20</td>
<td>Co-curricular activities</td>
<td>35</td>
</tr>
<tr>
<td>2.5</td>
<td>SOLUTIONS TO POOR PERFORMANCE CHALLENGES</td>
<td>36</td>
</tr>
<tr>
<td>2.5.1</td>
<td>Faithful performance management</td>
<td>36</td>
</tr>
<tr>
<td>2.5.2</td>
<td>TQM in schools</td>
<td>38</td>
</tr>
<tr>
<td>2.5.3</td>
<td>Relevant TQM elements</td>
<td>39</td>
</tr>
<tr>
<td>2.5.4</td>
<td>Performance improvement</td>
<td>39</td>
</tr>
<tr>
<td>2.5.5</td>
<td>The school development plan</td>
<td>40</td>
</tr>
<tr>
<td>2.5.6</td>
<td>Fourteen points towards performance management</td>
<td>41</td>
</tr>
<tr>
<td>2.5.7</td>
<td>Managing poor performance</td>
<td>46</td>
</tr>
<tr>
<td>2.5.8</td>
<td>Out of school based solutions</td>
<td>46</td>
</tr>
<tr>
<td>2.6</td>
<td>SUMMARY</td>
<td>47</td>
</tr>
</tbody>
</table>

CHAPTER 3 ............................................................................................................. 48

3.1 INTRODUCTION .................................................................................................. 48

3.2 RESEARCH DESIGN .......................................................................................... 48

3.3 DATA COLLECTION .......................................................................................... 49

3.3.1 The case study research method ............................................................... 50

3.3.2 Types of case studies ................................................................................. 51

3.3.3 Advantages of the Case Study .................................................................... 52

3.3.4 Disadvantages of the Case Study ............................................................... 52

3.4 POPULATION SAMPLING .................................................................................. 53

3.5 DATA GATHERING TECHNIQUES ....................................................................... 54
5.2.8 Filling in of educator vacancies and educator working conditions ........................................... 88
### LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Core/key elements of curriculum</td>
<td>12</td>
</tr>
<tr>
<td>2.2</td>
<td>Classification of management into three management levels</td>
<td>14</td>
</tr>
<tr>
<td>2.3</td>
<td>Performance management cycle</td>
<td>36</td>
</tr>
<tr>
<td>2.4</td>
<td>TQM in education</td>
<td>38</td>
</tr>
<tr>
<td>2.5</td>
<td>The cycle of improvement</td>
<td>39</td>
</tr>
<tr>
<td>2.6</td>
<td>School development planning</td>
<td>40</td>
</tr>
<tr>
<td>3.1</td>
<td>Steps in qualitative data analysis and interpretation</td>
<td>56</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 2.1 Differences between a leader and a manager…………………………………..16
Table 2.2 Planning, policy and procedure documents……………………………………18
Table 2.3 Differences between traditional management and quality management……37
Table 3.1 Types of case studies…………………………………………………………………..50
LIST OF ABBREVIATIONS

ANA - Annual National Assessment
SMT - School Management Team
DP - Deputy Principal
DoE - Department of Education
HoDs - Heads of Department
NCS - Nation Curriculum Statement
OBE - Outcome Based Education
DBE - Department of Basic Education
ELRC - Education Labour Relations Council
CMC - Circuit Management Centre
SIP - School Improvement Plan
SDP - School Department Plan
SGB - School Governing Body
IQMS - Integrated Quality Management System
DSGs - Developmental Support Group
PGPs - Personal Growth Plans
QWL - Quality of Working Life
EMD - Education Management Development
PMDP - Principals Management Development Programme
SACE - South African Council of Educators
SDT - School Development Team
WSE - Whole School Evaluation
CPTD - Continued Professional Teacher Development
SSCs - School Safety Committees
DSD - Department of Social Development
DAEA - Department of Agriculture and Environmental Affairs
NSNP - National School Nutrition Programme
SWOT - Strengths, Weaknesses, Opportunities and Threats
PTAs - Parent-Teacher Associations
NGOs - Non-Governmental Organisations
RSA - Republic of South Africa
SEEP - School Environmental Education Programme
TQM  - Total Quality Management
PDSA  - Plan-Do-Study-Act
SDP  - School Development Plan
EMIS  - Education Management Information Systems
SA-SAMS  - South African-School Administration and Management System
LURITS  - Learner Unit Record Information Tracking System
PPN  - Posts Provisioning Norm
PILO  - Programme to Improve Learner Performance
LSEs  - Learner Support Educators
SCs  - School Councilors
CHAPTER 1
ORIENTATION TO THE STUDY

1.1. INTRODUCTION

The core function of the school is curriculum delivery, which mainly involves teaching and learning. The quality of teaching and learning forms the bottom line of a functional school (Davies, 2009). Stakeholders have to be obsessed with improving the standard of teaching and learning in a school (Clarke, 2007; Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008). There is an outcry in South Africa about learners who are performing poorly, and the education system that has been found to be insufficiently relevant in meeting the demands of the market (Heystek, Niemann, van Rooyen, Mosege & Bipath, 2008). The country is in dire need of rapid economic, social, political, technological, scientific and cultural development. The late President Nelson Mandela famously said that “Education is the most powerful weapon one can use to change the world.” Efforts are made to make the country become successful through curriculum renewal. The Department of Education is entrusted with this task and the implementation is at school level where the spade work is done. All organisations including schools as service organisations have to be monitored if they are to succeed hence there are School Management Team members (SMTs) in schools under the leadership of the school Principal. The SMT is tasked to ensure that there is good teaching and learning in the school. They ensure the professional running and operational management of the school (DOE, 2002). They are at the forefront and they have an obligation to ascertain that all programmes running in the school create a vibrant culture and have an impact on the ethos and tone of teaching and learning (Kruger & Steinman, 2003).

Despite all the efforts made, the envisaged quality teaching and learning has not yet been achieved. Poor performance of both educators and learners remain the problem of the country. The aim of the study is therefore to investigate the challenges faced by the School Management Teams in ensuring good teaching.

The chapter will look at what the problem is, the purpose and objectives of the study, the intended contribution to the body of knowledge, operational concepts will be defined towards
the end of the chapter, shortly before the demarcation of the study. The outline of the chapters of the study will be presented just before the summary of the chapter is drawn.

1.2. PROBLEM STATEMENT

According to Modisaotsile (2012) poor performance across the grades has been observed in South African public schools. It is not only the Grade 12 results that are poor, primary schools perform poorly too. The problem is more prevalent in black primary schools as compared to the former model c primary schools. A blind eye cannot be turned on primary schools’ poor performance because primary school education is the bedrock that lays the foundation for further education and success in the later years of schooling. The Grade 12 results are mostly influenced by the quality of the ‘product’ (learners) that high schools receive from feeder primary schools because the input determines the output. The damage done in the primary years of schooling cannot be corrected in high school because learners get there too late. It makes one question the need of the efforts made and effectiveness of programmes set to improve Grade 12 results if the foundation is shaky because a strong house needs a strong foundation in order to stabilize. With the current situation it appears that the dream of changing South Africa through education is farfetched and unrealistic. The constant changes, confusions, lack of support and yet high expectations wear off the vigor of SMTs to work tirelessly in steering schools towards attaining the desired goals of outstanding performance. Even if the state through the Education Department may draw good policies and plans but they become fruitless without implementation. SMTs due to the implementation role they play in schools are a fibre that threads education pieces together. If the SMTs become demotivated and face the challenges they currently encounter, the entire education system is threatened and due to collapse at any time and the country will not thrive without education.

1.3. THE PURPOSE OF THE STUDY

I heard the outcry of the Richards Bay Circuit school managers on challenges they are faced with as they manage schools. Richards Bay Circuit schools serve different communities in terms of socio-economic status. Some schools are in urban areas, some are in the semi-urban areas or townships, and some are in rural areas, but they have all complained about difficulties they encounter in their daily endeavours to promote quality teaching and learning. I wanted to get the root of what challenge SMTs in their daily management activities that ultimately affect rendering of quality teaching and learning. I also intended at looking at
possible majors that could be employed to remedy the situation. I therefore conducted this investigation amongst the easily accessible and information rich primary schools that represent the South African populace. Richards Bay Circuit falls under the Imfolozi Circuit Management Centre and it is one of the four circuit management centres that are under the jurisdiction of Uthungulu Education District.

1.3.1. Main research question
What are the challenges that Richards Bay Circuit Primary Schools Management Teams (SMTs) face in promoting quality teaching and learning?

1.3.2 Sub-research questions
1. What problems prevent the SMT from achieving quality teaching and learning?
2. What is the role of the SMT in promoting quality teaching and learning?
3. What can be done to successfully promote teaching and learning?

1.4. OBJECTIVES OF THE STUDY
This study seeks to achieve the following objectives:

1. To find out the problems that prevent the SMTs from achieving quality teaching and learning.
2. To establish the role of the SMTs in the promotion of quality teaching and learning.
3. To determine measures that can be employed in order to promote teaching and learning successfully.

1.5. INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE
On completion, it is hoped that this study will form part of literature looking into reasons that make it difficult for School Management Teams to promote quality teaching and learning. Literature reviewed has shown that School Management Teams encounter challenges in carrying out their duties which is a great challenge for the Department of Education because there is no school that can progress without being efficiently managed (Mestry & Singh, 2007: 477-490). The study might be even of greater assistance to Educational Circuits covering different areas like Richards Bay Circuit since it will highlight common problems that when solved will apply across the board rather than focusing on challenges of specific
schools in specific areas. It is believed that this study will highlight the concerns of the curriculum implementers and that will allow a bottom-up approach as compared to many top-down approaches that have been tried with less success since the country gained its independence.

1.6. DEFINITION OF THE OPERATIONAL CONCEPTS
The concepts that are central to the study are defined as follows:

1.6.1 Challenges
The word ‘challenge’ means a call to someone to participate in competitive situation and a call to prove or justify something. Its synonyms are: confrontation with, dispute with, stand against, test of, opposition, disagreement with, questioning of, defiance and ultimatum (Pearsall, 2001). In this study I have used the word challenge in its plural form where ‘challenges are regarded as confrontations, problems and difficulties. SMTs are faced with problems in their daily endeavours in promoting quality teaching and learning because circumstances and working conditions under which they serve do not allow such. SMTs face difficulties because they are expected to produce quality results despite all the odds (Clarke, 2007 and Naidoo et al., 2008).

1.6.2 School Management Team (SMT)
The SMT is variously defined. Wallace and Hall (1994:2) state that all teams of senior staff are SMT members. According to this definition, SMT members may be nominated or employed. The other meaning of the SMT is given by the Education Labour Relations Council: it asserts that the SMT represents the management structure that is responsible for the day-to-day running of the school, and for putting the school policies into operation. This structure consists of the principal, deputy principal and heads of department (ELRC, 2003). I prefer the definition given by the ELRC, and dismisses the one by Wallace and Hall (1994) because it includes nominated managers who are not duty-bound to account to the Education Department.

1.6.3 Quality teaching
Quality or effective teaching refers to the ability of the teacher to teach well and promote student learning inside the classroom. That includes creating a positive learning climate; selecting appropriate instructional goals and assessment using curriculum effectively; and doing whatever that helps students to learn at higher levels (Clarke, 2007:206-207).
According to Mellander (1993:5), quality teaching means the creation of suitable conditions for learning using information, exercises and assignments. Quality teaching, as Gagne and Briggs (1979:3) posit, is a human undertaking whose purpose is to help people learn, and a set of events which affect learners in such a way that learning is well facilitated. Good teaching is a dynamic process through which effective learning takes place, when the teacher has a sound knowledge of the learning content, a broad repertoire of teaching methods, as well as classroom management strategies that create an environment that is conducive to learning (du Plessis et al., 2007). The definitions presented here indicate that quality teaching is understood in almost the same way by different authors, even though it is put differently; therefore all definitions are considered relevant in the study. Quality teaching, good teaching, effective teaching and participative teaching have the same meaning in this study, and will therefore be used interchangeably.

1.6.4 Effective learning
Effective learning means acquiring knowledge, understanding and skills within very little time with little effort from those who are learning (Mortimore, 1983:291 and Nieman, 2004:5). These authors indicate that it is imperative that learners get actively involved in their learning because acquiring knowledge means gaining it through one’s own effort – a notion that is supported in this study.

1.6.5 Curriculum
Curriculum comes from the Latin verb currere, which means ‘to run’. The root meaning of curriculum is ‘a course to be run’ (Jacobs et al., 2011). Marsh (1997:5) says the curriculum is an interrelated set of plans and experiences that a learner completes under the guidance of the school or learning institution. Jacobs et al., (2011) concur that the learner has to be guided in order to run the race successfully. The roles of both educators ‘guiding’/teaching (curriculum delivery) and learners ‘running’/learning in order to attain good academic results are taken into consideration.

1.6.6 Culture of learning
The attitude that learners have regarding learning, their spirit and commitment in a school arising through the interrelatedness of their individual qualities, family, school and factors within the society is referred to as a culture of learning (Pillay, 1998:5; ELRC, 2003:48). The support given to learners by the stakeholders is considered important in the study.
1.6.7 Culture of teaching
Teaching culture is defined as an activity that entails a total commitment on the part of the teacher that includes thoroughness, hard work, dependability, responsibility, tidiness, constructive authority and discipline, fairness, justice and optimal but responsible use of resources (ELRC, 2003: 48). Where the teaching culture is prevalent, educators do not allow politics to affect teaching and learning (Mona & Dooms, 1997:3). The authors agree that educators have to devote themselves entirely to their work and factors affecting teaching should at least be minimised in pursuit of the quality results that serve as a focal point in the study.

1.7. DEMARCATION OF THE STUDY
The Umfolozi Circuit Management Centre (CMC) consists of four circuits. These are Richards Bay, Mhlana, Umbiya and KwaMbonambi. I intended to find out the challenges preventing School Management Team members from promoting quality teaching and learning in schools. SMTs in the former Model C schools, township schools and schools in deep rural areas were sampled. Richards Bay is the only circuit that provides for a variety of primary schools matching the description presented above, therefore only schools from this circuit were sampled for the investigation.

1.8. CHAPTERS OUTLINE

CHAPTER 1
In this chapter I give the background of the problem and the motivation for the study. The problem statement as well as the aims and objectives of the study are also presented. The key concepts that are operational in the entire study are further defined in Chapter 1.

CHAPTER 2
In Chapter 2, the relevant literature is reviewed with the aim of providing conceptual and theoretical frameworks for the problem under investigation.

CHAPTER 3
Chapter 3 discusses the research methodology and the research design I employed in the study. It also presents the population and the sample that I used for data collection. Methods
of data collection, data analysis as well as data interpretation techniques are discussed in the same chapter.

CHAPTER 4
In Chapter 4 the central aim and objectives of the study as presented in Chapter 1 are revisited during data analysis and the interpretation process.

CHAPTER 5
Chapter 5 presents the findings of the investigation and makes some recommendations. The summary of the entire study is also presented before acknowledging the research limitations. Suggestions for further investigation around the same topic are also made.

1.9. SUMMARY
This chapter presented a brief outline of the investigation. It was mentioned that School Management Team members play a crucial role in schools since they implement the curriculum. They give direction to and shape the schools. I therefore seek to understand the challenges the School Management Teams encounter as they perform their duties.
CHAPTER 2

PERSPECTIVES ON CHALLENGES FACED BY SCHOOL MANAGEMENT TEAMS AND THE THEORETICAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION
The majority of the South Africans has never been educated adequately. The government of the apartheid era had a fragmented system of education that deprived most South Africans from becoming adequately educated (Dean, 2005). It is saddening that the problem of poor quality education is still haunting the majority of South Africans even during the post-apartheid era. When the country gained its independence in 1994, changing the system of education was one of the priorities. It was hoped that a positive change towards better education would be achieved. Unfortunately, it shows that this goal has not yet been realised because there is still poor quality teaching and learning experienced in South African public schools.

In this Chapter I will state the reasons of inclusion and exclusion of some of the SMTs challenges, present the challenges faced by SMTs in promoting quality teaching and learning worldwide, look at the SMTs role in promoting quality teaching and learning, and lastly touch upon the measures that can be employed as solutions to challenges encountered.

2.2 THE SCOPE OF COVERAGE
The focus of the study is on the challenges faced by primary school management teams under the Richards Bay Circuit. This circuit was targeted because it information-rich participants. The challenges central to the study are only those that pertains to teaching and learning because teaching and learning form the integral part of curriculum delivery, the reason behind the core existence of the school (Mulford, 2003).
Excluded in this study are challenges faced by high school SMTs. High schools SMTs were excluded because I wanted to look at the problem whilst it is in its early stages; the feeder schools. It is believed that if primary schools perform well, high schools will perform well too because primary schools form the foundation that high schools build upon. The study also excludes those that maybe co-opted to serve in the SMT for example, senior teachers, subject heads and block heads. They are excluded because they do not account on school management to the Education Department since their job description excludes school management. This study also excludes private schools because they are not influenced by the Education Department in managing their schools.

I explored different but relevant primary and secondary sources of information in order to acquire knowledge in the research study. Examples of sources consulted are books, journals and empirical studies.

2.3 CHALLENGES FACED BY THE SMTs
The following paragraphs explore challenges faced by SMTs in outside countries and in South Africa. It is a challenge that the role of the school manager is ever changing. The demand of the job calls for a ‘super manager’. Literature reviewed indicates that school management is not a challenge in SA only. There are differences and similarities identified but the degree and types of challenges experienced differ from country to country. Schools in other countries no longer face the challenge of how to improve academic performance but they face the challenge of not knowing how to sustain improvement (Mulford, 2003). Their challenges in school management similar to ours included, bureaucracy in excessive budget cuts, change that is unrelenting in nature, conflicting expectations, mandates and accountability emphasis on administration rather than leadership, the conspiracy of the business, structured communication patterns, excessive paper work and new approaches.

In these countries individuals who could make good school managers are no longer interested. They see school management as very demanding, stressful, lonely, lacking support and only for a particular group in the society. In the case of South Africa, there are plenty candidates interested but the problem lies in their suitability pertaining to competency levels which get manifested in the quality of academic results produced.
According to Mulford, (2003) it is imperative that school managers get formal or structured training as a way of preparing them for their school management job. Such training may equip them for the field and provide them with survival strategies when they encounter challenges.

Mulford (2003) further states that other countries have taken it upon their shoulders to centralize and have an arrangement for development of school management. Germany, Hong Kong and Singapore are examples of such countries with standardized programmes that are closely monitored and mandatory. In these countries the government is fully involved in quality assurance processes. In other countries however, for example, New Zealand and Netherlands schools are autonomous. Determination of school objectives and plans occurs at school level. Decision making is localized rather than nationalized. The local economy allows for the provision of needed training programmes opportunities (Mulford, 2003).

Noticeable in these countries is the two different kind of support given to support education and school management in particular. Both systems are successful because justice is done in their implementation. South Africa seems to draw from both styles, other decisions are taken at school level and others at the higher levels. It also happens that a decision on one aspect gets shared locally and provincially; for example, the school and the community served decide on the Language of Learning Teaching (decision taken at school level), the provincial level allocates funds to the school and prescribe how the funds are to be used (decision taken at a higher level) and the provincial office advertise vacancies to be filled; the school through the SGB represented by the Interview Committee interviews and recommends the suitable candidate but the final decision on who to appoint is made by the provincial office. This cause much confusion that result in poor quality teaching and learning.

In SA, Dirks (2013) identified challenges pertaining to teaching and learning as follows:

- SA teachers do not have the basic pedagogic and content knowledge competencies to impact the skills needed by learners.
- Resources are being used in a non-efficient manner with little accountability and transparency.
- Inadequate organisational support to teachers and bureaucracy in the Education Department.
- Constant shift in South Africa’s educational curriculum.
- SA learners do not have a culture of reading and lack the motivational push to learn from their communities and families.
- Teacher late coming, absenteeism and inability to do enact the basic functions of teaching are endemic in many South African schools.
- Power dynamics at play between a seemingly all-powerful teachers union (SADTU) and the state.
- Lack of basic amenities, infrastructure and learning resources in South African townships and rural schools.
- Many learners in South African township and rural areas come from families affected by poverty, hunger and parents with little or no education themselves.

South African education seems to be at stake as the education standard continue to drop down. The oppressive government is no longer in operation but its traces are still vivid in the sense that some of the educators serving particularly in management positions were trained during the apartheid era and the past is still manifested in and through them. The government that is in power is somehow contributing to poor quality education problem too through for example some stipulations stated in the South African Constitution. It puts emphasis on the rights of individuals but do not have mechanisms to ensure that such individuals act responsibly. The South African academic results are disappointing because schools are hit the most since more challenges are faced in schools and that is where the implementation of curriculum delivery takes place take. An immediate intervention is required to save the country hence this academic enquiry was conducted with an intention to identify gaps and where possible fill them in.

2.4 THE ROLE OF THE SMTs IN PROMOTING QUALITY TEACHING AND LEARNING

It is significant to consider that the school requires both professional and operational management and the SMT collectively is tasked to perform this duty (DoE, 2002: 24 and van der Merwe 2002: 35). It is the SMT that leads and gives direction towards achieving the vision and mission of the Department of Education. In a nutshell, the duties of the SMT in relation to promoting quality teaching and learning would be to plan, monitor, manage resources, evaluate, instruct and develop self and others. The following paragraphs explore
further the duties and responsibilities of the SMTs in promoting effective teaching and learning. I did not present them in any order of importance because I felt they all have to be prioritised depending on what has to be done at a particular time.

The SMTs in schools facilitate teaching and learning through curriculum management or curriculum leadership because core curriculum delivery is the chief business of the school, (Lickona, 1991:162 and Mulford, 2003). It is their duty to ensure that teachers teach, learners learn, and stakeholders support the teaching and learning processes. Therefore curriculum management comes as the core duty of the SMT in a school. All the other programmes and activities are there to support teaching and learning (Clarke, 2007).

Curriculum means what the learner is required to encounter, study, practise and master; it also takes into consideration what should be taught, how it should be taught, and when it should be taught (DoE, 2010). It is the content and purpose of an educational programme in a school. It includes subjects, learning activities, learning experiences and learning outcomes. For the purposes of this study, the definition given by Marsh (1997) is favoured because it shows the involvement of both teachers and learners in the teaching and learning processes. He states that curriculum is a programme of activities by teachers and learners designed in such a way that it makes it possible for learners to achieve specific educational and other school objectives.

There are four elements of curriculum, namely: teaching, learning, assessment and resources. The four elements are so closely related that crippling one element disturbs the entire process of curriculum delivery. The following Figure 2.1 shows the relationship amongst the four key elements of the curriculum.
2.4.1 Curriculum management/leadership

Curriculum delivery cannot be realised if the process is not monitored. That is where curriculum management or curriculum leadership kicks in: both processes of curriculum implementation and delivery have to be managed.

Different connotations are attached to management: for example, control, directing and guiding whereas leadership is people oriented. Armstrong (2008:7) view management and leadership in the following way:

*Management is concerned with achieving results by effectively obtaining, deploying, utilizing and controlling all resources required, namely people, money, information, facilities, plant and equipment.*

and

*Leadership focuses on the most important resource, people. It is the process of developing and communicating a vision for the future, motivating people and gaining their commitment and engagement.*

Curriculum management is understood to be the academic leadership, instructional leadership or management of the core business of the school, teaching and learning processes (Cardno, 2003: 25). Put differently, curriculum management is defined as a way in which schools receive, organise, support, understand, interpret and give meaning to the official curriculum within the context and constrain of the classroom in which it is implemented (Kydd, Anderson and Newton, 2000: 60).
For the purpose of this study, curriculum management and curriculum leadership are treated the same and are therefore used interchangeably because a school manager is required to have both management and leadership skills. That the school manager manages or leads curriculum delivery will be determined by the task at hand that has to be performed.

Management manifests itself on all the levels of the educational hierarchy, starting from the classroom, where the teacher (potential principal) is, to other levels even outside the school. Clarke (2007:1) agrees that management is about efficiency and effectiveness. Management is therefore a very complicated task to be performed by an individual.

Management in education can thus be classified into three management levels as presented below in Figure 2.2.

Figure 2.2: Classification of management into three management levels (Source: van der Westhuizen, 1991:58)
In this study the attention is on the school management level where curriculum delivery takes place, spearheaded by the School Management Team under the leadership of the school principal. Curriculum delivery process management and implementation involves supervising, monitoring and evaluating the curriculum taught at the classroom level. It pertains to the provision of support services and distribution of resources to the teaching staff. From time to time managers have the duty to sharpen the process through providing skills development sessions through in-service education and training for educators. Good managers are proactive in their management. They take initiatives to develop exemplars and demonstration programmes for the benefit of teaching and learning.

2.4.1.1 Leadership versus management
According to Armstrong (2008:3), the aim of management and leadership is to give direction, facilitate change and attain results through the effective, efficient, creative and responsible use of resources. Managers and leaders are tasked to achieve the purpose of their existence, which is meeting the needs of customers through involving the people they work with. They use resources adequately and practise self- and professional skills management.

In most school it is difficult to attain good results without proper leadership, good administration and effective management. All the members of the SMT, regardless of their position in the hierarchy, need to have the qualities of both a leader and a manager if they are to execute well their function of managing and leading the school towards success (Clarke, 2007). Broad knowledge is necessary, and must be continually updated and applied in a particular manner in order to achieve effective management. Leadership and management are often considered to be the same, whereas they are absolutely not, though they are the two sides of the same coin. In this study, the two concepts are sometimes used interchangeably, but for the benefit of the school managers it is imperative to dissect them at this point so that they can help managers balance the two ingredients of high performing schools.

Given the definitions put forth earlier by Armstrong (2008:7) it is significant for managers to understand that a principal asked to manage the school does something quite different from what is done by the one who is asked to lead the school. Leadership is relational because it operates on a strong basis of trust; but management operates on the basis of authority. Clarke (2007) takes a similar view in stating that leadership relates to direction and purpose, whereas management is concerned with efficiency and effectiveness; and all these put together make institutions achieve well. Management is about getting results through using wisely the
human, financial and material resources available to the institution, and thus at the manager’s disposal (Armstrong, 2008). Managers have to connect with the people they manage, just as leaders do with those they lead. To be able to understand that calls for a competent head who possesses both managerial and leadership abilities. The absence of either of them would make the entity incomplete. Even though the leadership and management processes are interwoven it is necessary to highlight tasks that are more aligned with one rather than the other. According to Hooper and Potter in (Clarke 2007: 2) the qualities and distinct features of a leader and a manager are as follows in Table 2.1.

Table 2.1: Differences between a leader and a manager

<table>
<thead>
<tr>
<th>The Leader</th>
<th>The Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovates</td>
<td>Administers</td>
</tr>
<tr>
<td>Is an original</td>
<td>Is a copy</td>
</tr>
<tr>
<td>Develops</td>
<td>Maintains</td>
</tr>
<tr>
<td>Focuses on people</td>
<td>Focuses on systems</td>
</tr>
<tr>
<td>Inspires trust</td>
<td>Relies on control</td>
</tr>
<tr>
<td>Has a long-range view</td>
<td>Has a short-term view</td>
</tr>
<tr>
<td>Asks what and why</td>
<td>Asks how and when</td>
</tr>
<tr>
<td>Keeps an eye on the horizon</td>
<td>Has an eye on the bottom line</td>
</tr>
<tr>
<td>Originates</td>
<td>Imitates</td>
</tr>
<tr>
<td>Challenges the status quo</td>
<td>Accepts the status quo</td>
</tr>
<tr>
<td>Obeys when appropriate but thinks</td>
<td>Obeys orders without question</td>
</tr>
<tr>
<td>Does the right thing</td>
<td>Does things right</td>
</tr>
<tr>
<td>Learns</td>
<td>Is trained</td>
</tr>
<tr>
<td>Leaders create the culture</td>
<td>Managers operate with the culture</td>
</tr>
</tbody>
</table>

Leadership and management are inseparable and complementary elements of running a highly productive institution. I therefore strongly believe that it is essential that the SMTs have the qualities of both leaders and managers since they are tasked with the responsibility of creating the culture of teaching and learning, and then operating within that culture. In simpler terms, it means SMTs lead the people and manage processes within the school (Heystek, Niemann, van Rooyen, Mosege & Bipath, 2008: 7). Leadership and management have shared meaning relating to good performance in a school. Well managed schools continue to produce the same results consistently and maintain the standard, and well-led schools improve and continue to improve. There is a considerable overlapping between the two concepts, and they will be treated in the same manner in this study. The SMTs need to understand well the roles and responsibilities of both a leader and a manager for them to be able to change roles smoothly in accordance with the need at hand.

2.4.2 Change Management
Change is a challenge. It is a process and it is continuous in nature. If it is not well managed, it can adversely affect teaching and learning, the management of the school, the school culture and the school climate. Change manifests a struggle between what currently exists and what is desired, moving from a present state through transitional state to a future desired state (Armstrong, 2008). Change comes in two forms, namely the unplanned and planned change where the later denotes a purposeful alteration of the status quo (van der Westhuizen, 2002). It does not matter whether change is planned or unplanned, the School Management Teams have the duty to manage it. They have to focus on moral purpose, understanding change, developing relationships, knowledge building and coherence making (Steward, 2015). SMTs have to take into consideration five strategies when they manage change (Teach Thought, 2013):

- Manage perception
- Make change a part of school culture
- Appreciate the skeptics
- Know the history of change within the organization
- Always be aware of preconceived notions.

Various factors force schools to change if they aim at achieving good performance and schools in the study area are no exception. SMTs have to understand that change is not easy and it is costly and demanding and the stakeholders that are to be part of the change are likely
not to welcome it. It is for this reason that the SMTs are required to work on the negative attitude of such stakeholders. As managers they have to at the right time take chances and advance forward for the good of the school. They have to persuade those involved to see the need for change and take one step at a time until change becomes the school culture. Such a practice will win the hearts of stakeholders who were thinking it is impossible to change. Sometimes SMTs are questioned and opposed when they propose new ideas, but they have to stick to the plan nevertheless. It is also imperative to understand that the vision carrier is the only person knowing the finest details of the plan therefore he has to be patient with those persuaded to buy in. Knowing the history of the school regarding change and looking ahead at what has to be achieved can help fuel the success of change at present. The negativity of those required and invited to be involved in change implementation can also be advantageous to the change managers. They have to develop a strategy of handling the situation and not the ‘man’. The questions raised and fears expressed may also be used to fine-tune the change plan. In developing new strategies aimed at turning things around, change managers may be required to put up systems, make and manage time and compile time-tables, draw policies, and set procedures guiding daily activities. Examples of such are as follows in Table 2.2.

Table 2.2: Planning, policy and procedure documents

<table>
<thead>
<tr>
<th>Year plan</th>
<th>Duties of subject heads</th>
</tr>
</thead>
<tbody>
<tr>
<td>School timetable</td>
<td>Duties of the Representative Council of</td>
</tr>
<tr>
<td></td>
<td>Learners</td>
</tr>
<tr>
<td>Absentee register (staff)</td>
<td>Examinations policy and procedures</td>
</tr>
<tr>
<td>Absentee register (learners)</td>
<td>Guidelines for new parents</td>
</tr>
<tr>
<td>Absentee lists (monitored and</td>
<td>Guidelines for new pupils</td>
</tr>
<tr>
<td>recorded daily)</td>
<td>HIV/Aids policy</td>
</tr>
<tr>
<td>Admissions policy</td>
<td>Homework policy</td>
</tr>
<tr>
<td>Assessment policy</td>
<td>Inventory</td>
</tr>
<tr>
<td>School budget</td>
<td>Library use policy</td>
</tr>
<tr>
<td>Computer and other facilities</td>
<td>Maintenance policy (major repairs)</td>
</tr>
<tr>
<td>use policy (e.g. the photocopier)</td>
<td>Maintenance policy (minor repairs)</td>
</tr>
<tr>
<td>Discipline policy</td>
<td>Orientation of new staff</td>
</tr>
<tr>
<td>Drugs policy</td>
<td>Passing/promotion requirements</td>
</tr>
<tr>
<td>Duties of class representatives</td>
<td>Safety policy and procedures</td>
</tr>
<tr>
<td>Duties of class teachers / tutors</td>
<td></td>
</tr>
<tr>
<td>Duties of grades heads</td>
<td>School day times</td>
</tr>
</tbody>
</table>
The literature reviewed talk much about outside factors that force schools to change. This leaves a gap somehow, and it is likely to be a cause of difficulties experienced. I strongly believe that if school managers can develop within themselves an intrinsic need to change, change will not be a monster and as difficult as it is perceived to be when it is the extrinsic factors forcing it. The school manager has to own the idea to change and that will aid in getting solutions on his own. The time has come for managers to stop folding arms and look up to the Education Department for assistance. Solutions may come from networking and twinning with schools that are outstanding performers.

2.4.3 **Encouraging teamwork**
A team is defined as a small group of people having complementary skills. Teams have a common purpose, stipulated performance goals and an approach to adopt. Members are all mutually accountable and make a collective effort to make school management easy (Armstrong, 2008:287). Schools as organisations require teams rather than working groups, hence the focus of this study is on the School Management Teams rather than individuals working as groups, or a person who runs the school single-handedly. SMTs as productive units breed success for their organisations, but even management teams can easily become ineffective without proper leadership.

The role of the principal is not to be underestimated. He is responsible for leading, i.e. providing direction, in order to ensure that teams remain teams, and not working groups (Clarke, 2007). His personality, his vision about the school, his routine of doing things, the
methods he employs, the calculations he makes, his planning and organising skills all put together breed success for the entire organisation. The team manager has to ensure that teams perform at optimal level. This is achieved when the team manager clarifies the purpose and goals of the team, strives to make team members work well together, builds commitment and boosts self-esteem in team members, promotes the approach of the team and their collective skills, guards against external obstacles threatening the team, and makes opportunities aimed at the development of skills and competences of individual team members (Armstrong, 2008:286).

Effective management and team leadership culminate in good performance in schools. Without teamwork, curriculum delivery as the core business of the school cannot be achieved because teams are the units of performance in organisations (Armstrong, 2008:287). The entire school team, as well as the smaller teams within the bigger team, such as the Subject Committee, the Phase Committee and others are all equally important, and their contribution towards success cannot be underestimated. Winning teams that are flexible and responsive to changing situations and demands are energised by important and demanding performance challenges (Armstrong, 2008:287). Collective effort outdoes the individual input, and that highlights the significance of investing much time exploring, deciding and agreeing on the interests of the team as a priority before considering individual benefits. It is much easier to work as a team compared to working individually and team members own what is decided collectively by everyone involved.

It is the responsibility of the SMTs to formulate teams and encourage teamwork, starting from the SMT itself (van der Merwe, 2002:35). Team leaders should be granted powers to select individuals that have interpersonal skills to perform as team players (Robbins, 1998). It will be easy to unite educators if the SMTs are leading by example and they are the symbol of solidarity in the school. Educators should be encouraged to work together and complement each other by engaging, for example, in team teaching. They should be further encouraged to indicate their limitations and strong points. For example, a teacher may be very good at teaching Geography, and be poor in map work. In such a situation an educator who is good at map work must come and help his or her colleague. Sharing ideas, resources, capacitating and supporting each other as educators can help educators to perform at superior levels, and that can culminate in good learning opportunities. Sound human relations are the key fuel in team work. Blandford (1997:48-50) highlights the significance of fair and equal treatment for all.
SMTs should respect and empathise with all team members in the same way. Team members must guard against finger-pointing and blame shifting, and fight shoulder to shoulder towards the attainment of excellent academic results. SMTs should support educators in their teaching endeavour during unplanned and planned class visits (Integrated Quality Management Systems/IQMS visits), in meetings and when internal workshops organised by the school are conducted. The person coaching and mentoring and the one supported should be in good terms and should have a common understanding on the need for support rendering, and it has to be continuous.

The nature and significance of team spirit touch upon the IQMS features which emphasize good relations and state that activities should not be an event performed only at a given time. The Developmental Support Groups (DSGs) should use the Personal Growth Plans (PGPs) drawn up by the educators themselves and the previously gathered information on individual educators to support the educators throughout the year. Team leaders are expected to continually provide training for teamwork skills, sharpening and recognizing cooperative efforts made by individual team members. However, the effort they make in improving performance in schools is often disturbed by a lack of resources such as competent employees, time and finances. Such shortages prevent SMTs from going an extra mile in improving performance, and they tend to follow a routine in performing tasks (DoE, 2002:24). Financial constraints and limited powers should not hinder team leaders from selecting individuals that have interpersonal skills to perform as team players (Robbins, 1998). School Management Team members have to lead by example and be the first ones to unite and lead the institution collectively and it will be easy for educators to follow. Segmentation amongst SMTs translate into chaos in the school where educators tend to support the person and not the idea which means buying in even if the idea raised will bring detrimental effects to the organisation.

2.4.3.1 Achieving good teamwork
It is possible to form winning and high performing teams. Competent managers train educators to coordinate and gel with each other in order to allow cohesion and collaboration amongst the teams in the organisations they supervise. Armstrong (2008:290-291) mentions that they highlight the need for urgent attention, and give direction. They recruit staff members based on competence as team or individual players. Special attention is given to first meetings and actions of individual team members. It is managers’ responsibility to set
achievable targets for team members to work towards. They evaluate the performance of individual staff members as well as the roles played in the team as a whole. Good managers continually encourage networking, since attaining good results is mostly dependent on how much you know and whom you work with. They also introduce interdepartmental project teams and plan the training programmes for them that are meant to enhance sound relations needed for the creation of a good school culture and organisational climate. Good managers further consider an institution to be made of interlocking teams that have a common aim to achieve. Hierarchical orders are less considered, and there are no boundaries in the organisations led by competent managers. Such managers think positively, and allow constructive conflict.

Tasks relating to staff recruitment and selection good as they are and known to contribute enormously in quality teaching and learning have become very difficult to perform in South Africa. The hands of the SMTs are tight more often than not, they are somehow restricted in performing their duties and the education system influenced by for example the constitution of the country is to blame.

2.4.4 Promote organisational culture
The organisational culture or the school culture is the invisible force that mobilises people to do things in a certain way at a specific time (van der Westhuizen, 1991). Culture can be seen as how things are in an organisation; it determines the survival and growth of an organisation. It influences quality in an organisation informed by the attitudes and the behaviour that the SMTs inculcate to stakeholders. An underperforming organisation has to change its culture first before improvement can be achieved. The school culture is of great significance to the entire school community since it affects teaching and learning quality.

It is the duty of the SMTs to orchestrate performance improvement and establish learning communities that identify with collective school culture. They should be catalysts in providing a conducive teaching and learning environment for teachers and learners. (Heystek et al., 2008).

2.4.5 Create the organisational climate
The organisational climate of the school is the set of internal characteristics that differentiates one school from another, and influences the behaviour of people (Hoy & Miskel, 1982:185).
It gives a unique character to each school. Schools are unique, for example, in the policies that they draw up. Even though they are all informed by the same Education Department, they engage in different activities, and they even have different breakdowns on how to carry out the vision of the provincial Department of Education. Some schools are vibrant and others are dull, some have a cheerful atmosphere and others are not welcoming at all. In some institutions members of the organisation are optimistic and see new possibilities in what surrounds them, are eager to improve and hope for a solution to every problem faced. The counterparts of optimistic organisation team members are pessimistic team members; they are demotivated and avoid at all costs any change or renewal in any form (van der Westhuizen, 1991).

Organisational climate therefore refers to the internal activities, the types and personalities of people serving in the organisation, the work procedures, physical layout, communication forms, attitudes, dedication and loyalty of the ‘inmates’ of the organisation and the way in which power is exercised (van der Westhuizen, 1991). It concerns teachers, the Quality of their Working Life (QWL), and their perception thereof; whereas educational climate is learner oriented, focusing mainly on their relationships with the educators, amongst themselves, and between management and educators and in this case learners stand as beneficiaries because they learn effectively when the environment is conducive for learning. In this study I preferred to use the term ‘organisational climate’ to cover all the ‘inmates’ of the organisation.

The SMTs are responsible for ensuring that the climate of the organisation is kept effective for the purpose of achieving high quality teaching and learning results. They have to make sure that there is maximum productivity through striving for work satisfaction for educators coordinating tasks for team effort, and recognizing the human dignity principle. It is therefore imperative that SMTs work on maintaining sound human relations within the entire organisation and bind members together as a family. They must further ensure that their personalities attract people, and do not repel them. The school principal, assisted by other junior managers, should with good intentions use the legislative mandate continually to take decisions, solve problems, coordinate, delegate, communicate, evaluate and act correctly and decisively (van der Westhuizen, 1991: 634).
2.4.6 Communication
Communication is an activity, the ability, art and process of conveying information (Heller & Hindle, 2008). It is of vital importance to people as social creatures. It is part of human activity, and happens better in a relaxed atmosphere. Human beings stretch to reach each other through communicating (Marketing & Communications, 2013). Communication is also of great significance in an organisation. An organisation cannot thrive without communication, it serves as its fibre of life. Without communication organised activity ceases to exist and individual uncoordinated activities result (Jones, Watson, Garner & Gallon, 2004). Good teaching and learning cannot be achieved in a school where there are no organised activities directed towards teaching and learning. Therefore lack of communication can lead to poor performance. Blalock (2005) states that communication is needed to exchange information and opinions, make plans and proposals, reach agreement, execute decisions and send and fulfil orders. Communication is thus a channel through which information, resources, policies and regulations flow.

Communication is a managerial tool, and SMTs should have communication skills in order to perform well their duty of leading and directing the school towards the desired results (Clarke, 2007:381). No matter how brilliant and invaluable the ideas of the manager in charge of the organisation, they are worthless until they are shared with other interested parties such as the local departmental office, parents, sponsors, educators and learners (Schein, 2004). Effective managers are responsible for making sure that adequate information is transmitted using various ways of communicating – written, verbal and non-verbal (Schein, 2004). The information is communicated and shared in formal and planned or ad hoc meetings, circulars, interviews, group discussions, briefings, reports, manuals and communication books. The type of communication method to be employed is determined, for example, by the message to be conveyed, the number of people to be informed, time and space availability and the intended impact.

No one is better, cleverer and more competent than the rest of the team (Clarke, 2007:45). SMTs use communication to persuade, convince and motivate stakeholders who have different needs, wants and attitudes, to win them for the success of the organisation. It enhances co-operation, participation, satisfaction, mutual trust and interpersonal relationships amongst employees. Communication can be viewed as a tool through which the efficiency and effectiveness of the chain of command, rules and regulations are increased, and that
results in school functionality. This happens because everyone understands the vision, the goals set and why, and the implications of failure, when to achieve what, and how, and the role one is expected to play as an individual and as a team member. In functional and well-performing schools the flow of information is trichotomised into downward, upward and horizontal directions (Eunju, 2009). Advanced improvement in technology has made the work of the SMTs in communicating easier and better, using, for example, the automated electronic messaging systems. Telephones, cellphones, fax machines, emails, video-conferencing, social networks – all make it easy to post the information the most convenient way to both the sender and the recipient (Clarke, 2007:179-188).

2.4.7 Conflict management
Conflict is a process that starts when one party perceives that the other party has violated or is about to violate its interests (Robbins, 1998:434). The manager that is appointed to the management position in the Department of Education should, amongst other things, show leadership, administrative and managerial ability (ELRC, 2010:9). SMTs are required to have a variety of skills, including conflict management skills. It is of great importance that managers should have such skills because conflicts are inevitable in organisations owing to the objectives, values and needs of groups and individuals that do not always coincide (Armstrong, 2008:150). The nature of labour relations causes conflicts on its own. There are always conflicting interests between those that are in authority and those that are being supervised (Nel, Kirsten, Swanepoel, Erasmus & Poisat, 2008). Excessive levels of conflict, if left unresolved, can cause dire consequences in an organisation; for example, those arising from low productivity (which is poor performance in a school situation), employee anger and hostility, increased costs, absenteeism, and high staff turnover (Heystek et al., 2008:86).

Conflicts in a team or an organisation can either be constructive or destructive (Heystek et al., 2008: 89). This implies that conflicts are not always negative: sometimes they can be an indication that work is done. In a real situation team members may not always agree on everything (Armstrong, 2008: 150). When there is conflict, the manager should rise above the situation and use his or her negotiation skills to resolve it.

2.4.8 Winning the support of stakeholders
An organisation that does not have the support of the people who serve in it as well as those that it serves is likely to perform poorly and may cease to exist. The quality of service
delivered and the service received speak volumes about the support given to the organisation and the trust people have in it. South Africans are concerned about service delivery, which is about putting people first. Of the Batho Pele principles, eight were developed to serve as an acceptable policy and legislative framework for service delivery in the public service (Heystek et al., 2008:56).

The SMTs are called upon to facilitate, supervise and monitor the rendering of quality service in education since people have to be committed to the vision of the government, and ‘put people first’. Where relationships have been established, managers should continuously monitor, evaluate and keep them (DoE, 2000:29).

2.4.9 Improving the performance of self and the team members
There has been a lot of changes in education since the country became a democracy, Educators were rendered obsolete and educator training institutions had to realign the courses offered (Heystek et al., 2008:179). The SMTs, too, as educators themselves, have been hard hit, especially because they are in the forefront with regard to the implementation of teaching and learning policies. They were expected and still are expected to show the way to go, even if they are lost themselves. Peeling (2008) recognises that managers face great challenges as they are judged by actions and not by what they say, and their actions set examples for their team to follow. If the SMTs themselves fail to execute their duties well, it becomes very difficult for educators and learners to do so.

The DoE has tirelessly tried to come up with programmes to assist in solving the problems experienced in education in both curriculum delivery and management. Post level one educators have been trained in curriculum studies and teaching methods that apply to outcomes-based education (OBE), and Education Management Development (EMD), and later the Principal Management Development Programmes (PMDP) for managers. The problem with the management programmes is that they were not rolled out to all the schools, but they are all expected to perform equally well.

The SMTs should see to it that they continue to develop professionally as managers and empower and motivate individuals as well as teams under their supervision in order to attain good teaching and learning results. They should continually show support to all that are involved in learning and teaching processes. They should refrain from being judgemental and
inculcate the sense of school ownership in all. The success or failure of the school should be celebrated or mourned equally by all stakeholders.

2.3.10 Administrative work

As part of their job description, school-teachers do the paper work that either supports teaching and learning or proves that it has taken place. Such documents include lesson plans, reports, assessment records, attendance registers, exercise books, mark sheets, mark schedules, returns and work schemes, files, profiles, timetables and many more (Clarke, 2007:165). SMTs as educators themselves are not exempted from teaching; they also have their own paper work to do, and monitor and supervise the work of their subordinates so they should lead by example and be trendsetters because followers copy their leader (Peeling, 2008 and Kalungu-Banda, 2006). The form of support given to subordinates includes mentoring and coaching. The volume of paper work to be done is escalating as changes and improvements in curriculum delivery are made. Change, in fact, has become endemic in schools, and this is causing more stress and professional burnout to educators. As a result the quality of working life (QWL) is threatened, and this adversely affect teaching and learning (van der Westhuizen, 2002: 165).

It is the duty of the SMTs to see to it that employees remain motivated and productive. Technology could be a solution since it makes things easier, and it is trusted in empowering both learners and educators. The SMTs are tasked with the duty to make sure that any successful school programme innovation incorporates technology as a tool to enhance teaching and learning and make the organisation the pride of its stakeholders (van der Westhuizen, 2007: 22).

2.3.11 Marketing

School marketing is new to public schools, but private schools have been doing it for quite a long time (Clarke, 2007). The country’s transition to democracy led to a mushrooming of independent schools. After 1996, following the introduction of the SASA that gave learner admissions powers to SGBs, schools became ‘open’ and admitted learners irrespective of race, religion and cultural affiliation. The increase in the number of independent schools made some parents fear the lowering of standards resulting from racial prejudice and/or religious intolerance. They therefore sent their children to single-faith schools and schools that had selective admissions policies that made them less ‘open’ as compared to those with a richly
diverse racial, socio-economic and multi-faith mix. Freedom to choose schools gave rise to competition amongst them, which affected learner enrolment. SMTs had to roll up their sleeves and work harder and smarter in marketing their schools to increase the number of learners from particular racial or social groups to strike a balance in community representation, and increase the number of talented learners.

The best way to market the school is by good performance (Heystek et al., 2008:106). Well-performing schools attract stakeholders, and when the learner enrolment increases, there are more school fees to be collected and more resources to obtain from the Education Department because learner enrolment determines what and how many resources to allocate, for how much, and for how long (Clarke, 2007). Branding the school is more or less the same as branding any other product because it involves consistency of design and simplicity, and it has to be memorable. It should convey the intended message, stand out from the crowd, and be instantly recognisable and identifiable as belonging to the school.

2.4.12 Staff recruitment
It is the duty of the school management and school governance to recruit good performers to fill vacancies in the school. Strategic management of talent involves starting to ‘headhunt’ the best candidate even before the post becomes vacant. This is called the people-focused, long-term strategy of recruiting the best staff members for the organisation. Heystek et al., (2008:108) presents recruitment approaches used in South Africa, They are:

The cultural approach that strikes a balance between the academic (job specific, i.e. qualifications and performance), and non-academic (non-job specific, for example, language ability, community, religion, etc.) criteria for appointing an educator.

The educational or academic approach that emphasises the academic achievements of the teacher.

The political approach, similar to the cultural approach, but publicly focuses on political correctness, and conforms to legislation. This approach emphasises redress and equality, equal opportunity and affirmative action. The power to apply this approach, unlike the first two that are decided by the SGBs, rests upon the officials representing the government.
It is very difficult in South African public schools to obtain a competent state-paid staff member owing to the channels and appointment procedures that have to be followed. There are sometimes problems with the recruitment approaches themselves: for example, when unions negotiate on behalf of their members who are unemployed, displaced, have been retrenched, or staffing equity processes are applied to match the demographics of the community served, or there are delays in the publication of the provincial bulletin advertising vacancies (Clarke, 2007:114). Such hindrances result in schools inheriting problematic staff who are not suitable for the organisation. In such cases, it becomes the duty of the SMTs to nurture the employee until he or she changes from being a round peg and fits well into the square hole (Peeling, 2008:18). Most unfortunately for SMTs and their institutions there are no guarantees that the inherited new comers will ultimately adapt to the new environment because they are usually haunted by the past experiences.

2.4.13 Staff orientation

There is a difference between theory and practice. This makes newly appointed educators need a hand to hold when they join the field. The guidance given to novice educators is called induction. Induction serves as their initiation process as they join the institution; it helps them to adapt to their new environment. The SMTs or their delegates in the form of experienced long-serving staff members orientate the new educators. The nature and the duration of this orientation practice differ from school to school, but it is generally known to be informal and relaxed. The aim of induction is to help novice educators overcome their fears, face challenges head-on, and ultimately achieve good teaching and learning results. First impressions last, they say. Welcoming educators warmly makes them perceive the school as a good place to be.

Educators have a legislative mandate, they are guided by policy in doing their work. Managers should therefore acquaint them with it rather than wait until they go wrong. They should be made aware of what the stakeholders expect from them. Novice educators should be introduced to the school community and the roles they play in the organisation. As they join the school they need to be familiarised with their place of work in terms of school surroundings, staff programmes and activities, and the equipment the school has. The novice educator should also be given a chance to express his feelings about the entire school, and his or her expectations in being there (Clarke, 2007).
2.4.14 SMTs development and staff capacitation

Educators, including the school management, are amongst the key resources that influence the academic performance of learners. The most important way to realise the main aim of educational institutions, which is providing quality teaching and learning, is to capacitate and continually develop staff members, since doing the same thing using the same old ways may lead to low productivity (Heystek et al., 2008:163). Different ways of developing and capacitating staff members may include formal and informal training, external and internal workshops, in-service training, seminars, conferences, study groups, mentoring, peer coaching, networking, team or group work, retreats, collaboration and action research planning days, twinning/clustering and school visits (Heystek et al., 2008: 185-189). Technological advancement is also gaining momentum, so it is imperative that educators be capacitated in ways of using technology to improve teaching and learning (van der Westhuizen, 2007).

Reform in South African schooling has focused on providing quality education for all learners through OBE, SASA and NCS without starting by correcting the imbalances of the apartheid era. These drastic educational reforms have made serving educators no better than new appointees. White educators who during the apartheid era went to reputable schools and were well trained in good institutions of higher learning are as challenged under the new dispensation as their black counterparts who fell victims of apartheid. Their lack of subject knowledge hinders teaching and learning and that makes continual educator development a necessity (Heystek et al., 2008:161).

Moreover, changes in people management theories have also put school managers under pressure. SMTs require capacitation too because there are new new aspects of school management that they are expected to cover, such as quality of worklife, staff well-being programmes, organisational culture and organisational climate (Heystek et al., 2008:168-9). It was only the school principals that were qualified in the past; other teachers were regarded as assistants. The changes in the society require that educators keep up with them and give learners a relevant education. The SMTs, as managers to the continually appointed educators who come up with new skills and competencies are also expected to keep themselves abreast of relevant information in order to avoid frustration. The school principals in this post-apartheid era are no longer the sole decision-makers in schools: the decision-making task is now a collective effort of all stakeholders. Participatory or collective management now
applies as compared to old authoritarian management. Hence we speak of the SMTs as being responsible for the managerial and administrative concerns of the school, and assisted by the SGBs in governance issues. Both these structures are equally important in the running of the school.

It is the duty of the SMTs to facilitate the professional and personal development of all employees involved in teaching and learning. The SWOT analysis conducted in schools and the IQMS play an important role in helping the SMTs and individual educators to identify problem areas that have to be rectified. The IQMS approach, when effectively and efficiently implemented, involves and benefits individuals and groups, such as the SMT, the Staff Development Team (SDT), the Development Support Group (DSG) and the Whole School Evaluation (WSE) team. IQMS, if well implanted, contributes greatly in improving teaching and learning because the assessment is transparent and formative, and there is feedback. Unfortunately not all schools grab the opportunity of improving academic results through implementing IQMS fully. In some schools it is either partially implemented or not at all, although all qualifying educators do receive the one percent of their salaries allocated for such assessment. There is an outcry that time is not enough, and the 80 hours allocated per annum for staff development are not helping (ELRC Resolution 1).

SMTs have the legislative mandate to familiarise educators with their constitutional and legislative mandates, policies in education and all other relevant prescriptions. They should ensure that all efforts made to improve the quality of teaching and learning in schools come to fruition. They should also take a lead in ensuring that the mandatory professional development through Continued Professional Teacher Development (CPTD) becomes a success and educators play effectively their seven roles, including that of an educator as a life-long learner.

2.4.15 Staff motivation and inspiration

Motivation is the force that directs, energises behaviour, and makes one enthusiastic to press on in spite of challenges encountered (Heystek et al., 2008:79). It is the duty of the SMTs to captivate, enthuse and inspire staff members to keep pushing and aiming for quality academic achievements irrespective of challenges faced in the education fraternity. Such an achievement requires SMTs to have integrity, charisma, strong values, emotional intelligence, moral purpose, energy and enthusiasm to motivate and challenge stakeholders, even though
they face their own difficulties (Heystek et al., 2008). The SMT members is trusted by the education department in a school therefore they should never lose hope, but have to remain optimistic and take adversity positively, bearing in mind that motivation cannot be achieved overnight. They should stay as the eyes and the ears of the department all the time. Heystek et al., (2008) mentions that both extrinsic and intrinsic types of motivation are equally important in boosting the performance of staff members, but the latter is not strong, and does not have a long-lasting influence. Maslow’s identifies five human needs that should be satisfied and SMTs in their capacity should ascertain that these needs satisfied particularly the basic ones that affect teaching and learning the most. These needs put in their order of importance with the most important one mentioned first and the least stated at the end are, survival, security, belonging, prestige and self fulfilment (Clarke, 2007: 39).

2.4.16 Staff retention
SMTs have a major role to play in staff retention because they determine the climate and the culture of the school, set the tone and ethos of teaching and learning, recognise individual educators and make them feel either valued or unwanted (Heystek 2008:125). They have the responsibility to identify educators’ talents, and empower them towards achieving their future aspirations, particularly as future managers and subject or curriculum specialists. Giving educators the bigger picture and future plans of the school also helps to keep them because they deduce from the information given whether staying in the school would be the best decision for them. Striving to make the school a high performance organisation that is supported by the community, attended by disciplined, achieving multitalented learners, and served by educators of high calibre also motivates educators to stay because they like to belong to winning teams, and identify with schools with outstanding results. The process of knowing whether the educator will stay long enough in the school begins when he or she is appointed. If the school makes the right appointment the chances are great that the educator will remain loyal to the school and do his or her best to contribute positively to quality education (Heystek 2008:125). Retaining old good performing staff enhances quality teaching and learning since the chances of getting competent and experienced are becoming slim considering the quality of educators currently produced. It is there imperative that SMTs try their best in performing this duty.

2.4.17 Parental support
It is the duty of the SMTs to encourage parents to support the school whether formally or informally. They should encourage them to identify with the school and instil in them a sense of belonging to and ownership of the school and its activities. The SGB is the formal support structure, and operates on behalf of the parent body in dealing with school governance matters. Other structures of parental support include Parent-Teacher Associations (PTAs), service groups and special interest groups. Parents may also become involved in supporting the sporting and fundraising activities of the school. Their involvement in these groups improves teaching and learning in schools. Parents who cannot be part of formal and informal structures of parental support can contribute by ensuring that they attend parents’ meetings when invited, and contribute positively in such meetings. It is also the responsibility of parents to ensure that their children have all the learning material required. They have to make sure that children come to school ready to learn.

Most unfortunately, the support that schools get from parents varies from community to community (Clarke, 2007). Teaching and learning become very easy when schools work hand in hand with parents, and keep communication effective using various methods such as newsletters, websites, emails, SMSs, meetings, academic and behaviour reports. It is unfortunate that some schools operate in isolation, and have no partnerships with parents. Lack of discipline and non-commitment in doing homework and other activities that require parental assistance and supervision are amongst major problems that schools experience when there is no parental involvement. Most learners coming from broken or ill families are very difficult to handle. Psychological and physical barriers in learners affect quality teaching and learning. SMTs should play a major role in forming strong partnerships with parents in order to make them offer primary or informal education to their children, since that lays a proper foundation for formal education in school.

2.4.18 Management and financial matters
Cele, in Heystek et al. (2008:42), states that many South Africans are not happy about the mechanisms put in place to redress the apartheid regime imbalances in the education system. The Constitution of the country states that equal education opportunities are for all South Africans, but disparities between the former Model C and non-Model C schools still prevail. Quality education opportunities are not yet available to everybody, and resources are not yet evenly distributed. Jansen, in Heystek et al. (2008:42), mentions that some discrepancies are
the results of apartheid, and some are caused by the South African education system itself in its endeavour to correct the mistakes of the past.

The new forms of inequality include affirmative action, and the quintile ranking of schools, which influences school funding. South African schools are state, semi-public and private. Amongst these schools, there are those that are Section 21 with function C, Section 21 without function C, and Section 20 schools. These inequalities are additional to the already existing geographical difficulties, with schools being located in urban, semi-urban, rural and deep rural areas. The location of the school determines the demographics of the population served, and the support that the school will receive from the surrounding local community. The differences in these schools, such as type, location and size, come with different advantages and disadvantages, particularly in terms of resources, that further influence the kind of education to be given in a particular school. Regardless of the fact that schools are challenged in different ways, and to different degrees, the Education Department expects them all to deliver quality education.

It is the duty of the SMTs to deliver quality education despite all odds, and realise the South African dream of making quality education accessible to all (RSA, 1996). The school management and governance structures should work hand in hand in promoting quality teaching and learning by meeting the Education Department halfway regarding the provision of resources. The SMT and the SGB should be guided by prescriptions such as the SASA and the PFMA in handling school finances. Apart from collecting school fees from parents, schools can generate funds themselves. Time and effort are required to make fundraising effective, but that should not disturb teaching and learning (Clarke, 2007:317).

Networking and forming partnerships with sister departments, NGOs and the private sector can also benefit the school. For example, forming partnerships with the Department of Agriculture and Environmental Affairs (DAEA) would get free seedlings, free gardening tools and even labour for the school. The School Environmental Education Programme (SEEP) under DAEA caters for such assistance aimed at encouraging schools to have vegetable gardens, which is in line with the ‘One School One Garden’ educational campaign. The Department of Health also supports healthy living, and offers a helping hand to Health Promoting Schools. Since one of the requirements for a school to qualify to be a health promoting school is to have a vegetable garden, the produce from the school vegetable garden sells and makes money for the school.
According to Clarke 2007:372), SMTs, working hand in hand with the SGB, particularly its physical amenities/buildings committee, can help save a lot of money for the school by doing routine maintenance and attending to minor repairs before the damage gets worse. Parents with expertise in various fields such as those that are skilled in building construction, for example, engineers, architects, plumbers, bricklayers, painters, and semi-skilled volunteers who can fix window panes, or broken door handles, cut trees or grass, may all be used for the benefit of the school. That will save a lot of money for the school, which can be spent on other school needs.

2.4.19 Managing cultural diversity and gender issues
Managers that take multiculturalism into consideration go beyond distributing resources to facilitate better organisational performance. They understand that multiculturalism does not only reach across racial, cultural or ethnic groups but cuts across gender, age and disability. It entails the consideration of the equality of all individuals as stipulated in the Constitution of the Republic of South Africa, and calls for equality in opportunity and power (Heystek et al., 2008). The Employment Equity Act stipulates that ‘measures must be designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce (RSA 1998: Article 15).’

The recommendation made by Niemann (2002:193), Robbins (2003:31) and Heystek et al, 2008:40-41) states that School Management Teams should work hard in making sure that the composition of employees represents the demographics of the area or the country. Multiculturalism means embracing the diversity in our country, and celebrating the various groups with all their unique patterns of behaviour as well as the causes of such differing behaviour, because learning from others enriches individuals (Clayton, 2003:172). SMTs should do this in the name of enhancing quality teaching and learning in their organisations.

2.4.20 Co-curricular activities
According to Clarke (2007: 254), research shows that participation in co-curricular activities impact positively on academic performance of learners. Co-curricular activities lower the rate of absenteeism, and motivate learners to attend school constantly. Participation in co-curricular activities is also associated with aspirations to proceed to institutions of higher
learning after matriculation. Through participation in co-curricular activities, equity between learners from previously disadvantaged and well-to-do communities can also be achieved if they all partake in such activities. It is, however, saddening that learners from marginalised communities who most need the benefits associated with co-curricular activities are deprived of them because the schools to which they go are inadequately resourced, or do not have sports facilities at all. SMTs must provide for co-curricular activities so that learners do not miss out on these learning opportunities.

2.5 SOLUTIONS TO POOR PERFORMANCE CHALLENGES

It is true that there is poor quality teaching and learning in South Africa. Poor academic performance is attributed to many things as presented in the above paragraphs but the truth is still in South Africa there are public schools that continue to perform outstandingly despite the challenges experienced. Monies have been pumped in, different strategies have been employed and different mechanisms have been introduced in support of the poor performing schools but they continue to perform poorly nonetheless. This shows that although external factors may influence what happens within the school regarding teaching and learning, but internal factors surpass them somehow. It is therefore important that the intrinsic need for change towards good academic attainment be generated within SMTs first before the outside world intervenes. I therefore recommended that for attainment of good academic results, faithful performance management be added on top of curriculum management or leadership and all the other roles SMTs perform in promoting teaching and learning. The following paragraphs explore possible solutions that could be employed in solving teaching and learning problems experienced by SMTs in school. Tentative solutions looked at are from both within and outside schools.

2.5.1 Faithful performance management

Laws may be passed, policies drawn up and programmes set with an aim of improving teaching and learning quality, but without faithful management and faithful monitoring all efforts made may turn out to be a fruitless exercise. Clarke (2007:225) mentions two key elements that are checked when performance is managed. He says the focus should be on checking consistency of results and comparing them against benchmarks. The process that is followed in managing performance, as seen by Armstrong (2008:167), follows in Figure 2.3:
According to Murgatroyd and Morgan, in van der Westhuizen (2007:291), focus on management has led to the development of a body of theory, tools and applications called Total Quality Management (TQM). The specific features of TQM are that: it is a total approach that is customer-driven, focusing on people empowerment and offering continuous improvement to systems and processes. TQM differs in many respects from the traditional management approach. See Table 2.3:

**Table 2.3 Differences between traditional management and quality management**

<table>
<thead>
<tr>
<th>Traditional management</th>
<th>Quality management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottom line-driven</td>
<td>Customer-driven</td>
</tr>
<tr>
<td>Measures individuals</td>
<td>Measures processes</td>
</tr>
</tbody>
</table>
Management controls workers | Self-control
---|---
Quality is the responsibility of production managers and quality controllers | Quality applies to all levels of the company
Individuals are concerned about doing their own jobs | Individuals work in teams to make the total process function in a better way
A competitive organisation culture reinforces individualism | A quality organisation culture reinforces both individual and group contributions
Maintains the status quo | Continuous improvement
React to problems when crises occur | Preventative
Maintained by power, position and status of management | Maintained by a documented quality system
Emphasis on management-subordinate relationships | Emphasis on customer-supplier and management-employee relationships
Employees are blamed for errors | Errors are part of the process and system
Functional departments promote their own interests | Interdepartmental cooperation focuses on quality products and services
Vertical and horizontal boundaries | All barriers to performance are eliminated
Employees satisfy management needs | Employees satisfy customer needs
Adversarial industrial relations | Collaborative and constructive industrial relations

(Source: Meyer, 1993 in van der Westhuizen, 2007:296)

2.5.2 TQM in schools
TQM presented in Figure 2.6 below was developed to apply in organisations, and schools are organisations, which makes its application relevant to schools too. Schools worldwide, including South African schools after the country became a democracy in 1994, are moving away from the bureaucratic models of management (van der Westhuizen, 2007:294). There is a paradigm shift from autocratic to democratic and participative management of organisations. Educators are freed from bureaucratic chains; they are empowered and allowed to contribute in directing schools towards improved learning. Machinery is no longer better than people. In TQM people are believed to be the assets in organisations, and the management is moving towards treating them as such.
TQM is said to have been developed for the business world to replace its counterpart, which is scientific management, but it has been lately applied even in schools.

![Diagram of TQM elements]

**Figure 2.4: TQM in education (Source: Irwin, in van der Westhuizen, 2007:299)**

### 2.5.3 Relevant TQM elements
Both the business world and schools have realised that there are commonalities between them. The things that are common between the business world and schools include the administration of finances, staff recruitment procedures, the management of personnel and labour relations as well as the fact that learning in classrooms is the same as learning in the business organisation (van der Westhuizen, 2007:298). Different authors agree that there are elements of TQM that apply to the business world only and cannot be applied to schools whereas some are suitable for implementation in both worlds (Irwin, 1983:15; Dahlgaard, 1995, Berry, 1996:13; Daugherty, 1996, in van der Westhuizen, 2007:298-299).

### 2.5.4 Performance improvement
It is the duty of the SMTs to see to it that their schools continually improve. Clarke (2007:225) mentions two key elements that are checked when performance is managed. He says the focus should be on checking consistency of results and comparing them against benchmarks. The school should collect baseline data to use in analysing and interpreting the
annual attainments. The information to use to assess the performance of the school comprises, for example, learners’ assessment results, learners’ and staff’s school attendance figures, parental involvement, staff turnover rate, and follow-up on learners after leaving the school (Steyn, in van der Westhuizen, 2007:312). Continuous improvement should follow a cycle pattern, and has to be seen by means of the Plan-Do-Study-Act (PDSA). **See Figure 2.5:**

![Figure 2.5: The cycle for improvement (Source: Leddick, in van der Westhuizen, 2007:313)](image)

### 2.5.5 The school development plan
Managers manage people, they work with people, and it is through people that things get done. This statement means that even though managers take the lead, they cannot move without their subordinates if they want to see the institution operating smoothly. The following **Figure 2.6** indicates what the school development plan entails.
2.5.6 Fourteen points towards performance management

According to Deming, in van der Westhuizen (2007:303-308), the working performances of the people need to be directed by a theoretical paradigm based on specific principles. Individuals’ performances and experiences are not enough. There are fourteen points that
Deming sets out in van der Westhuizen (2007:303-308) that serve as the principles that lead to quality. They are presented as follows:

**Point 1: Create constancy of purpose**
Managers in effective organisations do not focus on only the short-term achievements, but try to promote longer-term successes that optimise the total system as compared to individual components of the system. Long-term successes are achieved through promoting and funding innovation, research and constancy. Constancy implications for educational practice in schools are systems improvement, realisation of the potential of learners and learning outcomes (Deming, in van der Westhuizen, 2007:303).

**Point 2: Adopt the new philosophy**
Poor service and complacency should not be tolerated in this philosophy, and the SMTs and educators should realise the need to shift from the old paradigm to a new one and should find within themselves the need to shift. SMTs should introduce teaching and learning strategies focusing on the success of each learner individually. The new paradigm calls for staff members to commit to the institution they serve, progress from old ways of doing things, and learn from mistakes previously committed. Instruction and curriculum systems improvement are possible to achieve, therefore SMTs should put in more effort and work on them (Rankin, in van der Westhuizen, 2007:304).

**Point 3: Cease depending on inspections to achieve quality**
It is of great significance that things get done correctly the first time they are done in order to save time because wasting time and its poor management are signs of underachievement in the task assigned. Errors should not be given room from the start in order to save time wasted in managing crises and working on corrective action. Much time should be devoted to quality teaching and learning, with educators serving as facilitators supporting learning in every step of the learning process, and evaluating learners continuously.

**Point 4: End the practice of awarding business based on price alone**
Most of the time those who are responsible for the procurement of goods or resources in a company or an institution prefer suppliers with lower prices over those that charge higher prices. This is done without assessing suppliers’ functionality, reputation, quality of service
rendered or the items supplied, for example the Learning and Teaching Support Material and this act detracts from quality education. It is of great importance to understand that normally the input determines the output. It is therefore logical to say that quality resources used correctly and optimally result in good performance, and the opposite is true for poor resources.

**Point 5: Improve constantly and forever the system of production and service**

Time should not be wasted on what does not improve, or promote, quality teaching and learning. All school managers, including the SMTs of well performing schools, should continue to manage waste and improve quality because there is no school that scores a hundred per cent in everything. There will always be a need to master procedures and refine processes. This means that educators and learners will continuously need to be empowered to do introspection and evaluate their own work and contributions towards organisational quality attainment.

**Point 6: Institute training**

Training, whether in-service or retraining, forms the core of quality improvement. Conducting SWOT analysis helps schools draw up school improvement plans (SIPs) that inform the schools on what to improve. Strategic plans, turnaround plans, for example ANA turn around or matric results improvement plans are examples of documents that are compiled when needs analysis is made and goals are set. Training managers and educators with the aim of improving academic performance should always be made priority number one, and it should be made a long-term commitment. Strategies to employ to improve performance may include lectures, small groups, hands-on discussions, inquiry and role-playing. Networking can also play a vital role in improving performance because educators can use other schools’ work as a yardstick to compare their own performance.

**Point 7: Institute leadership**

Leadership should be instilled into staff members to make them cooperate in improving quality education, whether as a team or individually. It is their responsibility to initiate the envisaged quality improvement. Subordinates respect and have confidence in leaders who execute their leadership function well. They willingly follow when such leaders institutionalise permanent significant change.
Point 8: Drive out fear
Fear in the organisation, such as the fear of losing jobs, exclusion from promotion, criticism and uncalled-for accountability should be eliminated, or at least reduced, because it hampers production (quality performance) and it is destructive. It hinders not only individuals’ productivity, but also their accuracy, innovation and risk taking, collaboration and cohesion, joy in labour, and may also cause them to cheat. It is the responsibility of the managers to motivate staff members and make them feel secure. This can be achieved through encouraging sincerity, loyalty, productivity, caring, respect and confidence amongst staff members.

Point 9: Break down barriers between staff groups
Good performance in an organisation requires collaboration, cohesion and collegiality amongst staff members. Team members must not compete, but should work shoulder-to-shoulder and complement each other for the benefit of the organisation. SMTs should encourage educators to engage in team teaching because that leads to more productivity compared to individual performance. Inter-disciplinary methods of teaching should be employed to enrich the learning environment and enhance the learning skills of the learners. For example, learners can engage in projects and work with learners from other schools and different sectors. Widening the learning scope will help learners learn more in a better way, and also have access to resources they would not get if working alone.

Point 10: Eliminate slogans, exhortations and targets for the work force
Team managers should guard against coming up with targets if they are not going to commit to supporting staff members and provide the resources needed. They should focus more on quality compared to quantity, and this means that their attention should be on the process, not on mottoes, slogans and targets.

Point 11: Eliminate numerical quotas
Numerical goals emphasize quantity, and quality gets compromised. Effective managers managing effective organisations do not spend time in setting numerical targets on, for example, attendance rates, failure rates and test scores because the statistics only show how big the problem is, or where the discrepancy is, without indicating ways to improve. Competent managers understand that good performance matters the most and that numbers
ultimately grow spontaneously because excellence attract more customers and therefore emphasize quality over quantity.

**Point 12: Remove barriers to pride of workmanship**
There is a belief that poor performance occurs if managers fail to drive away fear from individual team members, and cause them to understand that they have to work, and will be provided with all the resources they need to achieve well academically. Improving workmanship stresses the significance of one-on-one meetings. Such discussions help managers understand better what subordinates think, want and expect as they endeavour to improve academic performance. The confidence of employees gets boosted when their seniors allow them to have a say on matters regarding the improvement of the organisation that they are part of. The point of intrinsic motivation being better than extrinsic motivation has been discussed in previous paragraphs, and it cannot be over emphasised here.

**Point 13: Institute a vigorous programme of education and self-improvement**
Deming concurs with the South African Education Department on the importance of educators having to learn continually. It is stipulated under the Employment of Educators Act that one of the roles of an educator is to be a life-long learner and a provision of time which is 80 hours per annum is made. This shows the importance of professional improvement to educators and the preparedness of the department to support them. The Education Department believes that self-motivated, self-improving and life-long learning employees contribute enormously to the quality achievement of institutions. Educators are therefore encouraged to take it upon their shoulders to voluntarily develop themselves using the 80 hours allocated. The CPTD, which is a compulsory programme, has also been introduced to reinforce the importance of academic development in educators. Well-trained and suitably qualified educators are more vital, self-motivated, interesting, inquiring, and abreast of relevant and up to date information in their field of work. They teach learners in a quality way, and are capable of turning threatening problems into challenges, and then find solutions to them.

**Point: 14 Take action to accomplish the transformation**
The significance and benefits of teamwork cannot be over emphasised in schools as service organisations. For an organisation to deliver service requires that work done be inter-functional. Managers have the responsibility to lead democratically, and allow participative
and collaborative leadership of all stakeholders. Deputy Principals and middle managers (HoDs) are equally important in managing performance in the schools they supervise. In schools with high enrolment and a full complement of the School Management Team, the principal operates at a higher level, whereas the other team members are hands-on in teaching and learning activities. The SMTs are, however, not the sole pillars in the teaching and learning process. In order for teaching and learning to take place there should be educators teaching and learners learning. It is therefore of paramount importance that school managers involve team members serving as the stakeholders and beneficiaries in faithful performance management.

2.5.7 Managing poor performance
Even though expectations and outcomes are known, people continue to perform below standard. TQM, too, has some critics stating that it is ‘extremely difficult both to implement and to sustain’. There is still poor academic performance in schools despite measures to ensure that quality work is done. There are various reasons for underperformance. It may result from poor leadership, the system of work, Working Procedures (WPs) or Standard Operating Procedures (SOPs) performed and influences beyond the control of an individual (Armstrong, 2008:201). Managers have the duty to work on continually improving performance. They have to find the cause of the shortfall and agree on the action to be taken. After the action has been taken, the managers should monitor and provide feedback (Armstrong, 2008:202). Good managers do not lose hope and give up. They understand that performance improvement is a process, and work tirelessly until they attain the tended results.

2.5.8 Out of school based solutions
Dirks (2013) identifies the following solutions on which schools require interventions from outside.

- Early in the system the focus should be on producing learners who can read, write and count
- Reopen teacher training colleges to develop teachers and instill pride among teachers and teaching in general
- Put in place internal controls to increase accountability, transparency of the learning process and the use of resources towards education at all government levels and in the classroom

46
• Dedicated focus in improving the resources and infrastructure in township and in rural schools
• Celebrate South Africa’s entrepreneurs and learned academic success, conduct career guidance counselling at an early age
• Provide stability in SA education curriculum by involving all stakeholders in developing an effective curriculum for SA
• The Department of education should ensure rapid filling of vacancies and efficient handling of disciplinary cases, or the support of teacher development
• The government should take political control of the education system and depoliticize unions in the education sector
• National program to equip the supply of resources and infrastructure maintenance in SA rural and township schools
• Provide bursaries, school feeding, life orientation and counselling programs to learners in rural areas and townships.

2.6 SUMMARY
There is no public school in South Africa that does not have the SMT. It is only the number of the SMT members that varies due to the number of learners enrolled in a particular school. This shows that although there are differences regarding resources distribution but the education department has afforded each school the man power responsible to lead, administrate and manage schools. It is however surprising that there is a vast difference in terms of how schools perform.

These differences make one conclude that the success and failure of each school depends on its managers hence it is possible to find a school that has been poorly performing improving drastically if there has been changes in management. The differences and uniqueness of the school management styles added in making conducting this research a necessity. Some light has been shared on general challenges that affect SMTs from promoting quality teaching and learning, roles and duties of the School Management Teams, and measures that can help in improving quality teaching and learning in schools. The reviewed literature has thus succeeded in looking at the topic studied.

A full account in response to the objectives of the study will be presented in Chapter 4, when collected data sets are analysed and interpreted. The following chapter 3 will describe the
research design and the various techniques that were used to collect, analyse and interpret data.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION
As an Education Department employee I am concerned with performance in schools. It is the passion of educators who are called to the teaching profession to improve how work is done and advance the way education is practiced in schools (Efron & Ravid, 2013:39). It is unfortunate though that the demanding, ever-changing and chaotic environments of schools affect good performance and demand that sound, constant and important decisions be made always. Finding answers and solutions to problems such as poor performance requires searching again and again as the word denotes (Efron & Ravid, 2003:39).

This chapter presents an outline of the research methodology. It gives the paradigm adopted and focuses on the research design, data collection instruments, the research population and the sampling procedures. Through this investigation I heeded to the need of conducting investigations pertaining to education problems, I aimed at finding the answers to challenges school management teams face in promoting quality teaching and learning in their different schools.

3.2 RESEARCH DESIGN
According to Efron and Ravid (2013:40) schools that are research sites in this study are socially constructed institutions that comprise multiple realities where different actions, behaviours, expectations, norms and beliefs are experienced. The uniqueness and individuality of schools make it improper to generalize research results across time and locations.

For the purpose of this investigation, I therefore chose the interpretive paradigm which is naturalistic in nature. This paradigm was preferred because it is based on a naturalistic approach that aims at understanding the phenomena in real world settings and there is no attempt of manipulating the phenomenon of interest. Interpretivism allows unobtrusive data
gathering techniques for example the interviews and observation (Maree, 2007:79). I deemed this paradigm appropriate for this investigation because the purpose was to gain an insight of the School Management Team members involved in each setting in relation to challenges they face and also find out the solutions that they perceive could bring meaningful change in improving quality teaching and learning. The qualitative design was chosen because it is interactive; I was directly involved with participants as a researcher. I interpreted data collected and interpretations made could not be separated from my background, history prior understandings and context. The interpretations of the participants and readers of the report will also come up with multiple views that will consequently make the solution to the research problem emerge.

3.3 DATA COLLECTION
I chose the suitable data gathering method since it is crucial that the researcher chooses the most suitable method for data collection because that guarantees the reliability and validity of data collected. Cohen, Marion and Morrison (2007) assert that reliability in qualitative research is the fit between what is recorded by the researcher and what is happening in the real setting researched. I visited all sampled schools and interacted with respondents. Cresswell (2009) agrees that the qualitative research method is indeed reliable because the researcher himself or herself gathers data and the information is collected where participants experience the problem. Like it happens in qualitative research, the method I chose allowed me to segment data collected into themes and organise it into units of information. This method considered the participants’ understanding of the problem rather than what I thought or the reviewed literature stated. The SMTs and nothing or nobody else provided me with the information I needed.

As an emergent design, the qualitative research method is flexible in that it can accommodate the changing of questions, shifts in the form of collected data, the participants studied and visited sites. This element of flexibility made it easy for me to work with unique schools that differ in many respects including their location, profiles, the socio-economic status of the community served, preferred medium of instruction, racial distribution and cultural practices of the staff and learners. The qualitative research method has a theoretical lens used by researchers to view other studies, particularly those concerning the concepts of culture, gender and race. The method was surely ideal because culture, gender and race issues prevailed in the schools that were studied. The interpretive nature of this method allowed me
to interact better with the information collected. The specific qualitative strategy of enquiry that I chose as informed by underlying philosophical assumptions was the case study as discussed below.

3.3.1 The case study research method
Various authors understand and define the case study research method differently. McMillan (2012:279) defines a case study research method as an in-depth of one or more events, social groups, programs, settings, individuals, communities or other bounded systems in their natural setting or context. According to Yin (1984:23) a case study research method is an empirical inquiry investigating a contemporary phenomenon within its real life context when the boundaries between the phenomenon and context are not clear and in which multiple sources of evidence are used. On the other hand Bromley (1990:302) refers to a case study research method as a systematic inquiry into an event or set of related events which aims to describe and explain the phenomenon of interest. Yin (2009:4) adds that the case study research method has been used in different situations with the aim of gaining knowledge on individual, group, organisational, social, political and other related phenomena. Although the definitions are put differently, there are commonalities amongst them and they are therefore all adopted in this study. From an interpretive perspective, case studies are characterised by striving towards a comprehensive or holistic understanding of how participants relate and interact with each other in a given situation (Maree, 2007:75). The case study also makes it possible to give the voice to the voiceless and powerless like SMTs find themselves marginalised and helpless in schools and they have to account to both the education department and parents on for example poor performance that often than not is caused by reasons and situations beyond their control.

Different disciplines including education, psychology, anthropology, sociology, social work, business, community planning and nursing have used case studies as the research methods (Yin, 2009; Bromley, 1991; Cresswell, 1997; Yin, 1984, 1994). My investigation concerns an issue on the challenges faced by SMTs in promoting quality teaching and learning in schools as organisations and it is conducted under the education discipline. The usage of the case study research method in this investigation is thus relevant considering the afore-mentioned facts by the authors above.
It should be noted that the case study method is not solely conducted in qualitative approaches. A single case study method often allows the usage of both qualitative and quantitative approaches (Yin 2009; McMillan, 2012). A case study is however mostly understood to be falling under qualitative study because of the in-depth studies of a single entity that use qualitative methods to collect data. In this investigation I also identify the case study method with the qualitative approach because of the paradigm used in this study.

3.3.2 Types of case studies

As mentioned above, there are different types of case studies used by researchers in conducting both quantitative and qualitative investigations and I had to choose one that suites my investigation most. According to McMillan (2012:281) the case studies types identified are as follows in Table 3.1.

Table 3.1: Types of Case Studies

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Organisation</td>
<td>Focus is on a specific organisation over time, often tracing the organization’s development.</td>
</tr>
<tr>
<td>Observational</td>
<td>Participant observation is the primary method of gathering data to study a particular entity or some aspect of the entity (such as a school or classes within a school)</td>
</tr>
<tr>
<td>Life History</td>
<td>A first-person narrative that is completed with one person; also referred to as oral history.</td>
</tr>
<tr>
<td>Situational Analysis</td>
<td>A specific event (e.g. ho students deal with the death of a parent) is studied from different perspective.</td>
</tr>
<tr>
<td>Multi-case (collective)</td>
<td>Several different independent entities are studied.</td>
</tr>
<tr>
<td>Multisite</td>
<td>Many sites or participants are used to, in the main, develop theory.</td>
</tr>
<tr>
<td>Instrumental</td>
<td>Study of an entity, theme or issue.</td>
</tr>
</tbody>
</table>

In this investigation I used the multi-case or multiple collective case study. It was the most relevant one because SMTs from 10 schools located in urban, semi-urban (townships) and rural areas were used as sites where participants in this study served. I had to establish what
challenges SMTs face in promoting quality teaching and learning and also find out if the challenges were experienced across for example different areas, cultures, age groups, gender and racial groups.

3.3.3 Advantages of the Case Study
The case study research method has a key strength of using multiple sources of strategies during the data collection process (Maree, 2007). Like other researcher using this method I decided in advance what evidence to collect as well as what analysis techniques to employ with the data in order to answer the research question. Techniques that are used to gather data are questionnaires with open-ended questions, interviews, surveys, documentation review, observation and the collection of physical artefacts (Yin 1994). In this investigation used interviews, observation, documents and artefacts techniques.

Another advantage of the method is that the examination of the data is mostly conducted within the context of its use (Yin 1984). The detailed qualitative accounts often produced in case studies, explore and describe data in real life situations which experimental or survey research could not capture. In this study, I examined data within the ten schools that were used as research sites.

The case study methods allow for both qualitative and quantitative data analyses depending on the paradigm chosen. The philosophical worldview I adopted in this study is the interpretive paradigm and the procedures followed are qualitative approach aligned.

3.3.4 Disadvantages of the Case Study
According to Maree (2007:76) and Yin (1984:21) the case study research method is criticised for its dependency on a single case thus failing to provide for a generalizing conclusion which is not the intent or purpose of the case study research. Hamel et al. (1993) characterize the singularity as a concentration of the global in the local. In support of Hamel et al. (1993) Maree (2007:76) defends against the criticism and states that in social sciences it is mentioned that a well selected case constitutes the dewdrop where the word is reflected. Yin (1984) further mentions another argument levelled against the case study research. The method is criticised of being too long, not easy to conduct and producing a massive amount of documentation.
**3.4 POPULATION SAMPLING**

Sampling is the process that is used to select a position of the population under investigation (Maree, 2007: 79). Unlike in quantitative research qualitative is not guided by a set of formulated rules and the sample size as well as its selection criteria do not count (Efron and Ravid, 2003:62). It is because of this reason that 52 SMTs from only 10 schools from the entire Richards Bay Circuit were chosen. Empirical researchers rely on various elements, sources of evidence or the units of study (McMillan, 2012:94). Elements are individuals, groups, documents, sites, events and other sources of information required to conduct research. Like other researchers who conduct an empirical investigation I had elements that helped me collect data. In collecting data I used individuals, groups, sites, documents and artefact and that was done to ensure accuracy of patterns and findings. The sampling procedure that I used for the study was the non-probability sampling as it is exclusively used in qualitative studies (McMillan, 2012:103). According to Efron and Ravid (2013: 62) some qualitative researchers believe participants in qualitative research should not be referred to as a sample since they do not represent anyone but themselves and they deem it appropriate to talk of them as specific individuals or groups, but in this study I preferred to call them the sample and the notion is supported by Cohen, Manion and Morrison (2011) in Efron and Ravid (2013:62).

The specific sampling procedure that I used for this investigation is called the purposive sampling, judgment or judgmental sampling (McMillan, 2012:105; Efron & Ravid, 2013:62 and Maree, 2007:79). Richards Bay Circuit has nineteen (19) primary schools in total, but only ten (10) were sampled because according to my knowledge of the area and the population, the 10 primary schools were rich in information. I intended to cover under my investigation schools from urban, semi-urban and rural areas. The geographical location of the 10 primary schools selected made them ideal for selection. Four schools were selected from urban areas, three from semi urban areas and three were from rural areas. Four schools were selected from urban areas because Richards Bay Circuit is constituted mostly by the urban area. As a beginner researcher in qualitative research I did like others and chose one of three commonly used procedures called stratified purposive sampling (Maree, 2007:79). Apart from the relevance in the geographical location of the schools that were used as research sites, I chose them because participants serving in these schools were relevantly experienced regarding the topic under study. They were also willing to participate,
knowledgeable, able to articulate their opinions and they were able to contribute to my understanding of the research topic.

The fundamental weakness of the stratified purposive sampling which is non-saturation of data due to sample size fixing prior to data collection or later, resources and time availability were taken into consideration. In order to counteract the imperfection of the strategy I did data review and analysis in conjunction with data collection hence I went back and forth until I established a comprehensive set of themes.

3.5 DATA GATHERING TECHNIQUES
Three data gathering techniques were used in this investigation. They were the semi-structured interviews for individual top managers and the Focus Groups that were constituted by middle managers, observation, documents and artefacts. The purpose of using multi-methods was to establish credibility and trustworthiness.

3.5.1 Semi-structured interviews
The type of interviews I used for my investigation were semi-structured interviews where semi-structured questions were asked. I prepared specific questions with no predetermined responses. I went to 10 Richards Bay Circuit primary schools to seek for permission and arrange time to conduct both the individual and focus group interviews. I presented the approval letters from the DoE offices in each school that was visited. This was done in order to make it easy for the site manager to take the decision and grant permission. The copies of the letters are attached as appendices.

McMillan (2012:167) defines interviews as a way of gathering data in which the interviewer asks questions orally, and the participants respond orally. The responses are either recorded verbatim or summarised. The advantages of using this form of data collection procedure include strengthening the participants’ motivation to give more information. The interviewer gets accurate information because interviews allow probing. Data collected through interviews are detailed and rich compared to that by other methods. I conducted interviews in person. The school principals were interviewed as individuals, and the other managers, that is were interviewed as focus groups. The number of participants in groups varied as it was influenced by the total number of SMTs, and their distribution in the school. Interviews lasted between one and two hours.
Maree (2007:91) and McMillan (2012:293-294) state that the focus group interview is the most commonly used group interview. They mention that the characteristics of a focus group interview include that it usually takes one to two hours. The total number of participants is between five and 12 people. This method of data collection is believed to be effective because it allows interaction amongst individuals who have a common interest. Participants are encouraged to interact with each other. They give opinions, ideas and insights on a particular topic that they know well. All that the two authors mentioned above stated was prevalent when I conducted the interviews.

During these open and purposive discussions, I asked questions, and participants gave checked and balanced answers. Participants were free to express themselves, and the atmosphere was conducive for so doing since these were homogeneous groups. No specific participants dominated the focus groups because they were all middle managers, deliberately separated from top managers. In each visited school the top manager introduced me and my intentions and the purpose of the investigation before each session started. This put the participants at ease, and they interacted freely with me. There was no form of mistrust and that made it easy for me to make a verbatim record of the proceedings to add to the notes I took.

The interview schedule, field notes pads and the voice recorder were used as the tools for collecting data from the interviewees. Appendix J was used as an interview schedule for both the top and middle management of the schools. This was done because even though they occupied different levels in the hierarchy, they were all school managers.

3.5.2 Observation
Clark (2007:1), when he differentiates between leadership and management, says leadership has to do with direction and purpose, whereas management has to do with efficiency and effectiveness. Although there is a very thin line between the two, this study is concerned with management, and therefore considers the challenges for the SMTs in promoting quality teaching and learning. The research question allowed me to be just an observer: I did not become a participant. I observed for one to two hours in each school. There was no specific formal activity that was observed, for example, a meeting. I instead observed the daily running of the school. I did not want the participants to give a false picture of their
participation in formal activities through knowing that they were observed. I wanted to observe their spontaneous behaviour. Observations could not last for longer periods because too much data would have made it difficult to do an in-depth recording (McMillan, 2012:288). Moreover, it is in ethnography that comprehensive observation that is continuous and detailed is needed, and this study as a case study did not require that. Observations made were structured and controlled by the observation checklist attached as Appendix I. Apart from the pre-arranged observation sheet, I also used the protocol which contained the details of what was seen or heard as it happened. The information recorded was divided into two types; descriptive and reflective. I mainly used words and pictures to capture what occurred. The appearance and the interaction of the participants, their utterances, and the different settings where the interactions took place, were all captured. The date, time and the place where each interaction took place were recorded. It was mainly the behaviour of the SMTs that was captured because they were the central focus in this investigation.

3.5.3 Documents and Artefacts
The documents refer to written or printed records, and artefacts mean archival records that differ from documents (McMillan, 2012:295). In a school situation, documents are, for example, yearbooks, budgets, drop-out reports, minutes, memos, letters, newspapers, test scores, books and many more. The artefacts include student files, test records, statistical data, athletic letters, trophies, posters, awarded plaques, bulletin boards, photographs, videos, art objects, film, physical trace evidence, emails, ritual objects and sounds, smells and tastes. Documents and artefacts served as the evidence showing how well SMTs understood their roles, I used them in order to verify responses of participants and to confirm observations.

The documents and artefacts that were requested from schools for perusal were those that concerned teaching and learning. They were used to confirm the evidence obtained from semi-structured interviews and observation. I guarded against misinterpretations of ideas, selective interpretation intended to suite my argument and unfair treatment of those who developed the sources. The observation checklist was used as a tool to check if schools had the required relevant documents and artefacts that were to assist me gather data. The following list presents examples of those documents and artefacts I requested and used to assist me in analysing data.

- The Curriculum Management Tracker (It contained the record of teaching and learning that had taken place).
• Attendance Registers/Time Book (These documents recorded attendance for both learners and educators).
• Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis (It showed the strengths and weaknesses of the school that had an impact on teaching and learning. It also identified the opportunities that could be used to improve teaching and learning quality, and threats that had to be monitored so that they did not harm the school performance).
• School Improvement Plan (SIP: This was the plan the school drew up to improve the performance of both learners and educators).
• Annual National Assessment (ANA) Results (These were the learners’ results obtained in the external evaluation in mathematics and languages).
• Annual National Assessment Strategic/Improvement Plan (This document contained specific details on what the school intended to do in improving on the external assessment).
• Internal Assessment Results Schedules (The performance of learners in internal examinations was recorded in these schedules)
• School Development Plan (SDP: The plans regarding the development of the entire school were covered in the SDP)
• Policies developed and used by the school e.g. The Admission Policy
• Various Action Plans
• Trophies
• Awarded Plaques
• Photographs and newspaper cuttings showing articles on school matters

3.6 DATA ANALYSIS
Data sets used in this study were both primary and secondary data. The primary data sets were from semi-structured interviews and observation whereas the secondary data sets were from the documents and artefacts that were compiled for other purposes.

McMillan (2012) posits that there are three steps required in qualitative data analysis. This study followed these three steps: organisation of data, summarizing data as codes and interpreting data to search for patterns. Figure 3.1 illustrates the sequence.
Figure 3.1 Steps in qualitative data analysis and interpretation

The study took a narrative form of reporting. Research findings emerged from frequent, dominant or significant themes inherent in raw data. Since this is a qualitative study, data analysis did not follow a linear process. A model that consisted of three essential elements i.e. noticing, collecting and reflecting was used. Codes were assigned to interesting bits and pieces of rich data that were noticed. The data were segmented and clustered into topics or themes informed by my reflection. It was imperative that data be organized because different instruments were used for collection. Collected data sets were cut, sorted and kept as different data sets. For data sorting purposes, I used the time and date of collection, as well as the place where data were collected such as the foyers or offices of the SMT and the boardroom or staffroom. The manner in which data were collected and the reason behind collection assisted me in classifying data accordingly. I used carefully labelled files for keeping the bits and pieces of information. Doing this assisted me greatly in contextualizing the information and it made it easier to go back and add information when it was needed. I perused data in order to get a better understanding because good data analysis depends on the way the researcher understands data analysed. I went through the notes and transcripts. The ideas and insights gained in the process were recorded. I classified data accordingly under different categories listed below.

- The challenges preventing SMTs from attending good results
- The role of the SMT in promoting quality teaching and learning
Measures that can be employed in improving effective teaching and learning

Identified categories were looked at closely with an aim of establishing patterns showing the link between them. They were written on flip charts. Contradictory or common factors were identified (descriptive summaries drawn on what participants mentioned were enriched with the flesh I added). I finally drew descriptive summaries basing them on what the participants mentioned.

3.7 CREDIBILITY AND TRUSTWORTHINESS

My aim when analysing data was not to produce definite results nor prove anything since the investigation was qualitative in nature and qualitative data analysis is a personal process that gives room to subjective and tentative interpretation (Efron & Ravid, 2003:182). I looked for discrepancies and counter-evidence in the data that could refute my assertions and also give alternative interpretations that would temper with the trustworthiness of the findings. According to Maree (2007: 113) using data from different sources help the researcher check the findings of the study. McMillan (2012: 307) concurs when he mentions that the usage of multiple methods for data collection greatly enhances the quality of qualitative research. In this study I followed the principle most favoured in qualitative research and used different methods for data collection. I triangulated the different sources of data used to validate the accuracy of my patterns and findings. The methods used were semi-structured interviews, observation, documents and artefacts. Assertions and explanations given were checked against literature review findings and self-reflexivity was practiced in order to lend trustworthiness to my interpretations. I also used crystallization in collecting and analyzing data and spent time on the research sites. Like it happens with the crystal that grows, changes and alters, the same happened with data collection, when I identified gaps in data collected I planned further data gathering, collected data and reflected on it. I have confidence in the results of the study because data collected from different sources pointed to the same conclusions when analysed and interpreted.

3.8 ETHICAL ISSUES

I consulted the provincial and local education offices and asked for the permission to conduct the study in ten primary schools under the Richards Bay Circuit. I further asked for the permission to conduct the study from the management teams of the selected schools. The different methods of data collection used i.e. the questionnaire, interviews, observation,
documents and artefacts did not expose the purposively selected participants in any form of risks. There was no form of discrimination because participants were selected because of their knowledge, experience and ability to furnish very rich information that was needed for the study.

There was no need for protection of vulnerable individuals since there were no children, no mentally challenged individuals and persons disadvantaged in any form. Participants were given consent forms to sign. There was no fine print in the forms they signed. Simple and straightforward English was used in the letters and forms. This was done in order to prevent problems that could have emanated due to language barrier and ambiguity. I explained in details to participants what the study entails and that participants would not be forced to participate. Participants were told that they would not be pressurized to participate and therefore were free to withdraw from the project at any stage should they wish to do so. I considered the issue of confidentiality of results of the study and the identity of participants by not exposing the names of the SMTs who participated nor the names of the schools that were used as research sites.

3.9 SUMMARY
In this chapter, I discussed the research design and the rationale for using the qualitative approach. A motivation for choosing the techniques used for data collection was also presented. Chapter Four will present data analysis and interpretation.
CHAPTER 4

DATA ANALYSIS AND THE SYNTHESIS OF FINDINGS

4.1 INTRODUCTION
The aim of this study was to establish the challenges faced by the School Management Teams in promoting quality teaching and learning. In the outline made in Chapter 3 it is mentioned that the research design employed in the investigation was the qualitative design. In accordance with the case study research method, I used different techniques and sources for data gathering purposes. The semi-structured interviews, documents and artefacts were used during the data collection process. The following discussion presents the thematically interpreted data.

4.2 THEMATICALLY INTERPRETED DATA
The findings of the empirical investigation of the study is based on the main categories that emerged from data gathered using interviews, observation, documents and artefacts.

I created a conducive environment for all the semi-structured focus groups interviews by welcoming and thanking participants for allowing me to administer the interviews and for availing themselves. I communicated the research purpose and assured the interviewees that...
data gathered would be for research purposes only. I requested that participants express views correctly and honestly since responses were to be given the confidentiality deserved. I asked for the permission to record discussions with those comfortable to be audiotaped, and also made interviewees aware that notes would be taken and observation made as interviews unfolded. I also showed and oriented participants on the tools that were to be used for collecting the empirical data. These tools were the interview schedule, observation sheet or checklist, audio tapes and field notes pads.

4.3 THEMES
Three main themes were formulated from the data I gathered, and sub-themes are used for data presentation. The main themes are:

Theme 1: Challenges preventing SMTs from achieving quality teaching and learning.
Theme 2: The role of the SMT in quality teaching and learning promotion.
Theme 3: Measures that can be employed to enhance quality teaching and learning.

4.3.1 Challenges preventing SMTs from achieving quality teaching and learning
Despite all efforts made to improve results in schools, poor academic performance is still experienced. In all South African public schools there is a team of managers tasked to ensure that there is effective teaching and learning, and that good results are attained, but it all seems in vain. SMTs are faced with various challenges that are beyond their control. The challenges they mentioned when the interviews were conducted are presented in the following paragraphs.

4.3.1.1 The education System
All the participants mentioned that the system of education itself and its practices hinder them in achieving good performance. It was mentioned that the curriculum is ever-changing, and so are other Departmental policies. A total of 31 participants registered their disapproval of the Department having taken over educator recruitment. They said that as school managers, they know better the needs of their schools. They should therefore not be deprived of the right to exercise their powers in performing the duty of selecting staff. One participant burst out and said education had been politicised too much and quality was compromised in the process. He further mentioned that SADTU has taken over the powers to appoint educators.
He continued to say that this union (SADTU) disturbs teaching and learning by causing unnecessary and unwanted strikes. Heystek (2008:108) mentions that three different approaches can be used in appointing an educator, namely the cultural, the academic or educational, and the political approach (see 2.4.12). The political considerations justify the Department’s appointing educators. One other thorny issue that eight still angry participants raised concerned the hearing that principals were invited to following the learner enrolment figures that did not tally with the head count officials made when schools were visited. They said they felt embarrassed and insulted by the Department. They said their hard work for years was tarnished and brought into disrepute. They told me that they were psychologically disturbed and some had to go for counselling, and supervision of teaching and learning at the top management level got disturbed.

The participants all said that the Post Provisioning Norm (PPN) allocation always gave fewer educators than needed. One participant who was amongst the majority that was not happy about the PPN weighting formula said that in his school he had a ratio of 1:54, and yet he was instructed to declare educators surplus in his allocation. In responding to the question ‘Is your school staffed according to the PPN?’ he said ‘There is a sort of confusion, one is not sure of the correct ratio. In fact when I phoned Pretoria to check on the correct ratio they said 1:35 and not 1:40. I worked around that and I thought I was safe, only to find that I still had to declare because that was still on paper.’ The surplus educators were still on site when data were collected, and duties were allocated to them because the school said they were needed, and they were not considered to be surplus. Such a situation affects quality teaching and learning delivery, and it disturbs planning. All the four urban schools had SGB-paid educators appointed over and above PPN as a way of alleviating the problem of being understaffed. One participant mentioned that they have 23 SGB-paid educators. Participants from these schools said it is with the help of the SGB-paid educators and teacher assistants that they are able to provide effective teaching and learning. Their counterparts in townships and rural areas could not afford such staff. One of the participants confirmed that she was extremely loaded, and that takes both teaching and management time. Another problem that participants raised that relates to learner enrolment pertains to the allocation of resources such as funds and LTSM. Participants said that the Department uses the enrolment of the current year in allocating, for example, textbooks and workbooks for the following year. This affects teaching and learning because learners can only share textbooks not workbooks and the learning process requires that all learners must have them in order to make learning easier.
Three participants raised challenges regarding timely payment of newly appointed educators, salary raising for serving educators and remuneration of senior educators and acting SMTs. Two of them mentioned that they have acted for eight and 10 years respectively, and they are still waiting for their acting allowances. They said the Department keeps on making empty promises, which demotivates educators and in the long run affects teaching and learning. One participant added that another problem pertains to the payment of suppliers, and she made an example of the NSNP supplier who was not paid which resulted in learners not eating. ‘Hungry learners are difficult to teach, and they cannot grasp well, especially those who depend on NSNP: they are hardest hit,’ she said.

According to the majority of participants in urban schools, multiculturalism is another factor affecting good academic performance. They also mentioned that there is a communication problem because of the language barrier. Learners who do not speak English, which happens to be the common medium of instruction in the study area, experience learning problems. The mixed cultural backgrounds, religious differences and the unequal socio-economic status of parents aggravate the problem. Urban school participants said they find themselves helpless in this situation since the admission policy as informed by the Constitution promotes non-discrimination and calls for equal education for all, and SMTs have to abide by it. No one takes the time to see whether the discrimination is fair or not, but the realities of the situation allow for fair discrimination because it works to the advantage of the victim. The cultural differences was also vivid when speaking about issues of learner discipline. A total of 24 African participants in all schools sampled believed in corporal punishment as a solution to learner discipline, and a stimulus to good performance, particularly for Africans. Even the parents of African children felt the same way, according to what African participants said. It is surprising that after 21 years of democracy there are still educators and parents who believe in inflicting bodily pain on learners in order to get good academic results. One can thus conclude that there is less effort made by these stakeholders in using other measures to enforce discipline since they cling to the past and lament the abolition of corporal punishment.

Some policies that, according to the majority of participants, have a bearing on poor academic results include progression policies. Learners are allowed to progress to the next grade in the same age cohort as those who performed well, or simply because they have
stayed too long in a particular phase. It is agreed that it demotivates and discourages hardworking learners to see their classmates who did not do well progressing. One participant added that the underperforming learners go to the extent of mocking hard workers for ‘time and energy wasting’ when they can all proceed to the next grade whether or not they worked hard.

Despite all the efforts made to bring about equality in education, there are still some discrepancies apparent, mostly in resource allocation – and that has a bearing on the kind of education to be delivered in each school. As stated before, four of the sampled schools were former Model C schools and were better resourced. Only 14 participants said their schools were well resourced. When looking at the findings one concludes that most former Model C schools are well resourced compared to their counterparts. Even though township and rural schools are, in terms of Section 21 (C) of the SASA allocated funds to spend on resources, it is far less than what; former Model C schools have. The gap is so big that it has not yet been filled in 21 years of striving for equity in education. The quintile ranking of each school and whether the school is Section 20, or 21 without function C, or 21 with function C, determines the resources to be allocated to the school. Different quintile ranking of neighbouring schools, and even those adjacent to each other, was said to be a problem too. The socio-economic status of the community served by the school counts when ranking is done. Three participants supported each other in saying that it is so confusing when a school is classified as poor and the adjacent one as rich when both schools serve the same community. This practice, according to many participants, causes parents to compare schools and flock to the well-resourced ones, and that results in vast differences in learner enrolment. Unfortunately, lower enrolment means fewer resources. Such differences end up being permanent and are manifested in school performance, too. Learner movement becomes a problem to stakeholders; it haunts the Department, but it fails to control it. Being a Section 21 with function C school is an advantage, particularly to the formerly disadvantaged rural and township schools that do not collect enough school fees from learners. Some schools amongst this group are no-fee paying schools, which makes their life more difficult if they are deprived access to allocated funds. The existence of middlemen called ‘goods suppliers’ or ‘service renderers’ between the Department and schools makes poor schools even poorer because of their very high mark-up.
It was good that 28 participants mentioned that their schools are trusted with handling allocated funds from the Department. This includes paying for services to the buying of LTSM. This is a good move by the Department to continue granting more schools financial independence. As managers, the SMTs have to know and understand well the financial status of their schools in order to draw from the budget and allocate resources accordingly. It was, however, disappointing to learn that there were participants who did not know the financial status of their schools. This makes one wonder how these managers operate, particularly when performing their financial and resources allocation duties. It is through such a deficiency that rendering of quality education in their sections and institutions gets adversely affected.

The century we are living in is referred to as the information century, so the observation made at one school was disappointing – it did not have even a single computer for administrative purposes, let alone computers for learners. Two participants said that they would love to match the world standard in terms of academic performance and using technology for teaching and learning, but funds are lacking. It is a huge setback to quality teaching and learning if educators and learners cannot search the internet for relevant and up to date information, but have to rely on textbooks.

A total of 26 participants said SMTs do not have enough time to supervise work because they are so immensely involved in teaching. They wished that SMTs could not be part of the PPN in order to allow them enough time for managerial work. One participant, who is a Foundation Phase HoD, said ‘The time allocated by the Department is less than needed, we are drowning in paper work. I have to teach and monitor work in my Phase with Grade R included, which I am not paid for; this is ridiculous.’ This is indeed raising concerns because Grade R educators, or practitioners, as they are often called, are above the PPN, and this Grade is supposed to have its own budget for everything, including the clear line function of management from local education offices down to schools.

Dual-medium school participants had the problem of doing justice to the teaching of languages in their schools, particularly when it came to the second additional language. Five participants added Life Orientation to the list of subjects with too little time allocated and very sensitive topics to cover such as hygiene and reproduction related matters. Three participants agreed that Life Orientation, Natural Sciences, Arts and Culture are other
subjects that are problematic to teach in a primary school owing to their level of complexity and sensitive topics covered particularly those on growth and reproduction. Four participants were concerned about whose culture has to be emphasized in a multi-racial school since when a white educator teaches and elaborates on his culture that he knows best that is interpreted as brainwashing a black child. One went on to say, telling black children to practise speaking English at home is interpreted as an act of undermining the mother tongue of a learner. The fact that these subjects are either allocated insufficient time for teaching them, that they are far beyond the understanding of the learners and the politics involved, results in poor performance and teachers are left with no time to develop themselves since they end up using their spare time to solve the time-related problem.

Two participants expressed dissatisfaction about the way some departmental officials operate. They mentioned the duplication of work, and said that they have submission registers as evidence of the submissions made to save them when accused of ‘not submitting’. They also keep duplicates for re-submission in case the officials lose documents and instruct schools to start afresh. They mentioned that other officials contribute towards poor performance through using contact time for time-wasting workshops. Nine participants said that there is poor communication between local education offices and schools. Circulars are often received very late, and schools are expected to drop teaching and learning without prior planning, and attend the numerous less fruitful workshops.

South Africa is multiracial, and so is the study area. Both in the country and in the study area Africans are in majority, and that was also true in the SMTs sampled since Africans outnumbered the other racial groups. Four of the participants were not happy about the tendencies of isiZulu speaking facilitators when they accommodate the race that is in majority in the departmental workshops they conduct. They pointed out that other facilitators come late to workshop venues and they use isiZulu deliberately in addressing multicultural audiences, even though they know that some attendants do not understand the language. White participants, said racism has changed focus: it is no longer directed at Africans, but at them. One participant added that they are hard hit by racism against whites, and said she thought they had been punished long enough. She expanded and said that South Africa is for all South Africans irrespective of race, and the Constitution of the country speaks of equality for all.
The racially segregated educators’ effort to perform at their best diminishes when they receive such treatment, and the quality of teaching suffers. Most subject advisers, according to seven participants, were not supportive enough because the assistance they gave was not continuous, and they were sometimes not available when most needed. That the number of subject advisers is not enough to cater for all schools detracts from the quality of education. Two participants complained about the ‘white elephant’, meaning the full service schools. They mentioned that the idea was good, but nobody benefited from it. The schools hosting structures did not get any assistance. The same thing was said about neighbouring schools that were to be serviced. The buildings were empty, the school counsellors and learner support educators seldom visit the full service schools, and there were no more funds allocated. Learners with difficulties could have been helped had such programmes been a success.

When participants were asked whether they had primary planning, policy and procedure documents, all schools appeared to have them. However, observation showed that some schools did not have some of the documents required for their smooth running, which ultimately had a bearing on school performance. The absence of some of the documents proved to be true when I asked to see them, other schools could not produce them. Participants in other schools did not know whether their schools had management documents or not; only the principal knew. One participant, who is a school head, admitted that he compiles documents single-handedly and gives them to staff members ‘ready-made.’ Such a practice threatens the outstanding performance that is achievable when there is a team effort involved.

The schools that had documents could not make them talk to each other. A school would, for example, have the SWOT analysis drawn up, but did not have the SIP and/or the school development plan as a compound plan covering the strategic plan, and the action plan targeting the problems or needs identified in the SWOT analysis. Participants in three schools could not differentiate between the SDP and the SIP. They covered the aspects of the SDP under the SIP, whereas the latter concerns results improvement, unlike the SDP, that focuses on the development of the school in its entirety. Only six participants from one school had all required documents with newspaper cuttings added. They boasted that their school met the world educational standard. They had educators and learners from all the corners of the world. They told me how the SDP was used, linking it to the SWOT analysis drawn up in
previous years. The leaking block roof got repaired. It was impressive to see logic and continuity in their planning. The performance of this school was outstanding and the three schools that did not produce documents struggled to perform well. Artefacts in the form of trophies, medals, framed messages and certificates of excellent achievement welcomed me in the display cabinets of this particular school. Other well-performing schools had their artefacts displayed too. This shows a correlation between good planning and good academic achievement.

The finding indicating that 26 participants are still in their prime years, neither too young nor too old to perform excellently brings hope for quality improvement in education. The majority of SMTs are in the productive age group of mature and skilled managers who understand the traditional ways of teaching, have been capacitated in the current teaching methods and will be around for a few years to see the current endeavours come to fruition. This group is believed to be dynamic, ambitious to improve professionally, able to draw good features from various education systems and put them to good use for better results. It is therefore believed that with such SMTs more schools will boast about their achievements in the near future.

4.3.1.2 Educators
A total of 48 participants expressed their dissatisfaction about the educator morale. They listed it as one of their major challenges. They said it is either fluctuating or permanently low in some of the educators. Three participants shared the same view in saying that educators are even unwilling to do the remedial work, and give extra lessons to deserving learners. The Department of National Education, in van der Westhuizen, et al. (2002:275 and Mulford, 2003), posits that the education profession fails to keep educators satisfied and motivated to do their job (see 2.3 and 2.4.15). A total of 20 participants from urban schools felt aggrieved that the Department does not give incentives to dedicated, hardworking educators. They said they hate it the most that the Department prevents schools to give incentives to educators even though they have enough funds for such purposes. One participant said that might be the reason behind the Department losing good educators to the corporate world, where their every effort is rewarded financially and otherwise. SMTs may captivate, enthuse and inspire educators to work harder to attain improved results, but if there is low morale that will be a fruitless exercise. Having demotivated educators inhibits quality teaching and learning. It was a good pointer towards quality teaching and learning to find out that 39 participants aspired to
climb up the ladder through promotions in the next coming years. Apart from facilitating curriculum delivery in schools, SMTs have the duty to identify educators’ talents, and empower them to achieve their ambitions. Performing this function would be difficult if an SMT member himself is not ambitious and aspiring to develop as a person. As a leader, an SMT member needs to have a vision starting from his or her own personal life so that it later culminates in the organisation led. Without a vision school managers cannot lead institutions to heights (see section 2.4).

Out of the participants sampled, 17 participants said there was a high rate of educators leaving either by resignation or retirement. This is a threat to quality teaching and learning because experience is hard to replace. Participants were worried that inexperienced educators lack confidence, and shun challenging subjects, such as mathematics and languages. These subjects are evaluated under the Annual National Assessment programme, and that makes educators reluctant to teach them for fear of the challenge and pressure that they are coupled with. ‘Most of our educators have reached retirement age, and it is always difficult to replace experience,’ one of the participants said. The recruitment problem showed up again when the same participant went on to say: ‘We would love to be able to recruit, to pick and choose and see the person and be able to speak with the person of our choice, and check if this person fits in here, if he or she will be able to run at our speed.’ The plea relating to recruitment made by SMTs to the Education Department is a genuine request to make since different schools have different school cultures, and varying organisational climates. The tone in such schools is set by the school management, which makes the team the sole structure that understands well the unique nature of their institution. Giving the SMTs permission to select educators of their own choice would eliminate the possibility of having ‘a square peg in a round hole’. It is not everybody who adjusts easily to new environments. The same participant who raised this concern mentioned that their urban school has been joined by a surplus HoD from a rural school within the circuit, and she is doing extremely well. Her fears were that they might not be lucky a second time because in less than a year a PL1 educator from another rural school, declared surplus at a District level, failed to cope and opted for resignation rather than pacing himself with the school. The placement of bursary holders, and the movement of surplus educators by the Department, make SMTs live in fear of not knowing whether the educator to be brought to the school will match the standard, and contribute greatly towards performance improvement.
Another challenge that nine participants mentioned related to the lack of specialisation in primary schools, which they said compromises the quality in performance. They said grade or phase educators do not always shine in producing quality results because they teach all subjects, including those they do not like, or they are not good at as educators. These participants were also not happy about the lack of in-service training and educator empowerment programmes that could help to sharpen the teaching skills of educators. They did appreciate though the effort shown in the Programme to Improve Learner Outcomes (PILO) also known as ‘Jik’imfundo’. They felt that educators need to be trained thoroughly in handling learners with learning barriers. The truth beyond reasonable doubt is that when an educator lacks confidence about the subject matter and does not teach with the enthusiasm required, learners are likely to perform poorly in that particular subject. The problem becomes bigger if the learners have learning barriers too. A total of 11 participants from rural and township schools said they do not have in-fighting in their schools, but educators are disrespectful. They reported that human relations are sour and educators are power hungry. Even though physical manhandling was not reported, there was a ‘cold war’ amongst staff members caused by ideological clashes. ‘The ‘dumped’, displaced or seconded SMTs get bored when placed to serve as PL 1 educators. Second-time employees are also troublesome and difficult to manage, mostly because of their high stress levels,’ one participant said. Two participants, one of whom looked young, as though in her late thirties, said the only reason that makes second-time employees come back to join the system is to get paid not to work. She said, shrugging her shoulders, ‘They are here only to get paid, they undermine and disrespect us.’ Her colleague added that the other problematic educators are those that are in the teaching profession accidentally. ‘They joined teaching only because they were unlucky in their first and second preferences.’ She referred to them as ‘casualties’. The absenteeism of less committed educators was also a cause of concern raised by one participant serving in a rural school. According to van der Westhuizen (1991:630), without the school culture and organisational climate there will be no good academic performance (see 2.4.4 and 4.3.5).

4.3.1.3 Parents
Parents are required to support the teaching and learning of their children. There has to be effective communication between parents and the school. Parents have to make educating their children become easy. A total of 30 participants mentioned that achieving good results becomes difficult if parents do not get involved and offer parental assistance where it is due. The lack of parental support was said to be relatively new in former Model C schools.
Participants said it started showing after the schools were declared ‘multiracial’, and it continues to escalate as more and more communities enroll, particularly Africans. Participants said most parents do not cooperate and support the teaching and learning of their children. Participants further said parents even fail to monitor the doing of homework, dislike educators, and do not help children with homework and others are illiterate but are reluctant to use the AET centres made available to them. They also do not attend parents’ meetings, and do not honour one-to-one invitations aimed at discussing either the performance or the conduct of a learner. The only time they flock to schools, particularly township and rural schools, is during the learner admissions period when ‘dumping’ their children, only to be seen again next year at the same time for the same purpose. ‘Before one can solve the problem of ill-disciplined, lazy and lying learners, one has to deal with their parents first,’ one of the participants said in a harsh voice. Many participants said most parents are absent from the learning of their children. They do not want to get involved and support them. Participants further reported that fees are not paid well, and parents lie about their financial status in order to get exempted from paying.

Some parents were reported not to be staying with their children. Their children come from broken families, and that caused discipline problems. Others were from very poor backgrounds, and that obstructed their learning. Even though the Department, through the NSNP, is trying to alleviate hunger, not all schools qualify owing to their quintile ranking and school history. With some learners it is impossible to do remedial work and offer extra lessons in the morning or after school because of the transport problem. Parents lie and provide false information during learner admissions. They say they stay in the school’s neighbourhood, but later it is discovered that their children have to travel long distances using only one form of transport that they cannot afford to miss. The picture painted by participants about the lack of parental involvement showed that it is difficult to improve the quality of learner performance anytime soon if parents avoid their clear responsibility to assist in their children’s education.

4.3.1.4 Structures and facilities

During the apartheid era there was racial segregation. Some schools, particularly the former Model C schools, were well resourced compared to black schools. There were different education systems in the same country. I was interested in knowing whether the challenges faced by SMTs like that of unfairly resources distribution and vandalism cut across all races
in former Model C and black schools in the post-apartheid era. It was found that traces of apartheid are still vivid. There is an imbalance regarding the availability of and caring for resources. It is apparent that despite all the legislation but striking the balance amongst schools is still far-fetched.

All participants from the six township and rural schools reported that unknown individuals from the communities vandalise their schools. One school had its administration block burnt down, and the sports field illegally used for building homes for some community members. The school was without electricity because of the damage caused by the fire. Three schools did not have sports fields. The second school had a small site, and the third one’s open space that they used for sport was used by the Department to build a high school. The lack of a playing field deprived learners of their right to play and develop the healthy bodies they needed for healthy minds. In another school learners did not have drinking water following the cutting of the fence by community members who broke into the school grounds to fetch water from the school tanks. One school had no electricity after being stripped of its power cables several times. The NSNP meals were prepared in a neighbouring household, and were transported daily to the school because nothing could be kept at the school without being stolen.

The problem of floor space cut across most sampled schools. One participant mentioned that they even have a multi-grade classroom accommodating Grade 1 and Grade 2, which made discipline very difficult as in any other overcrowded classroom. A total of 29 participants echoed that congested classrooms that do not have enough furniture are hard to teach and keep discipline in. They said that they do not have specialists’ rooms such as libraries, language laboratories, storerooms and computer laboratories. It was said that such shortages compromise the quality of teaching and learning. One participant suggested that another school be built in the study area because learner numbers have grown so high because of the more relaxed admissions policy. Only two participants from different schools did not complain about the lack of enough floor space. In the first school, there were enough classrooms: the only thing they needed was to get permission to accommodate a maximum of 35 learners in accordance with the capacity of their classrooms. In the other school they had everything they needed; their only worry was that their financial allocation had been decreased by the Department.
The observation made showed that differences between the former Model C schools and the public schools for blacks built before 1994 were manifested even in the size of the structures built. The classrooms in the former Model C schools were small for quality teaching and learning attainment, whereas those of their counterparts were double the size. The furniture and the classroom arrangement were also not the same. These problems relating to structures and facilities led to a drop in academic performance.

4.3.1.5 Learners

Ill-disciplined, unruly and disruptive learners are very difficult to teach. Poor performance can be expected in a school where there is little or no discipline. According to 40 participants, most learners lack the motivation to learn, they do as they please, they absent themselves for no valid reason, and are too lazy to do class exercises and homework because they know corporal punishment was abolished. They also mentioned that there are individual learners who are ill-disciplined, disrupt classes and consequently waste teaching and learning time. Two participants from a township school agreed with each other in saying that most ill-disciplined learners come from child-headed or broken families, or are orphans, and lack a parental figure. The problem of these learners is aggravated when educators at school do not act in loco parentis and give the learners love, warmth and the attention they yearn for.

Even if learners behave delinquently, SMTs as managers are supposed to be proactive rather than responsive, and they must not fold arms and lament their misfortune, no matter the circumstances, including having to deal with ill-disciplined learners. Good managers are characterised by good planning, as is seen in the availability of primary planning documents. Discipline policies and the code of conduct for learners are examples of such documents (see section 2.4.1). Assistance with regard to learner discipline is at the SMTs disposal in each school with a functional SGB. The SGB, empowered by SASA (Act 84 of 1996), adopts disciplinary measures on behalf of the parent body to ensure good learner conduct. Being aware of this will help SMTs to work together with relevant structures like the SGB in maintaining discipline in order to allow undisrupted curriculum delivery. Another big challenge that all participants from multiracial schools mentioned is the language barrier for learners who speak English only when at school. Communication becomes a big problem, and understanding instructions is a struggle. Participants mentioned that the first struggle of the learners is to understand the language before they understand the content. They develop
low self-esteem because of their incompetence in expressing themselves in the unfamiliar language.

4.3.1.6 Teacher unions
‘What is the role of the teacher unions? Who can tell me? Is it service delivery or politics?’ A participant posed these rhetorical questions one after the other. He said he meant that teacher unions seem to have lost focus. They appear to be distracting classes rather than supporting service delivery. The same participant pointed out that if unions want to strike let those who are willing do so, and refrain from threatening educators in functional schools because academic activities suffer. Three participants joined in mentioning that even though measures are often made to recover time lost, they are never enough.

4.3.2 The role of the SMT in quality teaching and learning promotion
The SMTs who participated in the research belonged to both top and middle management. Top management comprised school principals, Deputy Principals and HODs constituted the latter. The number of SMTs varied from school to school. Some schools had the school principal and one HOD, others had a full complement of the Principal, two Deputy Principals and four HODs. The differences were due to the learner enrolment in each school. Where there were two Deputy Principals, different roles were assigned to each. One deputy principal was responsible for academic issues, and the other one specialised in administrative matters. It is common in high schools to have two deputy principals, but primary schools have to be highly enrolled in order to qualify for such allocation.

All the 52 SMTs in the different positions they held knew that curriculum delivery is the main business in the school as an institution and that all other activities are secondary. It is because of this reason that quality teaching and learning have to be prioritised in schools (Davies, 2009; and Mulford, 2003. see section 2.1). With political reform and all the educational changes made in South Africa, it is expected that quality education be offered equitably in all South African schools. The following paragraphs present what the participants stated as the role of the SMTs in promoting quality teaching and learning in the post-apartheid era.

4.3.2.1 School functionality
Out of the 52 SMTs sampled, 41 participants well understood their role as SMTs in promoting quality teaching and learning. Even though 11 participants mentioned only a few
of the duties they are entitled to perform, in their responses they spoke of planning and budgeting, organising and staffing, controlling and problem solving, and predictability and order creation. All of them mentioned that they ensure that curriculum is delivered, and they manage quality teaching and learning. They run both internal and external examinations. They moderate question papers. They added that they make sure that assessment is reliable and free of irregularities. It, however, sounded peculiar to find out that SMTs in three schools could not tell what the schools’ last scores were in the last ANA results. They mentioned that ANA is just a time waster that does not help anyone. A total of 11 participants gave contradictory responses mentioning different scores, and others could not give comparisons of the School-Based Assessments (SBAs) and ANA results. In two schools I could not get assessment records to review. The conclusion was made that most schools do not reflect on and analyse their academic performance.

Participants understood that the DBE sets standards regarding curriculum delivery. They all knew about the Curriculum Tracker as an instrument for monitoring curriculum delivery. The confusion occurred when they had to tell who kept a record of the work done. Two participants said the administration clerks do the recording of the work done in order to make it easier to submit to the Education Management Information Systems (EMIS) District Sub-directorate for South African-School Administration and Management System and Learner Unit Record Information Tracking System (SA-SAMS LURITS) purposes when records are needed. Other participants used the instrument well. All participants mentioned that SMTs are guided by policy in what they do. They unpack, interpret and implement policies, and sometimes draw up their own policies informed by the departmental policies. One participant mentioned that the school’s admissions policy was informed by the departmental admissions policy. A total of 27 participants stated that SMTs do the school planning, and gave examples such as the SIP, the SDP and ANA turn-around plan or the ANA improvement strategy. It was noted that schools did not have the SDP as a compound plan that incorporates, for example, the SWOT analysis, the strategic plan and the action plan. A total of 39 participants confused SIP with the SDP. Six of the visited schools had the contents of the SDP as different units. For example, the SWOT analysis was on its own and independent from the master plan called the SDP. Only one school had an SMT that drew up a strategic plan and an action plan and linked them correctly to the SWOT analysis for the purpose of realising goals set and needs determined.
Two participants mentioned that it was the duty of the SMT to come up with new programmes to improve quality teaching and learning. They both made an example of the Readathon Programme. With regard to the creation of a school climate and organisational culture, they unanimously mentioned that it was part of their role. One participant proudly mentioned that, ‘The school manager is the eyes and the ears of the Education Department on site.’ It was mentioned that school management provided the link between the school and the local DBE offices.

4.3.2.2 Staffing

All participants mentioned that it was their duty as SMTs to recruit educators that they deemed suitable for the curriculum needs of the school. They all lamented that their power had been taken by the Department in allowing the placement of incompetent bursary holders, troublesome, displaced educators and uncommitted surplus educators. One participant shared the story of an educator who opted for resigning because he could not keep up with the pace of work in the new school. He happened to be a ‘square peg in a round hole’, and could not fit into the organisational culture and climate of the school. A total of 38 the participants said it was their duty to motivate and empower staff members continually through internal workshops, and as guided by IQMS although the later according to their statement did not help much. They further mentioned that they communicated, provided guidance, and coached and mentored staff members. Out of the 38 participants who spoke of empowering staff members, only 5 spoke of empowering themselves first. This is of great concern, since there is now so much to be learnt by managers, and technological advancements are experienced each day. Out of the 52 participants, 45 also mentioned that it was their role to promote staff cohesion and collaboration, and build team spirit amongst team members, even though it was not an easy task. The participants, even the school principals, supported educators and had subjects to teach, but they complained that they ended up having less time for supervision. Heads of department in seven schools mentioned that it was their role to distribute the workload; the senior management only approved and made recommendations.

With all the lamentation regarding staffing matters, it was good to see that The Employment Equity Act (EEA), No 22 of 1998 is implemented in the employment of females in leadership positions in primary schools. Generally, women are excluded from leadership positions. They belong to the designated groups who were disadvantaged in the past hence the above Act had to be drawn to provide for employment equity to marginalised groups. The scope of
the Act covers affirmative action measures that are designed to ensure that suitably qualified people from designated groups such as women have equal employment opportunities. The findings of this research refute that there are fewer female than male managers in the primary schools that are in the area of study, it was found that female SMTs outnumber their male counterparts.

4.3.2.3 Stakeholders
All participants mentioned that they communicated with parents, community structures and all those interested in education, for example, the sister departments such as the Department of Health, DAEA, Department of Social Development, South African Police Services, private sector and Non-Governmental Organisations. They said the main purpose of communicating was to urge those they communicated with to support teaching and learning in their schools. They stated that they motivated learners to take their education seriously, although that sometimes fell on deaf ears. They complained about too little parental involvement. ‘In order to uplift the standard of education and improve the results, one has to start by uplifting the standard of parents first,’ one participant said.

4.3.2.4 Resources
Out of the sampled participants, 29 mentioned that it was the role only of the SMTs, particularly the principal and the SGB’s subcommittee called the Finance Committee, to manage school finances and draw up the budget. The lack of knowledge regarding the administration of school finances was confirmed when some SMTs could not tell the status of their own schools. A total of 19 participants did not know whether they were Section 20, Section 21 without function C, or Section 21 with function C. It was disappointing to see that three could not even tell the difference. This is a threat to the quality of teaching and learning because they would not know what LTSM to procure without knowing how much they have and which procurement procedure to follow. Participants occupying senior management roles were clear in discussing matters touching upon finances. They spoke about guarding against under and over expenditure, as well as under utilisation of resources. The middle managers tackled well the ways of preventing the waste of resources; for example, the use of the book retrieval policy, which nine schools had. All participants mentioned the SMTs role of improvising, providing and distributing resources such as textbooks, workbooks, policy documents, classrooms and other resources supporting teaching and learning.
4.3.3 Measures that can be employed to enhance quality teaching and learning

Much effort has been made – measures have been put in place, programmes have been drawn up, and money has been pumped in, but all seems in vain. Schools continue to perform poorly. This study was conducted amongst SMTs with the aim of finding answers behind poor academic performance in schools. The following discussion presents the proposed solutions.

4.3.3.1 The role of the Department of Education

In responding to the question ‘What can be done to improve the quality of teaching and learning?’ 41 participants pointed out that the Department should conduct its own research and come up with a solution. They said the time has come to practise a bottom-up kind of management that will make the officials listen and attend to the needs of schools, and stop passing the buck on poor academic performance. Participants were unanimous that the Department should review the PPN weighting formula and be transparent about its calculation procedure, because schools need more educators to perform well. They agreed that there should be less teaching for SMTs in order to allow them more time for work supervision. All the participants were unhappy about the teacher-learner ratio, and 10 of them suggested that it be revised to be at least 1:35 or less. Participants said that teaching a class of 40 or more caused discipline problems and made it impossible to attend to all learners individually. One participant said that it was apparent that urban schools and most township schools in the Richards Bay Circuit are full to capacity, and therefore the Department should consider building another primary school. However, it was discovered that although nine schools were well enrolled and even overcrowded but there was one school that suffered under-enrolment.

A link between under-enrolment and poor supply of resources was mentioned and the observation made supported this statement. The school that had the lowest learner enrolment had one block and three prefabs for Grades 1 to 6. The desperate participants serving in this school said they would even appreciate being allocated a few more prefabs if solid permanent structures were too difficult to get. Participants all agreed that having enough floor space, and specialists’ rooms such as libraries, and language and computer laboratories, would help improve performance. Four participants said that the Department should attend to full service schools that have turned out to be white elephants, and make them functional. They felt the
need for the addition of reading mentors, Learner Support Educators (LSEs) and School Councilors (SCs) too. According to what they said, functional full service schools would mean less need for a language laboratory in each school because neighbouring schools would get assistance from one fully resourced common point. Five participants wished that the Department would appoint a remedial teacher for each school because it is difficult for the already demotivated educators with low morale to do remedial work in their spare time. They said it is hard to motivate learning to learners if the educators themselves are demotivated and not very interested in the work done. Nine participants, on the other hand, thought it was better to train all educators so that they could deal with minor learning problems institutionally, and refer only the most difficult cases.

The participant from the under-enrolled school reported that her school did not have support staff. She said she wished that the Department would refrain from distributing resources so unfairly, and implement the Employment Equity Act honestly. She said that she was overloaded because she played the roles of the school head, senior phase HoD, administrative clerk and class teacher. Having too much work on her hands compromised the quality of her teaching and that of the colleagues she supervised. The fact that educators did not use workbooks in her school proved the point that she had little time for supervision. She confessed during her interview that she realised very late that educators were not using the learners’ workbooks. That could not have happened had she had enough time for work monitoring. She suggested that the Department should train HoDs to supervise work across phases instead of specialising in only one phase. Participants unanimously supported this idea and added that IQMS should also be done away with because it only wasted time.

Clarke (2007) posits that recruitment procedures in the South African education system makes it difficult to get competent educators and that adversely affects academic performance (see section 2.4.12). Participants concurred that the procedures prevent schools from selecting competent educators capable of adding value to schools and improving performance. They wanted the recruiting authority reviewed, and to be allowed to head-hunt the best educators for their schools. They strongly believed that committed and hardworking staff members are the key to organisational success. Policies and practices around key issues concerning academic performance such as teacher recruitment and progression requirements should be revisited. Participants felt there was also a dire need for educators to be trained in the subject matter rather than focusing on how to deliver content that had not been mastered. A total of
10 participants proposed that teacher training colleges should be re-opened because their training was practical and content-based, unlike that at universities, where the focus is more on theory. One participant said that interviews should be held before teachers are appointed, because teaching should be a calling and a passion. A total of 31 participants felt it was high time that primary school teachers be allowed to specialise in subjects of their choice in order to avoid suffocation when they join the field. Such specialisation is necessary because primaries lay a foundation for the secondary schools. Five participants highlighted the need for in-service training for already serving educators, and claimed that one-day workshops were not helping.

Data collected indicated that it is not only the PL1 educators that need brush-ups. Even though all the SMTs who participated are neither under or unprofessionally qualified for the teaching profession, it was disappointing to learn that most of them had only a teacher’s diploma as their highest qualification. This poses a threat to the kind of education rendered in their schools. The drastic reforms in South African politics since 1994 have influenced the education system, and changes in people management theories have caused challenges to SMTs, too. Experienced managers of schools are not necessarily any better than newly promoted ones; they all need training. Heystek et al. (2008) mentions that aspects of their management activities such as the quality of working life, staff well-being programmes, and the creation of an organisational culture and climate necessitate their training (see section 2.4.14). A total of 25 participants mentioned that the lack of intensive training in school management affected the performance of the SMTs. Heystek et al. (2008:179) supports the idea that educational changes in the country call for educators, particularly those in leadership, to continually sharpen skills by updating and upgrading themselves. SMTs need to execute their duties outstandingly for educators to copy them and extend the chain of good performance to learners as well. Content knowledge is not enough for managers – their training has to incorporate aspects of management including highlighting the role played by the management style of a leader in enhancing quality performance. In order for an organisation to succeed, the person who is assigned the duty to lead and manage people has to connect with the people led (see section 2.4). A total of 42 participants supported this notion. Participants were also unanimously convinced that contact time should not be used for activities outside teaching and learning. They said that if it has been used for teacher-development purposes, it should be recovered.
Generally, experience is a good teacher, but doing the same thing using the same old ways may lead to low productivity, as Heystek et al. (2008) says (see section 2.4.14). After having been trained and developed into competent, flexible, visionary and energetic teachers, SMTs should guide institutions in providing quality teaching and learning through employing different ways of developing staff members. According to van der Westhuizen (2007), SMTs should equip educators to use technological innovations that have lately gained great momentum (see section 2.4.14). A total 19 of participants are new to their managerial positions, which is good because they are still eager to learn more, and thus adapt well to the changed South African curriculum (van der Westhuizen, 2002). Their eagerness should help them improve the quality of education in their schools.

A total of 37 participants expressed their disappointment with the less competent employees, and wished that the Department could appoint capable persons. It will be difficult to improve school performance if officials are not exemplary in their leadership. Participants said subordinates would easily follow if the system was led by competent people. They mentioned that they rely on officials’ support for empowerment, intensive SMT training and staff development. One participant said officials have to adopt a ‘do as I do’ approach and not the ‘do as I say’ one because the latter does not improve results. Documents submitted by schools always get lost, and there are facilitators who read from training manuals in workshops instead of focusing more on practical work. It was also mentioned that subject advisers should be visible in schools to offer support. Participants said that the Department should encourage healthy competition by giving incentives to hardworking employees, both school teachers and administrative staff, as a way of keeping them motivated. They also felt that the number of schools allocated to each circuit manager should be cut down to enable more efficient and effective administration.

Participants from urban schools were vocal about the Department needing to avoid unnecessary strikes by fast-tracking payment of new educators and raising educator salaries. They said that parents around schools must be given first preference for enrolling their children in order to avoid ill-feeling. Three participants wanted the Department to help them get back the land that was previously used as a sports field so that learners could play. The Sukuma Sakhe programme, which deals with roping in sister departments and other sectors, should not be left to die a natural death. Participants believed that joining hands in solving community problems is a prerequisite for a healthy society. Considering the advances in
technology, two participants wanted the Department to provide a laptop for each educator, and interactive whiteboards. All the participants wanted the Department to fully cater for the Grade R class. The unfair quintile ranking of schools added to the plight of most participants, and they wanted fairer categorisation. They said the confusion in the quintile ranking of schools should come to an end.

Participants said that they are certain that if the Department of Education would do what they asked, schools would work well, and so, eventually, would the country, since education has the power to influence the country.

4.3.3.2 Parental Support
All the participants said parents should fully support and be involved in the learning of their children. Motivation given to learners at school is not enough if parents do not motivate their children. They have to apply discipline. Participants further said learners from well-disciplined families are most unlikely to have discipline problems at school. Participants from fee-paying schools wished parents would stop telling lies about their financial status. Five participants suggested that SGBs should hold accountable the parents who do not pay school fees for their children and misuse the grant they receive from the Department of Social Development.

4.4 SUMMARY
The main aim of this chapter was to analyse and interpret data collected from participants. I was guided by the research objectives in presenting the data collected. Data were analysed and interpreted in accordance with formulated themes. Organising data first made it easier for me to identify themes. I scrutinised similarities and differences. Comparisons were made and conclusions drawn. When finished with data analysis, I compiled the narrative report based on the identified themes. The findings indicate that even though SMTs know their role well in the promotion of quality teaching and learning, nine schools could not produce the outstanding academic results they aspire to because of the challenges they face. It is a struggle and it calls for a lot of sacrifice to attain the results they have and they wish they could get support to ease their suffering. It was only one school that reported they had no challenge regarding performance. The findings indicate that achieving good results needs a collective effort from all stakeholders, which was lacking in some of the schools studied. The aim of this investigation, which was to find out the challenges faced by SMTs in promoting
quality teaching and learning has been realised. In Chapter 5 an attempt will be made to draw conclusions from the study and make recommendations aimed at improving the quality of the academic results.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 INTRODUCTION
The main aim of the study was to find out the challenges that prevent SMTs from achieving quality teaching and learning. The investigation was conducted amongst the SMTs of 10 primary schools falling under the Richards Bay Circuit.

Both the literature review and the empirical study conducted helped me to achieve the objectives of the study as stated in Chapter 1. Chapter 1 also introduced the entire study touching upon its essence as well as its features and the literature review covering both books and empirical studies is presented in Chapter 2. Chapter 3 gave an account on the paradigm employed in the study, the qualitative design adopted, the case study method used for data collection, the Focus Group interviews, observation, documents and artefacts that were used as strategies as well as the interview schedule, field notes pads and the voice recorder that served as tools for data gathering. Chapter 4 focused on data analysis and thematic interpretation. The study is concluded in Chapter 5 where the summary and the synthesis of the findings are presented and the conclusion is drawn thereafter followed by the recommendations made at the end of the study.

5.2 RESEARCH FINDINGS AND RECOMMENDATIONS
Findings and recommendations made are informed by the consideration of the SMTs challenges encountered regarding the promotion of quality teaching and learning, their knowledge and experience in relation to their role in promoting quality teaching and learning, and measures that can be employed as solutions to enhance quality teaching and learning. The challenges encountered and SMTs specific roles are mentioned under the findings and the measures to be employed to solve problems encountered are covered under the recommendations made. It is significant to note that the findings presented below are arranged in no order of preference, they all need to be addressed because they appear to be
linked and interweaved hence they are presented simultaneously without categorizing them according to study questions. They are only presented as themes.

5.2.1 Ages of respondents
Finding 1: The age of the participants indicated that they know both the traditional way of teaching (before 1994) and the outcomes-based approach (post-1994). Being trained during the apartheid era and be expected to teach in the new era is a challenge to educators due to the changes in the system and in the country at large. Dwelling on the past could threaten quality teaching and learning, whereas maintaining good features of the past system and blending them with the new one could lead to better academic results (see section 2.3).

Recommendation: Measures have to be developed to uproot the unwanted old information since there is sometimes resistance and a tendency to get old knowledge interfering with new knowledge, and that can adversely affect the achievement of good results.

5.2.2 The gender of participants
Finding 2: It is a challenge to both male and female participants to teach topics on hygiene and reproduction related matters in Life Orientation because they are sometimes misinterpreted and thought to be sexually harassing learners and performance is affected when topics are not dealt with in depth (see section 4.3.2.1).

Recommendation: The issue of privacy and sexual harassment need to be re-visited to protect educators in their endeavour to lead learners towards adulthood.

5.2.3 Positions held by participants and racial considerations
Finding 3: It was only in urban areas that all four races were represented in the School Management Team; township and rural SMTs were all black. Members of all races occupied positions from middle to top management. In teaching Languages, Life Orientation, History, Arts and Culture, it was a challenge not knowing whose culture has to be emphasized in multi-racial schools, they teach in fear of violating rights of other races and effective teaching and learning become affected. It is very difficult to attain goo results when there is a language barrier. Teaching and learning is a two way process. It required that there should be effective communication (see section 4.3.2.1).
Participants thought the South African Constitution created loopholes that compromise good performance in the education system and believed other policies have to be revised if not reversed. They cited two policies. The School Admission Policy that does not allow discrimination regardless of the fact that other forms of discrimination are fair and are to the advantage of the victim and Learner Progression Policy that compromise a healthy competition that breeds quality.

It is also still not clear whether legislation and policies relating to redress and equity appointment criteria should be corrected at national or provincial offices or in schools. This uncertainty exists because it is not yet clear whether schools are organisations in their own right or not. The finding is congruent with the existing literature regarding the unclear organisational status of schools (Heystek, et al, 2008:11).

**Recommendation:** Racial segregation should not affect teaching and learning and policy reviewing should be considered a necessity for the good of South Africans. Also, the uncertain status of schools as organisations should be made clear in order to ensure that racial representivity requirements are met in relevant organisations and in the correct level, whether schools, or Provincial and National Departments of Education. It is hoped that striking a racial balance in staffing can bridge the performance gap between former Model C and former black schools and also rescue financially most blacks who send their children to expensive former Model C schools because they believe that where there are whites performance is excellent.

**5.2.4 SMTs recruitment strategies and support given**

**Finding 4:** The challenge regarding the poor recruitment strategies and the inadequate support given to serving SMTs affected teaching and learning consequently. South African educator training institutions train educators not school managers. There are no formalized structures and programmes designed to orientate newly appointed school managers and provide continuous support in the form of in-service training to those who are already serving. As a result some managers find themselves in a deep end whilst others survive by trying their luck and take chances until they succeed and having nothing concrete and tangible cannot guarantee that tracing steps is possible when the same has to be repeated in the near future or when the knowledge has to be passed (see sections 2.3 and 4.3.2.3).
**Recommendation:** School managers should be trained and capacitated because being the best teacher does not guarantee that you will make the best manager. Also effective structures and programmes should be put in place to assist the school managers. Strict performance management strategies should be employed for example appointing managers on performance based contracts.

### 5.2.5 Experience

**Finding 5:** Even though there were discrepancies identified in the SMTs recruitment strategies and support given, it was found that well experienced and good performing SMTs were in majority in the study area (see section 4.3.2.1). In spite of differences in the years of teaching experience, professional development, academic achievements and curriculum delivery supervision, they all understood very well the role of SMTs in promoting quality teaching and learning, even though they lacked intensive training in school management. In their responses they touched upon planning and budgeting, organising and staffing, controlling and problem solving, and predictability and order creation roles. Despite being on the same level in understanding the SMTs role in promoting quality teaching and learning, a huge difference in performance and a lack of uniformity in the way things are done to manage curriculum in urban, township and rural schools was prevalent. The differences that occur in academic achievement are attributed to learners flocking to specific schools and neglecting others.

**Recommendation:** The Department of Education should devise some measures, including expanding opportunities for formal intensive in-service training like Jika Imfundo for the SMTs. This would provide re-skilling of educators which appears to be needed the most. It will also bridge the performance gap amongst urban, township and rural schools.

### 5.2.6 Plans of the SMTs in the next five years viewed against educator morale

**Finding 6:** Results indicated that despite challenges experienced SMTs are willing to continue to be loyal in serving the DoE. Amongst the challenges they have is the problem of leading demotivated educators, most of whom suffer from a fluctuating morale or a permanently low one. No matter how willing the SMTs are to achieve good results (see finding no. 7), they need a collective effort. Without subordinates with high morale that share leadership roles and are mutually accountable, good results will not be attained (DoE, 2002:24).
**Recommendation:** The DoE should intervene and help boost the morale of educators. Such interventions may include good pay for all educators and incentives for hard workers because they are currently underpaid, and sometimes not paid at all. (Dadey & Harber, 1991:20).

### 5.2.7 The quality of educators produced lately

**Finding 7:** Poor quality producing educator training institutions, incompetent less passionate and confidence lacking educators produced, prohibiting specialisation in primary schools, highly politicised educator recruitment and placement procedures compromise the quality of curriculum delivery. The Programme for Improvement of Learning Outcomes (PILO) also known as ‘*Jika imfundo*’ was reported as the only promising initiative towards educator development. However, three and more years of training cannot be replaced by the few days of sometimes less effective workshops (with Jika Imfundo’s exception), educators experience confusion on what is expected of them currently and it makes attainment of good academic results very difficult (see section 2.3).

Most educators from rural and township schools lack confidence when called to serve in multi-racial schools when the redress process is undergone. Moreover, most second time employees do not cooperate with their seniors and do not do justice to their work but appear interested on the salary only (see section 4.3.2.2).

**Recommendation:** Re-opening of reputable educator training colleges and ascertaining good quality educators’ availability through intensified in-service trainings like Jika Imfundo, reviewing strategies for educator recruitment for example, conducting interviews to establish passion on the profession are recommended.

### 5.2.8 Filling in of educator vacancies and educator working conditions

**Finding 8:** Educator vacancies take long to be filled in and teaching and learning suffers when that happens. When they are finally filled, it takes ages again to pay their salaries. The same thing applies to those nominated to acting positions, they are either not paid on time or not paid at all and it is common practice that nobody gives valid reasons for the delay or non-payment. Being taken for granted, compromised safety, poor working conditions and prohibiting incentives to deserving educators serving in affording schools chase educators away to where their every effort is recognized (see section 4.3.2.2).
**Recommendation:** Educators should be valued and respected like all other professionals. Furthermore, the filling in of educator vacancies should be prioritised and the payment of salaries for all educators should be made speedily.

### 5.2.9 Involvement of unions

**Finding 9:** There is too much involvement of teacher unions. Participants in multi-racial schools were not happy about the behaviour of teacher unions particularly SADTU. They mentioned that SADTU disturb teaching and learning and force educators to participate against their will in the strikes that they (SADTU) unnecessarily organise (see sections 2.3 and 4.3.2.1). Both the reviewed literature and the empirical research conducted agree that SADTU has taken over the powers to run the Education Department and that is a big challenge to quality teaching and learning quality. SADTU as a social partner to the Education Department should not be failing it.

**Recommendation:** The involvement of unions should be weighed against what the schools, the Education Department and the entire South African populace stand to lose. All educator unions including SADTU should play well their role of being social partners to education and support all activities directed to quality teaching and learning and refrain from engaging in practices that disturb effective curriculum delivery and disadvantage learners.

### 5.2.10 Learners

**Finding 10:** Participants indicated that most learners that are ill-disciplined and difficult to teach are orphaned, come from broken or child-headed families. Apart from the aforementioned group, there were learners who were reported to be not intrinsically motivated to learn whose parents and guardians did not emphasize the importance of education because most of them more especially in rural areas and townships are either less or not educated at all. It is even more unfortunate that the illiterate parents were reported to be reluctant in using the AET services that schools endeavour to organise for them as a way of alleviating non-contribution to their children learning (see sections 4.3.2.1, 4.3.2.3 and 4.3.2.5).

**Recommendation:** Schools should make an effort to make learning interesting to learners and reduce the number of learners who disrupt classes, underperform and finally dropout because they find learning uninteresting. Schools as a second home to learners should strive
to make the school environment conducive and welcoming to learners and act loco parentis in the absence of parents.

5.2.11 Parental involvement

**Finding 11:** Results indicated lacking parental involvement and inadequate support towards teaching and learning activities (see sections 2.3 and 4.3.2.2). The literature reviewed and empirical study I conducted point towards the same direction of parents that do not support school as expected. Participants felt that attending meetings, helping with home works and participating in other school activities is not enough. They wanted parents and guardians to be fully involved in learner-discipline. The problem of poor parental involvement is increasing in rural, township and multi-racial schools but is a relatively new challenge in the later schools. Participants mentioned that the problem started when the political decision was taken that former Model C schools should become multi-racial centres of learning. Participants said that even though there are White, Coloureds and Indian parents who do not actively and positively support teaching and learning activities, the problem is more prevalent amongst African parents. Participants, particularly whites, felt as if they were 'punished for being white', an emotional participant said. They mentioned that it looked as if the formerly oppressed have become the oppressors, as happens in the case of religion (van der Westhuizen, 2007). It is saddening that parents are fascinated by rights and forget about responsibilities (see section 4.3.2.3). It is obligatory for every parent to support the schooling of the child, ‘As a parent, your relationship with the school starts on the day you decide to register your child with a particular school’ (SASA, 1996).

**Recommendation:** An intervention plan has to be drawn up in order to make parents aware of their mandatory obligation to support the education of their children, and more tolerance should be shown amongst South African races.

5.2.12 The constant change in the South African education system

**Finding 12:** The instability in the education system of the country affect the quality of teaching and learning. Rural, township and urban schools are all affected in various degrees. The three and more years of training cannot be replaced by the few days of less effective
workshops, educators experience confusion on what is expected of them currently and it makes attainment of good academic results very difficult. There were both similarities and differences in the ways SMTs serving in these schools were challenged. The profiles of the schools for example, the school history, its location and the community served determined the challenges experienced in each school. The one major challenge that hit them all the same way was the continuous changes in the education system. It keeps changing but the serving educators are still the same (see sections 2.2, 2.4.2 and 4.3.2.1). Both the reviewed literature and data gathered indicate that it is imperative to first equip the people required to implement change before change gets implemented in order to get receive good results.

There were participants in this study who only had diplomas, which they obtained years back, when such diplomas were in line with the old system of education. Even though the minimum requirement for an appointment to a teaching profession is M+3 (diploma), it is imperative that managers keep themselves abreast of new developments in education. Such developments help managers adapt to the new era, and they determine the survival of both the organisation and the organisation’s management. Holding on to old diplomas obtained before the new system was introduced threatens quality education in the post-apartheid era. Lack of relevant and up to date information received from formal training can be a blow to institutions’ academic achievements, especially in the absence of in-service training programmes. The CPTD programme has been introduced, but it looks as if it is not bearing the desired fruits. Participants knew they have to be life-long learners but had a problem of additional work load (the Grade R case) they too much paper work that leaves them with no time for personal academic development and that ultimately becomes a challenge to quality teaching and learning.

**Recommendation:** The government of the country should consider stabilizing the education system in terms of curriculum delivery. School twinning and networking can also be a solution to many different challenges experienced because schools may assist each other for example, the urban schools may learn from township and rural schools how to deal with a black child from the poor socio-economic background whilst they on the other hand teach their counter parts fundraising and resource management skills.

The ECD programme should be allocated its full staff complement since it is not part of the Foundation Phase but runs parallel to it.
It is also recommended that managers be encouraged to enroll for further studies and realise their role of being life-long learners, which is a necessity for good institutional management and leadership. An improvement in the notch like it used to be in the past could serve as an extrinsic motivation to inspire educators compared to the once payment that they currently receive when they submit certificates they obtain for further academic development. The Education Department should find a way of minimizing paper work particularly for School Management Team members in order to make conditions for quality teaching and learning rendering and supervision conducive. Participants mentioned it themselves that they need to be allocated less time for quality teaching and learning delivering if quality supervision has to take place. This is true because every successful process needs effective monitoring and supervision.

5.2.13 The Post Provisioning Norm (PPN)

Finding 13: The Posts Provisioning Norm (PPN) allocation was a challenge that cut across all schools in the study area (see sections 2.3 and 4.3.2.1). It affected teaching and learning to such an extent that no school was happy about the PPN allocated. Adding to their plight was that school principals were allocated subjects to teach too whereas the nature of their job and current expectations keep their hands full and allows no teaching time. The PPNs allocated also resulted in overcrowded classrooms that are difficult to teach effectively. Multi-racial schools combated this problem by appointing SGB paid assistant educators but to their counterparts it was only a wish because of financial constraints.

Recommendation: The State should prioritise education more and show that by devoting enough funds in education in order to make it possible to employ more educators and the educator learner ratio needs to be revised again to alleviate overcrowding in the classrooms.

5.2.14 Unfair distribution of resources

Finding 14: The unfairly distribution of resources is also another challenge that links to the PPN allocation challenge (see sections 2.2 and 4.3.2.1). The Education Department prioritise highly enrolled schools and in the under enrolled ones suffer in the process. This kind of favoritism as one participant called it, aggravates the under enrolment problem further as learners flock to well-resourced schools with ever increased PPN. As the learners flock to new schools the PPN of the neglected school drops whilst that of the new school increases.
and most unfortunately for the department correcting and catering for such changes in the PPN is not an easy thing to do especially with unions involved. The time to apply corrective measures gets prolonged and performance suffers ultimately. Schools like this one (in which the participant served) that are allocated very few resources, are without electricity, and sports facilities have difficulty in producing good academic results end up classified as non-viable and become permanently closed.

Recommendation: The Department of Education should practise a fair distribution of resources to all schools regardless of the learner enrolment because financial restrictions to under enrolled institutions aggravates the poor enrolment challenge further. Schools should also engage in fundraising activities and should not look up to the department for everything.

5.2.15 The Quintile ranking and financial status

Finding 15: Ranking of schools in Quintiles using the distorted information and their financial status allocation (as Section 20, 21 with function c and 21 without function c) advantage other schools and disadvantage others. The lack of uniformity is detrimental to teaching and learning especially when it happens to neighbouring schools. The classification under a specific Quintile determines the resources to be allocated and services to be rendered in a particular school. Also involvement of the ‘middle man’ in schools who do not manage all their finances makes the cost of items bought escalate and sometimes the quality of goods bought is not up to standard. When this happens quality teaching and learning become compromised in the affected school and it loses trust and support from the community served. Township and rural schools are the ones affected the most in this regard (see sections 2.3 and 4.3.2).

Recommendation: The quintile ranking tool should be re-visited and amended because it currently disadvantage schools. Schools should be ranked correctly in order to keep them up and running smoothly towards the attainment of quality teaching and learning. The Education Department should also speed up the process of changing the financial status of all public schools to Section 21 (with function c) and do away with the ‘middle man’. Transparency, efficiency and accountability has to be emphasized in all levels of public finance handling using the Public Finance Management Act (PFMA).

5.2.16 ANA, IQMS and less fruitful workshops
Finding 16: ANA, IQMS and non-informative workshops conducted during the contact time disturb teaching and learning. Results showed that participants regard conducting these activities as time wasting because they all do not achieve the desired goals (see sections 4.3.1.1 and 4.3.1.2).

**Recommendation:** Contact time should be used solely for teaching and learning, if it happens that it becomes utilised by a mistake for something else, an effective recovery plan should be drawn and implemented to make up for the time lost.

5.2.17 Restrictions in learner discipline
Finding 17: Discontinuation of corporal punishment infliction was seen as one of the major reasons that leads to poor results attainment since quality teaching and learning is difficult to achieve. Participants in rural and townships schools strongly felt that the abolishment of corporal punishment was a big mistake because there are no effective mechanisms put in place for dealing with misbehaving, ill-disciplined, lying and lazy learners (see sections 4.3.2.5).

**Recommendation:** It is policy that corporal punishment is abolished and no one is above the law, therefore educators have to abide if they want to stay out of jail and keep their jobs. Workshops on other strategies to use as corrective measures to deal with learners getting out of hand were conducted after the corporal punishment abolishment but it looks like it was not enough, problems continue. It is recommended that such workshops be conducted on regular bases in order to make the work of educators easier.

5.2.18 The appointment of incompetent officials
Finding 18: Appointing incompetent individuals to serve in curriculum delivery key positions is a hindrance to good academic achievement because they do not guide and render quality support expected by schools from them as senior managers. It is apparent that the struggle for power and racial dominance is not yet over. Races in South Africa have not yet reached the point of tolerance and this brings detrimental effects to quality teaching and learning (see section 4.3.2.1)
**Recommendation:** It is a malice practice to appoint incompetent people and leave behind those capable of doing the job well. Appointments and promotions should be based on merit if good performance is to be achieved.

### 5.3 FINAL RECOMMENDATION

There is still hope that quality teaching and learning can be achieved provided the measures discussed as solutions to challenges in the above paragraphs are tried. The Education Department should conduct an investigation to establish the causes of poor performance in schools rather than delivering irrelevant, unwanted or less-needed support. A bottom-up plan to improve academic attainment is a necessity. Lastly, stakeholders should join hands and make it a joint venture to improve quality teaching and learning in schools. Findings indicate that there is very little that SMTs can do to remedy the poor performance plague if not supported.

### 5.4 SUMMARY

This investigation has endeavoured to reveal challenges that prevent SMTs from promoting quality teaching and learning. The outcry of the nation about poor academic achievement and the gloomy future of the country prompted me to embark on this project. Findings reveal that SMTs well understand their role in promoting quality teaching and learning, but there are various hindrances to outstanding school performance. It was discovered that key role players, including the Education Department itself, either do not play their parts effectively, or they block others from performing well. Challenges cut across all racial groups in multi-racial, township and rural schools. Schools were not run the same way, and they consequently did not perform the same way. Uneven distribution of resources and affordability of schools determined their academic attainment. The general conclusion drawn was that despite all the challenges experienced, Richards Bay schools are trying their level best to perform outstandingly. There are schools lead by good managers, and additional support from all stakeholders could push them to high academic achievement.

### 5.5 LIMITATIONS OF THE STUDY

This study was limited to the Richards Bay Circuit primary schools. The other three circuits falling under the Imfolozi Circuit Management Centre could not be sampled because they did not match the sample requirements. Only the Richards Bay Circuit has urban or multi-racial, township and rural schools under its jurisdiction.
5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

It is recommended that studies of the same nature be conducted in other Richards Bay Circuit primary schools that were not covered in this investigation and in the high schools as well. In addition, a similar study conducted across the Circuit Management Centre and at the District level could help to inform the authorities about what has to be corrected to improve the performance of the schools under their supervision. It is believed that finding challenges of these institutions and working timely on solutions to remedy the situation will contribute in the improvement of teaching and learning in the KwaZulu-Natal Province.

5.7 REFERENCES


APPENDIX A: Letter to the principal

University of Zululand
P.O Box 32
Empangeni
3880
02 October 2014

The Principal

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

My name is N. P. B. Madondo, I am studying towards a Master’s degree in the department of Social Science Education at the University of Zululand.

I would like to conduct a research in your school for the purposes of fulfilling the requirement of a Mini-dissertation in Educational Planning and management: my research topic is entitled: The challenges faced by school management teams in promoting quality teaching and learning at UThungulu District.
This research study will be conducted under the supervision of Dr. D.W Mncube from the University of Zululand. I am hereby seeking your permission to approach the management team in your school in order to participate in this research.

I have included a copy of the standard ethics protocol for your perusal.

Upon completion of the research, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 082 3313 405 or 083 712 3474

Thank you.

Yours sincerely

---

**APPENDIX B: Letter to the participant**

University of Zululand

P.O Box 32

Empangeni

3880

02 October 2014

Dear Participant

---

**REQUEST FOR PERMISSION TO PARTICIPATE**

My name is N. P. B. Madondo, I am studying towards a Master’s degree in the department of Social Sciences Education at the University of Zululand.

I am conducting a research to find out challenges faced by school management teams in promoting quality teaching and learning at UThungulu District Schools in Kwa-Zulu Natal Province.

This research will be conducted under the supervision of Dr D.W Mncube from the University of Zululand. I am hereby seeking your permission to participate in this research.
I have included a copy of the standard ethics protocol for your perusal.

Thank you.

Yours sincerely

Mrs N. P. B. Madondo

APPENDIX C: Participant consent form

CONSENT FORM – PARTICIPANT

I………………………………………………………………. give assent or no assent, to participate in a research as stipulated in the request letter.

Signed………………………………………………….at………………………………
date (ymd)………………………………

REPLY SLIP

To The Principal

Dear Sir

I hereby give you access to conduct your research at the school on the topic: The Challenges Faced by School Management Teams in Promoting Quality Teaching and Learning in Primary School in the KwaZulu-Natal Province.
APPENDIX D: Standard ethics protocol

My name is N. P. B. Madondo. I am a researcher on the study entitled: Challenges faced by school management teams in promoting quality teaching and learning at UThungulu District. This study is supervised by Dr DW Mncube of the University of Zululand. Dr D.W Mncube can be contacted at these phone numbers: 0829324338 and 035 902 6702 should you have any clarity seeking questions.

Thank you for your willingness to participate in this research. Your participation is extremely appreciated. Before we commence with the interviews, I would like to reassure you that as a participant in this research, you have several very definite ethical rights namely:

- Voluntary participation.
- Freedom to refuse to answer any question at any time.
- Freedom to withdraw from the interview at any time.
- The confidentiality aspect of the interviews.
- Debriefing will be offered to the client after the interviewing session.
- Freedom of using language of your choice.

Excerpts of this interview will be made part of the mini-dissertation, but under no circumstances will your name or identifying characteristics be included in the Mini-dissertation.

Please sign below if you have read and also understood the researcher’s explanation of the content of the research ethics protocol.
APPENDIX E: Participant informed consent declaration
INFORMED CONSENT DECLARATION
(Participant)

Project Title: Challenges faced by school management teams in promoting quality teaching and learning at UThungulu District, researcher name: NPB Madondo, Student No. 19930938 from the Department of Social Sciences Education, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to fulfil the requirements towards the completion of the Master Degree in Education.

2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.

3. By participating in this research project I will be contributing towards assisting stakeholders through voicing out the challenges of school management teams that prevent them in carrying out their co-function which is promoting quality teaching and learning in schools.

4. I will participate in the project by providing the relevant and rich information that will aid in the understanding of the research problem

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that

a. the following risks are associated with my participation: information disclosure and identification of the participant.
b. the following steps have been taken to prevent the risks: consideration of ethical issues
c. there is a 5% chance of the risk materialising

8. The researcher intends publishing the research results in the form of an article. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conducting of the research. As soon as the data analysis is complete, tape records and all recorded information will be destroyed.

9. I will receive feedback in the form of a research copy regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by NPB Madondo contact numbers: 082 3313 405 / 083 712 3474 and email addresses: bongipmadondo@gmail.com & vovih@yahoo.com

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, .........................................................have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document’s contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research. I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

..........................................................................................................................  ..............................................................
Participant’s signature  Date
APPENDIX F: Permission letter from the Richards Bay Circuit Manager
To: Mrs. N.P.B. Madondo
P.O. Box 32
Empangeni
3880
4 November 2014

GRANTING OF PERMISSION TO CONDUCT RESEARCH IN R/BAY CIRCUIT SCHOOLS

The matter as mentioned supra has reference.

This office is in receipt of your letter dated 3 November 2014 in which you placed a request to conduct your research.

Permission is hereby granted by this office and highly appreciates your topic as identified for your research. This office is undoubtedly convinced that your research topic will add value to SMT members in their quest to providing leadership and solutions in teaching and learning regardless of prevailing challenges in terms of conceptualization, contextualization, approaches, strategies and practicalities thereof as your topic dictates.

Wishing you good luck in your research and interview responses that are underway.

Dr VE Sikhosana: R/Bay Circuit Manager

Date

APPENDIX G: Permission letter from the CMC Head
Your Application for authority to Conduct Research in Imfolozi-Mthonjaneni CMC Schools

1. Your application submitted to my office has reference.
2. The Circuit Management has resolved to authorize you in conducting academic research in schools situated within its borders. This came after consideration of various factors including that the research will ultimately help us gain more understanding of our area of operation.
3. Further to our permission, you are advised to obtain official forms from our district through which you will apply from our provincial head office. This will allow the office of the Head of Department an opportunity to apply its mind on your application as well.
4. You will be required to produce this letter to principals of schools where you will be conducting research as proof that the CMC is aware of your research.
5. I wish you the best of luck in your studies.

Dr. L.M.M.S. Madondo
Chief Education Specialist: Imfolozi-Mthonjaneni Circuit Management

APPENDIX H: permission to conduct research in KZN schools
APPENDIX I: Observation sheet: checklist

DATE-----------------------------------------------------------------------------------

110
<table>
<thead>
<tr>
<th>Number</th>
<th>Observed item</th>
<th>Expectation</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>School premises</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Learning and teaching environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Cleanliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Order in the school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Self-discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Mutual respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Educators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Designation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Staff development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Learners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>School attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Punctuality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Readiness and willingness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Racial differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Cultural background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Learning and teaching support material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Floor space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Co-curricular facilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5. Stakeholders

<table>
<thead>
<tr>
<th>5.1</th>
<th>Departmental officials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>School Governing Body</td>
</tr>
<tr>
<td>5.3</td>
<td>Parents</td>
</tr>
<tr>
<td>5.4</td>
<td>Sister Departments</td>
</tr>
<tr>
<td>5.6</td>
<td>Non-Governmental organisations</td>
</tr>
<tr>
<td>5.7</td>
<td>The private sector</td>
</tr>
</tbody>
</table>

### 6. Policies

<table>
<thead>
<tr>
<th>6.1</th>
<th>Contact time policy/Notional time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Language policy</td>
</tr>
<tr>
<td>6.3</td>
<td>LTSM procurement policy</td>
</tr>
<tr>
<td>6.4</td>
<td>Books retrieval policy</td>
</tr>
<tr>
<td>6.5</td>
<td>Assessment policy</td>
</tr>
<tr>
<td>6.6</td>
<td>Admission policy</td>
</tr>
<tr>
<td>6.7</td>
<td>Homework policy</td>
</tr>
</tbody>
</table>

### 7. Documents and artefacts

<table>
<thead>
<tr>
<th>7.1</th>
<th>School Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>National Curriculum Statement / CAPs documents</td>
</tr>
<tr>
<td>7.3</td>
<td>Time- tables</td>
</tr>
<tr>
<td>7.4</td>
<td>Leave Register</td>
</tr>
<tr>
<td>7.5</td>
<td>Learner Attendance Registers</td>
</tr>
<tr>
<td>7.6</td>
<td>Annual National Assessment scores</td>
</tr>
<tr>
<td>7.7</td>
<td>Internal assessment results</td>
</tr>
<tr>
<td>7.8</td>
<td>The Curriculum Management Tracker</td>
</tr>
<tr>
<td>7.9</td>
<td>SWOT Analysis</td>
</tr>
<tr>
<td>7.10</td>
<td>The School Improvement Plan</td>
</tr>
<tr>
<td>7.11</td>
<td>The School Development Plan</td>
</tr>
</tbody>
</table>
APPENDIX J: Interview Schedule

Interview Questions

1. Have you been capacitated in issues of school management?
2. What role does the School Management Team (SMT) play in improving the quality of teaching and learning?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. Does your school have all NCS/CAPS documents guiding teaching and learning?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4. Does the quality of teaching and learning in your school meet the Department of Basic Education (DBE) standard? Elaborate.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5. Do you have the support of all the stakeholders? If yes, briefly explain how they support you.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. Do you have enough floor space?

_____________________________________________________________________
_____________________________________________________________________

114
7. Does the Department supply the Learning and Teaching Support Material (LTSM) sufficiently and timeously?

8. Is your school staffed according to the Post Provision Norm (PPN)?

9. Does your school have the School Development Plan (SDP)?

10. Does your school have the School Improvement Plan (SIP) that is adhered to?

11. Do you have the ANA turnaround plan or strategy to respond to issues of curriculum demand?

12. Does your school have the Curriculum Management Tracker?
13. What challenges prevent the SMT from achieving quality teaching and learning?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

14. What do you think should be done in to improve teaching and learning quality in your school?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

15. Do educators teach the subject they specialized in, and in relevant phases?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

16. What other challenges do you have in mind adding to the ones already exhausted?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

17. Given the authority, what would you do to solve the SMTs problem or what advice would you give to those in power as a solution to challenges experienced?
18. Additional comments

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________