

**SCHOOL MANAGEMENT AND GOVERNANCE
IN RELATION TO
WHOLE SCHOOL DEVELOPMENT**

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BY

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D E C L A R A T I O N

I hereby declare that:

**SCHOOL MANAGEMENT AND GOVERNANCE
IN RELATION TO
WHOLE SCHOOL DEVELOPMENT**

Represents my own work both in conception and execution and that all sources that are used or quoted have been acknowledged by means of complete references.



K.CHEPNY
March 2003

A B S T R A C T

Wide scale demands for the introduction and management of holistic changes in schools across South Africa have positioned principals in the unprecedented occupational position of transformational leaders who are accountable for renewing schools in accordance with national policy mandates, provincial proclamations and regional edicts. Added to the complex nature of this position, is the imperative to develop mandatory partnerships with the community via school governing bodies. The South African Schools Act No. 108 of 1996 places School Governing Bodies (SGB) in the position of trust to make effective policy decisions and to oversee Whole School Development (WSD) on behalf of their respective communities. Thus, curiosity has been aroused about the effectiveness and efficiency of school managers and governors in developing structures and strategies to facilitate changes for WSD.

A literature study and an empirical investigation were conducted. From the literature reviewed a theoretical framework was provided for the study, which elucidates the policies, philosophy and principles underpinning WSD. Four WSD approaches are discussed. Collectively, these approaches provide a pioneering way in which school managers and governors can promote effective schools.

The empirical study pursues both a quantitative and qualitative investigation into the problem being researched. A case study was conducted in a rural school on the south coast of KwaZulu-Natal in an attempt to investigate first hand, the roles of the school manager and the school governing body in facilitating WSD. Furthermore, a survey, via questionnaires administered to educators, was conducted in three regions across KwaZulu-Natal, namely North Durban, Durban South and Port Shepstone to verify findings that emanated from the case study. In the analysis, the above-mentioned research paradigms complement each other. While the scores on the questionnaire provided quantifiable data, the case study provided qualitative, subjective elements such as attitudes, beliefs and values relative to the problem under investigation. Additionally, a t-test, which is a statistical tool, was employed to add significance to the study.

The study reveals that school principals are grappling in their leadership roles to promote WSD. It also reveals that school governors have not fully taken ownership of their powers to support the principal in WSD. The following are reflected as key findings, which emanated from the empirical investigations:

- School principals are grappling in their roles as transformational leaders and have not significantly transformed their schools from mechanistic organizations to organic systems.
- The management approach adopted by principals is predominantly task-oriented thus, hindering holistic developments in schools.
- Teamwork among stakeholders, which is a critical component of WSD, has not been effectively established.
- Principals have not been effective in developing innovative management intervention programmes to create a climate conducive to WSD where the principles of trust, transparency, open communication and a high morale among stakeholders are nurtured and valued.
- Parents are complacent in their roles as school governors and reflect ineffectiveness in holding schools accountable for transformation.

The research provides a unique contribution to in terms of highlighting the philosophical as well as generic factors facilitative of WSD. Its major strength lies in its originality whereby WSD is perpetuated as a transformational exercise. The study makes a valuable contribution to educational stakeholders in that it highlights the interdependent and inclusive roles of the individual and the institution both at a policy and philosophical level. This study concludes with a consideration of recommendations, which if considered and applied, could lead to the development of effective transformational leaders (principals) and efficient co-partners (governors) to introduce, manage and oversee changes imperative to facilitate WSD. The recommendations are succinct and easy to implement and has significance to all educational stakeholders. It draws different stakeholders into the equation of WSD, such as principals, educators, governors and SMTs.

LIST OF TABLES	PAGE
TABLE 5.1	Demographics of the sample: gender versus area 254
TABLE 5.2	Demographics of the sample: age group versus area 255
TABLE 5.3	Demographics of the sample: respondents versus phase 256
TABLE 5.4	Demographics of the sample: education versus area 257
TABLE 5.5	Demographics of the sample: gender versus area 258
TABLE 5.6	Dealing with change 259
TABLE 5.7	Dealing with change: the role of the principal 261
TABLE 5.8	Dealing with change: the role of the governing body 262
TABLE 5.9	Dealing with change: the role of the Principal and school culture 263
TABLE 5.10	Communication: the role of the principal 265
TABLE 5.11	Communication: the role of the School Governing Body 266
TABLE 5.12	Communication: the role of the principal School Governing Body, school culture 267
TABLE 5.13	Leadership: the role of the principal, School Governing Body and school culture 269
TABLE 5.14	Transparency: the role of the principal and School Governing Body 270
TABLE 5.15	Communication/dealing with change/ leadership contribution to social culture 272
TABLE 5.16	Teamwork: role of the principal 273

TABLE 5.17	Teamwork: the role of the SGB	274
TABLE 5.18	Teamwork: principal versus SGB	275
TABLE 5.19	Teamwork: role of the principal, SGB, school culture	276
TABLE 5.20	Consultation: the role of the principal	278
TABLE 5.21	Consultation: the role of the SGB	279
TABLE 5.22	Consultation: role of the principal and the SGB	280
TABLE 5.23	Trust and unity: the role of the principal	281
TABLE 5.24	Morale: the role of the principal	282
TABLE 5.25	Morale: the role of the principal, SGB, school culture	283

APPENDICES

APPENDICES

- Appendix 1 :** Letter to conduct research
- Appendix 2 :** Letter of approval to conduct research
- Appendix 3 :** Staff development questionnaire for educators at School X
- Appendix 4 :** Leadership: Shifting your own attitudes
- Appendix 5 :** Analysis and interpretation of data from staff development programme conducted at School X
- Appendix 6 :** Themes and time frames for the staff development programme at School X
- Appendix 7 :** Staff development - facilitator's handout on *educator morale*
- Appendix 8 :** Staff development - facilitator's handout on *conflict management*
- Appendix 9 :** Performance indicator form
- Appendix 10:** Questionnaire
- Appendix 11:** Letter to the media about the staff development programme at School X
- Appendix 12:** Letter of approval to conduct research
- Appendix 13:** Sample of interview from the case study
- Appendix 14:** One sample t-test

ABBREVIATIONS AND ACRONYMS USED IN THIS STUDY

ANC	African National Congress
DoE	Department of Education
EMD	Education Management Development
EPU	Education Policy Unit
IMC	Introducing and Managing Change
KZN	Kwa-Zulu Natal
KZNDEC	Kwa-Zulu Natal Department of Education and Culture
MBO	Management by Objectives
NEPA	National Education Policy Act No. 27 of 1996
NEPI	National Education Policy Investigation
NQF	National Qualification Framework
OBE	Outcomes Based Education
OD	Organizational Development
RG	Relentless Growth Attitude
SASA	South African Schools Act No. 84 of 1996
SAQA	South African Qualification Authority
SGB	School Governing Body
SMT	School Management Team
SMDT	School Management Development Team
SWOT	Strengths, Weaknesses, Opportunity, Threats
TDA	Educator Developer and Appraisers
TLA	Transformational Leadership Approach
WPET	White Paper on Education and Training (1995, 1996)
WSD	Whole School Development

CONTENT PAGE

CHAPTER ONE

ORIENTATION

PAGE

1.1	Introduction	1
1.2	Background of the study	2-6
1.3	Statement of the problem	6
1.3.1	Resistance to change	7
1.3.2	Absence of transformational leadership	7-9
1.3.3	Lack of appropriate knowledge, skills and experiences by conceptualise and oversee WSD	9
1.4	Operational definitions	10
1.4.1	School management and governance	10-12
1.4.2	Whole school development	12
1.4.2.1	Whole school	12-15
1.4.2.2	School	15-16
1.4.2.3	Development	16-20
1.4.2.4	Focus of WSD	20-21
1.4.2.5	Process of WSD	21-22
1.4.2.6	WSD assumptions	22-23
1.5	Aims of the study	23
1.6	Research questions	23
1.7	Hypothesis	24
1.8	Parameters of the study	24
1.9	Methodology	25
1.10	Limitations of the empirical study	25-26
1.11	Structure of the study	26-27
1.11	Conclusion	27

CHAPTER TWO

LITERATURE REVIEW: POLICY MANDATES, PHILOSOPHICAL FOUNDATIONS AND PRINCIPLES OF WHOLE SCHOOL DEVELOPMENT

2.1	Introduction	28-30
2.2	Policy mandates for whole school development	30
2.2.1	The National Constitution No. 108 of 1996	31-32
2.2.2	White Paper on Education and Training 1	32-34
2.2.3	White Paper on Education and Training 2	34-35
2.2.3.1	Organization	35-36
2.2.3.2	School governance	36-37
2.2.3.3	Funding	38
2.2.4	The National Education Policy Act No. 27 of 1996	39-40
2.2.5	The South African Schools Act No. 84 of 1996	40-43
2.2.5.1	Adopting a school's constitution	43-44
2.2.5.2	Learners' code of conduct	44-45
2.2.5.3	Language policy	45-46
2.2.5.4	Budgeting	46-47
2.2.6	The National Qualification Framework of 1996	48
2.2.7	Curriculum 2005	49-51
2.3	Philosophical foundations of Whole School Development	51-53
2.3.1	Ontological assumptions of social reality	53-55
2.3.2	Epistemological assumptions of social reality	55-57
2.3.3	Assumptions about human nature	57-60
2.4	Principles of Whole School Development	60-61
2.4.1	Trust and unity	62-63
2.4.2	Transparency	63-64
2.4.3	Open communication	64-66
2.4.4	Morale	66-67
2.4.5	Self-management	67-69
2.5	Conclusion	70

CHAPTER THREE

THEORETICAL FRAMEWORK AND LITERATURE REVIEW: APPROACHES TO WHOLE SCHOOL DEVELOPMENT

3.1	Introduction	71-73
3.2	Strategic planning	73-76
3.2.1	Developing a vision	77-81
3.2.2	Developing a mission statement	81-84
3.2.3	Analysis of the external and internal environment of a school	84-85
3.2.3.1	The external environment	85-86
3.2.3.2	The internal environment	86-93
3.2.4	Determining goals	94-95
3.2.5	Strategic action plan	95
3.2.5.1	Strengths/opportunities (maxi-maxi)	95
3.2.5.2	Strengths/threats (maxi-mini)	95
3.2.5.3	Weakness/opportunity (mini-maxi)	96
3.2.5.4	Weakness/threats (mini-mini)	96-99
3.2.6	Implementation	99-100
3.2.7	Review	101-103
3.2.8	Acknowledge completion and celebrate success	103
3.2.9	Benefits of strategic approach to WSD	103-105
3.3	Introducing and managing change as an approach to WSD	105-108
3.3.1	Shifting paradigms	108-112
3.3.2	Lewin's <i>force-field</i> analysis of change	112-114
3.3.2.1	Three-step model of planned change	114-117
3.3.3	Criteria for accepting change	117-119
3.3.4	Skills for introducing and managing change	119
3.3.4.1	Political skills	119-124
3.3.4.2	Analytical skills	124-125
3.3.4.3	People skills	125-128

3.3.4.4	Business skills	128-130
3.4	Transformational leadership as an approach to WSD	130-131
3.4.1	Management versus leadership	131-133
3.4.2	Transactional versus transformational leadership	133-135
3.4.3	Leading innovations	135
3.4.3.1	The Johari grid of self-knowledge	136-138
3.4.4	Adopting a relentless growth attitude	138-141
3.4.5	Appropriate leadership styles	141-142
3.4.6	Appropriate balance between task and people	142
3.4.6.1	Blake and Morton's managerial grid	142-145
3.4.7	Motivation	145
3.4.7.1	Hertzberg's <i>motivation-hygiene</i> theory	145-146
3.4.7.2	Maslow's <i>hierarchy-of-needs</i> theory	147-148
3.4.7.3	McGregor's <i>Theory X</i> and <i>Theory Y</i>	149-152
3.4.8	Considered use of power	152-153
3.4.9	Delegation	154-156
3.5	Teambuilding as an approach to WSD	156
3.5.1	Building capacity	157-158
3.5.2	Staff development	158-160
3.5.2.1	Letting go of old ideologies	160-161
3.5.2.2	Shifting obsolete attitudes	161-162
3.5.2.3	Unhooking from the <i>blame-frame</i>	162-165
3.5.3	Governor-educator partnership	165-167
3.5.4	Cooperation	168-170
3.5.5	Evolving synergy	170-172
3.5.6	Promoting institutional loyalty	172
3.5.7	Participative problem-solving and decision-making	172-174
3.5.8	Teambuilding as an evolutionary process	174-175
3.5.9	Benefits of teamwork	175-177
3.6	Evolving learning organizations as an approach to WSD	177-180
3.7	Conclusion	180

CHAPTER FOUR**METHODOLOGY AND RESEARCH DESIGN**

4.1	Introduction	181
4.2	Permission to conduct research	182
4.3	Qualitative research: Case Study	182-183
4.3.1	Principles and procedures followed in the case study	183
4.3.1.1	Cover	183
4.3.1.2	Participant-observation	184
4.3.1.3	Choice of unit for observation	185
4.3.1.4	Duration of participant-observation	185
4.3.1.5	Data capturing principles	185
4.3.1.6	Focus of observation	186
4.3.1.7	Methods of data capturing through the case study	186-187
4.3.1.8	Structure of planning for case study	187-192
4.3.1.9	Analysis and interpretation of case study	192-195
4.4	Questionnaire	195
4.4.1	Preparation and design of the questionnaire	195-196
4.4.2	Choice of population	196-197
4.4.3	Sampling methods used	197
4.4.3.1	Cluster and simple random sampling	197-198
4.4.3.2	Size of the sample population	198
4.4.4	Construction of the questionnaire	198-200
4.4.4.1	Open-ended questions	201
4.4.4.2	Scaled items	201
4.4.5	Validity and reliability of the questionnaire	201-201
4.4.5.1	Validity	202
4.4.5.2	Reliability	202-204
4.4.6	Pilot study	204-205
4.4.7	Administration of the questionnaire	205
4.4.8	Processing of data	206
4.4.8.1	Descriptive statistical analysis	206

4.4.8.2	Inferential statistical analysis	207
4.4.9	Limitations of the questionnaire design	207
4.4.9.1	Limitations of design	207
4.4.9.2	Methodological limitations	208-209
4.4.10	Ethical considerations	209
4.5.10.1	Professional integrity	209
4.5.10.2	Interests of the subjects	209
4.6	Conclusion	210

CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF DATA

5.1	Introduction	211
5.2	Case Study	211
5.2.1	Section one: school structure and climate prior to SDP	
5.2.1.1		212-227
5.2.2	Section two: Staff development programme	227-237
5.2.3	Section three: post staff development	237-253
5.3	The questionnaire	253-284
5.4	Synopsis of empirical study and core conclusions	
	In relation to hypothesis	284-292
5.5	Conclusion	293

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1	Introduction	294
6.2	Aims of the study restated	294
6.3	Summary of findings and conclusions	295

6.3.1	Findings in respect of the role of school principals As transformational leader in the facilitation of changes reflective of WSD	295-302
6.3.2	Findings in respect of the role of the school governing body to govern changes imperative for WSD	302-309
6.4	Recommendations	309
6.4.1	Recommendations to school principals	309-315
6.4.2	Recommendations to SGBs	315-319
6.5	Further research	319
6.6	Final remark	319

CHAPTER ONE ORIENTATION

1.1 INTRODUCTION

The White Paper on Education and Training (1996: 2) emphasizes the urgency and imperative for the South African education system to be transformed. It asserts that education in the past was “...a legacy of the apartheid system, and must be transformed in accordance with democratic values and practice, and the requirements of the Constitution” (WPET, 1996: 2). Despite mandatory transformation, which proposes both structural and functional restructuring of education institutions, many schools are struggling to practically manifest the principles outlined in policy and to embrace the tenets of Whole School Development. Whole School Development (WSD), in essence, proposes a participative, inclusive school management and governance infrastructure, based on principles of equity and integration of all the sub-systems of the educational system. The ultimate aim of WSD is to foster a culture of excellence in schools.

This study focuses on school management and governance as the nodal points from which holistic development and improvement of schools take place. Its primary focus is therefore, centered on the role of school managers and that of school governors in introducing and managing changes to facilitate WSD. The South African Schools Act (84 of 1996) positions school principals as transformational leaders. Expectations are that principals, as accounting officers, develop efficient structures and effective strategies to facilitate WSD.

According to Pampallis (1993: 84) school governance is of crucial importance because it provides the overall framework in which decisions are made that impact on other important areas of education, including curriculum and language policy, examinations, certification, support services, and other areas. While both the school principal and the school governing body (SGB) have certain rights in terms of their roles and principles of, *inter alia*, equity and responsibilities, they also have a moral obligation to subscribe to the national democratic principle of equality in their endeavour to work towards developing excellent schools.

1.2 BACKGROUND OF THE STUDY

Schools have inherited much of the classical tradition of organization and administration. Therefore they currently exhibit many bureaucratic characteristics. The strong, asymmetrical exercise of authority and control from top to bottom is one obvious expression of this tradition and is manifested in the formal impersonality in which schools are managed. Top-level leaders supervise bottom-ranking practitioners with a key focus on the accomplishments of tasks. The management style is thus, biased towards task accomplishments. The degree of power the respective individuals have is weighted in accordance to the positions they hold within the hierarchical system and the positions of high-ranking leaders remain territorial.

Decision-making is centralized, authority figures expect obedience from their subordinates, and the individual worker is held accountable for his individual productivity. There is also a strong emphasis upon hierarchical supervision to assure that delegated tasks are performed in accordance with standard operating procedures. In this sense, rigid rules and regulations developed by experts are applied indiscriminately by the authority figure (the principal), to maintain autonomous control over the entire system (the school). Deviations from the established rules, policies, and procedures are generally viewed as aberrations that tend to threaten the integrity of the system.

Conflict within such organizations is usually suppressed, often by labeling it as 'negative' or by denying that it exists. When conflict management is required, however, the process is to take the matter directly to the 'authority figure' for decision-making. On the other hand, warfare between conflicting factions usually carries on covertly, using the organization's own rules and internal code of behaviour to stifle the opposition. In such organizations, the objectivist or positivist approach to management, which views the social world as being hard, real and external to the individual, is adopted (Burrell & Morgan, 1979: 48). Schools and school systems thus manifest an organizational culture relative to the mechanical construction of social reality. Schools operating within this paradigm, according to Owens and Steinhoff (1976: 111), are conceptually referred to as 'mechanical organizations'.

In South Africa, the need for the deconstruction of schools from being 'mechanical organizations' is demonstrated in numerous policy documents such as the National Constitution (108 of 1996), the South African Schools Act No. 84 of 1996, the National Qualifications Framework (NQF), etcetera which collectively infers that schools '*must be transformed in accordance with democratic values and practice*' (Bengu, 1996: 1). Thus,

'the challenge we face...is to create an education and training system that will ensure that the human resources and potential in our society are developed to the full. It is the challenge posed by the vision of the Freedom Charter: to open the doors of learning and culture to all' (African National Congress, 1994: 2).

The South African Schools Act (1996: 14-16) has provided parents with legitimate powers to work together with education institutions to address the many challenges schools are confronted with. Some of these challenges are presented to schools by the Quality Assurance Directorate (2001: 8-12) in the form of nine critical categories for whole school development, namely:

- *Basic functionality of the school:* schools are challenged to enhance the basic conditions necessary to function efficiently and effectively to realize their educational and social goals;
- *Leadership, management and communication:* schools are to evolve effectiveness in the leadership and management of the school at various levels in the management structure;
- *Governance and relationship:* governing bodies are to develop efficiency in providing the school with clear strategic direction in line with SASA (1996), the National Education Policy Act (25 of 1996) and other related legislation;
- *Quality of teaching and learning and educator development:* schools are compelled to establish ways to firstly, improve the quality of teaching and secondly, design qualitative in-service professional development programmes;
- *Curriculum provision and resources:* the development of sound curriculum programmes that match the needs of the learners with that of national and local requirements;
- *Learner achievement:* the enhancement of learners' knowledge, skills, attitudes and values so as to improve the overall performance in communication skills, problem solving skills and the ability to work in groups and to make responsible decisions;

- *School safety, security and discipline*: the development and implementation of policies which protect the rights of learners; the creation of a secure and safe environment for all learners; effective disciplinary procedures;
- *School infrastructure*: the repair and improvement of infrastructure and the effective and efficient use thereof;
- *Parents and the community*: the development of effective links between the school and the community and the enhancement of programmes for involvement of parents in the education of the learners.

(Quality Assurance Directorate, 2001: 8-12)

From the above, it is evident that schools have the complex task of restructuring the system in order to meet the development needs as mandated by the National Education Department. Schools therefore, cannot operate as closed systems. They need to incorporate external influences, via school governing bodies, to plan for fundamental changes for holistic developments. One of the basic tenets therefore, is that schools are compelled to address, among others, sensitive issues, which involve dealing with ethics, mores, and belief systems of a pluralistic society. In such a society, schools are faced with the dilemma of numerous, often conflicting and overlapping diffuse and ambiguous goals. Whilst there is the need to maintain a constituency with a strong plurality at all levels, the school is vulnerable to the ebb and flow of continuous change.

The manageability of on-going changes has specific implications for schools. It implies the need to develop on-the-job linkages that foster the on-going interaction essential to the development of new ideas and creative problem solving, among different constituencies. Thus, the school and its local community, as espoused by SASA (1996), is to develop active communication links with one another. This is especially significant in terms of change. The opening up of communication for the free sharing of problems and ideas is an especially important element of organizational change.

Given the many WSD challenges enumerated above, schools operating within the mechanistic paradigm will experience difficulty to survive in the context of widescale and protracted

demands for transformation. The failure of mechanistic organizations to meet the 'challenges we face' in contemporary schools is succinctly emphasized by Anderson (1968) as follows:

'In attempting to structure and impersonalise relationships so as to minimize the influence of the individual on the accomplishment of organizational goals, the groundwork is laid for dysfunction. These unanticipated consequences include alienation of highly trained professionals; undue emphasis on procedural matters and creation of a certain resistance to change; distortion of the professional-client relationship, with a resultant tendency to treat the public served in a formal, impersonal manner; development of a legalistic attitude towards the performance of official duties, avoidance of responsibility, and minimization of commitment to and involvement in the organizational endeavour; and the appearance of informal groups which attempt to influence policy within the organization. Traditionally, many of these dysfunctional elements have been viewed as direct outgrowths of the attempt to delineate authority and responsibility inherent in individual offices and to impersonalise relationships between members of the organization through a body of rules'.

(in Owens & Steinhoff, 1976: 27-28)

The implication for schools therefore, is that a transition, in their basic characteristic from mechanical organizations to what Owens and Steinhoff (1976: 111) refer to as 'organic organizational systems', has to ensue. They (*ibid*) claim that organic organizational systems differ from mechanical systems in a number of crucial ways. Basically, the organic view rejects the notion of the organization as a mechanical system, in favour of its being a *living social system*. In organic systems, the *subjectivist* (or anti-positivist) approach which views the social world as being of a much softer, personal and humanly-created kind, is adopted. This approach compliments the democratic principles as espoused in the National Constitution (1996).

Furthermore, in organic organizations, confidence and trust between individuals and groups within the organization take on new importance. Interdependence between individuals and groups is recognized as fundamental, with sharing responsibilities and control instead of

competing for dominance. This principle, upholds the policy directives, which mandate a partnership between the school and its local community by affording parents, via the school governing body, legitimate rights to participate in policy decisions. In organic organizations, conflict is recognized as a legitimate phenomenon of organizational life, and it is dealt with openly and frankly as a problem to be solved. Lateral communication in the organization is as important as communication up and down the formal chain of command, so that coordination of efforts become more of a mutual concern and less exclusively the province of hierarchical control. The leadership style emphasizes consultation and a concern for the processes by which decisions are made and ways in which people can become involved (Owens & Steinhoff: 1976: 111).

It is evident from the discourse above that WSD hinges on a transition in the basic characteristics of a school from a mechanical organization which is based on a reductionist epistemology to an organic organization where emphasis is placed on the provision of organizational structures that will enhance and facilitate the development of adaptive decision-making styles for the purpose of WSD. The researcher hastens to add that whilst WSD is contextualised within the backdrop of the above organizational transition, clarity, order and control associated with the traditional views of organizational structure are not rejected for the replacement of an ill-defined, disorderly, laissez-faire style of management and governance. On the contrary, clarity of purpose, systematic plans, coordination towards the school mission and goal attainment among others, play a facilitative role in WSD. This study was prompted by recognition of the discrepancy between educational transformation policy for WSD, and school management and management practices. This discrepancy often leads to WSD not being wholly embraced.

1.3 STATEMENT OF THE PROBLEM

The problems underlying this study can be stated around three critical areas, namely:

- Resistance to change;
- Absence of transformational leadership;
- Lack of skills and experience of governors to conceptualize and oversee WSD

1.3.1 Resistance to change

Systemic national and education policy documents, such as the National Constitution 108 of 1996, the South African Schools Act 84 of 1996, the National Education Policy Act 27 of 1996 etcetera, mandate schools to engage in evaluation and restructuring programmes for WSD so as to comply with the national educational goals of enhancing the effectiveness and efficiency of schools. Implicit in these mandates is the transition of schools from the traditional mechanical organizations to organic organizations.

Thus, for schools to operate in accordance with the quality themes of democracy, effectiveness and efficiency, the traditional approach to school management, which perpetuates the principles espoused by asymmetrical relations distinctive of mechanical organizations, is to be deconstructed so that renewal in accordance with policy mandates is manifested in schools. Such renewal becomes apparent in schools characterized by organic systems where a symbiotic relationship evolves through the democratic interaction of the school its clients. However, due to the protracted tradition of managing schools in accordance with the mechanistic principles, there is evidence to indicate resistance to the change from various quarters of the educational fraternity, specifically within schools (Chetty, 1999: 187-194). Karlsson, Pampallis and Sithole (1996: 124) confirm that with change comes resistance from certain quarters intent on maintaining the status quo. However, protracted resistance hinders WSD because it stands on the opposite end of the change continuum.

1.3.2 Absence of transformational leadership

SASA (1996: 14-16) positions school principals as transformational leaders who are occupationally obligated to devise structures and strategies to facilitate changes reflective of WSD. Since school principals do not seem to have taken ownership and identified with the concept 'transformational leaders', the practical application of leading schools in a transforming way becomes difficult to accomplish. Karlsson, Pampallis and Sithole (1996: 124) indicate that the challenges of introducing and managing change in schools have been approached in a relatively unsystematic way. Owens and Steinhoff's (1976: 21) theory becomes relevant when they argue that a principal, faced with the need for some kind of change in the school's mission

or the way in which it seeks to attain its goals, tends to proceed more or less intuitively and falls back on common sense and his own experience. According to Owens (*ibid*), when this happens, the results generally are less than spectacular.

In contrast to the purely intuitive approach, is the theoretical approach, which proposes that a good theoretical concept of organizational change arms the manager with a more extensive repertoire of management and leadership style including the action geared to a more accurate perception of reality. Lewin (1958) is convinced that *'there is nothing so practical as good theory'* (in Fullan and Stiegelbauer, 1991: 6). In order to facilitate WSD effectively, there thus, is a need for school managers to be able to make informed decisions about changes in their schools, based on sound theoretical knowledge, of management, leadership and change, for example. Implicit in this argument, is the need for school principals to re-acquaint themselves with relevant theoretical information. Basic theoretical knowledge is therefore important and necessary in attempting to understand practical situations and problems at the cognitive level. However, it has been observed that there is a strong anti-theory bias in education, which is confirmed by Sizer (1972) who expresses it as an anti-conceptualization bias (in Owens & Steinhoff, 1976: 19). This poses a problem for WSD, because it contributes to *ad hoc* decision-making.

In addition, educational policies mandate schools to move away from obsolete processes and practice, thus, a new approach to school management becomes necessary. There is evidence to indicate that some principals' are adopting traditional models of school management and have resisted adjusting their management styles to accommodate the change mandates (Chetty, 1999: 188-190). Implicit in the WSD imperative is that school managers learn new skills, knowledge, values and attitudes so that their management styles are compatible with the policies which mandate change in schools. What becomes problematic in this respect though, is that, as learners, it has been established that principals have an appalling reputation (Barth: 1990: 70).

¹ The rest of the study will use the pronoun *'him'* for the purpose of discursive convenience and *'him'*, will therefore, refer to both sexes.

Resistance by principals to develop themselves as head learners in the current climate of continuous change thus, becomes a covert threat to WSD. Furthermore, schools are seen as places where children learn and adults teach. In this sense, according to Barth (1990: 50), school principals have failed to make constructive use of the enormous possibilities for adult learning available in school. Many principals unwittingly find themselves to be inhibitors, not facilitators, of *educator growth*, which is regarded as one of the many facets of WSD. Problems in all or any of the above issues, deplete the culture and ethos within the school. Subsequently, WSD becomes a rhetoric, which remains illusive to schools in practical terms.

1.3.3 Lack of appropriate knowledge, skills and experience of governors to conceptualize and oversee WSD

SASA (1996: 14) has accorded parents significant visibility and power in management structures via school governing bodies. The development of efficiency in governing schools, hinges on knowledge and application of education policies relative to school governance, role clarity, and skills in decision-making and problem solving among others. There appears to be a lack of knowledge by school governors about their protocol as governors (Karlsson, Pampallis and Sithole, 1996: 124-125). This leads to specific problems relative to the codes of behaviour by governors in exercising their legitimate authority to govern schools. On the one hand, there are those governors who, as a result of the lack of role clarity, knowledge, skills and experience about school governance lack confidence and esteem. This group of governors tends to adopt a *laissez faire* attitude to their roles as school governors and thus, unwittingly accord their decision-making powers to their principals. On the other hand, there are those governors who tend to surpass their power in relation to school governors and become inhibitors of development rather than initiators and overseers thereof. When this occurs, the SGB becomes an inadequate support structure and an ineffective one in terms of strategies to facilitate changes reflective of WSD.

1.4 OPERATIONAL DEFINITIONS

1.4.1 School Management and Governance

According to Sithole (1995),

'The concepts of school governance and school management are often used interchangeably to refer to one and the same thing. This is erroneous and has led to a failure to understand and appreciate the differences between the two concepts and how they are interrelated and interdependent' (in Education Policy Unit, 1998: 105).

The Education White Paper (1995: 70) makes a useful role distinction between governance and management. Governing bodies determine policy, in which the democratic participation of the school's stakeholders is essential. Management refers to the day-to-day organization of the teaching and learning, and the activities which support teaching and learning. Educators and the school principal are responsible for these activities. Sithole (1995) elaborates:

'school management is responsible for the management of the day-to-day administrative and instructional functions of the school by ensuring effective teaching and learning, and the efficient use of the school's human and material resources. It operationalises and implements school policy as formulated and adopted by the school governance structure' (in EPU, 1998: 106).

In this study, the concept "manager" will refer to the principal or head of an educational institution and his/her role/function designate. Management will be operationalised as the role or tasks of the school principal in carrying out his/her responsibilities as the head of the school, including the processes involved in undertaking such tasks. It is however, acknowledged (Dekker & Lemmer, 1995: 361), that educational management, cannot be restricted to the principal or school situation, as it manifests itself on all levels of the educational hierarchy, both inside the classroom and outside the school. This means that it is not only the principal who carries out management tasks, but also the educator inside the classroom and the leaders outside the school.

Van der Westhuizen (1991) identifies three levels of management, namely system management, school management and classroom management (in Dekker & Lemmer, 1995: 361).

Although not specifically defined in SASA, the concept “school governor” refers to constituencies including educators, parents, non-professional staff, and learners (from the eight grade onwards) including the principal (as ex-officio member). In this study the term “governor” is biased towards the parent component of the school governing body. “Governor” thus refers to the parent component of the SDB. Subsequently, ‘parent’ in this study would be used to refer to the parent governor responsible for the functions accorded to him or her as per SASA (1996: 14-16) unless otherwise stated.

The concept governance in this study is operationalized as the activities of all governing body members in the performance of their duties and functions in relation to educational policies and processes. A Governing body thus contributes to or decides on all or some of the following:

- *School policy: school hours, language policy, religious policy, dress code, learners’ code of conduct, and the school’s goals.*
- *School development: a development plan, getting voluntary helpers when needed, partnerships with the community, and relationships with other schools.*
- *School administration: looking after the school’s buildings, grounds and other property, and deciding when others may use this property, the appointment of staff, an annual general meeting of parents, and reporting to the school community.*
- *School finance: raising funds, opening a bank account, and overseeing the school’s income and expenses (Department of Education, 1997: 7).*

The school governing body (SGB) may also request for “extra powers” from the head of department in each province as described in SASA (1996). Although some of the following tasks may be delegated to the school management team (SMT). Dean (1986: 16) lists the following as some of the tasks generally performed by school heads:

- *Articulate aims, objectives and policies of the school;*
- *Management of learning;*
- *Management of the school as a community;*
- *Managing people: both internally and externally;*
- *Evaluation and assessment.*

1.4.2 Whole School Development (WSD)

The concept WSD draws its structure from a variety of theoretical sources both classical and contemporary and needs to be unpacked into its constituent, related constructs, namely whole, school and *development*.

1.4.2.1 Whole School

In the context of a school, the concept *whole* refers to a range of integrated elements or components within a school as depicted by Davidoff & Lazarus (1997: 18) below:

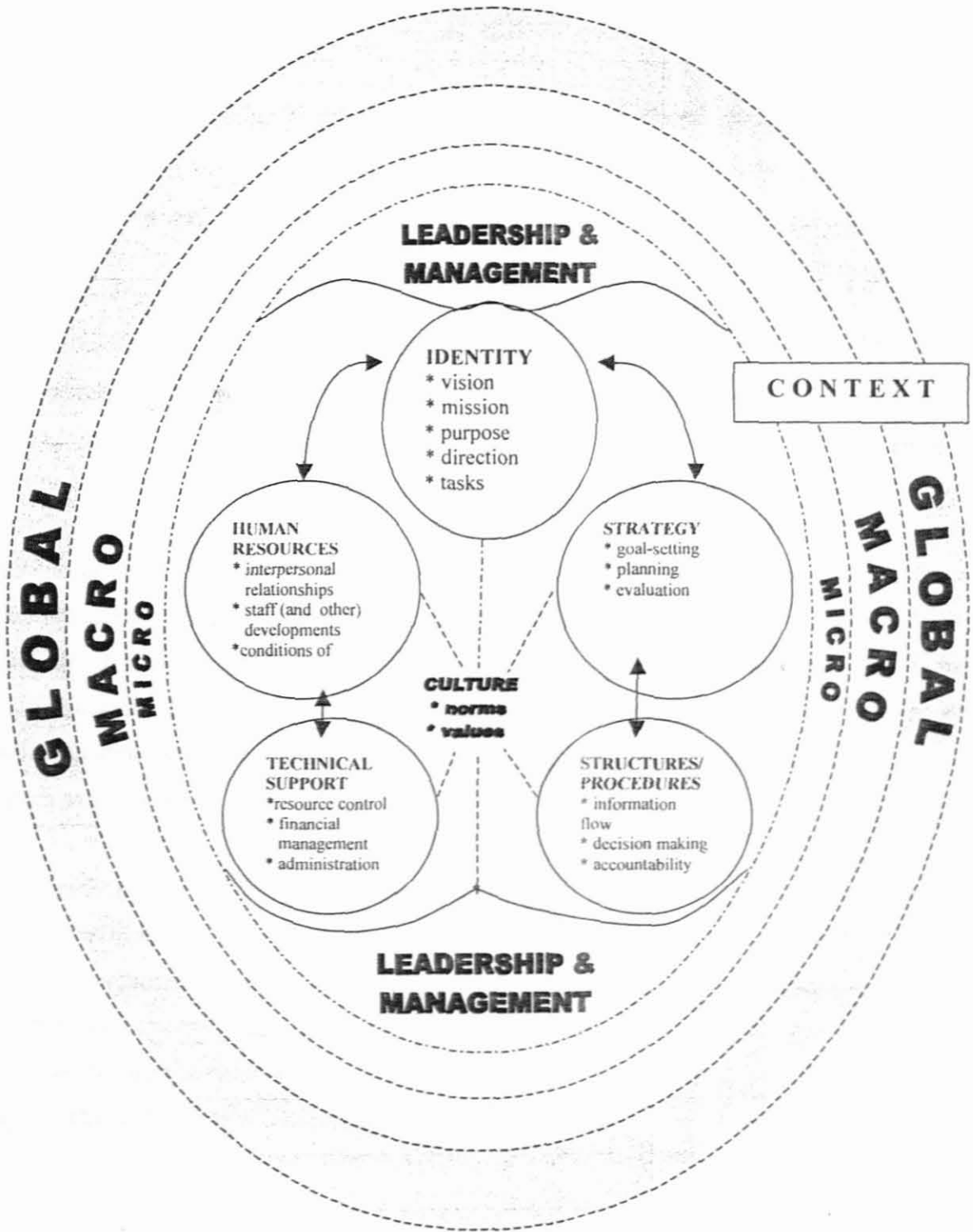


Figure 1.1: Interconnecting elements within schools (Davidoff & Lazarus, 1997: 18)

Although different authors provide different labels for the above components, it is acknowledged that these elements are generic in all schools. The rationale for giving emphasis to the “whole” rather than to a specific component within a school, lies in the disparaging arguments between those theorists who favour humanistic approaches to school improvement and those who are concerned with efficiency in an organization, namely the classical theorists. By drawing together essential principles from both the classical and humanistic approaches for the discourse on school development, this study adopts a total (whole) systems approach in defining the concept whole.

At the center of the illustration above, is the concept culture. Davidoff and Lazarus (1997: 20) claim that the culture of the school is the central factor for WSD and comprises the values and the underlying norms, which are given expression in daily practice. The culture of the school shapes the various facets of school life. The identity of a school is reflected in a school’s mission and policy. It encapsulates particular principles that act as guidelines for practice.

Rationally, the school as an organization is structured, resourced and staffed appropriately to accomplish its mission. The main goal in schools is to provide education for all its learners. In order to achieve this goal, the school as an organization must perform certain tasks, namely teaching and learning which involves strategies such as goal-setting, planning and evaluating outcomes. Although teaching and learning are the primary tasks within schools, numerous sub-tasks also exist. The management and governance structure dictates the pattern of authority, communication system and workflow required to achieve the organization’s goals and keep the system accountable.

The organization must have technological support and resources. According to Owens and Steinhoff (1976: 60), technology in this sense, does not only include such typical hardware items as computers, textbooks, chalk and electron microscopes. Technology may also include program interventions; administrative procedures, financial management and the sequencing of activities, or other administrative interventions designed to solve problems that stand in the way of organizational task achievement.

Organizations must also have people or human resources. Their contribution to the task-achievement of the organization is ultimately visible in their acts, that is, their organizational behaviour. It is this behaviour that selects, directs, communicates and decides. Leadership (which includes governance) and management functions are placed at both the top and bottom of the framework, because according to Davidoff & Lazarus (1997: 32), they are seen to have a leading and guiding role (leadership), as well as a containing and holding role (management). The context includes the external forces, which impinge on the economic, social, political and cultural dynamics within the school. Davidoff *et al.* (1997: 32) caution that if an understanding of and response to school issues does not take the external factors into account, they are unlikely to be addressed in any satisfactory way.

Collectively then, the components above emphasize the wholeness of the organizational system. These elements are what make schools idiosyncratic and distinct from one another. Change in one element, strand or variable within a given organization, results in concomitant changes in the other three variables. In other words, these variables are highly interdependent and hence change or development efforts that are aimed at one of the primary elements, would necessitate adjustments in the other elements.

1.4.2.2 School

Although this study endorses the definition of a school as espoused in SASA (1996: 19) which provides that “school” means a public school or an independent school which enrolls learners in one or more grades between grade zero and grade twelve, it also regards the school as an organization and hence uses this concept interchangeably with “school”. Beare, Caldwell and Millikan (1989: 34) claim that organizations are essentially collectivities of people, who define policies, generate structures, manipulate resources and engage in activities to achieve their desired ends in keeping with their own individual and collective values and needs.

Unlike the classical or bureaucratic theory that regards an organization as a closed system that is isolated and impervious to events and changes in its environment and is mechanistic in nature, this study subscribes to the Systems Theory. Within the organization, people employ technology in performing the tasks that they are responsible for, while the structure of the

organization serves as a basis for the coordination of all their different activities (Arnold and Feldman, 1986: 6). However, Basson, Van der Westhuizen and Niemann (1995: 599) state that in its unique task of teaching and learning, the school has a large degree of sovereignty and therefore also exhibits a closed character. Theron (1996: 5) is of the opinion that a school can never be absolutely open or closed, but is always somewhere between these two extremes. This study supports Theron's view.

The systems view of organizations (albeit schools) thus emphasizes the key interdependencies that organizations must manage. Within themselves, organizations must trade off the interdependencies among people, tasks, technology and structure in order to perform their transformation processes effectively and efficiently. As open systems, organizations must also recognize their interdependence with the broader environments within which they exist. Arnold and Feldman (1986: 7) warn that failure to recognize and manage these key interdependencies can lead to rapid decline and ultimately to the demise of the entire organization. Thus a school as an organization has the following characteristics as espoused by Theron (1996: 38), namely:

- it has a particular composition and structure;
- it consists of more than one person with prescribed and differentiated tasks;
- it is structured to achieve specific aims and objectives;
- it is exposed to external influences;
- it is characterised by coordinated activities;
- it is characterised by collectives.

In the WSD paradigm, it becomes the task of the school principal, with the assistance and support of the SMT and SGB, to lead and manage the organization in a way that would allow for the educational aims of the school to be reached.

1.4.2.3 Development

In this study, the concept development is defined in terms of its relevance within the school as an organization and hence draws its meaning from the concept "organizational development" (OD). According to Knezevich (1975: 198), concern for an organization's life history,

sensitivity to the conflicts within that could influence achievement of goals, and restructuring it if need be to enhance its productivity is what OD is all about. A major responsibility of an administrator from the OD point of view is to be aware of the new demands facing the school as an organization and to marshal the staff competencies and other resources needed at crucial turning points in its history to sustain or increase its effectiveness. French and Bell (1973: 15) provide the most succinct yet comprehensive definition of organization development and indicate that:

'organization development is a long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative management of organization culture...with special emphasis on the culture of formal work teams'.

Development in this context, indicates a proactive stance towards school improvement which is long-term and continuous. What is of particular importance is the establishment of a work ethic based on collaboration and teamwork for the purpose of renewal and growth. Dean (1986: 19) avers that growth involves both new experience and the ability to see past experience in a new way. According to Owens and Steinhoff (1976: 101), the self-renewal concept is at the centre of the difference between organization development and organization improvement. The thrust is not merely to overcome some immediate problem and arrive at a new state of organizational functioning. The concept is one of building into the system the condition, the skills, the processes and the climate that foster continual development of the organization over a sustained period of time for the purpose of self-renewal. "Development" thus refers to an on-going self-renewing process of strategically planned problem-solving and growth activities for the purpose of promoting value-added outcomes relevant to one or more of the variables of task, technology, structure and people within organizational systems.

Hopkins, West and Ainscow (1996: 8-9) provide an interesting logic to their warning, that to provide a broad definition for development, given the current concerns about 'overload' in our change-rich environment is tantamount to providing a general and unfocused agenda which may be deemed, unrealistic. They claim that when seeking ways to improve, albeit develop schools, it becomes crucial to know how to strike an appropriate balance between change and

stability. It is also essential to determine what to develop at any one point. Hence, stakeholders in education need to know how, on the one hand, to preserve what is already admirable or valued in their school and on the other, how to respond positively to innovation and the challenge to change.

Citing Hargreaves (1991), Hopkins, West and Ainscow (1996: 8-9) draw a distinction (which is relevant to this study) between maintenance and development. They state that maintenance refers to the school carrying out its day-to-day activities, fulfilling of its statutory obligations, and to supporting teaching and learning within the context of the National Curriculum, all to the best of its ability. Development, by contrast, refers to the amount of resources, time and energy the school reserves from the total it has available, for carrying forward those aims, aspirations and activities that 'add value' to what it already does. In this sense, it is through internally imposed reforms that a school continues to make progress in times of change. It is argued that the school management team's (which includes the principal, senior managers and members of the school governing body) awareness of the distinction between the above-mentioned two concept becomes critical in effecting WSD as it equips them with the basic but necessary conceptual information relevant to development. A holistic definition of the concept 'whole school development' involves a collation of key variables from the different sub-strata, namely, whole + school + development.

In South Africa, a number of initiatives to define whole school development have been established. According to the Canada-South Africa Education Management Programme (CSAEMP: 1997: 7), WSD usually involves the services of a person NOT from the school as a 'critical friend'. In the Free State, this role was assigned to the Educator Developer and Appraisers (TDAs). The document further states that:

'WSD is not imposed, but is suggested by the School Management Development Team/TDA or requested by any of the school stakeholders. The involvement of the entire staff, student body, Governing Body, and community, provides a strong basis from which to operate, set goals, proceed towards change, and monitor progress. The TDA/SMDT and educators provide essential support while the principal is the key to promoting sustained, enduring change'.

This study supports the latter view that WSD is '*not imposed*'. It also endorses the view that the interaction between the principal and educators is paramount to sustained change, with the principal as 'key' change agent. However, it does not perpetuate the idea that WSD usually involves the services of a person NOT from the school as a '*critical friend*' nor does it support the perspective that WSD is "*suggested*" by the SMDT/TDA or "*requested*" by any of the school stakeholders. Two inferences are reflected in the above definitions. Firstly it alludes that an external force or person renders services to institutionalise WSD and secondly, that WSD is implemented only after it is "suggested" by someone.

Neale, Bailey and Ross (1981: 83) have reservations about the credibility of an external agent's involvement in organizational development. They (*ibid*) claim that whilst external agents bring a fresh, objective perspective to an organization and its problems, they may find it difficult to comprehend the total organization, or may even find that interventions are rejected as those of an "outsider". Neale *et al.* (*ibid*) also stress that external change agents may be unable to spend the amount of time necessary for changes to become integrated. WSD therefore emphasises the need to involve members within the organization to solve its own problems.

In this study therefore, WSD is operationalised as a deliberate and conscious movement, initiated by or through the school principal and/or educator/s and supported by relevant stakeholders in order to implement continuous changes in the educational institution for the purpose of delivering qualitative education. In *A Manual for Principals and School Management Teams* (Butler, 1999: 8) which is currently being used by the Kwa-Zulu Natal Education Department of Education and Culture, the new approach to management urges schools to be '*learning organizations*' and '*self-reliant*'. This manual states that:

- The school is the primary place for development.
- The school community knows best what its mission and vision are.
- The school moves away from centralised power and control: instead, power and control exist at the level of your own school.
- As a democratic community, school managers, educators, parents and learners are empowered to take control over their own activities. You are responsible for educational and organizational matters in your own school you enjoy the successes and

achievements of your own hard work. As such, you are not likely to simply “blame the government’ for problem and failures.

What the above statements point to is that schools are to take responsibility for their own developments in an attempt to become self-reliant. It is thus supportive of the view that school development should be an internal arrangement involving all the relevant stakeholders. WSD therefore essentially is about improving the quality of teaching and learning so that schools are seen to be more effective in the context of continuous change.

1.4.2.4 Focus of WSD

It is clear from the above definition that WSD is about improving the quality of education. However, Aspin, Chapman and Wilkinson (1994: 170) contend that ‘quality’ is essentially a contested concept. Their examination of the use of the term in the educational community appears to indicate a wide measure of agreement on certain “core values”. These core values are observed to subsist in and then looked for as characteristic features of, the ‘quality’, ‘good’, or ‘effective’ school - all features of WSD. These values help to structure and define the direction and aims of educational policy and practice. The core values as cited by Aspin (*ibid*), might be said to be typical of quality schools and may be said to, subsist in schools, which adopt WSD principles. WSD is intrinsically linked with quality schooling, which:

- promote the value of excellence and high standards of individual and institutional aspiration, achievement and conduct in all aspects of its activities;
- is democratic, equitable and just;
- humanize education stakeholders and give them an introduction into, and opportunities for acquiring the values that will be crucial in their personal and social development;
- develop a sense of interdependence among the organizational variables;
- prepare education stakeholders to conduct their interpersonal relationships in ways that are not inimical to the health and stability of the organization or the individuals that comprise it;
- prepare school members to have a concern for the cultural as well as the pedagogical enrichment of the organization;

- conjoin education for personal autonomy and education for community enmeshment and social contribution, enabling each student to enrich the society of which he or she is to become part as a giver, an enlarger and an enhancer, as well as being an inheritor and recipient.

(Adapted from Aspin *et al.*, 1994: 171)

There is a great deal of similarity between the notions of school improvement and effective schools. School improvement studies tend to be action and developmentally-orientated. They embody the long term goal of moving towards the vision of the 'problem solving' or 'thinking' or 'relatively autonomous' school and are committed to promoting and evaluating school improvement strategies. This approach is exemplified in the work of the International School Improvement Project and has relevance to this study on WSD. The effective schools literature on the other hand, is more concerned with developing criteria that characterize effective schools (Kyle, 1985 in Aspin *et al.* 1987). WSD encompasses trends embedded in both the school improvement and effective school models.

1.4.2.5 Process of WSD

WSD is not viewed as a means to an end. It is a long-term and ongoing process which aims develop continuous growth and renewal of the whole school. It subscribes to the principle of life-long learning as a development imperative and encompasses the following:

- a holistic process: this supports the notion of the existence of a symbiotic relation in the organization variables as seen in Figure 1.1 - if one part is affected by change, this influences the other parts;
- a broad process: WSD includes various stakeholders to promote to the organizational goals but takes place through a series of carefully planned specific projects;
- a complex and long-term process: benefits become obvious only after one or two years and hence the process may be viewed as a complex one as it involves evolving partnerships to drive its strategic planning, management and intervention programmes.

Hopkins (1994: 75) states that whole school development (WSD) is an approach to educational change and is concerned with both processes as well as outcomes. The outcomes of such

developments are seen as intrinsically linked to quality assurance. Hence WSD is concerned with strategies to enhance organizational processes and the conditions, which support it.

1.4.2.6 *WSD assumptions*

Some of the assumptions that underpin WSD are tabulated by Barth (1990: 45) as follows:

- *Schools have the capacity to improve themselves, if the conditions are right.*
- *When the need and the purpose is there, when the conditions are right, adults and students alike learn and each energizes and contributes to the learning of the other.*
- *What needs to be improved about schools is their culture; the quality of interpersonal relationships, and the nature and quality of learning experiences.*
- *School improvement is an effort to determine and provide, from without and within, conditions under which the adults and youngsters who inhabit the schools will promote and sustain learning among themselves.*

Sterling and Davidoff (2000: 46-47) insist that:

'The concept of whole school development is a fundamental one for educators who want to lead in a holistic way. When he or she is confronted with a problem that require leadership intervention at school, the leader needs to have a clear understanding of the school's different organizational elements and how they can and do influence or impact on one another. In other words, the different elements of the organizational life of the school are interdependent. With this understanding, the leader is able to make interventions which impacts positively on all the elements of the school, enhancing the development of the school as a whole'.

While this study concurs with the above definition of WSD, it nevertheless acknowledges that WSD is 'fundamental' not only for educators and learners, but for parents as well as they have a supporting role to perform in accordance with their positions of trust as mandated by the South African Schools Act No. 84 (1996: 14).

1.5 AIMS OF THE STUDY

The aim of this study is to investigate whether school managers and governors are effective in introducing and managing changes to facilitate Whole School Development. The aim of this study can be delineated as follows:

- To place the concepts 'whole school development' within a theoretical framework drawn from informed sources;
- To offer relevant approaches to WSD based on literature review;
- To explore the effectiveness of school managers in facilitating changes relative to WSD;
- To investigate whether school governors are effective in governing changes imperative for WSD;
- To offer a useful if limited register of findings, conclusions and recommendations in relation to whole school development drawn from the empirical investigation.

1.6 RESEARCH QUESTIONS

The following questions serve to guide the literature review and the empirical investigation:

- What is the theory and approaches that inform whole school development?
- Are school managers effective in the occupational roles as transformational leaders to introduce and manage changes imperative for WSD?
- Are school governors effective in governing changes imperative for WSD?

1.7 HYPOTHESIS

The research hypothesis of this study is formulated as follows:

Hypothesis 1: (H1)

Principals are effective as transformational leaders in introducing and managing changes to facilitate WSD.

Hypothesis 2 (H2)

Parents are effective in the governance of changes mandated for WSD.

1.8 PARAMETERS OF STUDY

This study focuses on school management and governance in relation to whole school development. The parents (governors) and the principal (management) are seen as key human resources in influencing and promoting holistic development of educational institutions. Management and governance structures and strategies will be given primary attention in this study. In other words, local-level or site-based structures in relation to whole school development are the focus of this study rather than regional or national level influences.

Developments within an educational institution become difficult to conceive of, if areas requiring such developments cannot be visualised. Therefore, an awareness of the generic strands (enumerated above) within schools that require interventions for the purpose of developments need to be secured by managers and school governors. Since the components illustrated in Figure 1.1 are generic in education, these are identified as core concepts that school managers and governors are to focus on when planning policies for school development. Whilst specific attention will not be given to all of the above strands, the implications of school-based management in the development of these categories will be alluded to in the discourse.

It is important to emphasise that while this study places key emphasis on the principal and SGB as primary partners in promoting school development, it does not deny that this partnership is enhanced by the support required from external sources like non-governmental organizations, regional and national support systems and so on. These structures would, however, not be the focus of this study. Furthermore, it is acknowledged that areas within a school that require development may be wide and varied. Some areas requiring development may be minor or insignificant but nevertheless require attention. A detailed discussion of minute areas requiring development will not be focused on.

1.9 METHODOLOGY

In order to answer the questions relating to the aims of this study and to provide an informed description of the nature of the relationship between the school management and governance in relation to whole school development, it becomes necessary, as indicated above, to gather both qualitative and quantitative data. Hence, two research methods will be used, namely a survey questionnaire and a case study. The former will be administered to educators in public schools within the Port Shepstone and Durban North and Durban South Regions and the latter will be conducted in a school located within the Port Shepstone Regions. Details regarding methodology are contained in Chapter four.

1.10 LIMITATIONS OF THE EMPIRICAL STUDY

South Africa is divided into nine provincial education legislatures. Whilst all the provinces are to comply with the national education norms, each province is granted autonomous power to devise laws relevant to its constituency. The empirical study will be done in the province of Kwa-Zulu Natal, which comprises of eight regions. Three regions, namely Durban North, Durban South and Port Shepstone will be selected for the purpose of conducting the research. All three of the above-mentioned regions have an assortment of both rural and urban schools. Hence, schools chosen will represent the population from both rural and urban areas. A limitation of the study is its demarcation of only primary schools as the focus for its inquiry. Pre-primary, special schools and other schools will not be included in the research because of their small numbers and irregular distribution. Secondary schools will also not be included as

the parent component of the SGB is the key target of this investigation. Primary schools in the above regions are selected because:

- the regions include examples of schools administered by all former education departments
- the regions have examples of primary schools located in both rural and urban areas

Whilst this study investigates the role of school management and governance in relation to whole school development, the researcher designed a questionnaire to access data about school management and governors from educators (viz teachers) thereby applying what Radder (1998: 2) calls ‘double hermeneutics’ in research. This means that data is accessed from a secondary rather than the primary source. In this study, as stated above, the secondary source from which data was accessed via questionnaires is the educators. Although the rationale for adopting ‘double hermeneutics’ is given in Chapter four, the limitations of this research approach is that the primary source (namely, school managers and governors) of data collection, is intentionally bypassed. In order to overcome this limitation, Radder’s (1998: 3) suggestion was adopted whereby the researcher approaches the data critically and suspiciously in order that its message may truly be accessed. This approach also helps to ensure that the researcher’s own pre-understandings and certainties do not mask the truth. Furthermore, the researcher incorporated a qualitative research technique where both the primary source of data, namely the principal and school governors were involved in interviews and conversational discussions via a case study. Further insight into this research technique is provided in chapter four.

1.11 STRUCTURE OF STUDY

This study is structured as follows:

- Chapter 1 incorporates the orientation of the study;
- Chapter 2 provides a discourse on policy mandates that inform WSD. It also includes a theoretical discussion on the underlying principles and philosophy of WSD.
- Chapter 3 focuses on strategies and approaches to WSD.

- Chapter 4 provides the research methodology used for undertaking the empirical investigation.
- The analysis and interpretation of the data will be done in Chapter 5.
- In chapter 6, the findings are provided, conclusions have been drawn and recommendations for school management and governance in relation to whole school development are given.

1.12 CONCLUSION

This chapter begins with an orientation, which includes the background of the study. The background serves as a mechanism to reflect on management and governance imperatives for WSD and leans heavily on mandates, which call for quality and excellence within different facets of school life. The problems were stated to be the following, namely, *resistance to change, absence of transformational leadership and lack of knowledge, skills and experience of governors to initiate and govern changes to facilitate WSD.*

Concepts, which are of significance to this study, are provided in the operational definitions for clarity of use and purpose. The research questions and aims of the research hone in on the essentials and value of this study. Since the hypothesis will be tested in the empirical study, this is also provided in the orientation chapter. It is acknowledged that no research is all encompassing and therefore the parameters are also stated so that the significance of this study is given contextual focus. The structure of the study is also provided.

CHAPTER TWO

LITERATURE REVIEW: POLICY MANDATES, PHILOSOPHICAL FOUNDATIONS AND PRINCIPLES OF WHOLE SCHOOL DEVELOPMENT

2.1 INTRODUCTION

Although this study focuses on holistic developments at the micro-level, namely the school, this chapter provides a brief exposition of important global and national demands for transformation in the workplace. A general discourse on global change mandates will be provided while reference to specific national policy documents will provide insight into the national call for restructuring within schools. Since schools do not exist in a social vacuum, an overview of the change mandates become imperative as it provides the context in which schools are mandated to transform. Policy documents that provide strategic direction to the process of whole school development, such as the South African Schools Act No. 84 of 1996 and the National Qualifications Framework (1996) will be discussed.

A discourse of the philosophy and principles, which inform WSD, will follow. The rationale for giving the discourse on *policy mandates* for WSD precedence is because policies provide the legal framework within which schools operate, and also infers to the importance of subscribing to and supporting the national mind set for evolving efficient and effective schools. The urgency of transformation and developments in schools, and the importance of policy mandates in this regard are summed up in the White Paper on Education and Training (1995: 67):

'Unavoidably, because inequality is so deeply rooted in our educational history and dominates the present provision of schooling, a new policy for school provision must be a policy for increasing access and retention of Black students, achieving equity in public funding, eliminating illegal discrimination, creating democratic governance, rehabilitating schools and raising the quality of performance'.

It is acknowledged however that policy documents of the past, suffered from various limitations that have prevented them from becoming effective tools for change. This view is supported by Greenstein (1995: 2) who claims that some policies were too theoretical and imprecise to offer concrete guidelines for action, such as the reports of the National Education Policy Investigation (NEPI) in the early 1990s. Others moved towards more concrete engagement with the existing system, but without sufficiently appreciating the need to deal not only with policy options in the abstract, but with the mechanisms of change at the level of the school. The African National Congress's (ANCs) *Policy Framework for Education and Training*, and its more practical offshoot, the *Implementation Plan for Education and Training* (IPET), both released shortly before the April 1994 elections, did not give the new political administration clear and viable ideas on how to move the system from where it was to where it should be.

It is argued that although these documents contain detailed plans of action covering the entire field of education, they generally do not consider, in an adequate manner, the institutional environment in which implementation of new policies take place (*ibid*). According to Greenstein (1995: 2), the *White Paper on Education and Training* (WPET) of March (1995) demonstrated greater realism in outlining plans for school developments. Sound policies then, are key national mechanisms for the restructuring of a traditionally differentiated education system. Hopkins, West and Ainscow (1996: 7) however, caution that '*policy alone cannot mandate what happens - it is implementation at the local and school level that dominates outcomes*'. They are emphatic that one of the greatest fallacies of educational change is that policy directives, from any level, have a direct impact on student achievement. In the WPET (1995: 13), the view is supported that while policy is important, execution is more important. At best, policy can set a direction for change and provide a set of parameters within which implementation can occur (*ibid*).

Taking cognisance of Hopkin, West and Ainscow's (*ibid*). caution above, a discourse on the philosophy and principles that inform WSD will ensue. This study argues that for WSD to materialise, it has to be informed by a philosophy which maximizes one of human beings own strongest forte, namely his humanity. This view is strongly supported by Du Plooy, Griessel and Oberholzer (1991: 106) who convincingly argue that:

'those who feel called to aid the young in becoming aware of, and equipping themselves for the obligations of future adulthood, must treat their charges as human being, realizing that their learners are not tools being shaped for a specific end, but animate beings who are acquiring awareness of their responsibility.'

It will be argued that this philosophy should not be limited to policy programmes and practice that inform classroom management only, but should permeate every level of educational management and school governance. This chapter concludes with a discourse on the principles that inform WSD.

2.2 POLICY MANDATES FOR WSD

According to Davidoff and Lazarus (1997: 2), there is globally, recognition of the need for more participatory forms of engagement at the workplace. Throughout the world, language about empowerment, workers' rights, participation in decision-making processes, human rights, the relationship between lack of productivity and alienation are coming to the fore (*ibid*). Such global transformation agendas bring pressure to bear on *development* mandates in terms of national and local policies, even in respect of education.

Given the problematic educational history of South Africa, WSD promotes the notion that in order to disengage from a national psychology of accusation and fatalism by accepting situations as they are and events as they occur unquestioningly, consciousness levels, as expressed by Freire (1979), about policy mandates and the value thereof need to be raised through educational intervention via teaching and learning. Thus, mobilization of the entire education system towards transformation in terms of national mandates is a national priority. Thus, national interventions through WSD policy mandates become indispensable for mass mobilisation towards creating a system where value is added to existing structures, policies and practices. It is these national policies that serve as guidelines to steer the entire system away from discrimination, prejudice and inequality towards a system that is meaningful, noble and worthy. Hence, what follows, is a review of policy documents that speak to different facets of educational development and culminates in mandates for Whole School Development.

2.2.1 The National Constitution 108 of 1996

Mothata (2000: 3) confirms that the Constitution of the Republic of South Africa is the supreme law of the country, the basic law of the nation and the first source of law. It is based on the Lincolnian premise of democracy as a '*government of the people, by the people, and for the people*' (Haralambos, 1987: 109) As such, it contains all the fundamental democratic principles according to which the school is to be managed and governed.

Nzimande (2001: 7) states that we cannot countenance a situation where acceptance of the values and goals expressed both explicitly and implicitly in our constitution are matters of personal and/or organizational choice. All citizens of our country are bound by our constitution irrespective of their personal views. The National Constitution (1996) makes a significant contribution to transforming traditional policies, which differentiated schools on the basis of, among others, the medium of instruction, race denominations and the different models of school organization. It also makes provision for the protection and advancement of basic rights by means of legislating quality and non-discriminatory education:

'Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken'.

National Constitution (1996: 14)

Whilst the National Constitution does not focus specifically on policies for WSD, it does enact policy directives that form the framework, which informs current education policies and practices. Education departments then are compelled to devise policies that are consistent with the National Constitution. Whilst schools are to comply with the national education mandates, they are also granted a degree of autonomy, as expressed in the South African Schools Act No. 84 of 1996, to devise institutional policies, for example, the learners' code of conduct and the school's constitution (SASA: 1996).

The implication for educators and governors alike, is that their familiarity and understanding of the Constitution (particularly the Bill of Rights) become imperative, primarily because it provides new challenges for all school leaders to work towards more democratic ways of managing and governing their schools. Consequently, all schools are expected to subscribe to the Constitutional values of, among others:

- democracy
- equality
- human dignity
- freedom and
- justice

(Butler, 1999: 10)

This requires shifting from autocratic, mechanical approaches to a more democratic, accountable and equitable form of school management and governance. Consultation, negotiation, open communication and transparency in school management and governance are significant democratic imperatives, which can no longer be ignored. Therefore, school managers should not dominate governors and vice versa.

2.2.2 White Paper on Education and Training 1 (1995)

The first official policy document in education of the current government, namely the White Paper on Education and Training (1995: 21-22), published 23 values and principles as a framework for a new system of education and training. In it, it states that these principles '*should drive... the reconstruction and development of education and training*'. These principles are consistent with the democratic principles enumerated in the Bill of Rights of the National Constitution (1996: 6-24) and lay particular emphasis on the transformation of education policies as well as the processes involved in the management and governance of schools. The WPET (*ibid*) enumerates these values and principles as, *inter alia*:

- Parents or guardians have the primary responsibility for the education of their children, and have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance.
- The system must increasingly open access to education and training opportunity of good quality, to all children youth and adults.
- There must be special emphasis on the redress of educational inequalities.
- The rehabilitation of the schools ... must go hand in hand with the restoration of the ownership of these institutions to their communities through the establishment and empowerment of legitimate, representative governance bodies.
- The principle of democratic governance should increasingly be reflected in every level of the system, by the involvement in consultation and appropriate forms of decision making of elected representatives of the main stakeholders, interest groups and role players.
- The restoration of the culture of teaching, learning and management involves the creation of a culture of accountability.

Since WSD is a Quality Assurance process, the above principles become an indispensable mechanism for a renaissance of the culture of teaching and learning within the educational milieu. These values and principles are intrinsic in the promotion of WSD processes because they give direction to school planning and improvements. Each of the principles above speaks specifically to the following values which schools are called upon to subscribe to as a vehicle for transformation:

- Non discrimination
- Stakeholder participation
- Lifelong learning
- Redress
- Quality education
- Community ownership of schools
- Democratic governance
- Accountability

It becomes imperative for school managers and governors to facilitate the implementation of the above as these values are indicative of transformation. The WPET (1995: 15) implores that it is “*the joint responsibility of all South Africans who have a stake in the education and training system to help build a just, equitable, and high quality system for all the citizens, with a common culture of disciplined commitment to learning and teaching*”. The achievement of such egalitarian goals will remain beyond the capacity of most lay stakeholders if strategies are not built into the school system to align the institutional goals with those of the constitutional principles.

2.2.3 White Paper on Education and Training 2 (WPET 2)

The Government Gazette Notice 502 (1996: 6) states that the basis of the government’s new policy for organization, governance and funding as summarised in WPET 2 (1996: 10) is that:

‘The new structure of school organization should create the conditions for developing a coherent, integrated, flexible national system which advances redress, the equitable use of public resources, an improvement in educational quality across the system, democratic governance, and school-based decision-making within provincial guidelines. The new structure must be brought about through a well-managed process of negotiated change, based on the understanding that each public school should embody a partnership between the provincial education authorities and a local community’.

WPET 2 (1996) compliments its predecessor of February 1995, and it consists of the findings of the School Review Committee headed by Hunter (1996), the response of the Ministry of Education to the recommendations and an outline of the road forward. Although it is a statement of intent rather than actual policy, the White Paper gives an idea of government priorities, and the ways in which the Hunter Report might be translated into concrete policies (Govender, Greenstein and Kgobe, 1995: 15). This document, entitled *Organization, Governance and Funding of Schools* was published in 1996. It was based on proposals set out in the Hunter Report and further builds on the principles set out in White Paper 1.

Considerations like parental rights, public and independent schools, the governance policy of public schools, roles and responsibilities of public school governing bodies, employment of educators, etc. are included in this Paper which formed the basis of SASA 84 of 1996. Developments in respect of each of these considerations are thus mandatory to support the national goal of restructuring of the education system and have to take place, even at the level of individual schools.

2.2.3.1 Organization

The South African educational system has two categories of schools: public and independent schools. The latter category comprises of all schools previously known as private or independent schools. According to WPET (1996: 22),

'The public schools category will comprise all schools which are currently known as community schools, farm schools, state schools, and state-aided schools (including church schools, Model C schools, mine schools, and others.) Collectively, these comprise just over 98 per cent of the country's primary and secondary schools, and almost 99 per cent of school enrolment'.

The merging of the various categories of schools into only two categories is significant in perpetuating the principle of equality of opportunity. The reorganization of schools into two broad types warrants a transformation in educational provisions. Although the assets of public schools are owned and most of their funds provided by the state, these schools are seen as partnerships between the state and local communities, in which the state (in the form of the provinces) is the senior partner responsible for the overall equitable and efficient allocation of resources.

Emphasis is also placed on the development of schools that were previously under-developed in terms of skills and expertise with competent management personnel. A network of partners through policies such as redeployment has been developed in order to compatibly link the past,

differential schooling into a unified educational system. Hence, schools that previously had widely varying structures and answered to different authorities, are streamlined into coherent provincial, district and institutional structures. It is however argued that while the government is working towards programmatic redress of inequalities by, for example, rescinding the restrictive admission policies in ex-Model C schools, many of these schools are still primarily white.

Madisha (2001: 3) points out that parents' financial resources, or lack thereof, remain a major impediment to equal access. Whilst significant, it is unrealistic to expect that the reorganization of schools alone will manifest transformation in terms of equity. Racial integration of educators in schools, parents in governance, and learners in classrooms is a necessary development imperative for, not only bridging the gap between the different racial and cultural groups, but also for transforming the moral fabric of this country. School managers and governors then play a crucial role in terms of both structural and operational transformation.

Ex-Model C schools have attracted a great deal of attention, but this has little to do with their overall numerical weight. Rather, it is the social and political significance of the issue that is responsible for the interest they generate. Hence, if schools were implementing WSD, then this would also be reflected in the organization of the school in terms of transforming the racial character of learners, educators as well as governors in schools that have the educational resources, expertise and experiences in delivering qualitative outcomes. Tangible mechanisms for changes, together with purposeful mindsets of educational stakeholder and a determined and committed workforce are indeed valuable variables in working towards self-renewing schools.

2.2.3.2 School Governance

The development of a sound governance structure with a competent workforce is crucial to the WSD concept primarily because the governing body is accorded sufficient power to become the driving force behind school improvements. Consistent findings emerge from various research projects that parent involvement in schools is significantly related to:

- improved student academic achievement
- improved student attendance in school
- improved student behaviour in school and
- increased community support for schools, including human, financial and material resources

(Dekker and Lemmer, 1993: 154)

The South African Schools Act No 89 of 1996 has vested the governance of every public school in its School Governing Body. While policy reflects a national desire and optimism for providing parents with the power to make decisions relevant to school policies, it is argued that the national desire does not translate into meaningful and effective support programmes needed to provide governors with the confidence, competence and clarity in relation to their structural and operational functions.

Confidence is imperative for parents to demonstrate leadership and to assume their legitimate roles in school governance. , *Competence* is required in relation to problem solving and decision-making skills. *Clarity* is necessary relation to policy issues, role definitions, and contextual knowledge. The Quality Assurance audits of the Department of Education indicate that piecemeal capacity building programmes for schools governors are proving to be ineffective in empowering parents significantly. School managers and the professional corps at large are strongly urged by the National Constitution (1996) to resist the temptation to violate the rights of the parents by making autonomous decisions to the exclusion of parents. Implicit in collective legislation is the imperative for schools to evolve partnerships, as a component of WSD, between school managers and governors. Lack of governance experience coupled with low education levels makes parent contributions to WSD negligible and it is for this reason, among others, that a symbiotic relationship between school managers and governors is to be created (Chetty, 1999). Powerful leadership, arguably, may be one approach for evolving synergy between parents and educators.

2.2.3.3 *Funding*

According to the Government Gazette No 18349 (1997: 5) on *Norms and Standards for School Funding*, effecting redress and equity in school funding, with a view to progressively improving quality education, within a framework of greater efficiency in organising and providing education services are matters of urgent priority for the Ministry of Education. Greenstein (1995: 15) provides useful insight into the government's mechanism for closing the gaps between different types of schools.

According to Greenstein (*ibid*), the provincial budget is divided into five components, namely, capital, redress, core, salaries, and operating costs. The first component will be allocated to capital development programmes on the basis of an index of need; the second component will go into an Education Redress Fund which will channel resources into reconstruction and quality improvement in disadvantaged schools; the third component comprises funds for the functioning of the provincial departments, covering administration, quality assurance, monitoring support and planning; the fourth component - and the largest - will cover salaries according to standard scales, and will be used to reduce disparities in educator costs, through delinking qualifications from salaries, providing incentives to promote redistribution of qualified educators and upgrading of under-qualified educators.

Of significance to WSD is the fifth component, which covers operating costs of schools - maintenance, teaching materials and bills - using *per capita* and cost-linked formulas. This portion of the budget will be supplemented by fees paid by parents. It is generally accepted that without sufficient funding, schools will not be able to operate at their maximum potential. Parents are responsible for footing the bill for such necessities as water, electricity, telephone services and so forth. In schools that do not have these basic services, parents nevertheless, contribute financially through the payment of school fees. This, among other factors, makes their participating in identifying needs, setting goals and deciding on policies imperative.

2.2.4 The National Education Policy Act (NEPA) No. 27 of 1996:

Whilst schools have been given a certain degree of autonomy to develop their own institutional policies in accordance with their idiosyncratic needs, their powers are limited in the sense that all policies have to be developed within the parameters of the National Education Policy (NEPA) Act No. 27 of 1996. Since NEPA empowers the Minister of Education to determine national education policy, Task Teams have evolved to investigate ways in which meaningful school improvement and developments can take place. Findings and recommendations from one such Task Team on education management development are published in the report *Changing Management to Manage Change in Education* (DoE: 1996). This report and its recommendations have become national Education Management Development (EMD) policy. Some of the key ideas that reflect on development imperatives include:

- Development of individual managers should be focused on, to provide support to the whole school and not just one person;
- Management as an inclusive activity involving all members of educational organizations;
- The values and mission of the school must drive the school management culture;
- Education management development is school and community-centred in order to support and improve teaching and learning, rather than to merely support and maintain departmental administration processes.

Development and the improvement of management skills are regarded as crucial components of WSD. School managers are to learn new ways of decision-making that are inclusive, participatory and consultative. Collaboration with other stakeholders and role players require sound interpersonal skills. Managers as well as school governors are required to be responsive to changing demands and to be sufficiently flexible to offer timely and appropriate support

among others.²Hence, the principles, vision and mission of the EMD programme in *Policy Framework for Education Management Development* (June 1998:11-12), reflect one facet of the WSD ideology and are supported for their purpose and their investment in transforming and enhancing the quality and culture of school management and governance.

2.2.5 The South African Schools Act (SASA) No. 84 of 1996

The South African Schools Act (SASA) is one of a number of education policies passed by parliament since 1994. The over-arching goal of policy must be to enable all individuals to value, have access to, and succeed in lifelong education and training of good quality. Management and governance processes must therefore put learners first, recognising and building on their knowledge and experience, and responding to their needs (WPET, 1995: 21). SASA (1996: 14) indicates that the governance of every public school is vested in its governing body. A governing body stands in a position of trust towards the school and *vice versa* is also true.

SASA makes provision for the governance of education to be a shared responsibility of parents, educators, learners and community members at large. Parents have the largest representation in their own right, as well as in their power to select community representatives. All of these constituencies are to assume an active part in determining and adopting school policies, in particular with regard to the schools' mission statement and objectives, control of finance, relations and communications with parents and the community, use of school facilities and appointment of staff. The governing body can also make recommendations on issues of school-level curriculum and the selection of temporary educators.

Decisions in these areas are to be made within the national and provincial visions of education. It is in this sense that a partnership should prevail among all the relevant stakeholder in terms

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The principles, vision and mission statements for EMD are succinctly recorded in the document *Policy Framework for Education Management Development* in the June 1998, issue.

of developing a shared responsibility towards a common vision. Whereas structures of state control and funding arrangements can be legislated, the involvement of different constituencies in determining school policies requires input and action on the part of the relevant stakeholders themselves. The development of a Governing Body's capacity to engage in educational issues, in a meaningful manner, is to be regarded as a crucial and significant facet of WSD. The new system of governance thus, strives towards the following developmental aims:

- collective decision-making in regard to all matters affecting the planning, delivery and evaluation of education and training ;
- eradicating racialism, tribalism, ethnicity and gender inequalities in the governance structures;
- the devolution of powers to local and institutional governance bodies;
- accountability at the national, regional and *local levels*;
- greater efficiency, effectiveness, transparency and public accountability through democratic forms of governance.

(Karodia, 1995: 10)

Hence, it becomes the joint responsibility of all South Africans, as stated in the WPET (1995), who have a stake in the education and training system to help develop a just, equitable, and high quality system for all the citizens with a common culture of disciplined commitment to learning and teaching. A crucial developmental initiative is that the composition of the SGB is to reflect the racial character of the school.

While SASA mandates stakeholder participation in schools, an antecedent to development in any organization is the acquisition of personnel who have a genuine interest in the institution and who are committed to ensuring that positive changes take place for the benefit of both the organization and the institution. Hopkins, West and Ainscow (1996: 13) state that the structure of a school provides the skeleton, which supports growth. A mere existence of a 'structure' however will not support growth if the desire, determination and commitment to improve schools are lacking.

Therefore the components that are elected to be co-partners in school governance should be comprised of members who have a genuine interest in supporting and encouraging school improvements. The South African Department of Education (1997: 10) supports this view as it emphasises that a good member of a school governing body is a partner in the governance of the school and should be:

- interested in the learners' education
- a good attender of school governing body meetings
- open-minded about decisions and actions taken
- questioning and critical in a positive and constructive way
- prepared to learn to participate fully in meetings and to make contributions
- prepared to make the effort to learn about becoming an even better governor
- prepared to put the good of the school before any personal interest
- independent and not influenced by outside groups or organizations when appointing staff, awarding contracts or making recommendations

In the South African education context, the duality of both manager and governor responsibility in subscribing to the above values, is imperative for the establishment of a supportive environment where efforts for whole school development become a joint venture. It is acknowledged that while some schools may have governing body constituents with the above-mentioned characteristics, others do not (Sithole, 1995: 23). Studies conducted by Armor (1996: 36-37) suggest that parental involvement is a significant aspect of school development and effectiveness. Other studies reveal the value of high levels of parent-educator and parent-principal contact (in Preedy, 1999: 13). Hargreaves (1984: 8) and Thomas (1985: 38) have also noted the value of increasing parental involvement in both primary and secondary schools. Hence, if parents are to become true partners in the educational process, then schools are to take cognisance of developing the above-mentioned dispositions in their school-governing counsellors.

Research literature on effective schools, such as that of Ribbins and Burrige, (1994: 55-61); Bayne-Jardine and Holly (1994: 26-31), suggest that success school improvement is associated with a sense of identification and involvement that extends beyond the teaching staff. It involves learners, parents and indeed, other members of the local community. The parent component of the school governing body plays a key role in recruiting assistance for school development beyond the school. Such influence is likely to have positive spin-offs in terms of WSD. Hopkins, West and Ainscow, (1996: 27) agree that schools which are able to create positive relationships with their wider community, can create a supportive climate necessary for school development. The School Governing Body (SGB) plays a key role in WSD and has been mandated to develop various policies within a school.

Burgess and Sofer (1978: 54) offer an important warning to both school principals and governors. They firmly state that:

'It is of prime importance to remember that your power as a governor or manager does not belong to you individually, but only as a member of the whole corporate body'.

Burgess and Sofer (*ibid*) go on to state that it is wrong for an individual governor to try to make the head, or worse any particular member of staff, adopt a particular policy. Such action is only properly exercised by the governing body as a whole through discussion and if necessary through formal resolution in a properly convened meeting. Any action, which goes against this warning and has malicious intent, serves only to destabilize the relationship among organizational members and negates the promotion of effective policies supportive of WSD.

2.2.5 1 *Adopting a school's constitution*

One of the primary responsibilities of a SGB is the adoption of a school's constitution (SASA: 1996: 14). The school's constitution plays a crucial role in setting the tone or culture of the school. Nias, Southworth and Yeomans (1989: vii-viii) acknowledge that coming to perceive, to know, to understand and finally, to participate in a school's culture is neither a swift nor a

straightforward process. It requires intimate knowledge of the school and its staff, based upon an awareness of the significance of many features: history; buildings; organizational arrangements; patterns of interaction; individual people; talk; humour; the distribution of authority and influence; the identity and behaviour of leaders. Over a period of time, familiarity with these features begins to reveal the shared meanings and norms of the staff and the beliefs and values, which underlie them. An understanding of the school's culture makes negotiations and discussions about school improvement possible and also provides clearer insight into the needs of the school. Nias, Southworth and Yeomans (*ibid*) claim that, one cannot understand a school from brief and infrequent visits to it. School governors can use the school's constitution as a tool to mandate developments in all areas of school life.

2.2.5.2 *The Learners' Code of Conduct*

The law dealing with safety of learners consists of statutory rules, common law principles and case law. Dekker and Lemmer (1994: 243) state that the high standard of care educators are expected to maintain in disciplining children is expressed in the common law principle, *diligens paterfamilias*. This legal principle, they claim, implies that the educator is expected to exercise the same degree of care with respect to the learners, as would careful and prudent parents. In other words the development of a caring and nurturing professional corps becomes crucial in evolving an environment free from threats, punishment and abuse.

SASA (1996: 8) makes it a legal requirement for schools to adopt a code of conduct for learners. This is to ensure that learners are taught in a violent-free environment where tolerance, compassion and understanding of diversity are inculcated in the learners. The code of conduct serves as a behavioural guideline not only for learners, but also for educators because they are responsible for the day-to-day disciplining of learners and therefore, must use the code of conduct as a guideline when meting out punishment.

The SGB has a legal obligation to focus a critical eye, not only on the behaviour of learners, but also on the practitioners' practices so that there exists a commitment by all to uphold the policies expressed in the learners' code of conduct. Since the SGB is the *legal persona* in terms

of SASA (1996: 12), it can be held accountable for unconstitutional actions taken to implement discipline. The Constitution provides that every person has a right to be treated with dignity. The violation of this right can result in serious implications for one who contravenes this right. Therefore, it remains the duty of the SGB to ensure that all stakeholders (particularly educators) are well informed about the school's code of conduct so that their actions are carried out within the framework of this policy.

2.2.5.3 *Language Policy*

A school has to develop a language policy that is consistent with the National Education Department's language policy. This policy stipulates that learners have a right to be taught in the language of their choice and that they may inform the school which language they wish to be taught in when applying for admission. Schools, in turn, are expected to take the learners' requests into account. In other words, schools are expected to work towards developing multilingualism. According to SASA (1996: 8):

- only official languages may be used for instruction
- from grade three onwards, all learners have to study the language they are taught in and at least one other approved language
- language may not be used as a barrier to admission
- governing bodies must stipulate how their schools are promoting multilingualism
- failing a language will result in failing a grade

The language policy attempts to promote multilingualism, acknowledge the diverse nature of our society, and reduce cultural and racial prejudice. In the past, learners who had a limited proficiency in the language of instruction of a particular school risked failing and dropping out of school because they had not mastered the language required to cope with the learning material, or alternatively were either denied access to that school. The language policy attempts to eradicate such happenings.

In managing classrooms, educators are expected to develop and encourage positive cultural identities in learners by initiating activities, which reflect diversity and accommodate differences through, relevant curriculum resources for example. Sensitivity to gender, race, cultural and religious difference needs to be inculcated in everyone. Language diversity cannot be seen as a linguistic mechanism to isolate and exclude learners from learning activities. Dekker and Lemmer (1994: 45) state that diversity of languages should be viewed as an asset rather than a deficiency. They argue that while a single national language might be used as a common language shared by all and as the medium of instruction in schools, opportunities need to be created for various groups to *learn their own language because of its cultural importance*. Hence they contend that both pre-service and in-service training are necessary imperatives for promoting effectiveness in accommodating linguistic diversity in schools. Essentially, the implication is that educators must undergo a degree of retraining to learn relevant ways to design and manage the OBE curriculum. While this study does not focus on pre-service training, emphasis will however be placed, in the next chapter, on the importance of in-service training as one of the many approaches to WSD.

2.2.5.4 *Budgeting*

Berkhout and Berkhout (1992: 3) aver that the budget is an important financial tool. Without a budget, it is impossible to make decisions which have financial implications with optimal confidence. The school principal and governing body is responsible for ensuring that income and expenditure is carefully controlled so that the school can provide the best possible education for learners. According to Jones, Ngubane, Makhubu and Sak (2001: 4), the overall responsibility for the control of school money lies with the SGB of the school. It thus becomes clear, that the SGB's functionality and optimal performance in this regard is dependant on the development and enhancement of their knowledge of the school budget. Thus WSD is not confined to the traditional school improvement philosophy, which focuses narrowly on the improvement of learner results, but extends to embrace and enhance learning experiences of school governors as well.

The quality of governance improves with knowledge of the school's income and expenditure. Experiential learning through involvement with the school's budget becomes imperative as one of the many facets of WSD. The three stages of this process involve preparing the budget, monitoring it and auditing the funds at the end of the school's financial year. Bischoff (1997: 66-67) contends that each school's finances are unique. He emphasises the fact that a keen sense for priorities become important to ensure that spending is controlled.

The purpose of a budget is to plan and control activities of a school so that the teaching function is realised in an environment that is conducive to learning. An institution with a sound budget is thus provided with a systematic plan for the utilisation of manpower, material and other resources. Budgeting entails the governing body asking itself what services are essential for the school, prioritising those services, finding the most efficient and economical ways of getting those services, and putting into place sufficient control mechanisms that will help in continually measuring its work. Furthermore, Jacobson, Logsdon and Wiegman, (1973: 428-429) state that it is generally recognised that a carefully prepared and well structured budget based on educational needs is necessary for the efficient management of a school system.

The election and training of a finance committee is imperative for the promotion of qualitative financial management. The audit provides data about whether the budget was followed and is therefore of paramount importance. The audits' accuracy and authenticity of transactions enhances the trust and confidence in the governing body as parent delegates within the school. However, governors need to assume their legitimate rights as expressed in SASA (1996) and challenge individual items, which are problematic. Allowing wasteful spending in respect of resource provision and allocation is detrimental to the whole school. According to Burgess and Sofer (1978: 18), more importantly, is that if governors see for themselves where the bulk of the money goes, they can guard the public's interest in seeing that value is gained for it. Burgess (*ibid*) further state that one of the functions of the governing body is that of representing the school in the surrounding community and being able to stand up and defend the school if it is in trouble. Thus, the efficient management of a school's funds become critical in helping to give the school a positive identity. The mismanagement of funds provides a school with a poor public identity, which stands in contra-distinction to WSD.

2.2.6 The National Qualifications Framework of 1996

The South African Qualifications Authority (SAQA) Act 58 of 1995 was established to oversee the development of the National Qualifications Framework (NQF), covering standard-setting and quality assurance. The aim of the NQF is to encourage and recognise lifelong learning in all sectors be it in business, at universities or in community colleges. At a structural level, the NQF has been set up to allow for multiple entrants and exit levels in education. It has a redefined qualification structure. The objectives of the NQF include creating an integrated national framework for learning. Access, mobility and progression are some of the key objectives, as is the need to enhance quality in education and training (in Mda & Mothata. 2000: 8). Another vital objective is the redress of past discrimination in education and training. The NQF also attempts to move the measurement of achievement in education and training away from input towards outcomes. In schools, the principles of OBE complements the objectives set out in the NQF. The South African Qualifications Authority (SAQA) directs the process of setting national academic standards, control accreditation and ensures that the high quality of the NQF qualifications, are maintained (Campbell: 1996: 12).

School managers are compelled to align the schools missions with the aims of the NQF and SAQA. Burgess and Sofer's (1978: 53) state that it becomes the governors' responsibility:

'to make sure that the head and staff have a regular opportunity, indeed obligation, to give an account in plain terms of what they are doing and what they are hoping to achieve, and to gain the support of the governors for their activities'.

In this way, schools are kept accountable not only for the changes being implemented, but also for the standards being maintained. Burgess *et al.* (*ibid*) warn however, that the governors can defend educational standards in their school not by what they should be but by seeing that the school itself has some.

2.2.7 Curriculum 2005

The transformation of the South African system is a systemic one both at the levels of structural transformation and curriculum reform. At the level of curriculum reform, South Africa has adopted an Outcomes Based Education (OBE) system that is programme driven. Traditional subject distinctions have been replaced by learning areas. This approach aims to facilitate holistic learning, integrate training and education and develop life-long learners.

OBE, according to Berkhout, Hodgkinson and Van Loggerenberg (1998: 287), the new curriculum is a flexible, empowerment-oriented approach to learning. It aims at equipping learners with the knowledge, competence and orientations needed for success after they leave schools or have completed their training. OBE regards learning as essentially an interactive process between and among educators and learners, with the learner at the centre of the process and the educator serving as facilitator. The focus is on what the learner should know and do. It places strong emphasis on co-operative learning, especially group work on common tasks. The goal is to produce active, lifelong learners with a thirst for knowledge, a quest for personal empowerment and a love for learning.

The involvement of community members (example nurses, builders) in teaching and learning processes is a sound way for schools to bridge the gap, between the school and the community. Nurses may be invited to address learners about physical hygiene or HIV Aids in the learning area Life Orientation for example, builders may be approached to assist with a skills development programme for the learners and at the same time improve the structural appearance of the school. Besides providing a valuable service to the school, parents are thereby themselves valued by the school for the possible contributions they make, hence promoting the national goal of nation-building. The incorporation of community participation in school-based teaching and learning also provides opportunities for community members to exercise responsibility for the education of the child.

The philosophy of OBE provides for an environment in which diversity can flourish, where understanding of and sensitivity to difference in terms of race, language, religious beliefs and

appearance can develop. Educators are compelled to accommodate diversity, but unity in the classroom has to be developed and equal opportunity in the school has to be created. The National Constitution calls for equality. Wolfendale (1992: 92) defines the principle of equality of opportunity as meaning that *'no child should be excluded from or denied access to the fullest possible available range of educational opportunities'* thus supporting the NQF. This perspective is an advance on previous educational thinking, which held that the curriculum and extra-curriculum activities were on offer. The match between curriculum and child was not made. OBE as one component of WSD thus challenges schools to make every effort to ensure that children classically denied access to all facets of school life, whether by disability, race, gender or poverty are fully embraced into the mainstream by whatever means it takes to promote a fully inclusive education system. Lemmer (1993: 17) provides the following helpful hints of how inclusive education can be advanced in practical ways:

- assign learner leadership, responsibility and tasks equitably;
- eliminate segregated social play areas;
- avoid grouping on the basis of gender or race;
- encourage boys and girls to participate in non-traditional activities; entertain the same expectations with regard to learning and behaviour for boys and for girls;
- introduce interesting topics on race relations and gender related issues for discussion; develop appropriate curricula;
- develop rules and a code of conduct for learners.

OBE may thus be used as a tool to advance holistic development of the child as it opens up opportunities for new ways of seeing and being with the world. The implementation of OBE has particular implications for WSD in terms of skills development training for educators, designing and developing innovative resource material. Educators are expected to become curriculum designers and competent facilitators of the philosophy of OBE. It is argued however, that departmental programmes to capacitate educators in this regard, are not continuous and on-going thus educators are left disgruntled and frustrated. These emotions extend to a loss of incentive and motivation to effectively implement OBE.

Jansen (1997: 20) is emphatic that to make a paradigm shift of such magnitude as that called for by OBE, requires highly competent educators and sophisticated curricular, pedagogical and assessment skills. He reveals that even with training, such a shift is difficult to accomplish. It is thus concluded that the Department has a responsibility to develop ways (simpler curriculum, resource provision, educator retraining) in which to boost the confidence and morale of educators so that the implementation of OBE becomes a pleasure and an accepted teaching and learning tool that would engage rather than alienate all involved.

Despite the ideals advocated in the various policies of the Department of Education as discussed above, these have however, not been embraced and translated into implementable good practice within schools. Research conducted by Chetty (1999) provides evidence that school managers and governors are struggling to translate policies into practice in the way that best enables educators and learners to achieve relevant, quality education. The effective practice of *strategic planning, change management, leadership and teamwork*, all of which are irrevocably interconnected, are WSD imperatives for increasing productivity in educational institutions and evolving *self-reliant schools*. These WSD imperatives will be discussed in the next chapter as *Approaches to WSD*. These approaches to WSD however, are informed by the philosophy and principles, which underpin current national and education policy mandates.

2.3 PHILOSOPHICAL FOUNDATION OF WHOLE SCHOOL DEVELOPMENT

According to Luthuli (1987: 5) philosophy is the supreme instrument enabling ³man to come to terms with himself as he struggles to organise his existence and that of his progeny'. For educators, philosophy plays a crucial part in shaping how educators perceive themselves in relation to their life worlds, namely the school. Luthuli (1987: 5) emphasises the value of philosophy in his statement that:

³ The masculine terminology in this study is used for the purpose of discursive convenience and therefore refers to both sexes unless specifically indicated otherwise.

'as a result of the lack of proper attention to problems that are philosophical in nature, we are today unable to discriminate between major and minor issues in education, we have been rendered unable to structure our system of education on any basis or foundation of certainty or solidarity. The result is chaos'.

Although Luthuli's comment is in reference to the education system in South Africa prior to 1994, his point has relevance to current educational institutions because philosophy influences how schools are managed and subsequently affects WSD either negatively or positively. Many of the current education policy documents, discussed above, such as SASA and the NQF, including the National Constitution were influenced by philosophical underpinnings of human liberation, empowerment and democracy. Thus part of transforming the education system is making it democratic. A discourse of the philosophy underpinning WSD will be provided below. However, before this argument is presented, one point needs to be reiterated, namely that education is a social science.

Education philosophers like Barrow (1983) and Schoefield (1980) concur that education is indeed a social science. It involves human entities for the purpose of the holistic development of the human being. It is thus argued that one's view of social reality has a direct impact on how one relates with others and how one engages with the world (albeit school) at large in an effort to improve or develop it. Burrell and Morgan (1979: 48-56) identified four sets of assumption that people have about social reality. Three of these have relevance to this discourse, namely:

- *ontology*: focuses on the nature or essence of the social phenomena;
- *epistemology*: concerns the very basis of knowledge - its nature and forms, how it can be acquired and how it is communicated to other human beings;
- *human nature*: concerns human nature and in particular, the relationship between human beings and their environment.

The subsequent discourse will reflect on each of these assumptions from two dichotomous approaches, namely *the subjectivist approach* and *the objectivists approach*. In philosophy, this is seen as the nominalist-realist debate. The *objectivist* (or positivist) approach views the social world as being hard, real and external to the individual while the *subjectivist* (or anti-positivist) approach views the social world as being of a much softer, personal and humanly-created kind (Berger, 1987: 19). As stated above, each assumption will be discussed from two dichotomous positions. The approach one adopts to manage and govern a school will have a direct influence on how schools are restructured and transformed.

2.3.1 Ontological assumptions of social reality

According to Mouton and Marais (1988: 12), the term *ontology* refers to ‘the study of *being* or *reality*’. It is concerned with the question of what is. According to Cohen and Manion (1996: 6) positivists view social reality as external to individuals - imposing itself on their consciousness from without. Haralambos (1987: 493) adds to this explanation by stating that behaviour in the social world is governed by laws in the same way as behaviour in the natural world. Positivists therefore hold the assumption that both man and matter are a part of the natural universe and that the behaviour of both is governed by natural laws. Just as matter reacts to external stimuli, so man reacts to forces external to his being. Social and natural behaviour are therefore determined and can be explained in terms of cause and effect relationships. Subscribing to this assumption means that motives, feelings and mental states of individuals, factors which are not directly observed, become insignificant and inadmissible when planning for WSD and stands in contradistinction with the critical outcomes of OBE. In fact, claims Haralambos (*ibid*), for those subscribing to the positivist paradigm, it becomes unnecessary to probe the consciousness of the individual since his behaviour, according to positivism, is caused by external forces rather than internal feeling states.

School leaders, who subscribe to the positivist view of social reality, would inadvertently support Skinnarian (stimulus-response) techniques of managing schools, by attempting to condition and manipulate the environment (people) to achieve some predictable outcome (Glencoe, 1986: 14). Coercive power over subordinates predominates and plays a critical role

in shaping the structure within a school. Similarly, educators who subscribe to positivism, see their learners as objects, or *tabula rasa* (blank slates) which respond in predictable ways to external stimuli and therefore these educators adopt unidirectional teaching methods to stimulate children to behave (learn) according to predetermined objectives. Thus the learners' input in shaping their own reality is undermined. Such a system of education is reflective of Bantu Education which, according to Nkomo (1992: 2), was highly successful in achieving nihilistic objectives of conditioning people to accept 'inferiority', to promote 'racial and ethnic separation as the 'natural order of things' and to promote 'intellectual under-development' etc.

The above tendencies place emphasis on dehumanization and are thus subversive of the democratic principle propagated by the National Constitution (1996) as they ignore the investment of human input and potential in shaping their own realities. Freire (1972: 39) contends that while both humanization and dehumanization are real alternatives, only the first is man's vocation. This study, however, rejects the notion that dehumanization is a 'real alternative' and places a challenge on school managers and governors, through the actualization and implementation of WSD, to subvert *in toto* the existence of 'dehumanization' as an alternate way of being. Taking ownership of man's own forte (Freire: 1972: 37), namely humanization, then is an element of WSD and the tool for subverting discrimination, oppression and marginalization.

The NQF and SASA are the legislative mandates, which encourage education stakeholders to reclaim their power to be partners in addressing the challenges confronting schools. Freire (1972: 41) however, is emphatic that human liberation from being oppressed will not be gained by chance but through the praxis of a concerted quest for it. Implicit in the above is that all stakeholder are accountable to reclaim their rightful roles as participants in the creation, shaping and modification of the education institutions according to their collective needs. The development of a culture of stakeholder participation in education is a facet in the WSD movement as it forms part of an iconoclastic discipline, which creates opportunities for critically questioning, evaluating and influencing the quality of education in schools.

Silverman (in Thompson & Tunstall, 1977: 562) supports the rejection of the positivist paradigm and claims that the subject matter of the social world and natural sciences is different. He claims that people themselves define their situation and act in certain ways in order to attain certain ends. Silverman's argument is consistent with the anti-positivist assumption of social reality, which contends that reality is the result of individual cognition. It is not 'out there' in the world but is created by one's own mind (Cohen & Manion, 1996: 6). WSD as an educational reality therefore, is inconceivable without human cognition and cannot exist 'out there' as it forms part of individual and collective human endeavours.

Put differently WSD cannot be regarded as a 'taken-for-granted' entity existing external to human agency but becomes part of the social reality, which, education stakeholders together have a right to participate in. Freire (1976: 35) supports this view when he says that to deny the importance of subjectivity in transforming the world and history is naive and simplistic. WSD therefore, cannot be conceptualized without the subjective contributions from all the relevant human agencies that have a stake in its outcome. Berger (1987: 14) supports this view and insists that human beings have to create their own worlds. An underlying philosophy of WSD therefore is based on the anti-positivist stance that 'man is both a product and a producer of his own social reality' as stated by Berger (*ibid*) and it is therefore his human right to participate in the creation and development, cognition and re-cognition of his social reality within the education system.

2.3.2 Epistemological assumptions of social reality

Burrell and Morgan (1979: 51) state that epistemology is that branch of philosophy, which has to do with the *nature of knowledge*. While positivists view knowledge as hard, real and capable of being transmitted in tangible form, anti-positivists claim that knowledge is of a softer, more subjective, spiritual or even transcendental kind, based on experience and insight of a unique and essentially personal nature (Cohen and Manion, 1996: 6).

Emphasising on positivism, Burrell and Morgan (*ibid*) state that knowledge is treated as objective facts that exist outside of human consciousness. According to this view, meaning,

resides beyond the realm and consciousness of man and therefore the study of social reality must be grounded in facts. In the context of positivism then, facts are things that can be observed or measured. Managers, governors and practitioners who subscribe to the positivist paradigm, view education as a tool for social control, where 'facts' are to be learned and internalised as essential 'truths'. This situation becomes ideal for the maintenance of the status quo, as stakeholders are not given the flexibility to critically question and impose their thoughts and opinions on existing knowledge about the world (eg how schools are managed). The positivist epistemology is the ideal way to spread knowledge about 'gender role socialization', 'cultural separatism', 'race distinctions', 'supremacy and elitism' etcetra. The anti-positivists' view of the importance of beliefs, values, feelings and subjectivity are insignificant in the positivist paradigm. Thus, qualitative problems are measured in quantitative terms. School managers ascribing to such views become accomplices in hampering transformation within their schools.

The philosophy underlying WSD leans heavily towards the anti-positivist assumption of knowledge. It places a challenge on education stakeholders to develop the education system as a vehicle to transform schools into training centers for the subversion of the positivist perception of 'knowledge' as fixed and unalterable interpretation of reality. OBE as an element of WSD then becomes the curriculum vehicle to deconstruct the epistemology that knowledge is absolute and in so doing celebrate prior knowledge and the uniqueness of divergent cultures and individuals. Atkinson (in Haralambos, 1980: 501) concurs that people create their own world in terms of their purposes and values. He thus avers that knowledge can never be factually grounded since social reality can never be known as anything other than a construction of meaning.

Berger (1987: 24) supports the anti-positivist notion that meaning resides within the individual and is thus not imposed on him or her. It becomes the responsibility of education systems, through WSD, to access peoples existing mental schemas in order to liberate their schools from traditionally imposed constraints and limitations. It is evident that the NQF was influenced by the anti-positivist paradigm. Prior to the NQF, education was regarded as an accumulation of content matter (knowledge), which was expected to be regurgitated under examination conditions. Prior knowledge was not recognised. Outcomes based education aims not only to

increase the general knowledge of the learners, but also to develop their skills, critical thinking, attitudes and understanding.

2.3.3 Assumptions about human nature

Positivists portray human beings as objects, which respond mechanically to their environments. Morgan (1979) puts it succinctly as follows:

'... we can identify perspectives in social science which entail a view of human beings responding in a mechanistic or even deterministic fashion to the situations encountered in their external world. This view tends to be one in which human beings and their experiences are regarded as products of their environment; one in which human are conditioned by their external circumstances.

(in Cohen & Manion, 1996: 7)

Positivists thus explain human behaviour as a mere reaction to the directives of subcultures or the pressures of stratifications systems. According to Haralambos (1987), Marxism has often been regarded as a positivist approach since it can be argued that it sees human behaviour as a reaction to stimulus of the economic infrastructure. His sense of purpose and reason for being are found outside of himself. Berger (1999: 164) is more bold in his critique of positivism when he graphically outlines that according to positivism, society is viewed as a puppet theatre with its members portrayed as 'little puppets jumping about on the ends of their invisible strings, cheerfully acting out the parts that have been assigned to them'. Society instils values, norms and roles, and men and women dutifully respond in an automatic fashion.

Berger (*ibid*) is emphatic that when this happens, people become alienated from their own humanity (that is to be fully human). He argues that people (education stakeholders) have the freedom to be aware of alternative ways of both constructing and of acting in their life-world (schools). Burger further claims that people become oppressed and marginalised from their

authentic selves (that is to be fully human) when '*they forget that they have the capacity to make choices*'. In schools, if this happens, complacency sets in and changes needed to transform schools never take place.

Transposing the positivist perspective to how schools are managed see leaders adopting a mode of coercive power and dictatorship, as indicated by Musaazi (1982: 16). This is inconsistent with how schools, according to SASA (1996) ought to be managed. Furthermore, applying the positivist perspective of human nature, at the level of the classroom reduces learners into objects of social control and minimizes their chances of developing holistically as proposed by the principles of OBE. Du Plooy, Griessel and Oberholzer (1991: 106) convincingly argue that those who feel called to aid the young in becoming aware of, and equipping themselves for the obligations of future adulthood, must treat their charges as human beings, realizing that their learners are not tools being shaped for a specific end, but animate beings who are acquiring awareness of their responsibility. In the current climate of transformation, this philosophy, they claim, cannot be limited to policy programmes and practice at the classroom level, but should permeate every level of the school management and governance.

The reductionist and mechanistic mode of social interaction, stands in contradistinction, with whole school development. WSD supports a mode of social existence (within classrooms and the school as a whole) that emphasises emancipation and praxis as mandated by the National Constitution. The anti-positivist philosophy underpinning WSD, plays a fundamental role in the transformation of debilitating factors which support positivist assumptions.

The anti-positivist perspective, attributes to human beings a much more creative and flexible role where, according to Burrell and Morgan, (1979: 7)

'free will' occupies the centre of the stage; where man is regarded as the creator of his environment, the controller as opposed to the controlled, the master rather than the marionette'

In the above two extreme views of the relationship between human beings and their environment, Burrell and Morgan (1979: 62) comment that 'we are identifying a great philosophical debate between the advocates of *determinism* on the one hand and *voluntarism* on the other'. WSD however, is biased towards the latter which acknowledges man's ability to make conscious choices to voluntarily construct his own world (school) in accordance with his own needs and value systems and not those as determined by mechanistic and alienating forces.

This study however, acknowledges that positivism does indeed have a certain degree of strength, but it tends to agree with Cohen and Manion (1996: 12) who argue that positivism is less successful in its application to the study of human behaviour where the immense complexity of human nature and the elusive and intangible quality of social phenomena contrast strikingly with the order and regularity of the natural world. The precise target of the anti-positivist' attack on positivism has been the mechanistic and reductionist view of human nature which, by definition, excludes notions of choice, freedom, individuality, and moral responsibility (*ibid*).

The application of mechanistic and reductionist principles to manage and govern schools are incongruent with the policies, philosophy and principles that inform WSD because it not only reduces people into objects of manipulation, it also alienates them from their own decision making. Thus, the underlying philosophy of WSD is reflective of the anti-positivist assumptions which places the responsibility on schools to (re)educate all stakeholders to (re)claim their '*choice, freedom, individuality and moral responsibility*' in order to become authentic citizens for the purpose of transforming and renewing their schools in line with the national democratic educational goals of the country.

In summary, the philosophy of WSD challenges school leaders to evaluate their perceptions, or world view in relation to three critical philosophical questions which ultimately influences how the schools are managed and governed, namely:

- 1) the *ontological* question: do they perceive their charges, colleagues and other educational stakeholders as 'objects' or 'subjects'?
- 2) the *epistemological* question: do they perceive knowledge as 'fixed' or 'flexible'?
- 3) *human nature* in relation to their environment: do they perceive their positions in relation to the school as 'stereotypical' or 'transformative'?

Tennant (1988: 158) cautions that while it is true that a commitment to a particular world view provides a powerful interpretive framework for adult educators, they also need to be aware of alternative perspectives.

2.4 PRINCIPLES OF WSD

It is acknowledged that the principles of WSD are synonymous with those of democracy as espoused by the Bill of Rights in the National Constitution of 1996. However, the rationale for the selection of the principles in this discourse lies in its strength for being the critical pillars to support managers and governors in the advancement of WSD. The principles reflect ethical or moral values underpinning WSD. These principles are consistent with the philosophy of WSD and support the view that the subjective being (education stakeholders) is the crucial element in shaping and reshaping his own life world - in this case, the school. Whilst the philosophy above forms the foundation for WSD, the principles play the supporting role in driving the process. This can be diagrammatically depicted as follows:

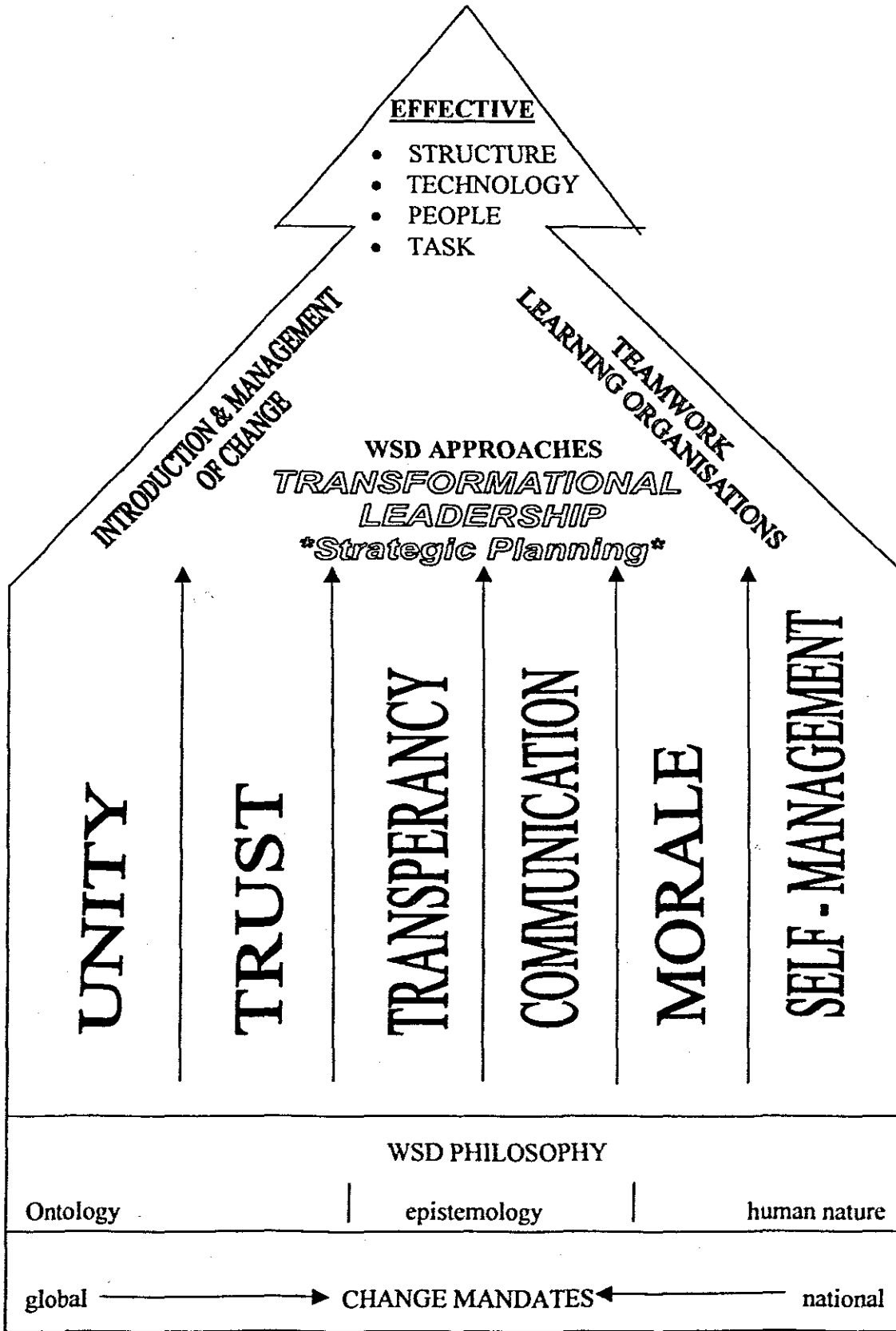


Figure 2.1: Philosophy and principles underpinning WSD

2.4.1 Trust and Unity

Before April 1994, schools, as symbols of the destructive education system, were soft targets for attack from disillusioned and disgruntled parents, learners, and educators. As a result of the numerous educational policies to transform schools, attitudinal changes are required so that schools can become monuments of pride and progress. However, applying the principle of unity between the managers and governors in educational institutions is paramount to the eradication of suspicion and mistrust that may evolve. According to Southworth and Yeomans (1989: 49), *'every individual should be perceived and treated as unique and valuable'*. Kelly (1995: 64) advances the principle further when he promotes the imperative that each person must be defined as an individual and not as a mere representative of some larger group, and each individual must be encouraged to define him or herself in this way. Impartiality of treatment therefore, is a prerequisite for the development of self-confidence and self-esteem especially among governors, which subsequently promotes the quality of communication necessary for WSD. All members working in unison strengthens the possibility of evolving excellent schools where both the individual and the institution are continually evolving.

Governor support for the school and its concomitant management team is vital in the current atmosphere of transformation. Smyth (1993: 168) contends though that professional educators are inevitably in the business of judging administration, policy-making or teaching and deciding what ought to be done. He claims that this is a moral enterprise because education is ultimately about values. Smyth (*ibid*) continues by stating that whether educators are determining ends or means, they cannot escape their professional commitment to being culturally sensitive, open-minded and tolerant. Education managers play a key role in promoting the principle of unity and trust not only in their schools, but also within the community at large. Jones (1980: 170) develops this point further by stating that:

'if a principal builds an atmosphere of trust in which he recognises his own as well as the student's and staff's (including school governors) strengths and limitations, they will be more able to help each other and build a more genuine and realistic sense of co-operation'.

Keith and Girling (1991: 72) cite Culbert and McDonough, (1985) who see trust as '*the fundamental cement that binds an organization together, facilitating good communication, rectifying badly timed actions, making goal attainment possible, and creation the conditions for organizational success*'. Dean (1986: 78) sees trust as an important principle in the process of development and change. She (*ibid*) claims that for any developments or changes to be pursued successfully, trust among the various constituencies, namely the school manager, educators, governors and learners is the intrinsic component. Dean (*ibid*) insists that educators and governors must trust each other if they are to work together and adds that it may take some time to develop the kind of trust, which allows change to be successful. Thus, trust, unity and authenticity in management and governance practices are invaluable principles for WSD.

2.4.2 Transparency

It is important in the light of a society in transition, that information about changes is explicit and open to all organizational members within the school. This view is supported by Leonard (1989: 24) who claims that under present day conditions, information has to be shared much more widely. In the context of the school, changes with regard to national and provincial policy documents; the schools procedures; role and resource allocation; etcetera are all aspects of WSD which need to be communicated to the learners, educators and the SGB. This may be done through regular meetings, workshops, and rotation of policy documents to members of staff and the school's governing body. These are important procedures to enhance open communicative systems where people can express their thoughts and feelings freely. By working together in this way, the principles of transparency, accountability and trust are promoted.

Nias, Southworth and Yeomans (1989: 70), in their study of staff relationships in primary schools observed that working together involves an acceptance that everyone in the school has feelings, and is making an emotional as well as a professional investment. Direct expression, of views or feelings was valued for its therapeutic effect and interpersonal communication. Experienced staff saw that it also enabled people to learn from one another in enjoyable ways. The free exchange of work-related information and ideas contributed both to the professional

development of the whole staff and its social cohesion, that is, it simultaneously built up the team and developed the group. When such a climate evolves, the WSD possibilities are enormous.

In order to win the support of parents, all management and governance duties and functions need to be performed in an open and transparent manner. Transparency fosters mutual trust among all stakeholders and creates a system where every member is treated with respect and dignity. Woolfendale (1982), Deer (1980) and Woodhead (1981) claim that any involvement with parents at the level of partnership must demonstrate the cardinal principle of reciprocity: mutual involvement, mutual accountability, mutual gain and mutual trust (Long 1986: 2). The closer the parents are to the education of the learner, the greater the impact on the learner's educational development and achievement. Transparency among the professional corps within the school plays a key role in reinforcing a harmonious working environment and a positive attitude towards work,

Wyn and Guditus (1984:10) cautions that mechanistic and opaque organizations, with their precisely defined limits of self-contained job responsibility and rigid interaction-influence systems, fail to tap their own abundant reservoir of talent. It promotes a management mode of secrecy, which is inconsistent with WSD. This view is echoed by Paisey (1992: 124) who claims that such management structures articulate fixed positions and prescribed subordinate-superordinate relations, but do not provide for developments. Subsequently, asymmetrical relations and dysfunctional organizations evolve. Jenkins (1991: 165) insists that machiavellian and manipulative techniques be abandoned by school leaders for the more open and accommodating management style.

2.4.3 Open Communication

Bell (1992: 38) is insistent that *'communication is an essential management principle since decisions can only be made, plans implemented, activities co-ordinated and controlled, tasks delegated, staff motivated and developed through an effective system of communication'*. He further states that it has now become part of the principal's responsibility to communicate with stakeholders, especially parents and governors. It is acknowledged that in schools both formal

as well as informal communications exist. This principle has been selected for this discourse primarily because of the importance it places on the latter communicative mode in schools which has a great deal to do with the hidden curriculum as indicated by Christie (1985). The practice of WSD is based on the processes of honesty, integrity and professionalism and therefore, processes incongruent which such practice negates WSD.

According to Steyn (1996: 18), the following principles must be taken cognisance of when formal channels of communication are been developed:

- the channel must be *known* to everyone;
- the channel must reach everyone *within* the school's organizational structure;
- the channel must be as *short and direct* as possible
- it must be *clear* that the message comes from a person authorised to use the channel

It is important in the light of a society in transition, that information about changes are explicit, open and made available to all interest groups. This view is supported by Leonard (1989: 24) who claims that under present day conditions, information has to be shared much more widely. In the context of the school, changes with regard to national and provincial policy documents; the schools procedures; role and resource allocation; etcetera are all aspects of WSD which need to be communicated the necessary constituencies. This, according to Leonard (*ibid*) may be done through regular meetings, workshops, rotation of policy documents to members of staff and the school's governing body. These are important WSD procedures which promotes an open education system where people express their thoughts and feelings freely. By working together in this way, the principles of transparency, accountability and trust are also supported.

According to Dubrin and Ireland (1993:331), although informal communication, sometimes called the grapevines, is a real part of an organizational system it can create major problems for managers. They can lead to employee resentment, embarrassment, distorted messages and spread damaging rumours. A school organization with such shortcomings, will experience major difficulties in WSD and hence managers are to take cognisance of the following suggestions by Dubrin and Ireland (in Vecchio, 1991: 489) to defuse rumours:

- Try to wait them out. Some rumours fade away in time without doing much damage;
- If waiting does not work, the rumours should be publicly refuted; by doing so, and perhaps even ridiculing it, one can deprive it of its 'news value';
- Feed authentic information into the grapevines so as to counteract the unwanted message.

According to Dubrin and Ireland, (1993: 331), despite problems with rumours, organizations can sometimes make positive use of informal communication channels to measure reactions, feelings and so forth. Also it is a useful mechanism to diffuse tension, stress and frustration experienced by adults in the workplace.

2.4.4 Morale

According to Knezevich (1975: 455), morale is '*a means of promoting a smoothly functioning and productive institution*'. He cautions though that it is possible to have high morale and little accomplishments but it remains the manager's responsibility to try to promote this general feeling of well being so that all people in the institution will work together consistently in pursuit of the common purpose. Morphet, Roe and Reller (1982: 44), Wynn and Guditus (1984: 79-80) and Jenkins (1991: 19) concur that organizational success depends upon the effectiveness of all its members, working in harmony. The principle of morale challenges school leaders to work at reducing the anguish, stress and strain of everyday life in the workplace as such negatives serve as barriers of WSD. Swymer (1986: 90) believes that staff morale will increase considerably if principals especially are often seen moving around in the school. This fairly easy availability can allow for impromptu chats in which queries and problems can be handled and serious problems may be preempted. Swymer (1986: 91) expresses the importance of principals not to be focus only on administrative work in the domain of the office, but to be visible in other areas of the school, as this will enhance the school tone and atmosphere.

Dekker and Lemmer (1994: 424) suggest humour, as one of the ways in which to reduce such angst in the workplace. They state that humour often empowers one to distance oneself from one's own certainties, to question one's own position and to reconsider a particular stance. When such an attitude prevails, it releases creative thinking necessary for WSD as it often creates new possibilities. A sense of humour is a valuable resource for any manager to have because, according to Dekker and Lemmer (*ibid*), it can assist, to a certain extent, to ease tension during the period of transition.

2.4.5 Self-management

The WSD principle of '*self-management*' draws its relevance from the Bill of Rights in the National Constitution (1996) and the White Paper of Education and Training 1 (1995), which aver that democratic principles '*should drive... the reconstruction and development of education and training*' (cf. 2.2.2).⁴ WSD acknowledges the South African period of *apartheid* or separateness and seeks to reawaken individuals so that they do not again become '*accomplices to their own subjugation*' through hidden agendas in the educational programme (Benjamin, 1977: 30). Working to establish self-empowerment through personal mastery plays a key role in liberating the human psyche from a mode of stagnation, acquiescence, disempowerment and dehumanisation that militates against personal growth and development. It deconstructs the positivist assumptions, which suppresses personal growth and self-determination. The principle of self-management is succinctly expressed by Comenius (1670) who was steadfast in the belief that '*man is not a block of wood from which you carve a statue which is completely subject to your will, he is a living image, shaping, misshaping and reshaping his own reality*' (in Freire, 1979: 67).

The imperative for refusing reductionism in schools and embracing empowerment and mutual support within a system of acceptable moral codes becomes paramount in the struggle towards systemic school restructuring, developments and improvement. Thus, WSD subscribes to what Freire (1979: 39) calls a '*liberatory pedagogy*' that serves to denounce the technocratic view of reality where, for example teaching is reduced to skills and techniques that are denuded of

⁴See: KALLAWAY, P. 1984. *Apartheid and Education*. Johannesburg: Ravan Press.

social, human and historical elements. In this context, knowledge is reified, content and methods of teaching are seen as external to human agency and the dynamics of education are reduced to problems of management and technical control (Habermas: 1979: 44). Giroux (1983: 3) argues that schools in this perspective are seen merely as instructional sites. That they are also cultural and political sites is ignored, as is the notion that they represent arenas of contestation and struggle among differentially empowered cultural and economic groups. WSD thus views schooling as both a social process in which the elements of structure and agency come together as social practices taking place within ever-changing constraints. Hence, the reconciliation between human and organization needs form an important dimension in WSD.

If meaningful contributions are to be made to WSD, authentic change agents are imperative. Sterling and Davidoff (1997: 27) claim that an unhealthy working environment exists when blame for what goes wrong in the institution is accorded 'out there'. They challenge educators to 'unhook' from the blame theory and engage in self-empowerment. This study acknowledges that there are external factors, which have a negative influence on WSD. It however supports the principle of self-management as a mechanism for self-understanding and personal empowerment. By according blame to others, an individual uses certain mechanism to defend himself. Freud called these techniques *defense mechanisms*.

The principle of self-management challenges educators to notice and identify their defense mechanisms as it impedes their own growth and subsequently hampers WSD. Morphet, Roe and Reller (1982: 16), Wynn and Guditus (1984: 121) and Jenkins (1991: 78) concur that organizational success depends upon the effectiveness of all its members, working in harmony. Being open to one's own modes of self-oppression is an important aspect of transcending unconscious negative behavioural patterns which ultimately impacts negatively on the whole school. Glencoe (1986: 272-274) cites Freud (1943) who identifies five such defence mechanisms, namely:

- **Displacement:** displacements occur when the object of an unconscious wish provokes anxiety. This anxiety is reduced when the ego shifts the wish to another object. For example, if an educator wishes to express his disapproval at management and is afraid to, he may find reason to express disapproval in the classroom.

- **Repression:** When a person has some thought or urge that causes the ego too much anxiety, he may push that thought or urge out of consciousness down into the unconsciousness. This process is called repression. For example, an educator simply 'forgets' the thing that disturbs him, or pushes it out of awareness without ever realizing it.
- **Reaction formation:** this involves replacing an unacceptable feeling or urge with its opposite. For example, an educator who finds his powerful ideas and innovations unacceptable by management may play the role of a weak, passive individual - unconsciously covering up his true dynamism.
- **Projection:** Another way the ego avoids anxiety is to believe that impulses coming from within are really coming from other people. For example, a school manager may feel that the governing body or his staff dislikes him when in reality he dislikes them.
- **Regression:** Regression means going back to an earlier and less mature pattern. When a person is under severe pressure and his other defenses are not working, he may start acting in ways that helped him in the past. For example, depending on their personalities, when things do not go their way, educators may be tempted to repeat their previous behavioural patterns such as sulking or engaging in petty gossip and backbiting etc.

(in Glencoe, 1986: 272-274)

All of the above 'defense mechanisms' stand in contradistinction to WSD because it deprives the individual from performing at optimal levels. These defense mechanisms also reflect, what Freud (*ibid*) calls, 'a weak ego'. Freud (*ibid*) claims that in a healthy person the ego, namely the 'I' is strong enough to handle the struggle. According to Hohut (in Glencoe, 1986, 236) the psychiatrist who founded the theory of self-psychology, a certain degree of self-love, or what he calls 'narcissism' is necessary for the development of a healthy ego. As a component of WSD, it becomes important for school leaders to develop an environment where a culture of tolerance, empathy, compassion and synergy among organizational members evolve. Although it is argued that the above defense mechanisms are operational in professional personnel, it also exists in the layperson and therefore the principle is applicable to all education stakeholders.

2.5 CONCLUSION

This chapter provides a literature review on the general and national education change mandates for WSD. The philosophy underpinning WSD was highlighted in the nominalist-realist debate. Three assumptions were used to advance the philosophy of WSD namely ontological, epistemological and human nature in relation to the environment. The principles of WSD are discussed and include trust and unity, transparency, morale, open communication and self-mastery. The next chapter focuses on approaches to WSD.

CHAPTER THREE

THEORETICAL FRAMEWORK AND LITERATURE REVIEW: APPROACHES TO WHOLE SCHOOL DEVELOPMENT

3.1 INTRODUCTION

The devolution of authority to the micro level as a result of national education change mandates, as indicated in the previous chapter, has led to schools obtaining more extensive decision-making and executive functions. New policies and legislations (National Constitution of 1996 and the South African Schools Act No. 84 of 1996) have redefined the concepts of management and governance in the school milieu. Education managers with the support of school governors are thereby challenged to find new ways of improving education and increasing productivity in their schools. *Strategic planning, leadership, change management and teamwork* all of which are irrevocably interconnected, are imperatives for increasing productivity in educational institutions and evolving schools into democratic, self-managed and *self-reliant schools* as suggested in numerous policy documents (Butler, 1999: 3-8). Each of these imperatives will be viewed as an approach to WSD in the discourse that follows.

A literature review on strategic planning, among others, is conducted in this chapter because all schools are compelled by the National Policy on Whole-School Evaluation to address the following three big management questions, namely

- Where are we now?
- Where do we want to go?
- How do we get there?

(Government Gazette, 2001: Vol 433 No. 22512)

The strategy for WSD addresses these questions through a holistic and systematic approach by drawing in all the role players to challenge, identify and implement solutions to the very issues of management and governance problems and constraints that their individual school faces. This decentralized approach enables decisions to be made by those who are closer to the point of need and has the potential to free the school community from over-bureaucratic and

authoritarian, top-down management style that was the hallmark of previous education institutions (DoE, 1998: 15). However, in order to develop strategies for WSD in accordance with the decentralized approach propagated above, it would be reasonable to expect that the school manager's perception or world view would reflect the following response to the philosophical questions posed in chapter two (*cf.* 2.3.3):

- 1) the *ontological* question: managers do not perceive their charges, colleagues and other educational stakeholders as '*objects*' of manipulation but respect and view them as '*subjects*' who define their own realities.
- 2) the *epistemological* question: managers do not perceive knowledge as fixed, unalterable interpretation of reality, but view knowledge as flexible and subject to change.
- 3) *Human nature* in relation to their environment: managers do not perceive their positions in relation to their schools as 'stereotypical' but regard them as 'dynamic and transformational'

In this sense, strategic planning is underpinned by the philosophical foundations of WSD reflective of the anti-positivist paradigm (*cf.* 2.3). Thus, in developing a strategic plan for WSD, managers are to take cognizance of both the philosophy underpinning of WSD and the management questions, which are relevant to drive the process of transformation.

Strategic planning is the framework within which future-orientated developments take place and thus provides a context or framework within which all other approaches evolve.⁵ The other approaches to WSD as stated above are *Leadership, Introducing and Managing Change, Teamwork* and *Evolving Self-reliant Schools*. To plan strategically, visionary, effective and competent leadership is necessary. In addition to effective *leadership*, strategic planning translates into policies for *Introducing and Managing Change*. In order to initiate changes for WSD, there has to be consensus from not only the planners, but also from those expected to implement the changes. Furthermore, support structures are what drive the implementation process. For this reason, *Teamwork* becomes necessary. While each approach will be discussed

5. The linearity of the discourse on the various approaches to WSD does not indicate a preference of approaches according to chronology, but merely serves as a means for order and systematic structuring of the chapter.

separately, it is acknowledged that some of the themes in these approaches overlap and/or compliment each other.

It must be emphasized that the first part of the discourse which follows, highlights the role of the school principal as transformational leader in strategic planning, and in introducing and managing changes imperative for WSD. The rationale for giving precedence to the role of the school principal in this discourse is twofold. Firstly, principals have the mandatory responsibility of being the accounting officers to transform schools by reversing negative contexts, inputs, processes and outputs into positive ones. Secondly, principals, by virtue of their occupational status, have the positional power to influence holistic changes necessary for school development and improvements. As stated in chapter two, school governors have an imperative role to play in the governance of schools. The latter part of this chapter focuses on the role played by school governors and educators as co-partners in WSD.

3.2 STRATEGIC PLANNING

According to Van der Westhuizen (1991: 225), planning as a management task is the starting point for all other management tasks. He claims that without effective planning a school cannot develop. Louis and Miles (1992: 23) concur that in order for schools to be effective and capable to adapt to their changing environments, *'they must be planful and not simply react to crises or pressures'*. In other words, to be effective, schools need to become proactive rather than reactive to the changing environment. In this sense planning for constant learning and evolution of schools become a critical feature for WSD. It is argued though that planning however, cannot take place in a whimsical or ad hoc manner and thus has to be carefully strategized.

Caldwell and Spinks (1988) claim that a strategy is *'the overall plan by means of which an organization aims to achieve the goals in its mission statement, and to survive in a highly competitive environment'* (in Bush & West-Burnam, 1994: 80). A strategy can therefore be seen as a deliberate route chosen by an organization to get from point A (where the organization is at the moment) to point B (where it would like to be in the future). For this reason, strategic planning becomes a necessary and indispensable component of WSD.

Whilst slight variations exist, various authors such as Bush and West-Burnam (1994: 86) Kreitner, Kinicki and Buelens (1999: 590-598), including McNamara (1999: 32) concur that strategic planning include the following features:

- vision and mission building
- analysis of internal and external environment
- determining goals
- strategic action plans
- implementation
- review
- acknowledge completing and celebrate success

Before reviewing literature on the above features of strategic planning, it becomes necessary to define 'strategic planning' for conceptual clarity. In the past, organizations usually referred to the phrase "*long-range planning*". More recently, planners use the phrase "*strategic planning*". To elaborate on the concept 'strategic planning', Kreitner, Kinicki and Buelens (1999: 590) add that a strategic plan, outlines an organization's long-term direction and actions necessary to achieve planned results. Strategic planning thus is an important management tool to direct the school towards long-term development goals. It therefore becomes incumbent on school leaders to adopt deliberate steps in order to design a definite part for WSD through strategic planning. This new phrase is meant to capture the strategic (comprehensive, thoughtful, well-placed) nature of this type of planning. Under the strategic planning approach, the principal is a strategist with primary responsibility for orientation towards mission, planning, goals and coordination, rather than a tactician engaged in the day-to-day operating decisions.

Strategic planning is currently regarded as one of the most important tasks of an educational leader and it forms the basis of all other management tasks. How well these other management tasks are carried out will depend on the quality of the strategic planning (Van der Westhuizen, 1991: 138). Various authors agree that there are a number of similar steps that characterize most strategic planning models. Dean (1991: 76) states that whatever approach to change and planning a school decides to adopt, the elements in the process are much the same. What differs, she claims, is the way different people set about them and the extent to which the plans are defined. While Marsh's model (in Bush & West Burnam, 1994: 85-89) identifies eight

steps in their strategic planning model, this study focuses on the strategic planning model below as espoused by Van Wyk and Van der Linde, (1997: 55):

STRATEGIC PLANNING

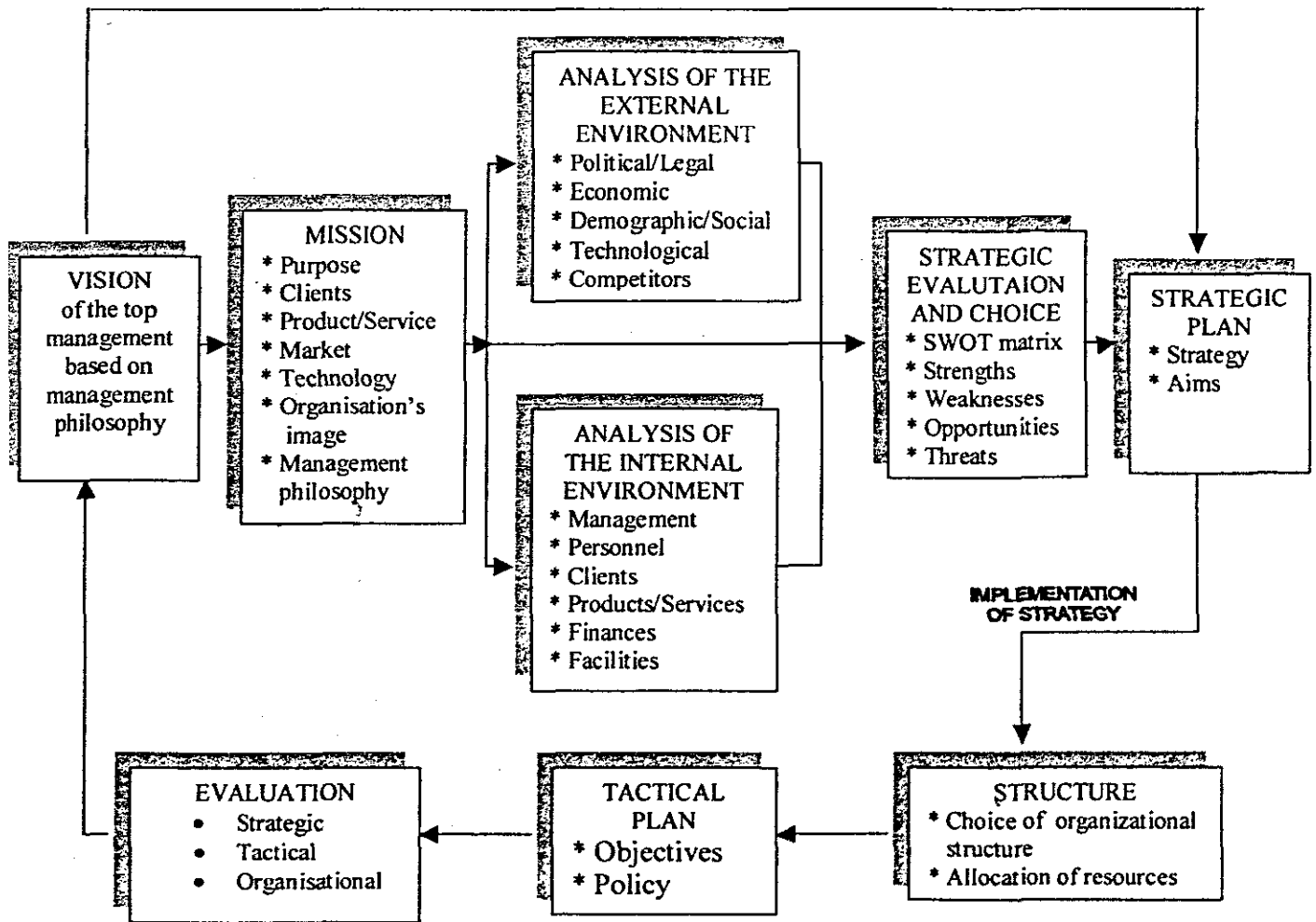


Figure 3.1: *The strategic management model* (in Van Wyk & Van der Linde: 1997, 55)

According to Van Wyk and Van der Linde, (1997: 71), strategic planning is the process whereby the school gives 'a clear exposition of its vision and mission, based on the goal the school wishes to achieve socially and economically, in accordance with the values and philosophy of top management, also taking into account the market/product/service/client being catered for'. This approach differs from the *Management by Objectives* (MBO) approach. The basic concepts of MBO are traced to the writings of Drucker and McGregor

(1954) and gained prominence around the mid-1950's (in Arnold & Feldman, 1986: 322). In this approach, planning usually follows the identification of objectives and thus appears incomplete as vision, mission and situational analysis are not given prominence. However, useful MBO concepts are incorporated into the strategic planning approach in the sub-section 3.2.4 below, on 'determining goals'.

The strategic planning process entails determining the school's strengths and weaknesses, as well as the analysis of threats and opportunities in the environment, the identification, evaluation and selection of suitable strategies, and also the development of appropriate objectives that will operationalize the strategy so that the stated mission can be attained (*ibid*). The rationale for strategic planning lies in its potential for whole school development. It provides a methodology for innovation and improvement, aimed at enhancing the quality of schooling.

Thus, the value of the strategic planning model can by no means be underestimated. Conceptualization of the process of strategic planning, it is argued, is in itself developmental in terms of knowledge acquisition and serves as a useful cognitive tool to help shape a school's intention for progress and improvement. Bell (1997: 58) agrees that managers and governors have the overall responsibility for developing a strategic plan for WSD giving due consideration to contextual factors. Managers and governors must take cognizance of McNamara's (1999: 9) suggestion that:

'when planning, get input from everyone who will be responsible to carry out parts of the plan, along with representative from groups who will be effected by the plan. Of course, people also should be involved if they will be responsible to review and authorize the plan.'

From Ellison and Davies (1990: 43-49), Bush and West-Burnam (1994: 85-89) and Van Wyk and Van der Linde (1997: 51-59), the following emerge as features of strategic planning.

3.2.1 Developing a vision

Louis and Miles (1992: 23) are emphatic that in order for schools to be future-oriented, they must be vision-driven and not only goal-directed. They claim that while a vision relates a school to its place in society and gives larger meaning to the work that is being done by administrators, educators and students, goals on the other hand, although always needed, are not enough because they only deal with desired ends inside the organization. The actualization of WSD therefore hinges on not only having an ambitious vision, but also in translating the vision into fruition in terms of setting goals and aspiring to achieve these.

Steiner (1979: 25) adds that vision building has two fundamental stages. The first stage is the actual development of a vision. Thereafter, in order to give the vision more life a statement of intent is created. This statement of intent carries the essence of the type of school that is envisioned by the relevant stakeholders. It is this *statement of intent*, discussed after the discourse on vision building, which is called a mission statement.

Current writers on management are fascinated with the notion of vision as a critical ingredient of future-orientated successes. As Barth (1990: 152) ceremoniously puts it, "*vision unlocked is energy unlocked*". Vision building is thus an essential element of WSD because 'unlocked energy' breeds a new work ethic into the life of schools. Leightwood, Begley and Cousins (1992: 30-31) adds that a vision or picture of what the school ought to be, seems to be vital to the success of the institutions, especially during turbulent times. Barth (*ibid*) cautions that a school without visions is "*a vacuum inviting intrusion*".

A vision for WSD permits the school to visualize the possibility of moving away from a position of stagnation towards one of transformation. Louis and Davidoff (*ibid*) succinctly aver that:

"when you work at creating a vision for your school, you enter into a world of inspiration and power. This is because you are no longer prepared to settle for your school being less than it could be. You are no longer content to feel victimised or to blame or judge others for flaws in your school...Instead of focussing only on problems

and the difficulty of beginnings, you look at the goal. Then you map out how you are going to get there”.

Fullan and Stiegelbauer (1991: 83) claim that while virtually everyone agrees that vision is crucial, the practice of vision-building is not well understood. They (*ibid*) state that it is a highly sophisticated dynamic process, which few organizations can sustain. Hopkins, West and Ainscow, (1996: 28) caution that the methods through which the vision is developed are as important as the vision itself in generating staff commitment. In other words, the method in itself is to be a developmental initiative to enable members to be participants in the processes of WSD.

Evidence from case studies on vision building in school reform conducted by Louis and Davidoff (2000: 89) reveal that the creation of a vision is the responsibility of the school leader. In other words it is said that the principal has the professional responsibility of focusing on future-orientated developments that would transform the school into a meaningful, qualitative establishment. Smyth (1993: 26-27) provides a scathing attack on the perspective which indicates that the leader unilaterally articulates a vision for the school which then becomes shared by other members. He claims that not only does such a perspective indicate a lack of appreciation of the importance and complexity of cultural politics, but there is also a taken-for-granted assumption that the appropriate cultural expectations of those associated with a school will be embodied in the particular values and vision of the leader. Smyth (*ibid*) claims that this is an elitist view of vision building and implies that not only are leaders more visionary than anyone else, but also they are more trustworthy. Hence, this approach is not complimentary to the philosophy and principles underpinning WSD as it appears consistent with the traditional mechanistic approaches, which have attempted to secure the consent of subordinates and build it into, otherwise unchanged forms of management control.

Caldwell and Spinks (1988: 174) thus state that having a vision alone is not sufficient. Gaining the commitment of others to that vision, and then ensuring that it shapes the policies, plans and day-to-day activities in the organization is stressed. Terez (2002) is emphatic therefore, that:

'it is critical for organizational members to get together and talk about direction -- not to craft a lyrical paragraph, but to understand people's perspectives on where the organization (team, work unit, division, phase, functional area, etc.) is heading'.

As this dialogue unfolds, visions will begin to merge. Terez (*ibid*) states that managers should *'keep in mind that one conversation is never enough thus, plan on a series. Ideally, make these get-togethers a part of the workplace routine'*. Engaging thus, lends support for teamwork, consensus and harmony, which are critical features of WSD. Hopkins, *et al.* (*ibid*) further states that the vision gives cohesion to the work of the team and sets the course for accomplishing the schools mission. Cohesion among team member is a vital ingredient for the success of WSD and promotes the principle of morale (*cf.* 24.4). Referring to Steven's (1986) study of the visions held by elementary principals, Leightwood (*ibid*) found that principals with more effective patterns or styles of practice had more extensive, detailed and integrated visions than did principals with less effective styles. Chetty (1999: 62) emphasises the point that a vision should not be imposed on others who are then coerced into implementing it. Coercion negates support for change and improvement. Bayne-Jardine and Holly (1994: 24) aver that:

"visioning is an effective method of not only climate setting, but also uniting the staff [including governing body members] as it sets out on the first stages of its developmental journey".

Sterling and Davidoff (2000: 93) claim that there is no right way, fixed way, model or chart for vision building. But there are two core principles that will help to ensure that the process of developing a vision for the school works as well as it can. These are:

- **Make your vision inspirational:** an inspiring vision will motivate the staff and other members of the school community to try hard to do things differently, to make a bigger effort, to notice and contribute to the many small steps it takes to realise a vision.

- Make your vision realistic: The vision for WSD therefore must be rooted in the school's real circumstances. As Sterling and Davidoff (2000: 93) claim, it must be realistic and achievable and built on the school's real strengths and possibilities

While the above principles for vision building are important, Cuba and Getzel's (1958) theory needs to be taken cognizance of when developing a vision for WSD as it compliments the anti-positivist paradigm, which underpins WSD (*cf.* 2.3). According to Cuba and Getzel's theory, the reconciliation of the needs of the individual and that of the organization must be considered during vision-building. Thus, schools cannot evolve without considering the needs of the governors and the educators in the organization. Hence, this theory is in line with the SASA (1996), which mandates stakeholders to articulate their needs and reconcile these with that of the organization (*cf.* 2.2.5). Cuba and Getzel's theory is defined by the following equation, namely, $B = f(RP)$. According to the equation, observed behaviour (B) is always the result of interaction or function of a given institutional role (R) and the personality of the particular role incumbent (P) as defined by his own need-disposition (Van der Westhuizen, 1991: 87). It can thus be deduced that both education stakeholders and the organization, are conceptually interdependent but phenomenally interactive. The first, namely the institutional dimension, according to Knezevich (1975: 75), defines roles and expectations that will fulfill the goals of the system. As stated above, it is the nomothetic, or normative, dimension of activity in the social system. The second, the personal dimension, is influenced by need dispositions of stakeholders (*ibid*). This is what Getzel and Cuba (1958) refer to as the ideographic dimension in the social system. Thus, the needs of SGBs and the needs of the organization must to be taken cognizance of when developing a vision for WSD. Kotelnikov (2002: 4) thus, emphasizes the importance to:

'Align all your people against the endgame. Invite their opinion regarding critical issues such as the direction you should be headed, the changes you have to make, and the resources you have to acquire'.

He cites O'Toole (1996) who provide the following advice to managers:

'Make sure you keep stretch in your vision, communicate it constantly, and keep linking the events of today to your vision, underscoring the relationship between the two. The constant tension between today's reality and your goals is what spurs extraordinary innovation'

Using the feedback from the needs of SGBs and the needs of the organization, managers then develop the mission statement.

3.2.2 Developing a mission statement

According to the School Development Plan resource guide (DoE, 2002: 17), a mission provides a broad framework of intentions. In *A Resource for School Governing Body Members* (1997: 47), a mission statement is said to support the vision and describes:

- the character of the school (the values a school thinks are important)
- the purpose of the school (why the school exists)
- the identity of the school (its area of activity)

Van Wyk and Van der Linde, (1997: 51-54) asserts that a school's mission must take cognizance of eight important areas. As governors of the school, parents must be allowed to oversee the quality each of the areas represents in order to identify anomalies and design improvement programmes. These have to be collaboratively evaluated by the educators, including the SGB and amended regularly so that the school is ready at all times to meet with changes in its environment thereby negating stagnation.

3.2.2.1 *The raison d'etre of the school*

This means that the mission provides the reasons why the school exists and answers questions about what the role of the school is in terms of its goals, direction and service delivery. One of the primary goals is the implementation of education laws. Whilst educators are the practitioners responsible for the implementation of the education laws, the SGB is responsible for monitoring the effectiveness of such implementation. Thus the interdependence between

educators and parents is a crucial to evolve dynamic education systems where policies transform (as a result of school-community interdependence) in accordance to the ever-changing needs.

3.2.2.2 The school's clients and interest group

Whilst Van Wyk and Van der Linde, (1997: 52) aver that the mission provides information about the school's clients and stakeholders in terms of who they are and how they can be reached, it is argued that the mission is the outcome of dialogue and discussion by all the stakeholders.

3.2.2.3 The products and service offered by the school

The school's mission in this regard is to answer questions about what new services it can render or what existing services should be either curtailed or extended.

3.2.2.4 The market in which the school operates

The school's mission also focuses on whom the clients are that the school serves. In other words this provides insight into ways in which the school is able to compete most effectively in the market, with the product or service it renders. Thus, school principals' have the responsibility for effective management, and of course the staff carry professional responsibility for the education of the learners; so it is for the governors to represent the public interest by receiving reports about the type of services provided.

3.2.2.5 Technology

Technology plays a critical role in solving a variety of problems and also to improve schools. Neale, Bailey and Ross (1981: 8) claim that technological devices are important, not only to help accommodate swelling enrollments, but they could also enrich instructional methods at all levels and in all subjects. Technology plays a major role in influencing teaching methodology

and school administration. A school's mission must include in its focus, goals, in terms of technological resources and upgraded information systems.

3.2.2.6 *Attitude towards public image*

In the current climate of competition and demand for public accountability, it becomes imperative for school managers and governors to work collaboratively to follow a deliberate strategy of building a positive public image so that the school develops credible and worthy reputation for upholding and supporting the educational needs of the community and the goals of the school. Burgess and Sofer (1998: 18), commenting on the mission of a school aver that it is the function of specifically, the governors to represent the school in the surrounding community, helping to give the school a sense of separate identity and purpose and standing up for it if it is in trouble. Translating the latter statement into the mission statement of a school serves as a valuable strategy to secure a positive public image through the services provided by the governing body.

3.2.2.7 *The self-image of the school*

Although some authors do not insist on including a definition of the school's self-image in the mission statement, it is the researcher's carefully considered view that the self-image of any organization should indeed be explicitly defined in its mission statement because it reflects on the quality of service rendered and also provides indications of the school's competitive edge in terms of the innovations undertaken. All stakeholders, that is, the school principal; educators; learners and parents, including the non-professional staff project an image, which collectively provide the self-image of a school. Depending on the type of interdependency among these different constituencies, the self-image of a school can either be contaminated or enhanced.

3.2.2.8 *Management philosophy*

Management philosophy provides the basic convictions, values and priorities adopted by the school to conduct its business. Basson, Van der Westhuizen and Niemann (1995: 623) claim

that convictions underlie the values of the school's staff and form the foundation of the culture of the school. According to Beare, Caldwell and Millikan (1989: 185) the management philosophy provides a theoretical or conceptual focus for the school's activities, and reflects a set of values that may either help or hinder WSD. Beare *et al.* (1989: 180) further claim that values are guidelines for behaviour. It is thus important as a mission for WSD, to provide a definition of the management philosophy as a strategy to assist the manager to stay on purpose and account for his or her behaviour and attitude in relation to governors, educators, learners and the public at large.

The purpose of schools therefore is not to complete one task after another in a mundane fashion, but to evoke, engage and embrace purposes beyond mere service delivery. Hence, arguably, the mission should crystallize into a passion-driven workforce among the school managers, governors and educators who is mutually inspired beyond the routine day-to-day and mundane tasks.

3.2.3 Analysis of the external and internal environment of a school

Managers and governors, in planning changes for whole school improvements, can not take for granted that their focus should be school based and hence concentrate exclusively on the school or within the immediate environment (Van Wyk & Van der Linde, 1997: 56-57). Managers and governors are also compelled to direct their focus towards national as well as *international tendencies and changes outside the school (ibid)*. The suggested *modus operandi* for a school audit is a technique, which is known as the SWOT matrix where combinations are made between the internal and the external factors. It is obvious that "strengths" and "opportunities" are both positive considerations while "weaknesses" and "threats" are both negative considerations. Knezevich (1975: 106) point out that highlighting the shortcomings is critical for a school's improvement agenda because it sets the stage for meaningful change.

Van Wyk and Van der Linde (1997: 56-57) claim that in order to do effective strategic planning, there are specific ways that this information can be used for WSD. In general, it is clear schools require that managers and governors pool their efforts together to:

- build its strengths
- reverse its weaknesses
- maximize the response to its opportunities, and
- overcome its threats.

3.2.3.1 *The external environment of the school*

Due to the rapid changes taking place, school leaders have to be able to anticipate and understand the tempo of change as well as the influence of external forces in order to be able to lead the school successfully through the turbulent times of change. Changes in the external environment usually create threats as well as opportunities to the organization. Thus the correct interpretation of the significance of change in respect of a school as well as the correct decision about the action managers and governors should take regarding the change, will determine whether the change is a threat or an opportunity. Current and potential opportunities and threats to the school have to be analyzed collaboratively by all relevant stakeholders for meaningful and acceptable future developments.

(a) Political and legal component

According to SASA (1996: 12) '*every public school is a juristic person, with legal capacity to perform its functions in terms of this Act*'. While managers and governors have legitimate rights to perform certain educational functions, they also have the corresponding obligation to act in accordance with the national mandates in terms of equity and equality. Therefore, examining the political forces as well as possible legal ramifications are among the most important aspects of external environmental analysis (Van Wyk & Van der Linde, 1997: 59).

(b) The economic component

An investigation by school management and governance teams, into the income levels and employment rates in the community is an important dimension of the external forces as it impact on the fiscal constraints and growth within the school.

(c) Social and demographic components

It is vital to school managers and governors to be circumspect in determining the impact of social, socioeconomic, and demographic forces on the school, as the analysis of changing values, attitudes and demographic traits of the school's clients is an essential element in determining the goals of the school (Van Wyk, *et. al*, 1997: 56-57). This is in line with the current trend for social transformation in relation to, among others, race relations and the National Constitution. In this sense, the parent component of the SGB become a valuable resource to attain insight into the social and demographic components of the external environment.

(d) Technological component

The analysis of the technological component is important because technology is currently crucial educational tool in the climate of socio-technological advancement.

(e) Competitors

Taking cognizance of competitors provides school managers and governors with a competitive edge in terms of offering better cost effective services. It also releases the creative energies of these leaders who are compelled to lead their schools in a way which wins recognitions and accolades because of the on-going edge to compete for excellence.

An analysis of the external environment provides insight into the opportunities and threats emanating there from. How the school deals with these opportunities and threats is dependent upon the internal strengths of the school. Therefore it becomes important to conduct an internal environmental analysis in order to enhance strengths and eliminate limitations.

3.2.3.2 *The internal environment*

In order for a school to evaluate whether the resources of a school are being used effectively to provide education of a high quality, an audit of the internal environment is imperative. The attainment of quality requires the commitment of all members of the organization, while the

responsibility of quality management belongs to senior management at each level (DoE, 1998: 9). Data accessed from an audit of the internal environment is used to determine and implement improvement programmes or to re-align activities to suit goals. Feedback from all interest groups about the internal environment should permit comparisons of what has actually happened with what was planned and with the organisation's overall goals (*ibid*).

(a) School management and governance

In conducting an analysis of school management and governance, the following critical questions need to be asked:

- Who make up the top management of the school?
- What is the management style of the school management (the principal, deputy principals, heads of department, and subject heads)?
- How much influence and control are exercised by the SGB?
- What value system does the management of the school subscribe to?
- Does the management of the school do strategic planning?
- What are the present vision, mission, strategy and goals of the school?
- Are the mission and the goals of the school quantifiable and have they been communicated clearly to all concerned?
- How effective are the planning, organization, leadership, and control of the SMT and SGB?
- How effective is staff development?
- How effective is communication with staff, learners, parents and the community
- What method of decision making is employed

(adapted from Van Wyk, *et. al*, 1997: 56-57)

These questions are relevant since planning should involve the whole school. Figure 3.2 below captures this point:

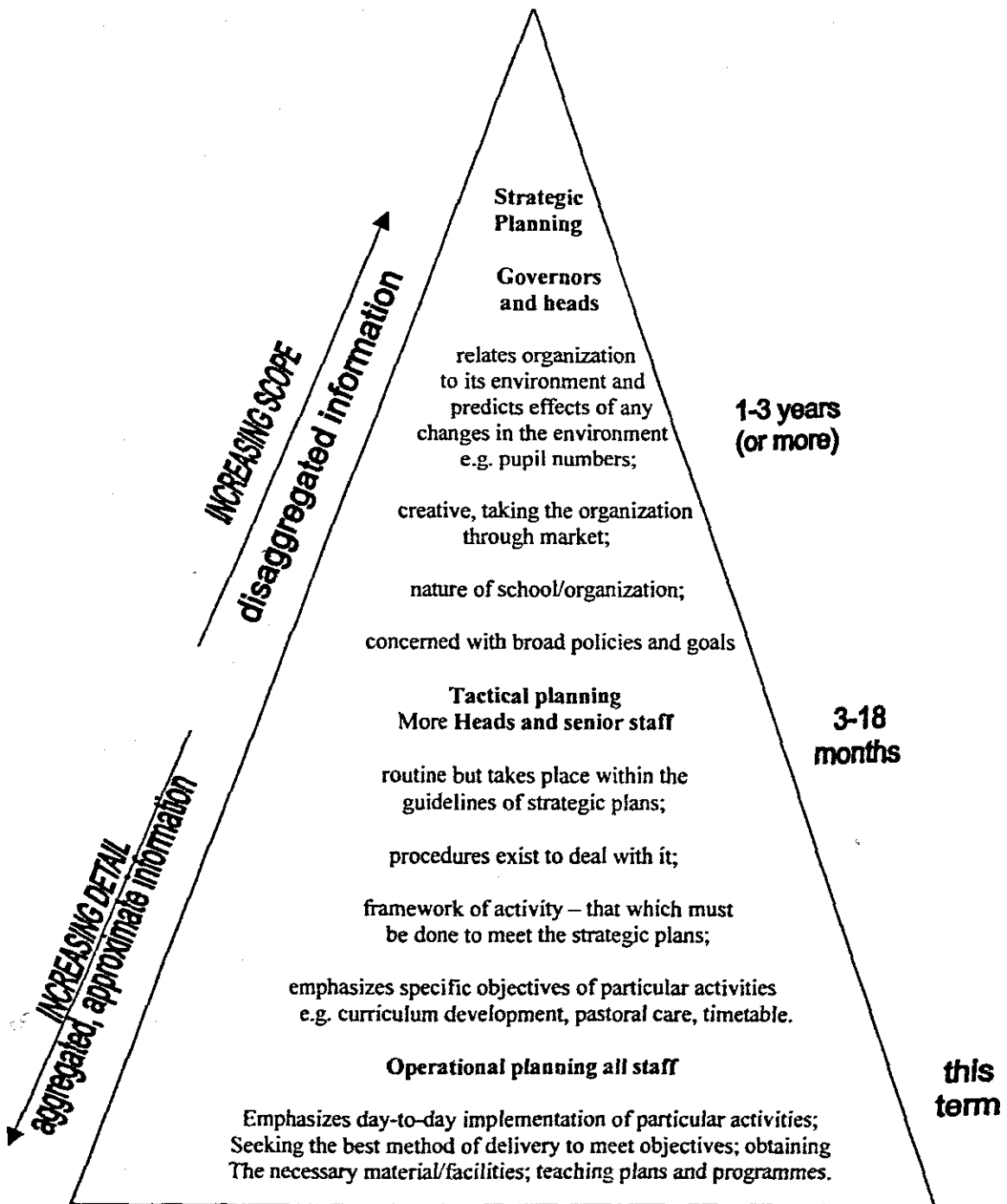


Figure 3.2: *Levels of planning* (Elison & Davies, 1990: 31)

From the illustration above, it is evident that interdependency between managers and governors is necessary for strategic planning. When engaging in strategic planning, managers and governors discuss, negotiate, collaborate and integrate their ideas for the design of the best education for the learner. The domination of one over the other is inconsistent with the philosophy and principles of WSD as postulated in chapter two.

However, planning takes place at various levels of the management hierarchy. All practitioners are involved in *operational planning* for classroom management which is indeed compulsory to meet the day to day short-term objectives of teaching and learning. *Tactical planning* for school management is conducted by heads of departments and senior staff members and involves aspects of curriculum development, pastoral care, time tabling and so on within time-frames ranging from three to eighteen months to meet objectives (Elison & Davies, 1990). Strategic planning for system or whole school development is the responsibility of the principal and SGB and involves the development of broad policies and goals. However, it is argued, that practitioners (educators) who are to implement development plans, need to be included in the strategic planning level for WSD for the purpose of consensus and commitment during the implementation phase.

(b) Staff

According to Herman *et al.* (1975: 231), staff uses their own experiences and their particular demographic situation (sex, age, length of service and so on) and their personalities to construct a frame of reference in terms of which they view and evaluate their work. Establishing a educator profile in terms of experience, qualification, and age etcetera then becomes a useful register of information to determine areas of limitation and strength. Furthermore, in order to determine the strengths and weakness among staff, an analysis of the following becomes important, namely, staff selection and appointments, induction programmes, the level of educator qualification and the quality of teaching, their subject knowledge, teaching experience and skills, in-service training, staff development, educator motivation, development appraisals, interpersonal relations and cooperation, the development of managerial skills of staff, etc. (Webb *et al.*, 1994: 152 and Van Wyk *et al.* 1997: 61).

(c) Learners

An analysis of the learner records and profiles provides useful information about physical disabilities, age, sex, and trends in the learner's educational performances. In this way, problem areas and needs are easily identifiable. Also support programmes based on specific needs can be planned.

(d) Parents

Dekker and Lemmer (1994: 161) are emphatic that parents should have no uncertainties as to:

- the responsibilities of parenthood and how education at home serves as a basis for school education;
- the role, purpose and task, as well as the limitations and possibilities of their co-operative activities as regards the education of their children.

It is widely accepted that parents play a fundamental role in the education of their children. A balance of support from the school and the parent in the education of a child is critical for his or her overall development. Wynn (1984) and Jenkins (1991) agree that the success of an educational institution depends on all stakeholders working collaboratively to achieve common goals. Hence, the elimination and eradication of school problems will not be tackled in a sustainable way unless school governors become part of the problem solving team at schools and begin to think of themselves as responsible for the building and maintenance of both the physical and learning environment of the school as suggested by The Education Policy Unit (1998: 134):

'It is essential to use ...governance structures not only to build the physical infrastructure of schools, but also to transform them into learner-friendly environment by tackling attitudes to teaching and learning within each school...it is essential that it be accompanied by various processes as curriculum reform, the establishment of effective educator-education and educator-support programmes, the upgrading of the managerial skills of school managers, and the provision of adequate resources...'

What the above suggests is that school governors are an indispensable component in supporting, influencing and participating in WSD especially in terms of redress and equity. Schools therefore, are challenged to assess whether maximum use is being made of governors in decision making about school improvements and if not, develop strategies to recruit their services in this regard. This view is supported by Bayne-Jardine and Holly (1994: 80) who maintain that:

'although the policy making role of governors is legally paramount, they have an important role in consultation because they represent the diversity of interests in the immediate environment'.

Furthermore, governors and the parent body at large may have diverse skills, which are fundamental to promoting the goals of the school. These skills become relevant as the school's internal 'strength' and thus may be tapped into to promote the goals of the school.

(e) Curricular and non curricular matters

Both the school manager as accounting officer, and parent as governor have the responsibility to an analysis both the curricular and non-curricular programmes in order to evaluate whether there is a collective intention to develop the whole child in terms of values, skills, knowledge and attitudes. Furthermore, as a result of traditional experiences with the ¹'hidden curriculum' school managers and governors are required to be vigilant that educators do not engage in transmitting values, norms and the heritage of a specific dominant group with the view to assimilation of microcultures into the dominant group and thus establishing cultural homogeneity as indicated by Lemmer and Squelch (1993: 12). This is no longer accepted since transmission teaching is inadequate for meeting the demands of a culturally diverse society and the needs of the children from diverse cultural backgrounds.

¹ See Christie, P. 1985. *The right to learn*. Braamfontein: Raven Press.

(f) Finance

A holistic view of the income and expenditure is necessary in order to investigate the effects of income generating activities and sources of financial depletion in the school. Schools will be able to enjoy a degree of functional autonomy and self-sufficiency, when all activities can be funded from its own resources. SGBs should consider Caldwell & Spinks (1993: 67) view that fund raising committees can play a major role by helping to generate private income for the school. The function of school governors, however extend beyond the role of fund-raisers, as legislated by policies like SASA (1996: 4-22) and EEA 76 of 1998 (6-7), and it thus becomes incumbent on the school manager to facilitate governor participation in their legislative role functions.

(g) Physical amenities

The disparities of physical amenities among schools in South Africa are well publicized in numerous media articles, journals and other literature. However, a regular analysis of this component within a school is important because it sheds light on potential areas for improvements and growth. School leaders must take cognizance of Herzberg's (1959: 114) theory that if the physical conditions of a school are seen to be or experienced as frustrating and unpleasant, they can make a considerable contribution to job dissatisfaction. He (*ibid*) believes that these physical working conditions can be regarded as 'dissatisfiers' that would give rise to job dissatisfaction and hence lead to underperformance in the classrooms.

(h) Marketing

Until recently, the idea of marketing schools has not been given much attention. However, both the principal and the governors need to keep abreast of market trends because schools with a poor record of client satisfaction stand to lose learners, thereby forfeiting certain funds and staff which are allocated per capita. Thus, Beare *et al.* (1989: 229) insists that:

'if your school wants clients and resources in the next few years, it has best proclaim how good it is, how competitive are its services, how excellent ist staff, it should parade its strengths rather than its deficiencies'.

It is however, argued that the school must take cognizance of both its strengths and weakness in its marketing plan. McCowage (1995: 180-181) states that when schools do a marketing audit, they determine the nature and quality of the internal and external environment of the school. School managers are in a strategic position to determine the internal environment and the governors are the ideal stakeholders to determine the external environment. Thus interdependency between these two constituents becomes imperative. In this way, it is possible to arrive at answers to the following questions:

- What do our clients think of the school?
- What is the school's image?
- What is important to the community, the learners and the educators?
- What are the school's strengths and weaknesses?

The characteristics of the internal and external environment are unique for every school and their interdependent interaction will produce a unique school climate in each school. Kruger (1992: 95) emphasizes the point of the important position that the principal holds. He states that principals have a critical role to play in school since he or she is in the position to influence both the internal and external environment for the purpose of establishing effective schools. The interaction between the principal and school governors in this regard therefore should reflect a partnership leading to meaningful discussions and negotiations about the mission of the school. It has been argued variously that the principal does not operate in a vacuum but interacts with governors, educators, learners and other stakeholders in to effect meaningful changes in school. Operating independently and autonomously from other stakeholders is not only a violation of SASA (1996), it leads to negative factors which impede WSD.

3.2.4 Determining goals

The need to determine goals of the school stem from a number of reasons. In addition to the requirements of strategic management, there is also the question of internal organization. It becomes difficult to empower staff, to bring them into the decision-making processes and thereby utilize their knowledge, skills and experiences in organizational problem-solving if there are no clear goals agreed upon by all stakeholders. In strategizing for WSD, schools thus have to establish clarity on what goals it wishes to accomplish and determine priorities in that regard. While Nickols (2000) proposes three types of goals below, the researcher includes 'maintain goals' as an important goal type because, existing structures and operations cannot be overlooked in the WSD paradigm and should thus be included as a strategy to consider when determining the needs of the school:

- *Transform goals*: these goals are concerned with moving the school from point A to B in terms of growth and development)
- *Reduce goals*: these are concerned with reducing or eliminating dysfunctional structures or operations
- *Maintain goals*: these are concerned with maintaining existing structures, standards and performances, etc.
- *Apply goals*: these goals are concerned with applying operations to support *transform, reduce or maintain goals*.

(Adapted from Nickols, 2000:6)

Although WSD leans heavily on 'transform goals' for renewal and self-reliance in schools, all of the goals above are important for managers and governors to consider during the strategic planning process. Various theorists agree that the goals of a school should be formulated with reference to the mission and are essential in all the areas where achievement or results impact upon the success of the school.

McNamara (1999: 8) suggests that goals should be designed and worded as much as possible to be *specific, measurable, acceptable* to those working to achieve the goals, *realistic, timely, extending* the capabilities of those working to achieve the goals, and *rewarding* to them, as well. (An acronym for these criteria is "SMARTER".)

Van der Westhuizen (1991: 144) asserts that '*without goals, organizations would increase the tendency to entropy*' which is indeed counter to WSD.

3.2.5 Strategic action plans

According to Van Wyk *et al.* (1997: 55) a mere analysis of the strengths and weaknesses of the school as well as the opportunities for and threats to the school, as discussed above, is pointless unless the managers (including the governors as overseers of change) can formulate an action plan for school improvement based on this analysis. They (*ibid*) suggest therefore, that a *modus operandi* must be found to bind together all the factors that arise from the environmental analysis so that a plan can be developed which is in step with the mission of the school. Van Wyk *et al.* (1997: 68) provide the following description and application of these combinations:

3.2.5.1 Strengths/Opportunities (maxi-maxi)

The maxi-maxi strategy attempts to utilize the strengths of the school in order to exploit to the full the opportunities in the school's external environment.

3.2.5.2 Strengths/Threats (maxi-mini)

With the maxi-mini strategy the school employs its strengths to overcome threats in the environment. The aim of the strategy is to maximize the strengths and to minimize the threats.

3.2.5.3 *Weaknesses/Opportunities (mini-maxi)*

The mini-maxi strategy indicates which weaknesses the school ought to minimalise by obtaining the necessary aids or skills it does not as yet possess, in order to be able to utilize the opportunities.

3.2.5.4 *Weaknesses/Threats (mini-mini)*

The objective of the mini-mini strategy is to minimalise the weakness and threats. It gives an indication of that which the school has to attend to in order to survive.

The completed SWOT matrix is a combination of the four strategies mentioned above and indicates, within the framework of the mission the most important strategic alternatives from which the school can choose (*ibid*). Merely conducting a SWOT analysis, without undertaking strategic action plans as indicated above, to transform weaknesses or enhance strengths, undermines the credibility of a SWOT analysis. According to Van Wyk *et al.* (1997: 68), the strategy a school manager selects from the SWOT matrix is part of the strategic plan. The chosen strategy must lead to the optimal utilization of the school's means, the best use of opportunities, and the elimination of the most serious threats and weaknesses. Hence, they (*ibid*) suggest that the top management of the school must choose a specific action plan, which will use the school's strengths to its best advantage, while at the same time indicating how the weaknesses of the school are to be overcome.

Commenting on research findings, Louis and Miles (1992: 267) state that ineffective schools reflect the presence of weaknesses but these are either largely invisible, or undiscussed. They further state that weakness lead to problems which manifests themselves as overwhelming crises or occasions for blame and defensiveness. Bell (2000: 55) warns that an area, which is a weakness/gap today, may turn into a problem tomorrow.

A school thus, may be seen to function adequately but a conscious action plan to eradicate weaknesses is an imperative strategy to support the mission for WSD. By taking steps to resolve the weaknesses, future problems may be minimized and hence a realization may set in that the school is growing in a holistic way - that all of the areas, which need attention, are

being considered. Dean (1986: 1) acknowledges that threats or difficulties confront all schools and to adopt the view that a school is perfect, in Sterling and Davidoff's (2000: 12) view, is but an illusion and subsequently deprives the school from opportunities to develop. An example of threats to the progress of a school, according to McPherson and Dlamini (EPU, 1998: 13), is the lack of parent participation, as found in research conducted by them. In this instance, it becomes the responsibility of the school, to adopt strategies for greater parent (governor) participation in the education of their children.

Heathfield (2002: 12) claims that one of the most important current trends in organizations is increasing employee involvement and input. She (*ibid*) insists that organizations must find ways to utilize all the strengths of the people they employ, or, people will leave to find work in organizations that do. Educator's experiences, for example, including parents' skills may be matched with their field of expertise and interests to eliminate the identified threats or weaknesses. In this way, the individual's personal mission and interests fits well with the organization's mission and according to Terez (2002: 4), there is subsequent alignment between what people are passionate about in life and what they do at work. Using the strategy of 'fit' and 'alignment' to set action plans in motion not only helps to uncover potential talents and skills which are beneficial to the organization as a whole but also creates a sense of purpose within specific structures.

The strategy must furthermore spell out how the threats can be turned into challenges. Schools may thus devise policies to mandate how specific threats are to be eliminated. The actual strategic plan however, sums up what needs to be done in order to achieve the objective. Planners carefully come to conclusions about what the organization must do as a result of the major issues and opportunities facing the organization. These conclusions include what overall accomplishments (or *strategic goals*) the organization should achieve, and the overall methods (or *strategies*) to achieve the accomplishments. While verbal discussions in this regard are indispensable, DeMont and DeMont (1975: 79) recommend that a strategic planning document be drawn up as an authentic instrument that provides the written documentation, which includes strategic action plan. In this way, the document can be circularized and all parties are kept informed about the development plans of the school. This is in line with the principles of transparency underpinning WSD (*cf.* 2.4.2). DeMont and DeMont (*ibid*) concur that the document is a useful and tangible instrument, which serves as:

- a proposal to key decision makers including those who provide budgetary support;
- an information device; and
- a training document for personnel who implement the changes.

Butler (1999: 65) agrees that the strategic action plan be presented to the whole school community for approval. The action plan includes the practical steps which will be taken to advance the school towards its vision as given in the mission statement and include the following details:

- (a) **Strategic Action:** If three priorities have been chosen, then the action plan would show three separate strategic actions. Some may finish in the first year and others may stretch into the next year.
- (b) **Resources:** What material and human resources are required to do each action. Parents, learners, educators, and the community can bring voluntary labour and a wide range of skills to help with implementation.
- (c) **Persons/responsible:** For each action there should be names of persons who have agreed to take responsibility. Their commitment to drive the process must be sought.
- (d) **Dates:** For each action, dates should be planned. Actions may be broken down into “milestones” (phases of completion), and dates must be planned for each milestone.
- (e) **Budget:** The approximate amount of money needed for each development project must be stated. Special fund-raising activities may be necessary.

Adapted from Butler (*ibid*)

As seen above, an action plan is a series of specific activities that make up the strategy. The absence of action plans for WSD can lead to a failure in achieving the goal and to wastage of

resources. Additionally, conflicts among colleagues may increase because of confusion regarding their responsibilities (DoE, 1999: 11).

3.2.6 Implementation

Whilst practitioners are primarily responsible for the implementation of action plans, the role of school governors in overseeing implementation, via reports, from the school cannot be undermined. The active role of school governors in this respect keeps the school accountable. In this way the role played by school governors becomes an intrinsic part in WSD. Managers and governors therefore, should heed the caution of Caldwell and Spinks (1988: 44), who claim that a common failure in many kinds of planning is that the plan is never really implemented. Instead, all focus is on writing a plan document. He claims that too often, the plan sits collecting dust on a shelf. Therefore, most of the following guidelines by Irwin (1995: 22), help educators, managers and governors to ensure that the planning process is carried out completely and is implemented completely, or, deviations from the intended plan are recognized and managed accordingly:

- Creating *fits* between the way things are done and what it takes for effective strategy execution;
- Executing strategy *proficiently* and *efficiently*;
- Producing excellent *results* in a *timely* manner.

Most important *fits* are between *strategy* and

- Organizational capabilities
- Reward structure
- Internal support system
- Organizational culture (*ibid*)

Reid, Hopkins and Holly (1987: 125) propose the following three kinds of actions in order to implement the strategic plan, namely:

- Execution Action - this is when the school principal acknowledges the development plan and directs accordingly;
- Facilitating Action - which involves educators, managers and governors to collaborative decide on resources, materials, people and time;
- Development Action - in which those who are required to change their routines do so and keep to the new ways: depending on the focus area for development, this action may be inclusive of the practitioner, the manager and the governors or it may involve the practitioners only.

Hargreaves and Hopkins (1991: 42) add that implementing a strategic action plan involves:

- sustaining the commitment of staff – this is the responsibility of both the manager and the educators working collaboratively through mutual commitment;
- checking on progress – this requires the involvement of the governors through regular meetings and conferences with the educators;
- overcoming any problems encountered – this is a team effort involving all the stakeholders taking shared ownership of successes and failures.

It is agreed that in order to implement any strategic plans for WSD, commitment in terms of resources (time, energy, money) to the programme is a vital ingredient to ensure success. Louis and Miles (1992: 239) support this view. They concur that implementing a change or improvement programme always involves an increment of *extra* resources - for training, released time, new materials and equipment, often new space, and staff time for coordination and management. Change, by definition (*ibid*), cannot be managed through the status quo level of resources. It makes new demands, creates unsolved problems, and is resource hungry. Louis *et al.* (1992: 239) provide evidence indicating that, in study after study of people involved in change efforts, insufficient resources of time and money including lack of capacity are cited as prime problems, which hamper successful implementation. It is thus imperative that the different education stakeholders work as a team to for mutual support in their attempt to reverse such deficiencies.

3.2.7 Review

Irwin (1995: 66) is emphatic that strategic planning cannot be seen as a 'one time' exercise only because '*times and conditions change, events unfold, better ways to do things become evident and often new managers with different ideas take over*'. Thus it is critical, that the governors of schools who are responsible for overseeing change and development work continuously with the school manager to constantly evaluate performances, monitor situations and decide how well things are going then if need be, make the necessary adjustments. Authentic corrective adjustment is inclusive of the educators who are implementers of change and according to Irwin (*ibid*), entails:

- altering the organization's long-term direction
- redefining the goals
- raising or lowering performance objectives
- modifying the strategy
- improving strategy execution

If, for example, goals are proven to be unattainable, it is quite possible that enthusiasm for a particular outcome will drive the school towards an objective which is simply too ambitious for its situation and resources. If goals are seen to be unattainable, they need to be revised and modified by all interest groups, to reflect what is actually possible. This does not mean removing a sense of challenge from the school's strategies to improve. On the contrary, in setting new objectives or modifying old ones the challenge becomes greater for the stakeholders, as schools attempt to achieve the highest possible level of achievements. The quality of reviews is enhanced by the multiple input of the practitioners who have first hand knowledge of whether the plan is working; the manager of the school who facilitates transformation and the school governors who primarily oversee change. Managers and governors should take cognizance of the value of reviewing as proposed by Reid, Hopkins and Holly (1987: 46) who aver that reviewing is necessary to reflect on development strategies in order to:

- determine whether the objectives of the plan have been met;
- the extent to which those objectives are contributing to achieving the aims;

- the action required in the light of the above

Caldwell and Spinks (1988: 49) point out that evaluation is necessary as it allows for the education stakeholders to make judgements about the degree of success with regards to the implementation of the strategic plan. They (*ibid*) are of the opinion that reviewing and evaluation should not be regarded by the organizational members as the 'last step' or end result of strategic planning. Rather, it should be an overlapping stage of all aspects of strategic planning and in this sense, governors in particular, who are not school based, should be in regular contact with the manager in order to monitor progress and offer support in this regard.

The purpose of reviews as one of the processes in strategic planning, then should not be simply to identify failures but to seek out areas requiring development. Recognition of success is essential both to maintain staff morale and to disseminate proven examples of good practice. Nevertheless, there will be instances where the school has not achieved all it visualized. Review provides an opportunity for constructive analysis of the challenges so as to formulate strategies for further action. Davidoff and Lazarus (1997: 74) agree that the evaluation report should act as a step in further strategic planning in the school. Inevitably, the review process leads to planning for the next cycle. This planning will range beyond the ongoing activities to a consideration of new priorities for development.

The process, according to Bollen and Hopkins (1987: 64), of review is of greatest value where:

- reflection is based on sound evidence;
- value judgements are agreed upon by all key personnel, that is the manager and governors, including educators;
- action follows as a result of the review.

This planning, implementation and review cycle outlined above is a generic one that can be applied at any level of the educational system to provide for quality in educational institutions.

The researcher supports McNamara's (1999: 9) view that one other step, namely '*Acknowledge completion and celebrate success*', be included in the strategic planning process as a

management strategy to inject a spirit of accomplishment and achievement throughout the system.

3.2.8 Acknowledge completion and celebrate success

Managers and governors in particular, should take heed of McNamara (*ibid*) view that '*acknowledging and celebrating successes*' is a critical step in the strategic planning process, which he claims, is often ignored. He expresses concern that ignoring this step can eventually undermine the success of many of the school's future planning efforts and dampen the energy and enthusiasm levels of those who are required to implement the plan. The implementers in most instances are the educators. Stopping to acknowledge completion and celebrate success is valuable in itself and provides a necessary opportunity for educators to take a break, de-stress and regroup for the next project. As stated above, this step in the planning process is often ignored in lieu of moving on the next problem to solve, or goal to pursue.

McNamara (1999: 8-9) is emphatic that skipping this step can cultivate apathy and skepticism, even cynicism, in the organization, which subsequently derails the process of WSD. He underscores the importance of this stage in the strategic planning process by strongly asserting: '*don't skip this step*'. The researcher is in support of this step, as it is her carefully considered view that acknowledging individual and group members and collaboratively celebrating successes are critical components in enhancing self-esteem within individuals and consolidating group spirit respectively.

3.2.9 Benefits of strategic planning approach to WSD

It becomes critical for managers and governors to be aware of the benefits of the strategic planning approach to WSD because understanding it cognitively, inspires the practical application thereof. Irwin (1995: 67) is emphatic that strategic planning:

- Guides the entire organization regarding 'what is it we are trying to do and to achieve
- Increases management's threshold to change

- Provides the basis for evaluating competing budget requests and steering resources to strategy-supportive, results-producing areas
- Unites numerous strategy-related decisions of managers at all organizational levels
- Creates a *proactive*, rather than *reactive*, atmosphere
- Enhances *long-range* performance

Neale *et al.* (1981: 14) statement is noteworthy as he claims that successful strategies for school improvement include:

'focus on the individual school organization; clear identification of the need for change; strong commitment to change at school level...; sustained involvement and support of staff who must adapt new ideas to the local setting; flexible, on-going training to provide staff with needed skills, and close communication among all members of the local school community'.

The above discourse reviewed literature on the strategic dimension of WSD. Depending on the needs of the school as a whole, the principle objective of strategic planning is to develop and implement programmes for:

- transformation (moving the school from point A to B in terms of growth and development)
- maintenance (maintaining existing structures, standards and performances)
- reduction (reducing or eradication structural and/or functional dysfunctions)
- application (applying operations to support transformation, reduction or maintenance goals)

It becomes obvious that whether plans for WSD are at the initial or end stage of strategic planning process, change is an inevitable and interconnected part thereof. The theory, which informs change, thus, needs to be fully conceptualized by both managers and governors, if meaningful and successful changes are to take place. Of critical importance is the integration of input from the manager, the school governors and the educators to assimilate ideas and consolidate efforts for WSD. A strategic plan reveals areas for systemic change. Hence what

follows is a discussion of change against the backdrop of strategic planning, namely *Introducing and Managing Change*.

3.3 INTRODUCING AND MANAGING CHANGE AS AN APPROACH TO WSD

Since school managers are, by virtue of their occupational positions, placed at the center of the cauldron of change, this section, although relevant to school governance, focus on the school principal as transformational leader. The role of the governors will thus be referred to incidentally. The rationale for the slant in focus in the discourse that follows, is that since school principals are site based and responsible for the day-to-day running of the school, they are primarily responsible for the quality of life at school. This is concurred by Aspin, Chapman and Wilkinson (1994: 44), who express the importance of the role of leaders in promoting the overall quality of school life.

Ensuring that the quality of life at school is sufficiently harmonious and tolerant to accommodate governors, irrespective of educational level, status, race or economic background, is a critical cornerstone for effective liaisons between the professionals and the parents (governors). It is the school managers' ethical and professional responsibility to serve as a conduit between educators and governors for the purpose of evolving a legitimate system of integration and inclusion through facilitating mutual respect, trust and tolerance among the stakeholders. Thus, changes conducive to an all-embracing environment become critical. However, managers are challenged to understand the theory that informs changes to be appropriately capacitated to deal with change holistically.

There is consensus by numerous authors that schools exist in an environment where change is inevitable and unstoppable. This view is emphasised by Barczek, Smith and Wilemon, (1988) (in Louis and Miles, 1992: 14) who state that:

"Today's ... organizations face an era of turbulent change, the sources of which are varied, often unpredictable, and difficult to understand. In the last decade, [schools] have to deal with such traumas as dramatic technological shifts... economic

uncertainty, fast growth, increased... competition and major shifts in demography and values”.

The demands for change and adaptation are ever increasing and exert pressure on those responsible for its implementation. More often than not, societal demands for school improvement and service delivery in this regard are inconsistent - with schools' service delivery lagging far behind. Sterling and Davidoff (2000: 3) state that due to the demands for reconstruction and change within the educational system, there is pressure from all sides which is felt most strongly at the point of delivery, that is the school. Hopkins, West and Ainscow (1996: 55) agree that external demands for change can complicate the lives of educators and often they create problems for schools. Fullan (1991: 83) claims that real change, whether desired or not, represents a serious personal and collective experience characterized by 'ambivalence and uncertainty' for the individuals involved. It is argued that such 'ambivalence' and 'uncertainty' more often than not, is the result of ignorance stemming from the lack of understanding of the change process and the value thereof. Kreitner *et al.* (1999: 595) provide other reasons why change is difficult:

- fear of change in the ways things are done and the impact of this on customary ways of working
- fear of loss of job or career prospects;
- fear of a loss of power or prestige
- climate of mistrust
- personality conflicts
- fear of failure

According to Kreitner *et al.* (1999: 594), managers need to learn to recognize the above manifestations of resistance to change both in themselves and in others if they want to be more effective in creating and supporting change. It is evident that the above resistance stems from different sources. Parents for example, may express concern when the school starts to work in a way, which is unfamiliar, educators recently have begun to fear job loss, principals may experience fear as a result of decentralization and sharing power with the governors.

According to Long (1986: 2), new innovations in school should be accompanied by discussions thereof with the relevant stakeholders in order to clarify uncertainties and ensure supporting resources for the successful implementation thereof. He argues that peripheral involvement, especially of parents, like checking on homework and involvement in fund-raising campaigns are necessary but it fails to develop concrete partnerships to support change programmes. Change according to Hopkins *et al.* (1996: 55) can also offer opportunities to reinforce internal efforts with external resources, both physical and intellectual. *Introducing and Management Change (IMC)*, is regarded as an integral approach to WSD because it allows for managing novel policies, events and situations with openness, engagement and accommodation.

One of the fundamental imperatives for IMC approach to WSD, is the acknowledgement that schools, as education institutions, are at the center of change and hence, are mandated to move away from the restrictive, non-consultative, opaque management styles to a flexible, consultative, transparent mode of school management. Leithwood, Begley and Cousins (1992: 142), support this view when they warn that without school leader's willingness to equitably distribute power for decision-making among relevant stakeholders, true transformation seems unlikely. The traditional mode of management protocol, is ineffective in the climate of change and reflects incongruency with the philosophy and principles of WSD. (*cf.* 2.3). Kreitner, Kinicki and Buelens, (1999: 592) cite Kotter, who is an expert on change management and strongly believes, that organizational change typically fails because senior management commits one or more of the following errors:

- failure to establish a sense of urgency about the need for change
- failure to create a powerful-enough guiding coalition that is responsible for leading and managing the change process
- failure to establish a vision that guides the change process
- failure to effectively communicate the new vision
- failure to remove obstacles that impede the accomplishment of the new vision
- failure to systematically plan for and create short-term wins
- declaration of victory too soon – this derails the long-term changes in infrastructure that are frequently needed to achieve a vision

- failure to anchor the changes into the organization's culture

(Kreitner, Kinicki & Buelens, 1999: 592)

School managers are challenged to become vigilant and transcend the above failures in order to promote the agenda for WSD. Preedy (1999: 36) endorses the emphasis on an *interface between strategic management and holistic school development*. She also claims that all too often, change efforts are short-lived as a result of the lack of workable strategies. Preedy (*ibid*) further claims that changes without a sound strategy for its implementation either do not survive early enthusiasm or are replaced too quickly by another 'fad' or 'good idea'.

Preedy (*ibid*) cites the *International Schools Improvement Project* approach, which emphasises the point that effective change is a long-term process and complex one at that. It is for this reason that change efforts in South African schools need to be a continuous and a collective activity that is driven by the desire to improve schools for the purpose of creating effective and efficient self-reliant schools. Preedy's (1999: 38) warning should be heeded that whilst strategic planning, programme development and change efforts are geared towards WSD, outcomes cannot be accomplished within a short space of time. She advises that patience must be exercised as a school moves away from traditional to conventional paradigms.

3.3.1 Shifting paradigms

In order to fully engage with the changes taking place, a shift from the old school paradigm to a new one becomes necessary. The following table adapted from the Management of Schools Training Programme (DoE: 1999: 16) summarises the shift that is sought after to move a school towards development in a way, which is sustainable and meaningful.

OLD SCHOOL PARADIGM	WSD PARADIGM
1. School envisaged as a center for intellectuals.	1. The staff envisages the school as a learning center for the whole community.
2. Emphasis given to reform.	2. Emphasis given to transformation and redress.
3. Visions not communicated and owned by management team only.	3. Vision is communicated in a way which secures commitment among stakeholders.
4. Issues of value (what ought to be) have no meaning to the school.	4. Issue of value (what ought to be) are central in school regulations.
5. School planning is the responsibility of management team only.	5. School planning is the responsibility of the whole school.
6. Planning for school calendar.	6. Development planning for growth and action (short, long-term).
7. School policy is determined by central government.	7. School policy is determined by groups in representing all local stakeholder groupings.
8. Leadership is sensitive about the school's academic result.	8. Leadership is sensitive and caring about personal and academic development.
9. Utilisation and delegation of senior management for school development.	9. Utilisation and delegation of all staff and stakeholders for WSD.
10. Community is requested to participate.	10. Community owns the school.
11. Emphasis on end result.	11. Emphasis on total outcome.
12. Emphasis on reproduction of knowledge.	12. Emphasis on critical, analytical development of knowledge, skills, attitudes and values.

Table 3.1: *Shifting from an old to a new paradigm for whole school development*

From table 3.1 above, it becomes apparent that in order to promote a WSD, paradigm, definitive changes in school governance and management become necessary. Implicit in this statement is that managers need to reexamine their management styles and evaluate whether it

is supportive of or is counter to WSD. School governors, on the other hand, have a supporting role to play in this endeavour (SASA: 1996).

According to Hopkins, West and Ainscow (1996: 6), the single most important criterion for the introduction of any change into a school should be its potential for a positive impact on student learning. If there is a little prospect of a change having such an impact, then implementation needs to be questioned, rather than simply 'added' on. They (*ibid*) suggest that even some externally imposed change should be resisted, or at least adapted to meet the school's own mission. In other words, changes need to be relevant and relative to the idiographic and nomothetic dimension of the school as suggested by Getzel and Cuba's (1958) theory.

Whilst it is true, as Fullan (1991: 104) claims, that people need pressure to change, he cautions that it will only be effective under conditions which allow them to respond, to form their own positions, to interact with others and to obtain support. Arguably, most schools take it for granted that stakeholders are open to change and understand the process of change. However, *Introducing and Managing Change* as an approach to WSD challenges education institutions to introduce, through discussions, the 'theory' behind change and then manage it through innovative whole school development programmes.

According to evidence from the Improvement of Quality Education for All (IQEA) project conducted by Hopkins *et al.* (1996: 48), it is clear that the success of a school in achieving its development goals is contingent on the conditions that support it. It is argued then that if conditions are not conducive to school development, success in this regard is unlikely. WSD therefore challenges schools to develop conditions conducive to holistic improvement. In their quest to contribute to the emerging theory of school development, Hopkins (*ibid*) identified the following as some of the conditions necessary for school improvement:

- 'Transformational' leadership
- A commitment to staff development
- Practical efforts to involve staff, students and community in school policies and decisions through teambuilding

Taken together these conditions result in the creation of opportunities for educators to feel more powerful and confident about their work. Schools are systems, which are open and dynamic. This feature suggests that changes will always happen in sections of the system or in the whole system. To manage them holistically requires dealing with the changes in ways, which manifests purposeful growth and self-renewal within the organization. Neale, Bailey and Ross (1981: 119) citing lessons learned by Runkel and Schmuck's (1974) Organizational Development (OD) intervention programme claim that:

'to improve the self-renewing capabilities of a school requires a well-organized conception of the change process and a workable plan of action.'

This study regards the statement above as valuable because in order to accept changes, one has to understand the concept in its entirety because change includes the implication that the current state of affairs cannot continue unaltered. Van Wyk (1995: 57) warns though that it is important to remember to maintain a balance. On the one hand, change must always be aimed at improvement or it can do more harm than good. On the other hand, the educational manager should think critically about so-called traditional opinions, which are sometimes held up as eternal truths (*ibid*).

Van Wyk (1995: 57) continues that the educational manager in the context of South African education should be prepared to think critically about matters such as culture and traditions, and about other related subjects such as cultural transmission, equal opportunity, equality and equal rights. The complexity of introducing change may lead to conflict, resistance, aggression, opposition, suspicion and the like. Such negativity may serve as a counter-productive force against WSD. However once managers understand the modus operandi of change, and explain this to those required to implement it, together they will be able to sufficiently empower themselves with the ammunition to defuse conflict situations in a manner which is acceptable and amicable. Fullan and Stiegelbauer (1991: xii-xiii) affirm that change is part of daily realities and hence schools resisting the inevitable are likely to become less effective. This is so because if a healthy respect for and mastery of the change process does not become a priority, even well-intentioned change initiatives will continue to create havoc.

Based on Fullan and Stiegelbauer's (*ibid*) theory above, it is argued that, knowledge of the modus operandi of change is important because it also defuses the initial fear, shock and surprise element usually associate with unprecedented change mandates. Reduction of these negative impulses allows managers to remain focused, centered and well prepared to manage the change process in a productive manner.

Further, a manager who is fully equipped with the theory of change, is also able to is also able to plan contingency programmes for WSD. Such a manager is also able to prepare organization members of what to expect when new policies and programmes are introduced. Given the above criteria for accepting change, it thus becomes necessary to provide a discourse on Lewin's *force-field analysis* of change.

3.3.2 Lewin's *force-field analysis* of change

Since this study subscribes to the systems theory, change is explained in terms of Lewin's force-field analysis. Basically this approach sees a social or organizational *status quo* as a state of equilibrium resulting from the balance between two opposing sets of forces. According to Lewin (1958), there are forces for change, sometimes called *driving forces*. These are opposed by forces, which prevent or inhibit change, sometimes called *restraining force's* (in Owens *et al.* 1976: 142). When these force fields are in balance, as illustrated in the figure below, there is equilibrium that means, there is no change thus inhibiting WSD.

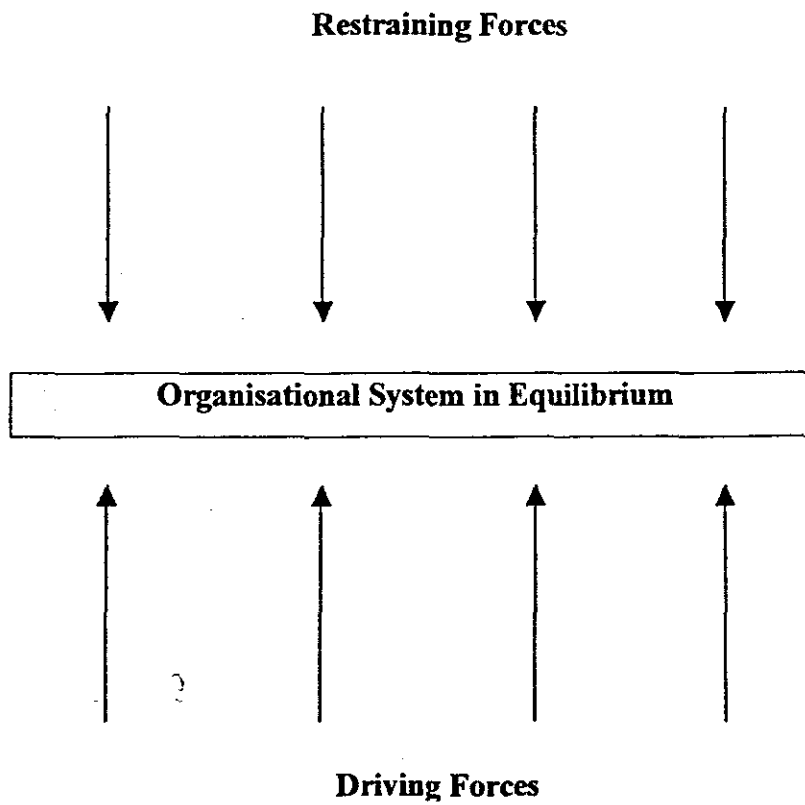


Figure 3.3: *Force field in equilibrium* (in Owens *et al.* 1976: 144)

When one or another of the forces is removed or weakened, the equilibrium is upset and change occurs as shown below:

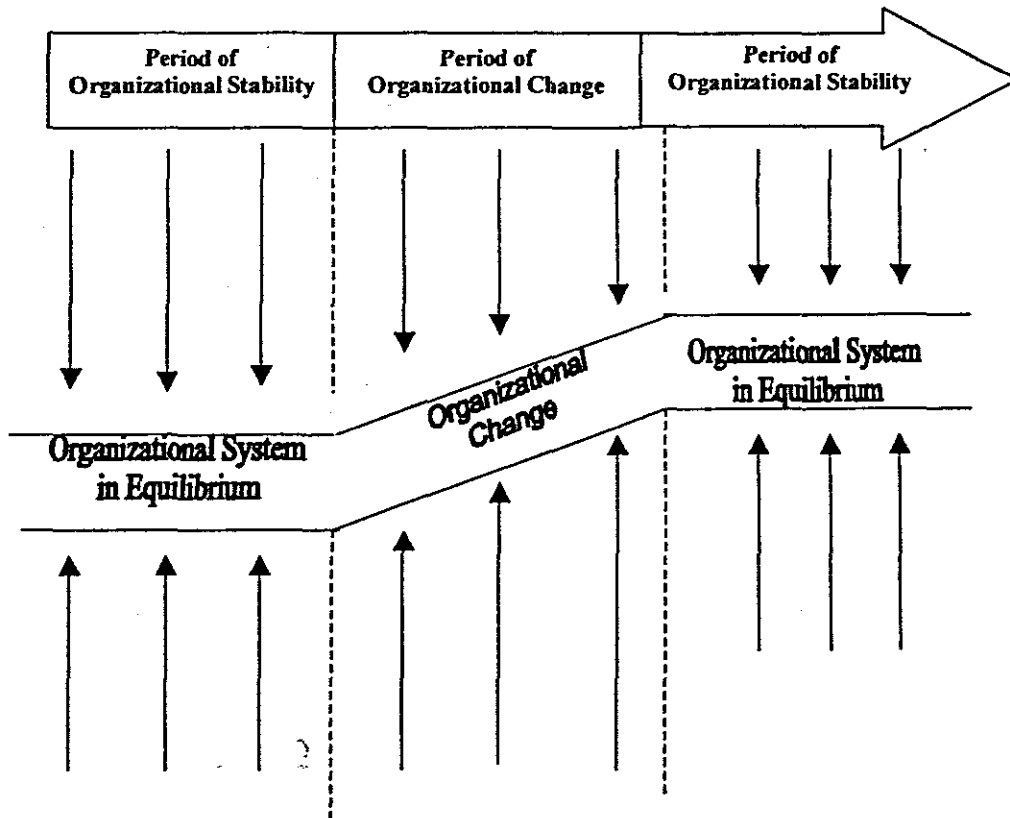


Figure 3.4: *Imbalance of force field causes organizational change until a new equilibrium is achieved (in Owens et al. 1976: 142)*

Force field analysis led Lewin to a fundamental three-step change strategy that depicts the view that in order to effect organizational change, it is first necessary to break the equilibrium of the force field.

3.3.2.1 *Three-step model of planned change*

Lewin's (1951) three-stage model of planned change in Figure 3.5 below explains how to initiate, manage and stabilize the change process (in Owens et al. 1976: 146). Krietner et al. (1999: 588) are of the view that before reviewing each stage, it is important to highlight the assumptions that underlie this model:

- the change process involves learning something new, as well as discontinuing current attitudes, behaviours or organizational practices
- change will not occur unless there is motivation to change

- any change, whether in terms of structure, group process, reward systems or job design, requires individuals to change
- resistance to change is found even when the goals of change are highly desirable
- effective change requires reinforcing new behaviours, attitudes and organizational practice

Lewin's three steps, in his model of planned change, are conceptually referred to as *unfreezing*, *changing* and *refreezing*. This model may be diagrammatically depicted as follows:

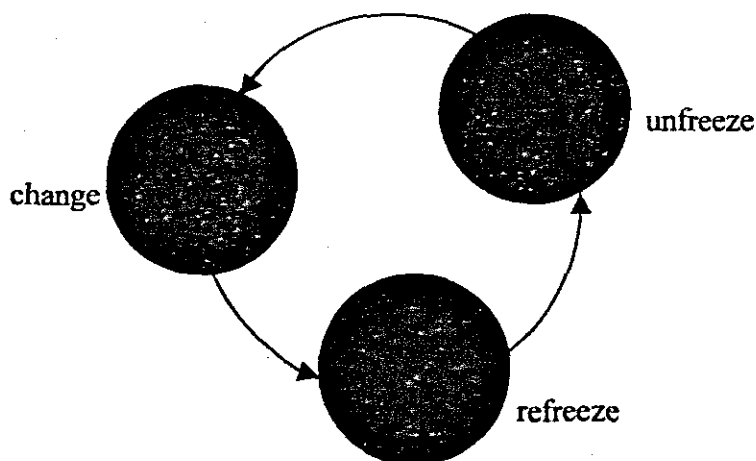


Figure 3.5: *Lewin's (1951) three-step change cycle (in Owens et al. 1976: 146)*

In promoting the efficacy of the three stages of change, managers need to take cognizance of each of the three steps.

(a) Unfreezing

According to Kreitner *et al.* (1999: 589), the focus of this stage is to create the motivation to change. In so doing, individuals are encouraged to replace old behaviours and attitudes with those desired by management. In Lewin's terminology, this means that the organization must be *unfrozen* (Owens *et al.*). As a strategy for WSD context, it thus becomes critical for the school manager to deconstruct (or 'unfreeze') the behavioural patterns and attitudes (negative

forces), which 'restrain' or inhibit change. Once this is done, it is possible to implement the strategic plans for *change*.

(b) *Changing*

From Figure 1.1 above, it becomes clear that when change is introduced, the organization moves to a new level. Kreitner (*ibid*) are of the view that because change involves learning, this stage entails providing employees with new information, new behavioural models or new ways of looking at things. They claim that role models, mentors, experts, benchmarking results and training are useful mechanisms to facilitate the change. It is during this period of change, that managers need to comprehend that there will indeed be a degree of pressure between the driving forces (factors innovating for change) and the restraining forces (factors resisting change). Force field analysis is useful in clarifying problems, and finding solutions responsive to specific obstacles preventing goal achievement.

Managers understanding this concept are more prepared for the accompanying resistance and thus able to prepare alternative ways to manage the change process appropriately. However, once pressure is reduced and change is implemented, Lewin (in Owens *et al.* 1976: 142) is of the opinion the organization may slip back into its old way. He, therefore, claims that in order to prevent this from happening, a third step in the change process has to be introduced, namely *refreezing*.

(c) *Refreezing*

Kreitner *et al.* (1999: 589) state that change is stabilized during refreezing by helping employees integrate the changed behaviour or attitude into their normal way of doing things. Owens (*ibid*) regards this as an institutionalizing process, which serves to protect and insure the long-range retention of change. Kreitner *et al.* (*ibid*) are of the opinion that once change is exhibited, positive reinforcement is used to fortify the desired change. They also claim that additional coaching and modeling are used at this point to reinforce the stability of change. Owens (1976: 146) however, warns that refreezing smacks of a new status quo which may revert into settling people into a new comfort zone. Thus, Lewin's (1951) suggest that a

desired amount of flexibility should be built in by establishing '*an organizational set up which is equivalent to a stable circular causal process*' which enables the organization to establish a system of continuous change and renewal (Owens 1976: 144). Continuous change and renewal are in effect, characteristics of WSD.

Since the above theory is diagnostic, it permits the preparation of plans of specific action designed to achieve the changes (Owens *et al.* 1976: 145). Lewin's three-step change theory can be translated into a useful management strategy to ensure continuous and sustainable developments in the school. In support of this argument, Fullan and Stiegelbauer (1991: 6) insist that Kurt Lewin's well-known saying puts it best:

'There is nothing so practical as good theory'.

Fullan and Stiegelbauer (1991: 6) assure that careful attention to a small number of key details during the change process can result in the experience of success, new commitments, and the excitement and self-satisfaction of accomplishing something that is important. More fundamentally, reducing the number of failures and realizing new success can lead to the revitalization of teaching and learning that is so desperately needed in the lives of educators and students today (*ibid*).

3.3.3 Criteria for accepting change

Schools cannot take it for granted that either imposed or planned change would be accepted throughout the system in an ad hoc manner. Kroontz and O'Donnell (1968: 125) give the following criteria for the acceptability of change which both managers and governors should take cognizance of. They (*ibid*) say that change is more likely to be accepted:

- when it is understood than when it is not
- when it does not threaten security than when it does
- when those affected have helped to create it than when it has been externally imposed
- when it results from an application of previously established impersonal principles than when it is dictated by personal order

- when it follows a series of successful changes than when it follows a series of failures
- when it is inaugurated after prior change has been assimilated than when it is inaugurated in the confusion of other major change
- when it has been planned than if it is experimental
- to people new on the job than to people old on the job
- to people who share in the benefits of change than those who do not
- if the organization has been trained to accept change

(Kroontz & O'Donnell, 1968: 125)

According to Fullan and Stiegelbauer (1991: 63) the best beginnings in planning for the adoption for change combine the three R's of relevance, readiness and resources. *Relevance* includes the interaction of the need, clarity (and practitioner's understandings of it), and utility or what the change really has to offer educators and students. *Readiness* involves the school's practical and conceptual capacity to initiate, develop or adopt a given innovation. Readiness may be approached in terms of 'individual' and 'organizational' factors. *Resources* concern the accumulation of and provision of support as a part of the change process. Managers and governors should thus work with educators to ensure that the three Rs cited above are met.

Fullan (*ibid*) cautions that just because just because a potential change is a good and pressing idea, does not mean that the resources are available to carry it out. They claim that people often underestimate the resources needed to go forward with a change. Managers and governors therefore need to solicit information from educators to acquire greater input and insight into the needs of the school. They need to give serious consideration to the three R's as espoused by Fullan *et al.* (1991: 63) to ensure that there is a real need for the change, practitioners who are expected to implement the change have clarity and thirdly, appropriate resources are available to support the change. All major research on change and school effectiveness shows that the principal strongly influences the likelihood of change, but it also indicates that many do have the skills necessary to sufficiently influence change.

Fullan *et al.* (*ibid*) indicates that whilst educational change may be technically simple, it is socially complex. School leaders therefore need to learn and adopt appropriate skills to lead change in their schools. However, research indicates that many principals do not play an active

role in leading change. Berman and McLaughlin (1978: 131), for example, report that one-third of the educator they interviewed thought that their principals functioned primarily as administrators. Educators rated these principals as ineffective and uninvolved in change. It is critical for WSD that school principals take an active role in equipping themselves adequately with skills to lead change in their respective schools.

3.3.4 Skills for introducing and managing change

According to Neale, Bailey and Ross (1981: 12), the new reality of schools requires a reexamination of beliefs about how schools can be changed for the better. Management autonomy in terms of prescriptions and dictates are some of the traditional strategies adopted to impose changes in schools many of which have become obsolete and ineffective. Neale (*ibid*) claim that people thus, have learned more about obstacles to change than about strategies to produce improvements.

Intrinsically linked with the tasks of a school manager, is managing the kinds of changes encountered by and instituted within the organization. As a change agent, managers are thus required to have and to adopt effective skills to facilitate the change processes. Nickols (2000: 2) corroborates when he states that '*an unusually broad and finely-honed set of skills*' are imperative for managing changes in contemporary organizations. Chief among these, according to Nickols (*ibid*) are as follows.

3.3.4.1 Political skills

In the current climate of transformation, organizations are seen to be hotly and intensely political primarily because of the distribution of greater powers, via policy directives, to multiple education stakeholders. According to SASA (1996), the principal's task, in the school, whilst inclusive of, transcends administrative work and incorporates overseeing policy developments, which relate to change dynamics in terms of the national mission for systems-wide improvement and development. In this sense, the principal's role of accounting officer, as

per SASA (1996), is directly related to WSD and hence competency in this role is of critical importance. Logically, skills in terms policy developments and the management of possible conflicts from diverse interest groups become a necessary prerequisite. Absence of such skills is detrimental to the quality of both the process of policy development and the eventual policy design itself. Although not specifically legislated, it therefore becomes the professional responsibility of the school manager to acquire skills in the processes of policy design and to manage possible conflicts emanating there from in an amicable and acceptable way. Since principals work closely with governors, it becomes imperative the governors develop skills which allow them to negotiate with and through the principals to ensure that community needs are met as indicated by Burgess and Sofer (1978: 17-19). Without such skills, organizations are likely to gravitate towards chaos.

(a) Conflict management techniques

According to various authors cited below, the methods managers use to manage all forms of tension, including severe conflict, is of the utmost importance for the effective functioning of any organization. It thus, is important that the contemporary leader because of his interaction with other stakeholders like educators and governors, is thoroughly trained in effective management and resolution of conflict otherwise it is not possible for him to do justice to the key role, which he fills which includes strategic planning for change and renewal.

Arnold and Feldman, (1986: 225-230) including, Hoy and Miskel, (1991: 98) agree that there is a real possibility that, if not properly managed, conflicts can destroy progress. It is therefore necessary that managers acquaint themselves with the pros and cons of conflict within their schools. Van der Westhuizen (1991: 308) claims that the methods used to manage all forms of tension, including severe conflict between members of a school is of the utmost importance for the effective functioning of any organization. For this reason, he (*ibid*) agrees, that it is important for the educational manager to be thoroughly knowledgeable and trained in effective resolution of conflict, otherwise it is not possible for him to do justice to the key role which he fills.

In schools where there is continued pressure to negotiate and liaise regularly with different stakeholders about complex and often controversial issues during the planning process, it becomes the professional responsibility of the school manager to be informed about the alternative methods of conflict management. Arnold and Feldman (1986: 224) cite Thomas who identifies five major techniques of conflict management that managers can adopt, namely force, collaboration, compromise, avoidance and accommodation.

- Force

This is tantamount to imposing a solution by means of forcing conflicting parties to accept a solution devised by a higher-level manager (Arnold & Feldman, 1986: 224). Force can serve a purpose in emergencies or in the following circumstances (Umstot, 1984: 246):

- when rapid, decisive action is crucial, such as in case of a fire;
- for important matters requiring the institution of unpopular measures, such as reducing the consumption of Photostat paper;
- for matters that are crucial to the well-being of the organization.

Although force, as stated above, is an option to resolve certain conflicts, Van der Westhuizen (1991: 323) claims that it is important to remember though that during conflict-solving actions, the fear of hurting certain individual feelings is always present. When this happens, the person becomes demotivated and may not perform his or her duties optimally. For this reason it is important that the educational leader take the initiative to also cultivate sensitivity, as indicated by Van der Westhuizen (*ibid*), for the feelings of others. He (*ibid*) asserts further that if all the organizational members evince a sensitive approach, an attitude of '*we must solve the problem ourselves*' can become established quickly. This attitude that is likely to support rather than infringe on efforts to promote WSD.

- Compromise

This is a win-win approach to resolving conflict. As Maurer, (1991: 25) states, a compromise solution entails *give and take*. Compromise is an ideal conflict management tool because it

defuses the competitive edge among colleagues, which often hinders teamwork and promotes honourable motives where suspicion and doubt are negated.

- Collaboration

This is regarded as the most effective form of conflict management. Hoy and Miskel (1991: 101) claim that the focus of collaboration is on negotiating, looking for the middle ground, trade off, and searching for solutions that are satisfactory or acceptable to both conflicting parties. Gorton (1976: 110) states that collaboration is:

'based on the assumption that the parties to the conflict are people of worthy motives and good will, that agreement is possible, that each party has something valuable to contribute to the process of resolving the conflict, and that the final resolution need not ignore basic interests of all sides'.

Sweeney and Lindsay (1991: 37) claim that the advantage of this kind of approach is that it involves all the parties. The change is therefore more lasting, and it is also of higher quality because it is the best of the many alternatives discussed. This strategy is especially useful for resolving conflicts about WSD because through the negotiation process, qualitative and enhanced outcomes are achieved as a result of the diverse input from different interest groups and the multiple options expressed.

- Avoidance

According to Gorton (1976: 109) avoidance techniques do not actually resolve the situation, but attempt to evade it. Avoidance as a management strategy to resolve conflicts may be justified in situations in which the other party has the authority, power and influence to impose his or her will, or when a more active or aggressive approach is likely to have negative consequences. It is argued though that this strategy is ineffective in resolving problems about school improvement as it supports the principle of indifference. Arnold and Fieldman (1986: 224) claim however, that while ignoring the conflict is generally ineffective for resolving important policy issues, in some circumstances it is at least a reasonable way of dealing with

trivial problems. Avoidance can thus, be used in the following circumstances (Umstot, 1984: 246 and Steyn, 1996: 95):

- when the conflict is about a trivial matter or if more important matters warrant attention;
- when people see that there is no possibility of their needs being met or their goals attained;
- when the potential disruption anticipated in solving the problem seems greater than the potential benefits of doing so;
- when people first have to be allowed to cool down and gain perspective;
- when gathering information supersedes immediate decision.

- *Accommodation*

According to Vecchio (1991: 422) the accommodation style in its simplest form may merely involve giving in to another's wishes. In attempting to resolve WSD conflicts, it is useful to consider Van Fleet's (1991: 203) opinion when he asserts that this approach is recommended when two groups have compatible goals but do not need to interact in order to reach their goals.

It is acknowledged, as indicated by Van der Westhuizen (1991: 304), that periodic differences of opinion will occur, where people are used as partners to achieve a school's immediate and future goals. This does not necessarily indicate a negative situation especially where differences of opinions and critical analysis are encouraged for the purpose of finding the best possible alternatives. Van der Westhuizen (*ibid*) makes the point that a total absence of conflict sometimes indicates a '*laissez-faire*' attitude by its employees, evasion of their responsibilities, lack of interest, or unwillingness to think critically and creatively. Such an attitude within developing organization is counterproductive and negates WSD. It is thus argued that when conflict is constructive, concrete and positively critical and its primary mission is to seek qualitative alternatives for solving problems, then, indeed it must be supported as a WSD process. Managers are however, challenged to detect lurking problems early, find creative solutions and nip the problem in the bud before they reach unmanageable proportion. Protracted unresolved conflicts can lead to the derailment of the process of WSD as energies

become drained and personnel become stressed and frustrated when conflicts continue to recur without being resolved.

(b) The art of negotiation

The application of negotiation skills relates to change mandates with regard to, among others, appointments, suspension, resource allocation, budgeting, staffing and funding in this respect etcetera. Effective managers, according to Gray (1982: 105) demonstrate competence in the following ways when negotiating for change:

- Separate the relationship with the people from the substance of the goal
- Focus on shared values and interests, but not on positions each side takes
- When stuck, brainstorm options for mutual benefit in creative and innovative ways
- Use objective criteria for decision making by:
 - striking a deal based on principle not pressure
 - agreeing on fair standards and procedures
 - framing issues as a collaborative quest towards promoting the mission of the school

Coupled with the above, managers need to have clarity of vision about what the goals are during the negotiating process so that meaningful dialogue ensues while at the same time complying with the principle of equity. In terms of 'equity' managers need to be sensitive to group dynamics within their schools.

3.3.4.2 *Analytical skills*

Two particular types of skills are necessary here – workflow or systems analysis and financial analysis. The former relates specifically to the spiritual or qualitative energy driving the system while the latter relates to the material energy supporting quantitative improvements. An

analysis of both the qualitative and quantitative forces provides managers with a holistic understanding of the strengths, weaknesses, opportunities and threats of an institution. In respect to the value placed on holistic analysis of the school, Sterling and Davidoff (2000: 43) state the following:

'when you focus on the big picture, when you see your school as a whole, you choose to make leadership interventions which are the best ones for the overall development of your school.'

A leader whose vision for school improvements is fixed on either qualitative or quantitative improvements to the exclusion of the other will find difficulty to manage change in a holistic way because these forces are integrated and not mutually exclusive.

3.3.4.3 People skills

Organizations are first and foremost social systems as discussed in Chapter two. Without people, there can be no organizations. Gray (1982: 103) is of the opinion that the key attribute to the effective principal, is the skill he displays in personal relationships and the effectiveness of his human relations. Thus, the capacity to work with and through others, assumes paramount importance in WSD. In this sense, the role of the manager is transformed from exclusive leader to co-partner. According to Neale, Bailey and Ross (1981: 14), in order to inspire and recruit support for improvements and development in school, a humanistic attitude should be adopted.

Neale's (*ibid*) view supports the philosophy underlying WSD (*cf* 2.3) as they claim that managers must dispel the illusion that progress is inextricably bound to quantitative growth. They assert that managers must understand that people are part of a larger system and their contributions are inextricably linked to the success or failure to attaining organizational goals. It therefore becomes imperative for school managers to learn and adopt not only technological and conceptual skills, but also people skills because as Sterling and Davidoff (2000: 69) so succinctly put it:

'Good leadership means learning to work effectively with people ...The people within your school are your most important resource. They have skills and talents which you can draw on to make your school a creative, dynamic center of learning.'

Roosevelt (2002) elaborates on this point by insisting that:

'the most important single ingredient in the formula of success is knowing how to get along with people'

(in Kotelnikov, 2002: 12)

It becomes evident from the above, that people are the *sine qua non* of organizations. It is, however acknowledged, that the complexity of working with people is emphasized by the fact that they come characterized by all manner of sizes, shapes, colors, intelligence and ability levels, gender, sexual preferences, first and second languages, religious beliefs, attitudes toward life and work, personalities, and priorities - these are just a few of the dimensions along which people vary. Since managers and governors are compelled to work with them all, and the opposite is also true, effective human skills become an indispensable element to work harmoniously with people during the every stage of the WSD planning process.

The skills most needed in this area are those that typically fall under the heading of conflict management, sensitivity to group dynamics, communication or interpersonal skills. According to Nickols (2000: 12), to be effective, managers must be able to listen and listen actively, to restate, to reflect, to clarify without interrogating, to draw out the speaker, to lead or channel a discussion, to plant ideas, and to develop them. In this sense, effective communicative skills become imperative.

(a) Sensitivity to group dynamics

Resistance to change is manifested on various levels of the organizational structure. O'Toole (1996: 6) claims that when change fails to occur as planned, the course is often to be found at a

deeper level rooted in inappropriate behaviour, beliefs, attitudes and assumptions of 'would-be' leaders (in Kotelnikov, 2002: 12). According to Stevens (2001: 4), advocates of change are often greeted with suspicion, anger, resistance and even sabotage (in Kotelnikov, 2002: 12). Managers with the mission to evolve effective schools are therefore challenged to continuously monitor the system for signs of such resistance and thereafter take effective steps to eradicate these. Since only the human system within the organization is subject to such resistance, managers with the support from governors need to become vigilant in observing the human system for traces of opposition, confrontation and negative conflict, which can jeopardize the mission of the school. A laissez faire attitude in this regard lends support to ineffective management, which jeopardizes the opportunities to establish harmonious human relations necessary to support WSD. Thus managers and governors of current institutions are compelled, in accordance with the Bill of Rights in the National Constitution (1996), to be sensitive to group dynamics if schools are to become effective places for holistic renewal.

When undertaking the process of strategic planning, good relations among the different constituencies become a critical feature for effective implementation of the action plan. If relations are not conducive to openness and unity for example, the planning objectives thus, remain unfulfilled, as support in this regard is stifled. The manager thus has to be competent in the skills that sensitize him to the type of relations existing between and among constitutions, example, between the management team and school governing body, or among staff members etcetera. The key, according to Sterling and Davidoff (2000: 70) is to uncover the hidden dynamic is to learn to 'read' and interpret subtle messages within the group. In this kind of situation, the manager is requested to ask himself the following questions:

- Who is participating and who is not? Is participation influenced by issues like age, gender, colour, language, position within the school?
- Who is dominating the group and why? How does this affect the group as a whole?
- Who is playing a passive role and why? What do they lose by doing this?
- What is the overall atmosphere in the group and what are the reasons for this atmosphere?
- What are the people expressing about the vision, mission, and plans. Are people dissatisfied and disgruntled? What clues can I gather from their interaction with others and me (*ibid*)?

When managers begin to look for the hidden messages, they develop sensitivity to the dynamics of what is happening within the group below the surface. When this happens, Sterling and Davidoff (2000: 70) are of the opinion that the manager becomes aware of those organizational members who are there in body but absent in spirit and thus can take steps to alter this situation. They claim that with such awareness, managers can make choices about the most appropriate intervention that will help address peoples unvoiced or unexpected feelings (*ibid*). It is only when educators, governors and learners know that they are being listened to and understood, that a climate of trust and openness is cultivated. As indicated in chapter two, trust and openness are key pillars which support WSD (*cf.* 2.4.1-2).

3.3.4.4 Business skills

The strategy managers adopt for whole school development planning, may be viewed as the business strategy and this has to dovetail with the social strategy they adopt because of, as Fieldman and Arnold (1982: 288) aver, '*the mutual influence*' leaders and followers have over each other. It is thus, imperative that a person who holds a leadership position should acquire strategies to command respect and co-operation from those for whom he/she is responsible to lead and develop. In this sense, it becomes vital for the principal to lead by example when engaging in school management in order to acquire support educators and governors and to command influence over key resources. According to Kotelnikov (2002: 13-14), the key to influencing people, is developing an effective rapport which lies in:

- the way you present yourself
- the way you behave
- the skills you have
- the values you hold
- your beliefs
- the kind of person you are
- your overall purpose

Knight (2002: 4) suggests that rapport works best as a philosophy – a way of dealing with people and a way of doing business at all times, in contrast to doing rapport as a technique or skill to use when there is a ‘problem’. To emphasize this point, she corroborates that:

‘having rapport as a foundation for the relationship means that when there are issues to discuss, you already have a culture in place that makes it easier to talk to them and thus to prevent issues from developing into complaints, objections or problems’.

Implicit in the above statement is that for managers to be effective, they need to develop a culture of professionalism throughout their dealings. Sound professionalism demonstrated by the principal promotes governor support and educator trust in the management of the school.

(a) Displaying and promoting professional integrity

The professional integrity of a principal cannot be jeopardized if he or she is to assume a leadership role in team building. Sterling and Davidoff (2000: 19) maintain that ‘integrity’ should be established as a ‘core value’ within a school. Commenting on *leadership* they (*ibid*) claim that when you lead with integrity,

“You choose growth for yourself, your staff team and your school, rather than choosing what suits you best. You choose transparency and accountability, rather than forming cliques to support you. You choose to stay with the core of your school’s educational purpose, rather than opting for quick-fix solutions”.

Subscribing to the above value system is critical for WSD. Openness, honesty and trust are key strategies for maintaining integrity and play a fundamental role in securing support. Jenkins (1991: 165) insist that if education stakeholders are:

“to take ownership of schools and [to] be responsive and innovative, they must have the security of high levels of warmth, trust and openness”.

Additionally, Marsh (1988: 35) mentions an important observation when he says that blending top-down initiative and bottom-up participation is often a characteristic of successful

multilevel reforms. Hence, mutual support between schools and communities generate school renewal. The merging of SGB and SMT initiatives allows these structures to derive co-ownership of school reform. The credibility of the principal's efforts to initiate teamwork for WSD, lies in the approach to developing the professionals and parents. Principals therefore need to display integrity and be sensitive to the needs of both the parents and those of the professionals when proposing a joint effort towards WSD.

Although the above-mentioned skills are critical for managing schools in the current climate of transformation, it is argued that these skills, whilst necessary, are not sufficient to promote WSD. What is needed is leadership that will evoke people's passion to excel, attract people and opportunities, challenges to the whole system in ways which manifests rapport, charisma, and a relentless growth attitude. For this purpose, what is required is a will and an ability to engage in transformational leadership to identify, strategize and promote innovations for whole school excellence. What follows then, is a discourse on transformational leadership, which is viewed as one of the approaches to WSD.

3.4 TRANSFORMATIONAL LEADERSHIP APPROACH

From the discussion above, there is evidence to indicate that *Strategic Planning* together with the *Introduction and Management of Change* are mutually supportive approaches to WSD. It is argued that as a result of the continuous changes together with the influx of change mandates, which are unprecedented in the context of South African schools, school leaders are obligated to learn new ways of managing schools in the sense that these need to be consistent with the principles espoused in the National Constitution (1996) and other relevant education policy directives. Since the National Constitution calls for transformation in terms of human relations and the NQF insists of equity and equality in terms of learning outcomes, school managers are thus compelled to reconcile their modes of management with such change mandates. Inconsistencies in this regards, subverts policy mandates that collectively imply holistic development of and within schools. Whilst strategic planning is a feature of WSD and directs change within schools, research conversations indicate an almost desperate eagerness to develop greater meaning in the workplace by engaging not only the hands, but also the hearts

and minds of individuals. For this purpose, it is argued that there is no quick fix solution. Managers are challenged to establish working environments where a deep sense of purpose is inculcated and an open field is created for everyone to become inventive whilst simultaneously creating opportunities to build harmonious relations.

It is within the above context that *Transformational Leadership* is viewed as an approach to WSD. Before the above concepts are given credence, a distinction between what constitutes management *per se* and what leadership means needs clarification because, arguably, there are school principals who are currently fixated in their traditional roles of *managing* schools.

3.4.1 Management versus leadership

Numerous theorists like Callahan and Fleenor (1988: 96-103), Fullan and Stiegelbauer (1991: 158-160) including Bell (1992: 38-39) and others, agree that there is a definite distinction between what constitutes *management* on the one hand and *leadership* on the other. Bell (*ibid*), for example, claims that leadership is more than the simple application of management functions, many of which may have to do with administration and the maintenance of the school. He states that the key elements in leadership are the integration of individual, team and school goals. Callahan and Fleenor (1988: 96) add that:

“management and leadership are not synonymous: a person can be a leader without being a manager...on the other hand, a person can be a manager without being a leader”.

In Drucker and Bennis's perspective, '*management is efficiency in climbing the ladder of success. Leadership determines whether the ladder is leaning against the right wall*' (in Sterling and Davidoff, 2000: 13). Louis and Miles (1990: 44) assert that the leadership aspect involves, articulating a vision, getting shared ownership and evolutionary planning. The management function, they claim concerns negotiating demands and resource issues with the environment and coordinated and persistent problem coping (in Fullan & Stiegelbauer, 1991: 158). In the WSD paradigm, school principals are challenged to extend beyond the limited

function of managing schools and adopt a leadership role as espoused by Kotelnikov (2000: 8-12):

MANAGEMENT	LEADERSHIP
Restricting	Enabling
Controlling	Freeing
Playing safe	Risking
Moulding	Releasing
Forcing	Enhancing
Regimenting	Challenging
Stifling	Participating
Rigid	Flexible
Autocratic	Democratic
Consistent	Predictable
DOING THINGS RIGHT	DOING RIGHT THINGS

Reflecting on Lewin's *force-field analysis* of change above, it becomes evident, that in order to facilitate the process of change, merely 'managing' a school is insufficient. One has to adopt a 'leadership' role. It is argued that adopting a management role, while essential, is not sufficient in the current climate of change. This view is supported by Sterling and Davidoff (2000: 12). It becomes evident from the above distinction that a manager, who is serious about effecting WSD, has a transformational agenda in terms of the tasks he performs and the people he is occupationally situated to lead. Knezevich (1975: 83) is of the opinion that while mere occupancy of a position is no guarantee that its incumbent will actually be a leader in a functional sense, he argues strongly that the post held by principals provide them with a better platform to demonstrate leadership than that of an individual with the status of a regular classroom educator. He is emphatic therefore that the formal position of the principal serves as potentially great influence points and thus has to be acknowledged and respected for its supremacy. Without it, the execution of policies would be more difficult and the identification

of primary responsibilities more confused. Knezevich (*ibid*) thus claims that it would be almost impossible to operate without leadership positions.

Hence, the above distinction is valuable in that it serves as a useful yardstick for school principals to measure their current roles in the context of change. It is argued however, that 'leadership' as tabulated above remains merely as a rhetorical and idealistic injunction, without its manifestation as a practical way of '*being and doing*' within the context of the school. In the WSD paradigm, the interface between management and leadership, thus, lies in the concept 'transformation'. The concept of transformational leadership is deliberately juxtaposed with that of transactional leadership so that the essence of adopting a transformative as apposed to a transactional stance to WSD is highlighted.

3.4.2 Transactional versus transformational leadership

Bush and West-Burnham (1994: 69-70) define transactional leadership as '*a contract between the leader and the followers. The leader gets an agreement from his followers that they will work towards the achievement of organizational goals while the leader agrees to good working conditions or the satisfaction of his followers' needs.*' Burns (1978) concurs that transactional leaders motivate followers by exchanging with them rewards for services rendered (in Hoy & Miskel, 1992: 393). According to Balster (1992: 48), transactional leadership is sometimes called bartering as it is based on an exchange of services from various kinds of rewards that the leader controls. It is evident that extrinsic rather than intrinsic motivation is valued by transactional leadership. This may become problematic especially in the light of the current demands of equity in the workplace. Furthermore, followers become accustomed to external rewards for performance rendered and when this is absent, performance levels drop and commitment dissipates, to the detriment of the entire system. Transactional leadership, although it has some merit, tends to be ineffective in supporting WSD.

According to Bush and West-Burnham (1994: 73) transformational leadership ensures 'commitment' from the followers. Both leaders and followers want to become the best and are

united in pursuit of higher-level goals common to both. Both want to shape the school in a new direction. Hoy and Miskel, (1992: 393) point out that transformational leaders are expected to:

- Define the need for change
- *Create new visions and muster commitment to the vision*
- Concentrate on long-term goals
- Inspire followers to transcend their own interests for higher-order goals
- Change the organization to accommodate their vision rather than work within the existing one
- Mentor followers to take greater responsibility for their own development and that of the others. Followers become leaders and leaders become change agents, and ultimately transform the organization.

It is evident from the above that transformational leadership supports the notion of strategic planning as well as introducing and managing change for the purpose of higher levels of performance in relation to the individual as well as the organization as a whole. According to Leightwood (in Hoy & Miskel, 1992: 396) transformational forms of leadership are of significant value in restructuring schools.

However, it is argued that working in a climate where finances are depleted, skills and knowledge are lacking, resources are minimal and learner intake are maximised, a school leader has to have a vision to get exceptional results from unexceptional resources. In support of the dynamic role in which the school leader finds himself, Jenkins (1991: 163) convincingly argues that '*a school leader is no longer the controller and director, but the transforming ... leader*'. He continues that if we see in schools the beginning of the end of hierarchy and bureaucracy, an emphasis on empowerment, responsiveness to the customer, alliance with stakeholding, a 'learning organization' constantly changing and adapting, and 'control' arising from a concern with quality, then we can see the school leader as , *inter alia*:

- *envisioner*
- *empowerer*
- *team builder*

- bureaucracy-buster
- freer of information
- carer and valuer of staff (learners and governors)
- demander of integrity
- culture-builder

(Jenkins, 1991: 163)

Writers such as McLagan and Nel (1995) concur that school leaders are faced with major challenges. They (*ibid*) claim that the biggest challenge is, however, being effective as a transformational leader especially in the years of protracted change. The emerging implications of transformational leadership for WSD are provided in the discourse that follows.

3.4.3 Leading innovations

School managers aspiring to be successful in transforming their schools, should take cognizance of Kotelnikov's (2000: 15) advice. He asserts that '*to lead innovation successfully you should start with yourself*'. In other words, school managers are advised to reflect on their own behavioural patterns in order to enhance their strengths and eradicate weaknesses so that their approach to managing schools is synonymous with the principles of professional integrity as espoused by the South African Council of Educators (SACE). Effectiveness in transforming dysfunctional patterns of management (behaviour) however, necessitates the application of the WSD principle of self-management (*cf.* 2.4.5). The *Transformational Leadership Approach* (TLA) to WSD thus, challenges school managers to critically analyze themselves and how their patterns of behaviour impact on others. The Johari window of self-knowledge provides a practical view on how one establishes self-knowledge through interaction with others.

3.4.4.1 The Johari Grid of self-knowledge

According to Sergiovanni and Starratt, (1979: 316), the Johari window of self-knowledge is concerned with what the educational leader knows about himself and what others know about him and can be illustrated as follows:

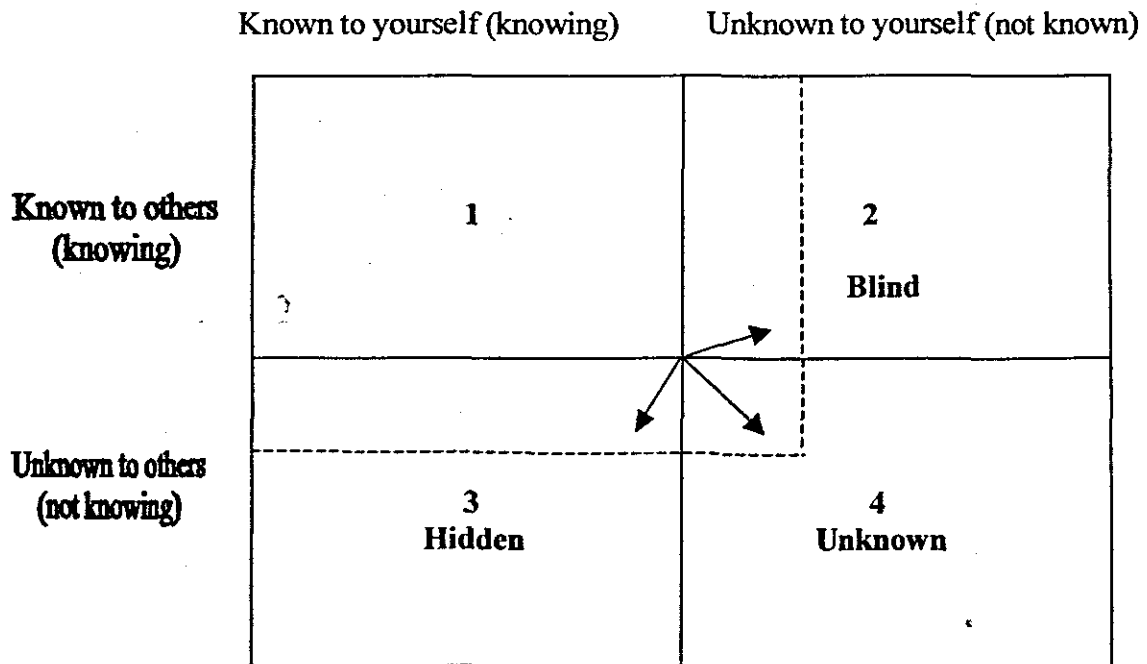


Figure 3.6: *The Johari Grid* (in Van der Westhuizen, 1991: 104)

The four quadrants or areas in figure 3.7 above, represent the following:

- Area 1: Certain behaviour is known to yourself – observable by others.
- Area 2: Others observe behaviour on your part of which you are unaware (eg. Scratching your head frequently without realizing it).
- Area 3: You may have a lack of self-confidence and you are aware of it but others are not.
- Area 4: Others do not notice the behaviour and you are also unaware of it.

The ideal situation is that the open or known area should extend (perforated area) and that the unknown areas (areas 2,3,4) should become as small as possible, so that everyone

knows more or less what to expect from the educational leader. If others seldom know what to expect from an individual, according to Van der Westhuizen (*ibid*), it could lead to uncertainty and hence lack of trust. One of the tenets of WSD, is to develop transparency, openness and trust among education stakeholders so that productive interactions relative to school improvements could take place.

⁶This study views the grid as a crucial window to the examination of the self so that ones entire demeanour becomes more inviting and open to others. An inviting and receptive school manager is more prone to be successful than one who is threatening and oppressive. The Johari Grid is thus, applicable to all organizational members because it inadvertently demonstrates the need for balanced, open and consequential action. Van der Westhuizen (1991: 128) affirms that this creates a secure atmosphere in which people work happily and tasks are carried out properly. It also supports the WSD principles of transparency and trust in the workplace. School managers are thus advised to take cognizance of Hersey and Blanchard (1977: 240) comment below on the value of extending the known area:

'In the process of disclosure, the more and more organizationally relevant information that leaders disclose about the way they think or behave, the more the public arena opens...'

Additional value that this grid has is that it can be used by the educational leader to assist him, not only to establish a relationship with his fellow human beings, as Sergiovanni and Starratt, (1979: 316) put it, but also to establish a relationship with himself. Knight (2002) concurs that *'it is only when we have the structure of influencing our internal world that we have the means to create the same culture on the outside'* (in Kotelnikov, 2002: 15) According to Robson and Robson (2002: 2), all growth arises from the ancient truism "Know Thyself". They state that the more you know and express your authentic self, the more meaning, joy and fulfillment you will have in your life. Such an understanding empowers each member of the organization to engage in conscious choices by 'responding'

6. The invitational model for education which is based on the self-concept approach is proposed by Purkey and Novak (1984).

as opposed to ‘reacting’ to people, situations, and events etcetera. Thus, their agenda to engage with members of the school community is not set by an unconscious autopilot that responds unthinkingly to the environment, but rather by consciously taking notice of dysfunctional behaviour, and making conscious choices that allow them to be resourceful. In this way all school members engage meaningfully and fruitfully with their environments to transform it so that it meets the national call for reform and the global imperative for effectiveness. To conclude the discourse on the importance of self-study or in more conventional terminology ‘introspection’, the following statement of Kabat-Zin and Kabat-Zinn (2002) is relevant:

“Relating to the whole of our lives mindfully, to both our inward and our outward experiences - is a profoundly positive and practical alternative to the driven, automatic pilot mode in which we operate so much of the time without even knowing it”.

(in Robson & Robson, 2002: 2)

It is argued that subscribing to the Johari Grid (*cf.* 3.3.3.4) provides a powerful method for developing individual growth and authenticity. Measuring ones practice against theoretical information also allows the manager, in Senge’s (1990: 9) terminology, ‘*to turn the mirror inward*’ and thereby learn to unearth his internal pictures of the world, albeit organization, and bring them to the surface and hold them rigorously to scrutiny. In this way, dysfunctional leadership behaviour that hampers WSD may be ‘unearthed’ and ‘scrutinised’ for the purpose of modification and growth. According to Dean (1986: 13), theoretical insight into the different leadership styles is important so as to adopt a mode that is not only effective in given situations, but also acceptable to others.

3.4.4 Adopting a relentless growth attitude (RGA)

Adopting a relentless growth attitude is critical especially where underperformance in terms of governance or teaching is observed. WSD as an innovative function of transformational leaders, requires a visionary stance together with a relentless attitude towards future incentives for growth. Hellrieger, Jackson and Slocum (1999: 521), concur, that the most important

characteristic that transformational leaders possess, is their ability to create a vision that binds people to each other. Arguable, without an inspirational vision, the likelihood of schools remaining static or gravitating towards failure is indeed possible. However, Hellrigger (*ibid*), add that transformational leaders must have more than just a vision. A strategic plan for improving the quality of teaching and learning has to accompany the vision.

Kotelnikov (2000: 14) adds a critical dimension to transformational leadership when he emphasize that a 'relentless growth attitude' must accompany leaders with a transformational agenda. He (*ibid*) claims that the spirit of relentless growth keeps fresh ideas flowing and invigorates the whole system. It establishes a context within which managers lead by setting direction, creating strategy, securing resources defining organizational processes and ensuring that learning in the entire system occurs. According to Hellrigger (*ibid*), what is important is that followers 'buy into' that vision and plan. For this to occur, Kotelnikov (*ibid*) advises that the leader adopt a relentless growth attitude to energize followers to reach the organizational goals. The attitude of charismatic leaders comes close to capturing the idea of what is meant by 'relentless growth attitude' in transformational leadership, namely:

- strong attitude to be creative, innovative and inspirational
- high levels of energy and involvement
- achievement oriented
- demonstrate attitude of self-confidence
- high value placed on systems support coupled with a strong concern for the moral and nonexploitive use of power
- perseverance towards excellence

(adapted from Hoy & Miskel, 1992: 394)

According to Hellrigger *et al.* (1999: 521), charismatic leaders have an unshakable belief in their mission, are supremely confident that they and their followers can succeed and have the ability to convey these certainties to their followers. Thus, such leaders adopt the following demeanor in introducing and managing change, namely:

- everyone has potential
- no pain (effort), no gain (success)

- there is always room for improvement

The first bullet above is drawn from the National Constitution (RSA: 1996) which accords dignity and respect to everyone in terms of the potential contributions they can and should be afforded to make in terms of holistic developments. Thus, in Bass and Avolio's (in Hoy & Miskel, 1992: 394) words, transformational leaders demonstrate high standards of ethical and moral conduct in managing their schools. They also state that such leaders do not hesitate to get people involved in creating visions and attractive futures for the organization (*ibid*). Such a positive outlook towards people builds trust and respect in the followers and provides the basis for accepting radical and fundamental changes in the ways individuals and organizations do their work. As is evident from the above bullets, transformational leaders believe in hard work and in taking risks to achieve their goals. Their mission is to achieve higher performances over sustained periods of time.

According to Kotelnikov (2000: 16), the relentless growth attitude (RGA) should start at the top and work its way down the organization. He provides the following five guiding principles that school managers should employ to spread RGA, namely

- Generating and spreading a positive paranoia about the need for forward movement and change
- Becoming circumspect: getting everyone focusing on organizational strengths, weaknesses, opportunities and threats
- Flattening the organization and blurring boundaries with open, high-velocity information
- Promoting people with passion and motivating them through a significant stake in the activities
- Setting stretch goals, and making a decision, and making it work by taking action and learning from both success and failures

(adapted from Kotelnikov, 2000; 16)

It is evident that the above represents a realistic approach for organizations and its people to achieve their goals in a way, which promotes enthusiasm for growth. The implication for

schools managers is that exceptional but realistic innovations need to be advanced and continually reviewed for the purpose of sustained developments. It is acknowledged that school managers need to handle more chaotic environments as everyone takes responsibility for and becomes part of change. Therefore, they should take cognizance of Kotelnikov (2000: 17) advise when he claims that in order to lead innovations and gain the confidence and influence of followers, managers should begin by inspecting their own management styles and modeling techniques of self-constraint in an attempt to identify and transform dysfunctions. Hence, leading innovations through self-analysis will be discussed below as a necessity to lead WSD.

3.4.5 Appropriate leadership styles

According to Everard and Morris (1990: 17-20), leaders display one or more of the following six modes of behaviour, which they call 'management style models'.

- assertive – leader 'wants things to be done his way'
- solicitious – leader 'cares about people and wants to be liked'
- motivational – leader 'agrees with goals and expects achievement'
- passive – leader 'does no more than is required'
- political – leader is 'very concerned about status'
- administrative – leader is 'conscientious rather than creative and goes by the book'

The *TLA to WSD* challenges the school leader to adopt modes of behaviour which promote growth and integrity, and to command (as opposed to demand) respect from stakeholders. In this way, a unifying structure evolves where teams interact in a mutually respectful way and where integrity becomes the norm. Depending on the attitude and mode of behaviour of the leader, respect and integrity can either be enhanced or jeopardized. Sterling and Davidoff (2000: 19) maintain that 'integrity' should be established as a 'core value' within a school.

It becomes evident, that leaders do have a choice in selecting leadership behaviour which either promotes or hampers WSD. However, to the extent that behaviour is part of personality, this may be difficult because of intrinsic personality traits. There is research to suggest that

leaders can change their attitudes towards others and the environment. Using Fullan's force-field analysis of change, Schein, Davies and Scott (1969: 33) suggests that changing attitudes is something which occurs over time and has three phases – 'unfreezing' resulting from a change in the pressures on the individual, thus disturbing his equilibrium, motivating him and making him ready to change, 'changing' in which the direction of change is determined and new attitudes are learned and 're-freezing' in which the new attitudes become part of the person.

3.4.6 Appropriate balance between task and people

It is acknowledged that a school manager has multiple roles to play in a school. The *TLA to WSD* challenges managers to reflect on whether the manner, in which a leader conducts his duties, engages or alienates his followers. In other words, the manager is challenged to examine his assumptions about human nature (*cf.* 2.3.3). Gray (1982: 103) is of the opinion that the key attribute of the effective principal is the competency he displays in personal relationships and the effectiveness of human relationship. An effective leader is not only sensitive, but also diplomatic in exercising and exerting his authority over his those he leads. This does not suggest a neglect of tasks, as WSD necessitates a balance between task and people management. At this juncture, Blake and Morton's Managerial grid becomes pragmatic to provide a holistic view of the interwoven nature of managing tasks and managing and leading people.

3.4.6.1 Blake and Morton's Managerial Grid

Although some managers are inclined to overemphasise the task while others concentrate on interpersonal relationships, it has been argued (*cf.* 3.1) that task and people are interdependent variables within organizations. People and task are two important dimensions of an organization, which should be in equilibrium with one another. Van der Westhuizen (1991: 128) is of the opinion that management grids are valuable in reflecting on and stressing the interwoven nature of people and tasks. Blake and Morton's *Managerial Grid* is illustrated

below to reflect on the dynamics of the dimensions of organizational leadership as it indicates that the two concerns above (task and people) do not remain isolated, but interact with one another as managers perform their responsibilities.

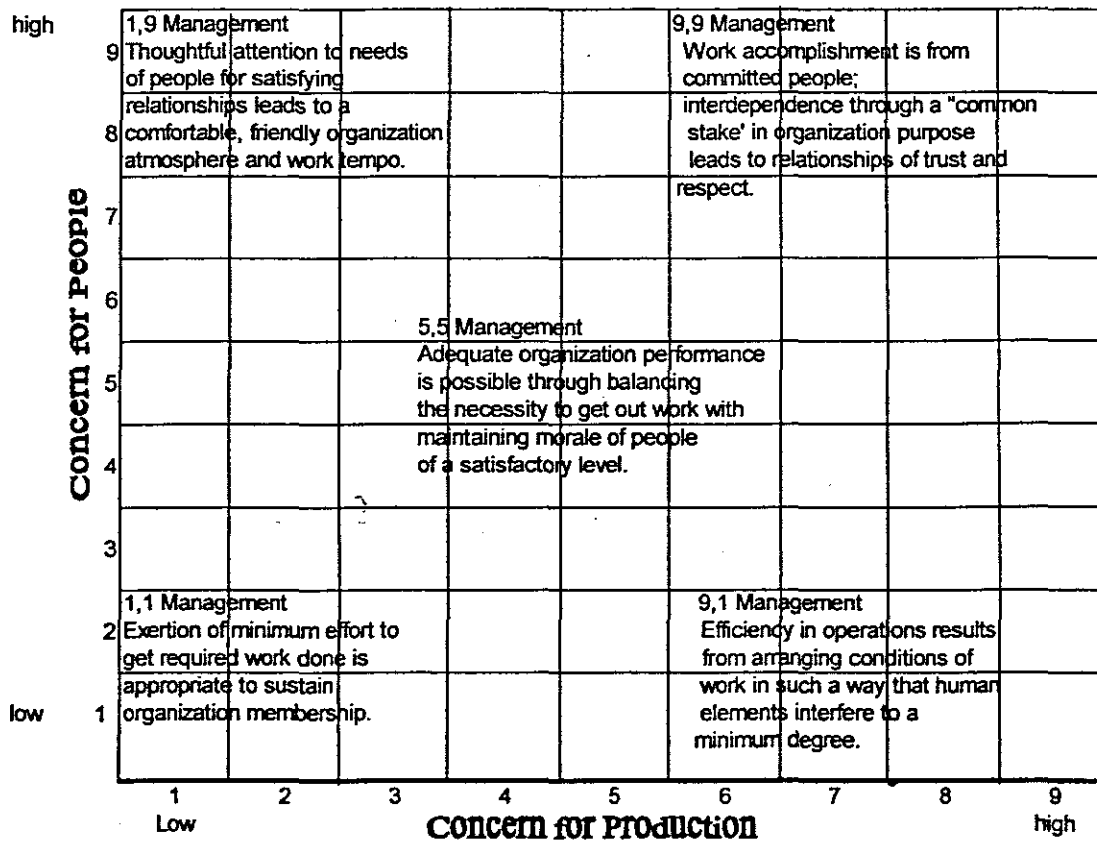


Figure 3.7: Blake and Morton's managerial grid (in Owens & Steinhoff, 1976: 130)

Managers concerned with WSD should take cognizance of The Grid concepts below as it reflects on the interwoven nature of task and people:

- (1,1) *Impoverished pattern* (lower left of The Grid) - is that of the manager who is 'going through the motions' because essentially he has little concern for either people or production, he is not really involved in the organization's affairs and contributes little to them.
- (9,1) *Task pattern* (lower right of The Grid) - depicts the manager with (a) little concern for his subordinates or other people in the organization but (b) intense concern for getting

things done. His efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

- (5,5) *Middle of the Road pattern* (in the center of The Grid) – is that of the manager (a) moderately concerned with production and (b) also somewhat concerned with maintaining a reasonable level of morale. By sticking to the middle of the road he keeps the organization stable and ‘average.
- (1,9) *Country Club pattern* (upper left) – is that of a leader who probably believes that a happy group will be productive. Therefore he is little concerned with production directly and devotes much attention to maintaining satisfying relationships in the group.
- (9,9) *Team pattern* (upper right) – strongly reflects McGregor’s Theory Y orientation: people can be highly involved and enjoy their work, the demands of production can coincide nicely with the needs that people have for satisfaction and recognition from their work.

From the above, it becomes evident that WSD is in contingent on the managers’ considerations for both task and people in transforming schools. Van der Westhuizen (1991: 131) is emphatic and concurs that good management should be both task and people-orientated. He is resolute that:

“Tasks should be clearly described and people should be motivated. This means that the educational leader must consider the staff, learners, management activities, resources, needs, desires, objectives, the given situation, rules and regulations, values and educative teaching – in other words –virtually everything – in his management activities. Only in this way can authority be exerted and only in this way will authority be accepted.”

Barth (1991: 145) is of the opinion that:

‘leaders need to be able to set general directions and create environments and structures that enable everyone in the school community to discover their own skills and talents and thereby be free to help students discover theirs. For students’ needs will not be fully addressed until educators, [parents], and administrators together have worked on their own. This role must be one of enabling rather than controlling’

An enabling environment is one with a highly motivational leader who believes in the growth and development of others. According to Hellrieger *et al.* (1999: 521) *transformational leaders* provide extraordinary motivation to their followers. As WSD imperative, managers must review their assumptions about what motivates people and how different people are motivated.

3.4.7 Motivation

Referring to motivation, Hertzberg makes reference to two sets of motivational factors, namely *hygiene factors* and *motivators*

3.4.7.1 Herzberg's Motivational-hygiene Theory.

According to Herzberg's Theory, the needs of people on the job fall into two distinct categories. These categories are depicted in the following table:

Hygiene (care) Factors	Motivating Factors
Environment	The Job Itself
Policies and administration	Achievement
Supervision	Recognition for accomplishment
Working conditions	Challenging work
Interpersonal relationships	Increased responsibility
Money, status, security	Growth and development

Table 3.2: Herzberg's *Motivational-hygiene theory* (Owens & Steinhoff, 1976: 123)

According to Herzberg's theory, the so-called *hygiene factors* do not motivate people to do better work. In other words, if educators are satisfied with their work environment, they tend to perform according to existing competence levels and do not extend beyond their so-called 'comfort zones'. The entire system then, according to Lewin's theory above, is in a state of equilibrium or a 'frozen' state. Hence if this situation prevails indefinitely, stagnation sets in and growth and renewal become suppressed. Since the thrust of WSD, as stated in chapter one, is not merely to overcome some immediate problem and arrive at a new 'frozen' state of

organizational functioning, but focuses on building into the organization conditions, skills and processes that foster *continual development* over a sustained period of time, Herzberg's theory then extends a challenge to school managers and governors to create a working environment with increased responsibility and challenges for the educator to excel beyond their 'comfort zones'. According to the *motivating factors*, high achievements require recognition and praise as these accolades inspire the worker to repeat excellence and high results.

Owens and Steinhoff (1976: 122) warn however, that managers must be aware that when the hygiene factors are causes of worker dissatisfaction they can also cause reduced effort and productivity. In this sense, a work environment *seen by the worker* as satisfactory is a basic foundation that must exist before problems of motivation can be seriously considered. IMC therefore not only challenges managers to ensure that environment factors are conducive to productivity in the workplace, but also requires managers to exercise their power to motivate educators in terms of the *motivating factors* described by Herzberg.

For increased performance levels and added value to the quality of work produced, which reflects renewal and progressive developments, school managers are to take cognizance of the degree of satisfaction among organizational members in relation to both their environments and the job itself. Of particular importance to the IMA, is the 'growth and development' factor of the organization in general, and the individual educator in particular. In this respect, promoting the principle of responsibility and empowerment as discussed in Chapter 2, becomes valuable as educators are, through continuous motivation are encouraged to move to higher levels of esteem for the purpose of self-actualization. The value of Herzberg's theory for modern educational management, according to Van der Westhuizen (1991: 201), is to be found in the fact that it clearly indicates to the educational leader how important *hygiene factors* are to promote job satisfaction. When job satisfaction has been achieved, staff members can then be urged, by means of motivators, to give better service, which leads, in turn, to greater self-realisation in their daily task (*ibid*). The concept of self-realisation is succinctly described by Maslow's hierarchy of needs theory.

3.4.7.2 Maslow's hierarchy of needs theory

The above theory developed by Abraham Maslow (1954) has been one of the most popular and widely known theories of motivation among practicing managers and may be represented as follows:

- Physiological needs – These are basic human needs, such as food, clothing and shelter.
- Safety/Security needs – The need to be free of physical danger or the danger of being deprived of ways to meet the basic physiological needs.
- Social (or Affiliative) needs – the need to be accepted by other human beings, to 'belong' and to have the approval of others.
- Esteem – the need to be recognized by others through granting of status, prestige, and power.
- Self-actualization – the need for personal growth, for the development of one's full potential, and for the fulfillment associated with the realization of all of one's capabilities.

(Arnold & Feldman, 1986: 55; Owens & Steinhoff, 1976: 119)

According to Van der Westhuizen (1991: 196) in the educational management context, the lower two levels do not very often feature in the daily task of a principal, but as far as the three highest levels are concerned, he can make use of needs such as socialization, appreciation, achievement, prestige and, particularly, self-realisation to constantly motivate his staff to the maximum extent. In a school where there is a lack of unity, for example, members would first need to feel a sense of belonging and acceptance before they can be motivated to increase their levels of productivity. Foyal (1949) emphasizes that esprit *de corps* among managers and practitioners in terms of team spirit, a sense of unity and togetherness promotes higher productivity (Van der Westhuizen, 1991: 70).

Thus, information about areas of social and psychological needs therefore is crucial, if managers are keen to establish a climate where members are engaged in self-actualization because lower levels of needs are adequately satisfied. It is argued that the concept of 'self-actualization' remains an illusive one for basically three reasons:

- lack of clarity
- lack of practical application or incentive to motivate or be motivated
- ignorance of the enormity of the value and essence of Maslow's theory.

Essentially, Maslow's theory has major implications not only for the school manager, but also for the professional corps in its entirety. It is in the aforementioned light that managers are challenged to become innovative in developing an education environment where a strong support structure exists and conditions prevail, which allow educators, parents and even learners to challenge themselves and aspire to:

- *cognise* and become aware of self-actualization (self-worthiness, personal integrity or self-mastery) opportunities in all situations: example, conflict, support, counseling, teaching, governing, learning etc.
- *re-cognise* areas of unproductive or disempowering behaviour which limit and suppress self-actualization: example, lack of discipline; no commitment to excel; oppressing and disempowering others, existing on 'auto-pilot' mode, etc.
- *transform* ways of being that negate self-actualization and personal mastery: example, developing and committing to personal disciplines; setting higher goals and becoming innovative to reach them, etc.
- be *the best* they can in all situations, example, academic, social, recreational, governance, management, teaching, learning, etc.

Implicit in Maslow's theory then, is the monumental task of uncovering the hidden potential of self-actualization and in so doing, monitor long-term and sustained developments evolving in and around school. In general therefore, the above theory implies that when a manager is faced with a motivation problem, he or she must attempt to discover what needs are most salient or important to the 'problem' employees. The manager then must attempt to create an on-the-job situation that permits the employees to satisfy their dominant needs wherever they engage in the types of performance desired by the manager (Arnold & Feldman, 1986: 55). However, a manager's philosophy about followers, appear to impact on follower motivation. An example of a manager's philosophy about followers will be review, namely McGregor's Theory X and Y.

3.4.7.3 McGregor's Theory X and Theory Y

According to Mosey, *et al.* (1993: 261), a management philosophy about subordinate is determined by his or her assumptions about the nature of people. They state that whether managers are aware of it or not, most of them have a philosophy that influences their style in working with people. The following diagram represents McGregor's (1967) Theory X and Theory Y, which provides an overview of management assumptions about how people grow, learn, develop work and decide:

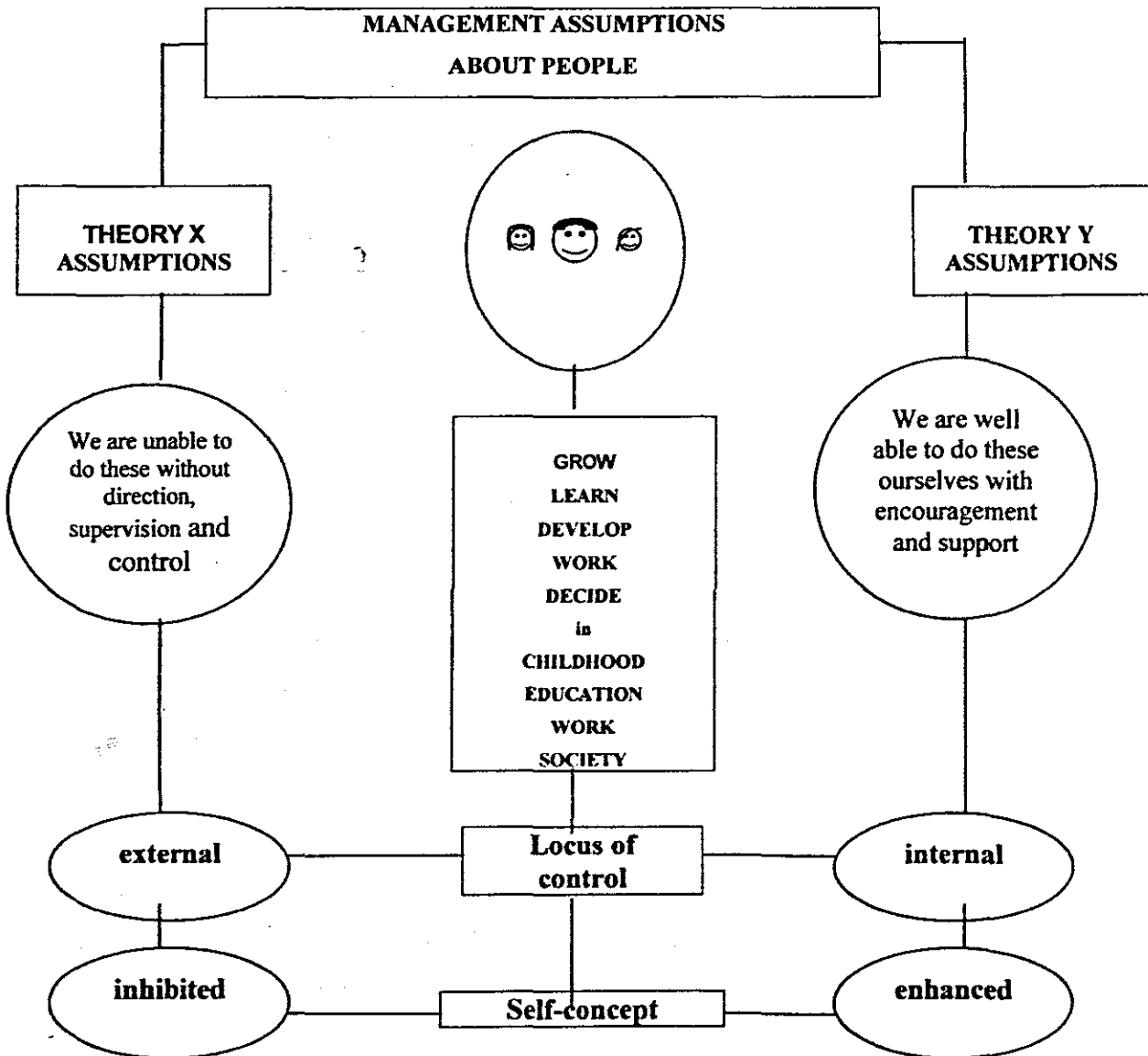


Figure 3.8: Management assumptions about people (in Whitaker, 1993: 29)

McGregor is of the opinion that the assumptions held by managers are self-fulfilling prophecies. Theory X and Theory Y represent two contrasting styles of management. Whitaker (1993: 30) states that managers and leaders proceeding from a Theory X position will tend to build management structures and systems designed to: *'direct the efforts of staff; control their actions; modify their behaviour to fit organizational needs'*. They will also adopt interpersonal behaviour towards staff that is characterized by persuasion; reward or punishment; instruction and command. Thus, the manager adopts *assertive* behavioural patterns using *coercive power* to pressure people to comply with his directives. Such coercive behavioural patterns are transferred to the managers' interaction with school governors. Coercion is counter to WSD because it oppresses the creative and innovative potential of educators, governors and other stakeholders. Managers who espouse Theory Y assumptions on the other hand, will tend to build sound structures and systems designed to: *make it possible for people to develop; seek responsibility; take risks; set ambitious targets and challenges*. This management stance exhibits behaviour that is supportive of growth and renewal between governor and educators.

Furthermore, according to Theory X, people dislike work and try to avoid it they have to be bribed, coerced and controlled and even threatened with punishment to perform adequately. Such management behaviour is incongruent with the principles of WSD as it views individuals not as subjects but as objects of manipulation. Keith and Girling (1991: 20) concurs that Theory X, which is based on Taylorism and traditional hierarchical organizational structure, assumes that the average person does not like to work and will avoid doing so if possible. Managers who adopt Theory X find it difficult to establish open relations with governor and educators because, according to this theory, people must be coerced with rewards and punishments and carefully supervised and directed.

Paisey (1992: 143) claims that one of the manifestations of Theory X is seen in the autocratic behaviour of the individual who enforces his own pre-determined decision by manipulative means, which compel alienative or calculative responses in others. In such a situation, external motivation plays an important part in increasing productivity. Managers subscribing to Theory X thus, assume that most people lack ambition, prefer to be led and wish to avoid responsibility. *IMC* thus, challenges managers to evaluate the assumptions they have about

people and question whether it enhances co-partnerships with governors and inspires educators to work towards excellence and qualitative outcomes.

Those managers who ascribe to Theory Y however assume that people do like work and don't have to be forced or threatened. If allowed to pursue objectives to which they are committed, most people will work hard and not only accept responsibility but also actively seek it (Whitaker, 1993: 31). These managers strongly believe that people are anxious to do a good job, seek learning opportunities and stimulation in the workplace, and want to assume increasing amounts of responsibility (Keith, 1991: 21).

Keith (*ibid*) strongly believes that managers who subscribe to Theory Y are better able to harness support from others. Such managers are open, involve employees in identifying needs and solving problems, and they give others (educators and governors) the opportunity to make decisions that affect them. Paisey (1992: 143) sees Theory Y as optimistic in tone. For this reason, he believes that those who take a 'Theory Y' position have high expectations of others and believe in their creative capacity. Thus such managers evolve working environments which are enabling rather than stifling. It is argued, that educators and managers thrive in educational contexts where conditions are created which are conducive to personal development, open communication and mutual trust among organizational members. It is argued, that managers with Theory Y assumptions about people, will achieve greater support from educators and governors than those holding Theory X assumptions. Thus their chances of achieving successes in WSD projects are greater. The *IMC approach* endorses the Theory Y continuum of management assumptions about people and concurs with Owens and Steinhoff (1996: 119) that managers who adopt Theory X are often 'handicapped'. Such managers therefore need to accept the challenge offered by *IMC Approach* to develop specific skills and reorient the organization towards Theory Y beliefs.

Owens (*ibid*) is of the opinion that the three approaches in the discourse above, namely Theory X and Theory Y, the *hierarchy of needs theory* and *motivation-hygiene theory* are not only compatible, but highly complementary in providing school managers with insights that are useful in developing a self-renewing organization. They further claim that a fundamental concept, which emerged from the views of human motivation, is that of *job enrichment* – a

crucial variable of WSD. Owens (*ibid*) concurs that if an educator is placed in an opportunity where he exercises greater responsibility, has more freedom to use his initiative and creativity to exercise some leadership in making decisions and handling problems – in other words to meet some of his more mature motivational needs – *he will probably grow with the job.*

3.4.8 Considered use of power

A critical component of the success or failure of WSD projects is how managers and governors exercise their power to engage others in the process. Van der Westhuizen (1991: 172) define power as '*the ability to, and manner in which an educational leader executes his authority*'. In the current climate of change, managers are challenged to work with governors, educators, learners and other stakeholders. Hence, they need to be cautions in the manner and use of their positional power. Hellrieger, Jackson and Slocum (1999: 501) claim that:

'Power is the ability to influence the behaviour of others. Leaders exercise power, and effective leaders know how to use it wisely'.

It is argued that the abuse of power, by either school principals, governors or educators where each of these constituencies are placed in positions of trust, jeopardizes the chances of effecting changes supportive of WSD. Managing power efficiently and diplomatically, especially in the case of principals and governors, is a significant factor in leading WSD. Arnold and Feldman (1986: 120-121) provide five sources of power, which are use by leaders to influence followers.

- **Reward Power** – refers to the leader's capacity to reward followers;
- **Coercive Power** – refers to the leader's capacity to coerce or punish followers;
- **Legitimate Power** - refers to the power a leader possess as a result of occupying a particular position or role in the organization;
- **Expert Power** – refers to power that a leader possess as a result of his knowledge and expertise regarding the tasks to be performed by subordinates;
- **Referent Power** – is dependent upon the extent to which subordinates identify with, look up to, and wish to emulate the leader.

According to Hellreiger *et al.* (1999: 502), *expert* and *referent power* tend to result in subordinate commitment, *legitimate* and *referent power* tend to result in compliance, and *coercive power* tends to result in resistance. Committed subordinates are enthusiastic about meeting their leader's expectations and strive to do so. Subordinates who merely *comply* with their leader's requests will do only what has to be done – usually without much enthusiasm. In most cases, *resistance* by subordinates will be expressed as appearing to respond to their leader's requests while not actually doing so or even intentionally delaying or sabotaging plans. They (*ibid*) claim that effective leaders are likely to rely on expert, referent and reward power, using *legitimate* and *coercive power* only *minimally*.

It is acknowledge that in complex situations or dynamic ones like those found in schools, different sources of power are appropriate for WSD, but these must be exercised with diplomacy, circumspection and sensitivity for people. Parents have been granted *legitimate power*, which cannot be ignored or undermined. School managers therefore, are challenged to utilize their *expert powers* in order to facilitated changes needed to fully engage governors in the process of WSD. It is argued that in the current climate of democracy, few instances require coercive power. Clearly, WSD is contingent upon the dominant use of expert and referent power by leaders because a high degree of commitment is critical for reaching organizational goals.

Wynn and Guditus (1984: 33) caution that the power of leaders do not lie in finding out which direction the crowd is going and then running to get to ahead of it. This is particularly destructive, especially if such behaviour is demonstrated by the school principal who is responsible for the day-to-day running of the school. Wynn and Guditus (*ibid*) claim that power, among other things, is being able to redefine effectively the institution's mission, being able to take a philosophically sound stand on major issues that confront the organization and then exercising appropriate power to disseminate and manage it. According to Van der Westhuizen (1991: 172), a leader with the necessary and appropriate source of power or power base is better able to execute his authority than one who has no substantial power base. In this sense, delegation becomes an important strategy for inclusive management and governance.

3.4.9 Delegation

One of the primary objectives in schools is to develop a supportive and enabling environment. Delegation, if managed equitable, can be one of the most useful management tools for capacity building and empowerment of educators. According to Neale, Bailey and Ross (1981: 172), delegation is the task carried out by an educational leader in entrusting duties, with their attendant responsibilities, to others (subordinates), and to divide the work meaningfully and so ensure its effective execution by making people responsible for results and the achievement of objectives. According to Koontz and O'Donnel (1964: 56), delegation is so important in management action that they refer to it as 'the cement of an organization'. Arguably, school managers perform multiple and often complex tasks in schools and hence, delegation becomes an indispensable instrument to promote the dual objectives of evolving an enabling environment, and accomplishing organizational goals. In the WSD paradigm, the following advantages of delegation, cited by Marx (1981: 175), serve as a conduit for its application in schools:

- it can serve as a basis for in-service training as staff are guided to assume greater responsibility and to work independently and can accept responsibility and practice it.
- The amount of work, which can be handled, is decreased, and in this way, effectiveness is increased. Matters, which deserve priority, can now be handled and other matters can be delegated.
- From this it follows that time may be more economically used and planned, and attention can be given to matters which deserve personal attention.
- Delegation helps to extend activities since more people become involved.
- It presents an opportunity for greater work satisfaction, which, in turn, leads to increased motivation and higher morale.

It is clear from the above advantages, that delegation is valuable to promote the WSD principles of morale, motivation and trust (*cf.* 2.4). In spite of the fact that delegation means that responsibility and authority are entrusted, the educational leader, i.e. the delegator, remains primarily responsible and accountable for all activities as well as their execution.

Evidence from literature (Gorton, 1976: 110; De Wet, 1981: 56) indicates, that some educational leaders are not keen or are even unwilling to delegate. However, transformational leaders demonstrate a willingness to create opportunities where the power to manage areas of school improvement, is delegated equitably among organization members.

Van der Westhuizen (1991: 177) claims that the result of insufficient delegation is that there are delays in work and decision-making. He adds that a lack of challenges and educator development in schools coupled with poor morale, lead to a high staff turnover rate as people apply for posts at other schools or seek jobs outside the educational field (*ibid*). Neale *et. al.* (1981: 175) claim that principals who are reluctant to delegate, deprive their educators of the opportunity to undertake meaningful challenges, educators do not develop management abilities and eventually do not wish to assume responsibility and their morale is poor. Such behaviour is inconsistent with the principles and philosophy of WSD. Thus, transformational leaders use delegation as a management strategy to create an enabling and inclusive environment where organizational member are inspired and motivated to undertake greater responsibility in WSD.

It becomes expedient to conclude the discourse on *Transformational Leadership* with an extract from Bennis and Nanus's book on *Leaders* (1985: 228-9), to reaffirm the need for transformational leadership in implementing and managing WSD:

'Without leadership of the kind we've been calling for, it is hard to see how we can shape a more desirable future for this nation or the world. The absence or ineffectiveness of leadership implies the absence of vision, a dreamless society, and this will result, at best, in the maintenance of the status quo, or at worst, in the disintegration of our society because of lack of purpose and cohesion. We must raise the search for new leadership to a national priority. We desperately need women and men who can take charge, and we hope that you, the reader, will be among them. What can be more consequential and inspiring.'

It becomes evident from the above discourse, that the type of leadership envisioned for WSD, is one with a transformational agenda for the whole school. It has been argued that the most

important resource within an organization is the people within it. Hence, it becomes reasonable to suggest that the development of effective teams is imperative to support the vision to transform schools in accordance with the current demands for effective schools and qualitative education. What follows then, is a discourse on *Team building* as an approach to WSD.

3.5 TEAM BUILDING AS AN APPROACH TO WSD

Team building is an important approach to WSD because according to Aspin, Chapman and Wilkinson (1994: 44), among others, it helps break down status differentials between the organizational members and the leader, which then fosters more open and honest communication between members and the leader (*cf.* 2.4). The concept of breaking down 'status differentials' mentioned above is particularly useful in terms of evolving a co-partnership between professionals and parents (governors). Since professionals and governors work towards a common vision and mission relative to quality education, it is vital that the concept of 'us' against 'them' is dissolved and replaced with a more unifying term reflected in the concept 'team'. Thus, merging the energies and talents of professionals and parents into one unifying team, is indeed a challenge facing all schools.

Team building is especially exigent where different stakeholders (example, managers, governors, educators, and in some cases learners) converge on a common platform to liaise about the best way to improve the overall quality of education within the school. Team building is aligned with the philosophy and principles of WSD. The individual and collective roles that the manager, governor and educators play in teams are increasingly valuable and thus instrumental in the success of change. Effective teams become the principle vehicle, which can be used to initiate and manage changes necessary for school improvement. The participation of each constituent within the team is critical for the development of co-partnerships between professionals and parents. Added to this, is that participation within teams, provide opportunities for the organizational members to satisfy many of their higher-level needs for self-esteem, acceptance, and self-actualization (*cf.* 3.4.7.2). In order to satisfy such needs, an enabling environment must be created to free organizational members to develop their capacity to excel fully.

3.5.1 Building capacity

WSD is contingent upon the educational leader facilitating effective capacity building opportunities for educators as well as for school governors. Such opportunities are made available to enhance individual skills, expertise, knowledge and attitude of organizational members. This view is advocated by Wynn and Guditus (1984: 35) who argue the strength of a team building lies in its potential for developing the leadership abilities of individuals and for creating factors that could act as substitutes for leadership. Team building, they claim, promotes the latter by helping to bring about, among members of the group, a closer identification with the mission and goals of the institution. This commitment serves to promote group cohesiveness between parents as education partners and professionals, which is a valuable element of WSD.

Teamwork is critical for WSD as it creates opportunities for principals to integrate the needs of the educators with that of the governors. Thus, both the educators and the governors are key stakeholders in supporting the manager to facilitate changes necessary for WSD. Keith and Girling (1991: 73) are emphatic that identifying and building on the expertise of educators and governors, is a salient characteristic of effective leaders. It is not only a professional responsibility but also a national imperative, especially in the context of South African schools, for school managers to create an educational environment which is conducive to the development and growth of members representing different constituencies in order to evolve a confident and competent workforce which is sufficiently dynamic to deal with changes representative of WSD.

According to Jenkins (1991: 75), successful teams are those in which people (managers, educators, governors, learners) communicate freely, cross-pollinate their ideas, and learn new skills and habits from each other through on-going interaction. In addition to developmental appraisals of staff members, forums such as on-going workshops, seminars, motivational talks, including delegation discussed above, are some of the strategies used by effective leaders to build capacity in both their educators and their school governors. The exclusive dependency on external agencies to develop competency in educators and governors to manage change is detrimental to the health and well-being of the school and denies the school from evolving into

a self-reliant institution as proposed by the Department of Education and Culture (Butler, 1999: 3). Thus, in-service training for the empowerment of educators becomes a critical instrument for competency building where educators learn to develop not only curricular skills, but they also learn important people skills needed to support the school governors. It is strongly argued that if educators learn appropriate self-management and people skills, a professional corps would evolve in this country which would be sufficiently empowered to negate educator complacency, accommodate differences and work cohesively with the school governors in their mission to ensure quality education for all. Bell (1992: 141) claims that staff development is a key instrument for in-service training of educators.

3.5.2 Staff development

The approach adopted by school principals for a staff development programme (SDP), is critical in the success or failure thereof. It is argued that a balance between intrinsic and extrinsic motivation to engage in the process of staff develop must be nurtured for the successful implementation thereof. If the benefit for participation in SDP is skewed to the exclusive advantage of the school, it is likely that the passion and enthusiasm required for the authentic participation of educators in the process will be absent. However, where educators are aware of and able to identify a dual benefit (personal and organizational) of participating in SDP, the likelihood of success increases.

According to Barth (1990: 59) principals play a key role in SDPs. He found that the life of a school principal who redefines his role as staff developer can become quite rich and satisfying. Barth (*ibid*) claims that because principals can influence many of the elements central to a educator's professional life – time, coverage, space, materials, money, personnel – they have an extraordinary opportunity to work with educators to shape a school environment in which educators become students of their own and others' teaching. Barth (*ibid*) asserts that many who have successfully tampered with the 'ecology of teaching' have found that a small adjustment to one part of the school culture can dramatically alter the rest of it (*ibid*). Thus capacitating the professional corps through appropriate staff development, to manage, *inter alia*, potential negative emotions and defense mechanisms, which prevent the educators from performing at

optimum levels in respect of their teaching responsibilities and liaising effectively with governors, is significant to promote the WSD principle of self-management (*cf.* 2.4.5). It is for this reason, among others, that staff development is viewed as a critical component of WSD.

According to Davidoff and Lazarus (1997: 137), in many schools in South Africa, there has been the assumption that the pre-service (initial) training that educators receive before they actually start teaching is adequate for their entire teaching career. They continue, that until recently, little or no emphasis has been placed on the need for ongoing educator development to ensure that teaching can become an experience of life-long learning where educators feel competent, confident and creative in their important task as educators. Davidoff (*ibid*) thus, insist that schools need to provide opportunities for life-long learning for their staff. It is argued, that many of the staff development concepts discussed below are not exclusive to the professional corps only, but is expansively *applicable to all members* within the organization, namely governors (and the parent component at large), learners and senior managers.

This study views staff development as a movement away from conventional in-service concepts that are usually (a) chiefly concerned with the acquisition of cognitive knowledge (b) in a typical classroom setting that emphasizes the learner as a dependent recipient of knowledge (Owens *et al.* 104). Various studies on staff development have focused their attention on external sources of educator motivation (through elaborate curriculum retraining activities, directives on better teaching methodologies, etc) for the purpose of reaping productive teaching outcomes. This study however, draws a distinction between *staff development* and *professional development* as inferred to by the following objectives:

Objectives of Staff Development

- * Empowerment of the individual
- * Focus on psycho-social needs
- * Eradicate dissatisfaction among individuals
- * Reduce conflict
- * Promotes interpersonal trust and social cohesion

Objectives of Professional Development

- * Empowerment of the system
- * Focus on systems needs
- * Eradicate poor quality teaching and learning
- * Reduce mediocrity
- * Enhance teaching skills and improve teaching methods

As reflected in the above distinction, staff development in this study, focuses on the human needs of organizational members and begins with Maslow's 'golden mean' need (*cf.* 3.4.7.2), that is, the need to belong, to feel accepted and loved. Research indicates that the lack of social cohesion within educational organizations leads to diminished outcomes (Chetty, 1999: 99). Social needs are often compromised because for other professional concerns and demands placed on educators such as the overwhelming demand for educators to learn new educational laws, teaching skills and methodologies. While this study acknowledges the importance of the above, it is assumed that an effective staff development programme which works on developing basic human virtues and genuine trust among educators, would inadvertently result in mutual support, collegiality, collaboration and ultimately, increased productivity.

One of the critical thrusts of SDP, is to support educators to release ideologies which are inconsistent with the principles espoused in WPET (*cf.* 2.2.2) Resistance to change is a predominant factor which hampers WSD. Sterling and Davidoff (2000: 7) cite three mechanisms which are useful to assist educators in their quest for personal development and the need for enhancing inter-personal relationships among educators and governors, namely:

- *letting go of old ideas*
- *shifting obsolete attitudes and*
- *unhooking from the 'blame-frame'*

3.5.2.1 *Letting go of old ideas and obsolete attitudes*

It is important that if any progress in transforming schools is to be made, old ideas and attitudes which are obsolete, require deconstruction if development is desired. Arguably, SDP may be used as a useful strategy to support educators to let go of old ideas, shift obsolete attitudes and unhook from what Sterling and Davidoff (2000: 7) call the '*blame-frame*'. One of the imperatives of staff development, is to inculcate a sense of ownership of the Bill of Rights in the National Constitution No. 108 of 1996 and to develop an attitude which is supportive of the philosophy and principles of WSD as discussed in chapter two. A new vision for change and renewal becomes essential to embrace policies, which mandate transformation in schools.

In this sense, staff development can be used, in Lewin's terminology, to 'unfreeze' old ideas by supporting organizational members to become knowledgeable about the importance of change and how teaching and learning will be affected by it. The "old school" paradigm in sub-section 3.3.1 above is a representation of 'obsolete ideas', which are counter to change and renewal. All stakeholders, individually and collectively, assume responsibility for school improvements. Letting go of the old school model in table 3.1, provides new opportunities for school improvement, which contribute to creative change programmes within a school.

Sterling and Davidoff (2000: 7) insist that only when the old limited ideas are abandoned, '*people... free themselves to learn to lead in new ways*'. This is when Lewin's second change step occurs, namely the movement (change) from an old state, attitude, behaviour etcetera to a new one. In this sense, organizational members become proactive in projecting ideas and making decisions, both of which are crucial for WSD. If school principals, educators and governors are dominated by negative thoughts, it would be difficult for them to produce positive results and sustain WSD.

3.5.2.2 *Shifting obsolete attitudes*

Sterling and Davidoff (2000: 7) claim that there is a tendency to see problems experienced within schools as predominantly external to the education practitioner, or based "*out there*" (*ibid*). It is falsely believed that according blame elsewhere, provides 'legitimacy' for being unproductive and stagnant. Thus, the domain of 'fixing' the problem is left exclusively in the hands of the school manager.

In the current climate of transformation, stakeholders are encouraged to view problems as challenges, not only for school improvement, but also for personal growth and self-development (*cf.* 2.4.5). Sterling and Davidoff (2000: 8) are of the opinion that this reflects '*claiming a sense of power*' by educators, and it is one way of entering a new phase where educators claim their space to make a positive impact on the school as a whole while at the same time reflecting on how their participation improves their self-concept. Sterling (*ibid*) emphasize critical self-reflection as an important tool for transformation but also hasten to add

however, that it is not so easy to do, but claim that it is indeed possible. Brown and Witten (Life Training Cassette: 1998) offer the suggestion that in order to shift obsolete attitudes, two endeavours become necessary:

monitoring and noticing obsolete attitudes and behavioural patterns, then
consciously choosing an alternative way of being based on higher purposes.

Together, the above endeavours become powerful mechanisms for self-reflection. Self-reflection becomes the assistive device for letting go of old ideas. Horice (1993: 4), insists that it is the educators who are crucial layers in the very redesign of their profession and therefore they should take a stand to move away from debilitating attitudes and behaviour that hamper improvements. He is emphatic that educators reject being technicians who are conscripted into acquiescence thereby endorsing the old mode of passivity, and become professionals whose thoughtful reflections, questions, ideas, and objections will inform a new intellectual climate for the school and shape the way they work towards school developments.

3.5.2.3 Unhooking from the *blame-frame*

Hooking on to the traditional perception that the problem is “out there” results in complacency and educators responding to the perceived problems in negative ways by according blame exclusively to external factors. Sterling *et al.* (2000: 9) claim that when this happens, educators become fixated in what they call *The Blame Frame*. This can be depicted diagrammatically as follows.

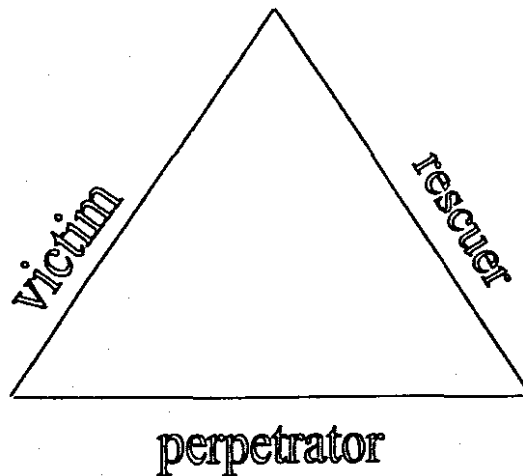


Figure 3.9: *The blame frame* (in Sterling & Davidoff, 2000: 7)

School managers must become vigilant in monitoring whether educators appear trapped in one, two or all three of the above roles within the *Blame Frame* so that intervention programmes can be developed to assist educators to transcend these roles.

(a) The perpetrator

Sterling *et al.* (2000: 9) are of the opinion that the individual who relates the problem in the school to the self, feels personally responsible and thus perceives himself/herself as the perpetrator of the problem. This stance is debilitating because a sense of guilt consumes the person, which then inhibits his/her contribution towards school improvements. This stance also affects interrelationships as the perpetrator's low self-concept stifles openness, trust and freedom of association which are all crucial factors in promoting WSD.

(b) The victim

Individuals who regard themselves as blameless, look outside themselves when the school experiences problems. Other people, events or factors are seen to be the problem. Hence the person sees himself/herself as a victim in this situation because blame is pointed outwardly. Harris (2001: 1) insightfully states that in this popularisation of *victimhood*, there is an underlying presupposition that it is somehow easier to be a victim, and that taking responsibility would be onerous, difficult, a struggle and too much work. To legitimise the stance of not taking responsibility, an individual assumes the role of victim, but simultaneously subjects himself/herself to self-oppression by disregarding problem issues and challenges as opportunities for individual (and organizational) growth. Stagnation and dormancy sets in accompanied by frustrations and boredom all of which are not commensurate with WSD.

(c) The rescuer

People who fall into this category feel compelled to 'save' the school (*ibid*). Here too, problems are seen to be 'out there' and the rescuer feels it is his or her responsibility to solve the problem. According to Sterling and Davidoff (2000: 9), the blame-frame diagram (Figure 3.9) shows how the roles of perpetrator, victim and rescuer are related. They claim that:

'When you are caught in the role of the victim, you require someone or something to be the perpetrator. In other words, you need someone other than yourself to blame for the problem. You also need someone or something to play the role of rescuer, to solve the problem for you. Similarly, if you are a rescuer, you need someone to rescue (the victim) and someone or something to have created the situation in the first place (the perpetrator).'

It becomes clear from the above scenario, that the roles of victim, rescuer and perpetrator feed one another. Of significance is the suggestion that by playing the above roles, others are drawn into the blame-frame too. Thus, it is only when one unhooks from the blame-frame, that one finds liberation to be "whole and powerful" and also able to free others to realise this potential in themselves too. Hence, the subsequent beneficiary of a "whole and powerful" individual is the school. So the energy and commitment towards WSD begins from within (the individual) and extends without (spanning the entire school). It is argued that, by letting go of the disempowering roles on the blame-frame, one become free to undertake and support development activities in a sincere committed and transparent way, which engages rather than, alienates other stakeholders.

It is expedient to conclude this section of the discourse by stating that when one encounters situations that tempts one to fall back into an old, disempowering role, it may be useful to ask the following questions:

- Which role am I identifying with in this situation?
 - What do I gain from playing this role?
 - Does it free me from having to take responsibility?
 - Does it make other like me?
 - What do I lose from playing this role?
 - How does this role prevent me from offering leadership in a holistic way?
 - Am I ready to let go of these gains and losses in the situation?
 - If not, what is preventing me from letting go?
 - What can I do to disengage from the role I am playing?
 - How can I take responsibility as a leader, rather than a victim, rescuer or perpetrator?
- (Sterling & Davidoff, 2000: 11)

It is acknowledged, that given the history of separatism (Christie: 1984: 2-12), within the South African education system, managers, governors and educators may experience a degree of mixed feelings with regard to unhooking from the blame frame. It does nevertheless, become important, especially in the climate of rapid change, to transcend obsolete behavioural patterns in order to make positive contributions to WSD. It is through the liberation of ones' self from the blame frame that one becomes authentic and free to engage in activities supportive rather than destructive of whole school development.

Bell (1992: 38) is emphatic that *'staff development is an integral part of school development and a responsibility of all managers in school who have to ensure that colleagues within their teams are given the maximum opportunity to benefit from individual development as part of school development'*. Staff development is not only a feature of WSD but is also seen by theorists such as Bell (*ibid*), as a vehicle for transforming schools. It serves as a useful platform or forum for teambuilding, which is regarded as intrinsic approach to WSD. Whilst solidarity among educators is critical for WSD, the development of co-partnerships with parents is not only mandatory, but also crucial to support WSD.

3.5.3 Governor-educator partnership

The South African Schools Act of 1996 mandates involvement in school governance. Dekker & Lemmer thus agree (1994: 156) that:

'the time has come to view the implementation of participation in education critically and analytically. Those concerned must constantly take stock of where participation needs to be reinforced'.

The exclusion of governors from WSD initiatives is likely to foster a climate of suspicion and conflict, which subsequently hinder progress toward the accomplishment of educational goals. Aspin, Chapman and Wilkinson (1994: 92) concur that schools are going to have to go to a model where there is active partnership and teamwork between parents and educators. Together they become active partners in fashioning or re-fashioning their school. Hence,

superficial involvement of parents in schools negates authentic change in terms of school governance. Schools are challenged to build a sound structure between the professionals and governors for WSD. Aspin *et al.* (*ibid*) insist that schools have to:

“open itself up to influence and change by parents, so that they have the scope and real chance to influence the system and to make the real changes. The results of such change efforts will involve a compromise between educators and parents, but they will have significantly influenced the education which the children are getting.”

Davies (1983) describes a very successful attempt in England to include parents in the policy making as an outcome of ‘*a hearty...and mutually respectful relationship between families and school staff...(which)...aims to look critically at the initiative in terms of its value as a strategy of response to the challenge of the future*’ (Dekker & Lemmer, 1995: 171). Davies realized that better school results would be obtained if the school counts on the powerful influence of parents on their children through partnerships. Thus, alongside policies such as the encouragement of parental interest in educational issues, parent-learner-educator co-operation over learner records and the extended professional development of staff, the hope of forming a single school decision structure was nurtured.

Paisey and Paisey (1987: 66) however, caution that:

‘structure is not an end in itself. It is a meant to be the means by which the objectives of the schools are reached.’

Thus, the mere establishment of school governing bodies does not guarantee an improvement in education. While it has become a legal requirement that the governance of educational institutions in South Africa rests in the hands of local parents, this mandate cannot be regarded as having been subscribed to after SGBs have been established. The active involvement in the decision-making processes is a critical activity to indicate that parents are performing their legitimate functions accorded to them by law. Resisting parent involvement is counter to WSD as reflected in the statement by the President of *The Institute for Responsive Education*:

'I see citizen (parent) participation as an essential part of empowering the powerless, revitalizing grass-roots democracy and creating a more equitable and just society. It is also a necessary part of improving the schools. It is simply too important to be treated in a trivial way by policy-makers and educators, or to be left to domination by local, state and federal government agencies.'

(Neale, Bailey & Ross, 1981: 33)

Therefore, in the local school context, teamwork between the professionals and governors is imperative, especially in the sense of mutual accountability. Team building, as an approach to WSD thus, challenges school leaders to evolve a culture of unity among educators and governors. According to Dekker and Lemmer (1995: 155), *'the quality of education and teaching in schools improves with an improvement in the quality of corporation between schools and parents'*. Thus, commitment to the development of a partnership between the educators and school governors is seen as an important determinant of successfully generating WSD initiatives. The SMT and SGB, including the staff component therefore, need to take cognizance of the following assumptions and its influence on WSD.

- a group working together can achieve more than individuals working separately;
- teambuilding is an evolutionary process
- teamwork promotes institutional loyalty
- team decisions are superior to individual decisions
- effective teams promote effective educational outcomes

According to Bell (1992: 46), teamwork reduces stress and pressure through mutual support. It is reasonable thus, to assume that in a climate where there is stress and negative pressure, WSD is inhibited because the energy levels drop and the inspiration to excel is diminished. Bell (*ibid*) further asserts that a collection of co-operating stakeholders, if it is well managed, may bring about significant benefits to individual, to groups and to the whole school.

3.5.4 Cooperation

Dekker and Lemmer (1995: 155) claims that the quality of education and teaching in schools improves with an improvement in the quality of co-operation between schools and the parents. Cooperation among all the stakeholders, therefore, serves as a useful management instrument to promoting WSD. One of the *basic requirements* for co-operation (and partnership) between home and school arises from the recognition of *how much they have in common* and *how they have to learn* from one another. Professionals and parents have no alternative but to keep the communication channels between them open for the sake of the child's education.

Kelly (1995: 82) asserts that:

'if the intention is to stimulate interest, the school must involve parents and children as quickly as possible, before a feeling of apathy takes root...If parents and educators are left in their separate spheres, their attitudes harden throughout the school experience. When parents and educators work at cross purposes, the child suffers. When parents and educators possess a mutual appreciation of the role each has to play in the education of the child, opportunities for development are increased.'

Mittler and Mittler (1982: 4) add that:

'Real cooperation as a management strategy allows, parents and educators to share skills and information with each other and to do so in an open, honest way which includes a recognition of each others limitations in knowledge and expertise'.

Multiple values for WSD are expressed in above and therefore, school leaders should view the interdependency between the educators and parents as an important dimension of WSD. Collaboration is a valuable management strategy to harness the ideas, input and thoughts of organizational members so that a corporate climate of mutual investment towards the schools mission is created. It includes such activities as mutual goal setting and sharing the inquire enterprise at all steps. Havelock (in Owens, 1976: 71) claims that this strategy is strongly reminiscent of Lewin's original theory of action research (wherein the practitioner and the

researcher collaborate on problem-solving, the use of force-field analysis to conceptualize the change problem, and a repeated cycle of diagnosis-action-assessment as a way to increase involvement over time). According to Neale, Bailey and Ross (1981: 41):

'true collaboration must include a sharing of power, sharing in the planning, organization, operation and evaluation of programmes, and sharing in the commitment of resources'.

When educators, parents and the SMT work collaboratively to inquire about action for WSD, the following advantages are gained:

- the collaborative groups exemplify the principle of representivity
- group experiences make for excellent learning from and about one another
- collaboration action inquiry improves organizational communication

(adapted from Neale, Bailey & Ross, 1981: 41)

Neale (*ibid*) further claim that pooling ideas through collaboration is the most effective way to identify and solve problems. Nias, Southworth and Yeomans (1989: 70), in their study of relationships in primary schools observed that collaboration involves an acceptance that everyone in the school has feeling and is making an emotional, personal as well as professional investment. They observed that direct expressions of views or feelings were valued for its therapeutic effect and interpersonal communication. The value of learning from one another was also evident. Such learning in itself is synonymous with the principles of WSD as it seeks a climate of openness and trust among participants where everyone engages in meaningful dialogue to promote organizational goals.

Nias (*ibid*) observed that the free exchange of work-related information and ideas contributed both to interpersonal development and social cohesion that is it simultaneously built up the team and developed the group. It is acknowledged that collaboration does not just happen. There has to be an organized way in which different constituents merge together to co-exist so that multiple efforts are harnessed for WSD. Dekker and Lemmer (1995: 155) maintain that for real cooperation to exist, the following aspects have to be taken into account:

- Parents and educators *need each other*. They are in pursuit of a common goal, namely effective educative teaching, and to achieve it they *have to cooperate* with one another on *all levels* in the school.
- One of the *basic requirements* for cooperation between the community and the school arises from the recognition of *how much they have in common and how they have to learn* from each other.
- If the intention is to *stimulate interest* (in WSD), the school must involve all stakeholders as quickly as possible, before a feeling of apathy takes root.

As a strategy for WSD, cooperation allows for sharing and acknowledging of skills and information in an open and honest way which includes, according to Mittler and Mittler 1982: 12) a recognition of each others limitations in knowledge and expertise. Cooperation paves the way to evolve synergy in schools.

3.5.5 Evolving synergy

Teamwork and synergy encourage partnerships among stakeholders for the purpose of achieving common goals. Teamwork creates an engaging and stimulating environment where individuals and groups support each other with the goal of maximizing the quality of education in the school (Barth, 1990: 42). Thus a synergy emerges whereby a symbiotic relationship among the various team members is created. Caldwell and Spinks (1993: 75) identify *synergy* in management as one of the fundamentals in a self-managing school. They claim that synergy is generally understood to mean, in simple organizational terms, that a group working together can achieve more than individuals working separately. However synergy through, the merging together of the SGB and SMT by way of legislation, does not automatically result in them becoming a 'team' *per se*. Kemp and Nathan, (1989: 135) are emphatic that *teams have to be built* - they do not just happen. Teambuilding therefore, is viewed as an important element of WSD.

Trethowan (1981) defines a team (in Kemp & Nathan, 1989: 134-135) as:

“a group of people who work or relate in a way which helps them to achieve their common objective. In an effective team, team spirit has to be created so that the members work for the benefit of the group. To achieve this task, the group needs each member, and so it is in the interest of the group to develop the skills of each other. Back-biting and gossip causes team members to hold back on their performance, and the task is not well achieved. Good individuals do not automatically make a good team until they learn to operate as one.”

It becomes clear from the above that teamwork is vital for school improvements but negative judgements create a poor work ethic among team members and therefore should be avoided. Members therefore, need to consciously apply their minds and adopt modes of behaviour reflective of teamwork so as to operationalize WSD. According to Everard and Morris (1982: 24), a team is:

‘a group of people who can effectively tackle any task that it is set up to do. ‘Effectively’ means that the quality of the task accomplishment is the best achievable within the time available, and makes full and economic use of the resources available to the team. The contributions drawn from each member is of the highest possible and one that could not be drawn into play other than in a context of a supportive team’.

(Kemp & Nathan, 1989: 134-135)

According to Whitaker (1993: 138), professionals and parents come together as a team to serve aims and purposes to which they are mutually committed, then what they call ‘*synergy*’ seems to be created. Caldwell and Spinks (1993: 75) claim that ‘*synergy*’ is generally understood to mean, in simple organizational terms that a group [in this instance educators and governors] working together can achieve more than individuals working separately. Shenton and Davidoff (2000: 67) corroborate that in order for a school to be a creative and dynamic center of learning, the people within the school should work together creatively as a team. In this way, the school develops strength, focus and purpose to work towards accomplishing school goals. They (*ibid*) caution however, that this does not mean a loss of individuality because a school where everyone agrees like a bunch of obedient sheep is not going to nurture new ideas and initiative. Rather, a shared vision is built by acknowledging and drawing on the unique

contributions of each individual in the team. Looked at another way, this can be seen as a reconciliation of human diversity for the purpose of organizational unity.

3.5.6 Promoting institutional loyalty

In order to institutionalize WSD, all members in the organization have to commit themselves to be loyal to the process. It is acknowledged that individuals possess unique qualities, beliefs and value systems and hence, if they are required to work effectively as a team, suppression of their idiosyncratic phenomena counters the principles of democracy. Shenton and Davidoff (2000: 48) agree that a school's most valuable resource is the human beings that make up the school community. Therefore, exploring their unique talents, skills and potential adds quality to organizational process and maximizes subsequent outcomes. It also enhances individual self-worth and confidence and promotes respect for individuals irrespective of position or status. The enhancement of self-worth, particularly among school governors, is critically important especially in South African schools where the role of parents in school governance has traditionally been undermined.

Additional, mutual respect and acknowledgements between professionals and parents (governors) promote a sense of team identity within the organization, which subsequently encourages WSD. Bayne-Jardine and Holly (1994: 77) provide a valuable perspective of *teamwork*, as the promotion of *institutional loyalty* and enhancement of *group chemistry*. They insist that where the team is strong, all accepts the objectives of the school, and fair dealing is known to exist. When this happens, the likelihood of sustained improvements becomes realistic and attainable.

3.5.7 Participative problem solving and decision-making

Of extreme importance in framing initiatives for the continuation, development and extension of quality education, is the availability and sharing of advice, assistance, monitoring, collaboration and review by all interest groups, that is, the school manager, governors, educators and in some instances learners (Aspin, Chapman & Wilkinson, 1994: 205). Wynn

and Guditas (1987: 112) are of the opinion that team decisions are almost always superior to individual decision when:

- the problem is not easily conceptualized;
- the problem requires reasoning through a series of interdependent stages; and
- the problem requires continued coordination and interaction of a number of persons for effective implementation.

It becomes evident that team decisions, as opposed to individual decisions are highly valued to promote WSD. In schools, areas that require development may not easily be conceptualized or even acknowledged and therefore require multi-level input in order for it to surface. Furthermore, divergent interest groups provide divergent perspectives of a given development issue and therefore provide depth and insight into the problem encountered. On entering team discussions, creativity is enhanced as tension and suspicion are reduced. School managers and governors should take cognizance of Caldwell and Spinks's (1988: 197) two criteria, which must be satisfied if a team is seeking consensus, namely:

- the decision or outcome must be high in quality, that is it must be effective in terms of solving the problem or achieving the goal, and
- the decision or outcome must be acceptable to those who must implement it or who will be affected by it.

Team building as an approach to WSD has multiple advantages for professionals, parents and the organization as a whole. Wilkinson and Cave (1987: 117) for example, claim that team discussions generate the following advantages which benefits the individual as well as the organization:

- broader range of values and interests
- more inputs to alternatives and their evaluation;
- individual bias is reduced;
- increase in understanding by members; increase in acceptance by members
- increase in acceptance by members;

The domination of one constituency over the other in critical areas of decision-making and problem solving is incongruent with the WSD paradigm and should therefore be vehemently subverted by managers, governors and educators collectively.

3.5.8 Team building as an evolutionary process

In order to evolve co-partnerships between the professionals and governors, it becomes important to realize that working together as a team is not coincidental. The development of teamwork is an intentional and deliberate process that takes time and commitment from each member of the different constituencies. Managers and governors need to take cognizance of Kemp and Nathan's (1989: 138-9) assertion that to build an effective team may take quite some time. Some teams, they state, gel more quickly than other, while some teams never really develop to their potential, and a few teams are a disaster from start to finish. Kemp and Nathan (*ibid*) claim that experience from a range of different types of organizations suggests that team development typically displays four stages, namely:

- **Forming:** This is the initial stage in which the team is put together;
- **Storming:** This stage is characterised by tension as team members jockey for position. Considerable mistrust of a leaders motives and actions may be evident. At this stage the team leader's actions may be dominated by telling, either because other people are unwilling to contribute much, or because cooperation is low.
- **Norming:** This stage is when the team begins to weld together. Relations between some team members may still be somewhat formal, and disagreements and conflicts may remain hidden. At this stage the leader can begin to delegate more, as the roles of team members are sorted out and as tensions decrease.
- **Performing:** This stage represents the target for the team's style of operating. This stage is characterised by a high level of trust and support among team members and an openness in discussion that is not achieved at other stages.

It becomes imperative for educators and governors to realize that stage two (the storming stage) above, is a realistic and arguably, a necessary stage to experience before authentic performances by the different constituencies materialize. However, it is imperative for managers in particular, to steer their teams towards the fourth stage of team development where the members engage in open and trusting relationships for the purpose of accomplishing a common mission.

It is clear from the four stages above that team building is a process evolving over time. Management perseverance in team development is a characteristic of good leadership. Thus, as a WSD imperative, managers, must exercise patience when teams are evolving, but must also persevere in supporting its development. Kemp and Nathan (*ibid*) state that in the last stage, the strengths of the team members are recognised and used by the team to achieve its objectives. It is during the *performing stage* that the team is confident enough to be self-critical and accept and use advice from other constituencies. In this way, mutual support and trust is demonstrated among managers, governors and educators. When teams arrive at this stage, they are more likely to be inspired to initiate changes to facilitate WSD.

3.5.9 Benefits of teamwork

The value of teamwork to generate changes facilitative of WSD can by no means be underestimated. Effective teams between the relevant stakeholders, are built on the principles of networking, mutual support, exploiting individuals' strengths and enhancing their weaknesses. If the metaphor that '*a chain is as strong as its weakest link*' is applied to teams, then it becomes expedient for team members to establish where their weaknesses lie in order to strengthen the effectiveness and capacity of the team. Shenton and Davidoff (2000: 69) suggest that when managers, educators and governors are encouraged to explore their particular strengths and weaknesses, their subsequent endeavours will reveal that each individual contributes in a much greater way to self-development and building the school as a whole. Thus, if, due to their novel positions, there is a lack of competency among governors to perform their functions effectively, managers and educators working together with their governors as a team, try to resolve the problem internally through capacity building workshops for the governors. Instead of usurping the functions of the governors, with the guidance of the

manager, professional educators work to capacitate their governors through information dissemination, guidance and workshops. Similarly, the lack of capacity by educators to manage changes in the curriculum for example, is eliminated by teamwork from within the school where colleagues support and guide each. Furthermore, through self-reflective practice, the school manager identifies personal dysfunctions and overcomes these through recruiting support from his governors and staff.

The *Team building Approach* to WSD thus, challenges the professionals and governors to work together in order to support changes internally to facilitate WSD. As a result of their novel and unique positions, all of the constituencies on the SGB are the pioneers of change in terms of WSD. Their understanding of what makes effective teams, therefore, becomes a useful cognitive instrument as their point of departure towards building effective schools. It thus, becomes necessary to provide the list, enumerated by Kemp and Nathan (1989: 135-136), of some characteristics of a good team - a few of these have been elaborately discussed above. As a WSD imperative, school managers and governors must aspire to develop teams, which demonstrate effectiveness as indicated below. According to Kemp and Nathan's (*ibid*), an effective team:

- Shares clear objectives and agreed goal
- Has clear procedures
- Reviews its progress regularly
- Has leadership appropriate to its membership
- Has open lines of communication
- Has a climate of support and trust
- Recognises that conflict is inevitable and can be constructive
- Is concerned with the personal and career development of its members

Kemp and Nathan (1989: 135-136) acknowledge that the above checklist may seem an idealistic outline of what a good team needs to have and be. It would therefore be fair to say, that there are not many teams, which display all these characteristics. A team can nevertheless, be effective even if it does not score ten-out-of-ten for everything. What the checklist does

provide, however, is a set of targets against which the SMT and SGB can review its progress - something Kemp and Nathan (*ibid*) claim, all good team do!

A measure of group solidarity between managers and governors is necessary for institutionalizing WSD. Authentic partnerships evolve in a social climate where there is trust, negotiated consensus and mutual support and where opportunities and space are created for group and individual growth and development (Bell: 1992: 38). As the accounting officer in terms of SASA (1996), the initiation of stakeholder partnerships for school improvements rests with the school principal. The integrity and credibility of the school principal are of primary importance for the effective management of partnerships in a school milieu (Aspin, Chapman & Wilkinson, 1994: 49). Moreover, the efforts of the manager and governors to promote WSD should be reflective of teamwork through the establishment of school development teams that will guide the process for developments in a school. Hopkins (1987: 166) asserts that all organizations at all levels have a vast potential of knowledge, insight, initiative and creativity. The real task in policy formulation for school improvements is to ensure that this potential of its human resources, is fully used.

3.6 EVOLVING LEARNING ORGANIZATIONS AS AN APPROACH TO WSD

According to DiBella and Nevis (1998: 6), now more than ever, businesses and organizations must learn from their experiences and adapt to change in order to survive, grow, and thrive. They claim that learning is about gaining experience, building competence, and avoiding the repetition of mistakes, problems, and errors that waste resources. Mistakes and errors may not be critical in themselves and may result from unforeseen circumstances, but failure to learn from them or their recurrence is problematic because it hinders improvements. Evolving schools into learning organizations to cope with change and meet the demands for improvement and development is crucial to its survival, development and growth. The national vision for schools to transform into learning organizations is expressed as follows:

- The new type of school *prioritises effective learning and teaching* in the school. It is the principal and SMT's job to lead the way in creating a school climate which supports educators and learners in the best possible way to do their work.

- The new type of school is a *learning organization*. All stakeholders are interested in and supportive of the work of the school, and they work together to improve the school. As life-long learners, all stakeholders are continuously reflective (thoughtful) about the work of the school, and they are all learning and growing all the time.
- A learning organization is *always changing and growing*. The school should stay in touch with the latest policies, be “constructively critical” of the policies and implement them in ways, which help the school to grow. In this context, innovation, experimentation, and development are part of the school’s ethos.
- Progress in a learning organization is not left to chance. *Planning and development* are keys to progress. School leaders and managers need to think carefully about ways in which to lead the way to develop the school as a learning organization. A clear vision of where the school is going needs to be developed. Thereafter, through careful consultation, involvement and “ownership” of the whole school community, planning and development take the school forward to its goal of being a learning organization.

(Manual for Principals and School Management Teams, Module 4, 2000:1)

School leaders are accountable to create a healthy school climate where learning is encouraged, supported and ongoing. Defining a school climate, Howard, Howell and Brainard (1987: 1) assert that:

‘A school’s climate is its atmosphere for learning. It includes the feelings people have about school and whether it is a place where learning can occur. A positive climate makes a school a place where both staff and students want to spend a substantial portion of their time; it is a good place to be’.

According to Hoy, Tarter and Bliss (1990: 260-270) a healthy climate reflects that:

- the school is protected against unreasonable pressure from the community and parents;
- the principal is a dynamic leader who supports his staff while pursuing higher academic standards and he is capable of ensuring that his school’s needs are met;

- the staff tend to maintain high standards of conduct, and they set high yet attainable objectives for their learners;
- the learners work hard, are highly motivated and treat studious classmates with respect;
- with due consideration to budgetary constraints, reasonable materials and aids required in the classroom for effective teaching are available;
- staff morale is high and members get along well, are enthusiastic about their work and proud of their school.

According to Moloi (2001: 9), the complex nature of school makes schooling a serious business. Thus what happens in schools, affects not only the school itself, but also the community at large. Moloi (2001: 9) claims the success or failure of a school impacts on the country as a whole. She thus asserts that the new skills, ideas, policies and values learnt must be connected to five learning or empowering disciplines. These disciplines are intrinsic for the development of organizational members and are proposed by Senge (1990: 12-22) as follows:

- *Personal Mastery:* This is a discipline of continually clarifying and deepening personal vision, focusing energies, developing patience and seeing reality objectively. It is a reawakening of the individual to the possibility of personal proficiency and improvements that is meaningful and self-fulfilling.
- *Mental Models:* A mental model is one's way of looking at the world. It is a framework for the cognitive processes of our mind. In other words, it determines how we think and act.
- *Shared Vision:* The practice of a shared vision involves the skills of unearthing shared 'pictures of the future' that fosters genuine commitment and enrollment rather than compliance.
- *Team Learning:* The discipline of team learning starts with 'dialogue', the capacity of members of a team to suspend assumptions, judgements, demands and the like and enter into a genuine 'thinking together'.
- *Systems Thinking:* This is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than 'snapshots'. This involves a shift in mind set from seeing parts to seeing wholes,

from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future.

According to Senge (1990: 12) building a *shared vision* by all the stakeholders, fosters a commitment to the long-term goals. *Mental Models* focus on the openness needed to unearth shortcomings in the way of seeing the world. *Team Learning* develop skills to look at the larger picture that lies beyond individual perspectives. *Personal Mastery* fosters the personal motivation to continually learn how actions affect the world.

While the above disciplines are crucial to empowering managers, governors, educators and learners appropriately, to transform personal dysfunctions, effective application of the disciplines brings schools closer to evolving into a truly, authentic learning organization where all stakeholder have a mutually inclusive relationship which subsequently benefits the school as a whole.

3.7 CONCLUSION

This chapter provides a discourse on different approaches to WSD, namely, *Strategic planning, Introducing and Managing change, Transformational Leadership, Teamwork* and *Evolving Learning Organizations*. These approaches are not mutually exclusive and do not provide a prescription to WSD. The next chapter will provide a discourse on research methodology.

CHAPTER FOUR

METHODOLOGY AND RESEARCH DESIGN

4.1 INTRODUCTION

In this chapter, the range of approaches used to gather data will be described. The aim of the empirical investigation was to identify trends of school management and governance in relation to whole school development (WSD). Investigations pertaining to the role of the principal, the school governing body and the educators provides data regarding the impact of management and governance on WSD. Two types of research approaches were chosen for this purpose, namely quantitative and qualitative. A questionnaire was used to gather quantitative data and a case study was conducted to obtain qualitative data. The rationale for the choice of these methods is inferred to in the ensuing narrative. From the data gathered, the researcher aims to determine the nature of:

- * The principal's leadership role in promoting WSD
- * The role of school governors in relation to WSD
- * The professional culture established for WSD

In order to yield data which is valid and reliable, constructive planning of the questionnaire and systematic procedures for the case study are imperative. Commenting on research procedures, Van den Aardweg and Van den Aardweg (1988: 197) are emphatic that these are not haphazard activities. They insist that careful and constructive planning is vital to yield data concerning a particular research problem, in this instance, WSD. The researcher subscribed to these norms by carefully extracting relevant themes to be explored during the first Staff Development Programme. These were designed into the nine-point theme plan in sub-section 4.4.1.8 below, which formed the framework for the exploratory research. Staff demographics, time and manageability of themes were the criteria used for the selection of the chosen number of themes.

4.2 PERMISSION TO CONDUCT RESEARCH

Best and Kahn (1986: 177) advise that if a research is to be conducted in a public school, it is essential that approval of the project be secured from the principal, who may then wish to secure approval from the superintendent of schools. The researcher was aware that the necessary protocol had to be followed if research of this nature is to be undertaken. Thus, a written request (Appendix 1) for permission to conduct research was sought via a letter faxed to the relevant offices of the Regional Directors of Education and Training, within the three regions of interest to this empirical investigation, namely North Durban, South Durban, and Port Shepstone. Permission was subsequently granted (Appendix 2). Since one of the regional offices requested a copy of the preliminary questionnaire, it was decided to fax such a copy to all three regions.

It will be recalled that a case study was used as one of the two methods in the empirical investigation. Thus, in order to maintain the 'cover' position of the researcher conducting the case study, permission was requested only after implementation of the WSD programme from the principal and the SGB. The point regarding 'cover' is discussed in the section (4.4.1.1) below.

4.3 QUALITATIVE RESEARCH: CASE STUDY

An exploratory investigation of WSD was made through the case study via participant observation. In participant observation, the researcher engages in the very activities that she sets out to observe (Cohen *et al.*, 1996: 107). The case study, spanning a period of one and a half years, reveals data, about the success and failure of a WSD intervention program. The collective data will provide a holistic view of the directions schools are taking in relation to WSD. Since the philosophy and principles underpinning WSD are eschewed towards a subjectivist paradigm as opposed to an objectivist paradigm, a case study was deemed necessary. According to Cohen and Manion (1996: 105):

'Investigators adopting an objectivist approach to the social world...will choose from a range of traditional options – surveys, experiments, and the like. Others favouring the

more subjectivist approach and who view the social world as being of a much softer, personal and humanly-created kind will select from a comparable range of recent emerging techniques – accounts, participant observation and personal constructs, for example’.

A case study was used to capture comprehensively the feelings, views, thoughts and emotions about management factors which facilitate or inhibit WSD. Cohen *et al.* (1996: 106) state that the interpretive and subjective paradigm should be seen as complementing rather than competing with the scientific, experimental stance. Kerlinger (in Cohen and Manion, 1996: 107) puts it differently when he says ‘*subjective belief...must be checked against objective reality*’. Thus, while the questionnaire (discussed below) is reflective of a scientific paradigm, the case study is reflective of a subjective paradigm. In the analysis, these paradigms complement each other because while the scores on a questionnaire are quantifiable, subjective elements such as attitudes, beliefs and values from a case study, are not.

4.3.1 Principles and procedures followed in the case study

4.3.1.1 Cover

In support of the principle of research ethics, the researcher adopted a complete ‘cover’ position during the research process. Whilst data was required and extensively captured for this study, a fundamental objective was to engage in the process authentically and holistically as a member of the SMT whose professional concern is that of WSD. Also, cover was maintained because the researcher wanted a true reflection of any transformation or renewal (or lack thereof) that takes place as a result of the WSD intervention programme (to be discussed in the next chapter). She also did not want the information about the research *data acquisition* to influence activities, behavioural patterns or events within the unit. Non-disclosure, however is an acceptable stance during a case study. Cohen and Manion (*ibid*), claim that ‘*cover is not necessarily a prerequisite of participant observation*’.

4.3.1.2 Participant-observation

In observation studies, investigators are able to discern ongoing behaviour as it occurs and are able to make appropriate notes about its salient features (Cohen and Manion, 1994: 110). There are primarily two styles of observation, namely participant observation and non-participant observation. In the former, observers engage in the very activities they set out to observe. In the latter, the non-participant stands aloof from the group activities they are investigating. Since the researcher was already a part of the unit to be investigated, namely the school, the former approach was adopted. As a participant observer, the researcher typically observes the characteristics of an individual unit, in this case, a school. The researcher made every attempt to articulate the observations and voice of the participants as accurately as humanly possible. She overcame subjectivity by avoiding judgements, negating prejudiced comments and remaining objective during the case study.

The purpose of the observation was to probe deeply and to analyze intensively the multifarious school life phenomena, which hamper and/or inspire WSD. The principal question guiding the research was the extent to which teamwork was successful in establishing practices supportive of WSD. The following criteria or checklist was used for the observation and data capturing:

- Observations, across a range of situations to establish a precise context, was based on the following yardsticks, namely intonations, facial expressions, emotions, gestures, syntax, etc.
- A wide range of viewpoints about the impact that the SDP was having on the school, was accessed from the school principal, educators and the SGB within the case study;
- Different positions, roles, levels and status groupings was represented. In other words, educators, the principal and the school governing body members were used as sources for gathering data.

4.3.1.3 *Choice of unit for observation*

The choice of unit for observation was the natural setting of a real primary school. As a result of the principles of proximity and feasibility, the researcher chose a school which was easily accessible geographically to her.

4.3.1.4 *Duration of participant-observation*

The participant-observation and data collection in this regard, started on the 12 February 2001. Although the formal ethnographic study spanned a duration of one and a half years, the WSD programmes initiated at the school continued on conclusion of the case study. While the researcher still co-ordinated the WSD programmes at the school, observations for the Case Study *per se*, were terminated on the 19 June 2002 as the researcher went on study leave hereafter.

4.3.1.5 *Data capturing principles*

The basic principles of fieldwork and ethnographic research was adhered to in the mode of capturing data for the case study, namely:

- the production of descriptive cultural knowledge of the group under investigation;
- the description of activities in relation to the school from the point of view of the members and the different constituencies, namely SMT, SGB, practitioners and learners;
- the description and analysis of patterns of social interaction;
- the provision as far as possible of 'insider accounts'
- the development of the theory that the difference between O1-O2 is attributed to the stimulus X

(adapted from Hitchcock & Huges, 1991: 52-53)

4.3.1.6 *Focus of observation*

Since staff development is regarded as a crucial component of WSD (*cf* 2.3.1.1), during the participant observation period, the following areas were focused on for observation, namely

- initial attitudes among staff members and governors towards the institutionalizing of the experimental manipulation (*X*), namely the staff development programme;
- responses to questionnaire (Appendix 3), designed as a mechanism to access data about staff attitudes in relation to teamwork for WSD;
- attitudes and responses to the subsequent staff development workshops;
- attitudes towards individual and peer participation in staff development workshops;
- staff participation, via individual staff development workshops, and attitudes thereafter
- SMT and educators' interaction during the staff development workshops;
- changes in staff attitudes and actions during and after staff development workshops;
- impact of changes in educator attitude and behaviour on WSD
- SMT and SGB response before, during and after the staff development programme;
- individual and groups concluding responses to experimental manipulation (*X*)

4.3.1.7 *Methods of data capturing through the case study*

The following methods suggested by Hitchcock and Huges (1991: 52-53) and Cohen and Manion (1996: 50) were used to collect data:

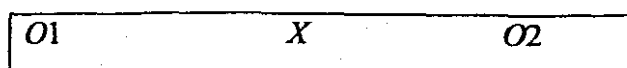
- * *questionnaires*: a simple questionnaire (administered to the principal and all eight educators) was designed for the case study to capture data that would reflect the type of relationship which existed among staff members;
- *making field notes*: this is regarded as the basic raw data out of which the researcher fashions the ethnography – these notes were made during and after each SDP workshop;
- *keeping a field journal*: these are the intimate, private on-going notes of the researcher which were used to maintaining clarity of purpose and to re-energize and re-generate new ideas for the SDP workshops;

- *classroom observations*: incidental classroom observations, recorded in the fieldnotes, were conducted to monitor the interaction between the educators and learners;
- *unstructured interviews and conversations*: these were undertaken incidentally during social interactions and classroom visits with the school governors, principal and educators to access attitudes, behavioural patterns etc.
- *documentary sources*: these are a collection of documents which the researcher deems important as it reflects the stimulus or experimental variable (*X*) including the difference between the O1 and O2 variables;
- *interviewing and tape recording*: following the WSD intervention programme (experimental treatment (*X*)), group and tape-recorded interviews were conducted to verify the differences between the pretest and post-test scores. The group interview incorporated the school principal, the chairperson of the SGB and the eight educators in School X. Two half-hour individual interviews were scheduled with each participant. These interviews were conducted with the principal, the eight educators and the chairperson of the SGB.

All of the above are deemed to be primary sources of data as they are original to the problem under study and thus capable of transmitting a first-hand account of the events and context under investigation. The case study will be analyzed in the light of the hypothesis, with the object of determining whether or not the hypothesis fits the facts in the case, and conclusions would be drawn thereof.

4.3.1.8 *Structure and planning of case study*

The case study assumed a one group pretest-post-test design which can be diagrammatically represented as follows:



- *O1* represents the dependent variable, namely existing attitudes, feelings and beliefs of the principal, educators and SGB members prior to institutionalizing an experimental manipulation (*X*). This is to be measured by way of a questionnaire (Appendix 3)

administered to the principal and educators and conversational discussions in the case of SGB members.

- *X* represents the exposure of the principal and educators to a stimulus or an experimental variable, namely a *staff development programme* as management initiative initiate and promote WSD.
- Following the experimental treatment, the researcher again measures the group (ie principal, educators and governor) attitudes (*O2*) via interviews and conversational discussions, and proceeds to account for the differences between pretest and post-test scores by reference to the effects *X*.

It is hypothesized that a lack of leadership skills among education stakeholders impacts negatively on WSD and hinders schools from becoming self-reliant organizations. The case study thus highlights that the cause of *O1-O2* differences is a result of the experimental treatment (*X*). In other words the case study promotes the notion of staff development (⁷from the approach of the case study) as a critical management initiative to promote leadership skills among educators. Using the above formula, the following steps for the case study were followed:

* Steps during the Case Study

Phase One: Meeting with all stakeholders for needs analysis

As stated above, the case study began on 12 February 2001. The first phase (initiated by the researcher in consultation with the SMT) began with a meeting with the educators, the school principal and the SGB members to discuss the institutionalizing of Whole School Development programmes as a strategic management mechanism to reserve negative aspects of school life into positive ones (cf. 3.1). This meeting involved an intensive discussion about the strengths, weaknesses, opportunities and threats relative to School X. It was evident from the discussions that harmonious relationships needed to be developed among all stakeholders in an attempt to reverse the tension and discord prevalent at School X. At the meeting, there was consensus that the first priority for development should focus on evolving an enabling environment where

⁷ See Appendix 13 for an interview, with an educator at School X, which provides insight into the approach adopted for the SDP at this school.

all stakeholders work together as a team to promote the best interest of every learner. For this to be achieved, the focus of development *per se*, should shift to those required to lead the process of WSD, namely the principal, educators and governors.

There was agreement in the subsequent discussions that the development of excellent leaders among all the educators is intrinsic to improving the quality of life in school for all stakeholders (that is, the principal, educators, governors and learners). For this, the principal, governors and the teachers agreed that an intensive leadership-training programme was needed. A collective decision was subsequently taken at the meeting to utilize the expertise of a resident staff member (namely the researcher) to develop and co-ordinate a staff development programme to improve the leadership skills, and hence teamwork, among all ⁸educators.

Workshop 1 (Conducting an audit)

⁹The first staff development workshop included an intensive motivational prelude, on 'Leadership: shifting your attitude' (Appendix 4), as a technique to set the climate for introducing the vision for personal development. The researcher involved all the educators in conducting an audit on school leadership by way of a questionnaire administered to them. The rationale for the use of a questionnaire was to provide each educator with similar stimuli, so as to acquire data from all the educators about leadership barriers that hinder growth and development. The data captured was analyzed and interpreted by the researcher (Appendix 5) and kept in readiness for the second phase.

Phase 2: Needs analysis and planning of workshops – Workshop 2

During this phase, the information accessed from the questionnaire was discussed. The principal and the educators collaboratively selected the areas of need for the SDP and a plan was devised to workshop these according to priority. The areas of need were codified into a nine-point theme plan, which included the themes, dates and names of facilitators (Appendix 6). In order for

⁸ In this chapter and subsequent ones, the concept 'educator' is used to refer to both the teachers and the school principal unless otherwise indicated.

⁹ Although an invitation was sent to all governors to attend this first leadership workshop, which was held on a week day after school hours, non attended because of personal circumstances.

educators to take ownership of the process, the researcher asked for volunteers to assume leadership positions in facilitating the imminent workshops. Educators were given the assurance that the researcher would assist each facilitator, to prepare for his or her workshop, by providing guidance, research materials etc. The researcher also explained that as part the WSD plan, facilitation should be used as an opportunity to develop the educators' leadership skills in the art of facilitation, presentation, workshop design etcetera.

Phase 3: Implementation of the plan - Workshops 3 to 6 (facilitated by educators)

During this phase, five workshops based of the following themes were conducted, namely:

- transparency
- teamwork
- conflict management
- trust and unity
- communication
- morale
- decision making
- leadership
- dealing with change

These workshops were facilitated, as stated, by the educators with the researcher as participant and observer. The technique used for conducting the workshops was that of Lewin's force-field analysis (in Owens *et al.* 1976: 149-146). This technique involved identifying a force field of restraining forces, which are points of resistance or things getting in the way of change, and driving forces which aid the change or make it more likely to occur. Each force was then collaboratively assessed by all the educators in two ways, namely, its potency or strength, and its amenability to change. More potent forces, especially restraining ones, were given greater attention. Those not amenable to change were to be counteracted by driving forces.

The analysis of the force field then, involved looking at which driving forces relative to the specific theme, could be strengthened and which restraining forces were to be eliminated,

mitigated, or counteracted. The ideal was to have the driving forces strong enough so as to move back restraining forces, thereby making WSD worth pursuing. The change plan for the specific theme was then developed through these discussions, which included tactics or practical steps designed to move the relevant forces. Each facilitator, captured the discussion and plan on the chalkboard and at the next workshop, presented this as a handout to all the other educators (for examples see Appendices 7 and 8).

In order to have educators account and commit to the change plan, performance indicator forms (Appendix 9) were developed. These were presented to educators after every workshop as a means of monitoring performances, demonstrating how improvements are being made, including giving and receiving acknowledgements.

Phase 4: Intermediate evaluation phase (Workshops 7 and 8)

Two intermediate workshops were conducted by the researcher during this phase both of which were attended by the SGB members. This phase served as a temporary stopping point to firstly account to the SGB about the progress of the SDP and secondly, to collaboratively measure the weaknesses and strengths of the previous workshops so as to eradicate the weaknesses and enhance the strengths. It also served as a useful stage for educators to account for or measure the changes they committed themselves to implement. The performance indicator forms thus served as the measuring instrument. Reflecting on their performance indicator forms, educators discussed the personal and collective changes made, not only in terms of the specific themes, but also with regard to the whole school. The two attending SGB members voiced their admiration for the educators' willingness to change negative behavioural pattern to improve the quality of life in school. Acknowledgements were given and received and this reenergized the educators to regroup and re-organized themselves for the next phase.

Phase 5: Workshops 9 to 13 (facilitated by educators)

These workshops were conducted by the educators. Although the same method was followed as that described in Phase 3, weaknesses such as poor time management were minimized. ¹⁰At the closure of the last workshop, the staff development programme was assessed holistically and feedback was given by the principal, educators including the SGB about the benefits of the SDP for the whole school. The next phase, although beyond the scope of the case study, involved educators learning to become policy designers with the researcher as facilitator. Two policies were successfully designed - The Foundation Phase educators designed a handwriting policy and the Intermediate and Senior Educators designed an assessment policy document.

Phase 6: Evaluation

Following the SDP, the researcher again measured the stakeholder attitudes via interviews and conversational discussions, and proceeded to account for the differences between pretest and post-test scores by reference to the effects the SDP on WSD. Individual interviews with the principal, educators and governors were conducted to firstly, measure whether the SDP facilitated leadership skills among educators and secondly to assess the impact of these changes on the environment. A group interview with the principal, educators and governors was also conducted to measure whether the SDP facilitated changes in the management and governance of the school as a whole.

4.3.1.9 *Analysis and interpretation of case study*

In analyzing the data from the case study, the researcher used Husserl's suggestion to adopt the method of 'epoche', or bracketing the phenomena, that is '*to free ourselves from all presuppositions about the phenomena in order to see what they are made of*' (in Hitchcock & Hughes, 1991: 100). The aim of this approach therefore becomes the abandonment of all the researcher's prejudgements and preconceptions of phenomena so that nothing may be taken as given. Hitchcock and Hughes (1991: 97) suggest that when analyzing the data gathered from qualitative research, specifically the interviews and conversational materials, the following related areas should be considered:

10. Note that the SDP is an on-going management intervention programme at School X, but for the purposes of this study, the SDP is deemed to be temporal.

- (a) *Familiarity with the transcript:* The researcher familiarized herself thoroughly with the data collected. The tape-recorded interviews were transcribed verbatim for this purpose. In order to gain a sense of coherence in the material as a whole, the data was read and re-read several times. The researcher also listened to the tape-recordings several times in order to appreciate the subtle features of tone, pitch, intonations and other crucial aspects such as pauses, silences and emphasis. Descriptions of paralinguistic and non-verbal dimensions were added to the interview encounter. Hitchcock and Hughes (1991: 97) claim that the above process of familiarization is a fundamental prerequisite to the successful analysis of the data gained from exploratory research.
- (b) *Appreciation of time-limits:* The researcher utilized a fair amount of time to read and re-read the data from the interviews and conversational material. Hitchcock *et al.* (*ibid*) suggest that, given the restraints facing the researcher, it is much better to analysis a few interviews well than a large number badly. Since School X had a total number of only nine educators, data from all nine interviews together with those of the governing body chairperson, were analyzed.
- (c) *Description and analysis:* According to Hitchcock *et al.* (1991: 98); description and analysis are integrated in qualitative research. The researcher used what Glaser and Strauss (1967) calls '*Grounded Theory*' which means that the production of analysis and interpretation is grounded in the data the researcher collected. The researcher thus, moved backward and forward between describing and explaining the data. The researcher continually moved around amidst the raw data contained in the field notes, transcripts and accounts and then she went back to analyze, synthesize and formulate what had been found. The researcher then returned once more to the data and descriptions, for further evidence, examples and clarifications.
- (d) *Isolating general units of meaning:* The general units of meaning refer to the range of issues interviewees refer to and these in turn are related to the overall focus of the research by the researcher (Hitchcock *et al.*, 1991: 97). From the comments and perceptions of educators about management factors, which facilitate or inhibit WSD,

general units of meaning were identified in the transcript, which refer to such issues as dealing with change, leadership and teamwork relative to WSD. The researcher identified, extracted and commented on these general units of meaning.

- (e) *Relating general units of meaning to the research focus:* Once the researcher isolated the general units of meaning from the interview or conversations, she then held them up against the research focus in order to see whether and to what extent they throw light upon the topic.
- (f) *Patterns and themes extracted:* At this point the researcher explored in greater depth the major themes, which emerged, from the data and the ways in which these relate to the focus of the research in particular.
- (g) *Nature of typifications and perceptions:* According to Hitchcock *et al.* (1991: 97), the notion of typification is useful in analyzing interviews and conversational materials. They (*ibid*) describe typification as '*the ways in which we routinely and ordinarily make sense of events and activities in the world around us*'. The researcher thus applied rules of thumb to make sense of the data.
- (h) *Self-revelation and researcher reflection:* In analyzing the interviews, the researcher reflected on data, which related to both the formal organizations, that is its rules and official reasons for operating, as well as data concerning the unofficial, unwritten, taken-for-granted informal organization so as to apply a whole school approach to the analysis. A focus upon the professional themes and the practical arrangement of the educators, that is the self-relevatory aspects, helped the researcher to see how the educators resolved some of the problems in the school.
- (i) *Validity checks, triangulation, re-interviewing and re-analysis*
In order to check on the validity and authenticity of the interview and conversational data, two techniques were used, namely triangulation and re-interviewing and re-analysis. Triangulation refers to the use of more than one method of data collection and hence potentially increases the validity of the data and consequently the analyses made

from them (Hitchcock *et al.*, 1992: 104). Triangulation was adopted by using different methods of data collection such as interviews, conversational discussions and documentary sources such as minutes, newsletters, reports etcetera. The researcher however, ensured that the data accessed from the multiple sources were comparable.

The researcher also re-interviewed the participants and engaged in subsequent re-analysis. This allowed the researcher to add further information and to check on and verify existing data and make additions and modifications as required.

4.4 QUESTIONNAIRE

4.4.1 Preparation and design of the questionnaire

Cohen and Manion's (1997: 85) steps for preparing a research were considered during the initial stages of preparation. *Firstly*, they propose that a survey's general purpose must be translated into a specific central aim. In this case, the *specific central aim* was to obtain a detailed description from school educators about the role of the school principal and governors in effecting WSD. Having decided upon the specified and primary objective of the survey, the *second phase* of the planning involved the identification and itemizing of subsidiary topics that relate to its central purpose. In this investigation, subsidiary issues included for example: the extent of educators' knowledge about policy directives relative to school improvement, the extent of their individual and team efforts in duties that call for school development and their subjective views about the school strategies adopted to promote teamwork for school improvements.

The *third phase* follows the identification and itemization of the subsidiary topics and involves formulating specific information requirements, relating to each of these issues. With regard to the role of the school principal and governors in WSD, information would be needed about the support structures (supportive, non-supportive, networking, encouraging) that are being developed for school improvements. With regard to the educators, the information about the extent of their individual and team efforts in duties that call for school development is valuable in providing data about the practical activities supporting both educator and organizational

development. The data accessed herewith was confirmed or refuted by the qualitative data about the educators' views in relation to the school strategies adopted to promote conditions imperative for school improvements

According to Schumacher and McMillan (1993: 36) surveys are used frequently in educational research to describe attitudes, beliefs, opinions and other types of information. The researcher therefore regarded a survey, conducted among educators, as appropriate because information from within the school was needed to investigate school governance and management in relation to whole school development. The rationale for 'evaluating' school management and governance through the eyes of the educators is provided below, in 4.4.2.

4.4.2. Choice of population

The population identified for this empirical study is that of primary school educators located in three of the eight regions of KwaZulu-Natal, namely North Durban, Durban South and Port Shepstone. The researcher deliberately excluded principals and parents (SGB), as the primary sources of data collection for this study, from the sample population and thus applied what Robinson (1995: 12) calls 'double hermeneutics' in research. This means that the researchers accessed data from a secondary (educators) rather than the primary source. The rationale for the application of double hermeneutics in the empirical study is provided below.

Since the research investigates the role of principals' in WSD, the researcher is of the opinion that the data provided by principals will be subjective and thus may be slanted to enhance the way in which the schools are actually being managed. Furthermore, since SGBs (parents) are in a relatively novel position, their knowledge of their legitimate role functions may be limited and thus the information required for this study may not be fully accessed.

An additional reason for the choice of educators as a population for the empirical study for '*School Management and Governance in relation to WSD*' is that they are situated in a strategic position (the school context), which provides them opportunities for practical observations of the processes involved in management and governance in relation to WSD. In other words, as educators, they are aware of local issues and are directly involved in teaching

and learning. They are also familiar with decision-making processes relative to school improvements and thus are able to provide data relevant to this study. As implementers of current policy directives that mandate whole school development, educators are able to comment directly, on realistic shifts towards school improvements, including on management and governance practices in relation to improvements. Sufficient and relatively similar items under each theme were included in the questionnaire to enable the researcher to check and cross-check for bias in the responses.

4.4.3 Sampling methods used

4.4.3.1 Cluster and simple random sampling

According to Sowell and Casey (1982: 75), there are four basic types of scientific sampling methods, namely, simple random, stratified random, cluster and systematic sampling. For this study, two of these methods were used, namely, cluster sampling and simple random sampling. Gay (1987: 110) asserts that cluster sampling is more convenient when the population is very large or spread out over a wide geographical area. De Vos (1998: 195) states that cluster sampling has the advantage of concentrating the field study in a specific section for the greater geographical area and thus helps save costs and time. At the time of this study, KwaZulu Natal was divided into eight regions which are widely dispersed covering a great geographical area. These regions were regarded as clusters for the purpose of this study. Considering Gay's (*ibid*) and De Vos's (*ibid*) insight on cluster sampling, the researcher thus selected Durban South, North Durban and Port Shepstone, from the eight regions, for her empirical study.

Given that the above-mentioned regions are large and have a wide geographical area, including the subsequent expense and time that would be incurred to cover all of the districts within each region, the researcher took cognizance of Gay (1987: 110) and Vos's (1998: 195) view cited above and once again applied cluster sampling to select three districts within each region. However, because the researcher is domiciled in the Port Stepstone region, she selected all four of the districts within this region. The number and names of districts selected are given in the table below.

REGION	NO. OF DISTRICTS	NO. OF DISTRICTS SELECTED	NAMES OF DISTRICTS SELECTED
DURBAN SOUTH	6	3	Chatsworth; Umlazi North; Umlazi South
NORTH DURBAN	6	3	Inanda; Ndwedwe; Tongaat
PORT SHEPSTONE	4	4	Ixopo; Harding; Sayidi; Scottburgh
Total...	16	10	

Table 4.1: Region, number and name of districts selected

4.4.3.2 *Size of sample population*

Best and Kahn (1986:16) argue that there is usually a trade-off between the desirability of a large sample and the feasibility of a small one. The ideal sample, they advise, is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically - in terms of subject availability, expense in both time and money, and complexity of data analysis. Feasibility, adequate representation and economy influenced the size of the sample population for this study, that is 600 educators across three regions in KwaZulu Natal. De Vos (1998: 191) claims that if the population itself is relatively small, the sample should comprise a reasonably large percentage of the population.

4.4.4 **Construction of the questionnaire**

The researcher considered the following qualities of a questionnaire when it was being designed. Cohen and Manion (1996: 92-93) cite Davidson (1970), who claims that an ideal questionnaire is clear, unambiguous and uniformly workable. Its design must minimize potential errors from respondents and coders. Since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their co-operation, and eliciting answers as close as possible to the truth.

The construction of a questionnaire as an activity should not take place in isolation because it is the culmination of a long process of planning the research objective, formulating the problem and generating the hypothesis. According to Van den Aardweg and Van den Aardweg

(1988: 198), the researcher should consult and seek advice from specialists and colleagues at all times during the construction stage. The researcher was thus, in regular contact with a research specialist from the University of Durban Westville who ensured that the statements were not ambiguous, vague, bias, leading, prejudice or incriminating and that the technical language was correct. The researcher also liaised with colleagues to seek advice during the construction stage. Questions were tested on colleagues in order to eliminate possible errors. Van den Aardweg and Van den Aardweg (1988: 198) concur that a question may appear correct to the researcher when written down, but can be interpreted differently when asked to another person.

An attempt was made to ensure that the researcher produce a design and lay-out of the questionnaire which would attract a high level of response. De Vos (1998: 156-157) emphasizes that the questionnaire must be brief, including only those questions which are absolutely necessary to collect all the relevant information. On the other hand it must be long enough to incorporate all the questions, so that a situation does not arise later where information is missing. He further stresses that it is important to work according to an economic principle, so that respondents can communicate as much information as possible in the briefest possible time.

The aim of the questionnaire was to elicit information regarding school management and governance in relation to whole school development. The questionnaire (Appendix 10) was sub-divided into six sections:

- * *Section 1* dealt with the demographic information of the respondents and consisted of questions 1.1 to 1.11. The purpose of this question was to establish whether demographics such as sex, age, length of service and so on, impact on contributions made to change and development and whether these demographic realities shape how education view and evaluate their work.
- * *Section 2* focused on the role played by principals in whole school development. This section consisted of seventeen closed questions. The purpose of the section was to investigate what principals, as managers, are doing in respect of WSD.

- * *Section 3* focused on the role played by the SGB in whole school development. This section consisted of thirteen close-ended questions. This section was included so as to establish whether school governors are effective participants in contributing and supporting school development programmes.
- * *Section 4* comprised of eight questions the purpose of which was to access data to investigate whether the school culture is conducive to WSD.
- * *Section 5* was sub-divided into two parts. The respondents had to indicate current improvement plans at the school in the first part. In the second part, they had to list other improvement plans undertaken by the school, which were not in the given list provided. The purpose of this section was twofold. Firstly, it was to investigate whether schools are adjusting and adapting to national change mandates and secondly, whether schools are engaging in their own development programmes.
- * ¹¹*Section 6* was an open-ended question. The respondents had to express their thoughts and feelings about the school's strategies used to promote teamwork for whole school developments. This question was included so that the researcher could access data about the educators' own feelings, experiences and interpretations about the realities of school life within specific settings so that inferences could be made here from.

McMurtry (De Vos 1998: 160) advises that researchers must aim at using as many closed questions as possible, although there will always be information which is difficult to generate by closed questions, so that open questions are unavoidable in those cases. The ideal is a section of the questionnaire consisting of closed questions suitable for statistical processing by computer and a section with open questions which will have to be processed manually. However, by using only closed questions, important information can be missed because closed questions can never completely provide for the variety of response options which may exist on any particular subject (*ibid*). The researcher used both closed and open questions for the questionnaire.

11. Teamwork, is merely one of the elements of WSD and was selected for the open-ended question because, literature indicated teamwork as the fundamental cement, which binds organizational members together in a meaningful and productive way (*cf.* 3.5). If teamwork is not evident in a school, WSD is thus hampered.

4.4.4.1 *Open-ended questions*

Open-ended questions were necessary because the researcher sought to explore variables that were unknown to the researcher. De Vos (*ibid*) asserts that the open question has advantages when a variable is relatively unexplored or unknown to the researcher. In such a case the open questions will enable the researcher to explore the variable better and to obtain some idea of the spectrum of possible responses.

4.4.4.2 *Scaled items*

According to Schumacher and McMillan (1993: 245), a true Likert scale is one in which the stem includes a value or direction and the respondent indicates agreement or disagreement with the statement. Likert-type items use different response scales; the stem can either be neutral or directional. The researcher used Likert-type five point scaled responses in the construction of the questionnaire. The reason for using the five point scaled response was to afford the respondents a greater degree of flexibility in answering the questions.

4.4.5 *Validity and reliability of the questionnaire*

Reliability and validity are essential to the effectiveness of any data-gathering procedure (Best & Kahn, 1986: 144). They observe that questionnaire designers seldom deal consciously with the degree of validity or reliability of their instrument. The researcher adopted Best and Kahn's (1986: 178-179) suggestions to improve both validity and reliability of a questionnaire:

- * Basic to the validity of a questionnaire is asking the right questions, phrased in the least ambiguous way. The researcher selected questions specific to the topic under investigation, namely *School management and governance in relation to whole school development*. All the items sampled a significant aspect of the purpose of the investigation.
- * The term used were clearly defined so that they had the same meaning to all the respondents.

- * The researchers accessed help from other researchers, colleagues and an expert in the field of inquiry to check for ambiguities and for items that did not contribute to a questionnaire's purpose. Two items in section five were removed because of irrelevance to the study. Reliability of questionnaires was inferred by a second administration of the instrument.

The researcher did not, however follow Best and Kahn's (*ibid*) suggestions to the letter, but used their suggestions as a guide in dealing with aspects of validity and reliability regarding the research instrument.

4.4.5.1 *Validity*

There are various types of validity, namely, content validity, criterion validity, face validity, and construct validity. Of particular importance to this study is content validity and construct validity. The researcher was guided by suggestion of validity, from Babbie (1992: 132) and Wimmer and Dominick (1994: 59)

Content validity refers to the degree to which a measure covers a range of meanings included within the concept (Babbie, 1992: 132). To ensure content validity, in this study, questions were carefully chosen and they were designed in such a way that they addressed the hypothesis, so that relevant information is elicited. Construct validity involves relating a measure to some overall theoretical framework to ensure the measurement is actually logically related to other concepts in the framework (Wimmer & Dominick, 1994: 59). To achieve construct validity in this study, it was important to develop a theoretical framework on how variables related. It was also very important to work out what the hypothesis attempted to test so that appropriate and relevant questions were formulated. To this end, key words and concepts were identified in the hypothesis and they were operationally defined and questions were formulated.

4.4.5.2 *Reliability*

Hudson (De Vos, 1998: 85) defines reliability as the accuracy or precision of an instrument; as the degree of consistency or agreement between two independently derived sets of scores; and

as the extent to which independent administrations of the same instrument yield the same (or similar) results under comparable conditions. Synonyms for reliability are dependability, stability, consistency, predictability, accuracy, reproducibility, repeatability and generalisability. Thus, the researcher's instrument, namely the questionnaire is reliable to the extent that independent administrations of it or a comparable instrument consistently yields similar results.

Whilst reliability refers to consistency, consistency does not however guarantee truthfulness. Dane (1990: 256) emphasizes that the reliability of the question is no proof that the answers given reflect the respondent's true feelings. The following sources of error as expressed by Mulder (1989: 209) and Kidder and Judd (1986: 45), which are beyond the control of the researcher, may have occurred, that possibly affected reliability of the data:

- * Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.
- * Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omission in verbal instructions.
- * Differences in scoring or interpretation of results, chance differences in what the observer notices and errors in computing scores.
- * Random effects by respondents who guess or check off attitude alternatives without trying to understand them.

It is acknowledged that when a questionnaire is used as an empirical research instrument, there is no specific method, example the 'test-retest', to determine the reliability of the questionnaire. Therefore it would be difficult to establish to what extent the answers of the respondents were indeed reliable. However, as the questionnaire was targeted at school educators, the respondents were regarded as appropriately positioned and possessed the

necessary experiential knowledge to respond to the questionnaire in a responsible and reliable manner.

The researcher believes the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability. Frankness in responding to the questions was made possible by the anonymity of the questionnaire. In coding of the questions it was evident that the questionnaires were completed with the necessary dedication. These factors should enhance the validity and reliability of the information and the data-gathering instrument.

4.4.6 Pilot study

Researchers generally agree that a pilot study or trial run is important because it helps the researcher to decide whether or not the study is feasible and whether or not it is worthwhile to continue (Khathi, 1990: 80; Ary and Jacobs and Razavieh, 1992:109). The pilot study provides the researcher with an opportunity to assess the appropriateness and practicality of the data-collecting instrument. Unanticipated problems that may appear may be solved at this stage, thereby saving time and effort.

Regarding the selection of people on whom the pilot study should be tested, Tuckman (1978: 225) suggests that it should use a group of respondents who are part of the intended test population but will not be part of the sample. This reasoning is appropriate because people of the intended population would undoubtedly have a clear understanding of the nature of the questions being asked in the questionnaire. Testing a pilot on friends and neighbours as suggested by Leedy (1974: 54) could result in distorted findings. Thus, the researcher decided to conduct a pilot study with the approval of the principals, on educators in two schools, which were not going to form part of the final sample. Two questions in section five were found to be irrelevant and hence excluded.

Generally, it was found that respondents complained of lack of experience with regard to completing a questionnaire. Although they showed enthusiasm, it was suggested that the researcher include an introductory sentence for each of the six sections, which briefly explains

what is required from the respondents. Thus, in refining the questionnaire, introductory sentences were included for each of the six sections. Respondents were advised to work concurrently through each question to ensure that all six sections are completed. The pilot study proved to be valuable and affirmed Khathi's (1990: 68) view that the pilot study provides the research worker with ideas, approaches and clues not foreseen prior to the pilot study. Kathi (*ibid*) claims that such ideas and clues greatly increase the chances of obtaining clear-cut findings in the main study. Hence, the pilot study served as a worthy trial run in this regard.

4.4.7 Administration of the questionnaire

All the questionnaires for the empirical study were accompanied by a cover letter. Ary, Jacob and Razavieh (1985: 532) state that the cover letter serves to introduce the potential respondents to the questionnaire and *sell* them on responding. The cover letter should include the purpose of the study, a request for co-operation. The anonymity of respondents must also be guaranteed clearly in the covering letter and a clear indication given that all information will be treated with confidentiality (De Vos, 1998: 157).

Whilst the suggestions above were not followed to the letter, the researcher used the suggestions as a guide in the administration of the questionnaires. Since both rural and urban schools were targeted for this research, time schedules for the various district workshops held with educators were requested from the respective regional offices. The questionnaires were administered to the respondents at these meetings. The researcher recruited contact persons (SEMs, colleagues, friends) in each district and went personally to deliver the questionnaires for administration.

Cognisance was also taken of De Vos's (1998: 155) suggestions for group-administered questionnaires. He states that each respondent should receive the same stimulus and complete his/her own questionnaire without discussion with the other members of the group. The respondent himself/herself completes the questionnaire while the researcher is present to give certain instructions and clear up possible uncertainties. This information was given to the contact person to ensure that no influence on the respondents was imposed.

4.4.8 Processing of data

Data from the questionnaire was captured on a Lotus 123 spreadsheet and input to the prime mainframe computer at Research International, Durban. Using SPSS, a classical factor analysis with varimax rotation was first carried out in an attempt to identify constructs underlying the variables relating to WSD. A frequency analysis was carried out to determine the biological characteristics in terms of age, gender, education level etc. of the sample. The purpose of this question was to establish whether demographics such as sex, age, length of service and so impact on contributions made to change and development (*cf.* 3.3.3.2) and whether these demographic realities shape how educators view and evaluate their work. Questions which had been asked in a normally negative sense (eg all pertaining to agree rather than disagree with the principals management style, parent participation in WSD etc) were reversed so that a low score on an item would indicate a normally positive response throughout. Finally, a t-test was performed to identify significant difference between means in respect of the principal's management style, the role of parents and teamwork for WSD.

Since both descriptive and the inferential statistical analysis were used in processing the data for this empirical study, a brief account of these two types of statistical applications will be given.

4.4.8.1 *Descriptive statistical analysis*

According to Bless and Kathuria (1993: 77), '*descriptive statistics simply refers to procedures for condensing information about a set of measurements.* In this study descriptive statistical analysis was used so as to provide a better chance of summarizing information and tabulating it to make it more comprehensible and accessible. In order to make more meaningful summary, measures of central tendency was done. The main focus was on the arithmetic mean. Schumacher and McMillan (193: 192) are of the opinion that descriptive statistical analysis is the most fundamental way to summarize data, and it is indispensable in interpreting the results of quantitative research

4.4.8.2 *Inferential statistical analysis*

Babbie (1992: 430) claims that '*inferential statistics assist the researcher in drawing conclusions from his/her observations that involves drawing conclusions about a population from the study of a sample drawn from it*'. Schumacher and McMillan (1992: 192) aver that inferential statistics are used to make inferences or predictions about the similarity of a sample to the population from which the sample is drawn. Thus, in this study, inferential analysis involved the process of sampling and the selection of a small group of educators that was assumed to be related to the population from which it was drawn. Conclusions were drawn about populations based upon observations of samples and data accessed there from.

For the open-ended questions, the researcher explored in depth the major themes, which emerged, from data provided by the respondents. The content of a particular item was inspected for the total sample and an attempt was then made to develop some categories into which all the material will fit. Categories that covered similar subject matter were fused together. Once the researcher isolated the themes, she then held them up against the research focus in order to see whether and to what extent they throw light upon the topic.

4.4.9 *Limitations of the questionnaire design*

4.4.9.1 *Limitations of design*

Schumacher and McMillan (1993: 572) express the importance of stating the design limitations as, it illustrates the researcher's knowledge of the threats to the internal and external validity in the proposed design. They purport that it is better for a researcher to recognise the limitations rather than claim he or she has the 'perfect' design. A shortcoming of the design of the questionnaire is that it overlooked the fact that a large number of respondents were English second language speakers. The questionnaire was monolingual and not bilingual and therefore, did not cater for the Zulu-speaking respondents. The researcher attempted to overcome this problem by using simple English in the structure of questions.

4.4.9.2 Methodological limitations

According to Schumacher and McMillan (1009: 573), methodological limitation refers specifically to validity and reliability of the proposed instrumentation or instrument(s) that have been developed. The following are likely factors that may have influenced the reliability and validity of the questionnaire:

As a result of the sensitive nature of this investigation, the researcher chose not to administer the questionnaire to principals and governors especially in the climate of transformation where they are under immense pressure to improve schools. With the pressure of ensuring quality education and efficient governance, there is a possibility of eliciting false or misleading responses from principals and governors thereby influencing the reliability of results. However, despite the care taken by the researcher to select statements, which would not elicit false or misleading answers from educators, there is no guarantee of avoiding such responses. The researcher's efforts to overcome such limitations however, are reflected in the variety of data collecting instruments utilized, that is, questionnaires; and interviews, document analysis, and conversational discussions via the case study.

Furthermore, by excluding principals and governors from the sample population, first hand information about the role they play in WSD is lost. However, the researcher ensured that members of the SMTs and educator representatives on the SGBs formed part of the respondents to the questionnaires. This was accomplished by attending workshops specifically for each of these constituencies and administering the questionnaires after such workshops. Additionally, the items in the questionnaire were carefully developed to provide data, via educator responses, that would elicit information about the role of the manager and governor in WSD. Furthermore, from interviews with the principal, educators and governors in the case study and responses to the open-ended questions in the questionnaire, qualitative information in relation to the feelings and perceptions provide further data of the role played by principals and governors in WSD,

Despite the above-mentioned limitations and given the time and resource constraints, the researcher found that the advantages of the questionnaire far outweighed the disadvantages for

this study. Furthermore, on evaluating the questionnaire, a reasonable level of validity and reliability was established to support the use of the questionnaire for this study.

4.4.10 Ethical Considerations

The empirical study was governed by the following ethical rules as professed by Hitchcock and Hughes (1991: 201):

4.4.10.1 Professional integrity

- * the researcher ensured that the research topic proposed is viable, that an adequate research design was established, and appropriate data-collection techniques were chosen
- the researcher explained as clearly as possible the aims, objectives, and methods of the research
- anonymity was maintained by eliminating any kinds of material or information that could lead others to identify the subject or subjects involved

4.4.10.2 Interests of the subjects

- all respondents and participants were given to right to refuse to take part in the research;
- confidentiality was built into the questionnaires by asking respondents to exclude personal and school names, addresses and telephone numbers
- confidentiality was built into the case study by excluding the name of the school and all participants involved
- in the event of part of the research being used for publication through articles etcetera, the researcher obtained a written consent from the school involved in the case study to do so but remains subject to complying with the ethical norms mentioned above

4.5 CONCLUSION

In this chapter the planning and design of the empirical research was discussed. The planning incorporated permission and selection of respondents. A rationale for the choice of the two research instruments, namely the case study and the questionnaire were given. The methods of and criteria for data capturing were discussed; the steps involved to be undertaken in the narration of the case study were given and the advantages of using a case study as a research tool were also discussed. The administration of the questionnaire and the data processing method were also discussed. An overview of the limitations of the investigation was also outlined.

CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

In this chapter, data accessed from the exploratory research will be analysed and interpreted. As stated in chapter four, the exploratory research encompasses a case study, which was conducted at a primary school on the South Coast of Kwa-Zulu Natal within the Port Shepstone region. For the purpose of subscribing to the research ethics of maintaining confidentiality, this school is referred to as School X. Data from the quantitative research, namely questionnaires administered to educators in three regions across KwaZulu will thereafter be analysed and interpreted.

5.2 CASE STUDY

The case study is divided into three sections for the purpose systematic analysis and interpretation of the data. These sections correlate with the formula and structure of the case study as described in the previous chapter. Section one encompasses an analysis and interpretation of the structure and climate at School X prior to the staff development programme. Section two is an analysis and interpretation of data accessed during the period in which the staff development programme was conducted. Section three accounts for the differences between the pre-test and post-test scores by analyzing and interpreting data accessed from the interviews which were conducted after the SDP with the principal, the educators and the chairperson of the SGB. On analyzing the data within each of the three sections described above, certain categories emerged. These will be identified and interpreted in the sub-sections below.

5.2.1 SECTION ONE: SCHOOL STRUCTURE AND CLIMATE PRIOR TO THE SDP

¹²School X is an ex-House of Delegates primary school located in a rural area on the South Coast of KZN. It has + 255 learners and accommodates multi-racial learners from Grades One to Seven. The majority of learners are of Zulu origin and come from economically disadvantaged backgrounds. There are a total of nine educators including the principal in the school. The SGB constitutes a total of seven members, that is the principal, two educators and four parents. The demographic information of the nine staff members is as follows:

* Staff Members

SEX	NUMBER
Male	5
Female	4
Total...	9

It is evident from the table above that there is a relatively good balance between male and female members of the staff in School X. The staff comprises of a male principal, three female educators in the Foundation Phase and three male educators including one female educator in the Intermediate and Senior Phases. An additional educator who has been seconded from another school is also resident at School X from the beginning of the year 2001. Although these educators are required to work as 'phase educators' in relation to curriculum development, each educator worked in isolation from the others as reflected the interviews below:

12. In order to comply with the ethical norms of confidentiality, the name of the school and individuals are excluded from this study.

* Staff members (age group)

AGE GROUP	
under 30	2
31-40	4
41-50	2
Over 50	1
Total...	9

The above table reflects a relatively good spread of age ranging from staff members in the age group of under 30 to that of over 50. It is evident from the statistics above that the majority of educators falls between the age group 31-40 and are thus relatively young. They also have the potential to make innovative contributions to WSD. These educators thus have many years still to contribute to and learn from the experiences acquired within the teaching profession. Thirty-three percent of the staff are over 40 years of age and have accumulated experiences in the teaching profession. These educators thus serve as valuable human resources to contribute to the WSD.

The above suggests an ideal situation where younger educators can be encouraged to make novel contributions and at the same time learn from those who have accumulated experiences in the teaching professions, so that together they interact meaningfully and in so doing promote the processes of WSD.

* Home Language

HOME LANGUAGE	
English	7
Zulu	2
Total...	9

It is evident from the above table that the School X is applying change mandates in terms of staff demographics. Two of the staff members are of Zulu origin and the other seven are Asian. One of these two members was appointed by the Department of Education in 1995 while the other went through the selection process and was recommended by the SGB. She was subsequently appointed to the school by the Department of Education in 1996. Thus, a degree of transformation in relation to staff heterogeneity has begun School X.

* Highest Qualification

MY HIGHEST QUALIFICATION IS	
Matric	1
College/University diploma	4
University Degree eg. BA	3
Other post university degrees	1
Total...	9

The above table reveals that School X has both under-qualified and highly qualified educators. The majority of the educators however have their teachers' diploma, which thus confirms that they came into the profession with the deliberate intention of engaging themselves in teaching as their full time career.

* School Governing Body

THE SCHOOL GOVERNING BODY			
<i>Component</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Principal	1		1
Parent (Chairperson)		1	1
Parents	2	2	4
Educators	1	1	2
<u>Total...</u>	4	4	8

The above table provides statistical evidence to confirm that School X has complied with the national policy which mandates all schools to elect School Governing Bodies, which will be responsible for the governance in schools. The table further indicates that School X provides for representative governance as per SASA (1996) both in terms of structure and in terms of gender. Furthermore, there is a balance in the racial component of parent representative namely, two Asian and two Zulu members. These features of the SGB support the national mission to develop appropriate structures within schools to oversee transformation and developments.

From the analysis of the school structure, there is evidence to indicate that School X has undertaken a degree of developmental initiatives in relation to its structure. However, in the literature reviewed (Paisey and Paisey, 1987: 66) it was revealed, though, that structure is not an end in itself. It is meant to be the means by which the objectives of the schools are reached (*cf.* 3.5.3). Thus, for the structure to function effectively, the climate within schools has to be conducive to growth and development. Certain themes or categories emerged, about the climate and working culture within the school, from observations, document analysis (SGB minutes, parents' newsletters and school news published in the local newspaper), and a close analysis of the data accessed from the interviews conducted with the school principal, the SGB and the eight educators in School X. These categories are identified and described below.

5.2.1.1 *Volatile climate*

All the eight educators interviewed, including the school principal and the SGB stated, in no uncertain terms, that the climate was a 'volatile' one. One educators expressed how the school climate impacted on her incentive to teach by stating that *'the climate was a very tense climate. I myself on days felt very de-motivated to get up in the morning and actually come to school because I didn't know what the day ahead held for me. There was a wall between myself and many of the staff members. There were ...conflicts...I thought I was being victimised always in this school...and on many occasions there were outbursts, emotional outbursts, there was no rational thinking. I myself used to be extremely, extremely temperamental. I would never even think about what I wanted to say.'* From the documents analysed, evidence revealed that the above type of climate prevailed in the school for many years without resolve. No developmental programmes by the school management team were strategized to transform the negative climate into a positive one. Thus, the SGB remained silent on the issue.

As a result of the tense atmosphere in school, the educators became despondent and under-performed in their role functions, as leaders and facilitators of change and the school principal and governors remained complacent. Stagnation and inertia as opposed to growth and developments within the school became evident. Whilst the school principal, in numerous meetings, expressed his vision to establish a positive working climate among educators, this vision did not actualise into action plans for development as emphasised in the literature reviewed (cf 3.2). Whilst the SGB was aware of the tension among educators and between educators and the SGB, they lacked the strategies to hold the school principal accountable to ensure that the working climate is conducive to optimal teaching and learning. It is thus inferred that in this case, the principal was ineffective in translating the vision for improving the working climate into action (practice) and the SGB was either indifferent to or lacked the know-how to hold the principal accountable to reserve the negative climate into a positive one or they.

5.2.1.2 *Existence of factions or cliques*

Observation of behavioural patterns of the educators reveal that there was indeed a visible split or division among staff members. On analysing the minutes from meetings held with staff

members, it became evident that two distinct 'factions' emerged – one group supported proposals made by the principal and SGB while the other group appeared to find fault and more often, stood in opposition. An educator confirms that one group '*supported the principal while the other groups, almost always, stood in opposition*'. Such divisions among staff members reflect a definite weakness in the basic functionality of the school and promote disharmony and suspicion, both of which stand in contradistinction with the principles and philosophy of WSD. The extent of the asymmetrical relations is expressed by an educator who said:

'you discuss certain things with certain people and other things you never dare mention those things...And also the attitude towards management, because of this climate of suspicion and mistrust, certain quarters of our staff felt that management was not there for them...they felt that management was up there, we are down here, management is not worried about them. And they never looked at management as a way out of their problem. They always felt that management was there to make their lives miserable in school'.

It is evident from the above extract that educators saw '*management*' as the '*perpetrator*' and they were the '*victims*'. Thus, a stressful environment was created. This was confirmed during the interviews where it was stated by most of the staff members that one group had the '*support of management*' while the other group viewed themselves as '*outsiders*'. These two groups were at continuous loggerheads with each other and failed to compromise or resolve conflicts amicably. Opposition was used as a deliberate mechanism to maintain loyalty among group members within specific factions. In conversational discussions with the SGB, it was evident that the tension among educators filtered through and impacted negatively on their relationship with the SGB. According to the interviews with the educators and governors, the above situation prevailed for a number of years. Thus, credibility is given to the inference that the principal of School X was ill-equipped with conflict management skills and also to a degree lacked people skills, as described in 3.3.4.3, to secure solidarity among the staff members.

5.2.1.3 *Unresolved conflicts*

According to Roosevelt (in Kotelnikov, 2002: 12), the most important single ingredient in the formula of success is knowing how to get along with people (*cf.* 3.3.4.3). Where there is conflict among members in an organization, productivity is hampered. It was evident that the educators in School X did not know how to get along with each other. More critical though was that the school principal did not have an effective strategy in order to develop a sense of mutual respect and professional integrity among the educators. Disharmony and discord manifested itself at staff meetings, school functions and events where minimal commitment from staff members was evident. Professional activities, school events and projects were of average quality as, according to one educator, *'the will to participate was lacking'*. The conflicts which emanated in the school were carried beyond the physical boundaries of the school. One educator claimed that because for the tension and conflicts within the school, he had to travel on his forty-five kilometers to and from school each day in silence despite having a traveling companion. These two educators were on opposite ends of the two factions mentioned above. Given the above situation, it can thus be inferred that educators worked under stressful conditions and were therefore not performing at their optimum levels at School X. It is inferred that it would have been difficult for School X to embrace WSD.

5.2.1.4 *Lack of motivation and incentives by educators to excel*

The tension-bound climate in School X had a negative impact on the educators' attitude towards their work. All of the eight educators interviewed were unanimous in their expressions that they felt demotivated and were uninspired. One educator expressed breathing *'a sigh of relief'* when the bell rang to go home after school. It was observed that educators were mostly reluctant to volunteer when the principal needed a specific task to be performed. When tasks were performed such as extra-curricula activities, there was an attitude of reluctance and lethargy demonstrated by the educators. This attitude of lethargy expressed itself in the classrooms.

According to Maslow's theory, when educators lack motivation, the manager must attempt to discover what needs are most salient or important to the 'problem' educator. The manager then attempts to create an on-the-job situation that permits the employee to satisfy his or her

dominant needs (cf. 3.4.7.2). In School X, educators at times felt that they *'were not a part of the staff'* which infers that they needed a sense of belonging. Attempts to develop a sense of belonging among educators were absent at School X. Research indicates that WSD is mobilized through the energies and efforts of motivated and purposeful organizational members who are individually inspired and collectively orientated towards whole school excellence. Since educators in School X were demotivated and uninspired, it was unlikely that they made effective contributions to school development projects.

Although School X had highly qualified educators who could be used as valuable resources to develop innovative policies for change and developments, they did not have nor were not given the incentive and motivation to excel beyond the confines of their individual classrooms. The result was stagnation and boredom. Minutes from staff meetings which were analysed however, revealed that in 1998 an attempt was made to include educators as part of the SGB team. Educators were thus 'voted' onto various sub-committees of the SGB. These were the Finance Committee, Fund Raising Committee, Grounds and Buildings Committee and Cultural Committee. Initial enthusiasm was expressed about possible future projects, which these committees were to undertake. However, in the secretarial report at the end of the term of office of the SGB in 1998, the following was noted:

'It must be reported, that although the SGB consisted of various sub-committees, these committees were by and large ineffective as no improvement projects were undertaken by these committees during the their term of office'.

Although, School X had highly qualified educators, who served on sub-committees of the SGB, there was an absence leadership to transform and enthuse the school to move from point A to point B in terms of development and growth. It appeared that the school was adopting and implementing mandatory policies, which called for structural transformation, but evidence indicate that there was a definite deficiency in strategies to improve the overall quality of life within the school. WSD is about working in teams to solve real school issues and to improve real work processes (cf 3.5). It is about holding department meetings to plan, implement and review projects and progress, to obtain broad input, and to coordinate shared work processes.

However, while structures were in place to work as teams, these were ineffective in solving problems and improving processes. Furthermore, the SGB minutes indicate that the sub-committees were not asked to account for plans to undertake developments in their respective portfolios. Thus, the whole system stagnated as neither the SGB nor management assumed the role of agents of change to motivate the system to develop. What became evident was the absence of leadership from educators, governors and including the principal to transform lethargy and stagnation. There appeared to be a definite need to reinitiate the energies to transgress such complacency.

5.2.1.5 *No teamwork among educators*

School X revealed that supportive interaction, among staff members, imperative for WSD was non-existent. One educator puts it succinctly as follows:

The rest of the staff was not a part of my growth, or my development or my life. I was just confined to my learners, that was my responsibility and what happened around me didn't really matter'.

In the light of the data above, it is evident that isolationism and separatism, both of which are counter to WSD, were prominent features in School X. What is startling about the above revelation is that other educators felt likewise. One educator infers to the nihilism in the organization when she emphatically states, "*we didn't have that so-called teamwork. We had something - hatred - within ourselves but sometimes we didn't show it, but we had to carry on pretending that everything is normal*". This educator appears to have sheltered herself from the negativity by pretending that everything is normal.

According to Freud (1943), in order for a person to defend himself or herself against anxiety caused by 'hatred', the individual represses feelings (cf. 2.4.5). Freud (*ibid*) claims that when a person has some thought or urge (example 'hatred') that causes the ego too much anxiety, he or she may push that thought or urge out of consciousness down into the unconsciousness. In this case the educator pretended that '*everything is normal*' as an attempt to simply 'forget' the thing that disturbed her by assuming a pseudo-stance with her colleagues. The incentive to

contribute to the well-being of the organization was thus hampered and in this sense development was hindered. From the above, it is evident that the introduction of changes, by the school manager, to develop teamwork among educators, was absent. One of the ways in which educators managed the absence of teamwork, was to pretend that everything was normal. Thus, the status quo prevailed.

5.2.1.6 *Ineffective teaching and learning*

In interviews conducted with educators, all of the educators indicated that they their relationship with their learners was merely 'job related'. Most of them therefore subscribed to the 'ivory tower' principle of teaching in the classroom even though OBE was being implemented. This infers to the ineffective way in which teaching and learning were taking place in the classroom. One educator claimed that:

'when I was in the classroom, I focused on all the children in front of me as coming in there as empty vessels who, I had the task of education them and I didn't care about what their personal backgrounds were. I expected them to be at a level that I wanted them to be and I knew that every child had the potential and I expected them to just, without any motivation, or help or support from me, to just reach the standard that I had set a predetermined standard that I've already set.'

What is disappointing about the above revelation is that although the educator in question was an OBE district facilitator, she still subscribed to the 'empty vessels' tenet. The inference is that although educators may have the necessary skills and knowledge that *'every child had the potential'*, if the teaching climate is 'volatile' and the tension among staff members is high it becomes likely that such educators will underperform. Research indicates that educators, who subscribe to positivism, see their learners as objects, or *tabula rasa* (blank slates), which respond in predictable ways to external stimuli, and therefore these educators adopt unidirectional teaching methods to stimulate children to behave (learn) according to predetermined objectives. Thus the learners' input in shaping their own reality is undermined (cf. 2.3.1). OBE regards learning as essentially an interactive process between and among educators and learners, with the learner at the centre of the process and the educator serving as

facilitator (*cf.* 2.2.7). It is learner-based and learner-paced. Clearly, the principles of OBE at School X were being undermined and thus the holistic development of the learner has been hindered.

5.2.1.7 *Resisting change*

While the OBE positions educators as change agents, it is evident that the educators at School X were not committed to supporting the changes required in relation to curriculum and teaching methodologies. As a result of the conflict and disharmony among educators, phase educators worked in isolation from each other and did not comply with the OBE micro and meso planning system which compelled educators to work together in developing curriculum strategies. No sharing of curricular work, activities or ideas was encouraged. One of the educators said that, the message '*sink or swim*' was carried across the whole school even though educators had to implement the new curricular (OBE). Educators therefore had to engage in a process of trial and error, more often at the expense of learners. If educators were not sure about a particular aspect in the curriculum, the section was either left out completely or taught in a mediocre fashion to the learners. The educators thus saw their responsibilities of teaching as a task which was completed in a routine and mundane fashion. Thus, the quality of teaching and learning was compromised. The governors' voice in respect of meso planning relative to curriculum needs was subsequently silent as the school did not engage in neither micro nor meso planning for curriculum development. Efforts by the educators and/or the school principal, to transform the status quo remained lackluster.

5.2.1.8 *Indifferent attitude towards school governors*

A high degree of tension between the SGB and staff members was present. This was confirmed in interviews conducted with both the staff and SGB members. It was established that '*we (governing body members) felt uncomfortable in meetings with the staff*'. The chairperson of the SGB stated in her interview that '*we were on one side and they (educators) were on the other side*'.

What was particularly disturbing about the relationship between the educators and the SGB is that despite attempts made by the SGB to communicate with the educators, there was an indifferent attitude displayed by the educators towards the SGB. In interviews conducted with educators, it was confirmed that they did not regard inputs by the SGB members in a serious light. The interview with the SGB chairperson revealed that she was disturbed by the educators lack of interest in their ideas. When this issue (of tension between the staff and SGB) was discussed with the SGB chairperson, her facial expressions and tone of voice reflected a sense of deep disappointment. In expressing her feelings about the lack of unity she stated '*I felt very bad, I felt very bad and I even said to myself: what could be happening?*' There was a sense of helplessness by the SGB about the negative climate that prevailed in the school. The documents which were analysed indicate that neither the school principal, nor the governing body or the general educator component attempted to change it for the better. Each of these constituencies ultimately became accomplices to the situation by making superficial attempts to improve it or ignoring it or adding to the conflicts which flared up intermittently at School X.

5.2.1.9 Lack of trust and unity between educators and governors

The relationship between the staff and the SGB was one of suspicion and mistrust. This was confirmed by most of the educators and the chairperson of the SGB who expressed openly that there was a lack of trust between the SGB and educators. There was a general feeling among the educators that the SGB was not competent to contribute effectively to decisions about WSD. It was thought that they merely served as a '*rubber stamping body*' to authorize decisions made by the educators and principal. As one educator stated '*because of lack of development themselves (the SGB), educators didn't know how to interact with them*'.

Documents indicate though that the two educator representatives on the SGB, on the request of the school principal, did conduct workshops with the parent component of the SGB to improve their understanding of policies relative to the governance of schools. However, despite these attempts, the relationship between the educators and the governors reflected aloofness and suspicion. Commenting on her relationship with the governing body, another educator said '*I wouldn't do more than just greet!*'. Confirming that '*there was no openness and trust between*

staff and the governing body, still another educator responding on the interaction between staff-SGB, stated *'no, there was nothing!'*.

Furthermore, staff members saw the SGB support as a 'threat'. The perspective was that the SGB was 'policing' them. Thus, discussions between the SGB and staff were minimal. One educator commented *'I used to see them as, oh they are parent management I mustn't say anything to them otherwise they will take it to the principal'*. The SGB however, felt that the educators displayed an air of superiority, deliberately distanced themselves from the governors and were not interested in what they (the governors) had to say. This led to their lack of input in decisions about school improvement. From the interview with the chairperson, and from observations during interaction with the governors and educators, it was evident that the governors felt intimidated and unsettled to contribute to discussions and decision-making at school. This resulted in the inability of the SGB to perform their legitimate functions effectively.

Aspin, Chapman and Wilkinson (1994: 92) concur that schools are going to have to go to a model where there is an active partnership between parents and educators. Aspin *et. al* (*ibid*) insist that schools have to:

'open itself up to influence and change by parents, so that they have the scope and real chance to influence the system and to make the real changes. The results of such change efforts will involve a compromise between educators and parents, but they will have significantly influenced the education which the children are getting' (cf. 3.5).

Sutherland (1998: 83) acknowledges that the inclusion of parents in the work of the schools undoubtedly causes uneasiness to many educators. It is in this sense that educators require training to motivate them to accommodate parents as governors of their school in a manner, which reflects professional integrity. According to Sterling and Davidoff (2000: 19), as part of a school's development initiative, 'integrity' should be established as a 'core value' within a school (*cf. 3.3.4.4*). It is clear that professional integrity, as a core value, was compromised at School X, thus, hindering its development. Reflecting on his relationship with the SGB, one educator regretfully states that *'staff were being childish and that's the only way I can put it,*

management had a problem...management obviously involves the governing body, and when the governing body became involved, the tensions became even more'.

From the staff minutes, there is evidence to indicate that attempts were made by the school principal to influence the educators to '*work with the SGB and not against them*'. However, without the co-operation from the educators, this became difficult. Minutes from staff meetings however, indicate that feedback about SGB meetings was given to the staff via the two educator representative. It is critical for educators to accept that the school governors have the legitimate right, according to Section 20 of SASA (1996) to be involved in the development of policy, support staff and oversee the quality of teaching and learning within the school. Support, is thus, not a threat, but an action to facilitate improvements in school. Although numerous meetings were held where both the staff and the SGB were participants, parents played a peripheral role. On questioning the chairperson about the peripheral role they played, she claimed that the teachers had a negative attitude towards their input. Teachers on the other hand indicated that they did not feel that the parents could make informed decisions about the needs of the school because they lacked competency in this regard.

Literature indicates that for WSD to evolve as part of the culture of school life, synergy is necessary whereby a symbiotic relationship among the various team members (the manager, governors, educators including learners) is created. Caldwell and Spinks (1993: 75) identify *synergy* between managers (including educators) and governors as one of the fundamentals in a self-managing school. They claim that synergy is generally understood to mean, in simple organizational terms, that a group working together can achieve more than individuals working separately (*cf.* 3.5.5). Thus, evidence indicates that the 'synergy' needed to ensure that the principal, governors and educators at School X evolve a symbiotic relationship to promote WSD, was absent.

5.2.1.10 Non-existent of management intervention programmes

One of the limitations in the management of School X was the non-existence of management intervention programmes to support the educators in their personal and professional growth and development. While the school made attempts at structural transformation in relation to

SGBs and in recruiting educators from diverse racial groups, there was little indication to suggest the more important qualitative transformation in relation to developing an enabling environment so that everyone is felt welcomed by the support they receive from the principal including the governors.

For example, on the arrival of new staff members to the school, no induction programmes were conducted, as this was not part of the school policy. Taking for granted that the new educator will adjust automatically to her new circumstances had a negative impact on the educator in question. She claimed that *'I saw myself [at School X] as a very little person... because when I think of the days when I came here to this school, I had my doubts...because when I looked at all the people around me, I saw different, very different people...I'm talking about the ethnic group...I was thinking, am I going to fit in this place?'* The interview with an under-qualified educator provided evidence to indicate that he was given minimal support when first employed by the SGB to the school. He expressed the following difficulties: *'Talking about the problems in my class, it was difficult for me to go to anybody and ask for help...those educators that weren't in the staffroom, I would be a bit afraid to ask them...I never got to see them often, maybe once in the morning and when it was time to go home.'* Observations revealed that the school manager, despite being a sound administrator, neglected to delegate the responsibility of developing an induction programme, for example to experts among staff members. It is evident that his personal support was insufficient to instill a sense of confidence, among new members of staff.

WSD is about valuing and celebrating diverse people, ideas, backgrounds and experiences. However, in School X, such a value system appeared non-existent or inadequate. The subtle undertones of life in School X suggest the violation of policies, which mandate equality and equity. The school neglected developments in these key principles of democracy. A black educator on staff indicated that prior to the staff development programme, *'I felt I wasn't given a chance to prove myself. I felt like I was being er outcasted That is being honest now. I felt really like belittled and like my worth is not recognized...as a person'*. She later says *'I was demoralised!'* It is reasonable to make the inference that if the morale of educators in school is low, the incentive to excel, decelerates. The promotion of WSD hinges on high energy levels by educators who have a relentless growth attitude (cf. 3.4.4). However, the data above reveals

a low energy level demonstrated by the educator in question and an attitude, which indicated a low, esteem level.

If schools continue to 'do business as usual' without developing a strategy to embrace their educators holistically as human beings, then they are ignoring one of the major assumptions of WSD, namely that schools should embrace and support the growth and well-being of all its stakeholders (*cf.* 1.4.4). Strategic measures, to inculcate a system for continuous personal and professional developments in schools, as well as to celebrate and manage racial diversity, are compulsory if changes are to be effective. Dean (1986: 172) appeals to schools to create a programme of development for all staff and she thus asserts that:

'Many educators are still developing as people. The treatment they receive from those senior to them, the extent to which their views are considered and treated with respect, the attitudes shown to them, all affect the people they are in the process of becoming'.

5.2.2 SECTION TWO: STAFF DEVELOPMENT PROGRAMME

What follows is the analysis and interpretation of data accessed during the experimental manipulation, namely the staff development programme. It must be restated that the researcher assumed the role of 'transformational leader' with the approval of the school principal, the educators and the SGB.

From the discourse in the previous section, it is clear that the existence of multiple anomalies were present in School X. At the first meeting, all stakeholders (the principal, governors and educators) indicated that there was a need for some form of intervention programme to reverse the negative culture prevalent in the school. Thus, as participant observer, the researcher subscribed to Sterling and Davidoff's (2000: 69) view that '*the people within your school are your most important resource*'. The strategy was thus adopted to implement a staff development programme to facilitate the changes necessary to reverse the negative factors within the school into positive ones. However, because of the protracted animosity among staff members, there was initial resistance to the SDP, despite the initial consensus with the SGB about the need of a management intervention programme to enhance teamwork and promote

leadership skills among educators. It was evident that as a result of the tension and division among educators, the researcher had to approach the SDP very cautiously by securing an environment of trust between herself and the educators.

5.2.2.1 *Establishing a climate trust and security*

As a result of the 'volatile climate' in School X, the researcher was diplomatic and sensitive in her approach in implementing the SDP. It must be emphasised that the researcher subscribed to Kotelnikov's (2000) *Relentless Growth Attitude* and not only emphasised, but sincerely believed that '*everyone has the potential being a leader*' (cf. 3.4.4). This belief was elaborately expressed to the educators. Furthermore, in order to create a climate of trust and security, the researcher remained non-judgemental, objective and neutral throughout the staff development programme. The many journal entries reveal that the researcher engaged in regular introspection in an attempt to maintain a high standard in the facilitation of the SDP. As the 'transformational leader' she adopted a rapport suggested by Kotelnikov and Knight (cf. 3.3.4.4). Knight (2002) claims that rapport works best as a philosophy – a way of dealing with people and a way of doing business at all times, in contrast to *doing rapport* as a technique or skill to use when there is a 'problem'. To emphasise this point, Knight (*ibid*) corroborates that:

'having rapport as a foundation for the relationship means that when there are issues to discuss, you already have a culture in place that makes it easier to talk to them and thus to prevent issues from developing into complaints, objections or problems'.

Thus the researcher displayed a culture of professional integrity throughout the case study. In workshop one and two, the stage was set for transformation.

5.2.2.2 *Collectively identifying needs*

At the first meeting with the SGB, there was consensus that a management intervention programme (namely, SDP) was imperative to train educators to work harmoniously as a team for the benefit of the whole school. Secondly, there was consensus among the governors, the principal and the educators that since educators (teachers) were at the closest point of delivery, their leadership skills need to be developed. Although the atmosphere at this meeting was

highly formal and somber, the value for the staff to engage in SDP was clearly spelt out by the researcher. The energy levels at this meeting were low and observations indicate a degree of reluctance from the educators to engage in the process. The presence of the SGB at the meeting was met with a degree of indifference by the educators.

The first actual SDP began with a simple questionnaire. As stated in the previous chapter, it was designed to access data about the areas of need in relation to promoting leadership skills. Thereafter a ten page document was produced where the data was analysed and interpreted so that educators could glean the extent and the area of their needs in relation to staff development (Appendix 5). When the document was discussed, staff members did not reflect surprise at the extent of the problems within the school. It is thus inferred that the tension and conflict was ingrained into the system and became part of the school culture. The document was read and discussed with the staff members. As preempted, the following were collectively identified by staff members as areas of needs, namely:

- transparency
- teamwork
- conflict management
- trust and unity
- morale
- decision making
- leadership
- dealing with change

(Appendix 6)

Theoretically, all staff members (that is, educators and the school principal) wanted to engage in the staff development programme. However, when it was actually being implemented, certain trends emerged, which were not only observed, but were confirmed in the interviews conducted with the principal, educators and the SGB. These are identified and interpreted below.

5.2.2.3 *Resisting change*

There was a strong degree of resistance initially. It became easier for the researcher to understand and accept the initial resistance because of her knowledge of Lewin's theory of change and the *Relentless Growth Attitude* she adopted. Owens and Steinhoff's (1976: 21) propose (as stated in chapter one) that basic theoretical knowledge is important and necessary in attempting to understand practical problems at the cognitive level. Thus, since the researcher was familiar with Lewin's *force field analysis of change*, she expected resistance and was thus ready to manage it appropriately. Resistance was manifested by way of the initial reluctance by the educators to contribute to the discussions. One educator said "*I felt I had to go (to the SDP) because everybody else went...I remember very clearly going home and saying 'oh my God, you know what, this is an hour of my time wasted, it's not going to take me anywhere!'*". Four other educators echoed the perception that the SDP was initially, 'time wasted'.

The resistance to the SDP was evident in the initial workshops as the principal and those staff members who 'supported' him were the only ones who initially contributed to the discussions. There was a large degree of tension and those who did not contribute remained tight-lipped, tense and occasionally it was observed that some of them appeared disinterested. The educators who initially resisted the initial SDPs related that they felt there was nothing that could be done to change the situation at School X. One educator said that because of the unresolved conflicts and bitterness she felt within her, she was not open to the idea of having the SDP. Another said that she harboured what she referred to as 'hate' in her and therefore was not too keen on the SDP.

5.2.2.4 *Evolutionary change*

A close observation of the educator's behaviour confirmed that change took place gradually. Some of the educators were more accepting of the SDP than others and were immediately open to the new information being transmitted to them via the researcher about self development. The researcher leaned heavily on Senge's theory of self-mastery to propose the idea of self development as a medium for empowerment and progress. With the help of Sterling and Davidoff's blame frame the researcher was able to relate the message that in order to lead in a

transformative and effective way, one has to unearth the dysfunctions within oneself. The researcher expressed the negative outcomes when individuals view themselves as '*victims*' because of circumstances beyond their control and subsequently blame people (principals, educators, SGB), events (redeployment, lack of promotions etc) and 'the system' (policies, affirmative action etc) for their underperformance in the workplace. She also discussed the negative consequences of adopting the roles of the 'rescuer' or 'perpetrator' (cf. 3.5.3.2). The researcher succinctly outlined (giving practical examples) the debilitating effects of attaching oneself to either of the roles on the 'blame-frame'. She further used herself as an example to demonstrate how identifying with any of the roles, namely 'victim', 'rescuer' or 'perpetrator' jeopardises ones authenticity, liveability and humanity as a person and hinders ones success as a transformational leader.

It was during this message that there was a degree of instability. The researcher observed that some of the participants became uncomfortable and attempted to deny or defend the way they became accomplices to the negative milieu at School X. The steadfast and unyielding attitudes of some of the educators began to waver, as expected. Throughout the programme, the researcher maintained a calm and composed disposition and consciously held herself back from adding to the dis-ease that was been experienced by the educators. The researcher exercised professional integrity, patience and remained objective throughout the workshop (cf. 3.3.4.3a) The researcher observed that these were valuable strategies, which promoted her credibility as co-ordinator of the SDP and helped to sustain the trust and openness that were evolving. It must be noted, that at the end of the first workshop, there was a sombre atmosphere as educators began to digest the essence of consciously liberating oneself from the blame-frame as a personal commitment to develop self-worth and as a professional obligation to promote authentic leadership. Their introspection at this point was confirmed in subsequent interviews. One such educator metaphorically stated that, "it was food for thought". Furthermore, all of the educators conceded that although it took more than one workshop, they experienced definite changes in how they perceived their work and relationships with others.

5.2.2.5 *Learning to introspect*

What was particularly exciting for the researcher was observing how the behaviour of educators was gradually and noticeably transforming during and after subsequent workshops. Although in subsequent staff development workshops, the educators and the principal retained their same seats, they were interacting more and the tension, which was so evident at the initial workshops, seemed to have dissipated. By the fifth workshop, there was more laughter and everyone began to participate more fully. In the interviews with the educators, they revealed that one of the major lessons learnt from the SDP was to reflect on ones own way of being in relation to work and people. One educator said that she has become more observant of her behaviour, not only in school but at home as well.

What is clear from the above, is that the element which served as a motivational feature within the SDP to influence educator to change dysfunctional behavioural was *learning to introspect*. In one interview, a educator states that '*on reflecting ...I did realise there was still a lot of room for growth and improvement...only when one sits down and puts ideas on pen and paper, that the clarity, the mist starts moving away and you're able to see!*' What becomes evident, is that the SDP allowed educators to appreciate the value of 'self-analysis' or in Senge's terminology '*turning the mirror inwards*' as one of the mechanisms or tools for personal mastery. It also was transforming the school into a 'learning organization' where educators were becoming learners within the school milieu (*cf.* 3.6). The concept of 'learning' being the exclusive domain of children was gradually being dissolved as adults began to learn new ways of being. Even the principal stated that he was closely monitoring his management style and the impact it was having on his staff member. His change was not only seen, but it was felt by staff members who claimed that he was more 'compassionate'. Educators expressed numerous how self-analysis helped them to become proactive rather than reactive and automatic in their response to people and events.

5.2.2.6 *Moving away from automaticity*

The SDP supported the educators to become critically aware of the value of self-management, which is one of the principles underpinning WSD (*cf.* 2.4.5). Some of the educators mentioned

that before learning the value of introspection, they acted in an automatic fashion. Burger (1999) states that people become oppressed and marginalized from their authentic selves (that is to be fully human) when '*they forget that they have the capacity to make choices*' (cf. 2.2.3). Thus, educators who act mechanistically do not support the philosophy underpinning WSD as their behaviour is synonymous with the positivist paradigm. In the interviews, it was confirmed that reacting to situations and people was detrimental to the educators' own growth and development. According to the Johari window of self-knowledge, when people are reactive, they appear to operate from quadrant four (cf. 3.4.4.1). This means that such a educator acts or operates impulsively and automatically without consciously being aware of and taking notice of the impact it has on himself and others. In other words such a person places himself at the effect end of the cause-effect continuum of life. In this sense, the individual sees himself as a victim of circumstances and fails to take responsibility for change.

Hopkins, West and Ainscow (1996:31), in their study *Improving the Quality of Education for All*, observed that those schools which recognize that continuous enquiry and reflection are important processes for personal and school improvement and find it easier to sustain improvement effort around established priorities. They are also better placed to monitor the extent to which they deliver the intended outcomes, even in times of enormous change. The SDP thus served as a stimulus to encourage educators to move towards the point where each response they have to each event, in the school specifically and in the world generally, is a '*choice*'. According to the interviews, learning to notice one's behaviour and to introspect, motivated educators to '*make a personal commitment to actually changing or trying to change [her] my attitude towards everybody else*'. It was evident in the forthcoming staff development workshops that the interpersonal relationships among staff members began to improve.

5.2.2.7 *Taking responsibility for dysfunctions*

Educators began to realize that, as difficult as it was, there was sagacity in taking responsibility for the way they behaved and felt within the school. From the interview, what became apparent is the educators realized that the problem is not 'out there', but within them. As one educator, commenting on the tension among staff members exclaims: '*perhaps I hadn't communicated with everybody else*'. This educator thus makes a noble observation and acknowledges that the

problem may lie within herself as she did not take the initiative to communicate with others. It also reflects that this particular educator attempted to place herself at the cause end of the *cause-effect* continuum. In other words the educator chose to take responsibility for her actions or in this case her 'non-actions'. The educator elaborates in her interview that she subsequently became proactive by unhooking from the blame-frame through the development of an 'expanded awareness' of the self. This is indeed encouraging as Kabat-Zin and Kabat-Zin (2002: 1) state, '*relating to the whole of our lives mindfully, to both our inward and our outward experiences - is a profoundly positive and practical alternative to the driven, automatic pilot mode in which we operate so much of the time without even knowing it*' (cf. 3.4.4). A noticeable shift in the educators' behaviour resulted in educators communicating openly and freely with each other. As the workshops progressed, there was heightened enthusiasm towards the SDP.

5.2.2.6 *Unfreezing the status quo*

In conversational discussions, many of the educators expressed their appreciation for the implementation of the SDP. The principal and chairperson of the SGB also expressed a noticeable change among the staff members for the better. Meetings were conducted in a manner unprecedented. There was mutual support among the educators and they began initiating ideas for transformation. Consensus for workshop dates was sought from all staff members. There was an agreement made that if any staff member is absent on a day in which the staff development workshop was to be held, then it would be postponed. Educators also began to suggest working together to assist the SGB to have fund raising campaigns. They worked together to have cultural days and staff socials. Extra curricular activities were planned collaboratively and executed with finesse and enthusiasm.

According to the educators, they were happy about the SDP because according to some of them, the stress that was being experienced previously, was slowly being released. However, most of them agreed that a degree of pressure was necessary to facilitate the positive changes, which were becoming increasingly apparent. One interviewee said '*and thanks to our staff development co-ordinator (ie the researcher), who at the beginning pushed us a little bit, we needed that push....*'

Evidence indicates that prior to the SDP at School X, a state of equilibrium existed between the driving and restraining forces thus maintaining equilibrium but inhibiting changes. As seen in the interviews, prior to the SDP, negative behavioural patterns remained steadfast and 'frozen' thereby maintaining the status quo. According to Krietner *et al.* (1999) motivation is required to change, or put differently, to 'unfreeze' the status quo. The SDP served as a tool to motivate the educators to change negative behavioural patterns for the purpose of self development and personal mastery.

5.2.2.9 *Becoming transformational leaders*

After the first two workshops, which were facilitated by the researcher where the foundation was laid for change, the educators volunteered to be facilitators of specific themes as enumerated above. Each educator, including the principal, was given personal support and guidance in preparing for the workshop. All of the educators agreed that taking ownership of the SDP by choice, and not coercion increased their enthusiasm to become effective facilitators. They further agreed that the support and guidance giving by the researcher were invaluable mechanisms to boost their confidence levels and establish a sense of intention and purposefulness in facilitating the workshop.

Each educator expressed in different ways, how he or she benefited and learnt from being facilitators. It must be noted that the rationale used by the researcher, for creating the opportunities for educators to participate in their own SDP, lies in the philosophy underlying WSD, namely anti-positivism (*cf.* 2.3). This philosophy proposes that '*man is both a product and a producer of his own social reality*' and thus, according to Berger (1999: 164) it is his human right to participate in the creation and development, cognition and re-cognition of the social reality within the education system. An educator, thus, needs to be given the opportunity to be a '*producer of his own social reality*' so that the situation may be averted whereby the school subscribes the positivist paradigm and reverts to becoming a puppet theatre with its members portrayed as '*little puppets jumping about on the ends of their invisible strings, cheerfully acting out the parts that have been assigned to them*' (*cf.* 2.3.1).

Barth (1990: 50) found that if SDPs take the form of workshops '*done to someone by someone else*', and a school or school system deliberately sets out to foster new skills by committing everyone to required workshops, little happens except that everyone feels relieved, if not virtuous, that they have gone through the motions of doing their job. So by and large, according to Barth (*ibid*) such SDPs insult the capable and leave the incompetent untouched. Thus the SDP was designed to provide educators to take the challenge to become, in Berger's (1999) terminology, '*producers of their own reality*'. The outcome of challenge is recorded in the interview below. One case in point was the educator who is unqualified. He explained that his personal learning curve as a facilitator of one of the staff development workshops helped him to overcome his fear of speaking at public meetings and inter-school workshops. Reflecting on his facilitation of one of the SDPs, the said educator exclaimed that '*I surprised myself! You know ma'am, at first I was so nervous, but when I was presenting, I actually enjoyed myself because everybody was participating. I learnt to trust myself - because as you said - I can make a difference*'. Thus, there is evidence to indicate that School X was transforming into a learning center where not only children, but also adults (the educators) learn.

Educators also expressed the importance of having their potential acknowledged and being given the opportunity, via the SDP to explore their creative and talents. From the interviews and observations, it was clear that not only the individual, but the whole school benefits from such development programmes. Commenting on her status as SDP facilitator, another educator provides the following '*Firstly I was nervous. Once I was there, my platform was given to me, I had that feeling of being positive and appreciated*'. By participating in the change programmes, it becomes evident that the esteem levels of the educators increased. From observations, it was evident that educators began appreciating each other for the unique contributions they made to the SDP.

Since the researcher adopted Dean's (1986) suggestion during the SDP to lead by example, she was particularly impressed by the additional care taken in respect of the attire by individual facilitators, especially the female educators during the SDP. On complimenting one such educator, she playfully responded, '*today's my important day, I have to look good!*'. What this expresses, is the sense of enthusiasm which was demonstrated and the value placed on the

status awarded to the educator. According to Kotelnikov (2002), the key to influencing people, is developing an effective rapport which lies in, among others, the way you present yourself (cf. 3.3.4.4). Thus, educators demonstrated professionalism in their facilitation, both in their tasks and in their attire.

5.2.2.10 *Accountability for change and development*

As part of the growth process, each of the educators had to account for the practical ways in which they were transforming their behaviour by filling in specially designed performance indicator forms (Appendix 9). According to the educators, this proved to be an extremely valuable instrument for change because all the educators had to record the practical ways that they were changing and share this during plenary sessions. This proved to be an exciting and valuable exercise as educators began monitoring their own behaviour and provided feedback to the others about successful shifts in their attitudes and behaviour. Every educator without exception, including the principal provided feedback about the different ways he or she was transforming negative behavioural patterns into positive ones. There was an atmosphere of mutual admiration during the intermediate staff development workshops when the principal and educators read from their performance indicator forms and described, for example, how they were implementing some of the ideas from the SDP to transform personal dysfunctions. The participants acknowledged the many wins they were experiencing. The two members of the SGB who were present at the first intermediate workshop sat in awe of their principal and educators. The chairperson energetically expressed, *'I'm so happy, I feel like springing!'* The school governors congratulated the educators for their progress. However, the chairperson said that such workshops should be on-going and must not come to a sudden stop. The educators expressed agreement with her.

5.2.3 SECTION THREE: POST STAFF DEVELOPMENT

After the SDP, evidence emerged to indicate a definite shift in the quality of life among educators at School X.

5.2.3.1 *Professional development*

What was particular discernible after the SDP, was that the climate was set for change, and the educators were capacitated with the resolve, will and proficiency for interpersonal support and personal development. Educators expressed their readiness to embark on challenges assigned to them. When questioned why this shift occurred, there was consensus among all the educators that the SDP set the climate for teamwork, mutual respect and trust among colleagues. They mentioned that there was an increase in their morale and esteem levels escalated. Thus, taking the challenge for additional development programmes in school was according to one educator *'only a pleasure – we are looking forward to other projects assigned to us and I know that together anything can be accomplished!'*

As an extension of the SDP, the researcher provided the educators with a challenging task which would enable them to apply their new behavioural patterns in a way which would be beneficial to both the educators and the school as a whole. This rationale was communicated to the educators and it was met with new-found enthusiasm by all members of the staff. Educators were given *'a major project'* to undertake, namely the design of a policy document for handwriting for the Foundation Phase, and a policy document for *'Continuous Assessments'* for the Intermediate and Senior Phases. What was particular inspirational for the educators, it was found, was that at the end of their task, each educator would have acquired firstly, the skill of designing a policy document and secondly, the rank of co-policy designer. Despite the initial fears, educators expressed that they were highly motivated and confident that they will succeed in the task for two reasons. Firstly, they felt secure in the knowledge that the support and guidance they needed would be forthcoming from the researcher and from each other, and secondly, personal benefits of being co-designers of the policy documents will be achieved. Thus, the educators were extrinsically and intrinsically motivated to undertake the development of the policy documents. It is evident that School X was evolving into a self-reliant school where its own educators were developing personal and professional skills to be transformational leaders who are motivated to contribute to developments programmes for the school.

5.2.3.2 *Teamwork and synergy*

What became evident is that, the staff development programme provided the educators with the interpersonal skills necessary to relate effectively and professionally with colleagues, parents and the learners. In the interview conducted with the educators, it was found that the SDP provided the educators with a sense of group cohesion and unity which were translated into mutual appreciation, shared ideas, enthusiasm and excitement during their task of policy development. Thus, it can be inferred that synergy necessary for the development of a symbiotic relationship to promote WSD was evolving and professional integrity among educators was enhanced.

Since the 'professional development' challenge was for the educators to design two policy documents, it was observed that the Foundation Phase educators worked as one team and the Intermediate and Senior Phase educators worked together as the other team. As stated above, the rationale for the project was twofold. Firstly, it was an attempt to apply the learning which took place during the SDP in a practical situation and secondly, it was to assist educators to develop appropriate skills as policy designers. In the interviews, all of the educators said that they thoroughly enjoyed the challenge and agreed that *'we would never have accomplished so much if we did not do the staff development programme first. We learnt to respect and trust each other and that is why we could work so well as a team to do what I thought was almost impossible!'*. Another educator was passionate that the SDP was *'the ladder towards accomplishing other developments'*. Yet another educator added *'we are glad that we started off with staff development...with staff development, we learnt about interpersonal relationships, understanding people as human beings, understanding that there are ways that we deal with each other; we interact with each other!'*

From the interviews, the educators indicated that the staff development served as a forum for 'learning' for all of them. According to the educators, that prior to the staff development, little adult learning took place. Educators acknowledged that although the development of the two policy documents *'was a lot of work and it was not such an easy task, and it took a lot of time to actually go out and get the information and put it in the way that we thought was logical'* they acknowledged that they were *'all enthusiastic and worked excellently as a team!'*. The

two working groups said that no educator was undermined or excluded during the process of policy development and everyone contributed and shared in both failures and successes. It is clear that the educators at School X learnt to appreciate each other and value the unique contributions made by individuals in the process of policy development. The principal, in his interview exclaimed his amazement in the transformation he observed among his educators. He claimed that the changes in individual educators and among them as a group are '*remarkable*'. He said that he was '*proud*' of his staff. Clearly, the stressful and tension-bound climate within which the principal had to manage his school had dissipated. This was confirmed by all the members of staff.

5.2.3.3 *Development of self-esteem and people skills*

There was agreement that all of the educators learned new skills to manage themselves in the light of the demands for transformation in schools. The educators expressed that they learnt new management skills to cope appropriately with people, events and situations in a developmental way. It was observed that the educators began operating from Maslow's esteem and self-actualization levels by transcending their passive roles of merely being transmitters of knowledge. Educators expressed that their new found self management skills, among others, promoted their esteem levels and they felt worthy because they were given an important platform to facilitate a staff development workshop. One educator said, in his response to a question about how he felt about being a facilitator of one of the SDPs, '*I felt great because I was contributing to the changes taking place in school*'.

5.2.3.4 *Appreciation and tolerance*

In the interview with the school principal, he claimed that, as a result of the SDP, there was interdependency among his educators. He said that he also observed a marked improvement in their relationship with the SGB. This revelation corroborates with the educators' disclosure that their relationship with each other and with the SGB has improved. The fact that educators were trained to monitor their own behaviour and to take responsibility rather than accord blame, contributed largely to the change in their attitude and behaviour towards the SGB. The new relationship between the educators and governors became one of sharing – as one educator

stated that *'we learnt to share, we were sharing ideas, we were understanding each other...there is also one thing which I learnt... we are unique...in that group.'*

Appreciation, tolerance and understanding were continuously demonstrated even during the various professional development meetings where educators were being supported by each other to complete their *'assigned task'*. The potential of each individual educator was explored and appreciated. During the actual process of the policy design, the researcher observed that the educators undertook the challenge with enthusiasm and tenacity. Although the two groups met at a common venue, they worked separately on their specific projects. During these meetings, there was a new-found energy and enthusiasm which was absent prior to the SDP.

Educators stated that they did not see the task as *'work'* per se, but as a challenge to test their abilities to take risks and to support each other in a common task. There was laughter and excitement as educators achieved minor milestones during their project. There was also regular acknowledgement of and praise for the contributions made by each other. The atmosphere was a jovial one in which the educators worked purposefully through their tasks. Through regular meetings, supervision and research, the project was successfully completed. The researcher was impressed at the new-found inspiration and energy she noticed among staff members. They generated a sense to purposefulness and regularly expressed enjoyment at working on their specific projects.

5.2.3.5 *Taking ownership of change*

All of the educators related practical ways in which they took charge of improving their relationship with their colleagues, governors and the learners. The SGB chairperson, in her interview, confirmed this when she said that prior to the SDP, some of the educators never used to greet her but this situation has subsequently been reversed. It is inferred that rather than conferring blame on SGBs, relationships between educators and governors improve when professionals unhook from the *'blame frame'* and take responsibility for introspection and personal transformation. The educators at School X said that because of the skills they learnt during the SDP, they experienced continuous personal growth and applied the skills they learnt to improve relationships and the manner in which they managed teaching and learning in the

classroom. Two of the foundations phase educators said they shifted from being aloof and indifferent towards the learners to being *emphatic and compassionate* towards them.

On presenting the completed handwriting and continuous assessment policy documents designed by the educators to the principal, he said that he was highly impressed. It is noted that the policy developments was a major accomplishment for the School X because it literally shifted from a school where stagnation was the norm to a school of dynamism where change is continuous. All the educators indicated that because they had personally designed the two policy documents, these documents are relevant to the idiosyncratic needs of the school. Furthermore, they stated that the documents made sense to them because it was not impose top-down, but it was a bottom-up initiative owned by those who designed it. This in itself gave the educators a collective sense of accomplishment and pride both of which serve as essential motivators and inspiration to repeat such activities. To celebrate their successes, the researcher invited a local reporter and wrote an article, which has since been published in the local newspaper (Appendix 11). Besides serving to improve the public image of the school, celebrating success in this fashion, improved the sense of camaraderie among the educators as observed when the newspaper article was discussed among colleagues.

5.2.3.6 *Internal Support Systems*

During the SDP, there was consensus by the principal, the educators and the SGB that social cohesion among the constituencies, is fundamental to the health of the individual and the well-being of the school. This confirms Maslow's 'golden mean' theory, that the need to belong, to feel accepted and loved has to be fulfilled in order to individuals to aspire towards esteem needs and actualize themselves in the educational environment (*cf* 3.4.9). Research indicates that the lack of social cohesion within organizations leads to diminished outcomes (Chetty, 1999). Thus, two internal support systems, namely, a Staff Support System and a Learner Support System were established half way through the case study and is currently well established and serving a valuable role to support educators and learners to develop coping skills when confronted with challenges within the school and in life in general. These are forums for extended learning opportunities for both staff members and for learners and both these constituents are benefiting from the facility. During the case study, three educators made

use of the facility and numerous learners were identified and sent for counseling because of personal or problems they were experiencing. One of the educators voiced her gratitude at having such a facility in school and expressed her relief at being able to discuss any issue during the counseling sessions.

5.2.3.7 *Strong social cohesion*

The gap, which existed in the past between the principal and staff, narrowed because, as one staff member indicated, *'my principal is even more compassionate'*. The principal acquired the skills to lift *'this big burden or this big problem'* which educators experience in a school day. Thus, developments took place at every level, from that of management to educators to the learners. What is of significance is that educators expressed that they felt *'absolutely great'* and that *'it's a pleasure to come to school!'* This confirms Maslow's theory, once the social or affiliative needs of acceptance, belonging and approval of others are fulfilled, the individual can aspire to meet higher levels of esteem and self-actualization needs (3.4.7.2). It is clear in School X that educators were anxious to have their social needs met and until then, their higher needs were suppressed. One educator's anxiety to have her social needs met was expressed in the following way: *'I was thinking why are these people not recognising me, why are these people looking at me as an incompetent person who cannot contribute fully to this team here! I felt myself as an outsider, not as part of the team itself!'* Because the above educator's social needs were not being met, she claimed *'I just remained passive... because I was so hurt inside!'* The staff development programme allowed educators the opportunity to fulfill their social needs and acknowledge staff status, prestige and power. By allowing educators to participate fully as facilitators of change, evidence reveals that they aspired to meet higher level needs. The educator above indicated in conversational discussions that she was happy that School X had the SDP because it secured authentic racial integration among the educators.

5.2.3.6 *Improved communication with parents*

According to SASA (1996) schools are accountable to parents for the education of the child. This mandate had practical applications in the innovative idea to close the communication gap between parents' and the school by finding a tangible solution to this problem. Thus, an

Interactive Support Facility, via a 'Parents' Communication Book' was established and is currently serving as an invaluable vehicle for individual educators and parents to communicate with each other on a day-to-day bases. Evidence of the value of the above facility is provided by a member of staff who expressed her surprise at the success of the 'Parents' Communication Book'. She said that *'it is such a magnificent and wonderful idea and it is working wonderfully because now I don't have to wait and wait for a meeting to talk to the parent!'*

It is evident from the above that the idea of the *Parents Communication Book* (PCB) was the vehicle used in School X to bridge the communication gap between the school and the parents. On examinations of these books, the researcher observed that a number of parents took the liberty of communicating with the school. Although not a solution to all the school-parent communication problems and though a relatively simple concept, the PCB, according to some educators, *'is extremely useful because when they [parents] write to me, I can find out what is in their minds and they can also know what is in my mind'*. Other educators concurred that *'it's a good way for us to liaise with the parents about anything...the child's discipline, sports, excursions, school fees, even when the child is performing poorly, I let the parent know.'* On questioning educators about the effectiveness of the PCB, one educator said that *'It [the use of the book] started off slow, but now parents know the Parents' Communications Book is for them and can write to us anytime'*.

On further investigations into the workability of the *Parents' Communication Book*, the researcher went to different grades to investigate, first hand, the type of communication that was taking place between the parents and the class educator. Both curricular and extra-curricular matters were covered in the PCB. It was observed that some of the parents wrote in Zulu, but the majority communicated in English. While report cards and general meetings with parents is customary, it was inadequate to close the communication gap which existed between meetings, progress reports and the occasional letter. A benefit of the *Parents' Communication Book* is that, it serves as a useful profile about the learner's progress and the interest shown by the parents in this regard. Since this book is carried over to the next grade, it also serves a reservoir of information to the new educator. Thus, this innovation serves as developmental niche to close the communication gap between parent and educator. It is also a practical

application of policies, which mandate parental involvement in the education of the child. Educators agreed that the regular feedback to and from parents closed the communication gap, to a certain degree, between the parents and the educators.

5.2.3.7 *Reinforcing social solidarity*

As a mechanism to enhance the social solidarity, which was evolving among the staff members, the researcher proposed an activity, which involved making and swapping of ¹³Valentines Day cards. It was a covert extension of the staff development programme and encompassed three fundamental objectives for the task. Firstly, it was to create a closer bond among staff members and promote a sense of self-awareness in the process of task accomplishments. Secondly, it was to create experiences within individuals of the beauty of task accomplishments. The third objective was to tap into the creative genius and latent potential of each staff member. A close observation of the educators' response to the above proposal, revealed enthusiasm and complete support. Thus, the task gave the educators the opportunity of exploring and expanding their creative talents in a non-stressful and playful manner. Feedback from the staff indicated that whilst the task was challenging, *'it was well worth the effort'* as it not only created fun and laughter, but it allowed educators to explore avenues of talent within themselves which some said they never knew they had. Educators were amazed at their own capabilities and expressed praise and acknowledgements for their colleagues.

The activity was a strategy, which served as a 'release valve' for the educators. In an interview with one of the educators, he commented on the situation prior to the SDP as follows - *'we didn't have a release valve in school to get rid of it (the tension)...and that became dangerous to an extent...because ...it affects you, complete - your whole life, your personal, your physical, your emotional life gets affected because you getting frustrated and it just kept on'*. It must be noted, that although this activity, at first sight, appears superficial and simplistic, the underlying current and power it generated to cement human relations in School X, can by no means be underestimated. The swapping of cards proved to be a sound mechanism for de-

¹³ Note that the Valentines Day activity may appear to be a superficial one, but the hidden agenda described in the discourse below gave credence to the activity.

stressing and boosting the morale and enthusiasm among staff members. Overall, the staff, including the principal, rated the activity as a success. In Nias, Southworth and Yeoman's (1989: 85-87) study of staff relationships in three primary schools, humour was actively used by the principals and educators to create and maintain a sense of belonging by making work and interactions with colleagues pleasurable fun. Their research revealed that humour also encourages people to avoid the tensions and frictions, which could arise within schools

5.2.3.8 *Unprecedented events and activities*

Numerous novelty (first time events) activities took place as a result of the staff development programme, namely:

- Three fund raising activities;
- Soccer tournament for both boys and girls
- Establishment of the 'Young Stars Poetry Club' for learners
- Cultural Day
- Staff social where not only meals only, but games as well were arranged

Evidence reveals that due to the release of the tension which was evident among staff members prior to the SDP, educators were more willing and happy to perform tasks in school. During some of the activities above where governors were involved, unprecedented enthusiasm, support and teamwork between the educators and staff prevailed. The governors claimed that they were happy to be part of the school. There was also a degree of humility among the educators as one educator indicated that the pride, which was so evident in the past, was gone. He eloquently states that:

'I remember we were making pop corn I mean you never expected certain individuals to be holding a pot and a pan in the hand and in front of the whole school because we all saw this person as a 'heighty-tighty' women. And all of a sudden, here she is, she's got an apron on, she's cutting things up. You know it was so nice to see that a person has put her pride away just to be with everyone and to make everything successful and I think that's what, what I was quite happy to see'.

Evidence indicates that the school had definitely moved from a phase of stagnation to one of change. The degree of this shift is confirmed in the testimonials from other educators who express their views about the staff development programme as follows:

- *Proof of the success of the SDP is evident if one has to walk around the school. We interact freely, stress levels are down, not completely out but they are down. People are more relaxed, people are more accepting, people are more open to suggestions, they are more open to helping...socially, professionally, personally...The staff development also helped me to say no. it also helped me to value my personal space and time.*
- *When working with our staff development programmes, there's something that I learnt that was very valuable to me. And it wasn't just about communicating effectively, or transparency or trying to be a leader. I had learnt ...that everybody around me, the people I teach with, are all human beings! (this educator went on to elaborate how she has become more loving, empathetic, compassionate and humane when working with her learners, colleagues and the SGB).*

In all the interviews, improvements in respect of individual growth and improvement in the organization as a whole were mentioned. Educators also expressed amazement at how the SDP provided them with social skills, and positive attitudes to manage their lives both inside and outside of the school. By learning to consciously monitor and change their own negative behavioural patterns, their relationship with the school governing body and their learners also improved. During the SDP, the researcher used various proverbs, quotations and idioms to enhance the SDP and to provide the educators with the incentive and motivation to support their individual growth and self-mastery. One such quotation proved particularly useful and was recorded on chart paper and placed on the wall in which the SDP was conducted as a reminder of the essence and value of self-mastery, namely:

'The more we try to prove ourselves, the less that we really convince. The more we pursue, the more people tend to retreat from us, the more we cling, the more distant

they get, and the angrier we are, the more people there are to fight. On the other hand, if we are willing to risk stepping out into the new territory, of our growth edge, we also create a whole new scene around us, people respond to us differently, things happen that we never would have expected, and life carries us forward, instead of appearing to crash down on top of us.'

(Brown & Witten: 1998)

There was visible evidence to indicate that educators were applying what they learnt to their day-to-day interaction with their work and with others. The chairperson of the SGB said that she no longer felt intimidated by the educators during meetings. She also expressed her relief that positive changes were achieved. What this implies is that if the professional corps take a stand and work towards transforming patterns of behaviour which derail the process of WSD within the school, among the professionals, there is a strong chance that the governors, including the learners will identify with the positive changes and adapt accordingly. During a group interview, evidence of how the educators' self-mastery impacted positively on the educators' esteem levels as well as on the learning climate in the classroom was provided as seen in the excerpt from an interview below:

'The relationship between the educator and the parent and the learner in the class has improved. We've learnt to go deeper into the child's background...you accept the child as a learner. The behaviour, the way the child dresses, the lunch the child brings - from that we can find out information about what background the child comes from. So we've learnt to understand the child in class without knowing the parent. But looking at the child more closely, we start to be patient, to sympathize with the child, unlike before! Sometimes when we write a letter to a parent to buy a pencil for a child, we find that there is no money even to buy food, so that also is too much for a child to handle. We learnt to accommodate the child as our own'.

Evidence indicates that by training educators to take responsibility for their own self-development, they are able to transform their approach to the teaching situation in a way whereby *'the child has also benefited'* and *'can feel free to ask'*.

5.2.3.8 *Multiple beneficiaries of SDP*

Transformation in the educator has resulted in multiple-beneficiaries. Firstly, it is clear that the most important recipient of education, namely the child is most likely to benefit which was the case in School X. The educators' attitudes towards their learners have changed because they are being taught in a non-threatening environment where *'they can accommodate me no matter who am I or where I come from!'* The child is no longer viewed as an *'object to be manipulated'*, but rather, he/she is valued as *'a human being with needs and feelings'*. This shift is supportive of the principles espoused by the NQF and the philosophy of OBE, which mandate schools to develop an environment in which diversity can flourish, where understanding of and sensitivity to difference in terms of race, language, religious beliefs and appearance can develop (cf. 2.2.7).

Secondly, the educators themselves benefited in multiple ways. As one educator exclaimed, in the presence of her principal and colleagues, *'I feel confident and now I feel, you know what, I've chosen the right career!'* For this particular educator, this was indeed a major breakthrough because she said that prior the SDP, *'we had something - hatred within ourselves but sometimes we didn't show it, but we had to carry on pretending that everything is normal.'* Furthermore, during the second intermediate workshop, this educator expressed how the staff development workshops provided her with the skill of *'controlling my emotions'* even beyond the school. She stated *'I've changed from being emotional to being rational'*. She provided data which indicated that her relationship with her husband and children improved because she learnt the skills to check her behaviour before responding to situations and people that tend to press her emotional buttons. She claimed that her husband expressed *'surprise'* at her transformation. Other educators expressed how their old patterns of behaviour and obsolete ideologies were dissolved through their own learning during the SDP. Some of these expressions of personal and professional transformation are cited below:

- *I learnt that [SDP] was very valuable to me. And it wasn't just about communicating effectively, or transparency or trying to be a leader. I had learnt a skill that everybody around me, the people I teach with are all human beings and they all feel the same way that I do, they all live a similar life to I live. So I started*

looking at them with more compassion, with more empathy and sympathy. And I made a concerted effort to be more sensitive to everyone around me;

- *the skills that I've learnt are not just confined to the staff, but to my life in general – which I find very, very useful;*
- *with staff development, we learnt about interpersonal relationships, understanding people as human beings, understanding that there are ways that we deal with each other, we interact with each other;*
- *and just to move away from school, for life in general, I've learnt many, many skills, coping skills – not just from staff development, but from the support I've had in my personal issues that I had to deal with. I know now that when I have problems, be it at home, be it at work, be it with my religious institution, I know that I've got to sit down and reflect. And the skills that I've learnt are not just confined to the staff, but to my life in general which I find very, very useful!;*
- *we learnt to share, we were sharing ideas, we were understanding each other...there is also one thing which I learnt. Although we did the policy document together, we are unique there ...in that group. We have to understand each other;*
- *I can even approach people now. I've learnt to be a disciplinarian...I have that strength...to deal with things like gossiping. When it comes to me I've learnt to correct this no matter how they perceive it after that.*

The above data emphasises the impact of appropriate management intervention programmes, on the quality of life in a school. Clearly, evidence from the above data indicates that the SDP provided new opportunities for educators to learn and grow. Subsequently, the willingness to learn contributed to both personal development and organizational improvement.

The third beneficiary of the educators' professional transformation is the parent. According to one educator, the parents' appreciation of the educator's compassion and empathy towards the child has been acknowledged because one parent who met her voiced her appreciation by saying 'thank you'. To this educator, '*...thank you is a lot. That makes me proud and happy!*' Clearly, the relationship between the educator and parent improved because the educator took the initiative to change her way of being.

Furthermore, it must be noted that the relationship between the educators and the principal also improved. A case in point is the above-mentioned educator. Commenting on his observation of an educator's transformation, the principal said:

'There's one thing I'd like to mention. I'm still quite taken by what ¹⁴Educator F has mentioned. I still remember her coming here in 1995 as a new educator, being the authoritarian, who knows everything, who is the master in the classroom...but what she has said today, she has moved away from just being a educator - now she is a mother to the children. She is now in a situation to appreciate small problems and that has been a big shift in her'.

It is clear from the principal's observation that Educator F has moved away from the *objectivist* (or *positivist*) approach to teaching which views the social world as being hard, real and external to the individual to the more acceptable *subjectivist* (or *anti-positivist*) approach which views the social world as being of a much softer, personal and humanly-created kind (*cf.* 2.3). Du Plooy, Griessel and Oberholzer (1991: 106) emphasises the point that those who are called to aid the young in becoming aware of, and equipping themselves for the obligations of future adulthood, must treat their charges as human beings, realizing that their learners are not tools being shaped for a specific end, but animate beings who are acquiring awareness of their responsibility. Moving away from the objectivist approach and embracing the subjectivist approach is a necessary shift to facilitate WSD.

During the SDP, emphasis was placed on applying the new skills, knowledge, attitudes and values that were being learnt. The performance indicator form was the tangible instrument that the staff used to account 'to themselves' for their personal development. The staff's fascination about the workability and successes of the SDP and their own transformation, is provided in Appendix 11.

The SGB Chairperson sums up her feelings at an intermediate workshop about the changes she observed among staff members as follows:

¹⁴ In accordance with the research code of ethics relative to confidentiality, names of educators are withheld.

'I feel very good. The 'unity-ness' what there is, is so good. And my principal also is so happy. I have joy, I feel like springing in the class!

After the staff development programme, the educator who, prior to the programme felt *'outcasted...hurt...my worth was not recognised as a person...I felt like really belittled...nobody's going to understand me...I just remained passive...my morale was so low...I was also not going to come out and ask (for support)'*, expressed her personal transformation succinctly as follows:

'In conclusion, I can say, I am very much happy...I am so much grateful really, I am so much grateful. It (the SDP) has been like a cleanser in me, it has cleansed my soul...I needed something like this. I needed also to grow. I needed to grow socially, I needed to grow emotionally! I lacked all the skills that I have now at the moment...I have the skills and I can relate to the people and it makes me so very much happy. And my morale is boosted! I'm happy to see the people, I greet the people, I can relate to the people! I feel at home! I am so much happy and grateful about the programme really.'

It is contended that the above educator, who initially complained about the difficulty of integrating with other educators because of cultural and racial difference, has developed appropriate skills to manage her personal way of being in relation to others. This competency not only boosted her morale and obviously her self-esteem, it provided her with a personal instrument to relate meaningfully with people. It is inferred that when educators are provided with a technique for personal development through intrinsic motivation, they are better able to, not only manage changes for WSD, but also to become contributors to the process of developments.

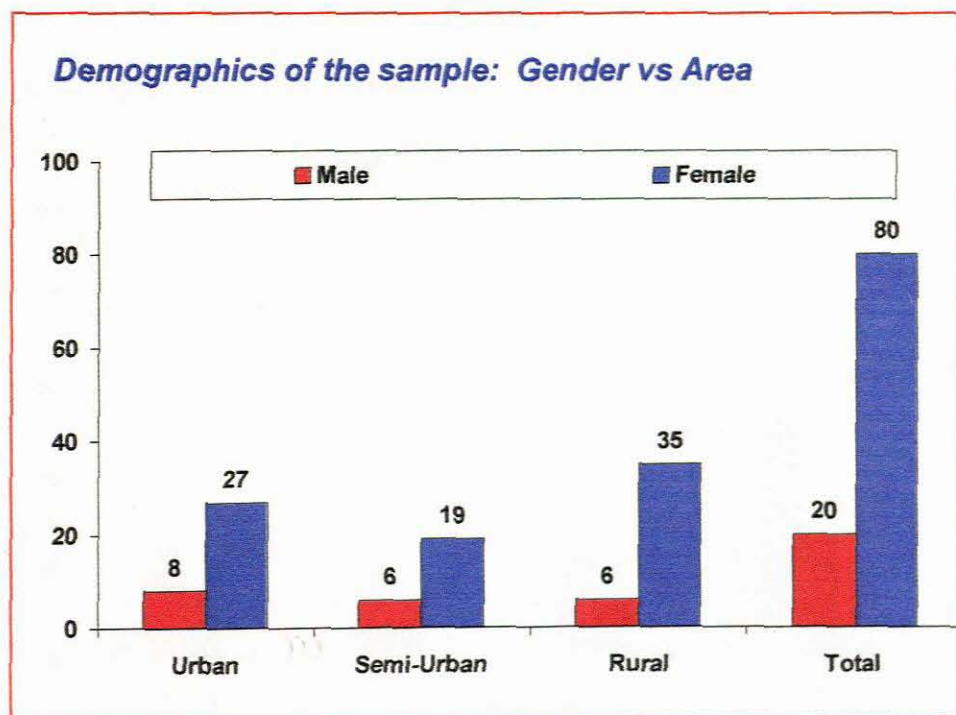
The case study provides evidence the value of a management intervention programme (in this case the SDP), to initiate changes for the developments within a school. Data from the case study revealed that capacitating the educators to take ownership of personal and professional transformation and development, increases the potential of schools to become self-reliant.

It can thus be stated that merely engaging in 'organizational' development, is likely to fail, without due consideration to the most important resource, that is the people within the organization. Getzel and Cuba's (1958) theory, which emphasises the necessity to reconcile the needs of the organization with that of the individual, should be considered by all school leaders (*cf.* 3.2.1).

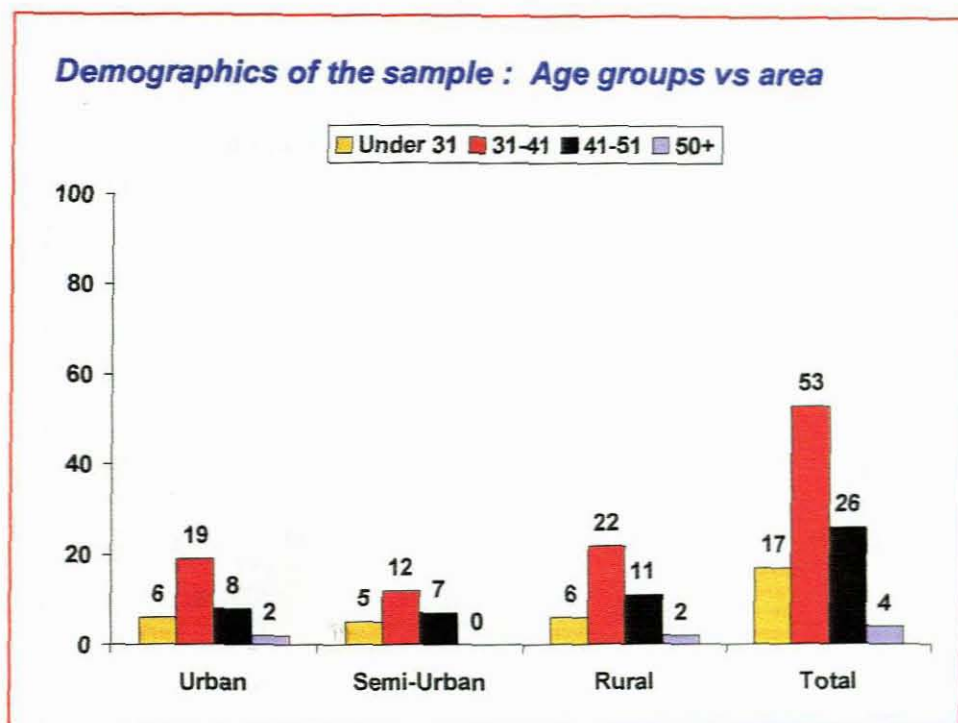
5.3 THE QUESTIONNAIRE

What follows is the analysis and interpretation of the data that was accessed from the four hundred and twenty-four questionnaires returned by educators in three regions across KwaZulu Natal. The data from the questionnaires is arranged in accordance with the themes identified in the case study as the imperative components to facilitate WSD. These are investigated in relation to the role played by the principals as transformational leader in facilitating changes relative to WSD. The role of the SGB in supporting the principal to introduce and manage changes facilitative of WSD, is also investigated.

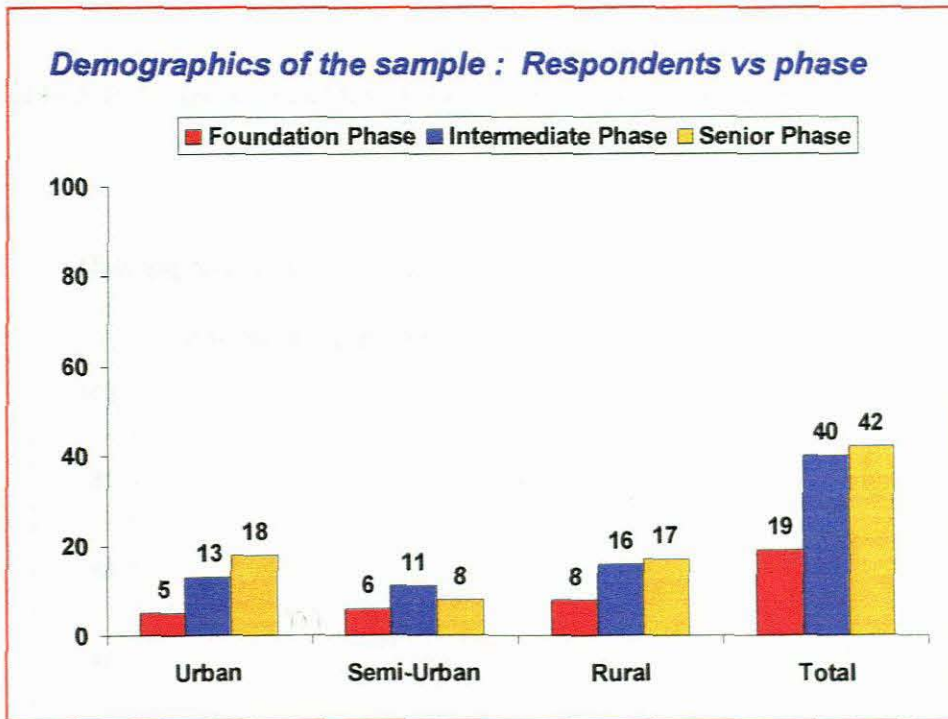
The analysis of the quantitative data is facilitated by the use of a test of significance, namely the one sample t-test (Appendix 14). All of the statements in the questionnaire were tested on the 95% confidence level.

Table 5.1: Demographics of the sample - gender versus area

From Table 5.1 above, evidence indicates that most of the 424 respondents (80%) to the questionnaire were females, with male respondents being just 20%. It is thus, inferred that there are more female than male educators occupying teaching positions in primary schools. Dekker and Lemmer (1994: 22) confirm that women dominate teaching in South Africa numerically. They therefore, have major contributions to make in terms of enhancing the quality of education and learning through their active participation in decision-making about school improvements. In School X, when the female educators were given a platform to facilitate whole school development workshops, their esteem levels increased. Commenting on the opportunity created for her to facilitate a workshop, one such educator commented '*my platform was given to me, I had that feeling of being positive and appreciated*'.

Table 5.2: Demographics of the sample – age groups versus area

According to Table 5.2, 53% of the educators in schools fall within the 31-41 age bracket. In urban, semi-urban and rural areas and rural schools, the majority of educators fall within this age range. Seventeen percent of the educators are younger than 31 years old. The combined percentages above, namely (70%), reveal that educators in schools across the different geographical areas, are relatively young and still have many years to contribute to the profession. Twenty-six of the responds are between the age bracket 41-51 years and only 4% of the educators are over 50%. The possible reason for this is that the more senior (and more experienced) educators have been lost to the profession due to the Departments of Education's retrenchment and early retirement packages. These educators, due to their experiences, serve as invaluable resources to WSD and principals are thus challenged to delegate responsibility in accordance with expertise, experience and knowledge. However, burnout, frustration and stress are some of the factors that contribute to the low percentage of senior educators in the profession and hence, their attraction towards early retirement.

Table 5.3: Demographics of the sample – respondents versus phase

According to Table 5.3, 19% of the respondents were teaching in the Foundation Phase, 40% in the Intermediate Phase and 42% in the Senior Phase. Thus, most of the respondents came from the senior phase. Although educators are assigned specific classes to teach in, they are responsible for working within their respective phases as ‘phase educators’ to identify curriculum needs and develop learning programmes in this regard. In this sense, all educators are compelled to work collaboratively so that meaningful changes can be imposed on traditional curriculum and teaching methods which served as an oppressive rather than a liberatory pedagogy. School governors are mandated to liaise with phase planners during the macro-planning stage of curriculum development.

Thus, as a facet of WSD, teambuilding is essential. According to Aspin, Chapman and Wilkinson (1994: 92) schools are going to have to go to a model where there is an active partnership and between parents and educators. Aspin, Chapman and Wilkinson (*ibid*) insist that schools have to:

‘open itself up to influence and change by parents, so that they have the scope and real chance to influence the system and to make the real changes. The results of such

change efforts will involve a compromise between educators and parents, but they will have significantly influenced the education which the children are getting' (cf. 3.5).

Table 5.4: Demographics of the sample – education versus area

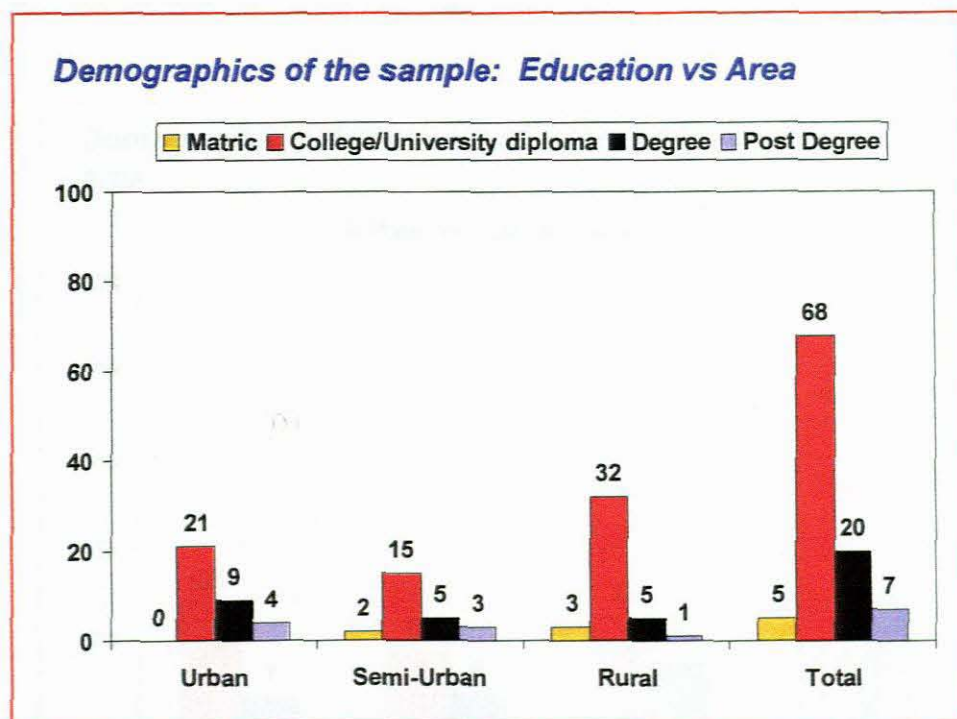
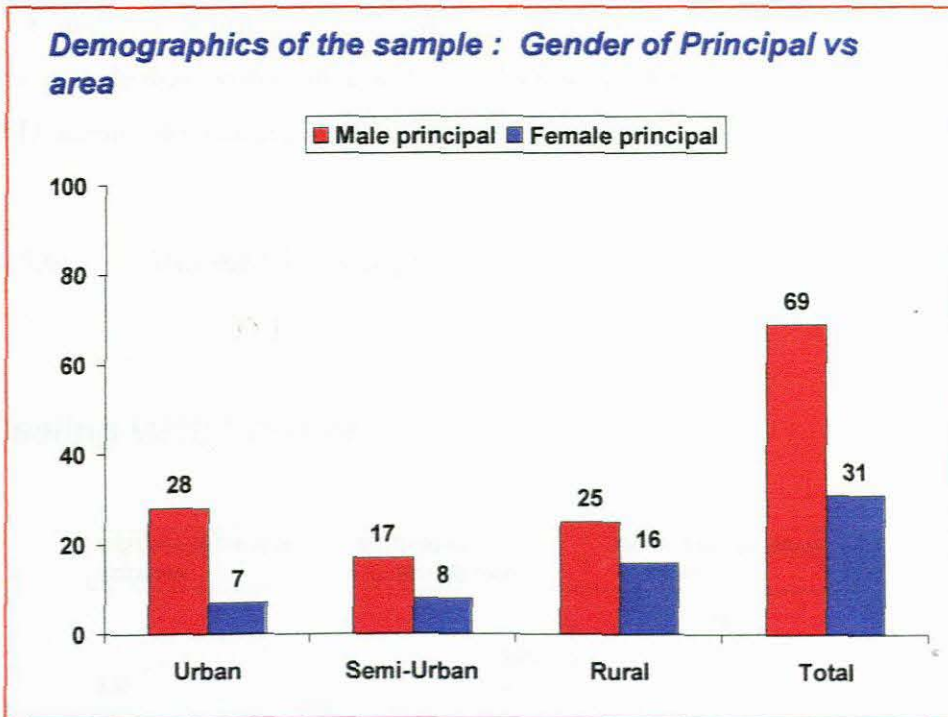


Table 5.4 indicates that 5% of the respondents had only a matric certificate or lower and 68% had a college or university diploma. Most of the educators, who were underqualified, came from the rural areas. Those respondents who were from urban areas were all qualified. It is however, encouraging to note that there are a number of educators who are highly qualified with 20% having a university degree and 7% having a post graduate degree. However, most of the highly qualified educators are occupational resident in the urban areas.

Although proper qualification is a necessary criterion within the teaching profession, it does not imply that the educators' 'learning' is completed when they have attained the educators' diploma. According to Herman *et al.* (1975: 231), staff members use their own experiences and their particular demographic situation (sex, age, length of service and so on) and their personalities to construct a frame of reference in terms of which they grow and develop (cf. 3.2.3.1). Establishing an educator profile in terms of experience, qualification, and age

etcetera then becomes a useful register of information for school principals. Their expertise and experiences, their qualifications and qualities can be utilized to promote the goals of the school.

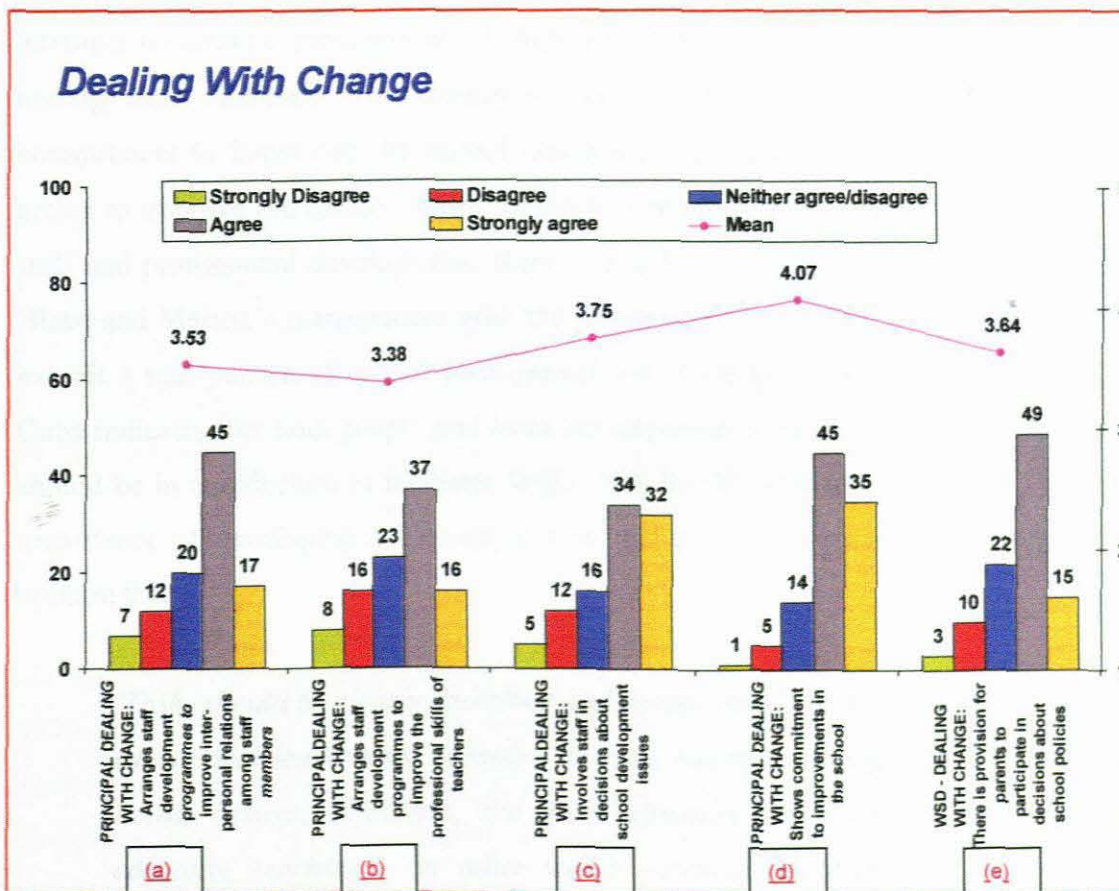
Table 5.5: Demographics of the sample – gender of principal versus area



According to Table 5.5, 69% of the respondents indicated that they had male principals while 31% indicated that they had female principals. Most of the female principals, namely 16%, are located in the rural areas while only 7% and 8% are from urban and semi-urban areas respectively. When comparing Table 5.5 with Table 5.1, it becomes disconcerting to note that although females dominate the teaching profession, it is mostly males who are occupying management positions. Thus, whilst the National Education Department has expectations from school to transform in accordance with the principles of democracy, amongst others, it however indicates complacency in respect of gender parity with regard management positions. Despondency among female educators aspiring to achieve higher posts and failing, can impact negatively on their productivity within schools.

What follows below is the analysis and interpretive of the quantitative research which was conducted, as stated in Chapter Four, in three regions across KwaZulu Natal. From the 600 questionnaires mailed and administered to educators, 424 were returned. In the case study, the following themes were identified as critical areas of needs to facilitate changes for WSD. Thus, items on the questionnaire administered to educators in schools within three regions across KwaZulu Natal, were grouped in accordance with these critical areas of needs in order to identify trends in school management and governance, which hinder or help WSD. Tables 5.6, 5.7, 5.8 and 5.9 below provide collective data about the role played by principals and governors in dealing with change and the subsequent impact this has on one of the components of WSD, namely the culture of the school.

Table 5.6: Dealing with change

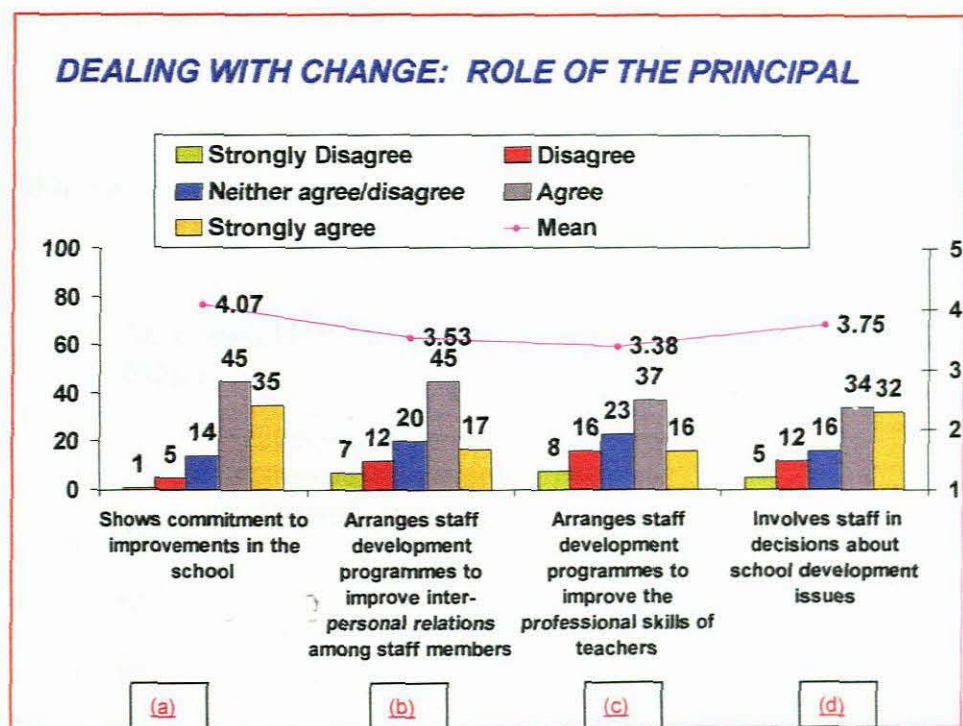


Statement (d) above reflects a score which is significantly better at a 95% confidence level against statements (a), (b), (c) and (e) [SPSS: T-Test]. The mean scores in Table 5.6 indicate that principals show a greater commitment to school improvements (statement (d)), as most respondents indicated agreement with this statement (mean score: 4.07) which is significantly better at a 95% confidence level than the other statements in the graph, namely, that principals involve staff in decisions about development issues (mean: 3.75 for statement (c)); providing parents with opportunities to participate in decisions about school policies (mean: 3.64 for statement (e)); arranging staff development programmes (SDPs) to improve interpersonal relations (mean: 3.53 for statement (a)) and arranging SDPs to improve professional skills of educators (mean: 3.38 for statement (b)).

Evidence from the above data indicate that respondents agreed significantly more, that while principals show commitment to school improvements, there is a definite deficiency in their attempts to arrange programmes to improve interpersonal relations and professional skills among staff members. This confirms that in schools, principals are willing to show commitment to improving the school (statements c, d and e), but when it comes to taking action to improve the quality of life for the educators by developing tangible programmes for staff and professional development, there is a deficiency (statements a and b). Reflecting on Blake and Morton's management grid, the above scores, in effect, means that most principals exhibit a task pattern of school management (*cf.* 3.4.6.1). However, research by Getzel and Cuba indicates that both people and tasks are important dimensions of an organization, which should be in equilibrium to facilitate WSD. Van der Westhuizen (1991: 131) emphasizes the importance of developing a balance of task and people in managing schools. He is of the opinion that:

'Tasks should be clearly described and people should be motivated. This means that the educational leader must consider the staff, learners, management activities, resources, needs, desires, objectives, the given situation, rules and regulations, values and educative teaching – in other words –virtually everything – in his management activities. Only in this way can authority be exerted and only in this way will authority be accepted.'

(*cf.* 3.4.6.1)

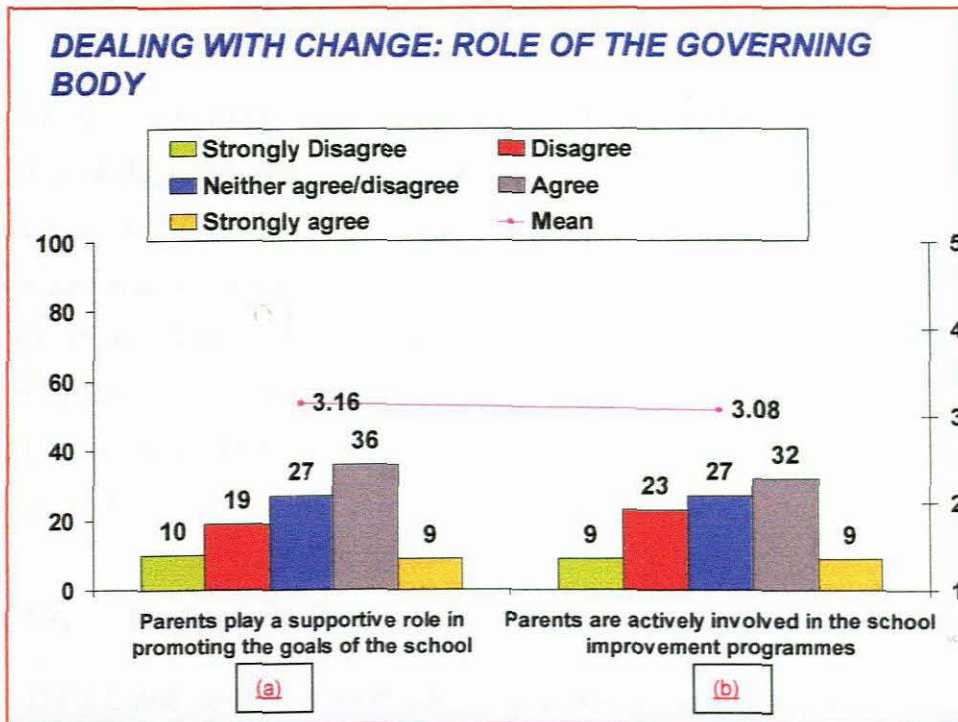
Table 5.7: Dealing with change – the role of the principal

Statement (a) above reflects a score which is significantly better at a 95% confidence level against statements (b), (c) and (d)), while statement (d) is also significantly higher than (b) and (c) [SPSS: T-Test]. Table 5.7 indicates that the commitment shown by principals to school improvement is greater than his actions of arranging programmes for staff development (3.53), professional development (the lowest at 3.38) and involving staff in decisions about school development (3.75). The latter score is significantly better at a 95% confidence than the former two scores indicating a more positive tendency towards staff decisions about school development issues.

Looking at the dip (statements b and c), which is significantly lower than statement (d) in the mean scores for development programmes and involvement of staff in decisions about school development, it becomes evident that principals have not effectively established enabling environments to enhance the quality of life within schools. It is disappointing to note, that although policies mandate transformation in the manner and approach to school management and governance, the above data indicates evidence of a lack of transformation. This seriously jeopardizes WSD and brings the credibility of the leader into question. Kreitner, Kinicki and

Buelens (1999: 592) cite Kotter who strongly believes that organizational change typically fails because senior management commits the error of, among others, failing to establish a sense of urgency about the need for change. Where such lethargy in management behaviour prevails, the vision for transformation becomes seriously mooted.

Table 5.8: Dealing with change - the role to the governing body



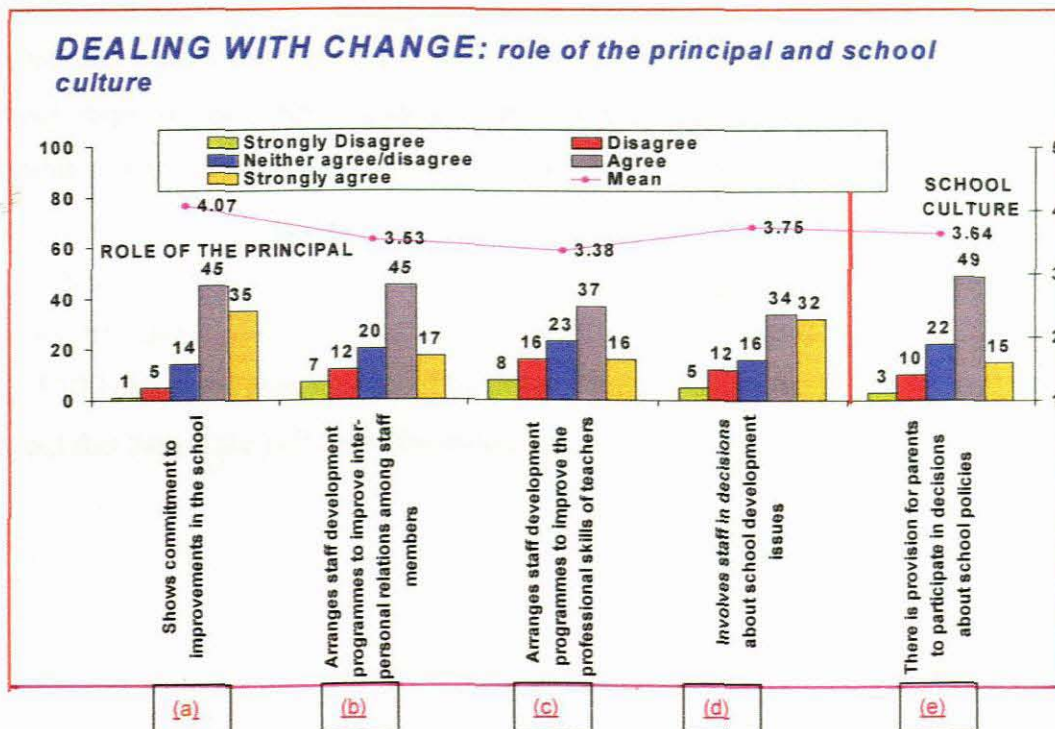
There is no significance difference between statements (a) and (b) recorded in the graph above [SPSS: T-Test]. It is evident from Table 5.8 that there is no significant difference between the role played by parents in promoting the goals of the school (mean score: 3.16) and the statement that parents are actively involved in the school improvement programmes at school (mean score: 3.08). However, when comparing Table 5.8 with Table 5.7, a dismal picture of the part played by school governing bodies, in relation to the role of the principals, in dealing with transformation in schools is revealed. Respondents rated both statements about the role played by parents as significantly lower at a 95% confidence level than all of the scores about the role of the principals in Table 5.7. Furthermore, Table 5.7 reflects that while principals show commitment to school improvements, it is clear in Table 5.8 that the support given by parents in promoting the goals of the school is significantly lower. This low score was due to

29% of respondents indicating their disagreement with the statement while only 6% of respondents disagreed that principals are committed to change.

While SASA (1996: 10) positions parents as partners in the educational arena, Tables 5.7 and 5.8 provide evidence that parents are under-performing in their roles as co-partners in the promotion of developments in schools. Evidence of their underperformance is reflected in the low mean score of 3.08 for statement (b) in Table 5.8 as compared to a significantly better mean score in Table 5.7 for statement (a) about the role played by school principals in dealing with change.

Table 5.8 then confirms the statement of the problem that ‘governors have not assumed complete ownership of their responsibilities to exercise their legitimate rights to contribute to and have schools account for WSD’ (cf. 3.3). The possible reasons for parents’ lack of support for and involvement in school improvement is the lack of clarity in respect of their role functions as well as a lack of knowledge and skills to perform governance functions. The SGBs participation in overseeing WSD is further hindered by the lack of experience in school governance coupled with the lack of acknowledgement by the practitioners to accommodate them as active partners in WSD (cf. 3.3).

Table 5.9: Dealing with change – the role of the principal and school culture

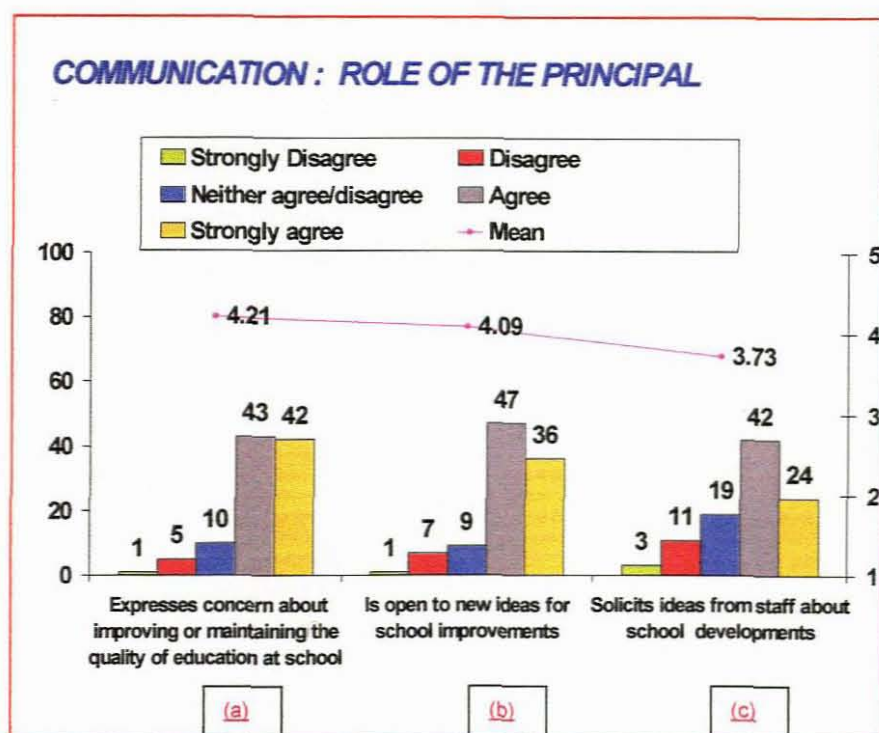


The statement in (a) above is significantly higher at a 95% confidence level than statements (b), (c), (d) and (e) [SPSS: T-Test]. Table 5.9 provides a comparative analysis of the impact of the principal's role in dealing with change and the subsequent impact this has on the culture of the school. As stated in Table 5.8, although principals 'show' commitment to improvements (mean: 4.07), when it comes to actually acting as a transformational leader by taking action to arrange either staff development programmes to improve the personal relations among the educators (b) or their professional skills (c), principals are underperforming because the scores of (b), (c), (d) and (e) are significantly lower at the 95% confidence level than (a).

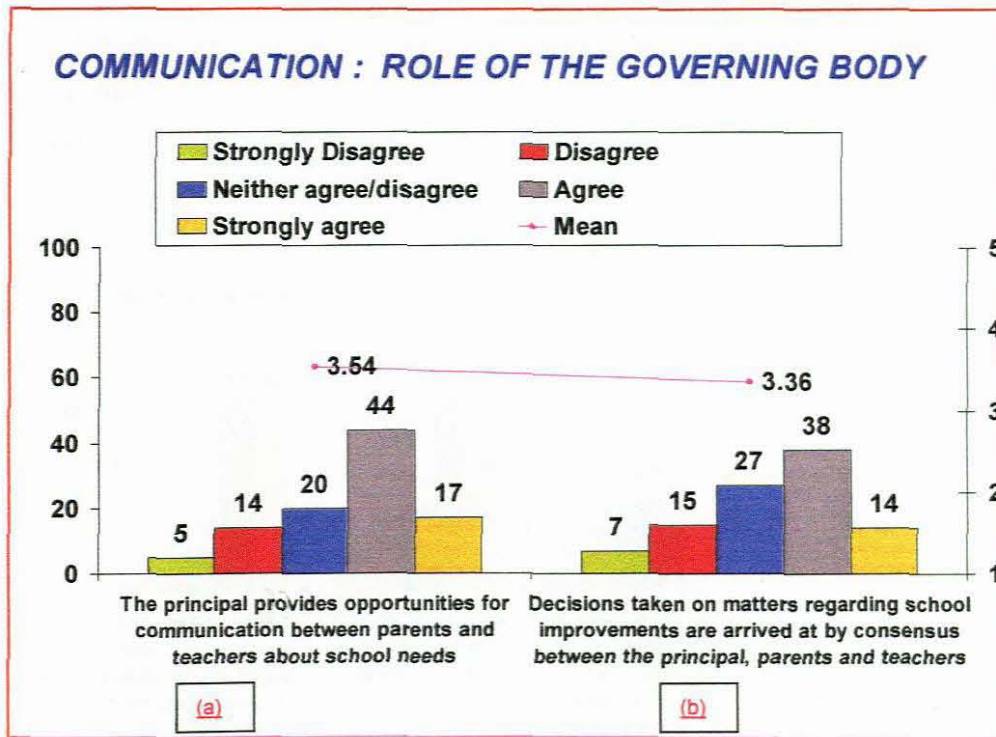
Table 5.9 also indicates that parents play a minor role in decision making at schools as compared to that of educators. The mean score, namely 3.64, for the former statement is significantly lower at the 95% confidence level than that of the latter statement which has a mean score of 3.75. Literature (Keith and Girling 1991; Jenkins, 1991) indicate that without leaders whose commitment to transformation is expressed in concrete actions, conflicts in school will not automatically dissolve. Fullan and Stiegelbauer (1991: 51) are emphatic that the initiation of change never occurs without an advocate.

The mean score for improving personal relations among educators is 3.53 and that of improving the professional relations is 3.38 – both of which are significantly lower at a 95% confidence level than that of the statement indicating that principals show commitment to school improvement, which has a mean score of 4.07. It is thus inferred that showing commitment to school improvement is not matched with action to actualize this commitment.

It becomes important to investigate how principals and governors communicate and what impact their mode of communication has on the culture of the school. Thus, Tables 5.10, 5.11 and 5.12 below provides data about the role of the principal, the governors and the subsequent impact this has on the culture of the school.

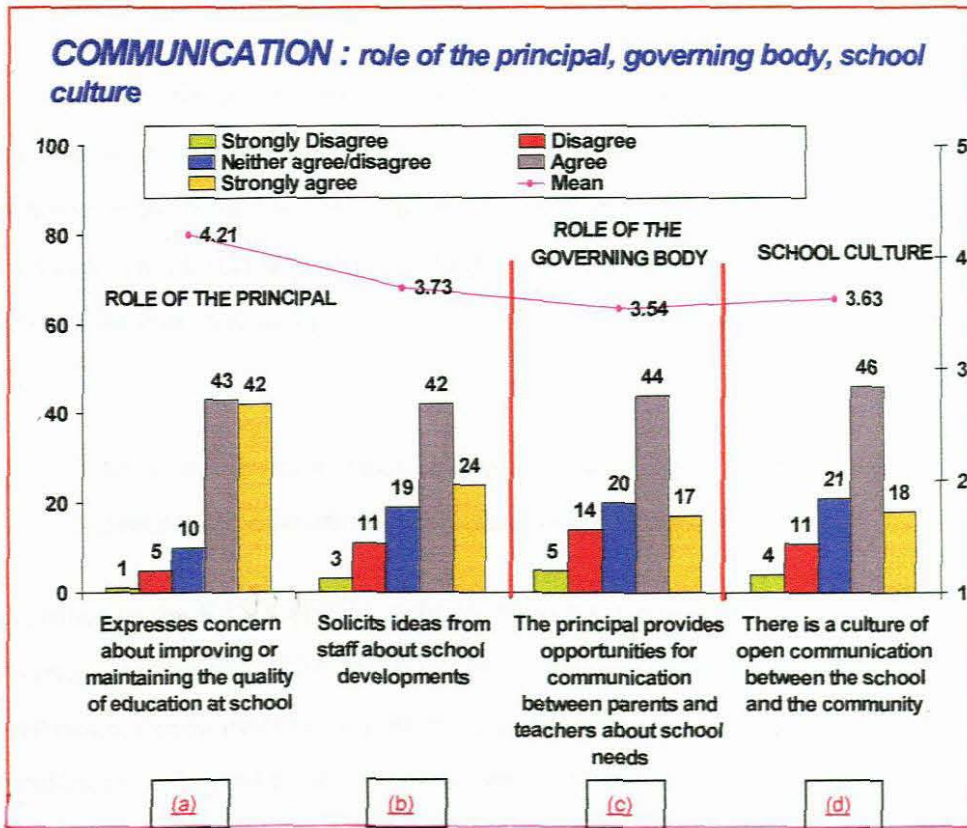
Table 5.10: Communication – the role of the principal

Statement (a) above reflects a score which is significantly higher at a 95% confidence level than both statements (b) and (c) [SPSS: T-Test]. Table 5.10 indicates that although principals express concern about improving or maintaining the quality of education at school (mean 4.21), they are less open to new ideas for school improvements (mean: 4.09) with an even lower mean score of 3.73 on the role played by principals in soliciting ideas from staff about school developments. It appears that principals are dominantly autocratic in their style of communicating with their staff because the mean score for statement (a) which indicates that principals express concern about school improvements is significantly higher than the mean scores for statements (b) and (c). The fact that the score for statement (a) has the highest level of significance at a 95% confidence level, as reflected by the t-test value, indicates that the communication flow at schools is top-down. This is confirmed by the gap between the mean scores between (a) and (c) which indicates that whilst principals express concern about improving or maintaining the quality of education at schools, they are seen to exhibit a lower disposition to solicit ideas from staff about school developments.

Table 5.11: Communication – role of the governing body

Statement (a) above shows a mean score which is significantly better at a 95% confidence level than statement (b). As indicated in Table 5.11, the mean score (3.54) for statement (a), is significantly better than the mean score (3.36) for statement (b). It is thus evident from the Table 5.11 that greater emphasis is being placed on creating opportunities for communication between parents and educators about school needs than ensuring that there is consensus between the principal, parents and the educators about decisions concerning school improvements.

When comparing the mean scores reflecting the role of the principals in communication (table 5.10) with the mean scores reflecting the role of the SGB in communication (table 5.11), the latter scores are significantly lower at the 95% confidence level than all the scores in the former table (5.10). It is thus, evident that SGBs are not exercising their legitimate rights to communicate their decisions about school developments and are thus underplaying their roles as co-partners in communicating their needs about school improvement.

Table 5.12: Communication – the role of the principal, governing body, school culture

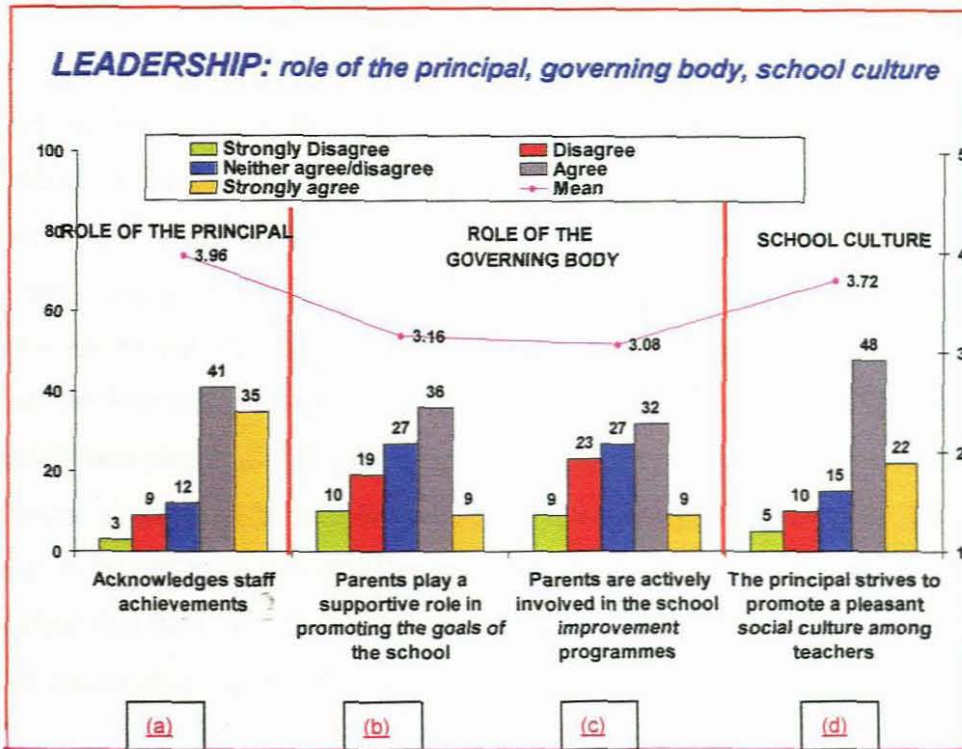
The statement in (a) above indicates a score, which is significantly higher at a 95% confidence level than statements (b), (c) and (d) while there is no significant difference between statement (c) and (d) [SPSS: T-Test]. When comparing the scores of the role of principals in communication to that of the educators and the SGB, the statistical test indicates that respondents rated principals (mean: 4.21) significantly better at a 95% confidence level than both the educators (mean: 3.73) and the parents (mean: 3.54). The educators however scored significantly better than the parents. The mean scores in Table 5.12 indicate that principals have assumed a dominant role in communication within the school. Further, when comparing the role of the principal (a) with the school culture (d) against the role of the SGB (c) with the school culture (d), the statistical t-test indicates that the role of the principal (mean: 4.21) scores significantly higher against the school culture (mean: 3.63), while there is no significant difference between the role of the SGB (mean 3.54) and the school culture (mean: 3.63). It becomes evident that the positional power of principals does impact on the culture of the

school and therefore the principal plays a critical role in developing and improving the culture in schools. Their responsibility as transformational leaders is thus given credence.

The above confirms the theory proposed by advocates of change like Kruger (1992: 95) for example, who states that a principal has a critical role to play in schools since he or she is in the position to influence both the internal and external environment (*cf.* 3.2.3). It is therefore incumbent on the principal to develop communication strategies, which engages rather than alienates internal and external forces, for change. According to Neale, Bailey and Ross (1981: 41),

'true collaboration must include a sharing of power, sharing in the planning, organization, operation and evaluation of programmes'.

According to the SASA (1996), schools must be transformed into democratically managed and governed institutions. The WPET (1995: 21-22) asserts that the principle of democratic governance should increasingly be reflected in every level of the system, by the involvement in consultation and appropriate forms of decision making of elected representatives of the main stakeholders, interest groups and role players (*cf.* 2.2.2). However, according to the statistics in Table 5.12, there is a significant dip in the mean score when it comes to the principals role in soliciting ideas from staff members about school developments (mean: 3.73) and in providing opportunities for communication between parents and educators about school needs (mean: 3.54). It thus appears that there is resistance by principals to move away from managing schools as a 'closed system' towards an 'open and inclusive system' where parents are given the opportunities to communicate with the educators about school needs. Jenkins (1991: 161) cautions that closed systems is an outcome of machiavellian and manipulative techniques of communication and must be abandoned by school leaders if democratic school management and governance is to be realised.

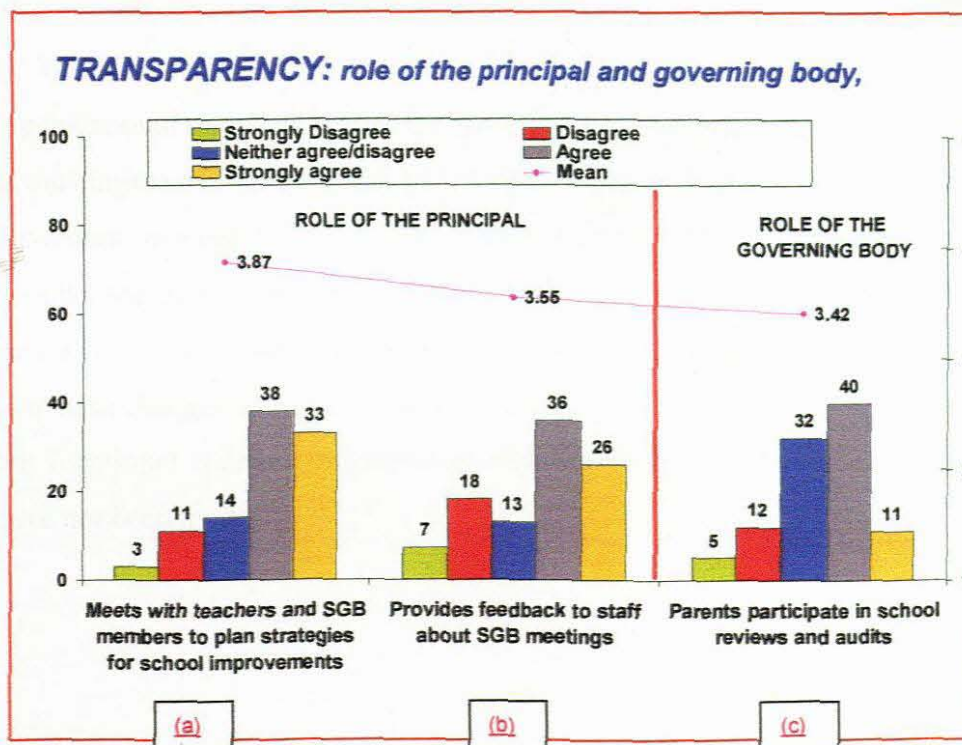
Table 5.13: Leadership – the role of the principal, governing body, school culture

The statement in (a) above indicates a score which is significantly higher at a 95% confidence level than statements (b), (c) and (d) while there is no significant difference between the scores in statement (b) and (c) [SPSS: T-Test]. According to the WPET (1995: 21), one of the fundamental transformational mandates in education, is the restoration of the ownership of schools to their communities through the establishment and empowerment of legitimate, representative governing bodies. SASA (1996: 18) provides SGBs with legitimate power to be co-partners in the development and transformation of schools. Table 5.13 above provides statistical evidence to indicate that the role played by principals in leading transformation is significantly higher than the role played by the SGB. Both statements (b) and (c) which are reflective of the leadership role played by parents promoting the goals of the school (mean: 3.96) and engaging actively in improvement programmes (mean: 3.08) respectively, are significantly lower at a 95% confidence level than the leadership role played by principals (mean: 3.96). The fact that there is no significant difference in the scores of statement (b) and (c), emphasizes the quiescent and inconspicuous role played by the SGB in assuming their leadership role in school governance. Thus, Table 5.13 provides statistical evidence to indicate

that the balance of power for leading school improvements and development is still largely in the hands of school principals.

When comparing the scores between the role of the SGB and the school culture, the school culture scores significantly higher (3.72) than both the statements (means: 3.16 and 3.08) reflective of the role of the SGB. This indicates that though the SGBs have not fully taken ownership of their duties and applied SASA (1996) practically by supporting the school fully and participating in improvement programmes, their lack of involvement does not significantly impact on the school culture. What this means is that many educators are conducting their duties professionally despite the lack of effective involvement by governors. However, research indicates that with greater governor support, the culture of the school is likely to be enhanced. Kotter (in Kreitner, Kinicki and Buelens, 1999: 592) suggests that for organizational change to be effective, managers must anchor the changes into the organization's culture. Thus it is clear that there is a need to anchor governor participation into the system so that changes, which reflect grass root needs, are manifested in schools.

Table 5.14: Transparency – the role of the principal and governing body

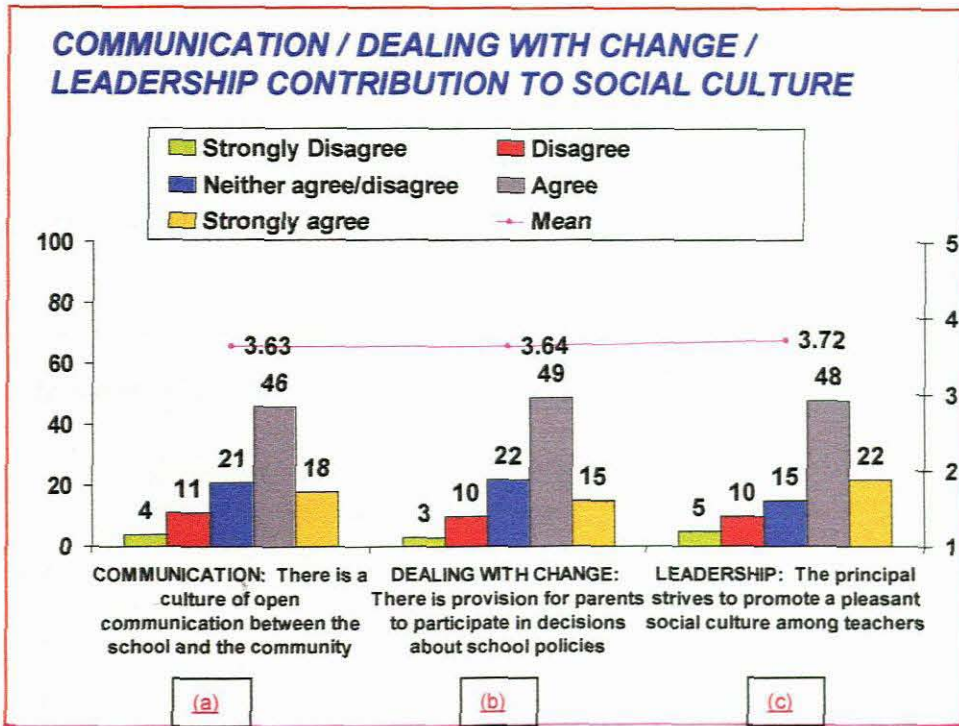


The score in statement (a) above is significantly higher at a 95% confidence level than (b) and (c) [SPSS: T-Test]. As stated above, the score for statement (a) is significantly higher (mean: 3.87) than the scores of (b: 3.55) and (c: 3.42), while statement (b) is significantly higher against the score of statement (c). Thus, the statistical evidence indicates that principals do meet with educators and the SGB, but this does not necessarily mean that there is transparency in how the school is managed and governed.

In table 5.14, statement (b) scored significantly lower than statement (a) which indicates a lack of transparency in relation to information dissemination to the educators about governing body meetings. What is disconcerting is that, as stated above, statement (c) scored significantly lower than both statements (a) and (b). The lack of transparency between the principal and the SGB infers firstly that schools principals are ignoring the rights of parents to participate in decisions about improvements and secondly, that parents are disregarding their legitimate functions to be co-partners in decisions about school improvements, by directly and/or indirectly allowing principals to be autocratic.

Whilst conducting meetings is significant, it is inadequate for developing transparency to promote effectiveness in school management and governance (*cf.* 2.2.5). Within the framework of WSD, it becomes important that information about changes is explicit and open to all organizational members within the school as explicated in the literature reviewed (*cf.* 2.4.2). It is thus imperative for principals to be transparent in their dealings with the staff and the SGB. Seventeen percent (17%) of the respondents disagreed that parents participate in school reviews and audits while 32% neither agreed nor disagreed. The latter may be a result of their lack of information about the reviews and hence their inability to comment. Indications are that structural changes to accommodate parents as legitimate governors of school, have taken place, but functional changes in respect of collaboratively reviewing and auditing needs for WSD have not been made.

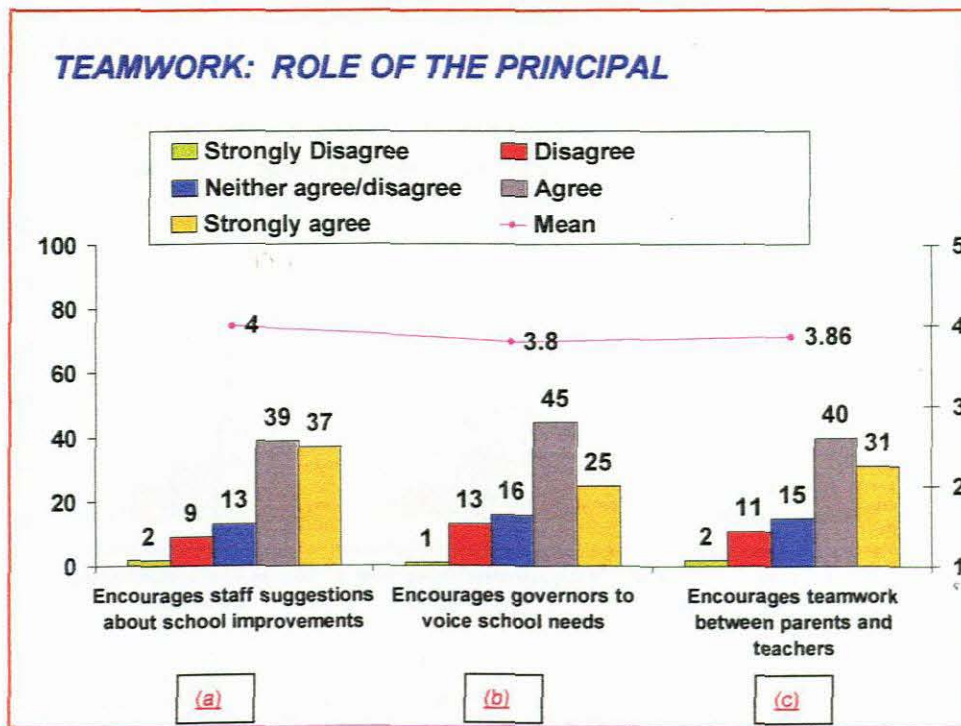
Table 5.15: Communication/Dealing with change/Leadership contribution to school culture



There is no significance difference among the scores in statements (a), (b) and (c) above [SPSS: T-Test]. Table 5.15 provides a comparative view of the interaction between communication, dealing with change and leadership of the principal. Although there is no significant difference among the three scores, the score for leadership is slightly more positive, but not significant, while the score for communication compared to dealing with change and leadership is still negative. Although the WPET (1995: 22) makes a clear appeal for the development, in schools, of a common purpose or mission among learners, educators, principals and governing bodies, with clear, mutually agreed and understood responsibilities, and lines of cooperation and accountability, 15% of the respondents disagreed that there is open communication between the school and the community whilst 21% opted for the neutral value. Furthermore, 15% of the respondents disagreed that there is provision for parents to participate in decisions about school policies and 22% chose the neutral value. In relationship to the response on leadership, 15% disagreed that the principal strives to promote a pleasant social culture among educators and 15% selected the middle value.

According to Bell (1992: 38), 'communication is an essential management skill since decisions can only be made, plans implemented, activities coordinated and controlled, tasks delegated, staff motivated and developed through an effective system of communication'. In schools where a sound communication system is absent, it is likely that effective changes are being hampered and transformational leadership is absent.

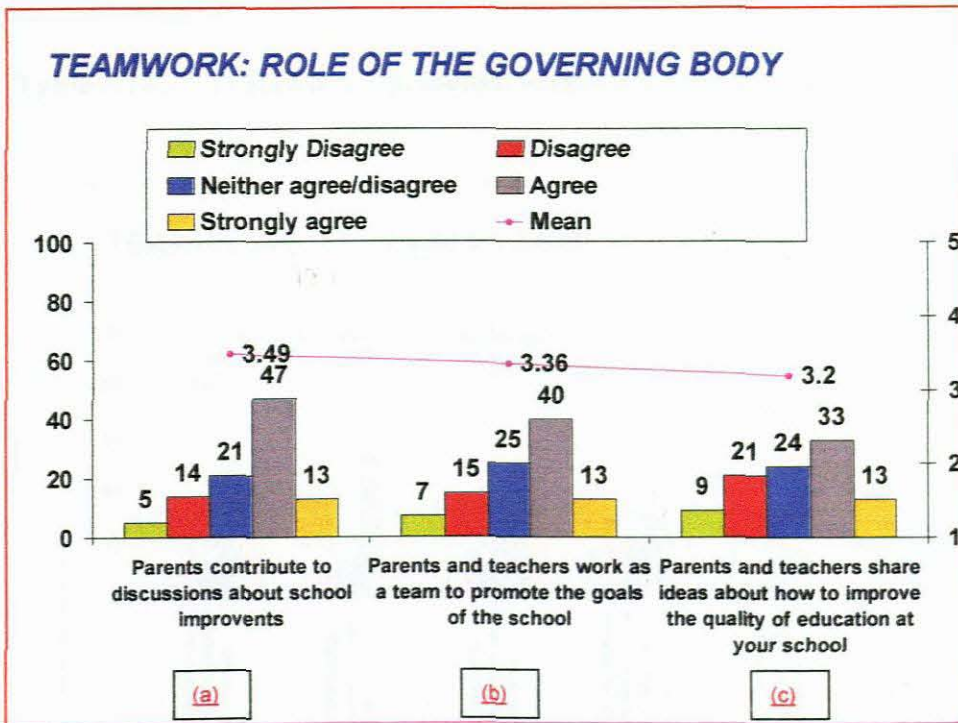
Table 5.16: Teamwork – the role of the principal



The score for statement (a) is significantly different at a 95% confidence level than statements (b) and (c) but there is no significant difference between statements (b) and (c) in Table 5.16 [SPSS: T-Test]. It is evident that the role played by principals in encouraging staff members to make suggestions about school improvements (mean: 4), is significantly greater than the encouragement given by principals for teamwork between parents and educators (mean: 3.86). However, when comparing the scores of statements (a) and (c) against (b), it is noted that the encouragement given by principals to school governors to voice their needs is the lowest. According to Davies (in Dekker & Lemmer, 1995: 171), better school results would be obtained if the school counts on the powerful influence of parents through the development of a sound partnership between parents and educators (*cf.* 3.5.3). It is evident from table 16, that principals

place greater emphasis and value on encouraging staff suggestions about school improvements than they do on encouraging parental input about school needs. Whilst SGBs have evolved in schools according to SASA (1996), Paisey and Paisey (1987: 66) caution that structure is not an end in itself. It is meant to be the means by which the objectives of the schools are reached (*cf.* 3.5.3).

Table 5.17: Teamwork - the role of the governing body

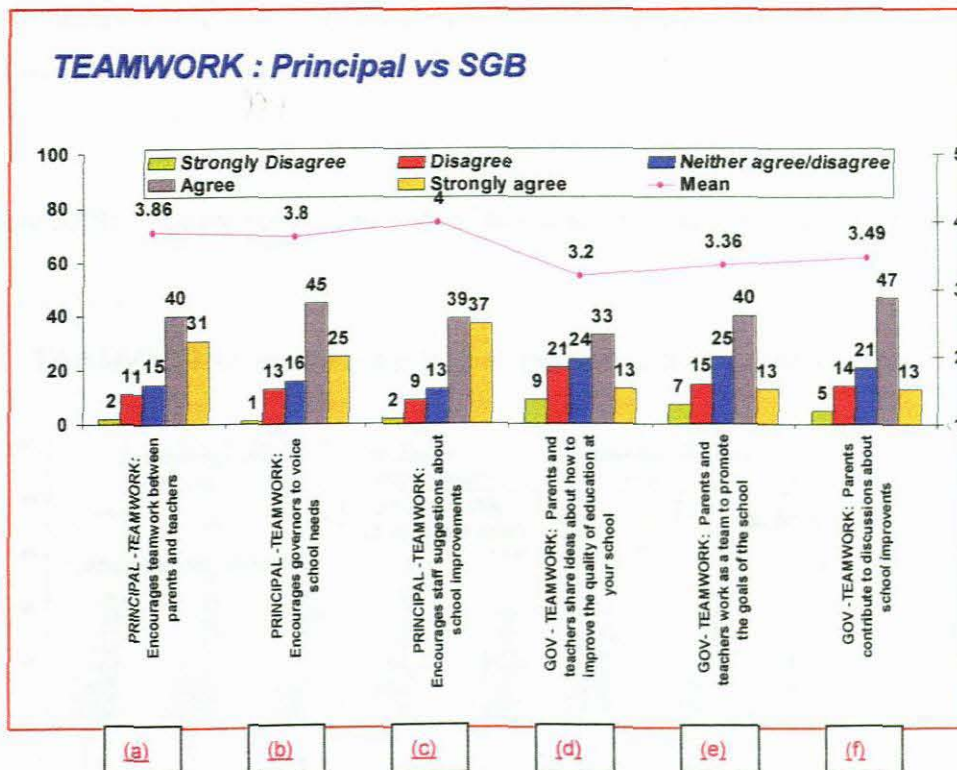


The score for statement (a) above is significantly higher at a 95% confidence level than both the scores for statements (b) and (c); and the score for statement (b) is significantly better (c) [SPSS: T-Test]. When comparing the mean scores on Table 5.16 with that of Table 5.17, it is evident that all of the mean scores in Table 5.16 are significantly better at a 95% confidence level than those on Table 5.17. Thus, it is evident that principals are playing a significantly greater role in encouraging teamwork than parents. Although 60% of the respondents agreed that parents contribute to discussions about school improvement, the mean score recorded for this statement, namely 3.49 is significantly higher than the score for the statement that parents and educators work as partners in promoting the goals of the school (mean: 3.36). The score for statement (a) is significantly lower than (b). Thirty percent (30%) of the respondents

disagreed with the statement that parents and educators share ideas about improving the quality of education in schools and 24% opted for the neutral value.

Kelly (1995: 64) asserts that if parents and educators are left in their separate spheres, their attitudes harden throughout the school experience. When parents and educators work at cross purposes, the child suffers. However, when parents and educators possess a mutual appreciation of the role each has to play in the education of the child, opportunities for development increases (*cf.* 3.5.4).

Table 5.18: Teamwork – principal versus school governing body

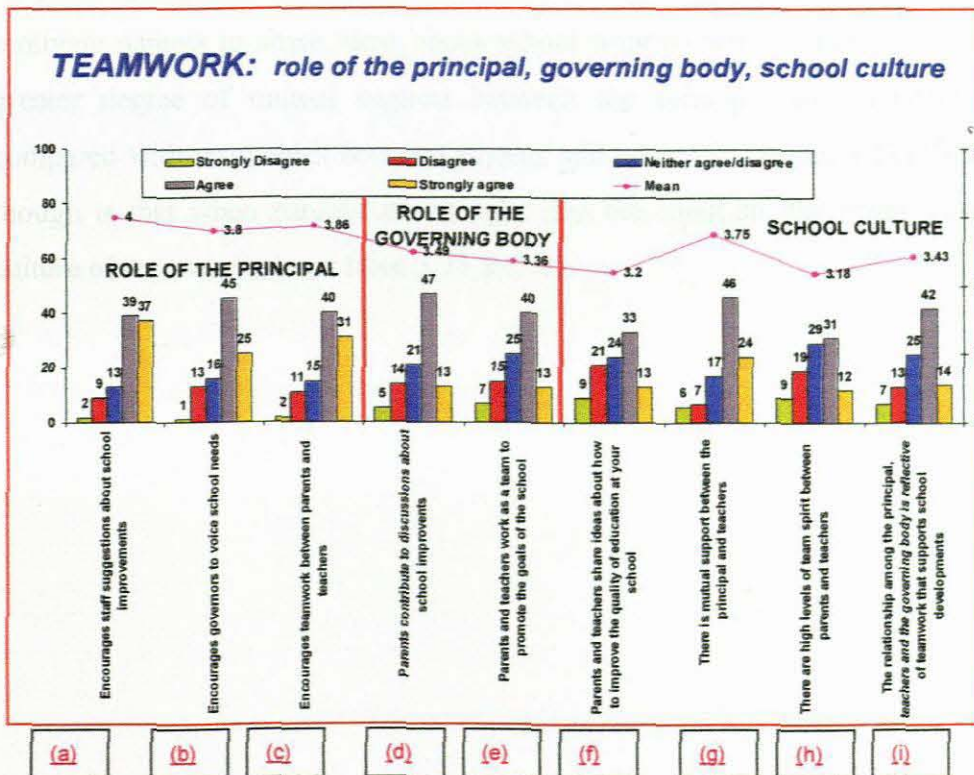


The scores for statement (a), (b) and (c) above, which reflect the role of principals in teamwork, are significantly higher at a 95% confidence level against all of the scores reflecting the role of the SGB in teamwork, namely statement (d), (e) and (f) [SPSS: T-Test]. Table 5.18 provides evidence to indicate that the encouragement given by principals to incorporate educator involvement in school improvements is greater (mean: 4) than the encouragement given to governors and educators to work as a team to promote the goals of the school (mean:

3.86). It is also evident from Table 5.18, that less emphasis is placed, by principals, on encouraging governors (mean: 3.8) to voice school needs. This is confirmed by the low mean scores relative to the role played by parents in discussions about school improvement (3.49), teamwork between parents and educators to promote the goals of the school (mean: 3.36) and parents and educators sharing ideas about improving the quality of education at schools (mean: 3.2).

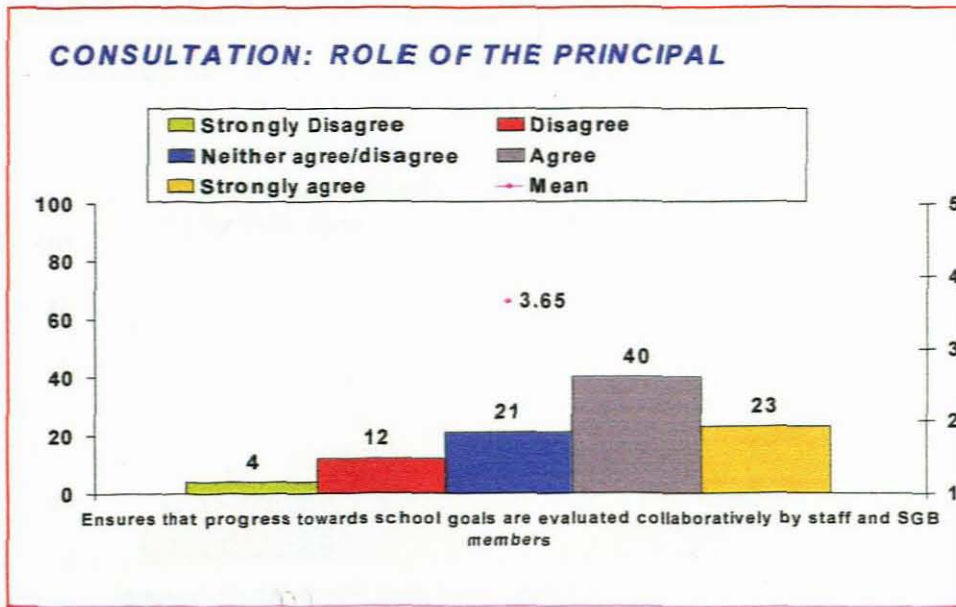
The statistical scores indicate that teamwork among educators is significantly better than teamwork between governors and educators. Barth (1990: 70) claims that teamwork is a valuable management strategy as it encourages partnerships among stakeholders for the purpose of achieving common goals. Teamwork creates an engaging and stimulating environment where individuals and groups support each other with the goal of maximising the quality of education in the school (cf. 3.5.4).

Table 5.19: Teamwork – the role of the principal, governing body, school culture

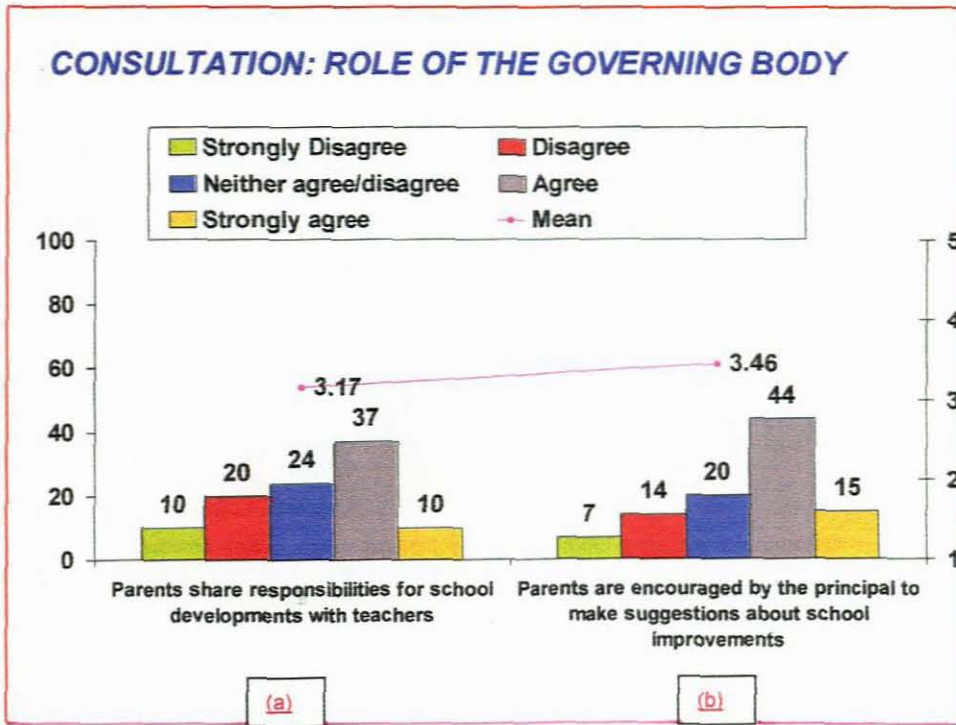


The score for statement (a) is significantly better at a 95% confidence level than all of the other scores on Table 5.19. While there is no significant difference between the scores for statement (f) and (h), the score for statement (f) remains the lowest [SPSS: T-Test]. Table 5.19 indicates that principals offer greater encouragement to staff (mean: 4) to provide input about school improvement than they do to develop teamwork between parents and educators (mean: 3.86) with an even lesser degree of encouragement given to governors to voice school needs (mean: 3.8). Despite the powers granted by SASA (1996), to parents to be actively involved in the governance of schools, the contribution they make to discussions about school improvements indicates a mean score of only 3.49 with an even lower mean (3.36) in relation to teamwork between parents and educators. Although current legislation positions parents as co-partners in the education of the child, their role in this regard appears moderate.

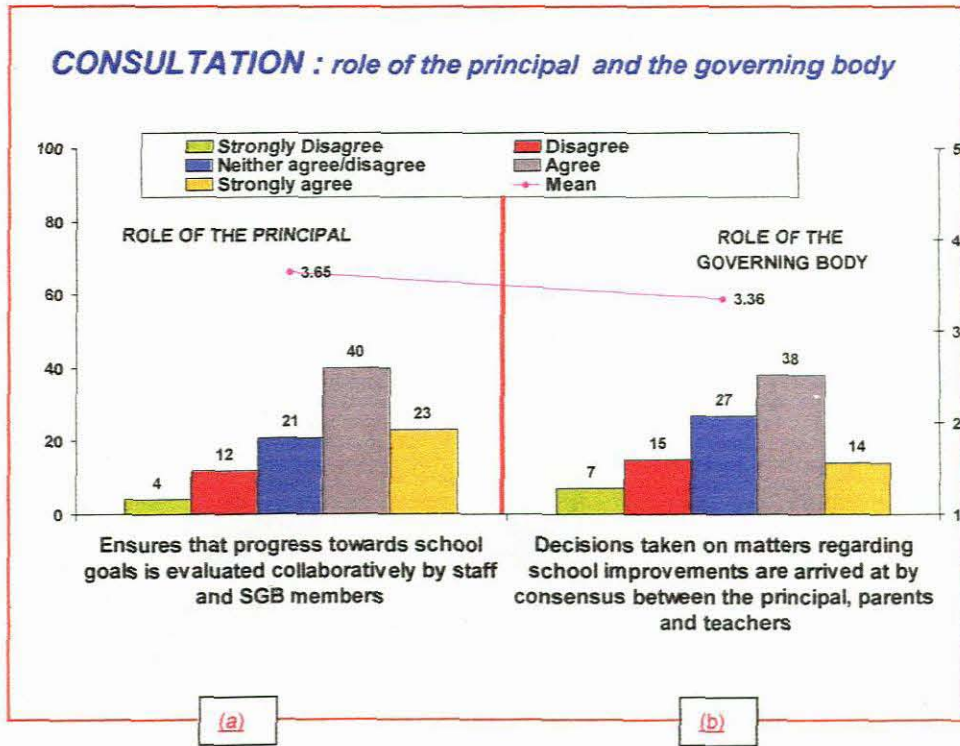
On analysing the impact that the interaction between the principal and parents make on the culture of the school, evidence indicates that the culture of sharing ideas by parents and educators about improving the quality of education in school is deficient with a mean score of only 3.2. This means that there is a definite need for principals to develop concrete strategies to motivate parents to share ideas about school improvements. There however, appears to be a greater degree of mutual support between the principal and educators (mean: 3.75) as compared with team spirit between parents and educators (mean: 3.18). What is disappointing though is that when parents are brought into the equation, the mean score reflective of the culture of teamwork, drops from 3.75 to 3.43.

Table 5.20: Consultation: the role of the principal

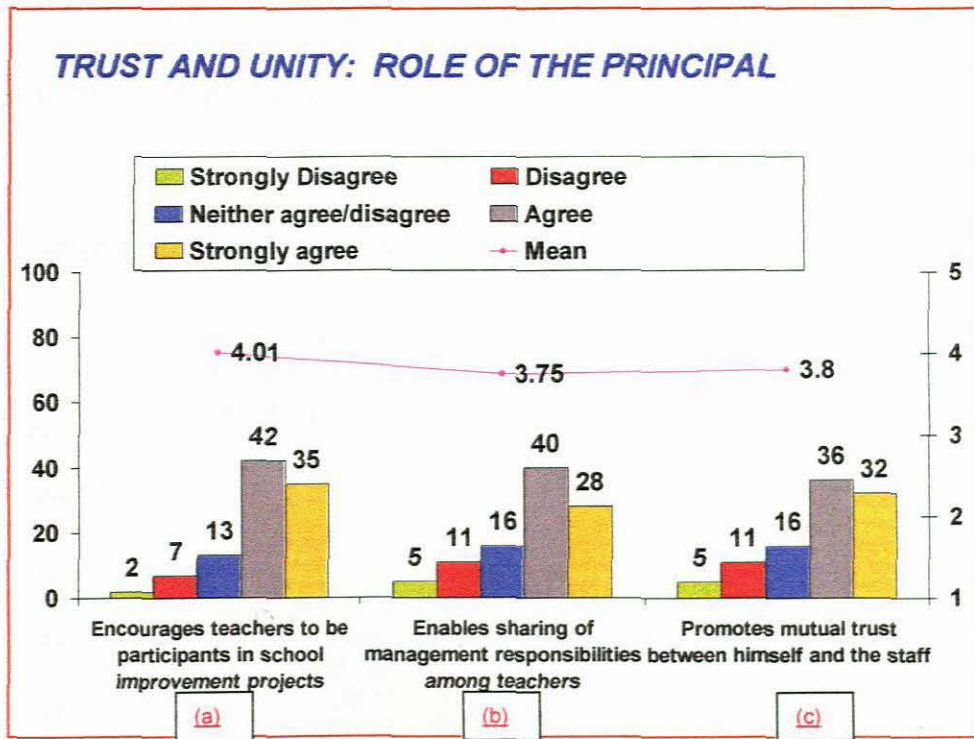
The score for the role of the principal in consultation is recorded at a mean of 3.65 in the table above. When comparing Table 5.20 with that of Table 5.19, evidence indicates that principals place greater emphasis on encouraging teamwork than they do on taking action steps to consult and collaborate with the staff and governing body members about the progress being made in relation to the school goals. The mean scores for the role of principals in teamwork are all significantly greater than 3.8, while the mean score in relation to the role of the principal in consultation with staff and SGB (mean: 3.65) is significantly lower at a 95% confidence level. As stated in literature reviewed, consultation, negotiation, open communication and transparency, among others, in school management and governance are significant democratic imperatives, which can no longer be ignored (*cf.* 2.2.1).

Table 5.21: Consultation – the role of the school governing body

The score for statement (a) above is significantly lower at a 95% confidence level than the score for statement (b) [SPSS: T-Test]. In Table 5.21, the data reveals that although some principals encourage parents to make suggestions about school improvement (mean: 3.46) their enthusiasm to have parents share responsibility with the educators, for school developments however, is significantly lower (mean: 3.17). A large percentage, namely 21% disagreed that principals encourage parents to make suggestions about school improvements and an even larger percentage, namely 30% disagreed that parents share responsibility for school development with educators. For both of these items, 20% neither agreed nor disagreed as they opted for the neutral value. However, when comparing Table 5.21 with Table 5.20, the mean scores indicate that the role played by principals in consultation is significantly higher than the role of parents in consultation.

Table 22: Consultation – the role of the principal and the school governing body

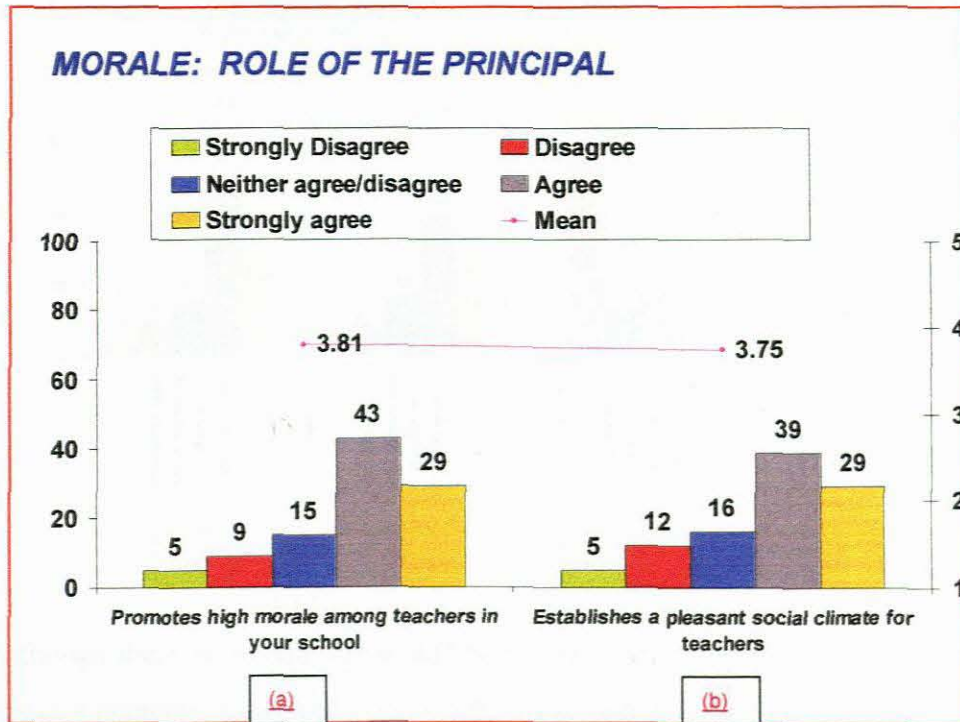
The score for statement (a) above is significantly higher at a 95% confidence level than the score for statement (b) [SPSS: T-Test]. Table 5.22 indicates that principals have assumed a significantly stronger role in consultation with stakeholders about school improvements (mean: 3.65) than the governing body (mean: 3.36). According to Dekker and Lemmer (1995: 155), the quality of education and teaching in schools improves with the improvement of the quality of co-existence between the school and communities. They claim that parents and educators need each other. They are in pursuit of a common goal and therefore, have to consult and cooperate with one another. Evidence from Table 5.22 provides the notion that the role played by parents in the education of the child is a diminutive one. The role played by the SGB in consultation registered a significantly lower mean score (3.36) than that of the principal (3.65).

Table 5.23: Trust and Unity – the role of the principal

The score statement (a) above is significantly better at a 95% confidence level than both the scores for statement (b) and (c). There is no significant difference between the scores for (b) and (c) [SPSS: T-Test]. Table 5.23 provides a statistical view of the role principals play in promoting trust and unity in schools. While principals voice encouragement, for educators to participate in school improvement projects (mean: 4.01), the mean score for promoting mutual trust between principals and the staff is significantly lower (mean: 3.80) and even lower when it comes to developing an enabling environment where the educators share management responsibilities with the principals (mean: 3.75). Although there is no significant difference between statement (b) and (c), the role of principals in promoting mutual trust between themselves and the staff is slightly better (mean: 3.8) than the role they play in sharing management responsibility among educators (3.75). According to Van der Westhuizen (1991: 131) good managers should be both task and people-orientated. Kotelnikov (2000: 2) further states that, in contemporary organizations, managers cannot only be a 'productivity specialist' or only a 'human relations specialist'. To be effective, they must be both (*cf.* 3.4.6.1). However it appears that most school managers are 'task-oriented'. It has been stated in the literature

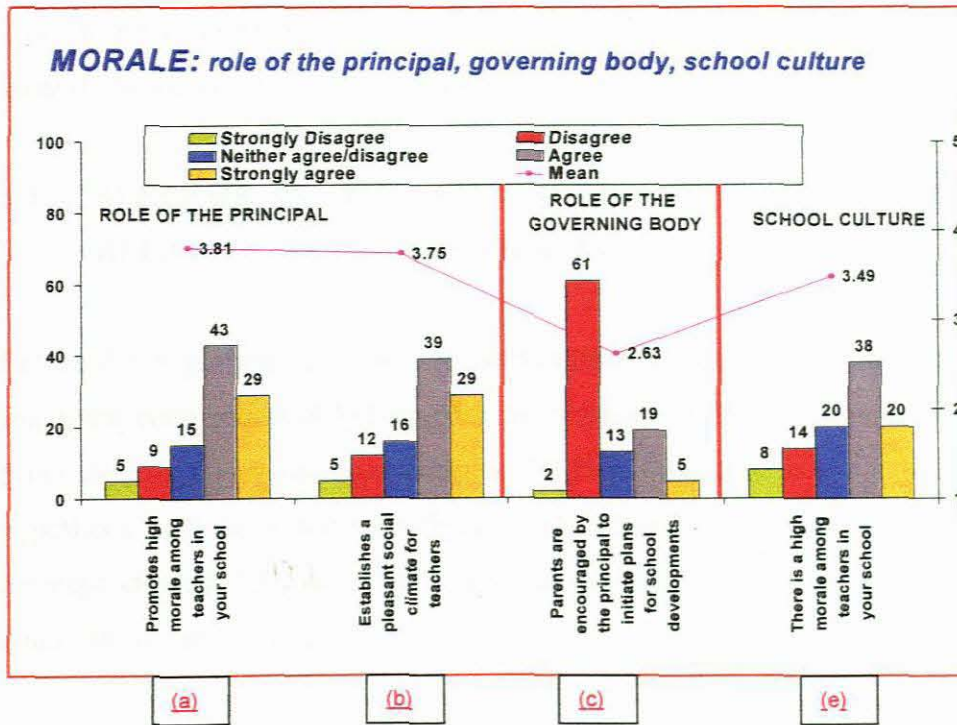
reviewed that due to the complex nature of school management, it becomes difficult for principals to manage the school without the support of his staff.

Table 5.24: Morale – the role of the principal



There is no significance difference in the scores between statements (a) and (b) above. The mean score (3.81) for the statement that principals promote high morale among educators in schools is slightly better than the mean score (3.75) for the statement that the principal establishes a pleasant social climate for educators.

Fourteen percent (14%) of the respondents disagreed that principals promote high morale among educators and 15% remained unsure. Seventeen percent disagreed with the statement that the principal establishes a pleasant social climate for educators while 16% opted for the neutral value. According to Barth (1990: 64), the principal is the most potent factor in determining the social climate. He also claims that the principal is the most important reason why educators' grow-or are stifled on the job (*cf.* 3.5). The type of climate impacts on the morale within the school.

Table 5.25: Morale – the role of the principal, governing body, school culture

Although there is no significant difference between the scores for statements (a) and (b), both these statements registered scores which are significantly higher at a 95% confidence level than the scores for statements (c) and (d) while the former is significantly lower than the latter [SPSS: T-Test]. Statistical evidence indicates that 14% of the respondents disagreed that their principals promote high morale among the educators, while 15% selected the neutral value. Furthermore, 17% of the respondents disagreed that their principals establish a pleasant social climate for educators and 16% chose the neutral value. The scores for both statements (a) and (b) are significantly higher than the score (3.49) for statement (d). Twenty-two percent of the respondents disagreed that there is high morale among educators in schools whilst 20% opted for the neutral value.

According to Knezevich (1975: 455), morale is a means of promoting a smoothly functioning and productive institution. He cautions though that it is possible to have high morale and little accomplishments but it remains the manager's responsibility to try to promote this general feeling of well being so that all people in the institution will work together consistently in pursuit of the common purpose (*cf.* 2.4.4) It is therefore incumbent on the school principal to

develop programmes to boost the morale of the educators or delegate this responsibility to an expert in this field. Swymer (1986: 91) expresses the importance of principals to focus not only on administrative work in the domain of the office, but to also make himself visible in other areas of the school as this will enhance the school tone and atmosphere.

5.4 SYNOPSIS OF THE EMPIRICAL STUDY AND CORE CONCLUSIONS RELATIVE TO THE HYPOTHESIS

Before the hypotheses are rejected or accepted, a synopsis of the research is given below. Important components of WSD which are reflected in the literature review on the philosophy, principles, strategies and approaches to WSD will be used as the template against which the hypothesis will be tested (see figure 2.1). These components, although slightly different, corresponds with the nine-point theme plan in the case study and corresponds with the themes within the quantitative research instrument.

5.4.1 Dealing with change

In the case study, there was evident to indicate that policy changes relative to the school structure were taking place. However, all the stakeholders were grappling with functional changes. The role of the principal was basically task-orientated, the educators 'continued business as usual' – in the classroom and school governors remained distant from the school. A partnership among the different stakeholders who worked together to develop a self-reliant school was absent.

According to Long (1986: 2), new innovations in school should be accompanied by discussions thereof with the relevant stakeholders in order to clarify uncertainties and ensure supporting resources for the successful implementation thereof. Thus in order for school principals and SGBs to introduce and manage changes efficiently, effective partnerships between the two constituents become imperative. As a critical component of WSD, both the school principals and SGB are compelled to engage in activities to secure co-partnership in school management and governance without the domination of one over the other.

However, when comparing table 5.7 and 5.8, both of the mean scores which reflect the role of the SGB in dealing with change are significantly lower at a 95% confidence level than all of the mean scores on table 5.7 which reflect the role of the school principal in dealing with change. This implies that parents are still largely excluded from dealing with changes necessary from school improvement. Two inferences emerge from this revelation. Firstly, principals are not sufficiently skillful in engaging governors fully in the change process or they are resisting transformation and clinging to the traditionally, autocratic mode of school management. According to Kreitner *et al.* (1999: 594), managers need to learn to recognize the manifestations of resistance to change, both in themselves and in others if they want to be more effective in creating and supporting change. Given the data in table 5.7, the managers' competency in this regard, is thus questioned. Furthermore, governors are refraining from utilizing the powers accorded to them to participate in the changes necessary for school improvements. According to Hopkins, West and Ainscow (1996: 55), effective change management can, among others, offer opportunities to reinforce internal efforts with external resources, both physical and intellectual. School managers and governors however, are grappling with managing changes effectively.

5.4.2 Communication

In School X, effective communication systems between the principal and educators, among educators and between the educators and governors were elusive. It becomes difficult for a school to engage in development programmes when stakeholders fail to communicate effectively with each other. According to Jenkins (1991: 75), successful organizations are those in which people communicate freely, cross-pollinate their ideas, and learn new skills and habits from each other through on-going interaction (*cf.* 3.3.4.3).

The mean scores in table 5.10 and 5.11 indicate that the school principals are dominantly autocratic in their style of communicating with their staff and the SGB. The mean score for the item that principals express concern about improving and maintaining the quality of education in school (mean score: 4.21) is significantly higher at a 95% confidence level than the statement that principals are open to ideas from educators (mean score: 4.09) and soliciting ideas from them for school improvement (mean score: 3.73). According to Nickols (2000: 12),

to be effective, managers must be able to listen and listen actively, to restate, to reflect, to clarify without interrogating, to draw out the speaker, to lead or channel a discussion, to plant ideas, and to develop them. In this sense, effective communication skills become imperative (*cf.* 3.3.4.3). However, from the data above, there appears to be incongruency between mouthing words for taking action for change and actually engaging in activities which reflect and supports change.

Furthermore, when comparing table 5.10 (*the role of principals in communication*) to table 5.11 (*the role of the SGB in communication*), all of the mean scores in the latter table are significantly lower at a 95% confidence level than all of the mean scores in the former table. Whilst the above provides evidence of principals engaging largely in the autocratic mode of communication, it also provides evidence of the passive role played by the SGB in WSD. Thus, from the data above, it can be deduced that both the autocratic mode of communication by school principals and the passive communicative stance adopted by the SGBs are incongruent with the philosophy and principles. (*cf.* 2.3 & 2.4).

5.4.3 Leadership

In the case study, the principal played a dominant role in the management of the school. Although educators were given leading roles in specific committees, their potential as transformational leaders were not explored. They remained lethargic and confined their functions to classroom teaching thus, depriving themselves of the opportunity to make a difference in the school. Governors felt intimidated by the educators as discussed in the case study above, and hence downplayed their role in leading changes necessary to improve the education of all the learners.

Sterling and Davidoff (2000: 69) are emphatic that *'good leadership means learning to work effectively with people...The people within your school are your most important resource. They have skills and talents which you can draw on to make your school a creative, dynamic center of learning.'* Table 5.13 confirms the dominant role assumed by the school principal as compared to that role of the SGB in leading change. Whilst the mean scores in table 5.13 for statement [b] (mean score 3.16) and statement [c] (mean score: 3.06) indicate that there is no

significant difference in the roles performed by the SGB, both the mean scores are significantly lower than the item reflecting the role of the school principal (mean score 3.96).

Evidence indicate that there is a lack of partnership between the school principal and the SGB as one (the principal) is actively leading and the other (the SGB) is passively following. Begley and Cousins (1992: 142) caution that without a school leader's willingness to equitably distribute power for decision-making among relevant stakeholders, true transformation seems unlikely. Thus, the autocratic mode of leadership is traditional and ineffective in the climate of change. It also reflects incongruency with the philosophy and principles of WSD. (*cf.* 2.3). It can thus be inferred from the above data that principals have not developed effective strategies to engage all stakeholders meaningfully in WSD as they are still leading through directives and dictates. Furthermore, the above evidence reveals that SGBs are under-performing in their roles to lead the schools towards change and improvement. Hence, H₂

5.4.4 Transparency

As a result of the development of cliques, there was a high degree of suspicion at School X. Furthermore, educators were not willing to share information because the culture of authentic teamwork was not prevalent. It became the norm for teachers to work in isolation from each other and this created an environment where separation was an accepted way of life. The relationship between the educators and the governors were also affected. They were looked upon as adversaries who colluded with the school principal.

Adopting a transparent mode of school management and governance is not only mandatory, but is directly linked to effectiveness in the operational management of schools. Consultation, negotiation, open communication and transparency in school management and governance are significant democratic imperatives which can no longer be ignored (*cf.* 2.2.1). If ignored, they can lead to dysfunctional school management and governance. In table 5.14 however, the mean scores in statement (b) and (c) are significantly lower than statement (a); and statement (b) is significantly lower than statement (c) at a 95% confidence level. Essentially, this indicates that whilst school principals are subscribing to the legislative norms of conducting SGB meetings, they are not soliciting parental input in relation to school reviews and audits. Essentially this

infers that principals are engaging in autocratic reviews and audits by excluding parents from participation. Furthermore, principals seem to neglect to provide feedback to the educators about SGB meetings. Hence, it is inferred that principals are ineffective in securing transparency between the educators and the SGB.

The lack of transparency between the educators and the SGB and between the principal and the SGB infers firstly that schools principals are discounting the rights of educators to be informed about decisions taken at governance level. Secondly, parents are disregarding their legitimate roles and functions to be co-partners in decisions about school improvements, by directly and/or indirectly allowing principals to be autocratic. According to Korodia (1995: 10), the principle of transparency (as a component of WSD) is important in schools to ensure authentic management and governance in schools. As stated in literature reviewed, transparency in school management and governance are significant democratic imperatives, which can no longer be ignored (*cf.* 2.2.1). However, given the above data, both principals and the SGB are ineffective in promoting and securing transparency in schools thereby resulting in inauthenticity in the way the schools are managed and governed.

5.4.5 Teamwork

In the case study, evidence reveals that the authentic teamwork between educators and governors and among educators was almost non-existent. The school principal expressed the importance of working together as a team but his words did not actualise into practical plans for the development of such teams. Encouragement from SGB members to develop harmony and unity among stakeholders were interpreted as an 'interference'. As a result of the lack of teamwork among the stakeholders, and especially among educators themselves, WSD was hindered.

The South African Schools Act No 84 of 1996 legislates parents as co-partners in schools to facilitate changes for WSD. However, when comparing the role of the principal and the governing body in teamwork, table 5.18 indicates that the mean scores reflecting the role of the SGB are significantly lower (mean scores: 3.2; 3.36; 3.49) than the mean scores reflecting the role of the principal (mean scores: 3.8; 3.86; 4). It can be deduced from table 5.16 that

principals are still adopting the old, traditional school of thought which views parents as having a lesser role to play in education. Neale, Bailey and Ross (1981: 14) promote the view that effective leaders are skillful in inspiring and recruiting support for improvements and development through the adoption of a humanistic attitude. Given the data in table 5.16, it is thus inferred that principals lack the motivation, skill or urgency to design innovative programmes to include parents fully in the governance of schools. Furthermore, principals are mechanistic in their approach to school management and hence grappling to transform schools into organic organizations where the talents and skills of people are sourced to transform the school holistically. Despite the powers granted by SASA (1996) to parents, table 5.16 indicates that the SGB is under performing in their role functions. It is thus deduced that parents either lack commitment to govern schools, or the effective governance of schools is jeopardized by autocratic principals.

5.4.6 Consultation

In School X, the degree of consultation between the principal and staff remained minimal because of the on-going tension which was evident. The school governors were incorporated into the school structure merely as a necessary mandate to comply with Departmental policy. They remained at arms length largely because of the unfriendly environment created for them by the unwelcoming educators.

According to WPET (1995: 21-22) *'parents or guardians have the primary responsibility for the education of their children, and have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance'* (cf. 2.2.2). However, the role of principals in ensuring collaboration between the educators and SGB about school goals (table 5.20) is significantly lower at a 95% confidence level (mean: 3.65) than the role they play in voicing needs for teamwork, as seen in table 5.18 (mean: 3.8; 3.86; 4). As an appendage of the state authorities, schools working beyond the framework of the national mandates as stated in WPET are ineffective in supporting transformation in relation to the facilitation of parent involvement through consultation about developments and improvement. As a WSD imperative, principals as agents of transformation are accountable to facilitate this process of parental involvement. It is thus surmised that strategies to close the gap between the

principals' words of encouragement for parent participation and their actions to facilitate the process, appear ineffective or absent.

However, whilst a certain degree of encouragement is given by the principals to make suggestions about school improvement (mean: 3.46) as seen in table 5.21, data confirms that the encouragement is insufficient as stated above, because a significantly lower mean score is registered for the statement that parents share responsibility for school developments (mean 3.17). It is thus concluded that the interdependence between principals and the SGB is asymmetrical because whilst a certain degree of encouragement for parental involvement is forthcoming from principals, the initiatives to engage in the process by parents is lethargic. Hence, it is concluded that either the strategy of verbal encouragement from principals is ineffective or parents lack the commitment to take ownership of their functions to govern schools.

5.4.7 Trust and unity

In the case study, it was found that there was a bridge between the principal and some of the educators. Furthermore, there was discord among educators which resulted in the development of two opposing faction groups. Educators thus worked in a climate of suspicion, mistrust and disharmony. The tension among the educators filtered to the governing body and created an environment where unity remained elusive.

It has been surmised in the literature reviewed, that schools cannot resolve qualitative problems in quantitative terms. Trust is thus regarded as one of the imperative pillars for WSD (see figure 1.1). According to Keith and Girling (1991: 72) who cite Culbert and McDonough, (1985) trust is the fundamental cement that binds an organization together, facilitating good communication, rectifying badly timed actions, making goal attainment possible, and creation the conditions for organizational success.

In table 5.23 which reflects the role of principal in developing trust, data indicates that school principals voice encouragement for educators to participate in school improvement projects (mean: 4.01). However, the mean score for promoting mutual trust between themselves and the

educators is significantly low (mean: 3.80) and even lower when it comes to developing an enabling environment where the educators share management responsibilities with the principals (mean: 3.75). According to Dean (1986: 78) trust is an important principle in the process of development and change. She (*ibid*) claims that for any developments or changes to be pursued successfully, trust between various groups of people is the intrinsic component. It is inferred that since educators are not being sufficiently enabled to engage in management responsibilities beyond the level of the classroom there is a degree of diminished trust between principals and educators.

Furthermore, looking at the significance table, data indicates the lowest mean score was recorded for the statement 'teachers trust parents to contribute to discussions about school improvement projects' (mean: 2.54). It is inferred that the lack of trust by teachers in parents' participation in school decisions demotivates parents and decreases the esteem levels. This inference is supported by the case study where parents felt 'fear' to engage in the meeting processes because teachers did not trust them to make informed decisions (*cf.* 5.2.1.8).

5.4.8 Morale

Data from the case study indicates that the morale at School X was low due to a number of factors like protracted and unresolved conflicts, lack of motivation and teamwork, and so forth. The low morale affected the school in a way, which hampered improvements. Educators under-performed in their role functions and basically maintained a 'low profile' in development initiatives. They remained confined to classroom teaching and provided little incentives for WSD.

A comparative analysis of the role of the principal and the SGB in promoting morale (table 5.25) indicates that the role of the principal scored significantly higher (mean scores: 3.81 and 3.75) than that of the governors (mean score: 2.63). Furthermore, the mean score for the statement that there is high morale among teachers in your school is 3.49. This is lower than the mean scores for the role of principals in morale (mean scores: 3.91 and 3.75), but higher than the role of the SGB (mean score: 2.63). Essentially, it can be inferred that the role of the principal does have an impact on the morale of the educators while the role of the

governors has a lesser impact of the morale among educators. However, since the culture of morale among the educators is significantly lower than the role played by principals in morale, it can be inferred that effective management strategies are absent to boost the morale among educators.

Findings from the case study conducted in a school on the South Coast of KwaZulu-Natal, together with that from the quantitative survey conducted in three regions within KwaZulu-Natal, namely Durban South, North Durban and Port Shepstone yielded data which reflected evidence which indicate (a) that principals are grappling in their roles as transformational leaders to facilitate changes imperative for WSD and (b) governors have not effectively assumed their responsibilities to oversee changes necessary for WSD.

The *t-test* was used to test for statistical significance in respect role of the principals as transformational leaders in facilitating WSD and parents as governors of changes mandated for WSD.

From the synopsis above, it can thus be stated that the school principal are grappling in their roles as transformational leaders to facilitate changes for WSD. Furthermore, it can be concluded, given the synopsis, that school governors have not fully taken ownership of their role functions and are thus under-performing. The hypotheses below,

(H1): *Principals are effective as transformational leaders in introducing and managing changes to facilitate WSD.*

(H2): *Parents are effective in the governance of changes mandated for WSD.*

are herewith rejected.

5.5 CONCLUSION

In this chapter, an attempt was made to provide some order to the range of information provided by the case study and the survey conducted among educators within the three regions of KwaZulu –Natal. Some of the data from the quantitative survey were of factual or demographic nature. These enabled the researcher to construct a broad profile of the sample population for the survey. An analysis and interpretation of the case study was done first, followed by the analysis and interpretation from the quantitative survey. Although structurally separate, the dual sets of data were analysed to identify trends common in schools. From the analysis and interpretation of the data, indications are that school principals are found wanting in their roles as transformational leaders to facilitate changes for WSD. Furthermore, evidence indicate that governors are grappling in their roles to govern changes imperative for WSD. Thus, H1 and H2 were respectively rejected. The next chapter will provide a summary of the findings. Conclusions will also be drawn and recommendations provided.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

6.1 INTRODUCTION

The empirical investigation for this study primarily focused on the role of school managers in facilitating WSD. It also investigated the role played by parents in changes related to governance as part of WSD. This chapter provides a summary of the findings that emanated from the empirical investigation and the conclusions that are drawn from such findings. The research aims are restated first, as a background against which the findings are made.

6.2 AIMS OF THE STUDY RESTATED

In chapter one the aims of this study were tabulated as follows:

- To place the concepts 'whole school development' within a theoretical framework drawn from informed sources;
- To offer relevant approaches to WSD based on literature review;
- To explore the effectiveness of school managers as transformational leaders in facilitating changes relative to WSD;
- To investigate whether schools governors are effective in overseeing changes relative to WSD;
- To offer a useful if limited register of findings, conclusions and recommendations about school management and governance relative to WSD.

The aims stated in bullets one and two above were met in the literature review chapters. The aims indicated in bullets three and four above, were met in chapter five and the findings thereof will be included in this chapter. The purpose of the current chapter is to meet the last aim tabulated above.

6.3 SUMMARY OF FINDINGS AND CONCLUSIONS

6.3.1 Findings in respect of the role of school principals as transformational leader in the facilitation of changes reflective of WSD

6.3.1.1 School management is autocratic and top-down

There is strong evidence from both the qualitative and quantitative research to indicate that most principals in the study are still subscribing to the traditional top-down approach to school management. They have not yet effectively transformed their asymmetrical exercise of authority and control in accordance with the mandates proposed by SASA (84 of 1996). In the case study, before the staff development programme at School X, it was found that, opportunities were not created for the educators to initiate development projects. Furthermore, the tension, which existed between management and educators, cascaded down governors. Conflict and disharmony were ever present and thus division became the norm. Thus, there was an overt absence of authentic interdependency, necessary for WSD, among the various stakeholders.

Similar trends were found in the survey conducted in other schools. In Table 5.23, for example, there is evidence to indicate that principals place great emphasis on administrative work. Whilst this is as an important management task, indications are that principals place less emphasis on the improvement of trust and unity among organizational members. Kreitner *et al.* (1999:595) claim that a climate of mistrust contributes to the resistance to change, and subsequently hinders WSD (*cf.* 3.3).

6.3.1.2 Principals are ineffective in leading the transition of schools from mechanical organizations to organic systems

Evidence from the exploratory research indicates that principals are grappling with the current demands for schools to improve their basic functionality as espoused by the Quality Assurance Directorate (2001: 2-12). Schools are thus challenged to enhance the basic conditions necessary to function efficiently and effectively in order to realize their educational and social

goals (cf. 1.2). However, there appears to be resistance from principals to transform schools from mechanical, closed systems to organic, open systems.

Conditions still prevail in schools that indicate that '*management is up there and we (educators) are down here*' (cf. 5.2.2). Wyn and Guditus (1984:10) cautions that mechanistic and opaque organizations, with their precisely defined limits of self-contained job responsibility and rigid interaction-influence systems, fail to tap their organization's own abundant reservoir of talent. Such organizations promote a management mode of secrecy, which is inconsistent with WSD. This view is echoed by Paisey (1992: 124) who claims that such management modes articulate fixed positions and prescribed subordinate-superordinate relations, but do not provide for developments. Subsequently, asymmetrical relations and dysfunctional organizations evolve. Jenkins (1991: 165) insists that Machiavellian and manipulative techniques be abandoned by school leaders for the more open and accommodating management style.

However, data accessed from the open-ended question reveals insight into the '*manipulative techniques*' adopted by some principals to manage their schools. One respondent indicates that '*she [the principal] has friends. She is a boss not a leader. She is an oppressor*'; another reveals that '*he (the principal) is not approachable*'; whilst a participant from the case study reflects that '*between management and staff, there was a wall*'. In schools where such trends are evident, it is concluded that principals are ineffective in leading the transition from mechanical organizations to organic system and thus, subsequently serving as a hindrance to WSD. Anderson (1968) confirms that in attempting to structure and impersonalise relationships so as to reduce the influence of the individuals on the accomplishment of organizational goals, the groundwork is laid for dysfunction (cf. 2.4.2).

6.3.1.3 *Intervention programmes are absent or ineffective to deconstruct tension and poor interpersonal relations within organizations*

In the case study and in the open-ended question of the survey, educators claimed directly or indirectly that there was a need for professional development of staff within the schools.

In the case study of School X, the type of relationship that existed among staff members was one of tension and discord. Educators within the two faction groups (*cf.* 5.2.1.2) said that they remained distant from each other. The protracted negative relationship, which is evident in some schools, infers the absence of effective management intervention programmes, to diffuse dysfunctional relationships, which subsequently hampers teamwork imperative for WSD (*cf.* 5.3).

6.3.1.4 *Asymmetrical relations are evident in schools and thus obstructing change and renewal*

The low mean scores in Table 5.17, coupled with the comments extracted from the open-ended question and findings from the case study, provide evidence to indicate that schools are experiencing difficulties to promote symbiotic relationships among organizational members. Schools are grappling to manage and implement changes, which mandate the development for positive links between parents and educators. According to the Quality Assurance Directorate (2001: 8-12), principals are accountable to develop effective links between the school and the community and to evolve programmes for the involvement of parents in the education of the learners.

Data from the case study reveals that there are ineffective feedback loops between the governors and educators; educator resistance to accommodate parents as co-partners; mistrust; manipulation; hidden agendas and so forth (*cf.* 5.3). Information extracted from the survey via the questionnaire, reflects similar trends as those found in the case study. It therefore, appears that authentic involvement of school governing bodies are hindered by multiple factors as indicated above, thus negating a fundamental element of WSD, namely the development of parents as co-partners in the education of the learner.

From Table 5.18, it can be inferred that the traditional values of autocratic management of schools by principals, are still prominent as there is evidence of a trend of asymmetrical relationships between principals and parents.

6.3.1.5 *Principals are complacent to take active steps to dissolve mistrust and suspicion evident among staff member*

Mistrust and suspicion dampens the *esprit de corps* needed for WSD (cf. 3.4.7.2). Evidence (Tables 5.19 and 5.23) indicates that there is a degree of mistrust and suspicion among educators and between educators and the school governing body (cf. 5.3).

Multiple deficiencies evident in schools are not conducive to a healthy environment where the WSD principles of trust, transparency, morale, etcetera can thrive (cf. 2.4). In addition to the above, the case study provides evidence to indicate that although interpersonal relations among staff members and between the staff and the school governing body was tension-bound, there was 'a lack of staff development...educators were in isolation...they kept to themselves...they were pessimistic (cf. 5.2). However, in the documents analysed, it was found that, on numerous occasions, the school principal expressed the need to improve interpersonal relations, however there was 'a lack of staff development'. Evidence thus indicates that there is wide-scale professional rhetoric about the need for intervention programmes to improve the climate within schools. However, as one respondent expresses, 'this is still a dream to be realized' (cf. 5.3). It is thus evident that there is a deficit in actions steps by school leaders, to enhance the professional and social climate in schools so that it is conducive to WSD (cf. 5.3).

6.3.1.6 *Principals are not sufficiently exploring the potential talents and skills of staff members for the purpose of systems-wide contributions to WSD*

Literature reviews indicate that the role of contemporary principals has indeed become a complex and dynamic one. The case study and responses from the questionnaire indicate that attempts to manage schools with minimal support from organizational members hampers WSD and fails to explore the potential and skills among stakeholders. In Table 5.4, it was found that there are a number of educators who are highly qualified. Twenty percent of the respondents indicated that they have university degrees with 7% having post-graduate degrees (cf. 5.3). Shenton and Davidoff (2000: 48) agree that a school's most valuable resource is the human beings that make up the school community. Therefore, exploiting their unique talents, skills and potential adds quality to organizational process and maximizes subsequent outcomes (cf. 3.5.2).

Shenton and Davidoff (2000: 69) suggest that when members are encouraged to explore their particular strengths, their subsequent endeavours will reveal that each individual contributes in a much greater way to building the school as a whole.

However, there are indications to suggest that principals are reluctant to explore the talents and skills of the staff members and thus are inadvertently depriving their schools of wide-scale contributions for change and improvement. Literature indicates that principals, as transformational leaders, are expected to mentor followers to take greater responsibility for their own development and that of the others (*cf.* 3.4.3). In this way, Hoy and Miskel (1992: 396) are of the view that followers become leaders and leaders become change agents, and ultimately transform the organization. However, there is strong evidence to indicate that principals are dominantly autocratic in their management styles as seen, among others, in Table 5.10 (*cf.* 5.3).

6.3.1.7 *Schools have not been reconceptualized and transformed into learning organizations where adults learn continuously in the process of teaching*

Evidence reveals that principals are dominantly task-oriented and de-emphasise human learning and development within the context of the school. Thus, the culture of adult learning is hindered and negates the WSD philosophy that people are both products and producers of their worlds. Such a situation hinders organizational growth and personal development. In an interview at School X, it was found that:

'when a educator was stuck in a section, he wouldn't ...approach somebody else for assistance and that would entail that the learner is suffering because of that ... pride, call it whatever but that lack of interaction. Also if, the educators had a problem..., they didn't want to go up to the principal and say, you know what, I'm having a problem. That would mean accepting failure, acknowledging that you're a failure as an educator and I don't think educators wanted to do that. All these ...led to a mediocre learning experience for the child'.

It becomes clear from the above excerpt that difficulties are being experienced to develop schools into centers of learning where both children as well as adults learn. Deconstructing

elements such as '*pride*' is indeed a complex endeavour, but not unachievable. Innovative to develop professionals as learners or change agents appear to be lacking. WSD thus challenges principals to recognize Dean's (1986: 172) perception when he asserts that many educators are still developing as people. The treatment they receive from those senior to them, the extent to which their views are considered and treated with respect, the attitudes shown to them, all affect the people they are in the process of learning and becoming (*cf.* 3.4.3).

Evidence from the case study and the empirical research found that due to the absence of transformational leadership, the following emerged:

- Low morale among educators impact negatively on WSD
- Educators are ill-equipped to deal with the manifold changes necessary for WSD
- Lack of teamwork among educators negates changes necessary for WSD
- Ineffective communication between principals and educators impacts negatively on WSD
- Authoritative management styles have a destructive impact on the productivity of educators
- Personal and professional growth are impeded because educators fail to monitor and transform negative behavioural patterns

According to the Quality Assurance Directorate (2001: 8-12), schools are compelled to establish ways to firstly, improve the quality of teaching and secondly, design qualitative in-service professional development programmes. Jansen (1997: 20) is of the view that educators will have to learn new attitudes and skills in order to make a paradigm shift of such magnitude as that called for by OBE (2.2.7). Thus, he claims that OBE requires highly competent educators and sophisticated curricular, pedagogical and assessment skills. He reveals that even with training, such a shift is difficult to accomplish. The implication for schools is that educators are compelled to learn new attitudes, skills, values and knowledge. However, opportunities need to be created for such learning.

6.3.1.8 *Principals are reluctant to delegate management responsibilities among stakeholders*

In Table 5.23 there is evidence to indicate that principals are reluctant to trust educators to share management responsibilities with them. The Quality Assurance Directorate (2001) states that schools are to evolve effectiveness in the leadership and management of the school at various levels in the management structure (*cf.* 1.2). According to the Whole School Management Plan (DoE, 2002) principals are compelled to work with stakeholders to manage and introduce changes relative to growth and development. However, data indicates that principals are attempting to manage or introduce change autocratically, which is thus tantamount to leading the schools towards inefficiency and ineffectiveness and often results.

As stated above, principals appear to be task-oriented focusing their energies on encouraging staff to participate in improvement projects, but at the same time retaining management responsibilities without sharing this among staff members. There is an inference that principals place greater emphasis on administrative work and productivity, and de-emphasize the importance of promoting mutual trust and unity between themselves and the staff. According to Van der Westhuizen (1991: 131) good managers should be both task and people-orientated. Kotelnikov (2000) further states that, in contemporary organizations, managers cannot only be a 'productivity specialist' or only a 'human relations specialist'. In order to be effective, they must be both (*cf.* 3.4.6.1). However, it appears that most school managers are 'task-oriented'.

It is thus inferred that principals are either complacent about developing an enabling environment where management responsibilities are shared among educators, or they do not trust educators sufficiently and hence are reluctant to delegate management functions to the educators.

6.3.1.9 *Attempts made by principals to encourage governors to voice their needs in respect of school improvements, need to be intensified*

According to SASA (1996), principals (including educators) and school governors are co-partners in the management of schools. In this sense parity between the principal, educators and

governors is to be demonstrated in the application of this policy. However, looking at the data from the empirical study, there is evidence which reveals that principals' attempts to establish parity among stakeholders are inadequate. Comparing the data from Tables 5.8; 5.9 and 5.10, there is evidence which suggests that whilst principals show a reasonable degree of commitment to school improvement (mean score: 4.07), they have not yet evolved innovative programmes to motivate parents to become actively involved in the improvement programmes (mean score: 3.8).

6.3.1.10 ***WSD is being hampered by principals who behave unprofessionally and resist personal and professional growth and development***

Aside from the quantitative findings, which provided measurable evidence of lethargy in school management, the findings which were particularly disturbing were accessed from question six (open-ended question) of the questionnaire where educators were given a degree of freedom to express their feelings and thoughts about school management. Data accessed here from reveals that respondents are not impressed with the manner in which their schools are being managed. Although some of the respondents provided encouraging information, which suggests a collective effort by stakeholders to transform their schools, these were in the minority. Many concerns were expressed about the lack of teamwork between the manager and the staff. Some common concerns by educators were that principals were managing schools autocratically. One respondent went as far as exposing that '*she (the principal) has friends...she is a boss not a leader. She is an oppressor!*'

Clearly, the management philosophy embraced by principals who ignite the above type of responses from their staff members is problematic and hence needs to be deconstructed and vehemently rejected.

6.3.2 **Findings in respect of the role of the school governing body to govern changes imperative for WSD**

6.3.1.1 ***Governors are ill equipped to govern changes imperative for WSD***

It has been established that all schools are compelled by SASA (1996) to develop management and governance structures, which would collaboratively be responsible for the introduction and management, monitoring and governance of changes to facilitate WSD. Paisey and Paisey (1987: 66) however, caution that:

'Structure is not an end in itself. It is a meant to be the means by which the objectives of the schools are reached' (cf. 3.5.3)

Findings from the empirical research, reveals a dismal picture of the part played by school governing bodies in dealing with transformation in schools. When comparing Table 5.8 with that of Table 5.7, it is clear that the role played by parents in promoting the goals of the school (mean: 3.16) and their involvement in improvement programmes (mean: 3.08) is significantly low as compared to the role of principals.

Commenting on the relationship between the educators and SGB, data from the open-ended question indicated that some governing bodies were passive whilst others were overpowering. The former type of governing body demonstrates complacency and under-performance. The latter type of governing body indicates dominance. Both types of governing bodies inhibit changes facilitative of WSD. In schools where such trends are evident, the SGB serves as an inadequate and ineffective support structure as it hinders rather than helps changes imperative for WSD.

6.3.2.2 *Governors have not taken ownership of their rights to participate fully in decisions relative to school development and improvements*

When comparing Table 5.11 (communication: the role of governors) with Table 5.10 (communication: the role of principals), it is evident that all of the mean scores in Table 5.11 are lower than the mean scores in Table 5.10 (*cf.* 5.3). It can be inferred that the SGBs are not effectively exercising their legislative rights to communicate their needs about school improvement. They are also underplaying their roles as co-partners in decisions about school improvement.

In schools where *'the principal makes all the decisions'*, to the exclusion of the governors as indicated by the qualitative data, both the principal and the governors are accomplices in inhibiting changes as espoused in SASA (1996). As leaders of transformation, such principals demonstrate ineffectiveness in motivating and inspiring governors to become co-partners in school improvement. As governors and overseers of change, parents, on the other hand, become accomplices in assisting autocratic leaders to retain their traditional management styles of dominance.

6.3.2.3 *The communication gap between the SGB and educators, hinders changes imperative to facilitate WSD*

It was found in School X that one of the reasons for the lack of participation of the SGB in the decision-making process, is that educators were reluctant to trust governors to make significant decisions about change and improvements. There was the lack of trust exhibited by educators in the competence of the SGB. This created a situation of subtle intimidation of governors by the professionals, which negated attempts to evolve a partnership with the SGB. The SGB chairperson provides evidence in this regard when she says, *'before [the SDP] even if I could walk in the school yard, I had no happiness at all because of the attitude in school... I felt very bad, I felt very bad! I felt I couldn't talk to the educators. They [educators] were one side and I was one side'*.

It is evident from the above, there was a sense of resistance by educators to accommodate governors as co-partners in the process of decision-making. This was confirmed by a educator who indicated that:

'because of lack of development [of governors] themselves, educators didn't know how to interact with them... I think this also led to the educators feeling very, very, uneasy with the...members of the governing body because they saw them as polices coming to check on them...it also had personal tones of aloofness, of people being scared and, maybe intolerant. So that is how... I perceived things to have happened before the staff development'.

Clearly, evidence indicates that there is confusion about the role of governors in schools and hence, this lack of clarity, impacts negatively on the relationship between educators and governors. Similar trends were found in other schools where educators responded to the open-ended question stating that the governing body member '*trespass*'.

Table 5.11 is a disappointing reflection of the ineffective application of SASA (1996) in schools, which mandates parent participation in decisions about school policies. As the accounting officers, principals are accountable to support SASA (1996) by developing opportunities to bridge the communication gap between schools and their communities via the SGB. Van der Westhuizen (1991: 210) states that the school principal's position is interwoven with other bodies, specifically the SGB which represents the public interest. The interwovenness of the school with parents thus necessitates a dual communicative flow between the school and the parents (cf 3.3.4.2).

6.3.2.4 *School Governing Bodies are ineffective in holding schools accountable to change imperatives for WSD*

Literature indicates that in order to be effective in governing transformation, the SGB has to monitor change and progress and make suggestions in respect of improvements so that standards can be enhanced and the quality of work improved. Aspin, Chapman and Wilkinson (1994: 92), for example, concur that schools have to go to a model where there is an active partnership between parents and educators. They insist that schools have to:

'open itself up to influence and change by parents, so that they (parents) have the scope and real chance to influence the system and to make the real changes. The results of such change efforts will involve a compromise between educators and parents, but they will have significantly influenced the education which the children are getting' (cf. 3.5).

However, when comparing Table 5.8 (Dealing with change: the role of the SGB) with that of Table 5.7 (dealing with change: the role of the principal), findings indicate that the role played by parents in promoting the goals of the school (mean: 3.16) and their involvement in

improvement programmes (mean: 3.08) is significantly low as compared to the role played by principals (mean: 3.38 and above). Further evidence indicates that:

- *Teamwork between staff and SGB members is necessary. However, SGB members, being less educated in most instances than the principal, are manipulated by the principal to serve his own agenda. This is obviously a common problem.*
- *They (the SGB) agree to everything that is suggested by the principal even if it is wrong.*

In schools where the above trends are evident, WSD is jeopardised.

6.3.2.5 *There is a lack of transparency in how schools are managed and governed*

As a principle of WSD, transparency is viewed as imperative in the management and governance of schools. In literature reviewed, it was discovered that transparency fosters mutual trust among all stakeholders and creates a system where every member is treated with respect and dignity. Woolfendale (1982), Deer (1980) and Woodhead (1981) claim that any involvement with parents at the level of partnership must demonstrate the cardinal principle of reciprocity: mutual involvement, mutual accountability, mutual gain and mutual trust (Long 1986: 2).

However, despite the need for transparency in school management and governance, evidence reveals that in some schools, the principals have failed to bridge the communication gap between the governors and educators. Among others, feedback loops are absent as educators complained that *'we (educators) never get to hear the outcomes of their (SGB) meetings'*. Some educators claimed that they don't even know the governing body members.

From the data above, there is evidence to suggest that there is a gap, between policies and practice in relations to developing a transparent relationships and equal partnership among educators and between professional and governors.

6.3.2.6 *Parents and educators do not share ideas about improving the quality of education in school*

According to Wynn (1984) and Jenkins (1991), the success of an educational institution depends on all stakeholders working collaboratively to achieve common goals (cf. 3.2.3.1). The Education Policy Unit (1998: 134) indicates that:

'It is essential to use ...governance structures not only to build the physical infrastructure of schools, but also to transform them into learner-friendly environment by tackling attitudes to teaching and learning within each school...it is essential that it be accompanied by various processes as curriculum reform, the establishment of effective educator-education and educator-support programmes, the upgrading of the managerial skills of school managers, and the provision of adequate resources...'

What the above suggests is that school governors are an indispensable component in supporting, influencing and participating in WSD especially in terms of redress and equity. Bayne-Jardine and Holly (1994: 80) maintain that *'although the policy making role of governors is legally paramount, they have an important role in consultation because they represent the diversity of interests in the immediate environment'*.

6.3.2.7 *Governors have not been incorporated into the team culture within schools*

Literature indicates that school improvement hinges not only on contributions made by educators and the principal, but also on the input and information provided by parents. If parents are not fully involved in decisions about school improvements and are excluded from the teams evolving within schools, then schools are to a large degree impoverished because parents provide valuable information about learners which schools may not be aware of. However, Table 5.19 provides evidence to indicate a deficiency in teamwork between parents and educators.

Resistance by professionals to incorporate and welcome governor participation in WSD is detrimental to the quality of teaching and learning outcomes and also violates the principles enumerated in the White Paper on Education and Training (WPET) of 1995 which states that:

- Parents or guardians have the primary responsibility for the education of their children, and have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance.
- The rehabilitation of the schools ... must go hand in hand with the restoration of the ownership of these institutions to their communities through the establishment and empowerment of legitimate, representative governance bodies.
- The principle of democratic governance should increasingly be reflected in every level of the system, by the involvement in consultation and appropriate forms of decision making of elected representatives of the main stakeholders, interest groups and role players (*cf.* 2.2.2).

Table 5.19 provide evidence to indicate that there is a greater degree of mutual support between the principal and educators (mean: 3.75) as compared with team spirit between parents and educators (mean: 3.18).

The collective evidence from both quantitative and qualitative research, indicates a need for greater unity between educators and school governors. Furthermore, from the Case Study, it was found that the negative attitude of educators towards the SGB, was manifested in the way they communicated with the SGB by, for example, '*not greeting*', physically distancing themselves from the SGB members at meetings and not providing feedback and support to the suggestions made by the SGB members. It was found that such a culture impacted negatively on the whole school. However, on investigating the rationale for such negative attitude and behavioural patterns towards the SGB, it was found that '*staff hadn't been prepared and did not have the interpersonal skills to be open and receptive to what the governing body was trying to do*'.

Thus, WSD processes of equality and parity between the educators and parents are still illusive concepts, which in theory are nevertheless present, but absent in practice.

6.3.2.8 *WSD is being hampered by governors who are complacent and thus allow authoritative principals free reign over their schools*

Parents have acquired legitimate powers, by virtue of SASA (1996) to govern schools. Thus, those who accept positions as school governors are accountable to their communities to take ownership of their responsibility and exercise their authority in respect of schools governance.

6.4 RECOMMENDATIONS

6.4.1 Recommendations to school principals

6.4.1.1 *School principals should manage schools in accordance with the democratic principles consistent with the National Constitution No.108 of 1996*

All schools are expected to comply with and promote the values and principles as ascribed in the National Constitution No. 108 of 1996, namely:

- democracy
- equality
- human dignity
- freedom and
- justice

(Butler, 1999: 10)

The White Paper of Education and Training 1 (1995), states clearly that democratic principles ‘*should drive... the reconstruction and development of education and training*’ (cf. 2.2.2). Managers should value the notion that democratisation is a key characteristic of constitutional reform in South Africa and as educational leaders, personal inhibitions in this regard need to be dissolved. According to Kreitner *et al.* (1999: 594), managers must learn to recognize the

manifestations of resistance to change both in themselves and in others if they want to be more effective in creating and supporting change (cf 3.3). It is thus recommended that principals reassess their management styles and develop strategies to deconstruct those attitudes, behavioural patterns and management philosophies, which are inconsistent with the democratic principles espoused by the National Constitution (108 of 1996). This requires shifting from autocratic, rule-bound, mechanical approaches to a more, accountable and equitable form of school management. Consultation, negotiation, open communication and transparency in school management and governance are thus, significant imperatives for WSD and can no longer be ignored or postponed. As a WSD obligation, school managers cannot dominate governors and vice versa is true. Thus, it is recommended that democracy should prevail in the management and governance of WSD.

6.4.1.2 *Principals should transform schools from mechanical organizations to organic systems*

Bengu (1996: 2) asserts in the Education White Paper 2 that education in the past was "...a legacy of the apartheid system, and must be transformed in accordance with democratic values and practice, and the requirements of the Constitution". Implicit in this directive, is the imperative to humanize the educational institution in accordance with the National Constitution (108 of 1996). This implies that schools have to be transformed from mechanistic organizations to organic systems. Participative decision-making and shared ownership of the school by the educators and parents are imperative for such a transition. As stated in the literature review in Chapter 2:

"the rehabilitation of the schools ... must go hand in hand with the restoration of the ownership of these institutions to their communities through the establishment and empowerment of legitimate, representative governance bodies" (cf. 2.2.2).

Thus, as a WSD imperative, it is recommended that principals re-evaluate their management styles to ensure that it is effective in renewing schools as open systems where emphasis is placed on:

'Citizen (parent) participation as an essential part of empowering the powerless, revitalizing grass-roots democracy and creating a more equitable and just society. It is also a necessary part of improving the schools. It is simply too important to be treated in a trivial way by policy-makers and educators, or to be left to domination by local, state and federal government agencies' (cf. 3.5).

(Neale, Bailey & Ross, 1981: 33)

6.4.1.3 Principals should commit themselves to evolve symbiotic relationships characteristic of organic systems

According to The Government Gazette Notice 502 (1996: 6) the basis of the government's new policy for organization, governance and funding as summarised in WPET 2 (1996: 10) is that:

'The new structure of school organization should create the conditions for developing a coherent, integrated, flexible national system which advances redress, the equitable use of public resources, an improvement in educational quality across the system, democratic governance, and school-based decision-making within provincial guidelines. The new structure must be brought about through a well-managed process of negotiated change, based on the understanding that each public school should embody a partnership between the provincial education authorities and a local community' (cf. 2.3.3).

What the above implies for school principals, is that the manner in which schools are to be managed and governed must reflect a symbiotic relationship among the constituent parts. In other words management should extend beyond mere cause and effect. That means, rather than simply assuming that A affects B, there is an implication that B also affects A. From the mutual interaction of the parts of the school, there arise characteristics, which cannot be found as characteristic of any individual parts. Thus the school arrives at synergy where the whole is greater than the sum of its parts.

WSD is a holistic process which supports the notion of the existence of a symbiotic relation in the organization variables as seen in Figure 1.1 of chapter one. If one part is affected by

change, this influences the other parts (*cf.* 1.4.4). It is thus recommended that school principals establish integrative systems in schools where co-operative WSD committees (teams) are established for the accomplishment of common goals. All stakeholders must be incorporated into the WSD teams so that together, individual and organizational needs are identified and collectively teams are energized, inspired and motivated to achieve the goals visualized. The principal should appoint at least two WSD co-ordinators, one of whom at least is a member of the senior team. These co-ordinators (referred to as the 'cadre group'), take responsibility for the day-to-day activities of the WSD project in the school and to help facilitate amendments to the school management and development structure thereby enabling the school's planning process to be more effective.

6.4.1.4 Principals should devise proactive steps to create an educational milieu conducive to WSD

WSD cannot flourish in an environment, which is restricting, controlling, stifling and/or rigid because such an environment is counterproductive to growth and improvements. As leaders of transformation, principals are obliged to become champions of change by deconstructing negative environmental factors that negate WSD.

Practically, it is recommended that principals develop and design appropriate staff development programmes to support their staff to deconstruct attitudes, behavioural patterns and management philosophies which hinder the development of a transparent, trustworthy and cooperative working environment. Through the SDP, a *relentless growth attitude* must be inculcated in everyone so that together, a safe and secure environment is created where people are appreciated for their unique contributions and ideas for WSD. Ideas are solicited from everyone irrespective of race, age, qualifications or status (*cf.* 3.4.4). According to Kotelnikov (2000), the spirit of relentless growth keeps fresh ideas flowing and invigorates the whole system. He is confident that it establishes a context within which managers lead by setting direction, creating strategy, securing resources defining organizational processes and ensuring that learning in the entire system occurs.

Where principals lack the 'know how' of designing and facilitating appropriate staff development programmes, a system of delegation must ensue whereby staff skills and

expertise are identified and utilized in this regard. Alternatively, it is recommended that principals seek advice and support from an external consultant. It becomes critical that principals do *not exclude themselves* from these workshops because, as indicated in the literature reviews:

'The most powerful reason for principals to be learners as well as leaders, is the extraordinary influence of modeling behaviour. Do as I do, as well as I say, is a winning formula. If principals want students and educators to take learning seriously, if they are interested in building a community of learners, they must not only be head educator, headmasters, or instructional leaders. They must, above all, be head learners.'

Where principals recognize their probable lack of expertise in designing and developing effective staff development programme, workshops or seminars, they should unashamedly expressed this recognition. This humble acknowledgement, demonstrates the principal's willingness to detach from the leadership notion of 'assumed competence'. Barth (1990: 70) appeals to principals not to be ashamed of being learners but to practice the art of being head learners with humility. Implicit in this view is the notion of 'pride' as the enemy of learning. Barth (*ibid*) confirms that most principals suffer the burden of 'assumed competence'. Such principals will find the facilitation of changes within their schools difficult without the humility to become 'head learners' (*cf.* 3.4.3).

6.4.1.5 *Principal should utilize the skills, expertise and unique talents of every educator and governing body member to facilitate changes for WSD*

According to Shenton and Davidoff (2000: 48) a school's most valuable resource is the human beings that make up the school community. They are emphatic that exploiting their unique talents, skills and potential, adds quality to organizational processes and maximizes subsequent outcomes. It also enhances an individual's self-worth and confidence and promotes respect for individuals irrespective of position or status (*cf.* 3.5.2). Bell (1992: 42) concurs that a well-managed school is one in which professional colleagues share the responsibilities associated with the work of the school. He claims that different individuals take the lead in different areas

of school life, depending on their expertise. Bell (*ibid*) is emphatic that such an approach to management can go a long way towards minimizing the professional isolation that some school educators experience. It thus, becomes a motivational imperative, for school principals to recruit the expertise, skills and talents of their staff members and the governing body member to work for the overall development of the whole school. However, trends were found to exist in schools, which reveal that:

'The principal never acknowledges us for the work we do. Educators are just taken for granted' (cf. 5.3.1.1).

Given the above, it is no surprise that multiple educators provided data that reflect similar trends as indicated below:

'Educators have not grasped the importance of sharing their ideas and successes with one another as an effort to uplift and improve teaching strategies and morale at the school. They are not always willing to help. They should be willing to assist and advise each other without being condescending' (cf. 5.3.2.4).

6.4.1.6 *Principals should transform schools into learning organizations where adults learn in the process of managing, teaching and/or governing*

It is recommended that principals develop schools into learning organizations where adults learn in the process of teaching. The application of this recommendation hinges on the principal's philosophy of how people work or learn. Implicit in this recommendation is that educators are provided with practical training and opportunities to become agents of change in respect of transforming their own behavioural dysfunctions and in terms of promoting WSD (cf. 3.3.3.1).

Principals must arrange on-going workshops for school governors so that they become confident in making decisions about school policies. Governors must also be trained to become overseers of change and thus be given the opportunity to have the school account to them for WSD.

6.4.1.7 *Principals should capacitate themselves with theoretical knowledge in order to understand practical situations and problems at a cognitive level so as to lead their schools intelligently and circumspectly*

It is acknowledged that the climate of protracted changes, the tasks of the school principal to lead WSD is indeed difficult and complex but not an impossible one. As accounting officers, principals are compelled to develop strategies to:

- improve teaching and learning in their schools;
- work collaboratively with governance structures to improve the quality of education provision, processes and outcomes;
- development the school as a learning institution;
- humanize the school in accordance with the National Constitution (108 fo 1996);
- ensure the total involvement of staff in both collaboration and democratic collegiality;
- develop an awareness of the benefits of both process and product;
- evaluate and implement on-going research-based, WSD programmes.

The findings enumerated in sub-section 6.5 above indicate that school principals are grappling to implement and manage changes to facilitate WSD. Hence, there is indeed a need for them to learn and develop appropriate skills, knowledge, values and attitudes to lead their schools effectively towards growth and improvement. Resistance by principals to develop themselves as head learners in the current climate of continuous change does not only militate against adult learning, but also becomes a covert threat to WSD.

6.4.2 Recommendations to SGBs

6.4.2.1 *The SGB should request, as a WSD imperative, that the school principal arrange on-going school-based workshops for SGB members*

School governors are placed in the position of power by virtue of SASA (1996). They thus have the legitimate right to be capacitated to perform their functions effectively and efficiently.

Any deficiency in this regard deflates the quality of school governance and stands in the way of WSD since schools are to account to governors for the quality of education service they provide. SASA (Section 19) states that the Head of Department has to establish programmes to provide:

- training for newly elected governing bodies so that they can perform their functions and
- continuing training of school governing bodies so that they can continue to do their work well, and have the skills to take on additional functions.

Theoretically, the above training programmes appear plausible. However, data indicates that in practice, the once-off Department training programmes are indeed insufficient and inadequate to effectively enable parents to govern schools. Evidence indicates that school governors have not yet exerted their authority to govern schools effectively and are thus underperforming in terms of their roles functions (*cf.* 5.3 – Table 5.13). Some of the qualitative data received from the respondents indicate:

- *Our governing body cannot make decisions. The principal tells them what to do.*
- Most of our governing body members are illiterate. They do not know what is happening in the school.
- *The governing body does not have the understanding about their duties and must be workshopped.*

The above are expressions of legitimate concerns and hence, where school principals are not initiating changes to empower the schools governors, it is strongly recommended that school governing bodies take a collective stand to have themselves trained and empowered by requesting and seeking support and training sessions from the professional corps via the principal. In addition, it is recommended that the school governing body take temporary ownership of the seven revised resource manuals for school governing bodies (*Understanding School Governance*) developed by the Media in Education trust for the Department of Education and Culture (DoE: 2001) and familiarize themselves with each of the seven manuals to gain clear insight into their rights, obligations and role functions in governing schools.

Those who are illiterate must be provided the basic information by their literate co-governors and through their training workshops conducted by their schools.

6.4.2.2 *SGBs should take ownership of their rights to participate fully and meaningfully in decisions about WSD*

According to the White Paper on Education and Training (1995: 15), '*the rehabilitation of the schools ... must go hand in hand with the restoration of the ownership of these institutions to their communities through the establishment and empowerment of legitimate, representative governance bodies*' (cf.2.2.2). Furthermore, SASA (1996) provides legitimacy to the power of school governors and parents' active participation in decisions about school improvement.

Governors thus, should not abdicate their rights to exercise their authority to participate in decisions about school developments. It is therefore, recommended the SGBs take a strong stand to exercise their authority fully and make their voices heard in the corridors of educational institutions so that WSD does not become another modern day cliché or a rhetorical concept, but it becomes realistic and practical activity operationalised within the framework of on-going transformation.

6.4.2.3 *School governing bodies should ensure that there is transparency and trust in how schools are governed in order to win the cooperation and support from the educators*

SGBs are not granted amnesty from undertaking their functions in accordance with the National Constitution. Since the SGB has the responsibility to make decisions about school policies and other substantive issues (example, policies relative to WSD, the code of conduct, the school's constitution, the mission statement, the budget etc), those who accept their portfolio on the SGB, are legally committed to conduct themselves in a manner consistent with the principles of democracy.

Although no remuneration is granted to governors, they serve on the SGB as a result of either being elected or appointed to govern a school. It is thus a body, which has a legal status as per

SASA (1996). Thus the main objective to the SGB, is to serve the best interest of the school and to ensure that learners receive the best possible education. Governors must help, not hinder principals in whole school development planning. An atmosphere of trust must prevail among educators, the principal and the SGB.

Leornard (1989: 19) provides a word of caution when he states that the if governors act in an inspectorial role, the professional sensitivities may be aroused. When educators are unhappy, their morale is depleted and subsequently their incentive to excel is deflated. Governors thus, must guard against being receptive to '*principals...gossiping...about the staff*'. It is thus recommended that school governing bodies govern their schools in accordance with the principles of trust, integrity and transparency in order to win the cooperation of the educators. Additionally, it is recommended the SGB members adopt a policy to ensure that the gap between educators and governors is bridged. In this respect the educator representative on the SGB must be compelled, after every SGB meeting to disseminate information to the educators about decisions taken and circularize SGB minutes to them so that everyone is up to date about happenings within the school.

6.4.2.4 *The SGB should assume responsibility to keep schools accountable for the changes necessary to facilitate WSD*

According to the White Paper on Education and Training (1995: 15) it is 'the joint responsibility of all South Africans who have a stake in the education and training system to help build a just, equitable, and high quality system for all the citizens, with a common culture of disciplined commitment to learning and teaching (*cf.2.2.2*). Thus, the achievement of such egalitarian goals will remain an ideal if school governors fail to hold the school accountable to improvement and development. According to Dennison and Shenton (1987: 95), every educational institution is accountable in a number of ways to parents, to children to governors and to the community at large. The demand for change arises in response to the recognition of such accountability. It is thus recommended that SGBs become vigilant in monitoring the quality of education in school and where there is a deficit, recommendations for improvement must be made to the principal. It is additionally recommended that the SGBs introduce

accountability into the system by requesting a monthly or quarterly log of improvements so that change is sustainable and developments are on-going.

6.5 FURTHER RESEARCH

Since the research findings indicate that educators, principals and governors are grappling to find common ground, to work together cooperatively for the purpose of translating policies for whole school development into effective practice, it becomes evident that there is a need to investigate what ignites the tension and conflict, which appears to permeate every facet of school life. Hence, it is recommended that further exploratory research pertaining to *conflict management and resolution among adults within educational institutions* is undertaken.

6.6 FINAL REMARK

The aim of this study was to explore the effectiveness of school managers as transformational leaders in facilitating changes relative to WSD. It also aimed to investigate whether schools governors are effective in facilitating changes imperative for WSD. It was found that school principals are grappling to implement changes to facilitate WSD. Findings indicate, among other, that there is a lack of transparency, the morale among educators is low and teamwork among the constituent parts is not effective to support WSD. Additional findings indicate that school governors lack clarity in respect of the role functions and thus allow principals to make autocratic decision about school improvements. Furthermore, findings reveal that educators feel excluded by managers and governors who do not inform them about decisions taken at meetings. They indicated a greater need for transparency in the management and governance of schools. They also expressed a need for teamwork among the different constituencies and the urgency to boost the morale of educators. It is hoped that the recommendations made in this study, are taken seriously by education leaders and applied to school management and governance in order to facilitate changes imperative for WSD.

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Appendix 1

Woodgrange-On-Sea Primary School

P.O. Box 7

HIBBERDENE

4220

2 August 2001

Kwa-Zulu Natal Department of Education and Culture
The Chief Director of Education and Culture

RE: PERMISSION TO CONDUCT RESEARCH IN PRIMARY SCHOOLS WITHIN
YOUR REGION

Sir

I am a doctoral student currently undertaking an intensive study on educational management and the governance of schools. An urgent appeal is hence made to conduct the empirical research in primary schools under your control. This research is towards my D.Ed Degree and is being carried out under the supervision of Prof R.P Ngcongco at the Umlazi Campus of the University of Zululand.

The topic of my thesis is: *School Management and Governance in relation to Whole School Development*. For the purpose of this research, a questionnaire has been developed which is to be administered to educators located in your region. All information elicited from the research will be treated as confidential and anonymity will be ensured.

The research project will offer invaluable information to all educators as well as to the Department of Education and Culture in South Africa. A copy of the research findings and recommendations will be made available to your department on request.

Thanking you in anticipation.

Yours sincerely

CHETTY K. (Mrs)

Telefax: 039-6952580

Cell : 083-4410302

E-mail : kchetty



PORT SHEPSTONE REGION **ISIFUNDA SASE SAYIDI** **PORT SHEPSTONE STREEK**

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Enquiries: S.G. NYAWUZA
Imibuzo: S.G. NYAWUZA
Navrae: S.G. NYAWUZA

Reference:
Inkomba:
Verwysing:

Date: 23/08/01
Usuku: 23/08/01
Datum: 23/08/01

Mrs K. Chetty
P.O. Box 7
HIBBERDENE
4220

Dear Madam

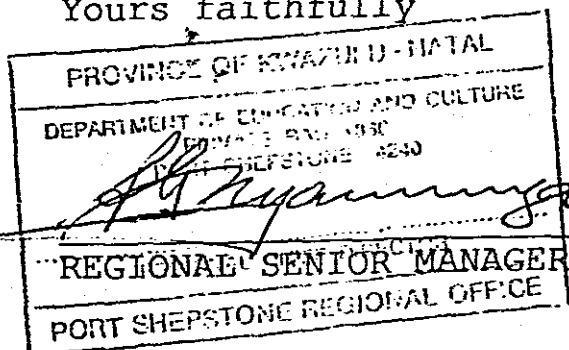
CONDUCTING RESEARCH IN PRIMARY SCHOOLS

Thank you for your letter on the above subject dated 8 August 2001.

Kindly be advised that permission is granted for you to conduct research in our schools. It will be necessary for you to make the necessary arrangements with principals of schools that fall within your sample of schools.

May I take this opportunity of wishing you good luck as you start on this long and challenging journey.

Yours faithfully



SCHOOL X .
STAFF DEVELOPMENT
QUESTIONNAIRE
CONFIDENTIAL

DEAR RESPONDENT: Please note that the information you provide must reflect your honest opinion for the purpose of gathering reliable and valid data. The data is for the purpose of *needs assessment* and *planning* of future Staff Development Programmes.

Please make a cross in the box which best represents your response and provide your opinion where required..

1. Staff Development Programmes are necessary at School X

True	False
------	-------

2. I am in favour of a Staff Development Programme at School X

True	False
------	-------

3. Staff Development Programmes must be continuous and on-going at our school..

True	False
------	-------

4. The morale of teachers at School X is high.

True	False
------	-------

5. Team spirit among staff members at our school is high.

True	False
------	-------

6. There is a culture of co-operation of staff at our school.

True	False
------	-------

7. Unity among staff members at our school needs to be cultivated.

True	False
------	-------

8. There is open communication among the staff at our school.

True	False
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9. Inter-personal conflicts are resolved amicably at our school.

True	False
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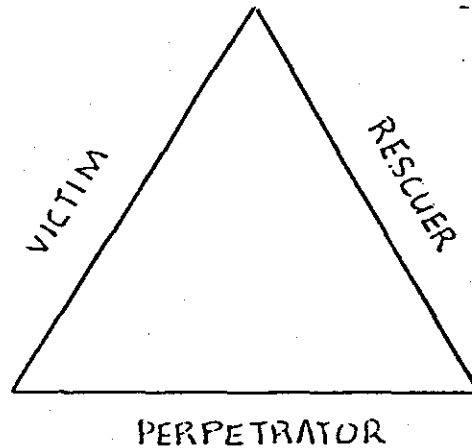
- 10(a) Which aspect, in your opinion, needs to be developed in relation to the staff at School X _____
- (b) Give reasons for your answer in 10(a) above. _____

Thank you for your co-operation
Mrs K. Chetty

SCHOOL X
STAFF DEVELOPMENT
2001
LEADERSHIP: SHIFTING YOUR OWN ATTITUDES
Facilitator: Mrs K. Chetty

EXERCISE ONE

THE BLAME FRAME



- ☛ Which role am I identifying with in my school?
- ☛ What do I gain from playing this role? Does it free me from having to take responsibility? Does it make others like me?
- ☛ What do I lose from playing this role? How does this role prevent me from offering leadership in a holistic way?
- ☛ Am I ready to let go of these gains and losses in the situation? If not, what is preventing me from letting go?
- ☛ What can I do to disengage from the role I am playing?
How can I take responsibility as a leader, rather than a victim, rescuer or perpetrator?

NB: The above exercise is to be done before our next Staff Development Meeting. This meeting will take place on 03 April 2001 at 13H30 to 14H30. Focus for the next meeting will be on:

- (a) Findings from data on Staff Development questionnaire;
- (b) Discussion of your responses to the exercise above;
- (c) Leadership: *Illusion of the perfect school*

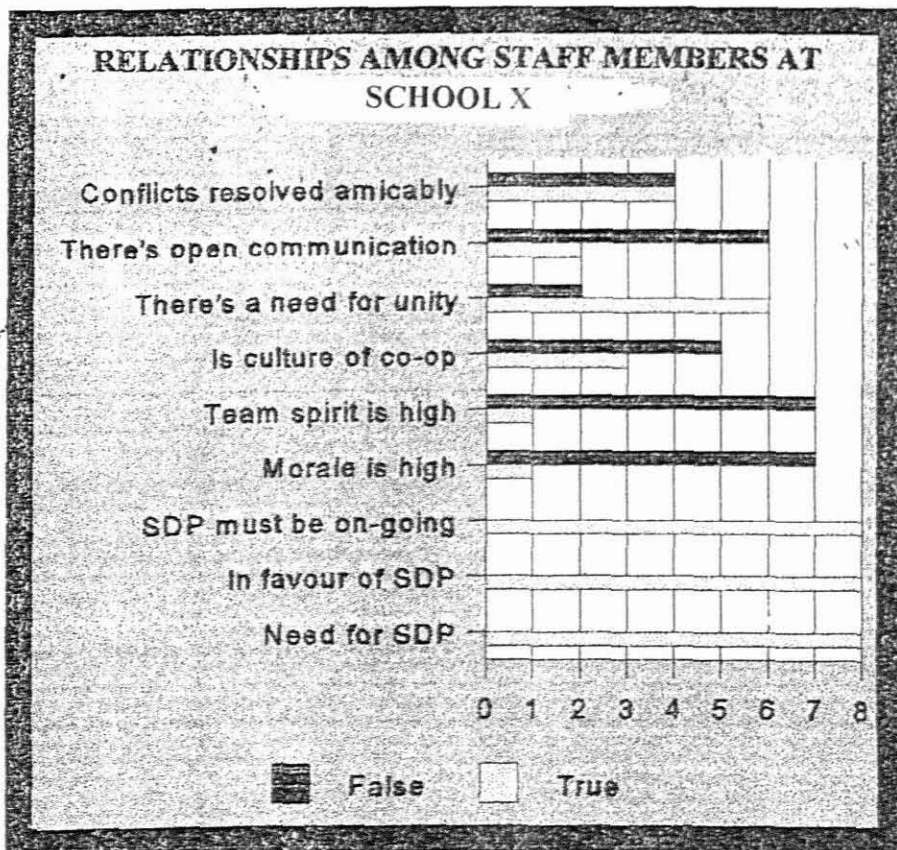
SCHOOL X
STAFF DEVELOPMENT PROGRAMME
CONDUCTED BY: MRS K. CHETTY
03 April 2001

1. ANALYSIS AND INTERPRETATION OF DATA FROM SDP QUESTIONNAIRE ADMINISTERED TO EDUCATORS AT SCHOOL X

1.1 Introduction

What follows hereunder, is a graphical representation of the data accessed from a questionnaire administered to all 8 educators of School X at a Staff Development workshop conducted by Mrs K. Chetty on 26 March 2001. The analysis and interpretation of the data is an objective, descriptive representation of the responses to the 10 items on the research instrument. The interpretation of the data and the subsequent inferences made, are not personalised and not meant to incriminate any individual, or the organisation as a whole. The objective for the questionnaire is to identify areas of need, list priorities and plan future Staff Development Programmes. Data from the research instrument, will be used to identify problem areas and also to make recommendation for improving relationships among all staff members at the school.

TABLE 1: Relationships among staff members of SCHOOL X



QUESTION ONE

ITEM 1: STAFF DEVELOPMENT PROGRAMMES ARE NECESSARY AT SCHOOL X

The graph above reveals a 100% affirmative response to Item 1. This means that all the respondents indicated that there is a definite need for Staff Development Programmes at School X

The 100% affirmative response is also an inference that there may be shortcomings in the development of staff members and hence, this may be impacting negatively on the quality of teaching and learning at the school.

QUESTION TWO

ITEM 2: I AM IN FAVOUR OF A STAFF DEVELOPMENT PROGRAMME AT SCHOOL X

The 100% "true" response to this item is a confirmation of the respondents support of the Staff Development Programme (SDP). It may also infer an acknowledgement of the respondents' enthusiasm to develop individually as professionals and perhaps collective as a team, so that they could add quality to the culture of teaching and learning at the school. The fact that every respondent answered positively to this item, may also be the result of an acknowledgement that there is a degree of under-development in each respondent and perhaps in others, therefore, the full-scale support for the SDP.

QUESTION THREE

ITEM 3: STAFF DEVELOPMENT PROGRAMMES MUST BE CONTINUOUS AND ON-GOING AT OUR SCHOOL.

This item also scored a 100% affirmative response. This is indeed very encouraging because it reveals that the respondent not only support the SDP, but also see it as a regular and necessary part of the school programme.

What may be inferred from this response, is the recognition by the respondents that learning is continuous and on-going and that all of them are open to programmes designed to develop the staff, on an on-going and continuous basis, at School X. This stance is consistent with the National principle of life-long learning for all!

QUESTION 4

ITEM 4: THE MORALE OF TEACHERS AT SCHOOL X IS HIGH

Item 4 accessed an 88% response in the negative. In other words, only one respondent indicated that the morale of teachers at School X is high. This is startling evidence that reveal a high possibility of anomalies within the school. It may also reflect a lack of incentives and/or motivation to improve the morale of staff members at the school.

QUESTION 5

ITEM 5: TEAM SPIRIT AMONG STAFF MEMBERS AT OUR SCHOOL IS HIGH
88% of the respondents indicated a false response to the item that "*team spirit among staff members at [School X] our school is high*". It is disturbing to note that only one respondent indicated that "*team spirit among staff members at our school is high*". What is indeed more worrying is the fact that this particular respondent indicated in the open-ended question that:

"Team spirit at our school is not at [a] the good level, it needs improvement."

This view is consistent with the negative response to this item by all the other respondents,. Hence, it can be inferred that there is indeed a 100% agreement among staff that team spirit among staff members at SCHOOL X is not high.

QUESTION 6

ITEM 6: THERE IS A CULTURE OF CO-OPERATION OF STAFF AT OUR SCHOOL.

Three of the eight respondents indicated that there is a culture of co-operation at the school. However, on closer examination of the responses, it was found that one of the three respondents who answered in the affirmative for item 6 that "*there is a culture of co-operation of staff at our school*", did not co-operate in terms of answering the open-ended question. Whether this was intentional or not is questionable. It is hypothesised that if there is a culture of co-operation in the school, then this will be reflected by way of completing the Staff Development questionnaire as a way of supporting the objective of *needs identification* for the programme! Hence, the validity of the score for is placed under scrutiny.

QUESTION 7

ITEM 7: UNITY AMONG STAFF MEMBERS AT OUR SCHOOL NEEDS TO BE CULTIVATED.

Six of the eight agreed that unity needs to be cultivated. This infers that there is a lack of unity and hence support is shown for the cultivation of unity. Of real concern is that two responses indicated that it is false that unity needs to be cultivated. There are two possible explanations for this. The first one infers that unity has already been cultivated and hence there is no need for it to be cultivated - this is however, not the case as indicated by the other 6 responses. The second possible explanation is disturbing. It may infer that the respondents do not want to see or support the cultivation of unity among staff members. If this is the reason behind the response, then some serious management interventions are necessary to ensure that all staff members subscribe to the principle of unity at the school. Various researcher indicate that unity should be a 'shared value' towards which all staff members work. According to Wynn (1984) and Jenkins (1991), the success of any system depends upon the effectiveness of all members working in harmony.

QUESTION 8

ITEM 8: THERE IS OPEN COMMUNICATION AMONG THE STAFF AT OUR SCHOOL.

Six of the respondents indicated a negative response to Item 8. This is disconcerting especially given the fact that the staff at School X comprises of only 8 members.

An open communication system, is the most vital component in any organisation, to ensure a free flow of information. Furthermore, an open communication system enhances social relations, creates transparency and eradicates mistrust within the institution.

QUESTION 9

ITEM 9: INTER-PERSONAL CONFLICTS ARE RESOLVED AMICABLY AT OUR SCHOOL.

Four respondents indicated that the inter-personal conflicts are resolved amicably whilst the other four claimed that this is false. If 50% of the staff responded 'False' to Item 9 than this infers that conflicts among staff members are harboured rather than resolved. This situation may lead to an unhealthy social environment and dysfunctional relationships among certain teachers. Negative behavioural patterns among professionals subsequently impact negatively on the quality of life for all at the school.

QUESTION 10a: OPEN-ENDED QUESTION

ITEM 10 WHICH ASPECT, IN YOUR OPINION, NEEDS TO BE DEVELOPED IN RELATION TO THE STAFF AT SCHOOL X

The response to Item 10 confirms some of the responses above. Respondents listed the following as some of the areas that must be workshopped during the Staff Development Programme. The areas of need for Staff Development are as follows:

- teamwork
- open communication
- co-operation and transparency
- unity and trust (the need to develop unity was mentioned by no less than three respondents - this bears testimony to the urgency of this need)
- enthusiastic educators

The respondent who saw the latter as an area that needs to be developed, was one of the two who indicated that it was false that "unity needs to be cultivated". It must be remembered that in a context where unity is lacking, the subsequent culture that would evolve is one of complacency, lack of enthusiasm and indifference within the school. This is supported by Caldwell and Spinks (1994: 43) who claim that unity is the force that generates the human energy which drives the organisation towards achieving shared goals.

ITEM 10b GIVE REASONS FOR YOUR ANSWER IN 10(a) ABOVE.

On close analysis of the reasons provided for question 10a, it was found that the respondents unanimously agree that harmony among all staff members is crucial for the smooth running of the school. There is clear evidence that all the respondents who answered the open-ended question, had some theory about the need for solidarity among educators and what factors would contribute to the building of teamwork. Hence, the SDP should focus on the cultivation of teamwork so that unity among staff members may evolve. It is evident from the data above, that due to numerous factors, some of which are the lack of teamwork and unity among teachers at School X, Staff Development should be continuous and on-going.

2. CONCLUSIONS

- 2.1 All staff members are in favour of SDPs.
- 2.2 The morale among staff members is low.
- 2.3 All the educators agree that SDPs must be continuous and on-going.
- 2.4 Team spirit among the educators is low.
- 2.5 There is a lack of co-operation among staff members.
- 2.6 There is a lack of unity among the educators of School X.
- 2.7 The communication gap among educators needs to be narrowed.
- 2.8 Inter-personal conflicts, between and among staff, need to be resolved amicably.
- 2.9 **SCHOOL X IS IN URGENT NEED OF STAFF DEVELOPMENT PROGRAMMES TO, AMONG OTHERS, PROMOTE HEALTHY SOCIAL AND PROFESSIONAL RELATIONSHIPS AMONG ALL STAFF MEMBERS.**

3 RECOMMENDATIONS

3.1 RECOMMENDATIONS TO THE SCHOOL PRINCIPAL

3.1.1 THE PRINCIPAL MUST ENSURE THAT REGULAR AUDITS ARE TAKEN TO FIND OUT THE AREAS OF STAFF DEVELOPMENT NEEDS.

3.1.2 THE PRINCIPAL MUST ENCOURAGE AND GIVE ALL TEACHERS THE OPPORTUNITY TO FACILITATE WORKSHOPS ON SPECIFIC THEMES IDENTIFIED IN THE *NEEDS AUDIT* FOR STAFF DEVELOPMENT.

Data from the questionnaire indicates a 100% support for staff development. This must be on-going and continuous in order to promote, *inter alia*, teamwork. If there is no teamwork, the ethos of the school will be depressed. However, if there are no volunteers, this responsibility should be shared (delegated) among staff members so that each one of them, in conducting research on teamwork for the purpose of facilitating the workshop, will in the process learn more about the importance of teamwork.

3.1.3 THE PRINCIPAL MUST ACCORD RESOURCES (eg. time, energy, funding etc) FOR STAFF DEVELOPMENT PROGRAMMES AND THESE SHOULD BE ON-GOING AND CONTINUOUS.

3.1.4 THE PRINCIPAL MUST MONITOR CLOSELY, THE RELATIONSHIPS AMONG STAFF MEMBERS AND HE SHOULD MAKE APPROPRIATE MANAGEMENT INTERVENTIONS WHEN THE NEED ARISES.

3.1.5 THE SCHOOL MANAGER MUST ADOPT A FIRM BUT FAIR MANAGEMENT STYLE TO REINSTIL THE CULTURE OF TEAMWORK AND UNITY AMONG STAFF MEMBERS AT SCHOOL X

Bayne-Jardine and Holly (1994:77) make the point that where the team is strong the objectives of the school are accepted by all, and fair dealing is know to exist. Difficult decisions can therefore be palatable.

3.1.6 THE PRINCIPAL SHOULD PROVIDE OPPORTUNITIES FOR TEACHERS TO FREQUENT THE STAFFROOM BY USING IT AS AN INFORMATION CENTRE

Research has found that the staffroom can be transformed into a place where a hub of staff, *albeit*, social activities take place (Jenkins, 1991). Placing media reports, circulars, mail etc in the staffroom is one incentive that encourages teachers to frequent the staffroom

3.1.7 THE PRINCIPAL SHOULD ENCOURAGE AND MOTIVATE ALL STAFF MEMBERS TO MEET AT LEAST ONCE A DAY, IN A COMMON VENUE, TO SHARE IDEAS, CONCERNS, CHALLENGES ETC.

The above interaction among staff members may be done informally (perhaps in the staffroom, library etc.).

3.2 RECOMMENDATIONS TO TEACHERS

3.2.1 THE TEACHERS MUST MAKE EVERY ATTEMPT TO BRIDGE THE COMMUNICATION GAP BETWEEN AND/OR AMONG THEM

According to numerous authors on in-service training, open communication promotes honesty, trust and transparency within the school. Futhermore, Keith and Girling (1992: 72) see trust as the fundamental cement that binds an organization together, facilitating good communication, rectifying badly timed actions, making goal attainment possible, and creating the conditions for organizational success. Trust and honesty are invaluable features for mutual professional support. They further claim, that the integrity of professionals, lie in their co-operation, dedication and loyalty to the organisational processes within the educational institution.

3.2.2 ALL TEACHERS MUST MAKE A CONCERTED EFFORT, ON A DAY-TO-DAY BASIS, TO CREATE A CLIMATE WHERE MUTUAL RESPECT AND CO-OPERATION ARE NURTURED.

Personality clashes and unresolved interpersonal conflicts are unhealthy and are counter to the development of respect and co-operation among staff members.

3.2.3 ALL STAFF MEMBERS MUST COMMIT THEMSELVES TO IMPROVING THE QUALITY OF WORKING RELATIONS SO THAT TEAMWORK BECOMES THE NORM AT SCHOOL X

According to Mittler and Mittler (1982), real co-operation means that teachers share skills and information with each other and in so doing, improve the quality of working relations among themselves. Recognition of each others limitations in knowledge and expertise and also acknowledging their strengths in this regard are key to enhancing professional behaviour.

3.2.4 EVERY STAFF MEMBER, SHOULD MAKE A CONCERTED AND SINCERE EFFORT TO FREQUENT THE STAFFROOM DURING INTERVALS IN AN ATTEMPT TO BOND PROFESSIONALLY AND SOCIALLY WITH HIS/HER COLLEAGUES

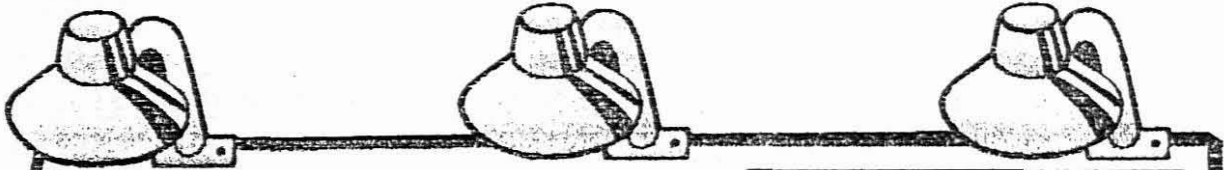
Research indicates that the staffroom can be used as a place where staff members unite in an effort to promote togetherness. It is therefore recommended that the staffroom be used as part of the information system and as a place for developing harmonious social relations among staff members. Jenkins (1991:151) states that it is important that every educator visits the staffroom at least once during the day. Educators should be encouraged to have their mid-morning tea there with their colleagues and not in the isolation of their own classrooms.

4. CONCLUSION

No single organisation, be it in industry, business, education or other, can survive the chaos and disruption that accompanies indifference, disrespect, mistrust and continued and unresolved *conflicts* among its members. For professionals to be authentic in their chosen professions, they need to be objective, supportive, forgiving and united in their efforts to promote the quality of teaching and learning. This view is supported by Wilkinson and Cave (1987: 117) who maintain that the strength of any organisation, lies in teamwork among its members. Any attempt to derail the process of partnerships among professionals within educational institutions, is an attempt at professional suicide because such an attempt is devoid of professional introspection. Individuals engaging in such dysfunctional activities, deprive themselves of the opportunity to work towards personal and professional growth and development.

It is expedient to conclude with the wise words of Wilkinson and Cave (1987: 117) who are emphatic that teamwork among professionals have many advantages, some of which are listed below:

- more inputs to alternatives and their evaluation;
- individual bias is reduced;
- increase in understanding by members;
- increase in acceptance by members;
- broader range of values and interests
- opportunities of professional development;
- valuing the views and opinions of others;
- evolving harmonious social relations and acknowledging professional input;
- reducing conflict;
- developing behavioural patterns synonymous with professionalism.



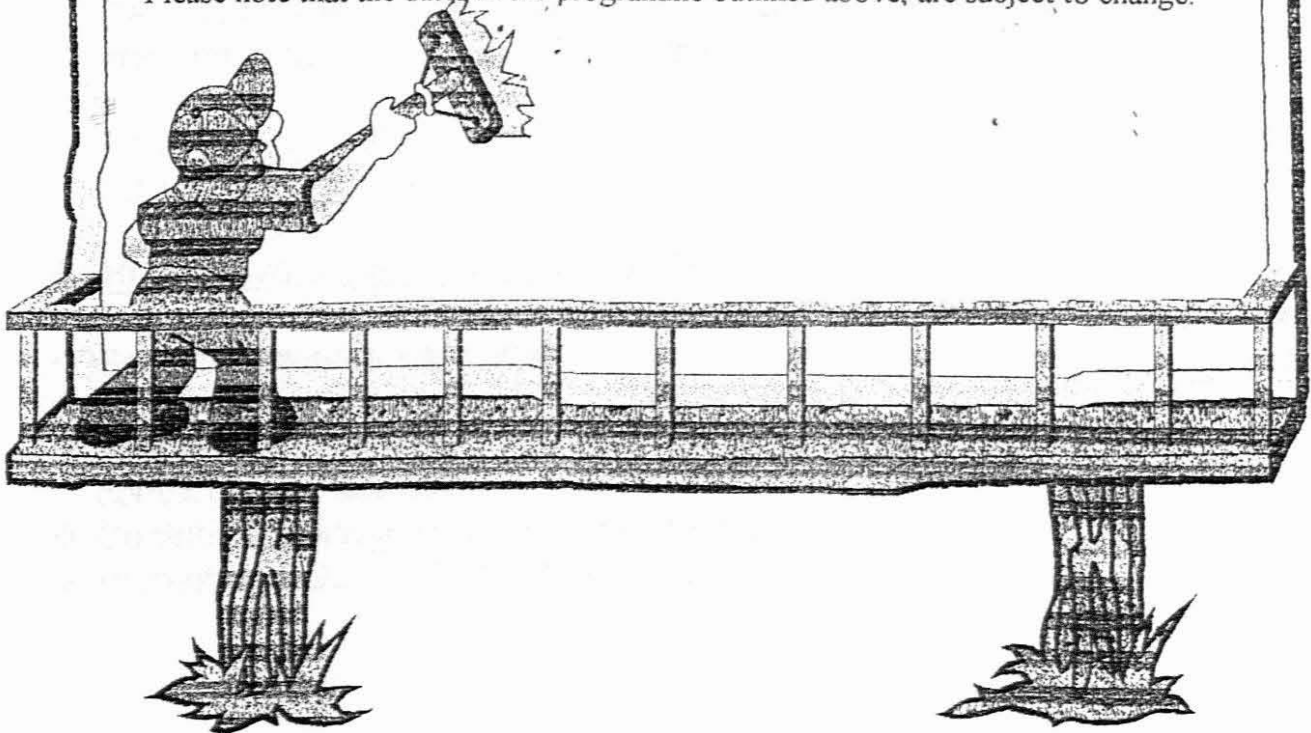
STAFF DEVELOPMENT PROGRAMME

CO-ORDINATOR: MRS K. CHETTY

PLEASE OBSERVE THE FOLLOWING ASPECTS OF THE FIRST PHASE OF OUR STAFF DEVELOPMENT PROGRAMME.

NO	AREA OF NEED	VOLUNTEER	DATE	SIGN
1.	Transparency	Mr	15/05/01	
2.	Teamwork	Mrs	22/05/01	
3.	Conflict Management	Miss	29/05/01	
4.	Trust and Unity	Mr	05/06/01	
5.	Communication	Miss	12/06/01	
6.	Morale	Mr	30/07/01	
7.	Decision Making	Mr	07/08/01	
8.	Leadership	Principal	14/08/01	
9.	Dealing with change	Mrs	21/08/01	

Please note that the dates in the programme outlined above, are subject to change.



1. What is your understanding of Morale? (Low or High)

From the data collected, we see that 88% of the respondents said that teacher morale at our school was low.

- Inner energy, enthusiasm, attitude towards job – positive or negative
- Dedication, commitment, self-determination, anxiety, confidence
- Appreciation, quest for life skills, knowledge
- Acknowledgements.

Morale is the "mental attitude" or "condition" of the individual that is influenced by external factors, which may be negative or positive.

2. Factors that affect or hamper Morale?

- Complacency, selfishness, lack of incentive, motivation, lack of praise and acknowledgement.
- Lack of transparency, stress, pressure, laziness, unfair treatment, working conditions, poor management, poor remuneration, no support services.
- Conflict, envy, jealousy, mistrust, lack of teamwork, team spirit, unchallenging working environment, meaningless existence.

3. Factors that support Morale?

- Praise and acknowledgement, recognition, appreciation, sensitive, tolerant behaviour.
- Developing a stress free environment. Support from management, staff, parents, and community. Humor, self-sacrifice for the benefit of the school.
- Positive expectations, promoting good positive values, love, compassion, sympathy, volunteering.

4. How to work towards High Morale?

- ❖ Sensitive towards each other.
- ❖ Transparency.
- ❖ Respect and tolerance. Positive criticism. Mutual assistance. Social contact time – activities.
- ❖ Contributing, input to discussions, negotiations. Support.
- ❖ Promoting COLTS. Active collaboration. Regular interaction.

Topic: CONFLICT MANAGEMENT

Presented by

Date: 07-06-01

1. WHAT IS CONFLICT?

- misunderstanding, dishonesty, unresolved disagreements, estrangement, protracted disputes.

* **DEFINITION:** Conflict occurs when the behavioural patterns of a person or group, blocks / hampers rather than support an individual, group or organisation.

2. HOW IS IT MANIFESTED?

- gossip, mistrust, lack of consensus, vested interest, drive for power, lack of communication, misinformation, assuming, prejudice, bias, blatant disregard for diversity, personality clashes, hate speeches, jealousy, envy, actions, tensions in the organisation, lack of transparency.

3. WHY SHOULD CONFLICT BE MANAGED?

- consensus, prevention of barriers, effective teamwork, transparency, lack of suspicion, reduces stress, harmonious relations/environment, shared power.

4. HOW TO DEAL WITH CONFLICT

- be transparent, negotiations, active listening (good), empathy, tolerance, aware of diversity of interest, be aware of our behaviour & personality, accomodating, compromising, reconciling, trusting, avoid win-lose situations, focus on the problem NOT the person, ask questions, gain clarity, improve ability to work together.

5. A WAY FORWARD.....

Conflict is an inevitable part of modern organisations.....

- > acknowledge
- > reduce the amount of conflict
- > transparency
- > look / investigate the facts
- > open communication channels
- > nip conflict in the bud
- > deal with the person causing the conflict
- > make attempts to resolve
- > discuss the problem with the person if not with the principal or neutral person (mediator)
- > action research
- > holistically - (Aim + Goal)

SCHOOL X
STAFF DEVELOPMENT PROGRAMME
CO-ORDINATOR: MRS K. CHETTY
PERFORMANCE INDICATORS

Theme _____

Date of Workshop _____

Facilitator's Name _____

Educator's Name _____

PERFORMANCES that INDICATE my commitment and/or support to promote the above Staff Development theme as a means of improving social relations between/among staff members at School X

	<i>ACTIVITY/ACTION/PERFORMANCE</i>	<i>DATE</i>
1.		
2.		
3.		
4.		
5.		

Facilitator's Comment/s:



QUESTIONNAIRE
(Educator Respondents)

STRICTLY CONFIDENTIAL

SCHOOL MANAGEMENT AND GOVERNANCE

IN RELATION TO

WHOLE SCHOOL DEVELOPMENT

K. CHETTY
(B.A.; HDE; B.Ed; M.Ed)



DEAR RESPONDENT

I am currently undertaking research for my doctoral thesis. Please could you fill in the following questionnaire for me. The fact that you have been chosen as a respondent is quite coincidental. The area in which you live, as well as you have been selected randomly for the purpose of this survey.

I would like to assure you that all the information you provide will be regarded as strictly confidential.

Thus, to obtain reliable, scientific information it is necessary that you answer the questions as honestly as you can. Your opinion is important.

PLEASE NOTE THAT PARENT IN THIS QUESTIONNAIRE REFERS TO THE PARENT COMPONENT IN THE SGB

Please answer ALL questions in the following way:

1. Circle all codes, eg. ①
2. Where a question requires comments, please write in the space provided.

SECTION ONE: DEMOGRAPHIC INFORMATION

1.1

Male	1
Female	2

1.2

AGE GROUP	
under 30	1
31-40	2
41-50	3
over 50	4

1.3

HOME LANGUAGE	
English	1
Afrikaans	2
Zulu	3
Xhosa	4
Other	5

1.4

MY HIGHEST QUALIFICATION IS	
Lower than Matric	1
Matric	2
College/University diploma	3
University Degree eg. BA	4
Other post university degrees	5

1.5

I AM AN EDUCATOR IN	
The Foundation Phase	1
The Intermediate Phase	2
The Senior Phase	3

1.6

1.7

HOW MANY YEARS HAVE YOU BEEN TEACHING IN THE TEACHING PROFESSION?			
An urban area	1	under 5 yrs	1
A semi-urban area	2	6-10 yrs	2
A rural area	3	11-15yrs	3
Other (please specify)	4	16-20yrs	4
		over 20 yrs	5

1.8

1.9

IN WHICH REGION IS YOUR SCHOOL SITUATED?		IN WHICH DISTRICT IS YOUR SCHOOL SITUATED?	
Port Shepstone	1		1
North Durban	2		2
Durban South	3		3
Other	4		4

1.10

MY SCHOOL PRINCIPAL IS	
Male	1
Female	2

1.11

HOW WOULD YOU DESCRIBE YOUR KNOWLEDGE IN RESPECT OF THE FOLLOWING?	EXTREMELY GOOD	GOOD	AVERAGE	POOR	EXTREMELY POOR
Your school's constitution	5	4	3	2	1
Your school's mission statement	5	4	3	2	1
The Learners' Code of Conduct	5	4	3	2	1
Name of parent representatives on the SGB	5	4	3	2	1
Name of educator representatives on the SGB	5	4	3	2	1
Outcomes Based Education	5	4	3	2	1

1.12

WHICH OF THE FOLLOWING MANAGEMENT FUNCTIONS ARE YOU RESPONSIBLE FOR?			
Stock Control	1	Governing body treasurer	7
Finance Management	2	Governing body secretary	8
Teacher Librarian	3	Member of school's grounds and buildings committee	9
Prefect master	4	Curriculum planning committee	10
Sports master	5	Fund raising committee	11
Schools public relations officer	6	Whole school development committee for school improvements	12
Other (please specify)	_____		

1.13 Total number of educators in our school (including principal) _____

1.14 Approximate learner population at our school? _____

SECTION TWO

2.1 Thinking specifically about the role of the principal in the management of YOUR school, please could you tell me the extent to which you agree or disagree with each of the following statements? Circle the code of your choice for each statement.

MY PRINCIPAL	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Expresses concern about improving or maintaining the quality of education at school	5	4	3	2	1
Is open to new ideas for school improvements	5	4	3	2	1
Encourages staff suggestions about school improvements	5	4	3	2	1
Encourages governors to voice school needs	5	4	3	2	1
Meets with teachers and SGB members to plan strategies for school improvements	5	4	3	2	1
Involves staff in decisions about school development issues	5	4	3	2	1
Solicits ideas from staff about school developments	5	4	3	2	1
Encourages teamwork between parents and teachers	5	4	3	2	1
Provides feedback to staff about SGB meetings	5	4	3	2	1
Ensures that progress towards school goals are evaluated collaboratively by staff and SGB members	5	4	3	2	1
Encourages teachers to be participants in school improvement projects	5	4	3	2	1
Enables sharing of management responsibilities among teachers	5	4	3	2	1
Promotes mutual trust between himself and the staff	5	4	3	2	1
Acknowledges staff achievements	5	4	3	2	1
Promotes high morale among teachers in your school	5	4	3	2	1
Establishes a pleasant social climate for teachers	5	4	3	2	1
Shows commitment to improvements in the school	5	4	3	2	1
Arranges staff development programmes to improve inter-personal relations among staff members	5	4	3	2	1
Arranges staff development programmes to improve the professional skills of teachers	5	4	3	2	1

SECTION THREE

- 3.1 I would like you now to think about the role played by parents with regard to school improvements. Once again, think specifically about your own School Governing Body when responding to the questions.

IN OUR SCHOOL	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Parents contribute to <i>discussions</i> about school improvements	5	4	3	2	1
Parents share <i>responsibilities</i> for school developments with teachers	5	4	3	2	1
Parents are encouraged by the principal to make <i>suggestions</i> about school improvements	5	4	3	2	1
Parents and teachers work as a <i>team</i> to promote the goals of the school	5	4	3	2	1
Teachers trust parents to contribute to <i>discussions</i> about school improvement projects	5	4	3	2	1
Parents are encouraged by the principal to <i>initiate</i> plans for school developments	5	4	3	2	1
Parents and teachers <i>share ideas</i> about how to improve the quality of education at your school	5	4	3	2	1
The principal provides opportunities for <i>communication</i> between parents and teachers about school needs	5	4	3	2	1
The principal promotes mutual <i>trust</i> between the staff and SGB	5	4	3	2	1
Parents play a <i>supportive</i> role in promoting the goals of the school	5	4	3	2	1
Parents are actively <i>involved</i> in the school improvement programmes.	5	4	3	2	1
Parents participate in school reviews and audits	5	4	3	2	1
Decisions taken on matters regarding school improvements are arrived at by consensus between the principal, parents and teachers	5	4	3	2	1

SECTION FOUR

How would you evaluate the social culture at your school?

AT OUR SCHOOL...	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
The principal strives to promote a pleasant social culture among teachers	5	4	3	2	1
There is a culture of respect between the SGB and teachers	5	4	3	2	1
There is a culture of open communication between the school and the community	5	4	3	2	1
There is high morale among teachers in your school	5	4	3	2	1
There is mutual support between the principal and teachers	5	4	3	2	1
There is provision for parents to participate in decisions about school policies	5	4	3	2	1
There are high levels of team spirit between parents and teachers	5	4	3	2	1
The relationship among the principal, teachers and the governing body is reflective of teamwork that supports school developments	5	4	3	2	1

SECTION FIVE: Please circle the code that most reflects your response

I am satisfied that our school is currently engaged in the following whole school development initiatives	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
Capacity building workshops for SGB members	5	4	3	2	1
Promoting leadership among educators	5	4	3	2	1
Activities to promote leadership among learners	5	4	3	2	1
Development programmes to enhance management skills among educators	5	4	3	2	1
Improving school-community relationship	5	4	3	2	1
Staff development programmes	5	4	3	2	1
Developmental Appraisals of staff members	5	4	3	2	1
Quality assurance in the classroom	5	4	3	2	1
School audits and reviews	5	4	3	2	1
Please list any other improvement plans your school is currently engaged in or implementing:					

QUESTION SIX

Some people argue that successful school improvement is the result of teamwork between educators and parents. Please could you write your thoughts and feelings about the interaction between the constituencies below:

MY THOUGHTS AND FEELINGS ABOUT TEAMWORK, FOR WHOLE SCHOOL DEVELOPMENT, BETWEEN...	OFFICE USE
The principal and staff	
The staff and governing body members	
The principal and governing body	
Among the school teachers	

THANK YOU
FOR TAKING TIME TO ANSWER MY QUESTIONNAIRE

K. CHETTY

TO TRANSFORM ITS SCHOOL INTO A LEARNING ORGANISATIONWHERE TEACHERS LEARN IN THE PROCESS OF TEACHING

School X is proud to announce the phenomenal successes it had with a unique Staff Development Programme (SDP) undertaken at the beginning of this year. Although the school comprises of only eight educators including the Principal

tension among staff members was high and an atmosphere of uneasiness was evident. The SDP designer and co-ordinator Mrs Maliga Chetty stated that the purpose of the programme was twofold. Firstly, it intended to provide opportunities for personal growth and development of each staff member. Its second objective was to provide every teacher with an opportunity to develop necessary insight and skills of an Action Researcher which ultimately benefits the school as a whole.

The SDP began with a dynamic workshop on leadership and focussed on the imperative to transform debilitating attitudes of complacency, blame and passivity etcetera, which subsequently deprofessionalises the educators. A questionnaire specifically for

School X was designed and administered to all staff members. After a thorough analysis of the data, the staff collectively identified the areas of need for subsequent staff development workshops. Each educator was given a task to engage in research around a specific area of need (theme) and thereafter conduct a workshop which is practical and relevant to School X.

All educators had to account for their transformed behaviour, by filling specially designed performance indicator forms. This proved to be an exciting and valuable exercise as educators began monitoring their own behaviour and provided feedback to the others about the shift in their attitudes. Educators were amazed at how the SDP provided them with social skills, and positive attitudes to manage their lives both inside and outside of the school. Their fascination about the workability and successes of the Staff Development Programme is evident in the following feedback:

- Mrs : I am more confident to participate in discussions and I feel that there is no resentment among staff members.
- Mr : The stress has been alleviated and the tension among travelling colleagues has been eradicated.

- Mr : I am able to seek information, help and assistance from fellow staff members and I also avail myself to support my colleagues.
- Mrs : My behaviour has shifted from emotional to rational. I am focused, positive and more relaxed and I do regular self-reflection.
- Miss : I have developed sound coping skills to manage challenges in my life. Our working environment is stress-free and pleasant
- Mr : There is a definite decrease in tension and a greater understanding among staff. We appreciate each other and acknowledge successes.
- Mr : I have been empowered in terms of personal and professional growth. Teachers are not afraid to address sensitive issues - they are dealt with transparently!

School Principal

From an ordinary staff, we have evolved into a united and highly spirited team that is motivated to undertake challenges by supporting each other.

Maliga Chetty acknowledges that at the initial stages of the programme, there was a degree of skepticism (as expected) among staff members. She said that because the programme was conducted with a personal commitment, sincerity and absolute dedication to empower all staff members with life changing skills, she was confident that she would eventually win the trust of each educator to embrace the programme fully. She said that there is a definite distinction between *Staff Development* and *Professional Development*. Next year, School X will be focussing on Professional Development as a mechanism to enhance knowledge and skills in curriculum issues. Maliga stated in no uncertain terms that *Staff Development* should be given priority and was emphatic that every educational institution should invest time, energy and support for the upliftment and empowerment of its most valuable resource, that is, the educators. For more information about the Staff Development Programme, she invites schools to contact the principal of SCHOOL X

Note to the editor: The above article is deemed extremely important to support the national campaign to transform schools into learning organisations where (as stated in the caption) everyone, including the teacher, is regarded as a learner. Research conducted by Maliga Chetty within the Port Shepstone region from 1999, 2000 to 2001 indicates that many schools have not subscribed to this national mandate - inferences were because they do not have the 'know-how'. This article may be valuable in providing schools with a starting point and also provides them with an opportunity to accept the above invitation to request for greater insight and perhaps support in terms of SDPs.



Date: 17 October 2002

Name of Researcher: Chetty K.
Address of Researcher: P.O. Box 7
Hibberdene
4220

Telephone Number: (039) 6952580
Fax Number: (039) 6952580

Research Topic: SCHOOL MANAGEMENT AND
GOVERNANCE IN RESPECT OF WHOLE
SCHOOL DEVELOPMENT

District/s Ekurhuleni East

Re: Approval in Respect of Request to Conduct Research

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

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

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

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principal/s, SGB/s and District Senior Manager/s of the school/s and district/s concerned, respectively.
5. Kindly obtain the goodwill and co-operation of all the GDE official/s, principal/s, chairperson/s of the SGB/s, teacher/s and learner/s involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that prefer not to participate will not be penalised in any way.
6. You may only conduct your research after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a office) must be consulted about an appropriate time when you may carry out your research at the sites that they manage.
7. You may commence your research from the second week of February and must conclude your programme before the beginning of the last quarter of the academic year.
8. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
9. The researcher is responsible for supplying and utilising their own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
10. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
11. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with a bound copy of the final, approved research report.
12. The researcher may be expected to provide a short presentation on the findings of his/her research to both GDE officials and the schools concerned.
13. Should the researcher have been involved with research at a school and/or district level, the District Senior Manager must also be supplied with a brief summary of the research findings.

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

Kind regards,

Sally Rowney: Senior Manager

The contents of this letter has been read and understood by the researcher.
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Signature of Researcher:	
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Date:	
--------------	--

INTERVIEW ONE WITH A TEACHER FROM SCHOOL X

Researcher: Good morning ma'am.

Teacher A: Good morning.

Researcher: Ma'am, would you please describe to me, the relationship between you, the staff members, the school manager and the SGB in general prior to the staff development programme.

Teacher A: The climate was a very tense climate. I myself on days felt very demotivated to get up in the morning and actually come to school because I didn't know what the day ahead held for me. There was a wall between myself and many of the staff members. There were ...conflicts...I thought I was being victimised always in this school...and on many occasions there were outbursts, emotional outbursts, there was no rational thinking. I myself used to be extremely, extremely temperamental. I would never even think about what I wanted to say.

Researcher: And what kind of response would you get from the others?

Teacher A: Exactly the same...the rest of the staff were not a part of my growth, or my development or my life. I was just confined to my children, that was my responsibility and what happened around me didn't really matter.

Researcher: So what I sense you're saying ...is that conflicts were never really resolved. It just continued to grow.

Teacher A: Yes, and sometimes eh, a very little thing, because of all those emotions which were being built up, you blew your fuse at something very small and eh very insignificant...because there were other personal issues that would be drawn into that particular incident...There were many times we felt that we weren't a part of the staff. Although we came to school, nobody communicated effectively, nobody told us... we had to hear from other people, oh this is what's happening in this school, or this is where somebody is gone, or this is what somebody else is doing. From management point of view, we were not given emm ideas, we were not given an opportunity to emm initiate certain projects.. between management and staff, there was a wall...the best way for us to handle it, was to keep away and as a result, we had lost out on many, many opportunities for us to have really developed.

Researcher: So in other words, what you're saying is that the communication flow between management and staff was being hampered by tension and personality conflicts and so forth.

Researcher: Now, reflecting on the very first SDP that you had. I think you were focusing on "*shifting your attitude*". Can you tell me about your response to that entire workshop?

Teacher A: Yes, ...I remember it was a very, very negative attitude that I had.

Researcher And why do you think you had a negative attitude?

Teacher A: Because there were a lot of unresolved issues within myself. I had a lot of bitterness there was.... probably still a lot of animosity, negativity. I just felt that there was nothing wrong with me, I was doing my job, I really didn't get in anybody's way, so there was no need for me to come (to the SDP) and decide whether I was initiating problems in the school or whether somebody else was initiating problems, or whether I was being victimised. And I think it was my negativity to actually, the whole idea of having a staff development because personally I felt I didn't need it!

Researcher: You say you didn't need staff development, you felt that you didn't need a staff development, what made you change your mind?

Teacher A To be very honest, it was not at the first staff development meeting we had, perhaps, it wasn't even at the second, it was only when we went through maybe the third or the fourth that I had finally realised that, you know what, that there were so many things that actually applied to myself, and on reflecting, when I went back home, on reflecting on what had happened, I did realise that there was still a lot of room for growth and improvement and that I wasn't in the position that I thought I was, I wasn't as comfortable as I thought I was, I wasn't even anywhere close to as good as I thought I was. And it's only when one sits down and puts ideas on pen and paper, that the clarity, the mist starts moving away and you're able to see. And when you go through the whole process of a particular topic and you realise that all of those things apply to you...everything that was said, actually applied to myself.

Researcher: Can you give us a concrete example?.

Teacher A: For example when we went through our topics of transparency and teamwork and conflict management, the way conflicts are *supposed* to be dealt with, the way they supposed to be resolved and were they really resolved. And I realised, 'not at all' I did not even think before I had acted. When we looked at teamwork, I never gave my support to the rest of the staff. If a particular teacher that I didn't think eh I was very friendly with decided to do something, I never gave my full support. Even if I had given support, it might have been false support at that stage. Because everybody else was supporting it, I felt that I had to it. But I did not make a personal commitment to genuinely support a particular activity that was carried out.

Even with communication. I always thought that everybody else didn't communicate with me. It was then that I realised that perhaps I hadn't communicated with everybody else.

Researcher: And how did this realisation come about?.

Teacher A: This is only self-analysis. It's only when I started introspecting and I realised that all of those things applied to me. And I was prepared to make the change. I wanted to see myself move away from all of those (negative) things and make a personal commitment to actually changing or trying to change my attitude towards everybody else.

Researcher: Ma'am, you spoke about introspection as the area that had given you growth. Now, there were many years prior to the staff development programme that you were in this school, why, during those years, there were no such introspection, or perhaps there was introspection, but it didn't come about developing you to the extent that I see.

Teacher A: I think the introspection before that might have been very, very bias because I was only seeing things from my point of view. And when I looked deep down, I thought I was not wrong, I did not do anything wrong. So I'm OK and it was one of my ways of coping with whatever had happened. I shifted the blame to everybody else but myself.

Researcher: What I hear you saying now, is that introspection in isolation from the rest of the staff hasn't given you growth?

Teacher A: Not to the extent as now. And also sometimes, there are things that happen around us daily and only when somebody brings things to our attention then you see it in a bigger picture, you see the broader picture of it. And thanks to our staff development co-ordinator, who at the beginning pushed us a little bit, we needed that push. because I've been in a number of conflicts that were resolve sometimes in a very unbecoming manner of females as such, and even at the beginning... I felt I had to go (to the SDP) because everybody else went... I remember very clearly going home and saying 'Oh! my God, you know what, this is an hour of my time wasted, it's not going to take me anywhere!

Researcher: What I sense you saying, is that, in order for the staff development programme to really make an impact on you, it had taken some time for you to start adjusting and adapting. Change in you was not immediate.

Teacher A: No, definitely not.

Researcher: Ma'am, you mentioned, or you inferred to many skills that you learnt during the staff development that allowed you to change your attitude.

How has this impacted on your teaching and learning in the classroom with your learners.

Teacher A: When working with our staff development programmes, there's something that I learnt that was very valuable to me. And it wasn't just about communicating effectively, or transparency or trying to be a leader. I had learnt a skill that everybody around me, the people I teach with are all human beings and they all feel the same way that I do, they all live a similar life to I live. So I started looking at them with more compassion, with more empathy and sympathy. And I made a concerted effort to be more sensitive to everyone around me. And previously when I was in the classroom, I focused on all the children in front of me as coming in there as empty vessels who I had the task of education them and I didn't care about what their personal backgrounds were. I expected them to be at a level that I wanted them to be and I knew that every child had the potential and I expected them to just, without any motivation, or help or support from me, to just reach the standard that I had set a predetermined standard that I've already set...now I realise that some children learn a little slower...

Researcher: So this realisation has come as a result of the skills and attitude you learnt during the staff development programme.

Teacher: Yes! I've become more compassionate towards the children. I've also become more persevering. I haven't just given up. I would have just said that child – I've given up with that child, there's nothing more that I can do. But now I've persevered and I tried and tried. I keep going back and thinking about the love, the support and the care. And the children have made remarkable improvements.

Researcher: So, you say, is there a difference in the outcome of the learners work after you have shown this compassion and this nurturing and loving side of you.

Teacher A: Definitely! ... the skills that I've learnt are not just confined to the staff, but to my life in general – which I find very, very useful.

Researcher: Ma'am, after your staff development you actually went into what we called profession development, do you think that we really need to make a distinction between staff development per se and professional development - and could you provide a reason for your answer.

Teacher A: You know, initially when one spoke about professional development or staff development you'd think that they were similar terms or that you could branch it off as the same thing...cos that's what I'd thought. And I had no idea what staff development really entailed and what professional development entailed until we actually went through the process and then

you see that there is a total distinction between staff development and professional development. I think staff development is very important and we're so glad that we started off with staff development because that definitely is a prerequisite to professional development. With staff development, we learnt about interpersonal relationships, understanding people as human beings, understanding that there are ways that we deal with each other, we *interact with each other*.

Researcher Why do you think that staff development per se, should be used as a springboard for professional development and not the other way around?

Teacher A Professional development comes with skills like working together, teamwork and non of those things can be achieved if you don't have a good relationship with people around you, where you can be honest enough and say *'you know, I don't think that that's the way to do it;'*...or you may just be a passenger in the task that's assigned to you in professional development. If you're not happy about something you should be able to stand up and say look *'this is my personal opinion and I think we're wasting our time doing this and we should try another approach'*. Only to find that others listen to you and say *'no, you've made a very valid point'*. Rather than shout it down you throat and say, *'you just don't know what you're talking about'*. So its little skills like that, that are very important, and you need to focus on the goal of what you want to do, and you don't let personal conflicts or personal resentment get in the way.

Researcher Is it because that (conflicts and resentment) has been resolved during the staff development programme?

Teacher A Yes!

Researcher Now, I see two sides of skills development here. On the one side, and please correct me if I'm wrong, saw you as an actual participant in the staff development programme where you were trained, or you were in training to become an action researcher – you had to do research around a specific topic, and you had to present the topic, and you had to get feedback and relate to that feedback in a professional manner. That is the one type of skill I sense you've acquired. The other type of skill that I think you have acquired, is that of a policy designer. Can you tell me about these two different skills?

Teacher A Yes, the first task that we had, had to do with actual human relations and going about practical ways in which we were going to improve ourselves and lessen the conflict situation. When we worked on our policy document, the research was a little more intense. It was directly related to our topic.

- Researcher And your topic was?
- Teacher A Handwriting in the Foundation Phase. So that type of research was different, because although not cast in stone, there were certain things you couldn't change. You were not given the freedom to say that we can do as we please. There were certain outcomes that had to be achieved. It had to be done in a specific manner.
- Researcher And how did you feel before engaging in the process and after you've accomplished your task.
- Teacher A I was very enthusiastic...! Because of the staff development programmes, I had made a personal shift - to wanting to do it, to be more enthusiastic, to be more supportive. And when I started, I was very keen on doing it. But when I actually got down to it, I realized that it was a lot of work and it was not such an easy task, and it took a lot of time to actually go out and get the information and put it in the way that we thought was logical. And working with my colleagues in the same manner showed that we were all enthusiastic. And when we sat down, we were excited, we were given ideas. We appreciated the ideas and we accepted the ideas from everybody. We didn't say, 'oh, your idea is not as good as my idea'
- Researcher So, you didn't look down upon anyone and assume that 'I'm higher than you and I've got more information'?
- Teacher A No, not at all! And when we'd accomplished it (the design of the policy documents), we could sit back and feel proud of what we had done.
- Researcher Thank you ma'am for all the information. Now just to briefly touch on something general. I believe that there is a staff support system in your school. And some of the things that came out of the staff support system is, for example, a little letter from you to the co-ordinator. What inspired you to actually write little acknowledgement notes and what is the significance of these notes?
- Teacher A You know, it's like I said to you, something that I had valued the most from the staff development is being a more compassionate person. Because, I think, in that respect, I was not as sensitive as I should have been, not as compassionate as a human being...particularly in my school, I never went out of my way to really care about somebody and to genuinely say what I meant. And after this (the SDP) even to the person that I had many, many conflicts with, I felt that I could write anything, or I could say anything and I knew that it was not going to be thrown back at me.
- Researcher When you say anything, what do you mean by 'anything'?

Teacher Anything - Positive, negative, whether it was about my personal life, whether I was frustrated at school, even if I never gave details. But I just said 'this is how I feel today, I just feel like I've just had enough', I knew that I was going to get the support. I knew that there was somebody out there that was going to listen to me.

Researcher And how do you feel about that?

Teacher A Absolutely great!

Researcher How do you feel coming to school now, as compared to that of the past?

Teacher A It's a pleasure to come to school. Because although we know there is a big task ahead of us, we know, or I know that I have the support around me - from everyone including my principal. The relationship that I had with my principal, I never ever had before. I can walk into the office and just sit down and say, 'I have this problem, and how am I going to resolve it, or I have this personal problem - what do I do or what's the best advice you can give me?'. And my principal is even more compassionate than I thought that I was going to become. Because the first thing that he does is that he calms us down. And automatically we feel that this big burden or this big problem is no longer a big problem.

Teacher A So what you're saying is that besides seeing a change in your own attitude and behaviour towards others, you're seeing similar patterns of positive behavioural adaptations among other staff members.

Researcher Yes! And I think it is because of me - it's because I make certain I go out and worry about others, the people automatically worry about me, and care about me. And if I make a concerted effort to go out and greet somebody and find out how they are, then they will do the same in return! That was a mutual step for all of us and I think it is great! And just to move away from school, for life in general, I've learnt many, many skills, coping skills - not just from staff development, but from the support I've had in my personal issues that I had to deal with. I know now that when I have problems, be it at home, be it at work, be it with my religious institution, I know that I've got to sit down and reflect. And the skills that I've learnt are not just confined to the staff, but to my life in general which I find very very useful!

Researcher: And how has those skills helped you relate with the governing body.

Teacher A: Previously, the governing body perhaps didn't like me very much or thought that I had a very major attitude problem and they never even communicated. I wouldn't do more than just greet. Now the governing

body members go out of their way to make certain that I'm OK and to find out how I am. And when they do come to school, we have an open relationship because we all can speak and we can have a good conversation. And if there is a problem, we know that we're going to get the support from the governing body.

Researcher: Ma'am, in conclusion, could you briefly sum up to me whether the entire staff development programme has been a success, to what degree it was a success, or a failure and to what degree it failed and where can it be improved if it had failed.

Teacher A: I think the staff development was very, very successful. And if we just take a look around at our staff, we are all working in harmony. If there's a task thrown at us, we take it up as a challenge. There's no task too big or too small for us or for myself. I think we have come a very, very long way! It's the ideal situation which many, many schools don't have to boast about. And I think we can be really really proud of our entire staff and of our school.

Researcher Talking about practice. I think you have a 'performance indicator' form to reflect on what practical activities you are engaging in to monitor the shift in your behaviour, do you find that useful?

Teacher A Very! Because you are conscious of what you're doing and you are conscious of how you react. Because you know that these are the things you are trying to develop in yourself – you more organized with your thinking and rather than just saying we did a whole lot of things, you can't remember what it is, when you compartmentalise each one, then you know ..., we haven't taken twenty topics, or thirty topics that are of no relevance to us. We've chosen the most crucial things that were lacking in our school and each time we do something, before we do it, we stop and say, these are the things we've spoken about, so we are conscious of it all the time.

Researcher So in other words, you were keeping everyone accountable – is this what you're saying?

Teacher A Yes.

Researcher: Thank you ma'am.

ONE SAMPLE T-TEST

One-Sample Test: sample size = 421	t	Mean	95% Confidence Interval of the Difference		Sign difference BAND
			Lower	Upper	
COMMUNICATION: Expresses concern about improving or maintaining the quality of education at school	101.84	4.21	4.12	4.29	0.16
COMMUNICATION: Is open to new ideas for school improvements	91.71	4.09	4.01	4.18	0.18
DEALING WITH CHANGE: Shows commitment to improvements in the school	92.93	4.07	3.98	4.15	0.17
TRUST IN UNITY: Encourages teachers to be participants in school improvement projects	82.57	4.01	3.92	4.11	0.19
TEAMWORK: Encourages staff suggestions about school improvements	80.70	4.00	3.90	4.10	0.19
LEADERSHIP: Acknowledges staff achievements	77.37	3.96	3.86	4.07	0.20
TRANSPARENCY: Meets with teachers and SGB members to plan strategies for school improvements	72.71	3.87	3.76	3.97	0.21
TEAMWORK: Encourages teamwork between parents and teachers	75.21	3.86	3.76	3.96	0.20
MORAL: Promotes high morale among teachers in your school	71.59	3.81	3.71	3.91	0.21
TRUST IN UNITY: Promotes mutual trust between himself and the staff	68.03	3.80	3.69	3.91	0.22
TEAMWORK: Encourages governors to voice school needs	78.70	3.80	3.70	3.89	0.19
TRUST IN UNITY: There is a culture of respect between the SGB and teachers	76.93	3.77	3.67	3.87	0.19
TEAMWORK: There is mutual support between the principal and teachers	71.16	3.75	3.65	3.86	0.21
DEALING WITH CHANGE: Involves staff in decisions about school development issues	65.16	3.75	3.64	3.86	0.23
MORAL: Establishes a pleasant social climate for teachers	68.37	3.75	3.64	3.86	0.22
TRUST IN UNITY: Enables sharing of managements responsibilities among teachers	68.24	3.75	3.64	3.86	0.22
COMMUNICATION: Solicits ideas from staff about school developments	73.86	3.73	3.64	3.83	0.20
LEADERSHIP: The principal strives to promote a pleasant social culture among teachers	71.28	3.72	3.62	3.83	0.21

One-Sample Test: sample size = 421	t	Mean Difference	95% Confidence Interval of the Difference		Sign difference
			Lower	Upper	
CONSULTATION: Ensures that progress towards school goals are evaluated collaboratively by staff and SGB members	68.99	3.65	3.55	3.76	0.21
DEALING WITH CHANGE: There is provision for parents to participate in decisions about school policies	77.96	3.64	3.55	3.73	0.18
COMMUNICATION: There is a culture of open communication between the school and the community	73.09	3.63	3.53	3.73	0.20
TRUST IN UNITY: The principal promotes mutual trust between the staff and SGB	68.27	3.59	3.48	3.69	0.21
TRANSPARENCY: Provides feedback to staff about SGB meetings	58.67	3.55	3.43	3.67	0.24
COMMUNICATION: The principal provides opportunities for communication between parents and teachers about school needs	67.99	3.54	3.44	3.65	0.20
DEALING WITH CHANGE: Arranges staff development programmes to improve interpersonal relations among staff members	65.63	3.53	3.43	3.64	0.21
TEAMWORK: Parents contribute to discussions about school improvement	68.56	3.49	3.39	3.59	0.20
MORAL: There is a high morale among teachers in your school	60.39	3.49	3.38	3.60	0.23
DECISION MAKING: Parents are encouraged by the principal to make suggestions about school improvements	63.66	3.46	3.35	3.57	0.21
TRANSPARENCY: Parents participate in school reviews and audits	70.81	3.42	3.33	3.52	0.19
DEALING WITH CHANGE: Arranges staff development programmes to improve the professional skills of teachers	59.71	3.38	3.27	3.49	0.22
CONSULTATION: Decisions taken on matters regarding school improvements are arrived at by consensus between the principal, parents and teachers	62.91	3.36	3.26	3.47	0.21
TEAMWORK: Parents and teachers work as a team to promote the goals of the school	62.34	3.36	3.25	3.46	0.21

One-Sample Test: sample size = 421	t	Mean Difference	95% Confidence Interval of the Difference		Sign difference
			Lower	Upper	
TEAMWORK: Parents and teachers share ideas about how to improve the quality of education at your school	56.08	3.20	3.09	3.31	0.22
TEAMWORK: There are high levels of team spirit between parents and teachers	56.81	3.18	3.07	3.29	0.22
DECISION MAKING: Parents share responsibilities for school developments with teachers	56.57	3.17	3.06	3.28	0.22
LEADERSHIP: Parents play a supportive role in promoting the goals of the school	57.79	3.16	3.05	3.27	0.21
LEADERSHIP: Parents are actively involved in the school improvement programmes	56.02	3.08	2.97	3.18	0.22
MORAL: Parents are encouraged by the principal to initiate plans for school developments	55.76	2.63	2.54	2.72	0.19
TRUST IN UNITY: Teachers trust parents to contribute to discussions about school improvements projects	58.05	2.54	2.45	2.62	0.17