

***THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN  
PROMOTING A CULTURE OF TEACHING AND LEARNING***

*by*

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BA, B.Ed. (UNISA), JSED (SCE)

Submitted in fulfilment  
of the requirement for the degree

**MASTER OF EDUCATION**

in the  
Department of Educational Psychology  
of the  
Faculty of Education  
at the  
University of Zululand

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TO WHOM IT MAY CONCERN

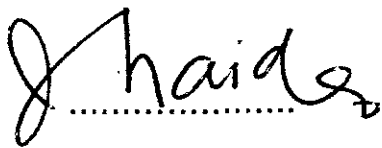
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K.Naidoo  
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PED (RAU)

## DECLARATION

" I declare that this dissertation '*The role of the school management team in promoting a culture of teaching and learning*' represents my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references".

A handwritten signature in black ink, appearing to read 'J. Naidoo', written over a horizontal dotted line.

**J. NAIDOO**  
Durban  
January 1999

## **ACKNOWLEDGEMENTS**

I would like to express my sincere gratitude and appreciation to the following:

- . Professor G Urbani who motivated me with his enthusiasm in the completion of this study.
- . Dr M S Vos for her continued interest, encouragement and very able supervision in the preparation of this study.
- . My wife, Kantha, for her unwavering support, patience, encouragement and loving understanding.
- . My children, Marosha, Kreban, Prajay, and Natasha, who endured deprivation of paternal love and enjoyment by sharing their father with an academic project.
- . My typist, Mrs Jean Naudé, for sacrificing her time to type this dissertation.
- . My skilful editor Mrs K Naidoo.
- . The library staff of the University of Zululand (Umlazi Campus) for their assistance in obtaining books and journals required for the research.
- . All the principals, deputy principals and heads of departments who sacrificed their time in the completion of the questionnaires.

## **DEDICATION**

This work is dedicated to my late mother, Mrs Poongavanam Naidoo, my wife Kantha, my children Marosha, Kreban, Prajay and Natasha, as well as family and friends for their loving support, encouragement and inspiration during the course of this study.

**CONTENTS: CHAPTERS****THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN  
PROMOTING A CULTURE OF TEACHING AND  
LEARNING**

<b>CHAPTER</b>		<b>PAGE</b>
<b>CHAPTER 1</b>	<b>ORIENTATION</b>	<b>1</b>
<b>CHAPTER 2</b>	<b>CAUSES OF THE BREAKDOWN IN THE CULTURE OF TEACHING AND LEARNING</b>	<b>11</b>
<b>CHAPTER 3</b>	<b>THE ROLE AND FUNCTION OF THE SCHOOL MANAGEMENT TEAM</b>	<b>41</b>
<b>CHAPTER 4</b>	<b>PLANNING OF THE RESEARCH</b>	<b>93</b>
<b>CHAPTER 5</b>	<b>PRESENTATION AND ANALYSIS OF THE RESEARCH DATA</b>	<b>115</b>
<b>CHAPTER 6</b>	<b>SUMMARY AND RECOMMENDATIONS</b>	<b>143</b>
<b>LIST OF SOURCES</b>		<b>164</b>

**CHAPTER 1**

<b>ORIENTATION</b>		<b>PAGE</b>
<b>1.1</b>	<b>INTRODUCTION</b>	<b>1</b>
<b>1.2</b>	<b>ANALYSIS OF THE PROBLEM</b>	<b>2</b>
<b>1.3</b>	<b>STATEMENT OF THE PROBLEM</b>	<b>4</b>
<b>1.4</b>	<b>ELUCIDATION OF CONCEPTS</b>	<b>4</b>
1.4.1	Culture of learning	4
1.4.2	Culture of teaching	6
1.4.3	Education	7
1.4.4	Promote	7
1.4.5	School management team	7
1.4.6	Theory of promote	8
<b>1.5</b>	<b>AIM OF THIS STUDY</b>	<b>9</b>
<b>1.6</b>	<b>METHOD OF RESEARCH</b>	<b>9</b>
<b>1.7</b>	<b>FURTHER COURSE OF THE STUDY</b>	<b>10</b>

## **CHAPTER 2**

### **CAUSES OF THE BREAKDOWN IN THE CULTURE OF TEACHING AND LEARNING**

	<b>PAGE</b>
<b>2.1 INTRODUCTION</b>	<b>11</b>
<b>2.2 PERSONALITY FACTORS CONCERNING LEARNERS THAT INFLUENCE LEARNING</b>	<b>12</b>
2.2.1 Lack of proper foundation of knowledge and study habits	13
2.2.2 A limited language code	13
2.2.3 Lack of work ethic	13
2.2.4 Lack of ability to concentrate in class	14
2.2.5 Inability of learners to express themselves	14
2.2.6 Acquaintance with the subject content	14
2.2.7 Lack of self-discipline	15
2.2.8 The high incidence of alcohol and drug abuse	15
2.2.9 Cheating	16
2.2.10 Irregular attendance and truancy	16
2.2.11 Self-esteem	16
2.2.12 Motivation	18
<b>2.3 FACTORS CONCERNING THE SCHOOL ENVIRONMENT</b>	<b>18</b>
2.3.1 School management	19
2.3.2 Physical provisions	20
2.3.3 Farm schools	21
2.3.4 Relevance of school curricula	22

2.3.5	Multicultural education	23
2.3.6	School guidance	23
2.3.7	Discipline	24
2.3.8	Teachers	27
<b>2.4</b>	<b>THE FAMILY AND THE FAMILY ENVIRONMENT</b>	<b>28</b>
2.4.1	Discontinuities between family realities	29
2.4.2	Socio-economic status	30
2.4.3	Inadequate parental care and control	31
2.4.4	Lack of intellectual stimulation by parents	31
2.4.5	Different or even contradicting values	32
2.4.6	Different language codes	32
2.4.7	Parents' uninvolment in children's schooling	33
2.4.8	Different frames of reference	33
<b>2.5</b>	<b>FACTORS IN SOCIETY</b>	<b>33</b>
2.5.1	Economic factors	33
2.5.2	Changes in society	35
(1)	Urbanization	35
(2)	Industrialization	36
(3)	Politicization	37
<b>2.6</b>	<b>SUMMARY</b>	<b>39</b>

## **CHAPTER 3**

<b>THE ROLE AND FUNCTION OF THE MANAGEMENT TEAM</b>		<b>PAGE</b>
<b>3.1</b>	<b>INTRODUCTION</b>	<b>41</b>
<b>3.2</b>	<b>COMPOSITION OF THE MANAGEMENT TEAM</b>	<b>43</b>
<b>3.3</b>	<b>ROLES OF THE MEMBERS OF THE MANAGEMENT TEAM</b>	<b>43</b>
3.3.1	The principal as leader	44
3.3.2	The deputy principal	51
3.3.3	Heads of departments	54
<b>3.4</b>	<b>FUNCTIONS OF THE MANAGEMENT TEAM</b>	<b>56</b>
<b>3.5</b>	<b>THE MANAGEMENT TEAM AND PARENTAL INVOLVEMENT</b>	<b>58</b>
3.5.1	The teacher-parent relationship	58
3.5.2	Areas and possibilities of parental involvement	61
3.5.3	Obstacles to parental involvement	65
<b>3.6</b>	<b>THE MANAGEMENT TEAM AND ACCOUNTABLE TEACHING AND LEARNING</b>	<b>65</b>
3.2.1	Quality teaching	66
3.2.2	A culture of teaching	74
3.2.3	A culture of learning	85
<b>3.7</b>	<b>SUMMARY</b>	<b>91</b>

**CHAPTER 4**

<b>PLANNING OF THE RESEARCH</b>		<b>PAGE</b>
<b>4.1</b>	<b>INTRODUCTION</b>	<b>93</b>
<b>4.2</b>	<b>PREPARATION FOR AND DESIGN OF THE RESEARCH</b>	<b>93</b>
4,2,1	Permission	93
4.2.2	Selection of respondents	94
<b>4.3</b>	<b>THE RESEARCH INSTRUMENT</b>	<b>94</b>
4.3.1	The questionnaire as research instrument	94
4.3.2	Construction of the questionnaire	96
4.3.3	Characteristics of a good questionnaire	97
4.3.4	Advantages and disadvantages of the questionnaire	99
4.3.5	Validity and reliability of the questionnaire	103
<b>4.4</b>	<b>PILOT STUDY</b>	<b>109</b>
<b>4.5</b>	<b>ADMINISTRATION OF THE QUESTIONNAIRE</b>	<b>111</b>
<b>4.6</b>	<b>THE PROCESSING OF THE DATA</b>	<b>111</b>
4.6.1	Descriptive statistics	112
4.6.2	Application of data	112
<b>4.7</b>	<b>LIMITATIONS OF THE INVESTIGATION</b>	<b>112</b>
<b>4.8</b>	<b>SUMMARY</b>	<b>114</b>

## **CHAPTER 5**

### **PRESENTATION AND ANALYSIS OF THE RESEARCH DATA**

<b>5.1</b>	<b>INTRODUCTION</b>	<b>115</b>
<b>5.2</b>	<b>DESCRIPTIVE STATISTICS</b>	<b>115</b>
5.2.1	Gender of the members of the school management team	116
5.2.2	Age group of school management team members	117
5.2.3	Qualifications	118
5.2.4	Years of service as teacher	119
5.2.5	Years of service in a management team	120
5.2.6	Culture of teaching	121
5.2.7	Culture of learning	128
5.2.8	Parental involvement	135
<b>5.3</b>	<b>SUMMARY</b>	<b>142</b>

**CHAPTER 6**

<b>SUMMARY AND RECOMMENDATIONS</b>		<b>PAGE</b>
<b>6.1</b>	<b>INTRODUCTION</b>	<b>143</b>
<b>6.2</b>	<b>SUMMARY</b>	<b>143</b>
6.2.1	Statement of the problem	143
6.2.2	Causes for the breakdown of the culture of teaching and learning at schools	143
6.2.3	The role and function of the school management team	146
6.2.4	Planning of the research	150
6.2.5	Presentation and analysis of research data	151
6.2.6	Aim of the study	151
<b>6.3</b>	<b>RECOMMENDATIONS</b>	<b>152</b>
6.3.1	Inculcation of positive attitudes and values	152
6.3.2	Code of conduct for teachers	154
6.3.3	Code of conduct for learners	157
6.3.4	Further research	161
<b>6.4</b>	<b>CRITICISM</b>	<b>162</b>
<b>6.5</b>	<b>FINAL REMARK</b>	<b>163</b>
	<b>LIST OF SOURCES</b>	<b>164</b>

<b>LIST OF TABLES</b>	<b>PAGE</b>	
<b>1</b>	Frequency distribution according to the gender of the members of the school management team	<b>116</b>
<b>2</b>	Frequency distribution according to the age group of the members of school management teams	<b>117</b>
<b>3</b>	Frequency distribution according to the qualifications of school management team members	<b>118</b>
<b>4</b>	Frequency distribution according to years of completed service as a teacher	<b>119</b>
<b>5</b>	Frequency distribution according to the years of completed service as a member of a management team	<b>120</b>
<b>6</b>	Frequency distribution according to the questions on the culture of teaching	<b>121</b>
<b>7</b>	Frequency distribution according to the questions on the culture of learning	<b>128</b>
<b>8</b>	Frequency distribution according to the questions regarding parental involvement and the culture of teaching and learning	<b>135</b>

**APPENDICES**

**PAGE**

Appendix A

Questionnaire

185

## SUMMARY

The aim of this study was to investigate the role of the school management team in promoting a culture of teaching and learning.

From the literature study it became evident that the culture of teaching and learning in many South African schools has almost disappeared in its entirety. Most of the schools of the former education departments responsible for black education are characterised by a high failure rate, early school dropout, lack of discipline, low morale and an anti-academic attitude amongst teachers as well as learners. To these schools very little has changed since 1994 when the new government came into power. It would appear that a *culture of teaching and learning* in these schools does not exist. The ongoing turmoil in these schools underscores, *inter alia*, the failure of school management teams in assuming responsibility for promoting a culture of teaching and learning. Promoting a culture of teaching and learning involves a collaborative act between school management, teachers and learners. Many stakeholders in education seem to be helpless when confronted with problems related to teaching and learning in schools. It often seems as if their hope rests in the initiatives of school management teams to promote a culture of teaching and learning. The members of school management teams, as educational leaders, therefore have a vital role to play in creating a culture of teaching and learning.

Although it is generally believed that school management teams, as educational leaders, are responsible for promoting a culture of teaching and learning, the situation is far from satisfactory. The causes for the absence of a culture of teaching and learning can be attributed to factors concerning the learners, factors concerning the school environment, societal factors and problems concerning the homes of learners and their living environment as well

as the lack of parental involvement in the formal education of their children. Members of school management teams should have no uncertainties as to their responsibilities as educational leaders. Principals, deputy principals and heads of departments are both educational leaders and managers and their primary task or responsibility is to ensure that effective teaching and learning takes place.

For the purpose of the empirical investigation a selfstructured questionnaire for members of school management teams was utilised. The data obtained from the completed questionnaires were processed and analyzed by means of descriptive statistics. Findings confirmed that the school management team has a significant role to play in promoting a culture of teaching and learning.

In conclusion a summary was presented on the findings of the study and the following are some of the recommendations that were made:

- . The members of the school management team must inculcate positive attitudes and values in teachers and learners.
  
- . All teachers should be governed by a code of conduct that will *prohibit unprofessional behaviour.*
  
- . The management team must ensure the adoption of a code of conduct for learners.

## OPSOMMING

Hierdie studie was daarop gerig om ondersoek in te stel na die rol van die skool se bestuurspan in die bevordering van 'n onderrig- en leerkultuur.

Uit die literatuurstudie het dit duidelik geblyk dat die kultuur van onderrig en leer by baie skole in Suid-Afrika bykans heeltemal verdwyn het. Die meerderheid van skole in die voormalige departemente van onderwys wat verantwoordelik was vir onderrig aan swartes, word gekenmerk deur 'n hoë druipsyfer, vroeë skoolverlating, 'n gebrek aan dissipline, lae moraal en anti-akademiese houding onder onderwysers sowel as leerders. In hierdie skole het baie min verander sedert 1994 toe die nuwe regering aan bewind gekom het. Dit wil voorkom of *'n kultuur van onderrig en leer* nie in hierdie skole bestaan nie. Die voortslepende ontwrigting in hierdie skole onderstreep onder ander die onvermoë van dié skole se bestuurspanne vir die aanvaarding van verantwoordelikheid vir die bevordering van 'n onderrig- en leerkultuur. Die bevordering van 'n onderrig- en leerkultuur behels dat die skoolbestuur, onderwysers en leerders aktief moet saamwerk. Persone betrokke in onderwys kom hulpeloos voor wanneer hulle met probleme rakende onderrig en leer in skole gekonfronteer word. In baie gevalle wil dit dan ook voorkom of hulle hoop op die inisiatiewe van die skool se bestuurspan gevestig is om hierdie probleem aan te spreek. Vanweë hulle leiersposisie het die lede van skole se bestuurspanne gevolglik 'n baie belangrike rol om te vervul in die bevordering van 'n onderrig- en leerkultuur.

Alhoewel dit algemeen aanvaar word dat skole se bestuurspanne, as opvoedkundige leiers, verantwoordelik is vir die bevordering van 'n onderrig- en leerkultuur, is die situasie nogtans onbevredigend. Die oorsake vir die afwesigheid van 'n onderrig- en leerkultuur kan toegeskryf word aan die probleme wat deur leerders ondervind word, faktore by die skool, probleme en

lewensomstandighede by ouerhuise asook die gebrek aan ouerbetrokkenheid by die formele onderwys van hulle kinders. Lede van skole se bestuurspanne behoort geen twyfel te hê rakende hulle verantwoordelikhede as opvoedkundige leiers nie. Skoolhoofde, adjunkhoofde an departementshoofde is bestuurders, leiers en onderwysers en hulle belangrikste taak of verantwoordelikheid is om te verseker dat doeltreffende onderrig en leer plaasvind.

Vir die doel van die empiriese ondersoek is gebruik gemaak van 'n selfgestruktureerde vraelys vir lede van skole se bestuurspanne. Die data wat van die voltooide vraelyste verkry is, is verwerk en met behulp van beskrywende statistiek ge-analiseer. Bevindings het bevestig dat die bestuurspan van 'n skool 'n belangrike rol speel in die bevordering van 'n onderrig- en leerkultuur in die skool. Ter afsluiting is 'n opsomming van die bevindinge van die navorsing aangebied en is die volgende aanbevelings gemaak:

- . Die lede van skole se bestuurspanne moet positiewe houdings en waardes by onderwysers en leerders inskerp.
- . Alle onderwysers se gedrag behoort aan 'n gedragskode onderwerp te word om onprofessionele gedrag te voorkom.
- . Die bestuurspan van die skool moet toesien dat n gedragskode vir leerlinge in die skool aanvaar en geïmplementeer word.

## **CHAPTER 1**

<b>ORIENTATION</b>	<b>PAGE</b>
<b>1.1 INTRODUCTION</b>	<b>1</b>
<b>1.2 ANALYSIS OF THE PROBLEM</b>	<b>2</b>
<b>1.3 STATEMENT OF THE PROBLEM</b>	<b>4</b>
<b>1.4 ELUCIDATION OF CONCEPTS</b>	<b>4</b>
1.4.1 Culture of learning	4
1.4.2 Culture of teaching	6
1.4.3 Education	7
1.4.4 Promote	7
1.4.5 School management team	7
1.4.6 Theory of promote	8
<b>1.5 AIM OF THIS STUDY</b>	<b>9</b>
<b>1.6 METHOD OF RESEARCH</b>	<b>9</b>
<b>1.7 FURTHER COURSE OF THE STUDY</b>	<b>10</b>

## **CHAPTER 1**

### **ORIENTATION**

#### **1.1 INTRODUCTION**

A large number of schools in South Africa are characterised by an apparent absence of a culture of teaching and learning. Pillay (1998:1) says that instead of improving in recent years after the democratic elections of 1994, the culture of teaching and learning in many schools has continued to break down. A schooling situation which is marked by an observable lack of interest and commitment to teaching and learning - these schools are characterised by a high failure rate, early school dropout, lack of discipline, low morale and anti-academic attitude amongst teachers and learners (Smith, 1996:1). Learners arrive at school at different times, leave when they feel like it, do not bring their books to school, refuse to do homework and generally reject any kind of authority. Teachers are often absent from school, present ill prepared lessons, fail to exercise discipline in the classroom and lack a professional work ethic. According to Calitz (1998:14) and Bissety (1997:1) the lack of authority, discipline and respect among teachers cause a severe barrier to an effective culture of teaching and learning. Order and discipline have been undermined by over-actualising freedom and rights, an understatement of responsibilities and obligations, marginalisation of the authority of the principal, poor role models set by some teachers, lack of punctuality, dodging of classes and the unionist attitude of some teachers.

A keynote address delivered by Deputy President Thabo Mbeki at the recent National Conference of the South African Democratic Teachers

Union (SADTU) in Durban has stirred a hornets nest amongst educators and education organisations (Bridgraj, 1998:4). In a controversial speech the deputy state president slammed SADTU and its membership for being uncommitted to a culture of teaching and of being too prone to strike action. Allegations of high absenteeism, unpunctuality and drunkenness were also levelled against educators. The problems of drunkenness, absenteeism and lack of work ethic are particularly rife in township schools and require urgent attention.

## **1.2 ANALYSIS OF THE PROBLEM**

The drive to build effective schooling follows the systematic collapse of teaching and learning which resulted from the political turbulence of the past (Mona & Doms, 1997:6). Many schools, particularly in the black areas, were caught up in the political battles of the seventies and the eighties when contesting groups used education as a site of struggle. The result was that many schools caught up in the web of conflict, suffered declining teacher morale and learner motivation. Mkondo (1995:11) says children have become immersed in politics and anti-social behaviour for so long that parents face an uphill struggle to convince them that going to school is politically acceptable, let alone essential and vital for their progress towards adulthood.

Conflict in many schools manifests itself physically as confrontations between learners and teachers, learners and principals as well as between learners and their parents (Bissety, 1997:1). According to Van Niekerk and Meier (1995:74) a major problem facing parents and teachers is how to get children to attend school and how to make those children who attend school gain full benefit from their education. As South Africa commits more and more resources to the provision of

education, teachers and principals have to make sure that the conditions for teaching and learning are in place (De Villiers, 1997:76). A well equipped school will be of no use if teachers fail in their responsibilities to ensure that the conditions for teaching and learning are in place.

The Minister of Education, Sibosiso Bengu, sounds a strong warning to teachers who are lazy, saying that they were among the impediments to an effective culture of teaching and learning (Mona & Doods, 1997:6). The government's ultimate vision is to see normality being restored in schools. Teachers must teach, learners must learn and parents must be involved in the education of their children. Our schools must become successful centres of learning; places where there is effective and efficient management. We need motivated teachers who are committed to their work and enthusiastic learners who have a passion for learning (Mkondo, 1995:11).

According to Smith (1996:1) the reconstruction or recovery of a teaching and learning disposition is likely to be a gradual process requiring time and intensive attention from all stakeholders. The motivation of teachers and learners, the restoration of discipline and reconstruction of a climate that promotes teaching and learning will only be accomplished over time. This will require a radical change in the attitude of teachers, learners and parents towards education.

According to Kruger (1996:37) promoting a culture of teaching and learning in schools involves effective management by, *inter alia*, the school management team. In the interest of the education of the child the question teachers and school managers need to answer is what they are going to do about it, and what is the best and most affective way. Van Wyk (1996a:22) stresses the fact that effective and meaningful

education also requires the active participation of parents, Parental involvement in, and acceptance of responsibilities for their children's education, would contribute positively to the promotion of a culture of teaching and learning.

### **1.3 STATEMENT OF THE PROBLEM**

In essence the problem that will be investigated in this study focuses on the role of the school management team in promoting a culture of teaching and learning in school. If one has to understand the crux of the problem, answers will have to be found to *inter alia* the following questions:

- . What are the causes for the breakdown of the culture of teaching and learning?
- . What is the role and the function of the school management team in a school?
- . What can school management teams do to promote the culture of teaching and learning.

### **1.4 ELUCIDATION OF CONCEPTS**

#### **1.4.1 Culture of learning**

The learning culture in schools can be described as the behaviour that is directed at the acquisition of knowledge, firstly to meet specific criteria for the awarding of credentials necessary for employment in the labour market, and secondly to facilitate the development capacity to engage in

creative processes such as scientific inventions and discoveries in the hard sciences and social engineering in the humanities (Vos, 1997:2).

According to Pillay (1998:5) and Pacheco (1996:4) a culture of learning is the *attitude pupils have towards learning* and the spirit and commitment in a school which arises through the joint effect of the *personal characteristics of pupils, factors in the family, school related factors* and *societal factors*. The elements of a culture of learning, namely the pupil, his personal characteristics, family factors and environment, school related factors and societal factors, together create a certain attitude towards learning and the learning climate in a school.

- 1 *Attitude towards learning* refers to the attitude pupils have towards or interest they show in a learning task in a school. Attitude towards learning also points to the mood, aura, tendency, feeling or atmosphere with regard to the learning task in a school. The spirit of dedication and commitment of students refers to a personal pledge, engagement and undertaking to the task of learning - to devote their time and energy to their schoolwork.
- 2 *Personal characteristics* refer to the intrinsic characteristics of the learner such as his attitude and motivation to study and his values that influence learning
- 3 *Factors in the family and living environment* refer to factors in the home environment of the learner, for example poverty, living conditions, literacy of the parents and composition of the family. These factors have a direct impact on the pupil and influence the culture of learning.

- 4 *School-related factors* with regard to influencing a culture of learning include *classroom factors, the influence of the teachers, leadership of the principal, discipline and school climate.*
  
- 5 *Societal factors* refer to the macro factors namely economic, demographic, socio-cultural, technological and political factors which have a direct or indirect influence on the community, the family and the learner. Also included are the roles of the Department of Education and Teacher Unions like the South African Democratic Teachers' Union (SADTU) and the National Professional Teachers' Organisation of South Africa (NAPTOSA).

#### 1.4.2 Culture of teaching

According to Van Schalkwyk (1994:28) educative teaching comprises five essential components, namely *educand, educator, educational content, teaching and learning and the aim of education.* Educative teaching is essentially the unfolding (development of a learner's potential by an educator (parent or teacher) in order to attain a particular educational goal, namely guiding the child towards responsible adulthood. A culture of teaching is characterised by total teacher commitment which include *thoroughness, hard work, dependability, responsibility, tidiness, honesty, orderliness, sound human relations, harmony, tolerance, constructive authority and discipline, fairness and justice, and optimal utilisation of time and resources (Pacheco, 1996:48).*

A culture of teaching is characterised by teachers who are committed, who take ownership of their teaching responsibilities, are punctual and *do not allow politics to enter their classrooms (Mona & Dooms, 1997:3).* Effective teaching can only take place when teachers view their

profession as a calling in which they must fully commit themselves to the education of learners.

#### **1.4.3 Education**

Education refers to the help and support which the child receives from an adult with a view of attaining responsible adulthood. Education is a practice - the educator's (parents and teachers) concern in assisting the child on his way to adulthood. Van Rensburg, Landman & Bodenst in (1994:336) define education as the conscious, purposive intervention by an adult (educator) in the life of a non-adult (child) to lead him to independence. Education as pedagogic assistance is the positive influencing of a non-adult by an adult, with the specific purpose of effecting changes of significant value (Du Toit & Kruger, 1994:5).

#### **1.4.4 Promote**

Onions (1985:1685) defines promote as follows: "To raise a particular theory or schema in importance; to help to grow or develop, to succeed and to help something to move towards a desired end". This applies to any stage of development, including the initial ones. Sykes (1986:824) defines promote as: "To advance, help forward, encourage or support actively the passing of something".

#### **1.4.5 School management team**

All persons occupying supervisory posts are engaged in managerial activities regardless of either the hierarchic levels at which such persons are employed or of the nature and scale of the tasks assigned to them (Marx, 1981:57). According to De Witt (1993:8) every person in the

teaching profession who is charged with duties involving organisation and decision making, leadership and policy formulation is in fact engaged in management, which entails the initiation and maintenance of dynamic interaction that could lead to more effective education and teaching.

Within a school the school management team comprises of the principal, deputy principal(s) and heads of departments.

#### 1.4.6 Theory of promote

Van Rensburg, Landman and Bodenstein (1994:554) describe the concept "theory" as a plan or scheme existing in the mind only but based on principles verifiable by experiment and observation; a proposed explanation designed on account for any phenomenon. According to Van den Aardweg and Van den Aardweg (1990:250) theory is a mental view formulated to explain a behaviour or learning. Based on research a theory attempts to create some order, pattern or generalization to explain a phenomenon. A theory, therefore, is scientifically arrived at and presents a unified system of principles, definitions, postulates and observations organised to most simply explain the relationships around variables.

Promote can be described as the advancement, encouragement, helping forward or active support of something, Theories of promoting can be seen as attempts to systemize and organize contributions to the growth, enlargement or prosperity of any process or thing that is in course (Sergiovanni, 1997:14). A theory of promote, therefore, attempts to explain the phenomenon by presenting a system of principles, definitions, postulates and observations that will contribute to the advancement and active support of any process or thing.

In the education situation, a theory of promoting the culture of teaching and learning, can be seen as a mental view formulated to explain the behaviour of teachers and learners in helping forward or actively supporting teaching and learning .

The above theory forms the foundation on which this study is based.

### **1.5 AIM OF THIS STUDY**

The aims of this study stem from the statement of the problem and are as follows:

- . To pursue a study of relevant literature pertaining to the role of the school management team in promoting a culture of teaching and learning in schools.
- . To undertake an empirical investigation concerning the role of the school management team in promoting a culture of teaching and learning.
- . To formulate certain recommendations that may serve as guidelines for the effective functioning of the school management team in the promotion of a culture of teaching and learning.

### **1.6 METHOD OF RESEARCH**

Research with regard to this study will be conducted as follows:

- . A literature study of available, relevant literature.

An empirical survey comprising a structured questionnaire to be completed by members of the school management team, namely, *principals, deputy principals and heads of departments.*

### **1.7 FURTHER COURSE OF THE STUDY**

Chapter 2 will examine the causes of the breakdown of a culture of teaching and learning in schools.

The role and function of the school management team will be discussed in chapter 3.

Chapter 4 will focus on accountable teaching and learning

The research design to be used in this study will be covered in chapter 5

The results of the empirical survey will be presented in chapter 6.

In chapter 7 a summary and certain recommendations will receive attention.

## **CHAPTER 2**

### **CAUSES OF THE BREAKDOWN IN THE CULTURE OF TEACHING AND LEARNING**

		<b>PAGE</b>
<b>2.1</b>	<b>INTRODUCTION</b>	<b>11</b>
<b>2.2</b>	<b>PERSONALITY FACTORS CONCERNING LEARNERS THAT INFLUENCE LEARNING</b>	<b>12</b>
2.2.1	Lack of proper foundation of knowledge and study habits	13
2.2.2	A limited language code	13
2.2.3	Lack of work ethic	14
2.2.4	Lack of ability to concentrate in class	14
2.2.5	Inability of learners to express themselves	14
2.2.6	Acquaintance with the subject content	14
2.2.7	Lack of self-discipline	15
2.2.8	The high incidence of alcohol and drug abuse	15
2.2.9	Cheating	16
2.2.10	Irregular attendance and truancy	16
2.2.11	Self-esteem	16
2.2.12	Motivation	18
<b>2.3</b>	<b>FACTORS CONCERNING THE SCHOOL ENVIRONMENT</b>	<b>19</b>
2.3.1	School management	19
2.3.2	Physical provisions	21
2.3.3	Farm schools	21
2.3.4	Relevance of school curricula	22
2.3.5	Multicultural education	23
2.3.6	School guidance	24

2.3.7	Discipline	24
2.3.8	Teachers	27
<b>2.4</b>	<b>THE FAMILY AND THE FAMILY ENVIRONMENT</b>	<b>29</b>
2.4.1	Discontinuities between family realities	30
2.4.2	Socio-economic status	30
2.4.3	Inadequate parental care and control	31
2.4.4	Lack of intellectual stimulation by parents	32
2.4.5	Different or even contradicting values	32
2.4.6	Different language codes	33
2.4.7	Parents' uninvolment in children's schooling	33
2.4.8	Different frames of reference	33
<b>2.5</b>	<b>FACTORS IN SOCIETY</b>	<b>33</b>
2.5.1	Economic factors	34
2.5.2	Changes in society	35
(1)	Urbanization	35
(2)	Industrialization	36
(3)	Politicization	37
<b>2.6</b>	<b>SUMMARY</b>	<b>39</b>

## **CHAPTER 2**

### **CAUSES OF THE BREAKDOWN OF A CULTURE OF TEACHING AND LEARNING**

#### **2.1 INTRODUCTION**

It is a matter of common knowledge that the culture of teaching and learning in a large number of schools in South Africa leaves much to be desired (Beckman, 1999). According to Van der Vyver (1997:156) more than sixty percent of the learners in schools of the previous Department of Black Education have failed at least once during their school career or left school. Smith (1996:1-2) also mentions the very disappointing pass rates in schools of the former departments of education mainly responsible for black education. Thirty seven percent of the learners fail or leave the system within the first two years of their school career. Although a pass rate in excess of 86% is achieved during the remainder of learners' primary school years only 35% of learners who start grade one reach grade eight within the normal time of seven years. The pass rates in the high school phase are consistently in the region of 84%, except in grade 12 where there is a drastic drop in the pass rate. Only 22% of learners entering grade eight pass grade 12 successfully within the normal 5 years.

In many of the media reports the low pass rate of final year learners was attributed to violence, intimidation and lack of discipline. De Villiers (1997:76) reports as follows: "It is not apartheid alone that failed half of South Africa's black matrics this year, or lack of money, or segregated educational institutions. Learners were failed by the conspicuous lack of courage on the part of parents, politicians and teachers to deal with the

real problem - a breakdown in discipline among learners and the morale among staff."

The Director General of Education and Training was quoted as follows (Calitz, 1998:14): "The dismal pass rate could be directly attributed to ongoing disruptions through violence and intimidation that inhibit learners performance. Some schools lost up to 70 school days in 1997 because of teachers' absences, late arrivals and early departures. Book shortages, vandalism, arson and pilfering have also resulted in many schools not being suitable for effective teaching and learning."

Smith (1996:52) states that a large number of schools are characterised by lack of control, poor discipline and loss of basic values. The reasons for this state of affairs are multiple. The political scene, curricula and a new generation of students are all partly to blame. This chapter will deal with some of the causes for the breakdown in the culture of teaching and learning in schools.

## **2.2 PERSONALITY FACTORS OF LEARNERS THAT INFLUENCE LEARNING**

Personality factors refer to the intrinsic characteristics of the learner such as his attitude and motivation to study and his values that influence learning (Le Roux, 1992:37). The learner's attitude, whether it be favourable or unfavourable, stems mainly from the generalization of his own experience with regard to the school. Every child will, after a sufficient number of experiences of success or failure, develop a correspondingly positive or negative attitude towards school and consequently learning (Vos, 1997:2).

Smith (1996:3) indicates a global trend for the present generation to be more troubled emotionally than the last, more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive. Seshadri (1992:3) points out that disregard shown to basic values like honesty and tolerance, has become a matter of grave national concern.

According to Van Wyk (1996b:22), Van Niekerk & Meier (1995:73-75) and De Villiers (1997:76-81) the following are *inter alia* personality factors that can have a negative influence on a culture of learning:

#### **2.2.1 Lack of proper foundation of knowledge and study habits**

Learners lack, for example, basic numeracy and literacy skills. They lack knowledge of how to study and how to write exams. In fact most of these learners were not ready for school when they entered the first grade. They have therefore built up a backlog over twelve years. Some of the reasons for this deprived situation are:

- . a deprived home environment, for example lack of books and intellectual stimulation; and
- . automatic promotion in many schools.

#### **2.2.2 A limited language code**

Learners have a limited ability to express themselves due to a restricted language code and second language as medium of teaching and learning.

### **2.2.3 Lack of work ethic**

A culture of doing the minimum to pass exists among black learners. The majority of learners do not know what it means to work hard over a prolonged period, partly because they lack a comparative example of how much study is needed to pass well. Their study input is fragmented, unco-ordinated and uncommitted.

### **2.2.4 Lack of ability to concentrate in class**

Children who are malnourished or frequently ill are unable to pay proper attention or concentrate in class. Research has shown that the majority of teachers (83%) regard lack of concentration as a major problem in the class. Many learners are compelled to work in the afternoons and over weekends to supplement the family's income. When they arrive in class they find it difficult to concentrate as a result of little or no rest or sleep the previous evening.

### **2.2.5 Inability of learners to express themselves**

Teachers are concerned about the inability of learners to express themselves in writing. Therefore, in exams most learners find it difficult to expand on a topic and their exam papers are characterised by a restricted language ability and are consequently superficial.

### **2.2.6 Acquaintance with the subject content**

The work of many learners are characterised by superficial acquaintance with the subject content and teachers are concerned about this inability of learners to express themselves. The home environment of most of the

students is not supportive and conducive to preparing the child for the requirements of formal schooling. Parents are unable to assist or check the child's schoolwork due to their absence from home, illiteracy and in some cases ignorance. Although learners may have many learning experiences at home, these are not suitable for academic achievement in a school situation.

### **2.2.7 Lack of self-discipline**

The majority of learners display a lack of self-discipline to study and to be punctual for school and for classes. According to Smith (1993:37) a new generation of students, the influence of peers (classmates) and the emergence of students rights are also central to disciplinary problems. Good discipline is no longer considered synonymous with quietness, stillness and obedience. Students are more outspoken, are aware of their rights and easily query their educators' decisions.

### **2.2.8 The high incidence of alcohol and drug abuse**

Teachers are seriously concerned about the alcohol and drug abuse that is common among learners. Some learners find it difficult to deal with the stresses and strains of the modern society, with the result that social aberrations such as alcohol and drug abuse and other patterns of negative behaviour are occurring in increasing numbers. Children who come home to an empty house and no adult company, face the temptation of drugs and alcohol. This quite often happens under the influence of peers who play a very significant role during adolescence.

It appears that the use of alcohol, smoking dagga and sniffing glue are activities through which a youngster finds acceptance in a favoured

group. It is also an activity through which he can escape from the responsibilities of school life.

### **2.2.9 Cheating**

Cheating is a general practice during the writing of school tests and examinations. Children surrounded by a culture of violence in the townships and within schools, find it difficult to develop a learning ethic. Consequently they are very rarely well prepared for tests and examinations and the easiest way out seems to be cheating. Since teachers are fearful of confrontation and even attacks they have no option but 'to look the other way' or remain silent on the issue.

### **2.2.10 Irregular attendance and truancy**

Irregular school attendance and truancy is rife among most learners. Many children are left without adequate supervision and therefore no responsible adult to monitor their school attendance. Many children in rural areas are on farms and attend school irregularly as a result of tasks that parents give to them or the distance they have to travel. Girls often have to stay at home to look after younger siblings while the mother goes to work.

### **2.2.11 Self-esteem**

Self-esteem is the degree of positive or negative feeling that one has on the assessment or evaluation of oneself. It is what we feel about ourselves and such feelings are brought about as we compare ourselves with others (Van den Aardweg & Van den Aardweg, 1990:206). A high self-esteem comes from being able to do things better than others, when

we achieve goals we have set ourselves, and one's history of success or failure. It is one's self-judgement of one's own abilities, influence, popularity and this limits behaviour (Van der Merwe, 1997:77).

Many learners are at a phase in their lives where they don't know what is expected of them. Some are still too young to be referred to as adults, others suffer from an identity crisis because they want to imitate others as they are not happy with who they are - these learners have poor or negative self-esteem (Steyn, 1993:11). Such learners become defensive and even aggressive if educators attack their personality, opinions and views because they see it as an attack on their self-worth. Therefore, the manner in which teachers (educators) perceive learners will most certainly affect their self-esteem. This self-esteem is fragile because it is constantly being evaluated by the becoming child himself. A good teacher values and respects the individual child for what he or she is and by doing this acknowledges the human dignity of others (Smith, 1996:14).

According to Els & Els (1993:171-172) children with learning problems often regard the school as the cause of all their unhappiness. They feel insecure, unaccepted and helpless and because of these feelings become unwilling to do schoolwork. They show a lack of initiative, co-operation, battle to concentrate and become anxious and insecure. These children suffer because they develop a low self-esteem and do not believe that they are capable of achieving. They experience the school situation as threatening and this might give rise to *inter alia* the following:

- . disobedience to the teachers;
- . staying away from school without apparent reason; and

serious behavioural problems, e.g. alcohol and drug abuse and delinquency.

A person, and therefore the child in school, is and becomes what he thinks. The more self-esteem a person (learner in school) has, the greater, as a rule, is his desire and ability to become somebody of value. Too often, however, the real problem of a negative or low self-esteem is hidden beneath such labels as unmotivated, undisciplined or disinterested (Van der Merwe, 1977:78).

#### **2.2.12      Motivation**

The effectiveness and success of learning in school depends to a large extent upon the motivation of the learners. If the learners in the class are motivated they participate and co-operate meaningfully (Van Rooyen, 1993:87). According to De Witt (1993:20) motivation is the spark which induces action and influences the direction of human behaviour. This motivation can be intrinsic, extrinsic or can take place as a need of achievement.

Intrinsic motivation, an inner drive which urges an individual on, fuelled by his or her own intrinsic goals, curiosity and interests, plays a significant role in learning. Van den Aardweg and Van den Aardweg (1990:138) say intrinsic motivation in itself sustains learning. It is independent of external motivation although external motivation does feature to a certain degree an inner drive may achieve good marks and the teachers praise may further motivate the learner. There is a self-perpetuating energy behind intrinsic motivation which can function in the complete absence of extrinsic motivation (Maehr, Midley & Urdan, 1992:410).

## **2.3 FACTORS CONCERNING THE SCHOOL ENVIRONMENT**

A school can be described as an institution for teaching and learning, where learners receive a unique pedagogic counselling under the leadership of professional educators, so that subject content may be conveyed to them effectively (Botha, 1996:48). According to Kruger (1996:15) schools can only achieve the objectives for which they are instituted if high and pure ethical principles are maintained in the first place. The primary purpose of the school is to render a service, that is, to effect education through teaching and learning. Schools hold the future of the community it serves and of society at large in its hands. If the school system fails, the community fails.

However, effective teaching and learning is virtually non-existent in many schools in the country. This means that in spite of the vital role of schools with regards the education of the country's youth, there are also factors concerning the school environment that contribute to the erosion of a culture of teaching and learning.

### **2.3.1 School management**

According to Mona (1997:3) one of the contributing factors of the breakdown of teaching and learning in most schools is the poor management which can be further attributed to the way provincial education departments are managed. Van Schalkwyk (1994:14) states that schools cannot perform their functional task (teaching and learning) effectively if they are poorly managed, in which case they have a negative impact on the overall education of the community.

Poor school administration, from the organisation of timetables to the review and promotion of teachers is the single most important cause of inferior schooling in South Africa. School administration is also a dimension in which there are striking inequalities across departments and areas. The traditional white suburban school is served by a network of committees and subcommittees, involving teachers, parents and trustees, responsible for a wide range of support functions, and is also supported by a strong departmental administration. Rural and township schools are unlikely to have adequately functioning school committees and principals often carry substantial teaching loads in addition to a range of bureaucratic functions while departmental support amounts to no more than cursory annual inspections (NECC, 1992:25).

According to Smith (1996:8) effective school management is undermined by:

- . marginalisation of the authority of the principal;
- . over-accentualizing freedom and rights and an understatement of responsibilities and obligations;
- . hesitancy on the part of principals and management teams to discipline learners; and
- . inability on the part of principals and teachers to discipline learners.

### **2.3.2 Physical provisions**

According to Mona (1997:3) the physical state of a large number of schools in the country are awful and therefore not conducive to a culture of teaching and learning. A survey conducted in 1996 reflects a shortage of 270 000 toilets countrywide. Less than half of the schools nationally have an electricity supply and access to on-site water while 6687 schools have no water available within walking distance from the school. Many schools have no telephones. An estimated 1 167 887 student desks and chairs were needed for classrooms. Almost 40% of schools in the country have no furniture for administration and more than half lack administration equipment like typewriters and computers. Regarding physical learning space, there was a shortage of 57499 classrooms nationally in 1996 according to the accepted learner-classroom ratio of 40:1 in primary schools and 35:1 in secondary schools.

### **2.3.3 Farm schools**

These schools are on private farms and they cater largely for the children of black farm workers. In 1994 there were 5700 farm schools in South Africa of which 2505 were farm schools with only one teacher (Pillay, 1998:16). Farm schools also fall under the category 'state aided schools'

Van Wyk (1996b:35) identifies the following problems relating to farm schools concerning a culture of teaching and learning:

- The poor level of teaching at many farm schools. Research has found that 42% of the teachers at farm schools had no

professional teaching qualifications while the rest were under-qualified. Furthermore, because of poor working conditions, the best qualified teachers seldom applied for posts at farm schools. To make matters worse these poorly qualified teachers or under-qualified teachers are expected to cope with 60 or more learners representing four different standards in one classroom.

- . Lack of purposeful planning. In most cases the principal is both teacher and principal which means that there is very little time for administrative duties.
- . The principal is often unqualified or under-qualified (category B or lower) which means that skills relating to correspondence, filing and implementation of policy are often lacking.

#### **2.3.4 Relevance of school curricula**

Each year thousands of pupils write and obtain the Senior Certificate only to experience that they cannot find jobs. Part of the problem has been identified in the Walters Report of 1992 (Kruger, 1992:34) which recommends that a far greater proportion of children should be channelled into vocational and pre-vocational education than has been done in the past. Other aspects of school education which were also questioned in the report are (Heese & Badenhorst, 1992:53):

- . many school leavers can neither read effectively, nor write clearly; and

few school leavers are genuinely numerate to the extent that they can quantify information and solve problems by using numerical analysis.

Smith (1996:53) maintains that in South Africa the lack of relevance of school curricula, inequality, resistance to Afrikaans as language medium and political instigation paved the way to school violence and rejection of discipline and order. In many instances learners misused political instigation to their own 'advantage' by becoming militant, violent and undisciplined in order to distance themselves from study obligations; an easy way out if one is not dedicated to study.

### **2.3.5 Multicultural education**

Schools in South Africa are currently undergoing enormous change as school populations become increasingly heterogenous. Today, principals and teachers face the challenge of managing and teaching pupils from diverse cultural, linguistic and socio-economic backgrounds (Squelch, 1994:4). Until recently multicultural education has received little attention owing to the previous South African government's policy of separatism. Teachers are now faced with the challenge of teaching multilingual classes for which they have limited resources and training. Many students, especially black students, experience difficulty because they are required to study all their subjects through a medium of instruction which is not their mother tongue. Many of these students do not have the necessary cognitive academic language skills needed to master the content and subject terminology. The minority of teachers are presently adequately prepared for coping with multicultural and multilingual classes (Lemmer & Squelch, 1993:57,64).

### **2.3.6 School guidance**

The need for career guidance and personal counselling in schools is a serious problem (Van Wyk, 1996a,40-41). Very few schools have any form of career guidance with the result that learners quite often have no idea of career opportunities. They lack knowledge and support of where and how to apply to tertiary and other institutions. Many learners also need guidance about subject choices, work ethos and how to study.

Smith (1996:9) says another problem is the unrealistic expectations of most students. Many aspire to top level occupations for which strict entrance requirements exist. Almost without exception these students hardly manage to pass at school. These students are characterised by a negative self-concept an aspect that should also be addressed by means of school guidance.

### **2.3.7 Discipline**

Evans, Gable & Schmidt (1991:72) categorically state that no single problem is such a challenge and causes so much teacher heartache, frustration and failure as the problem of discipline in schools. According to Kruger & Van Schalkwyk (1993:74) healthy discipline in a school is a prerequisite for the success of the school's curricular and extra-curricular programmes. Discipline is an important element of school and classroom management and it ensures good academic results. However, sound discipline in the school and classroom does not happen by itself (Kruger, 1995a:45). Today principals and teachers contend with numerous factors that cause misconduct and disciplinary problems which have a negative influence on a culture of teaching and learning.

De Villiers (1997: 77) and Doyle (1990:63) cite the following as possible causes of undisciplined behaviour in schools:

- . Situational and environmental factors. Social class conflicts, irresponsible parents and poor family conditions trigger emotional problems which are reflected in classroom behaviour.
- . Size of the school. Crowded classrooms adversely effect behaviour.
- . Class size and composition. As the size of the class increases so do disciplinary problems multiply.
- . Poor administration and school organization. This drains teachers' emotional energy and learners behave aggressively and impulsively.
- . Too much emphasis on control and punishment by teachers. When restrictive requirements exceed the limits of youth's tolerance , this may trigger reactions that are more a rebellion against unreasonable constraints than personal problems unrelated to the school.
- . Inexperienced teachers. Lack of experience is often associated with the disciplinary problems encountered by younger teachers whereas rigidity and being out of touch with values and behavioural standards of a younger generation are found with the older teachers.

- . Academic and curriculum factors. Disciplinary problems arise when learning tasks are unchallenging and unrelated to learners needs.
- . Pupils personality and growth factors. Misbehaviour may occur when a child is ill, tired nervous or emotionally disturbed.
- . Difference between developmental and reactive defiance.
- . Group dynamics. The group is a powerful force bringing out the bully in some and the leader in others. This force can be so strong that individuals tend to bow to majority opinion even when they know it is wrong.
- . Drug abuse and drinking are numbered among the causes of disciplinary problems and have a debilitating effect on learning.

Smith (1996:36) and Squelch and Lemmer (1994:40) view the following as the main factors contributing to poor discipline in schools:

- . Political instability.
- . Inadequate school management, including teachers and curricula.
- . Learners themselves.
- . Lack of resources such as textbooks, chairs and desks.

- . Education is boring and meaningless to the learners.
  
- . English as medium of instruction is quite often a third or fourth language to students.
  
- . Overcrowded classrooms.
  
- . Lax discipline in many schools.
  
- . Violence.
  
- . Family disintegration
  
- . Poverty.

### **2.3.8 Teachers**

Ashley (1993:32) maintains that the quality of an education system is more dependent on the quality of its teachers than any other single factor. In a survey of high school learners in the previous Transvaal province in 1993 it was found that learners considered that the teachers were the main obstacle to progress, and that dissatisfaction with teachers was likely to be the main cause of boycotts or demonstrations (Dekker & Van Schalkwyk, 1995:491). The learners saw many of their teachers as unhelpful, lacking in commitment and effort, failing to explain new work, *drinking too much and being absent from school too often.*

Steyn (1993:39) is of the opinion that a large number of teachers lack a professional work ethos. The most widely accepted complaint regarding the problems of disadvantaged schools is the unprofessional conduct of

teachers. Smith and Pacheco (1996:24) remark the following about teachers: "Their culture of hard work is zero, their bodies are in it but not their souls. Most teachers have to be pushed from behind like a wheel barrow and they are here for their salaries, not for the learners."

Another complaint often lodged about teachers is their involvement in political and union activities (Pillay, 1998:187). Some teachers concentrate more on the activities of the union than teaching. Teachers that belong to the South African Democratic Teachers Union (SADTU) feel that they can do what they like - they don't have to do their work as a teacher any more (Smith, 1996:24). It seems that especially SADTU became the union for those teachers who cannot cope in the teaching profession - the lazy ones hide behind the unions.

According to Mbatha & Naidu (1997:15) and Dekker and Lemmer (1993:12) the criticism of teachers can be summarised as follows:

- . Uncommitted and unprepared for lessons.
- . Didactic inability.
- . Unprofessional conduct.
- . Absence from classes.
- . Alcohol abuse by some male teachers.
- . Poor role models set by teachers.
- . Unionists attitude by some teachers.

Lack of knowledge of their subject.

## **2.4 THE FAMILY AND THE FAMILY ENVIRONMENT**

In her research concerning the culture of learning in schools, Pacheco (1996:8), proved that the family forms the foundation on which the culture of learning in the school must be built. However, as a result of various problems, the families of a large number of learners are not able to adequately support them in preparing for the demands of formal schooling. Factors in the family refers to the child's living environment and includes socio-economic status, literacy of parents and family composition. The child's eventual achievements and the educational level he reaches, corresponds very highly with the family environment. Topping (1986:29) states that the effects of the home environment far outweigh the effects of the school program on achievement.

Pacheco (1996:98) points out that the majority of school going children in South Africa are from lower socio-economic homes characterised by poverty, inharmonious family life, lack of family support, parental control and discipline. Griffiths & Hamilton (1994:22), however, maintain that children can be successful in their school education despite any restricting factors in the family. The school should strive towards the upliftment and improvement of children from a deprived environment - schools can be effective in spite of the deprived family background of children, poverty and other powerful influences on learning.

Some of the problems concerning the homes and living environments of scholars that contribute to the breakdown of a culture of learning are the following (Vos, 1997:7):

#### **2.4.1 Discontinuities between the realities of the family**

In South Africa, in the previous century, people's whole lives centred around the family (Munnik & Swanepoel, 1990:18). The extended family and kinship networks, which included strong kinship bonds, adaptability of family roles, strong religious orientation, emotional support and strong survival and socio-economic skills, were a uniting force. Children learnt most of their values in the family situation and strong family ties existed.

Today, members of modern families are expected to participate in the activities of many different groups in society. Family members, therefore, belong to different organisations, sports clubs and have diverse hobbies - each family member is involved with his or her own interests. Parents are both working and have hectic schedules with the result that family members rarely share time together (Van Wyk, 1996b:27). There is also a very high divorce rate in South Africa and many children are raised in single-parent families or in blended families (step-children) with allegiance to more than one set of parents. The traditional school textbook family model of children and their biological (natural) parents with a mother staying at home and a working father is woefully limited. Messages about the "right" family in school can create guilt, anxiety and shame in children if their family does not match the ideal presented (Vos, 1997:4).

#### **2.4.2 Socio-economic status**

The socio-economic status of a family is an indication of their social status based on the family's level of education, occupation and income (Van den Aardweg & Van den Aardweg (1990:218). A low socio-economic status includes inadequate housing facilities, lack of proper

nutrition and health requirements. According to Pillay (1998:22) there is a strong link between school performance and the socio-economic status of the family. The worse the economic status of the family the greater the chance that the children will not realise their true potential owing to negative family environmental influences.

The basic needs of impoverished families for things such as proper housing, food, water and clothing are not always met and can also impede the child's progress and achievement in school (Vorster & Van der Spuy, 1995:62). Children who are malnourished or frequently ill exhibit behaviours that interfere with learning, such as listlessness, inability to pay attention and concentrate, etc. Overcrowded houses and squatter huts provide insufficient living space. There is seldom enough space for school-going children to study in peace and quiet.

#### **2.4.3 Inadequate parental care and control**

According to Pillay (1998:21) it is logical to state that the inadequate family is the antithesis of the stable family - no love, no internal control, no mutual understanding, interest and respect and very little or no guidance towards ultimate emancipation from the parents. Although the inadequate family is found on all socio-economic and cultural levels the tendency is to be more prevalent among poor, large families. In such families the children speak poorly and have trouble communicating; the parents are often separated and overwhelmed by problems; they live from hand-to-mouth and from day-to-day (Vorster & Van der Spuy, 1995:62).

In these families the parents have little or no time for their children's needs. Instead of close bonds between child and parent there is distance, suspicion and lack of understanding (Botha, 1997:153). The

parents have minimum or no control over their children and offer no discipline or example and only shallow affection. Children under these circumstances are very vulnerable to outside influences. In the inadequate family parents are unable to check or help with schoolwork because of their absence from home, inadequate knowledge and inexperience (Van Wyk, 1996a:27).

#### **2.4.4 Lack of intellectual stimulation by parents**

Griffore & Boger (1986:70) maintain that some of the most important parental factors influencing children's learning are contributions of parents to language development, encouragement to learn, aspiration of parents for their children, provision for assistance in learning when the child needs it most and ways in which time is organized in the family.

#### **2.4.5 Different or even contradicting values between home and school**

The child learns from an early age, by identifying himself with the examples of the parents, the family's system of values and ethical norms. The exposure of children to values, knowledge and role models that are different from those at home, may produce negative learning results. Values and strengths of the family culture can be unknown, ignored, or undermined in school, creating learning problems for the child.

Parents who are themselves illiterate do not always see the value of education for their children, particularly when there are few job opportunities in the environment. Many children in agricultural areas attend school irregularly as a result of tasks that their parents give them, such as looking after cattle, tilling field, etc.

#### **2.4.6 A difference in language codes between the home and school**

When children enter school where tuition is given in a language different from their home language, they are at a disadvantage. Parents from a poor socio-economic environment often had no formal school training themselves and use simple, concrete language which does not serve as the ideal model for youngsters and school-going children (Vos, 1997:2). Children from these homes also lack sufficient mental stimulation. Smith (1996:106) states that about fifty percent of South African adults are neither literate nor numerate. They cannot help their children with their homework.

#### **2.4.7 Parents are ignorant, negative and uninvolved in children's schooling**

Some parents are easily influenced by negative reporting about schools in the mass media, or unpleasant experiences with regard to their own or their children's schooling.

#### **2.4.8 Different frames of reference**

Parents (adults) and children have very different frames of reference because of the time-span lived through by them individually and this is often the cause of much friction between parents and children; in essence this is what is meant by the generation gap.

### **2.5 FACTORS IN SOCIETY**

Factors in the society refer to the macro factors, namely the economic, demographic, socio-cultural, technological and political factors which

have a direct or indirect influence on the school, parents and learners (Vos, 1997:30). The role of the department of education and teacher unions can also be regarded as societal factors (Pillay, 1998:17).

### **2.5.1 Economic factors**

Ashley (1993:14) states that the economic factors of a country have a negative impact on the culture of teaching and learning. South Africa is a country of moderate wealth and a host of severe economic problems, particularly in job opportunities, housing, health and educational provision for a rapidly growing population. The country, therefore, needs an educational system which, as an absolute priority, makes an appropriate contribution to economic growth and development (Le Roux, 1993:11). South Africa's colonial past has meant that the country has an educational system which is not meeting the needs of a developing country with a shortage of skills, particularly in the technological area. Even assuming the current political movements produce a settlement which guarantees stability and there is a strong inflow of foreign capital for development purposes, the greatest obstacle to economic growth would be the shortage of skills in vital areas (ERS, 1991:6,20). At the same time, however, the relatively sophisticated, modern sector of the economy cannot provide employment for all. Increasing numbers will have to find their livelihood in the informal sector, where literacy and numeracy are basic. Education is mismatched with the economic needs of the modern society.

It is also common cause that the rate of economic growth in South Africa is going to be a critical factor in the years ahead. In a country already suffering massive unemployment, the situation can only become worse if the present low growth continues (Putero, 1991:1). There are direct

implications for education in this. In the first place the country's political stability will be directly affected. Secondly the legitimacy of school curriculums are under question if it does not lead to employment (Mitchell, Otis & Mitchell, 1987:37). At least a part of the resent crisis can be attributed to the lack of employment opportunities following the attainment of formal qualifications. It, therefore, goes without saying that massive expenditure is necessary to create the educational infrastructure as well as educate an adequate teaching force, and all this in competition with housing, health, etc. The development of an effective education system and the resolution of the current crisis depends on the manner in which the policy makers can administer education in relation to the economy and society in general (Alexander, 1993:6; Christie, 1988:11).

### **2.5.2 Changes in society**

According to Mhlambo (1993:74) South Africa, like many other countries, is going through various stages of change, something that must be regarded as part of human nature. Change may be desired and pursued, or relived or resisted, but it can never be stopped. Education forms an important part of the changes in any society because they set the pattern for the education system of the day. The following changes in society have a significant influence on the culture of teaching and learning in schools.

#### **(1) Urbanization**

As manufacturing industries become more and more important, greater numbers of people moved to cities and towns to look for work (Ashley, 1993:6). This resulted in a shortage in necessary facilities like houses

and schools.

After the scrapping of the influx control law in 1990 urbanization accelerated dramatically. According to Dekker & Van Schalkwyk (1995:452) seven million blacks have moved to cities in the past decade and squatter camps have sprung up on the outskirts of all major cities. This increased the pressures on urban educational systems and placed a heavy burden on educational provisions with the following implications (Le Roux, 1993:17):

- . Teacher shortages.
- . Textbook and equipment shortages.
- . Overcrowded classrooms.
- . Drug and alcohol abuse in schools.
- . Lax discipline in schools.

## **(2) Industrialization**

The economy of South Africa was largely agrarian until the middle of the previous century when the discovery of gold and diamonds revolutionised the economic system of the country. These discoveries led to large scale industrialization, with many secondary and tertiary industries being established in subsequent years (Mhlambo, 1993:83). According to Dekker & Van Schalkwyk (1995:462) during the 1960s black people were largely prevented from participating in the industrial sector. This resulted in the impoverishment of black people and in 1994 an estimated

seven million blacks had incomes below the minimum subsistence level. The link between poverty and the limited accessibility to quality education is self-evident. For example, school fees, text books, entry in good schools and transport costs cannot be afforded, forcing children to drop out of school.

Mhlambo (1993:83) claimed that industrialization also caused people from rural areas to flock to towns and cities to seek employment at the numerous factories and industries. This abnormal increase in the urban population (urbanization) creates numerous socio-economical and educational problems (cf. 2.5.2 (1)).

### (3) Politicization

Van Wyk (1994:41) says that a teaching force which places overt political priorities at the top of its agenda and is openly aligned with political groupings, is unlikely to create a classroom environment in which intellectual curiosity and dissent is encouraged. Furthermore, the disruption of schooling in the name of industrial action, particularly if it is in solidarity with workers in other, unrelated sectors of the economy, is likely to have a disruptive effect on schooling. In addition, union workers would not wear the cloak of civil servants very easily and this would create problems for the education managers.

According to Ashley (1993:22) South Africa has been a white-minority-dominated society throughout its modern history. As a result education has for a long time been deeply affected by the resistance of the black majority to that domination.

The political transformation of 1994 has had and will continue to have

dramatic impact on education. Previously the political factor brought about a racially differentiated system and the entire education system was co-ordinated along racial lines (Dekker & Van Schalkwyk, 1995:461). The political illegitimacy of the pre-democratic regime was perhaps the major impetus behind the liberation struggle of black people. Resistance against political exclusion led to a break down in the culture of teaching and learning. The daily school routine in the majority of black schools was continuously interrupted by political actions such as strikes, protest marches, security force action and the destruction of school property.

Heese and Badenhorst (1992:54) say that school children are the shock troops of revolution and as a result thereof schools are characterised by;

- . Poor attendance.
- . Non-acceptance of authority.
- . Destruction of school facilities.
- . Intimidation of those who wish ordinary education to proceed.

The influence of politics as a factor on the culture of teaching and learning has shifted from a physical, violent and racial to a more subtle force. According to Smith (1996:10) the main focus of influential unions such as SADTU and the Congress of South African Students (COSAS) is to empower teachers and students respectively to get things done their way and in the process have the following negative outcomes:

- The authority and influence of principals are marginalised.
- A professional approach to teaching is replaced by a unionist approach. Teaching is no longer viewed as a calling and a profession in which teachers commit themselves to the education of students.
- Unions such as SADTU and COSAS act as gatekeepers through which all information and communication is channelled. Those who are not members of these organizations mostly refrain from voicing their opinion for fear of retaliation. The effect is a monopoly for the unions and a violation of true democracy.

## 2.6 SUMMARY

An increasing number of learners are entering the school system each year but they do not progress successfully. The pass rates in the former education departments responsible for black education are very disappointing. The matric results show that the culture of teaching and learning in approximately sixty to seventy percent of schools in South Africa leave much to be desired. These schools are characterised by *inter alia*, a high failure rate, early school dropout, a lack of discipline, low morale and an anti-academic attitude amongst teachers and learners.

The elements of a culture of teaching and learning, namely the learner and his personal characteristics, factors in the family and living environment, school-related factors and societal factors work together to create a certain attitude towards the teaching and learning climate in a school. The reasons for the lack of a culture of teaching and learning can

be categorised into four contributing factors, namely:

- . Factors concerning learners.
- . The family and family environment.
- . Societal factors.
- . Factors concerning the school environment which include the role of the school management team.

*The next chapter will focus on the role and function of the management team in promoting a culture of teaching and learning.*

## **CHAPTER 3**

<b>THE ROLE AND FUNCTION OF THE MANAGEMENT TEAM</b>		<b>PAGE</b>
<b>3.1</b>	<b>INTRODUCTION</b>	<b>41</b>
<b>3.2</b>	<b>COMPOSITION OF THE MANAGEMENT TEAM</b>	<b>43</b>
<b>3.3</b>	<b>ROLES OF THE MEMBERS OF THE MANAGEMENT TEAM</b>	<b>43</b>
3.3.1	The principal as leader	44
3.3.2	The deputy principal	51
3.3.3	Heads of departments	54
<b>3.4</b>	<b>FUNCTIONS OF THE MANAGEMENT TEAM</b>	<b>56</b>
<b>3.5</b>	<b>THE MANAGEMENT TEAM AND PARENTAL INVOLVEMENT</b>	<b>58</b>
3.5.1	The teacher-parent relationship	58
3.5.2	Areas and possibilities of parental involvement	61
3.5.3	Obstacles to parental involvement	64
<b>3.6</b>	<b>THE MANAGEMENT TEAM AND ACCOUNTABLE TEACHING AND LEARNING</b>	<b>65</b>
3.6.1	Quality teaching	66
3.6.2	A culture of teaching	74
3,6,3	A culture of learning	84
<b>3.7</b>	<b>SUMMARY</b>	<b>91</b>

## **CHAPTER 3**

### **THE ROLE AND FUNCTION OF THE MANAGEMENT TEAM**

#### **3.1 INTRODUCTION**

A school is a complex institution characterised by uncertainty as a result of the ambivalent nature and outcome of its task (Van Schalkwyk, 1994:14). Uncertainty, instability, uniqueness, conflict of values and the lack of a single technology or teaching method are characteristic of the context of the organization within which school management teams function. The school management team should always be aware of these characteristics and be adequately equipped to fulfil their roles in such a manner that teaching and learning can take place effectively (Badenhorst, 1993:3; Van der Westhuizen, 1995:1). Therefore, all the members of the school management team should be capable of understanding and interpreting the different realisations of the school in order to carry out the task of teaching and learning effectively (Owens & Shakeshaft, 1992:11).

De Witt (1993:9) maintains that the role of the school management team, especially that of the principal, is presently undergoing significant change. Traditionally educational leaders were merely head teachers and the task of the school was of limited complexity. However, with the advent of the new South Africa, where sudden and unpredictable change in attitudes, social structures and even legislation is the order of the day, it is becoming increasingly clear that the role of the school management team should not simply be the maintenance of the school's organisational structure or the adjustment of the management processes in the school (Pretorius, 1994:83). A novel approach to principalship and leadership

in terms of organisational commitment is called for. Theron and Bothma (1990:89) say a more creative, dynamic approach is required in a collaborative framework that will facilitate organizational commitment and change. The school demands that the management team retain credibility as leading professionals and executive educational managers. At the same time they are expected to promote good public relations between themselves, the staff, the learners and their parents in an effort to promote a culture of teaching and learning, and in so doing the educational goals of the school (Hoberg, 1993:67).

Valentine and Bowman (1991:1) maintain that the management team occupies unique leadership positions and is first and foremost responsible for creating, nurturing and shaping a positive school environment in which professional responsibilities are accepted and shared collegially among the staff. The management team provides the direction to develop goals and establish expectation (Badenhorst & Scheepers, 1995:25; Van der Westhuizen, 1995:32).

According to Pillay (1998:60) members of the school management team must be both educational managers and leaders in order to promote a culture of teaching and learning. As managers they must ensure that fiscal and human resources in education are used effectively for achieving organisational goals. As leaders they must display the vision and skills necessary to create and maintain a suitable teaching and learning climate or environment, to develop goals and to inspire other teachers to achieve these goals.

Alan and Paisey (1987:10) say the school management team should possess the following qualities in order to be effective in creating a culture of teaching and learning in schools:

- . The management team should set high premiums on the value of good human relationships within the school.
- . They must be prepared to serve the school and the community.
- . They should be able to give instructions and see that it is carried out sufficiently.
- . They must earn the approbation of their subordinates.
- . They should put the satisfaction of their subordinates' *spiritual and physical needs first*.

In this chapter the composition, role and function of the management team will be discussed.

### **3.2 THE COMPOSITION OF THE MANAGEMENT TEAM**

The management team of a school consists of the principal, deputy principal(s) and the heads of department (cf. 1.4.5). Each member of the management team is charged with specific duties involving organisation and decision making, leadership and policy formulation that would ensure effective education. *The roles of the members of the management team will be explained under the next heading.*

### **3.3 ROLES OF THE MEMBERS OF THE MANAGEMENT TEAM**

Every person in the teaching profession who is charged with duties involving organisation and decision making, leadership and policy formulation is in fact engaged in management which entails the initiation and maintenance of dynamic interaction that could lead to more effective education and teaching (De Witt, 1993:8). The members of the school management team are, however, appointed in a managerial position with

specific assigned duties. The discussion which follows will focus on the roles of the members of the school management team.

### **3.3.1 The principal as leader of the school management team**

The principal manages the school as an enterprise for the realisation of the functional task of the school, namely teaching and learning (Kruger, 1995:7). In order to manage the school as an organisation, the principal should execute certain management functions such as planning, policy-making, organising, leadership, controlling, decision-making, motivation and communication within certain areas of management. Pillay (1998:56) says school management can therefore be regarded as all the management activities or management tasks of principals, in conjunction with their management teams, within particular areas of management, with the intention of facilitating effective teaching and learning by creating a culture of teaching and learning (Shah, 1994:3).

Beare, Caldwell & Millikan (1989:83) describe the school as a *multidimensional organisation*, since the principal's management functions can be divided into different areas, and add that the application of management functions might differ within these different areas. Kruger (1995:8) identifies the following four management dimensions or domains that will incorporate the different management areas and in which management functions and approaches will be differently applied:

- . **The operational dimension.** This includes ordinary routine in the school
- . **The project and planning dimension.** The focus in this area is on special projects that need temporary measures.

- . **The professional dimension.** This entails teaching and learning areas.
- . **The political dimension.** This refers to policy making aspects, school-community and parent-management bodies.

The primary task and responsibility of the principal, however, remains the management of all aspects of the school as a complex organisation in such a way that it can contribute to the actualization of effective teaching and learning by creating a culture of teaching and learning (Lemmer & Squelch, 1994:10). Recent research shows that principals can also exert considerable influence on teaching and learning despite the fact that these activities occur in the isolation of the classroom, away from their colleagues (Owens & Shakeshaft, 1992:10). Authors such as Beare, Caldwell and Millikan (1989:98) and Firestone and Wilson (1985:9) and Kruger (1996:10) emphasise the principal's influence on the effective actualization of teaching and learning through their various management and leadership functions in the formal structure of the school as well as in respect of the school's organizational climate and organisational structure. They say while the formal organisational structure restricts as well as facilitates the educative task of the teacher, the school's climate and culture form the basis on which the teacher is able to use the formal structure, with all its limitations and potentials. Principals are the managers of complex organisations in which teachers should enjoy a great deal of autonomy in the classroom and the climate and culture of the school from the cohesive factor in focusing their activities on effective teaching and learning.

School management is directed at the effective realisation of educative teaching and entails the application of management actions in a number

of management areas of the school. The school principal occupies a special position in the school and his or her influence in creating a culture of teaching and learning is decisive for the effective functioning of all facets of school life. The principal's leadership, among others, determines the following (Kruger, 1995:5):

- . The school climate.
- . The climate of teaching and learning events.
- . The morale of personnel members.
- . The school's success.

The school principal is both a professional leader and a manager of the school, and his management and leadership style also affect classroom management and, therefore, the learner's performance. Teaching is a very personal activity that can take place in isolation in every classroom - *the principal can influence its affectivity by means of his leadership style, his personality and his educational leadership programme, which includes the following (Badenhorst, 1993:33; Pillay, 1998:59):*

- . Formulating and disseminating the mission of the school,
- . Didactic guidance.
- . Remediation.
- . Climate creation.

The principal's attitude towards the important role played by educative teaching in the school programme must be clearly reflected in his educational leadership style. 'As the principal, so the school', an axiom as old as schooling itself, simply means that nobody has a greater influence on every facet of school life than the principal as the chief educational leader (De Witt, 1993:9). The principal's perception of

*education and teaching is amplified in all facets of his schools' life, and his personality not only influences the job satisfaction of all his staff members, but with the passage of years becomes a cardinal factor that guides the morale and quality of the school as an educational institution in a particular direction (Shah, 1994:18). An incompetent teacher can do considerable damage at a school, but this is far surpassed by the influence of an incompetent educational leader, who not only disrupts the school's administration and organisation to the core, but can derail the entire education potential of the school in short order.*

*During the past few decades the role of the educational leader has undergone a radical change - both professional training and experience to manage a school is needed today . Traditionally the educational leader was merely the head teacher and the task of the school was of limited complexity (Van der Westhuizen, 1991:1). According to De Wet (1981:143) the traditional view was that a competent teacher with a number of years experience, and the right personality, was well equipped for the task and demands of principalship. The ability needed by an educational leader to perform certain management tasks could be developed through experience (Theron & Bothma, 1990:87).*

*De Witt (1993:9) maintains that the educational leader is not only the pivot on which the whole administration and organisation of the school turns, but as a key figure he is held responsible for the quality of the teaching offered to the children of the whole community. He is a manager of a school and the organizer of all its multifarious activities. At the same time he also serves as the educational representative on committees and boards offering representation to other special institutions. In society at large he is also the embodiment of the principles the school stands for (Van Wyk, 1994:18).*

Bush (1989:23) says a school principal has to meet egregious demands and the exacting and highly varied nature of his task is apparent from the many divergent functions he performs, namely those of father, confessor, chief justice, educational statesman, professional negotiator, initiator, coordinator, organisational analyst, entrepreneur of change, administrative mechanic, pastoral leader, idealist and realist, pioneer and preserver of the status quo, technical educationist, to name but a few. As the manager of a school the principal can never escape his leadership task (Basson, Van der Westhuizen & Niemann, 1991:21). This accounts for the close interdependence between the quality of a principal's leadership as it manifests in the practice and the effectiveness of his educational management.

Recently a great deal of research has been done in order to identify the properties of efficient schools. One of the most general conclusions of this 'effective-schools research' is that a principal can exercise significant effect on the efficiency and success of the school (Beare, Caldwell & Millikan, 1989:153). In addition changes are taking place in education the world over that are resulting in the decentralisation of decision making powers to school management level, which is further reinforcing the role of the principal as a key figure in the provision of effective teaching and learning (Kruger, 1995:7).

Bush (1989:3) and Marsh (1992:391) say that in order to manage the school effectively, principals should execute certain management functions such as planning, policy making, organising, leadership and controlling. According to Van der Westhuizen (1991:47-49) and Purkey & Smith, (1983:443-444) the task analysis of the principal's work have highlighted the following management areas:

- . personal issues;
- . teaching and learning issues;
- . learner concerns;
- . physical facilities;
- . routine school administration;
- . financial affairs;
- . school-community relations; and
- . classroom management.

The quality of a principal's performance as the leader of a team of highly trained, carefully selected professionals is decisive for a school's success or failure in achieving its primary objectives. In a paper titled "Onderwysleierskap", De Witt (1993:10), pointed out the overriding importance of a principal's leadership task for the successful operationalising of a school. He identifies the following leadership roles that have to be assumed by the principal in practice:

- . professional leader;
- . spiritual leader;
- . administrative leader;
- . leader in authority; and
- . community leader.

According to Conradie (1990:26) a leader is a visionary that energisers. He distinguished two key dimensions in this regard, namely creating a vision for the future and inspiring people to make the vision a reality. Principals with a vision of a better school must also have knowledge, understanding and skills to inspire their staff members, followers and clients to make that vision a reality. Kruger (1995:2-7) calls the following skills the 'ten commandments' of leadership:

- . Treat every one with respect.
- . Set the example for others to follow.
- . Be an active coach.
- . Maintain the highest standards of honesty and integrity.
- . Insist on excellence and hold your people accountable.
- . Build group cohesiveness and pride,
- . Show confidence in your people.
- . Maintain a strong sense of urgency.
- . Be available and visible to your staff.
- . Develop yourself to your highest potential

The principal is the most important leader in the school but is not the only person who is responsible for the school governance - the principal should be supported by an efficient team of staff and the parent community. According to Lemmer and Squelch (1994:11) and Oosthuizen (1994:143) the most important functions of the principal are:

- . **Educator.** First and foremost the principal should be a good teacher so that he or she understands the educational needs of the child and is able to develop and manage a sound instructional programme. The principal should also be in a position to advise staff on all educational matters relating to learners.
- . **Manager.** A principal has to be a good manager. This implies an ability to plan, organise and supervise and motivate people. Principals also need to be financial managers because they are becoming increasingly responsible for the financial control of the school.

However, the principal's function is not exclusively confined to educational management. Since he is the leader in a school, management is only *one* of his many tasks, and it would therefore be a mistake for him to act the part of an educational manager plain and simple. Constant vigilance is required to guard against over-emphasis of school management at the cost of all other leadership activities (Van Schalkwyk, 1994:14).

### **3.3.2 The deputy principal**

Although the deputy principal is an important and dynamic resource in schools and in the continuing improvement of education, most teachers describe the role of the deputy principal as follows: "The deputy is a teacher whose main function is to deputize for the principal during any absence. The main duties are as a 'go between' (keeping the staff and principal informed of what the other side is thinking) and organizer doing those jobs no-one else thinks are a part of their responsibilities" (Reay & Dennison, 1990:41).

According to Van der Bank (1997:116-117) the role of the deputy principal in the day to day functioning of the school is a combination of the following assigned, expected and assumed tasks:

- . **Assigned tasks.** These tasks are expressed in job descriptions, organizational structure and directions from superiors. These tasks include:
  - . Participation in the schools decision making team.
  - . Shared responsibility for student discipline, attendance and activities.
  - . Involvement in teacher evaluation and supervision.

**Expected tasks.** These tasks are communicated through tradition, training programmes and interacts with staff, parents and learners. The following could be included as expected tasks:

- . Awareness of national and local laws and policies that refer to learner discipline.
- . Assistance in enhancing learner attendance responsibility.
- . Involvement in activities of the school that include parents and the community.

**Assumed tasks.** This consists of that which the deputy principal chooses to do to complement and expand upon the assigned and expected tasks. It can be creative and active and provides the deputy principal with opportunities for a more active role in the leadership of the school. Among others the deputy principal should:

- . become more active as an instructional leader;
- . maintain instructional expertise in his/her own teaching strategies;
- . secure resources for teachers to enhance their classroom performance; and
- . work with the principal and management team to enhance student learning.

The effectiveness of the deputy principal will be largely determined by sound and successful relationships with the principal, the management team, teachers, learners and parents. Sallis (1993:12) and Van der Bank (1997:117-118) describe these relationships as follows:

**(1) Relationships with principal**

The principal should take a personal interest in the professional development of the deputy principal. The principal should also make continuous efforts to utilize all abilities of the deputy principal by establishing a major role for him/her in the school management team. The deputy principal on the other hand must co-operate and diligently carry out all the responsibilities assigned to him/her in ways that complement the principal's effectiveness. The principal and the deputy principal should form a leadership partnership in the management of the school recognizing each others important contribution to the success of the school.

**(2) Relationship with staff**

The staff must view the deputy principal as a person with knowledge and abilities that could help the teachers in a variety of ways. The deputy principal should recognize the difficult job of the classroom teachers and should provide support and assistance wherever possible. The staff should have reasonable expectations of the deputy principal regarding learner discipline, and the deputy principal should support the teachers on issues of learner discipline. The deputy principal must provide the staff with guidance regarding laws, rules and regulations in connection with learner discipline.

**(3) Relations with learners**

The deputy principal must promote positive relationships with all the learners in order to be seen as an objective, fair, reasonable but firm disciplinarian. Therefore the deputy principal should be viewed as

someone who is interested in the learner's personal and academic development.

**(4) Relations with parents**

Parent and parent bodies must develop a good understanding of the deputy principal's role in the school, as well as the valuable contributions that the deputy principal makes. The deputy principal must develop a good understanding of the parents' expectations. The parents must cooperate with the deputy principal in matters of learner discipline. The deputy principal must notify parents of problems with their children and involve them in the resolution of problems.

**3.3.3 Heads of departments**

The task of the head of department is a daunting one but also a potentially rewarding one. Although administrative functions take up a substantial amount of the head of a department's time, they still spend most of their time in contact with the learners, teaching their subjects (ELRC, 1998:9). The head of department is responsible for the management of the staff in his/her department and will be expected to support and encourage staff teaching their subject. He or she will usually be involved and accountable for what is going on in the classrooms. According to Shah (1994:11) the head of department must:

- . provide effective leadership to staff in his/her department;
- . manage the departmental team successfully;
- . have the knowledge and ability to delegate; and
- . be capable of motivating staff in his/her department.

Therefore, the role of the head of department does not only involve teaching a particular subject but also to organize the teaching of a subject(s) throughout the school (Mhlambo, 1993:63). The heads of department must acquire the necessary skills to do this. They must be able to chair meetings, to communicate a common vision and views within the department, to organize the allocation of resources and to motivate the experienced as well as the inexperienced teacher. Specific tasks of the heads of department are outlined hereunder (ELRC, 1998:9):

- . **Student progress.** It is the responsibility of the head of department to establish a clear framework (policy) for the teaching of the subjects in his/her department. This could be included in a departmental policy in a departmental handbook which must include aspects such as assessment, records of achievement, marking, reports and homework policy. *The department cannot, however, establish its policies in isolation from the school as a whole and the implementation of these policies is the responsibility of all staff, and not only one or two designated teachers. Two examples of policies that would be applicable to both the school and the department are to ensure that:*
  - . teaching and learning materials present positive images of different groups in the community; and
  - . all learners are encouraged to achieve to their maximum.
  
- . **Departmental finance.** The head of department must have knowledge regarding the allocation of funds to the department, a departmental budget, keeping accounts and a stock record.

**Departmental meetings.** The head of department is responsible for these meetings and must function as chairperson. Therefore the head of department must be knowledgeable about meetings, chairing the meeting, decision procedures and follow up.

**Staff development.** The staff which determines the quality of the learning environment is the most important resource in both the school and the department. Like any other resource, it can be put to good effect or be wasted. The head of department has a crucial role to play in the growth and development of the staff in his/her department.

### **3.4 FUNCTIONS OF THE MANAGEMENT TEAM**

The principal is dependent on teachers to help him pursue his vocation and management is necessary and present wherever someone is in control of people's activities and wants to direct those activities by offering guidance towards the attainment of collective goals. Seen in this light management includes the thought and action applied by supervisors towards dealing with problems and professional stress, towards finding solutions and making decisions (Owens & Shakeshaft, 1992:15).

According to Van der Westhuizen (1991:44) educational leadership is integral to the human-relations side of leadership in general. This is why most researchers are united in their contention that leadership must be seen not so much as a magical or exclusive, inborn quality, but as a function that is fulfilled in a particular group situation. Leadership is a complex human phenomenon in that it certainly has an intellectual character and presupposes a certain emotional involvement with physical

manifestations. According to De Witt (1993:11) for some individuals leadership may be an inborn quality, but it can also be acquired to some extent.

Musaazi (1982:49) and Shah (1994:18) say a leader must possess the following qualities:

- . . . A leader must be an esteemed person who knows and understands the character of the group - must understand his or her followers.
- . He or she must have prestige and a record of some achievement in the affairs of the group. He or she must be a symbol of the ideas for which the group stands. The members must be able to identify with the leader.
- . The leader must understand his or her followers - their fears, values, attitudes, frustrations, ideals and goals. A leader can only reach this stage by being in close contact with the group under him/her.
- . The leader must be adaptable so as to accommodate the changing barometer of human relationships.
- . The leader must strive for the upliftment of the groups morale. This endeavour will enable to keep the members together especially if the aims of the involvement imply a goal to be realized.

### **3.5 THE MANAGEMENT TEAM AND PARENTAL INVOLVEMENT**

One of the most important functions of the school management team is the involvement of parents in the formal schooling of their children (Vos, 1997:21). Responsible parents, whether from a wealthy culture or a poverty culture, consider their children's education important. They want to be kept informed of their child's behaviour to progress in school and to be involved in their children's formal education. Parent involvement in school activities is based on the natural right of parents to educate their children (Berger, 1987:15). If parents are not encompassed in the learning process, schools and school children are deprived of an essential source of support. From various research projects regarding the maintenance and improvement of home-school relations, consistent findings emerge, such as the fact that parent involvement in schools is significantly related to (Macbeth, 1989:38; Griffore & Boger, 1986:21):

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

#### **3.5.1 The teacher-parent partnership**

A teacher-parent partnership can be defined as a dynamic process whereby parents and teachers work together for the ultimate benefit of the child. The process involves collaboration on educational matters, setting goals, finding solutions, implementing and evaluating shared goals as well as inspiring and maintaining trust between parents and teachers. Teacher-parent partnership is intended essentially to promote and support

learners' learning, school performance and general well-being (Clark, 1989:34). According to Griffiths & Hamilton (1994:19) the assumptions underpinning parent-teacher partnership are:

- . Parents have a right to be involved as they have the final responsibility for their children.
- . All parents care about their children's welfare and well-being.
- . Parents want their children to succeed academically.
- . Parents want to co-operate.
- . All parents can make a contribution.
- . Schools do best when they involve parents.
- . The skills of parents and teachers compliment one another.
- . Parents can provide vital information and offer valuable insights about their children.
- . Parents can help improve their children's academic performance, attitudes and aspirations.
- . Parents can assist in the management of the school.
- . Parent involvement reduces misunderstanding and possible conflict with the school.

Pillay (1995:102) is convinced that parents should become more actively involved in the teaching programme in schools. When parents become involved in the instructional process, they are more likely to make school a priority of their children and their children are likely to achieve better. As parental visits to school are made, knowledge about the learner is increased. With this knowledge, parents are better able to assist the school in helping the learner to the fullest. Without this knowledge, parents and teachers may be at cross purposes or may each deal with the young person in ignorance of the other setting.

The possibilities for parents to become directly or indirectly involved as partners in school activities are almost inexhaustible. Berger (1987: 95-96, Oosthuizen, 1992:132) is of the opinion that parents can play an important part as:

- . **Spectators** who merely observe and show interest in what the school as the authority figure does with their children.
  
- . **Accessory volunteers** who provide treats and create parties with involvement geared only to a specific time and task after which they withdraw from the educational environment to await the next assignment.
  
- . **Resources** (workers in the classroom) in the school's instructional programme, developing resource materials and curriculum ideas or occasionally sharing their expertise.
  
- . **Policy makers** (participators) whose decisions directly affect the schools their own children attend.
  
- . **Teachers** of and the one continuous force in the education of their children from birth to adulthood.
  
- . **Collaborators** and problem solvers, reinforcing the school's efforts with their child and helping to work out solutions to problems, such as discipline or safety.
  
- . **Audience**, attending and appreciating the school's as well as their child's performances and productions.

- **Supporters**, providing volunteer assistance to teachers, the parent organisation and to other parents.
- **Advisors and co-decision makers**, providing input on school policy and programmes through membership in *ad hoc* or permanent governance bodies.

### **3.5.2 Areas and possibilities of involvement**

Many of the barriers to effective parent involvement can be eliminated by recognising the many roles parents can play and by involving them in school activities (Wolfendale, 1989:41, Griffore & Boger, 1986:19-20).

#### **(1) Formal parental involvement**

Parents can serve on formal parent bodies, for example school committees, governing bodies and management councils which are statutorily constituted bodies whose membership requirements and functions are stipulated.

Parents can be selected for non-formal parent bodies, for example parent-teacher associations, are non-statutory, free and autonomous associations or committees which are instituted by parents and teachers to coordinate and arrange a variety of school functions and activities.

#### **(2) Informal parent involvement**

The average parents who are not part of one or other body should be included in other ways, so that they may be of assistance to the school.

**(a) Classroom assistance**

Although this aspect is controversial, volunteer parents can effectively assist with classroom activities, especially in primary schools. Examples of classroom assistance include the following (Dekker, 1994:14-15):

- . Reading to groups of children.
- . Listening to reading, spelling, etc.
- . Giving talks to learners.
- . Supervising classes when teachers are absent.
- . Assisting with art work and teaching displays.
- . Library assistance.
- . Preparing material and equipment.
- . Invigilation during examinations.
- . Serving as an interpreter for non-English speaking learners.

**(b) Extra-curricular activities**

Parents can be invited to assist in the organisation and management of extra-curricular activities. Even working parents can be involved in evening activities and week-end events. Examples of extra-curricular activities are (Pillay, 1995:131):

- . Supervising activities at school.
- . Running societies.
- . Coaching sport.
- . Organising sport and cultural events.
- . Transporting learners.
- . Catering.
- . Fund-raising.

**(c) Help with the day-to-day running of the school**

Parents as well as other members of the community can perform a variety of routine tasks which are essential for the day-to-day running of the school. Examples of help with day-to-day running of the school include the following (De Witt & Booyesen, 1995:55):

- . Maintenance and repair of school facilities.
- . Protection of school facilities.
- . Gardening.
- . Assisting with school newsletters and school magazine.
- . Helping with playground duty.
- . Help to notify other parents of important events.
- . Accompanying learners on field trips and excursions.
- . Help arranging parent talks, information evenings, etc.
- . Serving as an interpreter for non-English speaking parents.

**(d) Parent involvement in learning activities at home**

A very important part of parent involvement is assisting with learning activities at home. The following activities may be co-ordinated by parents with or without the knowledge of the teacher (Dekker, 1994:14):

- . Creating a suitable learning environment.
- . Supervising homework.
- . Help with homework problems. ✓
- . Listening to reading.
- . Playing educational games.
- . Telling stories.
- . Checking that homework assignments are complete.

### **3.5.3 Obstacles to parental involvement**

Although there is often a great deal of support for increased parent involvement in education, in practice it is generally poor. Certain barriers (parental obstacles) to effective and successful parent involvement can be identified (Vos, 1997:19; Pillay, 1995:126):

- . **Feelings of intimidation.** Parents feel overwhelmed and intimidated by the school environment, especially if the school does not have an inviting, open-door policy.
  
- . **Parents want to help but don't know how.** Many parents would like to participate more in the formal education of their child but are unsure of their rights and the activities in which they can become involved.
  
- . **Parents' negative feelings about school.** Parents who have had unpleasant school experiences develop negative attitudes which prevent them from taking an interest in the school and in their child's school work. Negative attitudes which a parent might have are also easily transferred to the child, which can reduce motivation as well as have a negative effect on the child's academic and behavioural performance.
  
- . **Parents' negative view of teachers' competence.** Some parents, for various reasons, doubt and question teachers' abilities and professional competence and often communicate these feelings to their children. This can affect the child's motivation to learn.

**Difficult work schedules.** Many parents simply cannot be involved in their child's education because of the nature of their occupations. Efforts need to be made to find ways of making it possible for involving these parents, especially in home-based activities.

**Cultural barriers.** Some parents are excluded from participation in school activities because of cultural aspects. Parents who do not speak the language of the school are often excluded because they are unable to communicate with staff.

**Socio-economic barriers.** Parents from a lower income group often do not get involved in school activities even though they are generally strong supporters of education.

**Single-parent families.** While single parents may share the same interests and aspirations for the education of their children as two-parent families, circumstances might prevent them from attending and participating in school functions. They are viewed as un-supportive and uncaring. These parents can be included in more home-based activities.

### **3.6 THE MANAGEMENT TEAM AND ACCOUNTABLE TEACHING AND LEARNING**

Accountability refers to the educator's duty to give account of having executed his task of educating the child in terms of set criteria and determined standards - in other words whether the task of educating the child has been satisfactorily completed (Wolfendale, 1989:66). The fact that parents are empowered legally to delegate certain rights and duties

to the school management team renders them accountable to the parent community (Prinsloo & Beckman, 1995:42). Creating a culture of teaching and learning involves the creation of accountability and responsibility (Van der Westhuizen, 1995:173)

### **3.6.1 Quality teaching**

The child wants to become a responsible adult. Whatever the innate abilities and motivation, which are obviously important, the child cannot realize his potential if his need for adult support is not met. Every normal healthy child has the need for and willingness to enter into a relationship with a supportive adult (Vrey, 1990:205).

For quality educative teaching to be possible careful planning on the part of the school management team is essential. Planning may be seen as a reflection of a basic or theoretical manner, policy, rules, procedures, strategies, methods, skills and expertise by the management team to achieve and realize educational aims and objectives through people and resources (Pillay, 1995:62). Planning also includes setting out information in an orderly fashion, and the decision-making process of selecting the best methods to achieve the educational objective (Theron & Bothma, 1990:181).

Hoberg (1993:65) believes that school managers occupy a unique leadership position and thus exercise influence in structural, operational and instructional matters in the school. What is achieved in the school in terms of the quality of teaching will invariably depend on the crucial leadership role of the management team and their ability to foster organisational commitment among the staff and learners (Pillay, 1998:81).

According to Van Schalkwyk (1988:28) and Dreckmeyr (1989:52) quality educative teaching comprises five essential components, namely educand, educator, educational content, teaching and learning and the aim of education. Du Plooy, Griessel & Oberholzer (1987:21) and Van Rensburg, Landman and Bodenstein (1994:370) say in order to obtain a particular educative goal educative teaching is essentially the unfolding of a child's potentials by:

- . an educator/teacher;
- . means of educative content; and
- . the execution of teaching and learning.

The task and purpose of the school are to provide educative teaching (Badenhorst, 1995:3). This task has many facets and areas of specialization that require proper planning and organization as an aid to achieving the purpose of ensuring quality teaching (Squelch, 1994:9). The White Paper of Education suggests, among other things, the following principles on which the education policy should be based (Department of Education, 1995:21):

- . The over-arching goal or policy must be to enable all individuals to value, have access to, and succeed in lifelong education of good quality. Educational and management processes must put learners first.
- . The system must increasingly open access to education of good quality.

In the school, as one of the most important educative institutions, the educative medium is based on an act or situation which is expressly

executed with the object of attaining the education aim (Van den Aardweg & Van den Aardweg, 1990:73). Therefore, the essence of all the principal's responsibilities is the quality of the educative teaching received by the learners both within and outside the classroom (Duke, 1987:34). The educational programme should constitute a school's most important management area since a school's success is ultimately measured by the effective tuition learners receive from it. The matters that receive the management teams preferential attention in the educational programme of the school are as follows (Galvin, 1990:51):

- . Determining of objectives.
- . Co-ordinating curricula.
- . Didactic direction.
- . Enrichment programmes.
- . Evaluation and examination.
- . Remediation
- . Climate creation.

According to Taute (1987:38) the school management team has to cultivate a positive and professional climate when value added leadership will inspire teachers and learners to achieve their educational goal first on a 'satisfactory level' and then to 'achieve extraordinary performance'.

Schools are, after all, human intensive, and the inter-personal needs of learners and teachers are of sufficient importance that should they be neglected, schooling problems are likely to follow. High student motivation to learn, and high teacher motivation to educate are pre-requisites for quality teaching and must be effectively addressed by the school management team (Sergiovanni, 1990:53; De Beviöse, 1984:16).

For quality teaching to take place teachers should be inspired to work to the best of their ability (Mhlambo, 1993:66). They must view their teaching duty as part of a national duty. If this is done then every teacher is expected to make a success of the objectives of education. Ability is one of the pre-requisites for some-one who has to act as a leader . When the ability of a staff member is mentioned, this is usually a reference to his didactic ability (Bone, 1983:84). The teacher should be an expert on the subject that he or she teaches, and should possess the didactic skill to convey this subject to the learners. Here proficiency in a subject, however, is not the only requirement for quality teaching to take place. The educator must be able to lead his learners, to meet them, to understand their personal needs and to make it clear through his behaviour that he respects them as individuals (Van Rooyen, 1993:89).

Smith (1997:35) says quality teaching leads to quality learning, and the key to quality teaching is the type of leadership that the school management team provides directly and promotes among educators. According to Bradley (1993:41) quality teaching could be realized if the school management team possess knowledge in the following areas:

- . Experimentation in educational renewal.
- . Contact with and analysis of classroom procedures.
- . Creation of procedures by which to monitor the effectiveness of instruction.
- . The guidance of beginning teachers.
- . In-service training and staff development of teachers.

The following properties are characteristics required of principals to be good instructional leaders resulting in the provision of quality teaching and learning (Kruger, 1994:28):

- . They should be dedicated to the aims of the school.
- . They must have insight into the instructional programme of the school.
- . They should have positive relationships with teachers and learners.
- . They should show consideration for others.
- . They must support the staff and learners.
- . They should practise participative management, which include teachers, learners and the community.
- . They must practice strong and visible leadership.
- . They should mobilise aids in the attainment of the school's objectives.
- . They must have high expectation.
- . They must place a premium on the orderly running of the school's instructional programme and show this by not interrupting it unnecessarily.

It is the task of the principal to guide the learners and the teachers in the school towards realising the school's objectives (Blairs, 1993:31; Hallinger & Murphy, 1987:57). Because the principal's task is so complex, he or she cannot always be available to give each individual teacher intensive assistance and instruction in this regard. However, a principal can use various methods to ensure effective teaching in a school. These methods can be divided into three groups, namely:

- . **Effective administrative management.**
- . **Instructional leadership through team work.**
- . **Personal instructional leadership to teachers.**

**(1) Effective administrative management**

Effective administrative management is aimed at effective teaching and would include elements such as the following (Steyn, 1993:36):

- . **Time utilisation.** The efficient use of teaching time can be ensured by:
  - . Allocating the correct time and periods according to departmental prescriptions:
  - . introducing fixed periods; and
  - . avoiding unnecessary encroachment upon lesson periods.
  
- . **Composition and sizes of classes.** The principal and his or her management team must ensure that with the drawing up of the school time table that classes have been composed as efficiently as possible.
  
- . **Provisioning.** The principal must ensure there is an effective provisioning system to support the teaching programme adequately.
  
- . **Division of work.** The principal's work division must be as balanced and as fair as possible so that staff can proceed unhindered with their teaching task.

**(2) Instructional leadership through team work**

The principal can use an instructional leadership team to assist him or her in his or her task. *Vice-principals, heads of departments and senior*

teachers act as subject heads and so contribute to the improvement of teaching and the development of abilities of the staff. Heading specific subject teams, the instructional leadership teams will undertake the following tasks (Theron & Bothma, 1990:96):

- . subject meetings;
- . interpretation of syllabi;
- . subject policies;
- . subject files; and
- . subject control.

### (3) Personal instructional leadership to teachers

The principal can give staff members personal instructional leadership by means of the clinical instructional leadership or class visit model (Van Heerden, 1990:13). If correctly applied, the clinical instructional leadership model can be invaluable for both teaching and staff development. Clinical instructional leadership involves the following (Pretorius, 1988:168):

- . Professional observation of the teaching and learning events in the classroom.
- . Improvement of the teacher's teaching abilities with a view to professional development.

According to Bush (1989:168) and Smith (1994:37) instructional leadership also has the following characteristics:

- . It involves the *face-to-face* interaction between the instructional leader and the teacher.

- . It is based on a sound relationship between the instructional leader and the teacher.
- . It is a clinical process.

Sergiovanni and Starratt (1988:359) identify the following steps in the clinical instructional leadership process:

- . A positive relationship is established between the instructional leader and the teacher.
- . A lesson is planned jointly.
- . The observation strategy is planned jointly.
- . The instructional leader does the observation.
- . An analysis of the teaching acts is done by the instructional leader.
- . The instructional leader plans a consultation strategy and prepares for consultation.
- . The teacher and the leader conduct consultations with a view to understand events in the classroom.
- . The instructional leader plans a follow up observation.

Tuition is the key activity in a school and the management team is involved in this activity as professional leaders of the school (Kruger, 1994:6). They must ensure that quality teaching takes place in the school. Owing to the complex nature of his or her task the principal cannot always provide intensive assistance and guidance to each individual teacher on the staff in this regard. The principal has to resort to various methods of ensuring effective teaching in the school, for which the following are examples (Galvin, 1990:57; Berliner, 1990:9):

- . Effective administrative management so that tuition will be effective.
- . Making use of a team of instructional leaders e.g. deputy principal and heads of department.
- . Clinical management direction.

The principal can make use of a team of tuition leaders to assist him with the clinical management direction. Deputy heads, heads of departments and senior teachers act as subject heads in order to contribute to the improvement of teaching and the development of personnel. As a leader of particular subject groups the team of tuition leaders will take care of the following matters, among others (Theron & Bothma, 1990:96):

- . Subject meetings.
- . Interpretation of Syllabus.
- . Subject policies.
- . Subject files.
- . Subject monitoring.
- . Class observations.

### **3.6.2 A culture of teaching**

According to Smith and Pacheco (1996:3) a culture of teaching and learning refers to the attitude teachers have towards teaching and the spirit of dedication and commitment in a school which arises through the joint effort of school management and the input of the teachers (cf. 1.4.2). Attitude towards teaching refers to the attitude teachers have towards, or interest they show in teaching in a school. Attitude towards teaching or the teaching climate also points to the 'mood', 'aura', 'commitment' or 'dedication', with regard to the teaching task in a

school. In the light of the above a 'culture of teaching' can be described as the teaching climate in a school which inhibits or facilitates teaching.

Pillay (1998:84) maintains that research literature forcefully argues that the principal sets the tone in the school, that he or she cultivates the quality of the school climate and that coupled with his or her distinctive management style, the principal's influence is of strategic importance to facilitate organisational commitment. In their research Tarter, Hoy and Bliss (1989:132) conclude that the behaviour of the principal influences the degree of commitment and loyalty to the school. The principal's ability, or inability, to cultivate and to promote a healthy school climate will invariably have either a positive or a negative influence on the organisational commitment. Kruger (1994:14) states that the principal is the model for the staff; the way he or she relates to the staff influences the school climate - the principal encourages involvement, creative problem solving and parity in decision-making.

Researchers such as Neagly & Evans (1981:131) support the salience of the principals role as the main initiator and promoter of a positive, yet professional school climate in the context of organisational commitment. Organisational climate relates to the effectiveness of the school. The creation of a positive organisational climate is a cardinal element of the principal's task of tuition guidance . Some of the issues to which the school management team should pay attention in this regard are the following (Pillay, 1998:84):

- . Reinforcement of collegial relations.
- . The visibility and accessibility of the management teams presence in the school.
- . Knowledge and understanding of the teachers' needs,

desires and expectations.

- . Setting high but attainable expectations.
- . Work notation.

Authors such as Purkey and Novak (1988:21) and Swart (1988:38) say there is a clear connection between the school's organisational structure, for which the management team is responsible, and the teachers' attitude toward their work. Professionally orientated organisational structures produce increased job satisfaction. To foster and maintain a school climate where the majority of staff are committed to their work, an efficient outstanding management and leadership style is essential and should include (Kruger, 1994:2):

- . flexibility and adaptability to the situation;
- . setting a personal example, linked to a vision that inspires emulation;
- . increasing the personnel's professional authority; and
- . insight into effective management of the teaching programme.

The initiation and maintenance of sound human relations are seen as being of paramount importance for school effectiveness and contribute directly to a positive and healthy school climate (Van Rooyen, 1993:74). Personal relationships that the management team should attend to include the following (De Witt, 1993:20):

- . The management team's relations with staff, learners and parents.
- . *The various relationships between members of staff.*
- . The relationships between learners.

In order to restore a culture of teaching and learning in schools it would be the task of the management team to ensure that sound relationships are established between themselves and the staff, between educators and parents, as well as between staff and learners of the school (Oberholzer, 1988:24; Teichler, 1982:6).

Kruger (1994:24) and Anderson (1982:320) strongly believe that a positive school climate can improve the culture of teaching and learning in the following ways;

- . motivation;
- . a positive self-image;
- . a spirit of co-operation and collegiality;
- . involvement and dedication;
- . commitment to the school's mission;
- . job satisfaction; and
- . good interpersonal relationships.

According to Smith and Pacheco (1996:12) the ten universal principles of education to support total quality management and the restoration of a culture of teaching and learning are the principle of:

- . The educator being a role model to learners.
- . Positive and realistic expectations.
- . Emphatic listening and communication.
- . Valuing and respecting the uniqueness of every educand.
- . Increasing responsibility by the educand.
- . Love and care.
- . Positive and constructive intervention.
- . Trust.

Discipline and respect.

Hoy and Miskel (1982:110 and Theron (1992:6) say the work of teachers as professionals should be characterised by the following features to be conducive to a climate of teaching and learning:

- . Decisions are taken by teachers on the grounds of knowledge and expertise acquired during training.
- . Teachers act in interest of their students and not in their own interest.
- . Teachers' actions are characterised by impartiality and objectivity.
- . Teachers' relationships with their students are related to their technical task.
- . Teachers are loyal to their profession and students.
- . Teachers regulate their own conduct according to ethical codes of conduct.

What is achieved in the school in terms of quality of education will invariably depend on the crucial leadership of the management team and their ability to foster organisational commitment among staff, learners and parents (Hoberg, 1993:65).

A democratic leadership style by the management team will not force its decisions on others, but provide management by means of conviction and reason, will not seek its own gain, will use authority to serve common progress and will maintain and respect the ideals of those under its leadership (Mampuru & Calitz, 1993:58). If this does not happen, leadership is meaningless and does not provide direction, that is, if it does not aim for the realization of effective schooling. Basson, Van der

Westhuizen and Niemann (1991:193) says in order to promote a culture of teaching the leadership, which the management team provides, occupies a prominent position in the daily programme in respect of:

- . professional guidance to staff;
- . guidance in the school's extramural programme; and
- . guidance in the organised life of the school.

Love for a child is the cornerstone of education. Good teachers care for children. When teachers truly care about the well being of children in their care they help the children to feel secure and safe (Smith, 1997:16). Pedagogic authority differs from all other forms of authority because it has its roots in love. According to Vrey (1990:84) pedagogic love is the most important attribute in the educator-educand relationship. The components of the pedagogic love are knowledge, care, respect, responsibility and trust (Griessel, Louw & Swart, 1993;137).

Successful school management is associated, not only with setting a strong administrative example being supportive of staff and providing strong instructional leadership in a structural institutional pattern in which teachers can function effectively, but also with high levels of public relations which consists of adequate successful principal-teacher, principal-parent and principal-learner contact (Coulson, 1986:238). High levels of organizational commitment are to be found in schools where the staff have 'co-ownership' because they are allowed to participate in decision-making. Therefore, the goals of the organization and those of the individuals become increasingly integrated (Hall, Mackey & Morgan, 1986:176). The positive effects of participatory decision-making are most evident in the areas of teacher attitudes to professional work and their commitment to the school. Teachers who are allowed to participate

in the decision-making processes in terms of important matters (for example management of the school) are reported to reflect a high level of organizational commitment, not only in the community, but also in their day to day work-life situation. Moreover, teachers who are encouraged to participate democratically in the decision-making, are reported to be more positive and committed to the school as an organisation, show enthusiasm for the school, learners and parents, are willing to take on projects or to work on teams, are creative and innovative as they have co-ownership because of their participatory decision-making (Sergiovanni, 1990;10: Matlawa, 1989:13).

According to Smith (1996:24) professional guidance to staff includes guidance during staff meetings and subject committee meetings, class visits, demonstrations, discussions, orientation, supervision control, planning and preparation. It is also firmly believed that in order to promote a culture of teaching, educators need, among other things, the following (Department of Education, 1993:24):

- . a better quality of teaching and training;
- . education in professional conduct and work ethos;
- . education in being a role model to learners; and
- . better didactic training especially regarding the management of large classes.

Educators need to be motivated to teach in order to restore a culture of teaching. De Witt (1993:20) says schools develop and progress only to the extent to which they succeed in motivating and developing their teachers. Mills (1987:39) states as follows: "Motivation is the glue that holds an organization together, it is the stuff of progress". Schools are going through turbulent times at present. There are calls for reform,

renewal and change. Maehr, Midley and Urdan (1992:410) say there is often a tendency to dump these problems in the lap of education leaders (school management teams) with a succinct: "Do something!". The answer is simple and direct - motivate the staff at the school.

Mitchell, Otis & Mitchell (1987:184) defines motivation as the complex forces, incentives, needs, tensions and other mechanisms which start and maintain voluntary activity for the attainment of personal aims, indicating that this is an internally generated activity. Hoy and Miskel (1987:176) say that definitions of motivation emphasize the hard work people do in order to perform a specific task. According to Gray & Stark (1988:104) *most definitions of motivation contain three components:*

- . energising human behaviour;
- . canalising or directing behaviour by creating a goal orientation for the worker; and
- . maintaining and supporting behaviour.

According to Teichler (1982:236) and Basson, Van der Westhuizen and Niemann (1991:204) the following group of factors influence motivation:

- . factors in the teacher such as the need for acknowledgement;
- . factors in the working situation such as the significance, nature and interest of the work, opportunities for promotion, challenges presented by the work and opportunities for creativity;
- . managerial factors such as the quality of communication, just leadership, clear instructions, participation in planning; and

community factors such as relationships in the community, adjustment to community values and the attitude of the community to education.

Therefore, to motivate staff, educational leaders must have knowledge of the needs of the people, their work, their circumstances, the requirements of the community and effective management style - motivation and guiding further presume effective communication (Sergiovanni, 1991:41; Vecchio, 1991:118).

Effective communication plays a significant role in enhancing the culture of teaching. The ability to form and maintain caring connections with others (staff) depends largely on effective interpersonal communication skills. Education managers have the power to put an end to conflict, to decrease tension and gain co-operation of a teacher through the exercise of interpersonal communication skills. Furthermore, effective communication between people, especially between a manager and subordinates, is critical in achieving organisational objectives and therefore in leading people effectively (Rue & Byars, 1992:82). According to Badenhorst (1995:25) communication is the essence or core of effective and competent management. It is the focal point of management procedures and the lifeblood of any organisation because the manager's task is primarily concerned with people. Between sixty and eighty percent of the principal's working day is devoted to some form of communication (Dekker & Lemmer, 1993:2; De Wet, 1981:69).

Valentine and Bowman (1991:8) and Badenhorst (1995:27) state the following requirements for effective communication:

The message should be clear.

- . It should be accompanied by an explanation.
- . It should be complete and details showed should not be omitted.
- . it should be reasonable.
- . Communication channels should be clear and suitable to bring about effective communication.
- . The communication should be competent to transfer ideas and information clearly to others, and also be willing and able to apply ways of communicating.

The teaching situation is essentially a communicative one and good teaching requires effective communication. Teachers spend a great deal of time communicating with learners inside and outside the classroom. The complexity of the communication process in the classroom increases when communication takes place between people belonging to different cultures and who do not share the same language (Lemmer & Scquelch, 1993:26). Teachers working in multicultural situations have to become effective cross-cultural communicators. This means understanding and developing a sensitivity to students' cultural backgrounds and becoming more attuned to differences, both verbal and nonverbal, in the way people communicate.

Although the principal, in co-operation with the management team and the governing body, exercises overall control of all school matters, his or her main task is to promote a culture of teaching, and to ensure the educational and academic well being of the school. Shah (1994:20) and Theron and Bothma (1990:93) say this can, for example, be achieved by:

- . giving general guidance and advice to the teaching staff with respect to educational practice;

- . giving special guidance to inexperienced staff;
- . determining, in co-operation with his management team, which teachers will be used for different subjects and class groups;
- . holding meetings with subject heads with the purpose of discussing and determining broad academic policy;
- . attending subject meetings;
- . giving advice to teachers;
- . evaluating staff for, among other things, promotion;
- . as principal, he or she is responsible for the general discipline in the school;
- . the principal attends to the welfare of the staff and learners; and
- . the principal or a member of the management team liaises with parents and is an important link between parents and the Department of Education.

### **3.6.3 A culture of learning**

A culture of learning refers to the attitude learners have towards learning and the spirit and commitment in a school which arises through the joint effort of the personal characteristics of the learners, factors in the family, school related factors as well as societal factors (cf. 1.4.1). Nxumalo (1993:55) describes a culture of learning as the learning climate, attitude towards learning or "aura' in a school which inhibits or facilitates learning.

According to Pillay (1998:4) creating a culture of learning involves the creation of accountability. This means the development of a common purpose or mission among the school management team, teachers,

learners and parents with clear, mutually agreed and understood responsibilities.

Mhlambo and Zulu (Van Zyl-Slabbert, 1994:377) view the learning culture in schools as the behaviour that is directed at the acquisition of knowledge, firstly to meet specific criteria for the awarding of credentials necessary for employment in the labour market and secondly to facilitate the development capacity to engage in creative processes such as scientific inventions and discoveries. Successful learning depends on the quality of teaching by teachers. Study material should be presented in such a manner that the individual child must be able to learn successfully and derive the optimum benefit from teaching. The psychological atmosphere (school climate) ultimately determines the mental health of learners as well as their ability to achieve - a school climate conducive to learning is characterised by security, discipline, democratic relationships and mutual trust and understanding.

Pedagogic authority cannot be imposed on children, but can be acquired or developed through interaction between the educator and educand in a spirit of mutual trust, respect and understanding. The educator as a symbol of authority has to display certain qualities in his or her interpersonal relationship or contact with the educand in order to get him to accept and respect his authority (Grobler & Möller, 1992:35).

Smith (1996:18) says every human being has an inborn need of order and security. A disciplined environment creates a secure atmosphere in which the child can blossom. The educand is in need of guidance and externally imposed discipline. It is because of his natural mobility to discipline himself that the learner wants a caring educator who can discipline and guide him to responsible adulthood (Du Plooy, Griessel &

Oberholzer, 1987:167). According to Ferreira (1994:60) the source of pedagogic authority is not invested in the adult as such, but in his observance of the norms and values to which the adult is committed. The establishment of authority as one of the major aspects of all education and every education action is so significant that Griessel, Louw & Swart (1993:138) believe that if there is a lack of authority and sympathetic, but authoritative guidance, responsible adulthood can never be attained. This manifests that the relationship of knowing and the relationship of trust are pre-requisites for the existence of the relationship of authority (Kilian & Viljoen, 1990:171). The purpose of the child's education is not only adequate support and guidance toward adulthood, but also optimal realization of the child's unique potential (Landman *et al.*, (1992:22). The educand is a minor who also requires assistance, advice, and guidance from the adult to enable him to fulfil his vocation as a responsible person (Grobler & Möller, 1991:134).

Munnik and Swanepoel (1990:5-7) believe that the following tasks by an educator could promote a culture of learning:

- . to win the learners' confidence;
- . to show faith in their learners;
- . to show that he or she accepts the learner;
- . to show an interest in learners;
- . cares for learners and is sympathetic toward learners;
- . to make learners feel safe and secure;
- . to build up a stable, effective relationship with learners;
- . to show understanding of learners;
- . to exercise authority over the learners (set requirements and limits); and
- . to exemplify norms and values to the learners.

The relationship of upbringing between educator and educand is carried out by the adult's educative instruction and by the child's readiness to learn. Thus, education and learning are meaningfully connected as far as the child's becoming an adult is concerned (Le Roux, 1993:30). The school management team is required to fulfil a number of leadership tasks regarding the creation and maintenance of a culture of teaching and learning in a school. Blairs (1992:30), Lemmer and Squelch (1994:13) and Pillay (1998:51) identify the following tasks as some of the most important in promoting a culture of learning in a school:

- (1) **Building of a positive learning climate.** This depends largely on the attitudes of learners, teachers and parents towards learning and education in general. When education is valued and its importance recognised the chance of creating a positive learning culture increases.
- (2) **Ensuring safety and order in the school.** An orderly environment is essential for meaningful learning. The school should be free from disruption, chaos and danger. This also implies effective school discipline.
- (3) **Emphasis on achievement.** The principal who is ultimately responsible for management of the institutional programme, should set high standards for achievement. All learners should be expected to obtain established mastery levels and all teachers should be expected to ensure that their students reach the required levels.
- (4) **Monitoring learners' progress continuously.** The frequent monitoring and evaluation of learners' progress and their

performance in general and as individuals, can contribute to achieving good results. The information obtained can be used to *help students to improve their performance, to provide essential information to educators, and to address areas in need of improvement.*

- (5) Collegiality.** Another important leadership task is to develop positive staff attitudes and collegiality. This involves motivating and supporting staff, involving them in decision-making, promoting teamwork, instilling trust and confidence and showing appreciation for their work.

The school must provide its learners with a life-world environment where they feel secure enough to master new unfamiliar subject content. To accomplish this the school must meet certain essential requirements, *including the following (Kruger, 1995:60):*

- . The school must focus on the nature of the child.
- . It must create a habitable and safe life-world for the child.
- . It should be so equipped and managed that the child can be guided to full self-actualization.
- . It should create a didactic-pedagogic situation within which effective teaching and learning are possible.

The learners' most consistent approach to learning is referred to his or her learning style. In order to ensure that all their students are learning and achieving, teachers in a multicultural situation should learn to recognize their students' various learning styles. Often inability to learn is a result of teachers not recognizing and accommodating a student's learning style. Employing a diversity of teaching styles can help to

enhance students' performance, classroom behaviour and their attitude towards work (Lemmer & Squelch, 1993:113; Bennett, 1986:71).

Curzon (1986:12) describes the instructional management task of the teacher as deploying sources for, and planning and organising instruction in such a way that the pupils can learn as effectively as possible. The following aspects refer to the instructional leadership (management) area of the teacher (Kruger, 1994:21):

- . establishing and maintaining a learning environment;
- . interpretation of syllabus;
- . selecting and establishing teaching aims;
- . selecting appropriate teaching methods;
- . motivating learners, monitoring and controlling activities;
- . instruction (lesson presentation);
- . evaluation;
- . providing meaningful feedback; and
- . promoting learners' retention ability and transferring knowledge.

Mhlambo (1993:31) is of the opinion that a democratic style of classroom management correlates with an interactive teaching style. This teaching style requires that teachers should have a sound knowledge of their subject and of human nature so that they can encourage their learners to participate actively and meaningfully in teaching and learning activities. A democratic style of classroom management has several advantages, some of which are (Kruger, 1995:59):

- . Pupils participate confidently in classroom activities.
- . It encourages initiative and creativity.

- . The classroom atmosphere is relaxed, yet productive.
- . Learners feel that they are involved in teaching activities.

Healthy discipline in a school is a prerequisite for the success of school's curricular and extracurricular programmes. Discipline is an important element of school and classroom management and it ensures good results. According to Lemmer and Squelch (1994:46) the main reason for the necessity of discipline is the inability of the child (not-yet-adult) to impose self-discipline. As such the young child is in need of guidance and externally imposed discipline. The central notion of discipline is that the learner should submit to the superior knowledge and experience of the educator (adult) in order to learn from the educator. As such discipline can be seen as positive or pro-active. Smith (1996:18) says discipline aims at guiding and directing the child towards:

- . self-discipline;
- . a good moral character; and
- . responsible behaviour in accordance with personal and interpersonal convictions and practices.

In order to maintain order and discipline and enhance learning Kruger (1992:223) suggests the following measures for educators:

- . Lay down rules and procedures for classroom behaviour and apply them.
- . Exercise strong leadership to ensure good behaviour.
- . Adapt teaching and management to learners' ability and learning needs - know the learners.
- . Ensure that the lesson proceeds without interruption.
- . Guide learners towards self-discipline.

- . Set a personal example in all aspects.
- . Use suitable disciplinary measures to correct bad behaviour.
- . Be patient.
- . State clear expectations and goals.
- . Know your subject and prepare your lessons.

### **3.7 SUMMARY**

The school management team has the responsibility to equip and manage the school as an educational institution in order for it to fulfil its role in the education system and successfully realise the community's educational objectives. The conditions in the school form the environment within which the teachers and learners must fulfil their various functions. School management is the way in which the management team manages the school, creating an environment that promotes effective teaching and learning. The school management team should therefore understand how the school fits into its surrounding environment and the way it links up with the other components thereof. School management can be regarded as all the management activities or management tasks of principals in conjunction with their management teams, within particular areas of management, with the intention of facilitating teaching and learning.

Principals are the managers of school which are complex organisations in which individual teachers should enjoy a great deal of authority in the classroom, and the climate and culture of the school form the cohesive factor in focusing on effective teaching and learning. Effective school management which is imperative for the creation of a culture of teaching and learning, is therefore dependant on how principals exercise their management and leadership practices in the school.

Parents retain the primary responsibility for the education and actualization of their children. Consequently it is essential that parents should be involved with the school in creating a culture of teaching and learning. Parents therefore cannot and may not delegate to the school their privilege and responsibility of educating their children - they must be actively involved in the formal education (schooling) of their child

The culture of teaching and learning is closely connected to the spirit and attitude that prevails in schools. It reflects the manner in which teachers as well as learners approach educative tasks. It also refers to the levels of seriousness, motivation, discipline, hard work and dedication with which teachers as well as learners are engaged in teaching and learning respectively. Further more the culture of teaching and learning is related to teacher and learner morale.

Effective teachers and quality teaching are the essence of effective schools. The teacher, the individual who works with youngsters everyday, has the power to influence and shape learners like a potter moulding a piece of clay. A culture of teaching is characterised by a teacher's specific attitude or his ability to stay focused. It is an attitude of seriousness, sacrifice and dedication which he displays in the execution of his duties. There is no question that the role of the teacher must always be kept in perspective as a major determinant of effective teaching

This chapter will form the basis for the questionnaire to be utilised in this study. The following chapter will be devoted to the planning of an empirical investigation into the role of the members of the school management team in promoting a culture of teaching and learning.

## **CHAPTER 4**

<b>PLANNING OF THE RESEARCH</b>		<b>PAGE</b>
<b>4.1</b>	<b>INTRODUCTION</b>	<b>93</b>
<b>4.2</b>	<b>PREPARATION FOR AND DESIGN OF THE RESEARCH</b>	<b>93</b>
4.2.1	<i>Permission</i>	93
4.2.2	Selection of respondents	94
<b>4.3</b>	<b>THE RESEARCH INSTRUMENT</b>	<b>94</b>
4.3.1	The questionnaire as research instrument	94
4.3.2	Construction of the questionnaire	96
4.3.3	Characteristics of a good questionnaire	97
4.3.4	Advantages and disadvantages of the questionnaire	99
4.3.5	Validity and reliability of the questionnaire	103
<b>4.4</b>	<b>PILOT STUDY</b>	<b>109</b>
<b>4.5</b>	<b>ADMINISTRATION OF THE QUESTIONNAIRE</b>	<b>111</b>
<b>4.6</b>	<b>THE PROCESSING OF THE DATA</b>	<b>111</b>
4.6.1	Descriptive statistics	112
4.6.2	Application of data	112
<b>4.7</b>	<b>LIMITATIONS OF THE INVESTIGATION</b>	<b>112</b>
<b>4.8</b>	<b>SUMMARY</b>	<b>114</b>

## **CHAPTER 4**

### **PLANNING OF THE RESEARCH**

Research in the preceding chapters on the role of the school management team in promoting a culture of teaching and learning was conducted by means of available relevant literature. This literature study revealed that the role presently played by the school management team is not significant enough in promoting a culture of teaching and learning. In order to investigate the findings in the literature study it was necessary to undertake an empirical survey. The collection of data was through administering a self-structured questionnaire to principals, deputy principals and heads of departments in both secondary and primary schools. This chapter will focus on the planning of the research used in the investigation of the role of the school management team in promoting a culture of teaching and learning.

#### **4.2 PREPARATION FOR AND DESIGN OF THE RESEARCH**

##### **4.2.1 Permission**

With the aim of administering the questionnaire to members of school management teams of schools in the Durban South and Port Shepstone area, the researcher contact the relevant circuit inspectors by telephone and received verbal permission from them to conduct the proposed research. The *proviso* was, however, that permission should be obtained firstly from the school's principal before approaching the members of their school management team. This was also arranged telephonically.

#### **4.2.1 Selection of respondents**

In order to administer the questionnaire to principals, deputy principals and heads of departments, twenty schools from the Durban South and Port Shepstone regions were randomly selected. From each of these twenty schools four or five members of the management team were randomly selected to complete the questionnaire. This provided the researcher with 90 educators (management) as respondents, which may be considered an adequate sample for reliable data analysis.

### **4.3 THE RESEARCH INSTRUMENT**

#### **4.3.1 The questionnaire as research instrument**

According to Van Rensburg, Landman and Bodenstein (1994:504) a questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under construction. Van den Aardweg and Van den Aardweg (1990:190) say the questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information. Churchill and Peter (Schnetler, 1993:77) have shown that the measuring instrument has the greatest influence on the reliability of research data. The characteristics of measurement are best controlled by the careful construction of the instrument. There is, however, insufficient appreciation for the fact that a questionnaire should be constructed according to certain principles (Bless & Higson-Smith, 1995:106; Behr, 1988:155-156).

A well-designed questionnaire is the culmination of a long process of planning the research objective, formulating the problem, generating the

hypothesis, etc. A questionnaire is not simply thrown together. A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques (Huysamen, 1989:2). In their criticism of questionnaires Berchie and Anderson (Schnetler, 1993:61) object to poor design rather than to questionnaires as such. A well-designed questionnaire can increase the reliability and validity of the data to acceptable tolerance (Schumacher & McMillan, 1993:42).

It therefore stands to reason that questionnaire design does not take place in a vacuum. According to Dane (1990:315-319) the length of individual questions, the number of response options, as well as the format and wording of questions are determined by the following:

- . Choice of the subject to be researched.
- . Aim of the research.
- . Size of the research sample.
- . Method of data collection.
- . Analysis of the data

Against this background the researcher can now look at the principles that determine whether a questionnaire is well-designed. It is thus necessary to draw a distinction between questionnaire content, question format, question order, type of questions, formulation of questions and validity and reliability of questions.

#### **4.3.2 Construction of the questionnaire**

Questionnaire design is an activity that should not take place in isolation. The researcher consulted and sought advice from specialists and colleagues at all times during the construction of the questionnaire (Van den Aardweg & Van den Aardweg, 1990:198). Questions to be taken in the questionnaire should be tested on people to eliminate possible errors. A question may appear correct to the researcher when written down, but can be interpreted differently when asked to another person. There should be no hesitation in changing questions several times before the final formulation keeping the original purpose in mind. The most important point to be taken into account in questionnaire design is that it takes time and effort, and that the questionnaire will be re-drafted a number of times before being finalised. A researcher must therefore ensure that adequate time is budgeted for in the construction and preliminary testing of the questionnaire (Bless & Higson-Smith, 1995:115). All of the above was taken into consideration by the researcher during the designing of the questionnaire for this investigation.

An important aim in the construction of the questionnaire for this investigation was to present the questions as simple and straightforward as possible. The reasons for this were that not all members of the target population under investigation might be adequately educated to interpret questions correctly or familiar with the completion of questionnaires. Questions were formulated in English. The accompanying letter and instructions were also in English. The researcher aimed at avoiding ambiguity, vagueness, bias, prejudice and technical language in the questions contained in the questionnaire.

The aim of the questionnaire was to obtain information regarding the role played by the school management team in creating a culture of teaching and learning. In order to obtain the information needed for the purpose of this study the questionnaire was sub-divided into two categories as follows:

- . Section one of the questionnaire dealt with the information of the respondents and consisted of questions 1 to 6.
- . Section two, three and four of the questionnaire for principals, deputy principals and heads of departments focused on the school management teams' perspectives of their role in promoting a culture of teaching and learning.
- . Section two, three and four of the questionnaire consisted of 39 closed questions each. The respondents were requested to indicate their responses to the statements based on the school management's role in promoting a culture of teaching and learning in three ways, namely agree, disagree and uncertain.

#### **4.3.3 Characteristics of a good questionnaire**

Throughout the construction of the questionnaire the researcher had to consider the characteristics of a good questionnaire. The requirements necessary for a good questionnaire, that were considered by the researcher are, according to Van den Aardweg and Van den Aardweg (1990:190), Mahlangu (1987:84-85) as follows:

- . It has to deal with a significant topic, one the respondent will recognise as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter.
  
- . It must seek only that information which cannot be obtained from other sources.
  
- . It must be as short as possible, but long enough to get the essential data. Long questionnaires frequently find their way into the wastepaper basket.
  
- . Questionnaires should be attractive in appearance, neatly arranged and clearly duplicated or printed.
  
- . Directions for a good questionnaire must be clear and complete, and important terms must be clearly defined.
  
- . Each question has to deal with a single concept and should be worded as simply and straightforwardly as possible.
  
- . Different categories should provide an opportunity for easy, accurate and unambiguous responses.
  
- . Objectively formulated questions with no leading suggestions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a court of law.

Questions should be presented in a proper psychological order, preceding from general to more specific and sensitive responses. An orderly grouping of questions helps respondents to organise their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature. Annoying and/or embarrassing questions should be avoided if possible.

#### **4.3.4 Advantages and disadvantages of the questionnaire**

Data can be gathered by means of a structured questionnaire in *inter alia* the following ways: a written questionnaire that is mailed, delivered or handed out personally; personal interviews; telephone interviews (Bless & Higson-Smith, 1995:122). Each mode has specific advantages and disadvantages which the researcher needs to evaluate for their suitability to the research question and the specific target population being studied, as well as relative cost. The researcher decided to use the written questionnaire as research instrument after contemplating the considerable advantages of this method (Mahlangu, 1987:94-95; Cohen & Manion, 1989:111-112).

##### **(1) Advantages of the written questionnaire**

Affordability is the primary advantage of written questionnaires, because it is the least expensive means of data gathering.

- . Written questionnaires preclude possible interviewer bias. The way the interviewer asks the questions and even the interviewer's general appearance of interaction may influence respondent's answers. Such biases can be completely eliminated with a written questionnaire.
  
- . A questionnaire permits anonymity. If it is arranged such that responses are given anonymously, this would increase the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions.
  
- . They permit a respondent sufficient amount of time to consider answers before responding.
  
- . Questionnaires can be given to many people simultaneously, that is to say that a large sample of the target population can be reached.
  
- . They provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents.
  
- . Generally the data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses.
  
- . Using a questionnaire solves the problem of non-contact when the respondent is not at home when the interviewer

calls. When the target population to be covered is widely and thinly spread, the mail questionnaire is the only possible method of approach.

Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview "errors" may seriously undermine the reliability and validity of survey results.

Respondents may answer questions of a personal or embarrassing nature more willingly and frankly on a paper questionnaire than in a face to face situation with an interviewer who may be a complete stranger. In some cases it may happen that respondents report less than expected and make more critical comments in a mail questionnaire.

Questions requiring considered answers rather than immediate answers could enable respondents to consult documents in the case of the mail questionnaire approach.

Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.

Questionnaire design is relatively easy if the set guidelines are followed.

The administering of questionnaires, the coding, analysis and interpretation of data can be done without any special training.

- . Data obtained from questionnaires can be compared and inferences made.
- . Questionnaires can elicit information which cannot be obtained from other sources.

**(2) Disadvantages of the questionnaire**

The researcher is also aware of the fact that the written questionnaire has important disadvantages. According to Van den Aardweg and Van den Aardweg (1990:190), Bless and Higson-Smith (1995:106-124) and Mahlangu (1987:84-85) the disadvantages of the questionnaire are *inter alia* the following:

- . Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions asked are interpreted differently by respondents, the validity of the information is jeopardised.
- . People are generally better able to express their views verbally than in writing.
- . Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.
- . The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.

Answers to mail questionnaires must be seen as final. Rechecking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions nothing can be done to it because the mail questionnaire is essentially inflexible.

In a mail questionnaire the respondents examines all the questions at the same time before answering them and the answers to the different questions can therefore not be treated as "independent".

The researcher is unable to control the context of question answering, and specifically, the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent's own private opinions are desired.

Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondents may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

#### **4.3.5 Validity and reliability of the questionnaires**

There are two concepts that are of critical importance in understanding issues of measurement in social science research, namely validity and reliability (Huysamen, 1989:1) All too rarely do questionnaire designers deal consciously with the degree of validity and reliability of their

research instrument. This is one reason why so many questionnaires are lacking in these two qualities (Bless & Higson-Smith, 1995:135). Questionnaires have a very limited purpose. In fact, they are often one-time data gathering devices with a very short life, administered to a limited population. There are ways to improve both the validity and the reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. In other words, do the items sample a significant aspect of the purpose of the investigation? Cohen and Manion (1989:111) say terms must be clearly defined so that they have the same meaning to all respondents.

Bless and Higson-Smith (1995:129) mention the fact that although reliability and validity are two different characteristics of measurement, they "shade into each other". They are two ends of a continuum but at a point in the middle it is difficult to distinguish between them. Validity and reliability are especially important in educational research because most of the measurements attempted in this area are obtained indirectly. Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependably what it is intended to measure (Van den Aardweg & Van den Aardweg, 1990:198). It is essential, therefore, to assess the validity and reliability of these instruments. Researchers must therefore have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability (Huysamen, 1989:1-3).

#### **(1) Validity of the questionnaire**

Van Rensburg, Landman and Bodenstein (1994:560) define validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it

correlates with some criterion external to the instrument itself. Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. In general terms validity refers to the degree to which an instrument succeeds in measuring what it has set out to measure. Behr (1988:122) regards validity as an indispensable characteristic of measuring devices.

Van den Aardweg and Van Den Aardweg (1990:237), Mulder (1981:215-217) and Dane (1990:257-258) distinguish between three different types of validity:

- . Content validity where content and cognitive processes included can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.
  
- . Criterion validity which refers to the relationship between scores on a measuring instrument and an independent variable (criterion) believed to measure directly the behaviour or characteristic in question. The criterion should be relevant, reliable and free from bias and contamination.
  
- . Construct validity where the extent to which the test measures a specific trait or construct is concerned, for example, intelligence, reasoning, ability, attitudes, etc.

It means that validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. A valid research instrument is one that has

demonstrated that it detects some "real" ability, attitude or prevailing situation that the researcher can identify and characterize (Schnetler, 1993:71). If the ability or attitude is itself stable, and if a respondent's answers to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990:158).

The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which interpretations of the instrument's results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipates the potential arguments that sceptics might use to dismiss the research results (Dane, 1990:148).

The researcher employed the questionnaire as an indirect method to measure the perceptions of members of school management teams with regard to their role in promoting a culture of teaching and learning. *Because of the complexity of the respondent's attributes one is never sure that a questionnaire will actually measure what it purports to measure.* Items such as height, mass, length or size cannot be measured in a questionnaire. From the interpretation of the results obtained and the sureness with which conclusions could be drawn, the researcher is, however, convinced that the questionnaire to a great extent did measure that which it was designed for.

## (2) Reliability of the questionnaire

According to Mulder (1989:209) and Van Rensburg, Landman and Bodenstein (1994:512) reliability is a statistical concept and relates to consistency and dependability. *Consistency of obtaining the same*

relative answer when measuring phenomena that have not changed. A reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result. Van den Aardweg and Van den Aardweg (1990:194) and Bless and Higson-Smith (1995:129) distinguish between the following types of reliability:

- . Test-retest reliability (coefficient of stability) - consistency estimated by comparing two or more repeated administrations of the measuring instrument. This gives an indication of the dependability of the results on one occasion which may then be compared with the results obtained on another occasion.
- . Internal consistency reliability. This indicates how well the test items measure the same thing.
- . Split-half reliability. By correlating the results obtained from two halves of the same measuring instrument, we can calculate the split-half reliability.

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of questions is no proof that the answers given reflect the respondent's true feelings (Dane, 1990:256). A demonstration of reliability is necessary but not conclusive evidence that an instrument is valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error. Sources of error that effect reliability are *inter alia* the following (Mulder, 1981:209; Bless & Higson-Smith, 1995:132);

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 omissions 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.

When the questionnaire is used as an empirical research instrument there is no specific method, for example the "test-retest" method, to determine the reliability of the questionnaire. Therefore, it will be difficult to establish to what extent the answers of the respondents were reliable. Researcher, however, believes that the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability. Frankness in responding to questions was made possible by the prospect of anonymity promised to the respondent. In the coding of the questions it was evident that questionnaires were completed with the necessary dedication.

#### 4.4 PILOT STUDY

A pilot study is an abbreviated version of a research project in which the researcher practises or tests the procedures to be used in the subsequent full-scale project (Dane, 1990:42). For the purpose of the pilot study in this research project, ten people were selected from amongst the researcher's colleagues. The pilot study is a preliminary or "trial run" investigation using similar questions and similar subjects as in the final survey. Bless and Higson-Smith (1995:43,50) say the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or otherwise) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to avert these problems by changing procedures, instructions and questions.

The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study must be selected from the same target population. For the purpose of this study the researcher conducted a pilot run on his colleagues that are members of a school management team.

According to Plug, Meyer, Louw and Gouws (1991:49-66) the following are the purposes of a pilot study, and these were also the aims of the researcher in this survey:

- . It permitted a preliminary testing of the hypothesis that leads to testing more precise hypotheses in the main study.
- . It provided the researcher with ideas, approaches and clues not foreseen prior to the pilot study.
- . It permitted a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.
- . It greatly reduced the number of treatment errors because unforeseen problems revealed in the pilot study resulted in *redesigning the main study*.
- . It saved the researcher major expenditures of time and money on aspects of the research which would have been unnecessary.
- . Feedback from other persons involved were made possible and led to important improvements in the main study.
- . In the pilot study the researcher tried out a number of alternative measures and selected only those that produced the best results for the final study.
- . The approximate time required to complete the questionnaire was established in the pilot study.

Questions and/or instructions that were misinterpreted were reformulated.

Through the use of the pilot study as "pre-test" the researcher was satisfied that the questions asked complied adequately to the requirements of the study.

#### **4.5 ADMINISTRATION OF THE QUESTIONNAIRE**

If properly administered the questionnaire is the best available instrument for obtaining information from widespread sources or large groups simultaneously (Mulder, 1989:39). Researcher personally delivered questionnaires to the members of management teams and collected them again after completion. This method of administration facilitated the process and the response rate. A 100% return rate was obtained with 90 questionnaires completed and collected.

#### **4.6 THE PROCESSING OF THE DATA**

Once data was collected, it was captured in a format which would permit analysis and interpretation. This involved the careful coding of the questionnaires completed by the members of school management teams. The coded data was subsequently transferred onto a computer spreadsheet using the Quattro Pro 4.0 statistics computer programme. The coded data was submitted to the Department of Statistics at the University of Natal and computer analyzed using the SAS programme in order to interpret the results by means of descriptive statistics.

#### **4.6.1 Descriptive statistics**

Descriptive statistics serve to describe and summarise observations (Van Rensburg, Landman and Bodenstein, 1994:355). Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data. According to Van den Aardweg and Van den Aardweg (1990:65-76) frequency distribution is a method to organize data obtained from questionnaires to simplify statistical analysis. For the purpose of this study frequency tables provided percentages that reflect the number of responses to a certain question in relation to the total number of responses.

#### **4.6.2 Application of data**

The questionnaire (Appendix A) was designed to determine the role of the school management team in promoting a culture of teaching and learning. In order to obtain the information needed for the purpose of this study the questionnaire was sub-divided into two sections.

- . Section 1 required demographic information about the members of school management teams and included items 1.1 to 1.6
- . Section 2 gathered information regarding the role of the school management team in promoting a culture of teaching.
- . Section 3 gathered information regarding the role of the school management team in promoting a culture of learning.

Section 4 gathered information regarding the role of the school management team in promoting parental involvement in their childrens formal schooling.

#### 4.7 LIMITATIONS OF THE INVESTIGATION

This investigation was constrained by a number of factors. The following are likely factors that might have influenced the reliability and validity of the questionnaire:

- . Although anonymity was required in the questionnaire the possibility exists that, because of the sensitive nature of the *information required, management team members might not have been frank and truthful in their responses.*
- . *The sensitive nature of items in the questionnaire might have elicited false or misleading responses and influenced the reliability of the results.*
- . Respondents could have felt loyalty towards the department that employed them and therefore gave biased, false or misleading responses that could have influenced the reliability of the results.
- . To restrict the investigation to manageable proportions, the *researcher limited the study to only ninety members of school management teams.*

#### **4.8 SUMMARY**

In this chapter the planning and design of the empirical research was discussed and a description of the questionnaire as *research instrument* was given.

In the following chapter the data obtained from the completed questionnaires will be analyzed.

## **CHAPTER 5**

### **PRESENTATION AND ANALYSIS OF THE RESEARCH DATA**

<b>5.1</b>	<b>INTRODUCTION</b>	<b>115</b>
<b>5.2</b>	<b>DESCRIPTIVE STATISTICS</b>	<b>116</b>
5.2.1	Gender of the members of the school management team	116
5.2.2	Age group of school management team members	117
5.2.3	Qualifications	118
5.2.4	Years of service as teacher	119
5.2.5	Years of service in a management team	120
5.2.6	Culture of teaching	121
5.2.7	Culture of learning	128
5.2.8	Parental involvement	135
<b>5.3</b>	<b>SUMMARY</b>	<b>142</b>

## **CHAPTER 5**

### **PRESENTATION AND ANALYSIS OF THE RESEARCH DATA**

#### **5.1 INTRODUCTION**

In this chapter, the data which was collected from the completed questionnaires will be analyzed, findings will be interpreted, and some comments offered thereof. Ninety questionnaires were completed by members of school management teams, viz. principals, deputy principals and heads of department.

#### **5.2 DESCRIPTIVE STATISTICS**

The purpose of research is to gain insight into a situation, phenomenon, community or person (Bless & Higson-Smith, 1995:42). Descriptive research is one of the methods of research used to study a person or persons scientifically in the educational situation. It attempts to describe the situation as it is, thus there is no intervention on the part of the researcher and therefore no control. Van Rensburg, Landman and Bodenstein (1994:355) say descriptive studies does not set out with the idea of testing hypothesis about relationships, but wants to find distribution of variables. In this study nomothetic descriptive research was employed with the aim of describing the role of the members of the school management team in promoting a culture of teaching and learning. The researcher was primarily concerned with the nature and degree of existing situations in schools.

### 5.2.1 Gender of the members of the school management team

**Table 1** Frequency distribution according to the gender of the members of school management teams

	Gender	Frequency	%
1	Male	56	62%
2	Female	34	38%
6	<b>TOTAL</b>	90	100%

Table 1 shows that more than half, actually nearly a third, of the members of school management teams (62%) are males. It is therefore evident that gender equity is not fully implemented in the appointment of members of school management teams. Possible reasons for this phenomenon are the following:

- . In their selection of candidates for promotion posts School Governing Bodies are still traditionally inclined - males are the best suited for managerial posts.
- . The stereotypical role of males and females still prevails - school governance and the business aspect of education is considered the domain of male teachers.

### 5.2.2 Age group of the school management team members

**Table 2** Frequency distribution according to the age group of the members of school management teams

	Age group	Frequency	%
1	26 - 30 years	7	8%
2	31 - 35 years	13	14%
3	36 - 40 years	26	29%
4	41 - 45 years	19	21%
5	46 - 50 years	16	18%
6	51 - 54 years	6	7%
7	55 - 60 years	3	3%
	<b>TOTAL</b>	<b>90</b>	<b>100%</b>

Half of members of management teams (50%) are between 36 and 45 years of age (Table 2). This may be attributed to the fact that school selection committees consider appointing younger teachers in promotion posts. The possibility exists that the younger promotion post holder may have more to offer in terms of time, energy, productivity and the fact that they may be at the school for a longer period of time which could ensure long term stability (Marsh, 1992:395; Smith, 1994:55).

### 5.2.3 Qualifications

**Table 3** Frequency distribution according to the qualifications of school management team members

	<b>Qualifications</b>	<b>Frequency</b>	<b>%</b>
1	Academic only	11	12%
2	Professional only	00	00%
3	Academic & Professional	79	88%
	<b>TOTAL</b>	<b>90</b>	<b>100%</b>

From table 3 it emerges that the majority of the school management team members (88%) possess academic and professional qualifications which is in most instances required for a promotion post. In order to be an efficient educational leader the members of the educational management team have to set an example by developing themselves to their highest potential, both academically and professionally (cf. 3.3). Lack of suitable qualifications may result in inadequate execution of their responsibilities by members of the management team which may have a negative impact on the culture of teaching and learning.

#### 5.2.4 Years of service as teacher

**Table 4** Frequency distribution according to years of completed service as teachers

	Completed years of service	Frequency	%
1	1-10 years	15	17%
2	11-15 years	7	8%
3	16-20 years	36	40
4	21 - 25 years	21	23
5	26 - 30 years	10	11
3	More than 30 years	1	1%
	<b>TOTAL</b>	<b>90</b>	<b>100%</b>

Table 4 shows that a larger number of management members (75%) have more than fifteen years experience as teacher. Experience together with adequate training is needed for the responsibilities and the demands imposed on teachers in a managerial position. Continuous professional development and experience are prerequisites for leaders to keep up with the rapid pace of change of knowledge, advancement of technology and increasing demands posed on educational leaders.

### 5.2.5 Years of service in a management team

**Table 5** Frequency distribution according to years of completed service as a member of a management team

	Completed years of service	Frequency	%
1	1-5 years	66	73%
2	6 - 10 years	13	15%
3	11 - 15 years	8	9%
4	16 - 20 years	2	2%
5	More than 20 years	1	1%
	<b>TOTAL</b>	<b>90</b>	<b>100%</b>

Nearly three quarters of the respondents (73%) served less than five years as a member of a school management team. This is an indication that the majority of management teams members were only recently promoted. This situation could have been caused by the voluntary severance packages (VSP) that were recently offered to teachers by the Department of Education. This resulted in many schools being severely depleted of their senior and more experienced staff, also members of the management team.

Less than a third of the respondents (27%) have more than ten years experience in a managerial position. This finding might be an indication that some school management teams consist of more inexperienced than experienced members, a situation which may result in inadequate management and a consequently negative influence on the culture of teaching and learning in the particular school.

5.2.6 Culture of teaching

Table 6 Frequency distribution according to the questions on the culture of teaching

Question no.	Agree	Disagree	Uncertain	Total
2.1	84 93%	2 2%	4 5%	90 100%
2.2	83 92%	1 1%	6 7%	90 100%
2.3	87 97%	1 1%	2 2%	90 100%
2.4	80 88%	5 6%	5 6%	90 100%
2.5	85 95%	2 2%	3 3%	90 100%
2.6	82 91%	6 7%	2 2%	90 100%
2.7	86 96%	1 1%	3 3%	90 100%
2.8	85 95%	2 2%	3 3%	90 100%
2.9	87 97%	0 0%	3 3%	90 100%
2.10	83 92%	3 3%	4 5%	90 100%
2.11	80 89%	3 3%	7 8%	90 100%
2.12	66 73%	8 9%	16 18%	90 100%
2.13	80 89%	1 1%	9 10%	90 100%
2.14	80 89%	2 2%	8 9%	90 100%
2.15	57 63%	16 18%	17 19%	90 100%
Average	80 89%	4 4%	6 7%	90 100%

According to the averages in Table 6 the majority of respondents agreed with the questions regarding the responsibility of the members of the school management team in promoting a culture of teaching and learning in the school.

The above finding is substantiated by the response to the following questions in Table 6:

- 2.1 The majority of respondents (93%) accepted responsibility for effective teaching in their schools. Although teaching is a very personal activity that takes place in isolation in every classroom, the school management team has a significant influence on its affectivity by means of its management style, leadership programmes and its members personalities (Kruger, 1996:5).
  
- 2.2 Just over ninety percent of the management staff (92%) agreed that their duties involve, *inter alia*, the effective implementation of educational policies (national and provincial) in the school. Management staff, jointly with the governing body must develop and ensure effective application of policies that could lead to effective teaching and learning (Shah, 1994:18). The importance of planning is that it should be undertaken in accordance with the formulated policy and as such it provides direction to those concerned and leads to team effort, co-operation and better co-ordination. Squelch (1994:7) maintains that policy provides the broad guidelines according to which the school will operate effectively and create a climate conducive to a culture of teaching and learning. Policy making is a dynamic and changing management task and has to be constantly adapted (Basson, Van der Westhuizen & Niemann, 1991:151).

- 2.3 Nearly all the respondents (97%) agreed that they should see to it that the organisation of the school runs smoothly. Educational leaders wanting to manage effectively must have clearly defined goals. Kroon (1986:110) maintains that planning is the management team's task which concern the purposeful reflection on future goals and objectives. The main purpose and task of the school is to provide educative teaching which can only be realised if the school is adequately organised (Badenhorst, 1993:3). The organisation of a school has many facets and areas of specialization that require firm commitment from the school management team. Successful organising consists of the principle that tasks should be carried out effectively to ensure effective educative teaching and learning.
- 2.4 One of the tasks of the school management team is to ensure that the school maintains a high educational standard. Eighty percent of the respondents agreed with this statement. Nobody has a greater influence on every facet of the school life than the principal as educational leader (De Witt, 1993:9). The school management team's perception of education and teaching is amplified in all facets of the school's life and the team members personality become the cardinal factor that guides the morale and quality of the school as an educational institution in a particular direction (cf. 3.2.1). As the primary task of the school is quality teaching a school's organisation should be geared mainly to making effective teaching and learning possible (Beckman, 1999).
- 2.5 The statement that the management team should motivate teachers to be committed to their task was supported by the vast majority of the respondents (95%). To play a motivating role, the members of the management staff must be at least on equal intellectual footing as other

members of staff. Hesitant and inexpert leaders cannot inspire staff members (De Witt, 1993:11). To set an example it is essential that leaders should have adequate training, a high degree of imagination, initiative and originality. Theron & Bothma (1990:180) maintain that motivation is the spark which induces action and influences the direction of human behaviour.

- 2.6 Most of the respondents (91%) accept responsibility for assisting teachers in their educative duties. Pretorius (1994:83) says members of the management team have a professional obligation to attend *conferences, workshops and other learning activities which can contribute to the staff's professional growth and development* - in fact members of staff should learn from them the modern techniques of teaching. They must also possess leading skills because they are professional leaders. Assistance from the members of the management team can take different formats (cf. 3.3.1).
- 2.7 A very large number of the respondents (96%) are in agreement that they should be role models to other teachers. Kruger (1995:7) confirms that a leader occupies a very special position in the school and his or her influence in creating a culture of teaching is decisive for the *realisation of effective educative teaching*. School managers with a vision of a better school must exemplify this to their staff members to make this vision a reality. The example set by leaders' in their performance as members of a management team of highly trained, carefully selected professionals, is decisive for the school's success or failure (cf. 3.2.1).
- 2.8 The implementing of firm disciplinary measures was seen as the responsibility of the management team by 95% of its members.

Healthy discipline is a prerequisite for creating and maintaining a culture of teaching and learning in a school. This can only be achieved by a management team which spells out the school's code of conduct clearly and consistently and upheld it fairly (Van den Aardweg & Van den Aardweg, 1988:62).

2.9 Nearly all the management staff (97%) felt they need to contribute to maintaining a high morale among teachers. According to Musaazi (1982:49) a leader must always strive to uplift the group's morale. This endeavour will enable the leader to keep the members together, especially if the aim of the involvement imply a common goal to be achieved - a culture of teaching and learning in the case of teachers. The management team's perception of education and teaching and their personality not only influence the job satisfaction of all staff members, but with the passage of time becomes a cardinal factor that guides the morale and quality of the school as an educational institution in a particular direction (Pretorius, 1994:83).

2.10 Most of the respondents (92%) conceded that they should assist with the resolution of conflict between staff members. According to De Witt (1993:2) conflict is endemic wherever people with their different natures serve the same organisation. Conflict features in a wide range of social relationships and may occur in one particular person, between persons or between groups of people. The handling of all kinds of friction, including major conflict among teaching staff is a prime factor in the functioning of the school as an organisation. Consequently, unless the members of the management team are well versed in the art of resolving conflict effectively, they cannot do justice to the key position they hold (Le Roux, 1992:6).

- 2.11 Eighty-nine percent of the respondents agreed that they should accept responsibility for ensuring that teachers endeavour to deliver their best while teaching. The role of the heads of departments do not only involve teaching a particular subject but also to organize the teaching of a subject or subjects throughout the school (Van der Bank, 1997:118). Departmental heads must be able to chair subject committee meetings and to communicate a common vision and within the department (cf. 3.2.5).
- 2.12 Almost three quarters of the respondents (73%) agreed that they should be involved with the in-service training of teachers. The staff, which determine the quality of the teaching environment is the most important resource in the school and management have a crucial role to play in their growth and development (cf. 3.6.1). The high premium which a competent educational leader places on professional excellence, creativity and education innovation, will contribute greatly to the use he or she makes of every possible opportunity in which formal or even informal in-service training is offered ( Van der Westhuizen, 1995:277).
- 2.13 The statement that management should promote co-operation between teachers and learners was agreed to by 89% of the respondents. Educational leaders have to ensure that a trusting atmosphere prevails in which the teacher and the learner accept each other as persons who are bearers of human dignity and thus enhancing co-operation (Pillay, 1998:23). The presence of the relationships of trust, understanding and authority as a pre-condition for education implies active and meaningful involvement and co-operation between teacher and learner (cf. 3.6.2). Kilian and Viljoen (1990:169) say there should also be mutual candidness between teachers and learners in order to promote co-operation. Co-operation leads to a high teacher-learner morale -

teachers enjoy teaching, learners enjoy learning experiences which are conducive to a culture of teaching and learning (Basson, Van der Westhuizen & Niemann, 1991:32). In order to enhance co-operation a congenial climate should prevail in the classroom.

- 2.14 The majority of respondents (89%) were in agreement that management should promote unity between staff members. No matter how effective an educational leader is as an individual, he or she is capable of very little without happy, supportive and competent staff (De Witt, 1993:11). Real professional satisfaction is closely related to a healthy and harmonious spirit among staff. With a team of satisfied teachers a school can build a team spirit which is healthy at the core and conducive to a culture of teaching and learning (Basson, Van der Westhuizen & Niemann, 1991:295).
- 2.15 A surprisingly high percentage of the respondents (37%) **did not** agree that a code of conduct for teachers should be enforced in schools. A possible reason for this finding is that there are many teachers who do not meet the required standards of conduct and capacity (Van Schalkwyk, 1994:37). There is a lack of professional work ethic among a large number of teachers. The absence of a code of conduct has a detrimental effect on the culture of teaching and learning in school (cf. 2.3.8).

### 5.2.7 Culture of learning

**Table 7** Frequency distribution according to the questions on the culture of learning

Question no.	Agree	Disagree	Uncertain	Total
3.1	89 99%	0 0%	1 1%	90 100%
3.2	81 91%	3 3%	3 3%	90 100%
3.3	80 89%	7 8%	3 3%	90 100%
3.4	85 95%	3 3%	0 0%	90 100%
3.5	87 97%	1 1%	2 2%	90 100%
3.6	85 94%	5 6%	0 0%	90 100%
3.7	78 86%	7 6%	5 6%	90 100%
3.8	85 94%	5 6%	0 0%	90 100%
3.9	86 95%	0 0%	4 4%	90 100%
3.10	84 94%	3 3%	3 3%	90 100%
3.11	73 81%	9 10%	8 9%	90 100%
3.12	78 86%	4 5%	8 9%	90 100%
3.13	88 98%	0 0%	2 2%	90 100%
3.14	81 89%	5 6%	4 5%	90 100%
Average	83 92%	4 4%	3 4%	90 100%

In Table 7 on average more than ninety percent of the respondents (92%) were in agreement with the questions aimed at establishing their responsibility as a management team member in creating a culture of learning.

The following questions in Table 7 confirm the above statement:

- 3.1 Very close to hundred percent of the respondents (99%) conceded that they should be involved in developing a positive attitude towards schoolwork in learners. According to Munnik and Swanepoel (1990:13) an important requirement for co-operation is a positive attitude. The development of a positive attitude involves the motivation and support of teachers and learners, instilling trust and confidence and showing appreciation for their work (Pillay, 1995:22). A positive attitude towards learning is promoted when teaching is a happy and satisfying experience for the learner. Therefore, when a teacher truly cares about the well being of the learners in the class, he or she will help them in developing a positive attitude towards schoolwork by creating a safe and secure class atmosphere (cf. 3.6.3).
- 3.2 Just more than ninety percent of the respondents (91%) said, as members of the school's management team, they must accept responsibility for creating a culture of learning amongst learners. A large number of schools in South Africa are characterised by an absence of a culture of teaching and learning (cf. Chapter 2). Restoring or creating and maintaining a culture of teaching and learning involve a collaborative act among stakeholders of which the members of the management team, because of their managerial and leadership positions, can play a significant role. This is confirmed by Smith and Pacheco (1996:11) when they state that the leaders of a school have a vital role to play in creating a culture of teaching and learning. The

principal and management team, as educational leaders, are accountable for the adequate administration and organisation of the school - they are responsible for the quality of teaching and learning that take place in the school (cf. 3.4). Managers must be leaders and role models in creating and maintaining a culture of teaching and learning.

- 3.3 Most of the respondents (89%) were in agreement that it is their managerial duty to enforce a code of conduct for learners in the school. Many schools in South Africa are characterised by a high failure rate, early school dropout, low morale and anti-academic attitude due to lack of discipline and consequently unacceptable behaviour (cf. 2.3.7). An orderly environment, characterised by discipline and good behaviour, is essential for meaningful learning. The school management should be responsible for a well structured discipline policy or code of conduct for learners which is a prerequisite for the success of the school's curricular and extracurricular programmes (cf. 3.3.4).
- 3.4 A high percentage of the respondents (95%) indicated that they should motivate learners to attend school every schoolday. Poor school attendance and truancy is one of the contributing factors to the absence of a culture of learning (cf. 2.2.10). According to Mkondo (1995:11) children have become immersed in politics and anti-social behaviour for so long that it is difficult to convince them that going to school every schoolday is politically acceptable. Olivier, Smith and Le Roux (1996:52) say children are often left without supervision, with no-one to monitor their school attendance or homework (cf. 2.4.3). School attendance, therefore, is a major problem facing the school management team, and they have to resort to any measures within their power to motivate learners to attend school (cf. 2.2.12).

- 3.5 The majority of the management (97%) agreed that they should ensure that effective school discipline is maintained. Discipline is the most important element of school and classroom management and is imperative for obtaining good academic results (cf. 2.3.7). One of the essential leadership tasks is to ensure safety and order in school. The management team must see to it that effective school discipline is in place so that a habitable and safe school environment is created for the child to learn (Kruger, 1996:6). Through discipline the child realizes the necessity for order in the world around him.
- 3.6 The creating of a climate conducive to learning in the school was accepted as their responsibility by a large percentage of the members of the management team (94%). The creating and maintaining of an atmosphere conducive to learning does not involve a single action but various management laws come into effect (Basson, 1982:4). This indicates an organisational climate where school leaders should continually make decisions, solve problems, co-ordinate, delegate, motivate, communicate, evaluate and act correctively (Shah, 1994:18). These activities should take place with the necessary grace, atonement and empathy to reflect the good intention of the school management team (Basson, Van der Westhuizen & Niemann, 1991:634).
- 3.7 A large number of the respondents (86%) agreed that they should create a responsible work ethic among children. In many schools a culture of doing the minimum work to pass exists among learners. Smith (1996:6) says that research has shown that the majority of learners are not committed to work hard over prolonged periods partly because they lack a comparative example of how much to study and pass well (cf. 2.2.3). The management team are both professional leaders and managers in a school and their management and leadership

styles effect classroom management and therefor the learners performance (Kruger, 1996:50). Management can create a responsible work ethic among learners by the constant supervising of and exercising control over their activities.

- 3.8 The majority of the management staff (94%) agreed that they need to be mindful of the fact that learners are from different backgrounds. There is a strong link between school performance and the socio-economic status and background of learners (UNICEF, 1993:56). The worse the socio-economic status of the community the greater the chance that the children from that community will not adequately realize their true potentials owing to the negative environmental influences (cf. 2.4.2). In recognising the special needs of learners from a disadvantaged background it is the responsibility of the management team to render appropriate assistance to overcome their backlog (Basson, Van der Westhuizen & Niemann, 1991:32).
- 3.9 As many as 95% of the members of management teams accepted responsibility for assisting teachers in dealing with problems experienced by learners. Problems within the learning situation come to the fore in all classrooms although they vary in importance, urgency and intensity (cf. 2.3). Within an educational context management should assist staff members in identifying problems, their causes and possible consequences as quickly as possible. They should further assist the teacher to employ or arrange for counter-measures with regards to a problem (Woodbridge, 1994:67).
- 3.10 A large number of respondents (94%) agreed that they should promote good behaviour among learners in schools. Management members must make every endeavour to ensure that learners behave in a manner that

would positively influence a culture of learning. A code of conduct for learners should be enforced by the school management team to eliminate unacceptable social behaviour such as drunkenness, use of drugs, assault, carrying of dangerous weapons and vandalism of school property (De Vries, 1990:65).

**3.11 and 3.12** Most of the respondents (81%) were in agreement that they should encourage unity between learners, whilst 86% (3.12) conceded that they should promote unity between teachers and learners. According to Musaazi (1983:49) and Shah (1994:18-21) educational leaders must strive for the upliftment of teachers and learners morale in order to encourage unity between them. In schools where unity exists between teachers and learners, and between learners they will all work together in realizing their educational aim (cf. 3.3). Climate creation which is essential to promote unity between teachers and learners is essentially concerned with the improvement of work satisfaction and morale . If this matter is given the required attention by the management team it must lead to the required supportive climate that will encourage unity (cf. 3.3).

**3.13** Nearly hundred percent of management (98%) agreed that they should act as role models to learners. Order and discipline, a necessity for effective learning, have been undermined in many schools by the poor example set by some teachers in managerial positions (cf. 2.3.8). People have an image of what a modern leader should be like, an image that is characterised by certain qualities. If a leader shows that he has the necessary qualities such as intelligence, responsibility, personality, humility, modesty and sociability then he or she is sure to become a role model for teachers and learners (Musaazi, 1982:173). The role model leader must be confident, display a positive self-image, be disciplined

and maintain authority with compassion and fairness. He or she should be strong, calm natured, level-headed and inspire trust through steadfastness and directional leadership (Shah, 1994:35).

- 3.14** The majority of the respondents (89%) accepted responsibility for assisting teachers in the motivation of learners. Motivation plays a vital part in the process of utilizing human abilities (Theron & Bothma, 1990:180) Motivation is the spark which induces action and influences the direction of human behaviour. For successful motivation, the management team should not only have knowledge of the staff and learners, but should also bear in mind certain factors which can enhance or weaken the effect of motivation (Mills, 1987:39). Knowledge of the specific needs of teachers and learners, their work and circumstances, are also essential to motivate them towards a culture of teaching and learning (cf. 3.3.2).

### 5.2.8 Parental involvement

**Table 8** Frequency distribution according to the questions regarding parental involvement and a culture of learning

Question number	Agree	Disagree	Uncertain	Total
4.1	85 95%	2 2%	3 3%	90 100%
4.2	87 97%	1 1%	2 2%	90 100%
4.3	82 91%	3 3%	5 6%	90 100%
4.4	81 90%	6 7%	3 3%	90 100%
4.5	80 88%	4 5%	6 7%	90 100%
4.6	80 89%	3 3%	7 8%	90 100%
4.7	82 90%	4 5%	4 5%	90 100%
4.8	81 90%	2 2%	7 8%	90 100%
4.9	86 96%	2 2%	2 2%	90 100%
4.10	84 93%	2 2%	4 5%	90 100%
Average	82 92%	3 3%	5 5%	90 100%

According to the responses in Table 8 (92%) of the respondents agreed that parental involvement in the child's formal schooling has an influence on the culture of learning. According to Squelch and Lemmer (1994:93) parental involvement is the active and willing participation of parents in a wide range of school-based and home-based activities which may be educational or non-educational. Neither the parent, nor the teacher nor the management team alone can fulfil the task of educating the child adequately (cf. 3.4). Creating a culture of learning involves the collaborative act between parents and the school.

The above is supported by the following responses to questions in table 8:

- 4.1 More than ninety percent of the respondents (95%) were in agreement that they must consult with parents regarding problems experienced by their children. According to Pillay (1998:162) most parents consider *the information concerning their children, that teachers share with them, to be to the ultimate benefit of the child*. If a child experiences problems in school the discussion thereof between the principal (management team) and parents should be honest, frank and candid (Tjosvold, 1986:123). With authentic knowledge about their child's problem, parents are better able to assist the school in helping the child to the fullest (cf. 3.4.1).
  
- 4.2 Almost all of the management staff (97%) accepted responsibility for encouraging parents to be involved in their children's school activities. The possibilities for parents to become directly involved in their *children's school activities are almost inexhaustible* (Berger, 1987:950). Parent involvement has a significant effect on the quality of the teaching and learning experiences in the school and the learner's results (cf. 3.4.1). Without satisfactory co-operation between the management

team and the parents the child cannot be adequately educated. From various research projects regarding the influence of school-home relations, consistent findings emerge, such as the fact that parent involvement in the child's school activities is significantly related to the following (Dekker & Lemmer, 1993:154):

- . improved academic achievement;
- . improved school attendance by learners; and
- . improved learner behaviour at school.

**4.3** Most respondents (91%) conceded that they should encourage parents to be involved in their children's schoolwork. Vos (1997:17) is convinced that parents should become more actively involved in the teaching programme in schools. When parents become involved in the instructional process, they are more likely to make school a priority for their children and their children are likely to achieve better. With this knowledge, parents are better able to assist the school in helping the learner to the fullest. A very important part of parent involvement in schoolwork is assisting with learning activities at home. The following activities may be co-ordinated by parents with or without the knowledge of the teacher (Dekker, 1994:14):

- . Creating a suitable learning environment.
- . Supervising homework.
- . Help with homework problems.
- . Listening to reading.
- . Playing educational games.
- . Telling stories.
- . Checking that homework/assignments are complete.

- 4.4 Ninety percent (90%) of the respondents agreed that they must advise parents on creating a home environment conducive to learning. To become responsible promoters of a culture of learning, parents have to create and maintain a home environment that is supportive and conducive in preparing the child for the requirements of formal schooling. Walberg (Griffore & Boger, 1986:105) has established in his research that characteristics of the home environment often play a more important role in academic learning than do the normal school inputs. The influence of parents on their children's learning is enormous (Vos, 1997:5). The children spend more time at home than they do at school, and their parents usually have primary responsibility, as well as real concern, for them. Clark (1989:45) has documented that the home setting provides diverse opportunities to create a process for learning and to provide stimulation for developing the cognitive powers children need for effective learning at school. The basic intellectual power of children can be increased by providing a nurturing environment for learning in the home.
- 4.5 and 4.7 Nearly ninety percent of the respondents (88%) accepted responsibility for encouraging parents to volunteer their services in school activities while 90% (4.7) agreed that they must encourage parents to become involved in school affairs (cf. 3.3.4). Many of the barriers to effective parent involvement can be eliminated by recognising the many roles parents can play and by involving them in school activities and school affairs (Griffore & Boger, 1986:19-20). The average parents who are not part of one or other formal body, should be encouraged to volunteer to be included in other ways, so that they may be of assistance to the school. Although this aspect is controversial, volunteer parents can effectively assist with classroom activities, especially in primary schools. Examples of classroom

assistance include the following (Vos, 1997:14-15):

- . Reading to groups of children.
- . Listening to reading, spelling, etc.
- . Giving talks to pupils.
- . Supervising classes when teachers are absent.
- . Assisting with art work and teaching displays.
- . Library assistance.
- . Preparing material and equipment.
- . Invigilation during examinations.
- . Serving as an interpreter for non-English speaking pupils.

Parents can be invited to assist in the organisation and management of extra-curricular activities. Even working parents can be involved in evening activities and week-end events. Examples of extra-curricular activities are (Pillay, 1998:131):

- . Supervising activities at school.
- . Running societies.
- . Coaching sport.
- . Organising sport and cultural events.
- . Transporting pupils.
- . Catering.
- . Fund-raising.

4.6 The majority of the members of the management team (89%) agreed they must assist parents in understanding their children as school children. If education, which mainly consists of learning, is to proceed in a proper way, parents must have a sound understanding of their children in all aspects. Du Plooy, Griessel & Oberholzer (1987:92) say

to be able to assist their children in all aspects, parents have to know them well, especially regarding the extent to which each child is educable. Griffiths and Hamilton (1994:89) state that parents who understand child development can foster interactions and reinforce the child's abilities and enhance the child's learning within the home and the school. Adequately trained teachers in a managerial position should have the expertise to assist parents in understanding their children when necessary.

- 4.8** The promotion of unity between parents and teachers was accepted as their responsibility by most of the members of the management team (90%). Unity between parents and teachers is only possible if their is mutual trust and respect which form the basis for any sound relationship (Steyn, 1993:11). Teachers and parents must respect one another's dissimilarity (individuality), acknowledge one another's right to a personal point of view and grant one another an individual way of life within the framework of societies norms and values. The complete and optimum becoming of the child rests with the unity between teachers and parents. Pillay (1998:162) says regular and effective two-way communication between the school and the home is needed to bind the various components of a teacher-parent-relationship into a closely knit unit for the mutual exchange of information regarding the child. Unity between parents and teachers creates the possibility to share skills and information with each other and to do so in an open honest way which include a recognition of each others' limitation in knowledge and expertise (Kruger, 1996:29).
- 4.9** Most of the respondents (96%) agreed that they must involve parents in the school's fundraising policy. Apart from teacher salaries, funding for education is at its lowest and therefore schools need to explore all

possible sources to supplement government funding (cf. 3.3.2). No matter how good the teaching and physical surrounding of a school, without enough textbooks, laboratory equipment and other teaching aids education is significantly impaired (cf. 2.3). Innovative school managers can involve parents in the raising of additional funds for the school. Some of the fundraising activities in which parents can be involved are (Pillay, 1995:13):

- . fetes, bazaars, etc.;
- . school debutante balls;
- . school concerts/plays;
- . jumble sales;
- . film/musical shows; and
- . sporting activities such as fun walks, tournaments, etc.

4.10 The statement that one of the responsibilities of the management team is to create an invitational school climate for parents was agreed to by 93% of the respondents. An invitational school climate should convey warmth and sincerity in which parents will feel welcome and comfortable when they visit the school. Van Schalkwyk (1990:121) see the following factors, *inter alia*, as contributing to an inviting school climate:

- . appropriate conduct on the part of the school staff;
- . positive attitude on the part of the school staff;
- . a neat reception area/room for parents; and
- . a principal's office that is neatly and functionally arranged and leaves parents with an impression of professionalism.

Purkey and Novak (1984:71) stress the importance of an inviting atmosphere in a school that will cherish community warmth and togetherness. Teachers and learners should think of *our* school, *our* work, and all of *us* together. Every effort should be made to encourage feelings of school pride and of being a member of a learning and caring community. Smith (1996:17) says the landscape, upkeep, and general appearance of the school should be given careful attention. All the school staff members and learners must take equal responsibility with custodians to create and maintain an aesthetically pleasing physical environment.

### 5.3 SUMMARY

In this chapter the researcher's aim was to give some order to the range of information provided by the members of the school management team in their answers to the questions in the questionnaire. Some of the data collected were of a demographic nature which enabled the researcher to construct a broad profile of the sample selected for the investigation. Data collected regarding the role of the management team concerning a culture of teaching and learning, and parental involvement, were organized in frequency distribution tables to simplify statistical analysis. The responses to the questions were interpreted and the findings discussed.

The last chapter of this study will consist of a summary of the literature study and the empirical investigation and certain recommendations.

## **CHAPTER 6**

	<b>SUMMARY AND RECOMMENDATIONS</b>	<b>PAGE</b>
<b>6.1</b>	<b>INTRODUCTION</b>	<b>143</b>
<b>6.2</b>	<b>SUMMARY</b>	<b>143</b>
6.2.1	Statement of the problem	143
6.2.2	Causes for the breakdown of the culture of teaching and learning at schools	143
6.2.3	The role and function of the school management team	146
6.2.4	Planning of the research	151
6.2.5	Presentation and analysis of research data	151
6.2.6	Aim of the study	151
<b>6.3</b>	<b>RECOMMENDATIONS</b>	<b>152</b>
6.3.1	Inculcation of positive attitudes and values	152
6.3.2	Code of conduct for teachers	157
6.3.3	Code of conduct for learners	157
6.3.4	Further research	161
<b>6.4</b>	<b>CRITICISM</b>	<b>162</b>
<b>6.5</b>	<b>FINAL REMARK</b>	<b>163</b>
	<b>LIST OF SOURCES</b>	<b>164</b>

## **CHAPTER 6**

### **SUMMARY AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

In this final chapter a summary of the previous chapters will be given. This will be followed by recommendations, criticism that emanates from the study and a final remark.

#### **6.2 SUMMARY**

##### **6.2.1 Statement of the problem**

In essence this study investigated the role of the school management team in promoting a culture of teaching and learning. The ongoing turmoil in many South African schools underscores the failure of school management teams in assuming responsibility for effective teaching and learning. The members of the school management team, in their leadership capacity, have an important role to play in promoting a culture of teaching and learning. The only accountable manner in which effective educating tasks may be unified, is by giving consideration to the role and responsibilities of the members of the school management team in creating and maintaining a culture of teaching and learning.

##### **6.2.2 Causes for the breakdown of the culture of teaching and learning**

A large number of schools in South Africa are characterised by an apparent absence of a culture of teaching and learning. Some of the more important factors that have led to the collapse in the culture of

teaching and learning include the following:

- . The undermining of authority and discipline by learners and teachers.
- . Attitude problems on the part of the teachers, parents and learners.
- . Financial and provisioning problems.
- . Failure on the part of the school management team in assuming responsibility for the creation of a culture of teaching and learning.

With more than ninety percent of learners in the former black departments of education having failed at least once during their school career or having left school, indicates that there certainly lacks a culture of teaching and learning. These schools are, however, characterised by a desperate lack of resources and qualified specialist teachers. Political factors, especially the role played by learners and educators in dismantling apartheid, also played a major role in undermining the creation of a culture of teaching and learning in South Africa - schools have failed in their purpose. Schools have become places that are unattractive and where learners and teachers are sometimes treated as objects and where creativity is suppressed, where learners and teachers do not feel at home and do not want to spend time. Society as a whole is facing a crisis. In today's society schools alone cannot meet the children's needs. Problems affecting children and families today include drug abuse, crime, violence, broken homes, poverty, alcoholism of parents, physical abuse and family murders.

Personality factors of learners have a significant influence on their learning. Personality factors refer to the intrinsic characteristics of the learner such as his attitude and motivation to study and his values that influence learning. Personality factors of learners that have a significant influence on learning are their foundation of knowledge, language code, work ethic, ability to concentrate, capability of expression, acquaintance with subject content, self-discipline, school attendance, self-esteem and motivation.

The school has a special role to play regarding the education of the people of a country. However, inspite of the schools vital role, some principals and teachers contribute to the collapse in the culture of teaching and learning. Factors concerning the school environment that have led to the corrosion in the culture of teaching and learning are poor school management, inadequate physical provisions, farm schools, relevance of school curricula, multicultural education, schools guidance, lack of discipline and authority and absence of codes of conduct for teachers and learners.

Perhaps the most under-utilised resource in the schooling of South Africa's children is the family. There is a lack of adequate parental involvement in the education of their children. The family forms the foundation on which the culture of learning in the school must be built. However, as a result of various problems, the families of a large number of learners are not able to sufficiently support the learner in preparing for the demands of formal schooling. Factors in the family refer to the child's living environment and included socio-economic status, literacy of parents and family composition. The child's eventual achievements and the educational level he reaches, corresponds very highly with the family environment. The majority of school-going children in South Africa are

from lower socio-economic homes characterised by poverty, inharmonious family life, lack of family support, parental control and discipline.

### **6.2.3 Role and function of the school management team**

The principal is the educational leader in the school and one of the most important tasks that he or she, and the management team has to perform is that of managing the school. As managers the principal and his team must ensure that fiscal and human resources are used effectively for achieving organisational goals. As leaders they must display the vision and skills necessary to create and maintain a suitable teaching and learning environment, to develop goals, and to inspire others to achieve these goals. The principal, who is an educational leader, is not only the pivot on which the whole administration and organisation of the school turns, but as a key figure he is held responsible for the quality of teaching offered to the children. Leadership and management are not necessarily the same, but they are not mutually exclusive. Management is essentially the process of planning, organising, leading and control. Leadership is more a process of encouraging and influencing people to co-operate in achieving goals perceived to be mutually satisfying. A school has two essential tasks, namely a functional task (the purpose for which the school was instituted and created) and a management task (that what is required to ensure that the functional task will be carried out effectively).

The execution of management tasks is an interactive activity which takes into account the dynamism of teaching and learning. the purpose of management activity at schools is to realise effective educative teaching. This means that management skills cannot be obtained through didactic

skills only, and demands much more from an educational leader than mere experience - it requires purposeful training.

The school can no longer be exclusively a place of learning for children. The teacher's professional role and expertise must be constantly developed to keep up with the rapid pace of change in knowledge, advancement of technology and more and more demands imposed on the teacher. The school management team plays a crucial role in classroom management, multicultural teaching, parent involvement and the like.

The task of the school management team is to understand the school as an organisation and to lead and manage it in such a way that a culture of teaching and learning is created so that the educational aims can be realised.

The school is accountable to the community it serves. The school as an educational institution was established by society because parents no longer felt competent to perform their educative task. They do not have the ability to guide and accompany the child in respect of all specialised subject contents. The family as the primary community and the school as a secondary community should work together in conjunction with each other and a spirit of partnership should exist between the family and the school for the benefit of the education of the child.

According to departmental regulations the principal, together with his or her management team, is responsible for a variety of tasks pertaining to the effective functioning of the school. The principal's duties are wide ranging and the responsibilities for all administrative, organisational and work processes devolve on him and his management team. The crux of all management's responsibilities is the quality of the educative teaching

received by the learners, both within and outside the classroom. The school principal's personal convictions as to the essence and purpose of education must be clearly reflected by the features he identifies as part of his or her educational leadership role.

It is incumbent of the school management team to orientate the participation of staff and learners in the school towards accomplishment of the school's objectives. Before aims and objectives can be formulated, however, the school's management team must obtain clarity about the school's mission, which should amount to the constant effective realization of educative teaching. Aims and objectives are formulated in the light of the school's mission. The management team of the school operationalises its general objectives in clearly and fully defined objectives. Examples of general objectives that affect the educational programme of the school include the following:

- . academic performances according to abilities;
- . *a spirit of co-operation among learners and staff; and*
- . maintaining school attendance at a high level.

Because the school has to achieve the teaching and educational objectives of the community, the principal is required to adopt the broad departmental curriculum to suit the needs of the community in which the school is situated, and organise the school accordingly. Matters that will require the attention of the school's management team in this regard include the following:

- . special disciplines that will meet the needs of the community;
- . the number of subject packages within specific disciplines;
- . the number and kind of sporting activities that will be offered in accordance with the potential of the learners, teachers and facilities; and
- . the number and nature of the cultural activities that have to be offered.

The school management team is required to fulfil a number of significant leadership tasks in order to promote a culture of teaching and learning. An important feature of an effective school is the attainment of high academic achievements. The management team, who is ultimately responsible for the management and co-ordination of the instructional programme, should set high standards for the school. All learners should be expected to attain established mastery levels and all teachers should be expected to ensure that their students reach the required levels. The frequent monitoring and evaluation of learners' progress and their performance in general and as individuals, can contribute to achieving good results. The information obtained can be used to help learners to improve their performance, to provide essential information to teachers, and to address areas in need of improvement.

Another important task of the management team, in order to enhance teaching and learning, is the development of positive staff attitudes and collegiality. This involves motivating and supporting staff, involving them in decision-making, promoting teamwork, instilling trust and confidence,

and showing appreciation for their work.

The establishment and maintaining of an environment conducive to positive teaching and learning, also forms part of the responsibilities of the school management team. An school atmosphere depends largely on the attitudes of the teachers, learners and parents. Therefore, school management has to do everything within their power to promote a positive attitude within the school. In schools where the management team exemplify the value and its importance of education, the chances of creating a positive culture of teaching and learning is greatly enhanced.

#### **6.2.4 Planning of the research**

This study utilised a questionnaire, constructed by the researcher, as a data base. The questionnaire was aimed at the members of the management teams of schools. The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents. When this situation exists, the most appropriate source of data is the questionnaire, as it is easily adapted to a variety of situations.

The aim of the questionnaire was to obtain information regarding the school management team's role in promoting a culture of teaching and learning. The questions were formulated to established whether management teams are promoting a culture of teaching and learning with regard the following:

accepting responsibility;

- . sharing of decision-making;
- . sharing of accountability;
- . execution of a code of conduct for teachers;
- . execution of a code of conduct for learners; and
- . fostering parental involvement.

#### **6.2.5 Presentation and analysis of research data**

The purpose of this chapter was to discuss data collected from the questionnaires completed by the 90 members of school management teams and to offer comments and interpretations of the findings. At the outset, an explanation and description was provided as to the methods employed in the categorisation of the responses and the analysis of the data. This was followed by the presentation and discussion of the responses to the questions in the questionnaire.

#### **6.2.6 Aim of the study**

The researcher formulated specific aims (cf. 1.5) to determine the course of the study. These aims were realised through the literature study, together with an empirical survey consisting of a structured questionnaire. On this basis certain recommendations are now offered.

### 6.3 RECOMMENDATIONS

#### 6.3.1 Inculcation of positive attitudes and values

##### (1) Motivation

The school as an organisation is not an independent or isolated entity. It operates in a social context, an important element of which is the parent community (cf. 3.4). The primary purpose of the school is to render a service, that is, to effect education and teaching (cf. 3.6). Schools can only achieve the objectives for which they are instituted if high and pure ethical principles are maintained in the first place. The school management team is charged with the responsibility to ensure that teaching is realised and that every child must receive the very best education (cf. 3.3). Positive attitudes and values must be inculcated in both teachers and learners. The school needs good, strong, and more importantly, effective management which entails planning, organisation, decision-making, control, etc. (cf. 3.3.4). The work and actions of the school management team is regulated and ordered by management with teaching and learning as the main objectives.

Some of the major problems in schools that have resulted in the absence of a culture of teaching and learning are:

- shortcomings in the work ethos of both teachers and learners;
- lack of resources;
- lack of authority, discipline and respect;

- . political instability;
- . poor communication;
- . alcohol and drug abuse; and
- . marginalisation of the authority of the principal and the management team.

In the light of the above, it is absolutely essential and urgent for school management staff to receive some form of education, training and guidance in areas of school management.

**(2) Recommendation**

The recommendation is that in order to promote positive attitudes and values in schools the *Department of Education and Culture* must:

- . Convene seminars, workshops and training programmes for principals, deputy principals and heads of departments with a view to providing guidelines in respect of *inter alia*:
  - the role functions of management staff;
  - decision-making;
  - quality change;
  - viewing education as a joint community learning endeavour;

- upgrading parental involvement;
- general requirements that have to be met to provide direction at schools;
- labour relations act;
- relevant management approaches;
- different theories of leadership;
- leadership in educational management;
- crisis and conflict management; and
- total quality management.

### **6.3.2 Code of conduct for teachers**

#### **(1) Motivation**

The most widely accepted complaint regarding the problems of the historically disadvantaged schools is the unprofessional conduct of teachers. In many schools teachers are not committed to their job of teaching. In fact they are often not even present in the classroom in order to teach. Criticism of the conduct by teachers can be summarised as follows (cf. 2.3.8):

- . uncommitted and unprepared for lessons;
- . didactic inability;

- . unprofessional conduct;
- . absence from classes;
- . alcohol misuse by some male teachers;
- . poor role models set by teachers;
- . inadequate training;
- . lack of adequate subject knowledge; and
- . unionists attitude by some teachers.

The poor grade twelve results in the majority of schools in the historically disadvantaged communities indicate that these schools have failed badly. There are teachers at these schools who do not meet the required standards of conduct and capacity. These teachers lack discipline, dedication and commitment to their profession. There is a lack of professional work ethic in a large number of teachers (cf. 2.3.8). "Militant" teachers and unions prevent inspectors, principals and other management members access to classrooms for supervision and assessment of the work of the teachers (cf. 2.3.1). Principals have lost accountability and dare not confront teachers any more. Undisciplined teachers cannot be brought to book as some unions which have site committees at schools would defend them to the hilt. A professional approach to teaching is replaced by a unionist approach. Teaching is no longer viewed as a calling and a profession in which teachers commit themselves to the education of learners. The unions have become a refuge for the teachers who cannot perform in the classroom.

No other group is so crucial to achieving a culture of teaching and learning as teachers. It is, therefore, believed that the teaching profession will be enhanced and earn greater acceptability and respect from parents and learners once teachers are governed by a set of rules that prohibit unprofessional behaviour (cf.4.3.1).

**(2) Recommendations**

The recommendations are:

- . All teachers should be governed by a code of conduct.
- . The code of conduct should include the following:
  - Loyalty to the profession and all teaching responsibilities.
  - Respect for all stakeholders in education.
  - Respect for the job and in particular to be punctual and regular, of sober mind and body and well prepared to deliver lessons.
  - The protection and respect of educational resources in their care.
  - The elimination of unprofessional behaviour such as drunkenness, the use of drugs and assault.
  - Elimination of criminal and oppressive behaviour such as rape and sexual harassment.
  - Respect for the dignity, beliefs and constitutional rights of learners which includes the right to privacy and confidentiality.

- Acknowledgement of the uniqueness, individuality, and the specific needs of each learner.
- Exercising authority with compassion.
- Avoidance of any form of humiliation and child abuse.
- Use of appropriate language and behaviour when interacting with learners.
- Use of proper procedures to address issues of professional incompetence or misbehaviour.

### **6.3.3 Code of conduct for learners**

#### **(1) Motivation**

A new school system based on democratic principles and fundamental rights such as non-discrimination, non-violence, equity and participation at all levels, came into effect from January 1997 (Department of Education, 1997:8). However, since the introduction of the new schools act a large number of schools in South Africa are characterised by an apparent absence of a learning culture. A schooling situation which is marked by an observable lack of interest and commitment to learning - the learning environment in these schools have crumbled and disintegrated. Learners arrive at school at different times, leave when they feel like it, do not bring their books to school, refuse to do homework and generally reject any kind of authority. This gives rise to, *inter alia*, a high failure rate, early school dropout, a lack of discipline,

low morale and an anti-academic attitude amongst learners (cf. 2.2). Learners seem to think that education is unimportant and that they have the means to get what they want. They challenge the authority of teachers and refuse to follow instructions (cf. 2.3.7).

The single most important element that can reverse the present situations is *constructive discipline that will consequently lead to a culture of teaching and learning*. As soon as there is a return to self-discipline, the practice and acceptance of discipline and good behaviour, education will come to into its own as a foundation for the future of the country.

The purpose and importance of the code of conduct is to equip learners with the expertise, knowledge and skills that they would be expected to evince as worthy adults.

## **(2) Recommendations**

The recommendations are:

- . The principal and his or her management team should ensure the adoption of a code of conduct for learners by the governing body of the school.
- . A school's code of conduct should reflect the views of parents, educators and learners on how learners should conduct themselves and to what end.
- . A code of conduct should express the collective will of the school community and give legal force to the development of the standards of conduct conducive to the betterment of all the learners.

The code of conduct for learners should include, *inter alia*, the following:

- Due respect must be shown to all persons in positions of authority.
- Learners shall respect the inherent dignity of others.
- At all times show respect for one another's convictions and cultural traditions.
- Always behave with courtesy, tolerance and consideration towards others.
- Learners must refrain from aggressive and abusive behaviour.
- Any form of intimidation, bullying, victimisation, physical or verbal abuse is unacceptable.
- Regular and punctual attendance of school and classes.
- Learners must adhere to the school rules and departmental regulations.
- Learners must not absent themselves from the classroom or school without the permission of authorities.
- Learners must be attired in accordance with the

**school rules.**

- **Conscientious and diligent undertaking of all work assigned by educators.**
- **Learners must be well mannered and respectful.**
- **An effective learning process must be actively supported by learners.**
- **Avoidance of anti-social behaviour which disrupts the learning process, such as drunkenness, the use of drugs, assault, the carrying of dangerous weapons, vandalism of school property, and the non-return of books.**
- **Learners must at no time endanger the lives of others.**
- **Learners must at all times respect school property.**
- **To avoid doing anything that will bring themselves or their school into disrepute.**
- **All school rules must always be observed, respected and upheld.**
- **Wherever possible learners must be involved in as many school activities as possible .**

A learner must understand that disciplinary action may be taken against him/her if he/she contravenes the code of conduct. Disciplinary action which form part of the code of conduct should:

- Prescribe discipline with dignity in a fair and consistent manner.
- Lay down due process to safeguard the interests of learners and other parties involved in disciplinary proceedings.
- Establish whether there is a need for further counselling in the case of certain learners.
- Recommend the suspension of a learner to the governing body once due process has been followed.
- Recommend the expulsion of learners to the Secretary of Education for the Province once due process has been followed.

#### **6.3.4 Further research**

Effective school management, leadership and organisational commitment go hand in hand. Organisational problems are indeed complex and principals and members of the management team often lack the necessary management skills to lead effectively and to foster organisational commitment. Management with the emphasis on acquiring leadership expertise and skills should become available to school management staff. Unfortunately high-level management training for

school management personnel in our country has yet to be developed.

Today co-operation between parents and school managers is vital for effective teaching and learning to take place at schools. The parents and the teachers each has a special and important role to play in the effective education of the child by becoming partners in creating a culture of teaching and learning. Parental involvement in the acceptance of responsibility for their children's education is still unsatisfactory. In the interest of the education of the child, the contact and co-operation between parents and school managers should denote a partnership.

However, the researcher is of the view that government, educators and learners are equally responsible for promoting a culture of teaching and learning and that this matter needs to be addressed urgently.

## **(2) Recommendation**

The recommendation is that further research of a quantitative and qualitative nature must be undertaken pertaining to the role of the school management team in promoting a culture of teaching and learning. A well planned strategy must be implemented to provide school management team members with the necessary skills to promote effective educative teaching.

## **6.4 CRITICISM**

Criticism that emanates from this study includes the following:

- It can be presumed that many of the members of the school management teams who completed the questionnaires drew

their perceptions regarding their role in promoting a culture of teaching and learning from the media. The probability therefore exists that the majority of management personnel indicated what is theoretical to their educational management responsibility and not what is practical.

The research sample comprised only of members of management teams of schools from the former Indian and black departments of education. Dissimilar responses might have been elicited from school management teams of schools from the former white and coloured education departments.

## **6.5 FINAL REMARK**

The aim of this study was to have a better understanding of how the school management team could promote a culture of teaching and learning more effectively. It is hoped that this study will prove useful to all interested stakeholders in education, but more especially to educators holding management positions, such as school principals, deputy principals and heads of department, and also to teachers aspiring for promotion into management posts.

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## APPENDIX A

**STRICTLY CONFIDENTIAL**

## **QUESTIONNAIRE**

### ***The Role of the School Management Team in Promoting a Culture of Teaching and Learning***

**J. Naidoo (Mr)  
(JSED, BA, B.Ed.)**

J. Naidoo  
PO Box 846  
**UMKOMAAS**  
4170

The Principal / Deputy Principal / HOD

Dear Sir / Madam

**QUESTIONNAIRE ON THE ROLE OF THE SCHOOL MANAGEMENT  
TEAM IN PROMOTING A CULTURE OF TEACHING , AND  
LEARNING**

At present I am engaged in a research project at the University of Zululand under the guidance of Prof. G. Urbani and Dr M.S. Vos. The research is focused on *The role of the school management team in promoting a culture of teaching and learning.*

As one of the selected respondents I have taken the liberty of writing to you in order to seek your assistance in acquiring information about your experiences relating to this research.

All information will be regarded as **confidential** and no personal details will be mentioned in the findings, nor will any of the results be related to any particular school.

Thank you for your co-operation.

Yours sincerely



**J. NAIDOO**  
(Tel: (0323) 84422

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## QUESTIONNAIRE

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### INSTRUCTIONS TO THE RESPONDENT

1. Please read through each statement carefully before giving your opinion.
2. Please make sure that you do not omit a question, or skip a page.
3. Please be frank when giving your opinion.

Kindly answer all the questions by supplying the requested information in writing, or by making a cross (X) in the appropriate block.

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### 1 SECTION ONE: BIOGRAPHICAL INFORMATION

1.1 Gender: Male  Female

1.2 Age in completed years

1.3 Present post

1.4 Academic qualifications (BA, B.Ed.)

Professional qualifications (HED, UED)

1.5 Years of completed service as a teacher as at 31-12-1998

1.6 Years of completed service in the management team as at 31-12-1998

**SECTION 2: CULTURE OF TEACHING**

As a member of the school management team I must:

	Agree	Disagree	Uncertain
2.1 Accept responsibility for effective teaching in the school			
2.2 Ensure that educational policies are effectively applied			
2.3 See to it that the organisation of the school runs smoothly			
2.4 Ensure that the school maintains a high educational standard			
2.5 Motivate teachers to be committed to their task			
2.6 Assist teachers in their teaching duties			
2.7 Be a role model to other teachers			
2.8 See to it that firm disciplinary measures are implemented			
2.9 Contribute to maintaining a high morale amongst teachers			
2.10 Assist with the resolution of conflict between staff members			
2.11 See to it that teachers endeavour to deliver their best while teaching			
2.12 Be involved with the in-service training of teachers			
2.13 Promote co-operation between teachers and learners			
2.14 Promote unity between staff members			
2.15 Enforce a code of conduct for teachers			

**SECTION 3: A CULTURE OF LEARNING**

As a member of the school management team I must:

	Agree	Disagree	Uncertain
3.1 Be involved in developing a positive attitude towards school-work in learners			
3.2 Create a culture of learning amongst learners			
3.3 Enforce a code of conduct for learners in the school			
3.4 Motivate learners to attend school every school day			
3.5 Ensure that effective school discipline is maintained			
3.6 Create a school climate conducive to learning			
3.7 Create a responsible work ethic among children			
3.8 Be mindful of the fact that learners are from different backgrounds			
3.9 Assist teachers in dealing with problems experienced by learners			
3.10 Promote good behaviour among learners			
3.11 Encourage unity between learners			
3.12 Promote unity between teachers and learners			
3.13 Be a role model to learners			
3.14 Assist teachers in motivating learners			

**SECTION 4: PARENTAL INVOLVEMENT**

As a member of the school management team I must:

	Agree	Disagree	Uncertain
4.1 Consult with parents regarding problems experienced by their children			
4.2 Encourage parents to be involved in their children's school activities			
4.3 Encourage parents to be involved in their children's school work			
4.4 Advise parents on creating a home environment conducive to learning			
4.5 Encourage parents to volunteer their services in school activities			
4.6 Assist parents in understanding their children as learners			
4.7 Encourage parents to become actively involved in school affairs			
4.8 Promote unity between parents and teachers			
4.9 Involve parents in the school's fund-raising policy and activities			
4.10 Create an invitational school climate for parents			