

**THE ROLE OF SCHOOL MANAGEMENT TEAMS IN
FACILITATING QUALITY EDUCATION IN SCHOOLS**

BY

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DEDICATION

I dedicate this work to:

1. My Late parents, Sekhona Khuluse and Athalia Thandiwe Khuluse.
2. My wife, Zonke and my son Sinakho Sakhele.
3. To all members of Kwanjabulonjalo family.

DECLARATION

I hereby declare that ***“The role of school management teams in facilitating quality education in schools”*** is my own work and that all sources that I have used and quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'M.D. Khuluse', written in a cursive style.

M.D. KHULUSE

ABSTRACT

This research examined the role of school management teams (SMTs) in facilitating quality education in schools.

The study made use of questionnaires to establish the perceptions of SMTs towards quality education they facilitate in their schools. This study was undertaken to investigate the challenges that are encountered by school management teams in facilitating quality education in schools.

With regard to management, the research investigates the roles of school management teams such as building trust to support quality education, developing an enabling school culture and climate, demonstrating appropriate leadership.

From the review of literature on the role of school management teams, the study provides a comprehensive exposition of what school management entails, especially as far as curricular management, visioning and strategy formulation, is concerned.

Against this background, the study investigates the role of SMTs in secondary schools in the Insuze – Noodsberg Ward in Ndwedwe Circuit. On the basis of empirical work, the study makes recommendations regarding the role of SMTs. The recommendations made are a contribution towards improving SMTs and leading them in a process which can truly enhance them to perform their roles of facilitating quality education in schools.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

School leaders have a professional responsibility to develop a positive culture that helps to enhance the quality of education. The school management teams have a supporting role to play in creating, maintaining and facilitating quality education in schools. According to Musaazi (1982:53), leadership is concerned with the implementation of those policies and decisions which assist in directing the activities of an organization towards its specific goals. Thus leadership is the process of influencing the activities and the behaviour of an individual or a group in an effort towards goal achievement in a given situation. Van der Westhuizen (1991:87), maintains that leadership should be seen as a process of working with other people to identify and achieve common goals in a meaningful way. School management teams therefore have a critical role to play in enhancing the process of service delivery to both people and the organization.

Dubin (1968:385) considered leadership as “the exercise of authority and the making of decisions.” It is thus clear that principals, deputy principals and heads of departments (SMTs) who have formal and legitimate authority by virtue of their positions are leaders. Leadership practices of the school management teams in successful schools include establishing clear goals, providing a vision of the good school, and encouraging teachers by assisting them in finding the necessary resources to carry out their jobs. This study investigates the role of SMTs in facilitating “high performances” in schools.

1.2 STATEMENT OF THE PROBLEM

As the South African System of education is in the process of transformation, the school management teams have major role in managing challenges and problems brought by transformation. School management teams, in their role of facilitating quality education in schools, need to manage and lead students and educators, so that schools achieve their main purpose, namely to be viable to institutions of learning.

Yet, SMTs seem to experience many problems. They appear to face challenges regarding guiding and enabling educators to teach learners. The concern over the poor results in grade 12, matriculants who are not marketable in working place testifies to the issue. Furthermore the culture of efficient and effective management is not the norm. Lack of communication skills in schools, lack of trust which is a fundamental cement that binds an organization together seem to indicate some problems experienced by some members of SMTs.

In view of the above observations the researcher wants to assume that unless the above problems and challenges are investigated, addressed and recommendations are made, school management will remain a problem to the SMTs, staff, parents and students. This is bound to adversely affect education.

1.3 BACKGROUND OF STUDY

The South African System of education is undergoing rapid transformation as a result of dynamism of our society. As stated above the SMTs have major role in managing challenges and problems brought by transformation. The recent documents such as South African Schools Act, Act No.84 of 1996 and Labour Relations Act, Act No.66 of 1995, KwaZulu Natal Department of Education and

Culture manuals such as manuals 1, 2 and 3 have all brought about change in management of schools and they help school management teams to run schools effectively and efficiently. The first manual out of twelve manuals which is "Effective School Leadership and Management" requires all public schools to review their management practices in the light of the new National Constitution No.108 of 1996. The constitution mandates that:

- Everyone has the right to establish and maintain, at their own expense, independent educational institutions that:
 - a) Do not discriminate on the basis of race,
 - b) Maintain standards that are not inferior to standards at comparable public educational institutions.

South African Schools Act, Act No.84 of 1996 requires SMTs to run schools by involving all the stakeholders. School leaders are accountable to the community and to the educational department for the facilitation of quality education for all learners. School leaders are required by law (SASA) to explain their decisions and actions to the school community and to education department. The SMTs have a responsibility to run schools according to the principles of democracy and human rights, and to be accountable for doing so.

In the researcher's view, managers make most of the decisions and adhere to a fixed and rigid schedule, with minimal consideration to the legitimate rights of stakeholders to participate in decision making processes relevant to school improvement. This indicates a massive challenge to which SMTs of secondary schools should commit themselves. These observations have inspired the researcher to study the role of the school management teams in facilitating quality education in schools.

1.4 THE PURPOSE OF THE STUDY

- To conduct a review of literature on the role of the school management teams in facilitating quality education in schools.
- To investigate factors that help or hinder the role of the SMTs in facilitating quality education in schools.
- To conduct an empirical investigation on the role of SMTs in facilitating quality education in schools.
- To make recommendations about how school management teams can facilitate quality education in schools.

1.5 RESEARCH QUESTIONS

The study will seek to address the following questions:

- What is quality education, and what are the different approaches school management teams may adopt to facilitate quality education in schools?
- How do school management teams facilitate quality education?
- Are school management teams effective in facilitating quality education?
- What are the problems experienced by school management teams in facilitating quality education in schools?

1.6 OPERATIONAL DEFINITIONS

For the sake of clarity, it is essential that certain relevant concepts used in this study, be defined.

1.6.1 Quality education

“Quality education” is an educator that provides confidence that the education provided is meeting expectations of the market place, is relevant to the needs of societies and fosters the intellectual and emotional growth of learners. According to Luthuli (1981:20), education is training of young persons and the moulding of the youth of a nation with the aim of making them responsible adult members of their respective societies. In researcher’s view “Quality education” is the type of education, which serves and satisfies the needs of its society.

1.6.2 School Management Teams

“School Management Teams” (SMT) is the structure in the school, which is responsible for the proper running of the school. An SMT is made up of the principal, deputy principal and heads of departments. They are responsible for planning, organizing, leading and supervising the school activities. SMTs manage school resources in such a way that the schools function efficiently and effectively.

1.6.3 School

In this study “school” refers to educational institutions where formal teaching and learning takes place. For the purpose of this study “school” further refers to “public schools,” as defined in SASA (1996:B-4) which accommodates learners from grade R to grade twelve. In an organizational sense, Stone (1991:21), argues that the school is one section of the larger organization and

the principal is the leader of this section. The teachers are the professionals who fulfill the technical role that is teaching. The students are clients.

1.6.4 Role

According to Via Afrika Learner's dictionary "role" is defined as a person's usual duty or activity. For the purpose of this study "Role" refers to "duty" of the SMTs, what is expected from SMTs to facilitate quality education in schools.

1.7 ASSUMPTION

This study speculates that some SMTs are ineffective in facilitating quality education in their schools.

1.8 PARAMETERS OF THE STUDY

This study focuses only on the role played by school management teams in facilitating quality education. School Governing Bodies are excluded because they are mainly responsible for policy and governance in the overall running of the school whereas SMTs are responsible for professional management on a day -to- day basis.

1.9 LIMITATIONS OF EMPIRICAL RESEARCH

Some members of the school management teams would not respond on time to the questionnaires because their schools will be engaged in trial examinations. The researcher will extend time to two weeks instead of one week to collect questionnaires. This will give enough time for SMTs to respond.

1.10 RESEARCH METHODOLOGY

The following methods will be used in this study:

- Literature will be reviewed on the role of the school management teams in facilitating quality education in schools.
- Questionnaires will be employed to collect data from the school management teams.

1.11 STRUCTURE OF THE RESEARCH

This study will be organized as follows:

- Chapter one provides an orientation to the study.
- Chapter two presents a literature review on the role of the School Management Teams in facilitating quality education in schools.
- Chapter three provides the research method used.
- Chapter four presents an analysis and interpretation of data.
- Chapter five provides the important findings of empirical research which will form a base on which recommendations will be made.

1.12 CONCLUSION

In this chapter the problem to be investigated was introduced and described by the researcher. The researcher further highlights key concepts,

methodology and provides a layout of the study. The next chapter reviews literature on the role of SMTs in facilitating quality education in schools.

CHAPTER 2

2. LITERATURE REVIEW OF THE ROLE OF SCHOOL MANAGEMENT TEAMS IN FACILITATING QUALITY EDUCATION IN SCHOOLS.

2.1 INTRODUCTION

In chapter one quality education was defined as a type of education which serves and satisfies the need of that community. It was also pointed out that SMTs are expected to promote this type of education.

Before outlining various roles of the school management teams in facilitating quality education in schools, the researcher deems it important at this stage to mention that school management teams undertake a number of other tasks, such as building trust to support quality education, developing an enabling school culture and climate, demonstrating appropriate leadership and strategise to promote quality education in schools. The chapter will review literature on the school management teams' roles in facilitating quality education. It will indicate how these roles benefit schools holistically. In order to provide a framework of quality education, however, this chapter begins with a discourse on the key indicators of quality education.

2.2. KEY INDICATORS OF QUALITY EDUCATION IN SCHOOLS

School management teams aim at creating an organizational climate that is a learning climate which supports continuous improvement and which provides each teacher and each pupil an opportunity to become a partner and creating success.

According to Bonstingl (1992:32) there are four essential elements in quality education which he calls the Four Pillars of quality schools, namely.

- Constant dedication to continuous improvement
- A primary focus on customers and curriculum
- A system /process orientation
- Strong and constant quality leadership from top management.

Each of the “pillars” above is intrinsically linked to the enhancement of quality education in schools and would therefore be given emphasis in the discussion that follows.

2.2.1. Dedication to continuous improvements in teaching and learning

According to Jenkins (1991:85), effective schools have a focus on learning and teaching and the ability of school management teams to offer strong instructional leadership is a key factor in ensuring quality education in schools. It is important to note that there is an overlap between the SMT’s role as a manager and that of an instructional leader.

In his focus on instructional leadership Sergiovanni (1987:7), contends that instructional leadership activities, student relationships and professional development activities should be the SMT’s highest priority. Sergiovanni (1987:122), suggests that learning and teaching must be the focus of leadership activities in an institution. Given also the importance of the extent to which management roles are shared and the extent to which leadership is broadly exercised, Sergiovanni argues that it is clear that the school where quality education is the goal, will seek a model for instructional leadership which will have this focus and which can shape the role of a number of educators in addition to the SMTs. Drawing from research on school and teacher effectiveness, Duke (1987:66), proposed a vision of instructional

leadership. He suggests that instructional leadership should involve two interrelated areas of activity, that is, the fostering of teaching and the capacity to deal successfully with certain key situations such as supervision, development, teacher evaluation, and instructional management and support.

Hall and Hord (1982:42), argue that if educational programmes for students are to improve SMTs must take the lead in providing educators with the instructional leadership they need. It is assumed that in attempting to improve teaching and learning, managers must be dedicated and must be knowledgeable in the areas of management behaviour that is, they must be able to work with educators in tasks such as planning, evaluating, controlling and decision making.

2.2.2. Focus in customers and curriculum

The schools' customers are primarily the pupils and their parents. Parents as suppliers to the school entrust their money and their children to their school's care. It is the responsibility of every school striving for quality to work with parents as suppliers to optimize children's potential to benefit from the learning processes provided at school.

It is for this reason, that attention to curriculum offered, must be given. Caldwell and Millican (1989:43), suggest that curriculum provides a relatively detailed specification of intended learning experience. It indicates what will be learned, how it will be learned and when it will be learned. According to Sergiovanni (1987:118), the actual structure of educational activities, the nature of learning outcomes and patterns of teacher – student influence, are the three major components of the school curriculum. They compose the dimension that should be taken into account in curriculum planning and programme management and evaluation. Obviously, in order for SMTs to facilitate quality education in schools, they must be able to control and have a

deep understanding of the practical and theoretical ideas contained in the school curriculum. They must have capacity to manage the curriculum, also be up to date with the latest curriculum development, and learning and teaching methods.

2.2.3. Process orientated

The key purpose of improving work processes in the school is to add value and so to obtain higher quality. In schools adding value does not necessarily mean more resources. The objectives of all work processes is to meet the requirements of the customer, that is, the pupil. Practices such as well planned and effectively managed meetings that solve problems, lessons that are understood by the pupils and in-service training that can be applied in practical terms, contribute to quality education. Some of the components of the work process are as follows: communication, organizing and evaluating.

(i) Communication

Badenhorst (1987:43), maintains that communication plays an important part in the life of the organization like a school. Lack of communication about what is going on causes a lot of problems within an organization and affects management of a school. Whitmore (1985:63), argues that some school management teams do not bother to consult their educators when making decisions. He believes that communication and consultation result in good human relationships. Schrender et al (1993:49), Wiles (1991:90), point out that the school management teams can communicate in various ways. The SMT must establish clearly defined levels of communication and procedures. SMTs must also educate educators, parents and students in the need for communication so that it becomes second nature. This view is supported by Whitmore (1985:63), who emphasizes that communication must be promoted

and practiced by all staff members and eventually it will become natural to observe the school communication principles and channels.

From the above discussion the researcher assumes that, with proper and effective communication the organization is able to attain its goals.

(ii) Organising

After school management has completed their planning they have to put it into practice. This can only occur successfully if the management and staff organize school activities together. If in organizing and planning management tasks, the SMT recognizes and implements educators' inputs, it is likely that teaching and learning is done according to agreed procedures as educators will own the plan and work with commitment and competence.

Schools are expected, for example, to have a curriculum in place, to set goals and objectives and to organize themselves for general effectiveness and success. Allen (1964:173) confirms this notion when he maintains that organizing is that management task which is performed to initiate planning and to establish connections with various activities of the institution so that goals may be realized and attained effectively.

According to Van der Westhuizen (1991:164), to be able to organize, a structure of authority should be created. The creation of an organizational structure, as stated by Van der Westhuizen, is also one of the SMT's management functions. Reboore (1987:156), concurs with Van der Westhuizen's view of the organizational structure. He argues that the purpose of establishing an organizational structure is to ensure that there is no overlapping and duplication of work, but to ensure that tasks are logically grouped, that people are utilized according to their abilities in the execution of

certain duties and to get an overall picture of the field in which the organization operates.

Below is a discussion on the SMT's role in evaluating the process within the organization.

(iii) Evaluating

Morphet, Jones, Reller (1982:73), argue that effectiveness of an organization is enhanced when provision is made for evaluating not only the products of the organization but also the organization itself. According to Keith and Girling (1991:214), all educators recognize that evaluation is endemic to the educational process. Furthermore Keith, et al, also maintain that in a school situation educators are concerned with evaluating students while SMTs are concerned with evaluating teaching and learning.

Evaluation is the task, according to Reynders (1997:134), whose purpose is the identification of the merits and deficiencies, and is an integrative part of a control task. The quality and functionality of the institution are measured by means of evaluation. In his view of evaluation, Gorton (1976:62), maintains that evaluation indicates group product or programme to determine strong and weak points. Gorton further postulates that evaluation also pre-supposes monitoring the progress made with regard to goals and objectives, and also entails the correction of actions which have deviated from the mutually agreed upon goals. De Wet (1981:89) and Van der Westhuizen (1991:221), appear to be supportive of Gorton's view when they state that, evaluation is a useful means of determining whether a person has carried out his given task and whether a person is helping to achieve set objectives. Evaluation also helps to determine whether a specific person with his unique qualities and specific talents may be of the best service.

Evaluation broadly conceived involves judgment of teaching and learning in a particular situation. Of interest in judgmental evaluation are particular educators and students, specific teaching situations and events, and understandings and meanings emerging from teaching.

From the views stated above, it is evident that evaluation is a complex process. However Keith and Girling (1991:245), argue that schools generally devote too little time and attention on defining, structuring and supporting effective evaluation procedures. Given the complexity of the teaching and learning process, the information regarding the performance of educators and learners should be of utmost importance. Also of importance is the support by educators for the evaluation of performance within the institution. Keith and Girling also maintain that another key aspect of this part of research is that school wide evaluation is an important task of the school management team.

At this point, the researcher assumes that there is a great importance attached to evaluation when the focus of management is learning and teaching the goal is the highest possible quality for every student in the school.

2.2.4 Quality leadership of School Management Teams

School Management Teams serve as leaders. Gorton (1993:72) states that a leader recognises followers and influences them to attain desired goals. In doing so she/he focuses on relationships (consideration for people) and on tasks.

The discussion below focuses on these two areas of leading.

2.2.4.1. The role of the SMT in building trust to support quality education (consideration for people)

Consideration sometimes referred to as people orientated behavior, according to Halphin (Gorton et al 1993:69), involves the expression of mutual trust, friendship, respect and warmth between the group and the leader. The manager who assumes his leadership role will attempt to develop a positive and satisfying relationship between leader and followers and will try to promote a spirit of co-operation among the different members of the group being led. This type of leadership has also been referred to by Getzel and Guba as ideographic leadership in that it stresses the personal and emotional needs of the members of the group. This idea is supported by Gumedé (1991:45) when he cites the study made by Franseth. Franseth maintains that people orientated SMTs appraise their subordinates, encourage and examine the extent to which their educators become more self actualizing, self directing, creative and more co-operative in working towards individual as well as mutually accepted goals. Such leaders encourage educators to exert initiating structures and to share ideas and responsibilities. These leaders make contact easily, they seek and develop channels for free communication. They are not defensive and they can accept opinions from others even though what is said and how it is said may be hostile.

Musaazi (1982:58), believes that concern for people appears to be one of the most important supervisory qualities. Much as teachers depend on the SMTs for a number of things, they also rely on them for the accomplishment of organizational tasks. The SMT therefore depends upon every teacher at every level for the success of the pupils and for the school effectiveness. Musaazi (1982:60), refers to this as a "shared official relationship". From the above exposition one would argue that the leader on one hand is expected to provide proper guidance, motivation and help to his/her staff while on the other hand she must expect quality work from his/her staff. If the

management lacks the initiative and originality of thought to give necessary guidance and leadership, the organization they lead cannot achieve its goals. In the same vein if the staff lacks a sense of duty, the organization will fail to achieve its objectives. It must, however, be remembered that in order to establish this cooperation from staff, there must be friendship, mutual trust and respect in the relationship between the SMT and their subordinates as well as focus on tasks. A neglect of other structures or relationships affects SMT's leadership. Indeed Gorton (1993:69) have to say, if an administrator emphasises the initiation of structure in order to facilitate organizational achievement, but neglects the needs of a group for consideration, cooperation in achieving the goals of the organization cannot be attained. If, on the other hand, the management stresses the consideration dimension, but pays insufficient attention to the initiation of structure needed to promote organizational achievements, the management may succeed in meeting a group's needs for maintenance but may fail to meet fully, the organisation's needs for achievement.

2.2.4.2 Developing an enabling school culture and climate

In differentiating between culture and climate, Owens (1991:171), maintains that culture refers to shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms while climate refers to the perceptions people have in the organizations and beliefs. In short, according to Owens culture refers to "the way we do things here".

The notion of culture as the "way we do things here", is also cited by Caldwell and Spinks (1991:68). They emphasise that one does not search and then find a culture of the school but one experiences it in ordinary day-to-day activities. Spinks and Caldwell also maintain that we do things in our schools because we have particular values and beliefs about what ought to be done. These are referred to as the intangible foundations of culture.

Climate on the other hand as defined by Owen (1991:55), refers to the perceived subjective effects of the formal system, the informal style of managers and other important environmental factors on the attitude, beliefs, values and motivation of the people who work in a particular organization. Van der Westhuizen (1991:630), believes that "climate" refers to the prevailing and normative circumstances which set the tone of the school".

Schrender (1993:20), has this to say about school climate: climate is the unique atmosphere prevailing in school. The school climate is in fact the result of interaction between the SMT, teachers, pupils and parents. Close co-operation between these groups in the interest of the pupil's education leads to a better climate. They also emphasise that "a school climate" also results from the extent to which the SMT fulfill their tasks as educational leaders. A brief attention will be given to the role of SMTs in developing an enabling school culture and climate.

Management activities associated with the cultural development, involve establishment of school purposes and mission, socializing new members to the school, articulating school beliefs, traditions and explaining how things are done within the school. Sergiovanni (1987:59), is of the view that cultural life in schools is a constructed reality and SMT should play a key role in building this reality. Sergiovanni further argues that culture governs what is of worth for the school staff. This includes values, beliefs, shared meanings of parents, students and teachers and how the members should think, feel and behave. It is the researcher's submission that all schools and organizations have their cultures created by the participants within the school.

In a school situation the researcher would assume that the SMT should establish the culture and climate that promotes and sustains success. Although the SMT is confronted with variety of tasks and functions, one other role of school management teams relates to leadership. Educational

leadership is viewed by a variety of researchers as encompassing almost all aspect of schooling that impact on learning and teaching. In the next section attention is given to the SMTs demonstrating appropriate leadership.

2.2.4.3 Demonstrating appropriate leadership

Leadership is concerned with an issue such as, what school improvement goals are worth pursuing? How can arrangements be reached among the faculty and among school constituencies regarding these goals? What levels of motivation and commitment are needed for people to work together energetically on school improvement? Leadership without management can lead to mere rhetoric and disappointment. Management without leadership rarely results in sustained development in teaching and learning practices. In the section below the researcher attempts to look at vision as one of the aspects that contribute to quality education of schools.

2.2.4.4 Leadership and vision

Goals without a framework which underpins them have limited utility. Jenkins (1991:36), argues that one of the hallmarks of successful leaders is the ability to create and sustain a vision for the future. Authors such as Senge (1990) and Jenkins (1991), regard a vision as an essential component of an institution. This must be shared by all the members of the institution. Goals are often set to give expression to a vision.

Senge has suggested that the ability to develop a shared vision will become one of the key disciplines of the learning organizations. Central to this will be realizing of individual aspirations and visions. Furthermore, Senge feels that visions that are truly shared take time to emerge. They grow as by – product of interactions of individuals visions. Experience suggest that visions that are genuinely shared require ongoing conversation where individuals not only

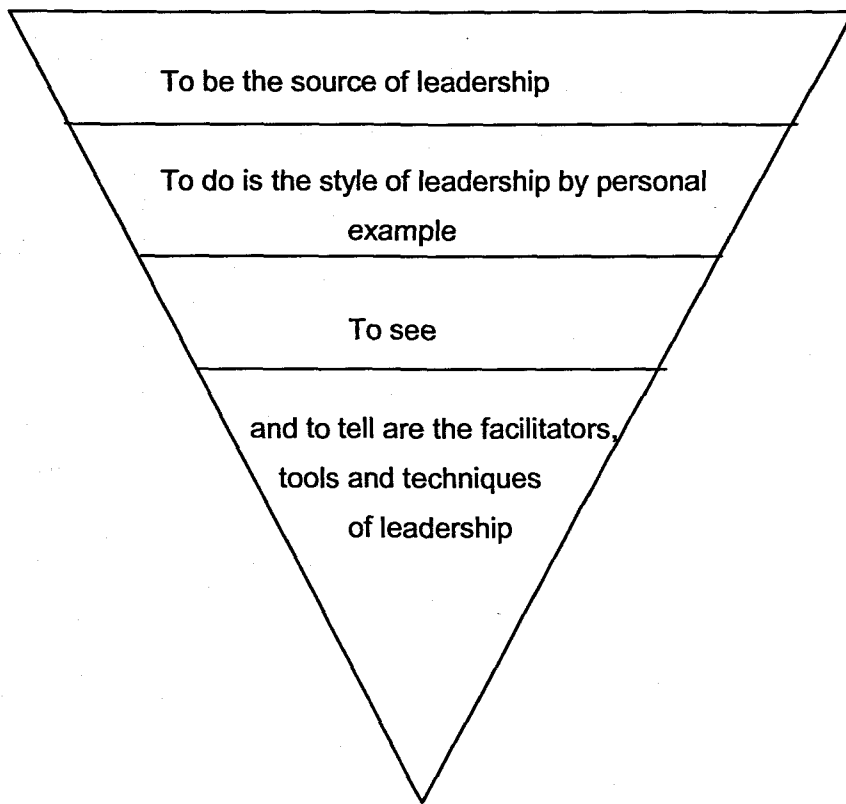
free to express their dreams, but learn how to listen to each other's dreams. Out of this listening, new insights into what is possible gradually emerge.

According to Bernis and Nanus (1985:89), leaders do not have to coerce people to pay attention to the vision, but they should communicate their vision that subordinates become intent on what they are doing that they draw others in. In order to move and develop the school from where the SMT wants it to be, it is necessary to convey what the vision is.

Whitaker (1993:115), says that a vital part of the management process is the ability to project the mind forward into the future to visualize what intended results would look like. The greater the detail that can be supplied to this envisioning of end – results and outcomes, the clearer the paths towards achieving them will be. This conception is supported by Wilkinson and Cave (1987:76) who maintain that successful secondary schools which have been in a position to define a clear vision to make their choices and guide their actions, establish clear identity and build staff commitment to a common mission. In the next section attention is given to the role of the leader's character in influencing educators.

2.2.4.5 The role of the leader's character in influencing educators

Chibber (1993:14), indicates in his model of leadership the role of the leader's character in influencing educators.



Chibber (1993:14)

Chibber further explains his model "To Be" represents everything that is found in a person; that person's values, qualities, personalities and knowledge. All the qualities, attributes and characteristics in a person are key factors in influencing other people. Bernis and Nanus (1985:96), accord well with that of Chibber. Bernis et al maintain that explicit and consistent values about learning and managing are fundamental.

According to Chibber, "To do" indicates that the best style of leadership is to lead by personal example, to practice what we preach. He further points out that good leaders are always true in thought, word and deed. The researcher assumes that leadership by example is the most powerful technique of influencing people.

Chibber explains that "To See" implies that leaders must be fully aware of the environment in which they work and they must have all the relevant information at hand. Only then can they evaluate options, engage in solving problems and make sound decisions. From the views stated above, it can be deduced that SMTs need to be aware of the environment in which they work.

The last characteristic of Chibber is "To tell" which means conveying to others what leaders want them to do. He further emphasises that telling is effective if the instructions are clearly understood. Badenhorst (1987:43), maintains that communication plays an important part in the life of the organization. This view is supported by Whitmore (1985:65), who emphasises that communication must be promoted and practiced by all staff members. These characteristics of leaders can assist in facilitating quality education in schools.

2.3. MANAGEMENT STRATEGIES FOR PROMOTION OF QUALITY EDUCATION IN SCHOOLS.

It is maintained in this research that strategic management should be located at the centre of other management functions such as building trust to support quality education, developing an enabling school culture and climate and demonstrating leadership, as mentioned in the introduction of this chapter. The success of the promotion of quality education in schools is dependent on strategic management of school management teams.

2.3.1 Strategic management

The move towards self – managing schools requires that schools work out strategies that will inform and give meaning to school activities. One attempt at defining strategic management was made by Caldwell and Spinks

(1992:92), when they maintain that it is a key component of the school management team's role which is exercised by:

- Keeping abreast of the teams and issues, threats and opportunities;
- Discerning megatrends;
- Sharing their knowledge
- Establishing structures and processes which enable the school to set priorities and formulate strategies;
- Ensuring that the attention of the school community is focused on matters of strategic importance;
- Monitoring the implementation of strategies as well as emerging strategic issues, facilitating an ongoing process of review.

Goldstein as cited by Msimango (1991:51) expands the definition on strategic management thus:

“(It is)... a set of managerial decisions and actions that determine the long run performance of a corporation. It includes strategy formulation, strategy implementation and evaluation and control. The study of strategic management therefore emphasises the monitoring and evaluation of environmental opportunities and constraints in light of corporation's strengths and weaknesses”.

From the definitions above, it can thus be stated that the most important factors for effective strategic management calls is a clear scanning of the environment (both internal and external), formulation of a strategy to bring about improvements in an organization, strategy implementation, evaluation and control.

Strategic management is based on the fact that in a business endeavour, both the executive and the organization, need to be projected into the future.

This will enable an organization to "... (create) a path from where they are now, to where they want to become year down the road". (Msimango, 1991:52). The devolution of decision making to schools as envisaged by the South African Schools Act of 1996 and Norms and standards for school funding, require that schools chart their own strategic direction to achieve organizational goals and objectives. For instance, the delegation of powers as stated by Section 2 (1) of the SASA requires that decisions regarding the purchase of books and stationery, and capital works programmes are dealt with at school level. The Department of Education thus provides "powers" basis for schools to take greater responsibility for managing their own affairs. In the next section attention is given to the strategic planning process.

2.3.2 Strategic planning process

Planning involves: vision, strategy, resources, management and involvement. Recent literature such as Educational Administration and Management shows that strategic planning models tend to follow a similar approach in defining an organisation's mission, establishing objectives, identifying alternative strategies, implementation of strategy and evaluation. This trend is diagrammatically illustrated below by two models:

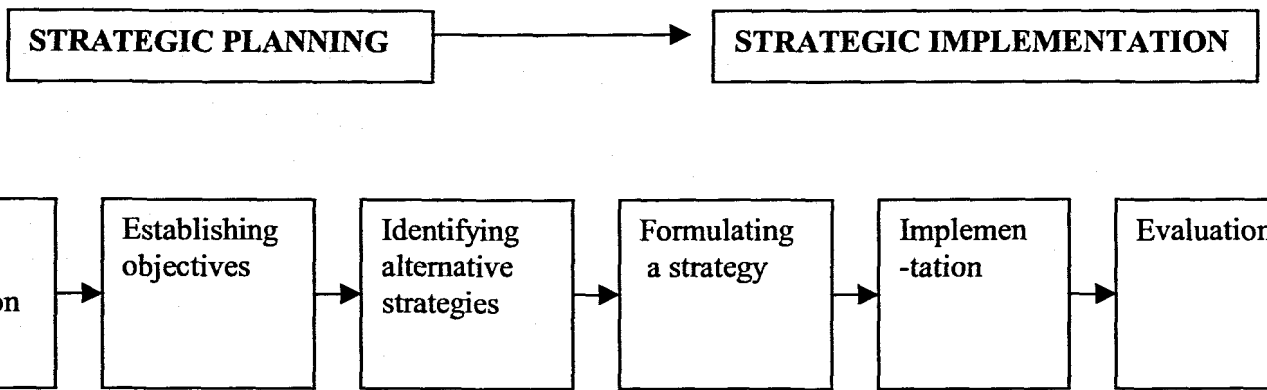


Figure 2

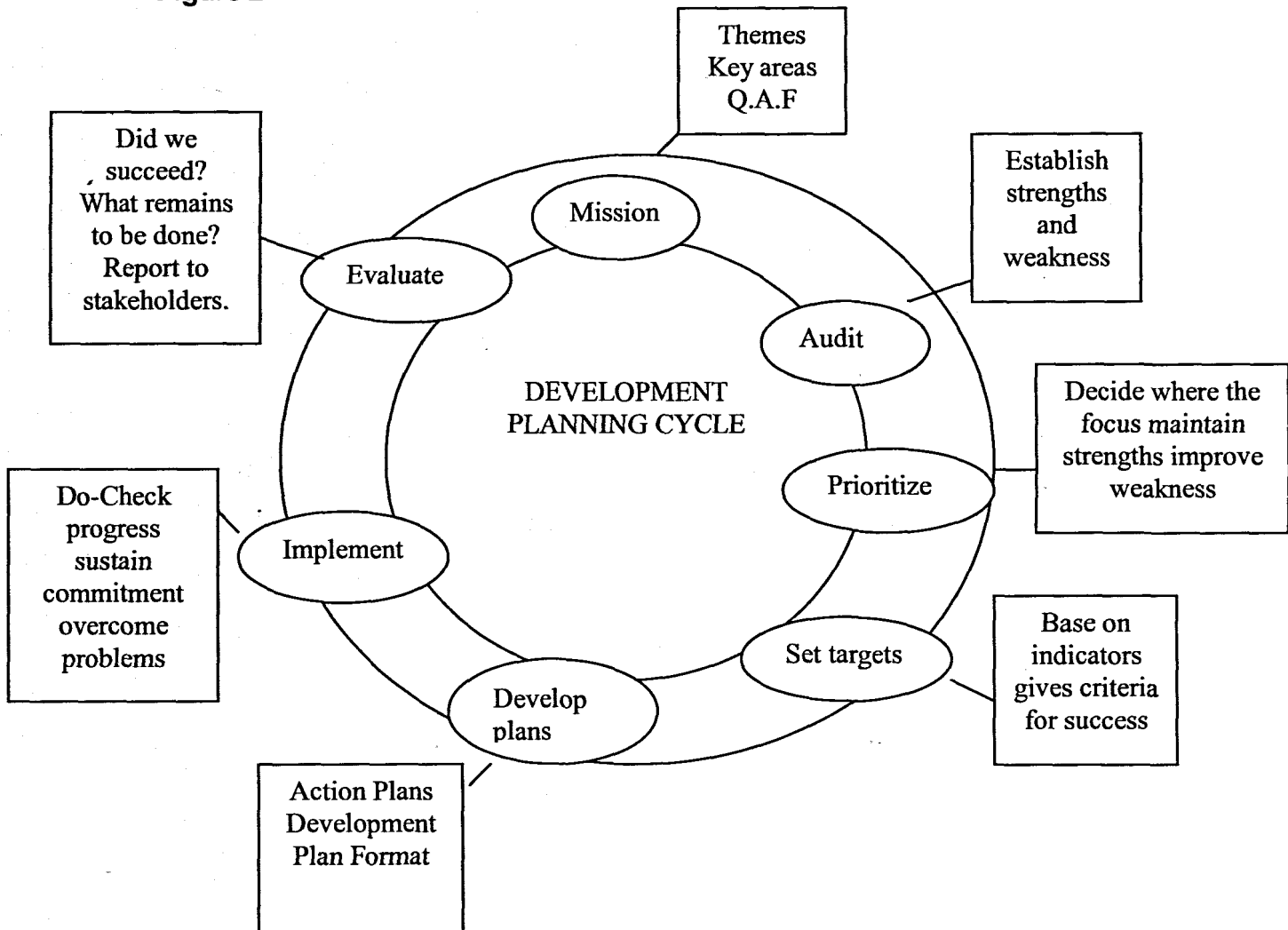


Figure 3

Source: MSTP/KZN DOE October 2001, p51

Figure 2 and 3 resemble linear model of Tylor because they are two variations of the same line of thinking about strategic planning process. To achieve what the organization needs to achieve requires the effort and creativity of all members of the organization.

Planning provides a clear sense of direction and coordinated thrust in all parts of the organization. An organization takes control of its future by developing human resources and improving communication. An organization is therefore driven by an enduring belief in what it is doing. From the above discussion the researcher assumes that the SMTs' role in facilitating quality education in schools is to use strategic planning processes.

2.4 BARRIERS THAT HINDER SMTs FROM FACILITATING QUALITY EDUCATION IN SCHOOLS

2.4.1. Autocratic leadership style

Autocratic leaders tend to function autonomously, make decisions by themselves, and are likely to be highly directive, providing specific instructions as to what and how tasks should be performed. Leitherwood (1994:10), argues that problem for leadership in the future has three parts: developing a shared, defensive vision of a future school ..., directly assisting members of the school in addressing the challenges ..., and increasing the capacity of school members to address those and future challenges themselves, more successfully.

From the definition above, it can thus be stated that the leaders need to be reliable, predictable, and fair in their dealing. Leaders build trust by building their constituent's power. Caldwell (1989:53) supported this statement by stating that leaders who strengthen their people and have a gift for institution

building may create a legacy that will last for a very long time. Autocratic leadership can hinder SMTs from facilitating quality education in schools, because some SMTs tend to develop a concept of themselves as a result, they underestimate the complexity of their organizational task and overestimate what they can do, on the other hand, the subordinates feel underutilized, over controlled, and ultimately uncommitted.

2.4.2 Lack of the culture of self management

Some members of school management teams, encountered problems in some issues which are fundamental in the culture of self – management such as empowerment trust, synergy and responsibility.

(i) Empowerment

Spinks (1992:74) argues that a leader is committed to providing all in the school community with an opportunity to influence decisions and contribute to day – to – day activities in the school, according to their interest, expertise or stake in the outcome. Spinks supported by Gorton and Snowden (1993:3) emphasises the value of empowerment of educators by giving them more responsibilities over such issues as curriculum adoption, staff development, formulation of school policies, work evaluation and other tasks, calls for proper decision making. Such improvements are in itself, a manifestation of commitment to full development of each individual.

(ii) Trust

Hersey and Blanchard state that according to Cartwright and Zander, the type of behaviour involved in goal achievement involves the following examples: the leader initiates action, keeps members attention on the goal, clarifies the issue and develops a procedural plan. If school management teams keep

interpersonal relations pleasant, arbitrate disputes, give encouragement, stimulate self-direction and increase interdependence among staff then trust will prevail.

(iii) Synergy

In an organization, a group working together can achieve more than individuals working separately. This new behaviour suggests that for SMTs to facilitate quality education in schools need to work together with educators to achieve mission or goals of the school.

(iv) Responsibility

Leaders should accept responsibility. Caldwell (1992:75) argues that leaders should accept a higher level of responsibility than their counterparts.

2.5 CONCLUSION

This chapter has reviewed literature on the role of the school management teams in facilitating quality education in schools. Key indicators of quality education in schools were discussed. This chapter has also discussed management strategies for promoting quality education in schools.

In the chapter that follows, the researcher shall proceed to consider the methods used to collect and analyse data.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

The aims of this study as described in chapter 1 were to investigate factors that help or hinder the role of the SMTs in facilitating quality education in schools. This chapter provides an account of how the study was designed and conducted. In describing the research design, description is given to the method of investigation, the research instrument or tools used and the reasons for choosing them. The size of the sample, the sampling procedure, method of data collection and data analysis are also discussed.

3.2 GEOGRAPHICAL AREA OF STUDY AND POPULATION

The study was conducted in the Ndwedwe Circuit which is in the Ilembe District under Ethekwini Region in the KwaZulu Natal Province (KZN). The Ndwedwe Circuit has five wards namely, Ndwedwe West, Ndwedwe East, Ndwedwe North, Ndwedwe Central and Insuze – Noodsberg. Insuze – Noodsberg was selected for the study specifically because it ensured the time and cost constraints would be minimized since the population was accessible to the researcher.

3.3 RESEARCH METHOD USED

The survey research method was used in this study. The survey is perhaps the most commonly used descriptive method in educational research (Cohen and Manion, (1989:97). Cohen and Manion (1989 : 130) also point out that

the survey research typically employs questionnaires and interviews in order to determine the opinions, attitudes, preferences and perceptions of persons of interest to the researcher. Smith and Elliot (1991 : 06) state that the survey is appropriate in situations where the researcher is not interested in casual relationships but in knowing what people think about an issue. The survey research method was considered appropriate to establish the school management teams' perceptions pertaining their role in facilitating quality education in schools. Johnson (1994 : 14) points out that the respondents have to be prompted to respond to specific questions to make relevant statements of factors or opinions.

3.4 THE RESEARCH TOOL

3.4.1 Questionnaires

Since the objective of this research study was to investigate the SMT's role in facilitating quality education in schools, it was decided that surveying the SMTs' opinions on the issue would be the best method of obtaining the necessary, relevant information. Accordingly, it was determined that questionnaires would be the most suitable instrument or tool for this purpose. A questionnaire is a document that is distributed to respondents either by post or filled in at the presence of the researcher, in order to obtain information from them about something.

Looking at the time factor, a self administered questionnaire was considered more appropriate on the basis that it is less costly than interviews. The researcher personally delivered the questionnaires to the school principals to ensure that all the questionnaires reached the respondents.

3.4.2 The Structure of the Questionnaires

The first part of the questionnaire which the researcher designed gave clear guidelines for the completion of the questionnaire comprised fifteen (15) questions in all. Section B was made up of eleven closed- ended questions. A structured five-scale response format in the form of Likert scale was used to establish the role of the SMTs in facilitating quality education in schools. Likert scale is a type of composite measure of attitudes that involves summation of scores on a set of items (statements) to which respondents are asked to indicate their degree of agreement or disagreement (Polit and Hungle, 1987:439). School management teams were asked to rate this degree of management task according to the following Likert scale.

- | | | |
|---|---|-------------------|
| 5 | = | Strongly agree |
| 4 | = | Agree |
| 3 | = | Uncertain |
| 2 | = | Disagree |
| 1 | = | Strongly disagree |

There were also four open-ended or unstructured items. The purpose of the open-ended questions was to obtain a level of detail and depth of the SMTs perceptions of factors that help or hinder their role in facilitating quality education. A response format combining open – ended and closed – ended questions allowed the researcher to obtain honest answers at the same time allowing coding of responses to speed up analysis .

3.5 ADMINISTRATION OF THE QUESTIONNAIRE

A letter was written to Circuit Manager of Ndwedwe Circuit requesting permission for administration of a questionnaire to the school management teams specifically to Insuze – Noodsberg Ward. A second letter was written to ward manager requesting the administration of a questionnaire to his ward.

Other letters were written which were directed to the principals requesting their permission to administer questionnaire in their schools. Those letters were placed inside the envelopes written the names of the schools.

3.6 SAMPLING METHOD USED : CLUSTER SAMPLING

Sampling is an important step in the research process. The four most commonly used probability sampling designs are simple random, stratified random, cluster and systematic sampling (Polit and Hungle, 1987 : 181). For this study one method was used, namely, cluster sampling.

Ndwedwe Circuit has five wards, these are Ndwedwe West, Ndwedwe East, Ndwedwe Central, Ndwedwe North and Insuze – Noodsberg Ward. The circuit as a whole has 39 secondary schools. From the five wards, the researcher used one ward which is Insuze – Noodsberg. A cluster of all 15 secondary schools in Insuze – Noodsberg ward were targeted as a sample for this study. The researcher considered the accessibility and time constraints in choosing the 15 schools of Insuze – Noodsberg ward.

Then the questionnaires were distributed personally by the researcher to ensure that they reach the respondents on time. The respondents were requested to complete questionnaires and leave them with the principals for the researcher to collect them after two weeks as pre-arranged with principals. Two questionnaires were administered to each SMT of the 15 schools. This means that there were a total of 30 questionnaires administered.

3.7 LIMITATIONS OF THE STUDY

The most remarkable limitation of the study was the engagement of schools in trial examinations. This meant that some respondents could respond to the

questionnaires on their return from the ten days holidays. Members of SMTs of some schools were attending workshops for common tasks assessment. Some questionnaires were incomplete.

The total return was 24 out of 30 questionnaires which represents 80% return from the school management teams.

3.8 DATA ANALYSIS

After the researcher had collected the questionnaires, the important task was then to reduce the mass of data to a form suitable for analysis. The school management teams responses were coded. Coding is a process of transforming raw data into standardized form, for data processing and analysis (Polit and Hungle, 1987 : 433). Firstly, analysis of biographical data of the respondents was made. Thereafter, the analysis of the SMTs responses to the specific closed – ended questionnaires follows. Finally, the content analysis of the open – ended questionnaires for SMTs follows. The responses to the open-ended questions were categorized according to themes and these themes were based on a range of responses given.

3.9 CONCLUSION

This chapter has explained the geographical area of the study. The research instrument which was used to collect data was described. Motivation was given for the choice of the data collection method. Analysis of the data will be done in the next chapter.

CHAPTER 4

4. DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of this research was to investigate factors that help or hinder the role of SMTs in facilitating quality education in schools. It also aimed at analyzing how school management teams perceived their role in facilitating quality education in schools.

This chapter analyses and reports the results of the empirical investigation. First, the chapter analyses biographical data of the respondents. Thereafter, the analysis of SMT responses to the specific closed ended follows. Thirdly, the content analysis of the open – ended questionnaires for SMTs follows.

4.2 DESCRIPTIVE BIOGRAPHICAL STATISTICS

4.2.1 Gender frequency of SMTs

Table 1

Gender	Frequency	%	Cumulative %
Male	14	58%	58%
Female	10	42%	42%
Total	24	100%	100%

Table 1 indicates that 42% of 24 responses were females while 58%, of 24 respondents were males. This frequency indicates that there maybe more males at the school management structures than females. If this practice

obtains, it is against gender equity policy, it also violates the principle of equality.

4.2.2 The racial group of SMTs

Table 2

Racial Group	Frequency	%	Cumulative %
Asian	0	0%	0%
African	24	100%	100%
Coloured	0	0%	0%
White	0	0%	0%
Total	24	100%	100%

Table 2 above reflects that 100% of 24 respondents were Africans. This frequency indicates the imbalance of the racial composition of the sample of SMTs in schools.

4.2.3 Academic qualifications of SMTs

Table 3

Qualification	Frequency	%	Cumulative %
Bellow M+3	0	0%	0%
M+3	0	0%	0%
M+4	8	33%	33%
M+5 and above	16	67%	67%
Total	24	100%	100%

Table 3 indicates that all the school management team members have an academic qualification which is above M+3. 33% of 24 respondents have M+4 qualifications while 67% of 24 respondents are M+5 and above.

The above table indicates that most members of SMTs are highly qualified. This should enable them to facilitate quality education in schools.

4.3 THE DESCRIPTIVE ANALYSIS OF THE MANAGEMENT TASK OF THE SCHOOL MANAGEMENT TEAMS

The analysis in this category is based on SMTs' responses to questions relevant to the study. These questions centered around how school management teams perceived their task in facilitating quality education in schools. Table 4 focuses on the management task in facilitating quality education in schools.

Table 4

Management task	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total & %
1. The school management teams define goals and objectives	13 54%	8 33%	3 13%	0 0%	0 0%	24 100%
2. The school management teams plan school activities early in the year.	19 79%	8 21%	0 0%	0 0%	0 0%	24 100%
3. The school management team recognizes suggestions by staff.	8 33%	16 65%	0 0%	0 0%	0 0%	24 100%
4. The school management team consults staff about curriculum needs.	14 58%	9 38%	1 4%	0 0%	0 0%	24 100%
5. The school management team works collaboratively with staff to improve the quality of teaching in the classroom.	16 67%	7 29%	1 4%	0 0%	0 0%	24 100%
6. The school management team supervises teaching activities of staff.	9 38%	12 50%	2 8%	1 4%	0 0%	24 100%
7. The school management team evaluates teaching outcomes.	8 33.4%	13 54.6%	1 4%	2 8%	0 0%	24 100%
8. The school management team and staff collaboratively evaluate the implementation of development plans	4 17%	12 50%	1 4%	7 29%	0 0%	24 100%

1. The school management teams define goals and objectives.

Table 4 shows that 87% of the school management teams define school goals and objectives, while 13% are uncertain whether they involve staff in defining goals and objectives of a school. Jacobson (1973:194) contend that the first step to be taken by school management teams and staff must collectively determine their beliefs, goals and objectives.

It is a source of encouragement to learn that school management teams in the population studied, seem to involve their educators in goal setting. This may augur well for participative management.

2. The school management teams plan school activities early in the year

According to the research findings, 100% of respondents indicated that there is planning of school activities in their schools at the beginning of the year.

De Roche (1981:118) is of the opinion that developing plans for implementing a supervisory programme and evaluation for the school requires that the management team meets with all the educators early in the school year. It is encouraging to learn that all school management teams plan school activities early in the year.

3. The school management team recognizes suggestions by staff

Table 4 shows that all school management teams agreed with the statement. This is in view of the fact that those that strongly agreed and those that agreed add up to 100%. It is fortunate that this happens, as recognition is an important need. Maslow rates the need for recognition as a motivator.

The researcher assumes that identifying and praising people for the job well done enhances good relations and productivity within the school. As Dennison and Shenton (1987:44) state, "for teachers there can be little doubt that achievement and recognition are substantive contributors to job satisfaction".

4.4 THE SCHOOL MANAGEMENT TEAM CONSULTS STAFF ABOUT CURRICULUM NEEDS

While 96% of SMT agreed that they consult their staff, only 4% who are uncertain whether they consult. In item 1, 87% of SMT reported that they involve their staff as part of setting goals and objectives of their schools, from this item, it appears that consultation with educators may not be consistent.

Although there is movement in the right direction in most schools, the conclusion one would draw from this response is that SMTs have to work hard to ensure that they consult their staff in whatever they do. Without consultation, transformation, which is the main focus of the Department of Education today, cannot take place in schools where consultation with staff is prohibited. According to Hersey and Blanchard (1988:415) consultative management has two immediate benefits, firstly, by enlisting the co-operation of your knowledgeable staff, you increase the likelihood that your decision will be correct. Secondly, by giving your followers a chance to contribute, you reinforce their motivation and help them identify more closely with the goals of the organization.

4.5 THE SCHOOL MANAGEMENT TEAM WORKS COLLABORATIVELY WITH STAFF TO IMPROVE THE QUALITY OF TEACHING IN THE CLASSROOM

It is encouraging to realize that 96% of SMTs agreed with the statement. Only 4% of SMTs appear to be in the dark as far as working collaboratively with staff to improve the quality of teaching in the classroom.

A generally effective aspect of establishing an effective teaching and learning culture at school is achieved when those in power, the school management teams in this case, show concern for and support the teaching and learning. Schrender (1993:15) stated that although an educator is intensively trained for performing his/her tasks, not everyone has all the skills to provide a high standard of teaching in his/her subject, thus a system must be developed in the school to help teachers in this respect.

Ideally, working collaboratively leads to higher standards of work and greater success, which in turn cause educators, pupils and parents to take greater pride in their schools.

4.6 THE SCHOOL MANAGEMENT TEAM SUPERVISES TEACHING ACTIVITIES OF THE STAFF.

From the school management teams' response, it appears that 88% of SMTs indicated their agreement with the statement, while 8% are not sure whether they supervised teaching activities. Only 4% who disagree with the statement.

It is encouraging to note that the majority of SMTs are actively committed in supervising teaching activities of staff. Smyth (1984:2), argues that in a school where concern for excellence is a driving force, supervision is a process of work with and through others to achieve quality education for all

students. From Sergiovanni's point of view, supervision is a set of responsibilities and activities designed to promote instructional improvement in schools. It is essential for SMTs to be seen to provide instructional leadership where needed.

4.7 THE SCHOOL MANAGEMENT TEAM EVALUATES TEACHING OUTCOMES

Table 4 indicates that 33,4% of SMTs strongly agree with the statement, while 54,6% of SMTs agreed with the statement. While the percentage of those who are uncertain and disagree is 12%, the findings indicate that in some schools there is no sufficient programme for work evaluation. Perhaps it is not clear to some SMTs that evaluation fulfils many purposes in the school organization if organized around the school needs. For example, it helps with staff professional development and growth. The negative side of work evaluation comes about when SMTs use it to exercise power over their staff. It would appear that strategies need to be devised by many SMTs to incorporate evaluation process as part of their instructional programme.

4.8 THE SCHOOL MANAGEMENT TEAM AND STAFF COLLABORATIVELY EVALUATE THE IMPLEMENTATION OF DEVELOPMENT PLANS

Table 4 indicates that 67% of SMTs agree with the statement. This finding reflects a positive effort by school management teams to work collaboratively with staff in evaluation the implementation of development plans. While 4% of SMTs indicated uncertainty as to whether their schools evaluate development plans and 29% of SMTs disagree with the statement. In item 7, 88% of SMTs shows that there is still a high number of respondents who point out that their schools do not evaluate developmental plans.

This is likely to compromise quality education.

4.9 ANALYSIS OF THE OPEN – ENDED QUESTIONNAIRE. INTRODUCTION

For purposes of this study open ended questions were subdivided thematically into four namely:

- Procedures in dealing with discipline in schools in order to facilitate quality education.
- Well planned learning programmes followed by school.
- Things, which the school management team are doing well.
- Things which the school management team need to improve.

4.10 PROCEDURES IN DEALING WITH DISCIPLINE IN SCHOOLS

- **School Policies**

Research findings indicate that 42% of SMTs stated that school policy should be established. The school policy is a cornerstone of a school because it gives guidelines to all activities that take place in the school. The researcher assumes that all schools should have codes of conduct in their school policy which is a framework whereby both educators and learners know exactly the ways they should conduct themselves within the school.

Twenty five percent (25%) of SMTs stated that they have decided to close the school gates in order to maintain discipline. The researcher assumes that closing of school gates should fall under the school policy. It is surprising to find out that 21% of SMTs used corporal punishment as a means to maintain discipline in their schools. They contravened the South African Schools Act

which stipulates that corporal punishment is strictly prohibited in schools. Twelve percent (12%) of SMTs stated that verbal warnings; written warnings and expulsion depending on the nature of offence should be used as procedures to maintain discipline in schools.

The conclusion one would draw from this response is that SMTs have to work hard to ensure that school policies are established in schools so as to deal with discipline.

4.11 WELL PLANNED LEARNING PROGRAMMES FOLLOWED BY SCHOOL

- **Planning**

In this theme 79% of SMTs showed a positive response with regard to planning in their schools. Work programmes, learning programme, and syllabi are provided well in time. Syllabi are followed, such that deadlines for their completion are met. Seventeen percent (17%) stated that planning is not quite possible, due to shortage of educators in some learning areas and those educators who are demotivated. Four percent (4%) of SMTs did not respond to the question. Keith and Girling (1991:153) argue that the fundamental activity that occurs in any well managed organization is planning.

From the above response, it is clear that most of SMTs make an effort to indulge in planning. However, there seems to be huge room for improvement in this area, in some schools.

4.12 THINGS WHICH THE SCHOOL MANAGEMENT TEAM ARE DOING WELL

- **Provision of resources**

Research findings indicate that 42% of SMTs ensure that all necessary resources needed to facilitate teaching and learning are available to educators and learners. That is why most of the schools are under section twenty one, they decide on their own about the money provided by the department of education.

- **Motivation**

Thirty seven percent (37%) of SMTs indicate that they are doing well to motivate educators as well as their learners. According to Robbins (1993:205) motivation is the willingness to exert high levels of effort toward organizational goals. Motivation of educators might be derived from their involvement in setting goals and objectives of the school.

It can be deduced from these responses that some management teams do consult their staff in whatever they do. The SMTs, by giving their followers a chance to contribute, they reinforce their motivation and help educators and learners identify more closely with the goals of the organization.

- **Controlling**

In this theme 21% of SMTs indicate that they perform very well the task of controlling all the activities done at school. De Wet (1981:86) described control as the umbrella term, which includes all management activities and has its aim to determine whether the activities of the organization still coincide with the goal of the organization.

4.13 THINGS WHICH THE SCHOOL MANAGEMENT TEAM NEED TO IMPROVE SO AS TO FACILITATE QUALITY EDUCATION

- **Strategic planning**

In this theme 79% of SMTs indicate that it is an area in which the school management teams need to improve so as to facilitate quality education. For school management teams to operate schools effectively they need to have proper planning. By means of careful planning the objectives of the school can be realized.

Planning according to Musaazi (1982:119) and Marx (1981:211), is a rational process of preparing and reflecting on a set of decisions for future actions directed at achieving goals and objectives by optional means. Without adequate planning the performance of quality education will be impaired and the implementation of educational activities will be hampered.

It is encouraging that most of the SMTs took strategic planning as an area for concern. Once planning is improved quality education in schools will improve.

- **Discipline**

Seventeen percent (17%) of SMTs indicated that discipline in schools need to be improved. These responses are similar to the one in item 4.4.1 where it was clear that some schools do not have school policy. The KwaZulu Natal Department of Education and Culture Manual 2 (2002 : 76) stated that under the South African Schools Act (SASA), Schools have the responsibility to develop their own policies.

Discipline in schools is something which need to be addressed under the school policy. SMTs need to improve this theme.

- **Resources**

Research findings indicate that 4% of SMTs stated that resources need to be improved so as to facilitate quality education in schools. Although it is a small percentage responded that in this theme, it is imperative to all school management teams not to put too much emphasis on money, equipment, or buildings. The most important resource in a school is human capacity. According to Naicker (2002:53) a school may have reasonable cash reserves and wonderful equipment, but without committed and hard-working educators, it remains a poor school.

The researcher assumes that SMTs should try to improve these themes by improving communication between school staff and parents and also ensuring that classroom learning and teaching improve. In item 4.4.3(i) less than 50% of SMTs who indicated that their schools fall under section 21. This is a clear indication that in most schools resources need to be improved.

4.13 CONCLUSION

In this chapter, data from SMTs was analysed and interpreted. Generally, the impression given by SMTs is that they are engaged to varying degrees, in facilitating quality education in schools. Attention seems to be given to questions of management task. The assumption tabled in table 4 indicates that strategies need to be devised by many SMTs to incorporate evaluation process as part of their instructional programme. The purpose of the research which, was to investigate factors that help or hinder the role of the SMTs in facilitating quality education in schools, has been achieved.

In the next chapter an attempt will be made to draw conclusions from the research and thereafter make recommendations. It is believed that such recommendations will contribute to the role of SMTs in facilitating quality education in schools.

CHAPTER 5

5. DISCUSSION OF CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The major purpose of this study was to investigate factors that help or hinder the role of the SMTs in facilitating quality education in schools. The investigation for this study looked at how SMTs perceived their role in facilitating quality education in schools.

The study tried to determine the different approach school management teams may adopt to facilitate quality education in schools. The summary of findings provided by this study is based on the whole study as well as an empirical investigation and the resultant analysis thereof. Recommendations are finally made to help the SMTs to develop and sustain the effective ways to facilitate quality education in schools.

5.2 CONCLUSIONS OF RESEARCH FINDINGS

On the basis of the findings of this study in various categories, the following conclusions are discussed below:

5.2.1 There are most males at the School Management Structure than females

Gender comparisons indicated that there are more males at the school management structure than females, as shown in table 1. The observation is that there is no culture of gender equity in secondary school management

structures. The practise of promoting females to higher management positions at secondary school level is still not equitably followed.

5.2.2 The imbalance of the racial composition in some schools

Table 2 reflected that 100% of respondents were Africans, this shows the imbalance of racial composition in some schools or areas, especially in former disadvantaged schools.

5.2.3 Areas in which school management teams need to be improved

Management task on which findings focused include:

5.2.3.1 Insufficient involvement of staff in defining school goals

Research findings indicate that few SMTs had a tendency of excluding their staff from the process of defining and determining goals and objectives. Although it is a small percentage one concludes that there are some schools where staff members are not part of goal setting.

5.2.3.2 Some Members of the SMTs do not consult staff on curriculum needs or changes.

Some members of SMTs do not adequately consult educators before modifying school curriculum. From the research findings, only 4% who are uncertain whether they consult or not. It would be advisable that SMTs who have a habit of excluding educators from curriculum matters need to change their attitude and devise strategies and programmes that will always incorporate educators in curriculum matters.

5.2.3.3 Working collaboratively with staff to improve the quality of teaching in the classroom.

From research findings it might be concluded that as much as many SMTs working collaboratively with staff to improve the quality of teaching in the classroom, quite a number of SMTs have however, neglected working collaboratively with staff to improve the quality of teaching in the classroom. Some SMT members have also failed to provide for the facilitation and promotion of learning and teaching culture in their schools.

Obviously SMTs need to spend more time and put more effort in supporting their staff to continuously improve their teaching and establish an effective instructional programme for their schools. This is what the schools should basically strive for.

5.2.3.4 Most schools do not work according to a properly structured evaluation or supervision programmes

Findings from the empirical investigation indicate that most schools do not have a properly structured work evaluation and control programme. In school where SMTs do not supervise and evaluate work, those SMTs are not in a position to recognize and honour educators for good work they do.

5.2.3.5 Most schools need to improve their strategic planning

Research findings indicate that planning is an area in which the school management teams need to improve so as to facilitate quality education in schools. For school management teams to operate schools effectively they need to have proper planning. Without adequate planning the provision of quality education will be impaired and the implementation of educational

activities will be hampered. Once planning is improved quality education in schools will improve.

5.3 RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

5.3.1 Recommendations directed to the Department of Education

- (i) As far as gender is concerned the researcher recommends that the Department of Education need to ensure that there are more females to enter the management structures of the schools. This is likely to balance gender ratio at the senior level.
- (ii) The Department of Education must try to reduce racial imbalance of educators in schools.
- (iii) It is recommended that training and intensive tests should be given to those who are willing to be members of SMT in schools, beside the interviews which are used, because findings indicate that most of the members of the SMT do not have the expertise to lead and manage schools.
- (iv) The Department of Education must arrange ongoing programmes for school management teams to effect personal and professional development.
- (v) It would be advisable for the Department of education to conduct pre-service training and development on management.

5.3.2 The recommendations to School Management Teams

- (i) In view of the observation that school management team and staff collaboratively evaluate the implementation of development plans, SMTs need to learn to enhance trust of their staff and to delegate. Clearly the need to build the capacity of those who are subordinates is evident. Once educators are in a position to manage the job for themselves, there will be less need for supervision by the SMTs and there will be increased job satisfaction. SMTs and their staff must arrange feedback opportunities and follow up evaluation or teacher assessment. When SMTs overcome barriers that cause them to avoid utilizing their staff in implementing quality education, managerial functions and tasks will be easier.
- (ii) School Management Teams in secondary schools should be aware that in order to gain the cooperation of their staff, they must set and design goals for the school organization together with their staff. In their management role, SMTs must remember that staff members also have goals and needs which must be incorporated in the organizational goals, and that staff is part of the organization.
- (iii) With regard to planning, SMTs must be aware of the fact that the responsibility for planning, is for both school management and staff as a whole. This will cause educators to support and own the plan and they will feel obliged to do everything possible, to make it effective. Planning without staff involvement is tantamount to dictatorship. Whitaker (1993:116), believes that the school developmental plan is vital policy link between the governors, the professional staff of the school and the local education authority.

This implies that planning must be inclusive, so quality education can be facilitated in schools.

5.4 CONCLUSION

This study has attempted to determine the SMTs role' in facilitating quality education in schools especially in secondary schools. The need to research and analyse the SMTs management tasks or roles emanated from the assumptions as stated in chapter 1 of this study. The need also emanated from the researcher's concern about the radical change that is currently taking place in South African Education System. This concern is clearly articulated by Whitaker (1993:73), who maintains that schools are undergoing radical changes in the manner their business is conducted. One of the most significant of these, is that management should be seen as the most crucial focus for institutional development and the growth in the years ahead.

It should be remembered that school management is a wide ranging process and it needs school management teams to understand their roles and priorities. Cassim (1982:74), believes that what is necessary is that SMTs need to come to grips with the normal workings of their institution. One of the major areas of research in this study concerned itself with SMTs and staff collaboratively evaluates the implementation of development plans in their schools. The findings indicated that in some instances staff involvement was limited. This is opposed by Whitaker (1993:74), who proposed that effective management will be achieved when staff have helped and have had a full and have played an active role in designing and planning the activities and the development of the school as a learning organization. The findings indicated that some SMTs are ineffective in facilitating quality education in their schools because they do not have the expertise to lead and manage schools.

The researcher hopes that data collected from various sources and the recommendations made will be of value to all schools and SMTs. Further to this, the researcher hopes that the findings and recommendations made will prompt the Department to attend to the need for pre-service training and development on management. This will provide school management teams with the needed means that will help them run their institutions effectively, and to facilitate quality education in their schools.

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ANNEXURE A

Box 4537

STANGER
4450

15 September 2003

The Circuit Manager
Department of Education and Culture
Ndwedwe Circuit

Sir

I am presently engaged in an academic research project titled, "The Role of School Management Teams in facilitating quality education in School." The research is for a Master's Degree.

I humbly request permission to distribute questionnaires in your circuit to be filled specially by members of the school management teams, seeking to gather their perceptions relating to the above topic.

Your co-operation on this research is greatly appreciated.

Thank you



M.D. KHULUSE

ANNEXURE B

Box 4537
STANGER
4450

15 September 2003

The Principal

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.....
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Dear Sir / Madam

REQUEST: RESEARCH SURVEY

I am presently engaged in an academic research project titled, "The Role of School Management Teams in facilitating quality education in School." The research is for a Master's Degree.

I humbly request permission to distribute questionnaires in your School to be filled specially by members of the school management teams, seeking to gather their perceptions relating to the above topic.

Your co-operation on this research is greatly appreciated.

Thank you


.....

M.D. KHULUSE

ANNEXURE C

Box 4537
STANGER
4450

15 September 2003

The Ward Manager
Insuze-Noodsberg Ward

Dear Sir

I am presently engaged in an academic research project titled, "The Role of School Management Teams in facilitating quality education in School." The research is for a Master's Degree.

I humbly request permission to distribute questionnaires in your circuit to be filled specially by members of the school management teams, seeking to gather their perceptions relating to the above topic.

Your co-operation on this research is greatly appreciated.

Thank you



M.D. KHULUSE

ANNEXURE D

P.O. Box 4537
STANGER
4450

04 September 2003

School Management Team Member

I am presently engaged in an academic research project titled, "The Role of School Management Teams in facilitating quality education in School." The research is for a Master's Degree.

I have compiled a questionnaire to be filled specifically by members of the School Management teams from Insuze-Noodsberg Ward, seeking to gather their perceptions relating to the above topic. In completing the attached questionnaire, kindly note the following:

- There is no right or wrong answer. The aim of the questionnaire is simply to get your own perceptions with regard to the above topic.
- All information provided is confidential and will only be used for the purposes of study.
- *Please* answer as openly as possible and give only your own views, not that of colleagues.

Your contribution, co-operation as well as time on this research is greatly appreciated.

Thank you



M.D. KHULUSE

ANNEXURE E

QUESTIONNAIRE

Instructions for questionnaire

- Use a Black or Blue ink pen.
- Put an X on a response you choose.
- This questionnaire is aimed at determining the role of the school management teams in facilitating quality education in school. Kindly read through each statement carefully, then indicate your view by crossing a block among the given that best represent your view.

Example Statement : The Weather is fine

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

A : BIOGRAPHICAL INFORMATION

1. Your gender is

Female

Male

2. Your racial group is

Asian

Black

Coloured

White

7. The school management team consults staff about curriculum needs.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

8. The school management teams works collaboratively with the staff to improve the quality of teaching in the classroom.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

9. The school management team supervises teaching activities of staff.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

10. The school management team evaluates teaching outcomes.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

11. The school management team and staff collaboratively evaluate the implementation of development plans.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

SECTION C

12. What procedures does the school have in dealing with discipline, e.g. punctuality and truancy?

13. Does the school follow learning programmes that are well planned in terms of pace, level and appropriate for the learner? Comment.

14. List and discuss three things which the school management team is doing well, to facilitate quality education.

15. List and discuss three things in which the school management team need to improve so as to facilitate quality education.

Thank you very much for your support.