

**NARRATIVES OF SUCCESS AND EFFECTIVENESS IN SCHOOL
MANAGEMENT: A CASE STUDY OF BOJANALA DISTRICT, SOUTH
AFRICA**

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DECLARATION

I, Kgomotso Judith Tladi, hereby declare that this mini-dissertation “*Narratives of Success and Effectiveness in School Management; A Case Study of Bojanala District, South Africa*” represents my own work both in conception and execution and that all other sources used or quoted have been acknowledged by means of complete references.

Kgomotso Judith Tladi
November 2015

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DEDICATION

I dedicate this work to the following people:

My late father, Shiro John Tladi

My mother, Ntina Shadi Tladi

My children, Galaletsang Olebogeng and Agobakwe Tshegofatso Tladi

My grand-daughter, Tshimologo Kgalalelo Reammoka Tladi

My siblings, Tebogo, Tumelo, Mpho and Lesego.

May this work be the source of inspiration to all of you and your children.

ABSTRACT

The focus of this research is in the area of narratives of success and effective school management in schools in Bojanala District of the North West Department of Education. Such a study is important in order to determine the activities that inform school success, the relationship between the challenges faced and the success pointers by and for school management. The research approach adopted in this mini-dissertation includes a literature review on management and school leadership as well as interviews to gather strengths for those schools that were regarded as having successful management.

The literature review was conducted to provide the researcher with important facts and background information relevant to the research topic. This chapter reviewed what school research has established about the characteristics of effective schools; discussed the concept of school effectiveness; the characteristics of effective schools and the different factors that are responsible for creating effective schools. The review also examined how principals built school capacity through organisational decisions and actions.

The qualitative approach was the research design chosen for this study in order to construct meaning and find answers to the research questions. The research tool used case studies, which involved interviews (thematic analysis), observation (supported findings) and document analysis (narrative analysis). To carefully sample the appropriate schools, a purposive sampling method was used to satisfy the objectives of this research.

The research findings were used to compare data with the theoretical background and research problem that were stated at the beginning of Chapter One; and attempted to answer questions based on the success and effective management of schools in the Bojanala District of the North West Province. Findings were discovered with regards to school success and effectiveness in management, and the associated factors for success and sustainability. This mini-dissertation recommends that the unsuccessful schools need to consider implementation of the study

recommendations for them to improve their performance and be more effectively managed towards attainment of success.

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CHAPTER ONE INTRODUCTION

The purpose of this study is to explore the narratives of success and effectiveness in school management considering the various managerial stakeholders in the Bojanala District of the North West Department of Education. The measurement of a school's performance is not only about a speedy review of traditional indicators of the management's effectiveness, but also completely revisits the various benchmarks that have been previously tested and used by different stakeholders to ensure success in the management of schools. Thus, there is the need for a review, analysis and understanding of the benchmarks that ensure success and effectiveness in school management, the interaction process between key stakeholders and the capabilities demonstrated.

Schools across the Bojanala District have a unique set of challenges. Some schools are former Model C Schools and are well-resourced, some are from previously disadvantaged communities and under-resourced, some are from deeply rural impoverished villages, and others have either larger or very small enrolments. The various challenges associated with schools across the Bojanala District cannot be solved instantly. The success and effectiveness of school management has been of immense interest to this particular researcher, being important for an understanding of how these schools have seen some success amidst their varying challenges.

The results of the research into school management effectiveness suggest that the various stakeholders' participation and involvement is an important characteristic of successful schools. Effective principals seem to be characterised by the performance of their assigned duties, which positively correlate with the school's achievements.

These include provision of a conducive atmosphere and learning environment and "supervising and supporting teachers, innovation, mission orientation and dissemination of the school's vision" (Kruger, Witziers and Slegers, 2007:2). Learner support, assessment and academic reports are emphasised, leading to the realisation of educational goals (Buckridge and Guest, 2007:133-146).

Indecision about certain claims and proofs notwithstanding, it appears irrefutable that certain schools achieved not only superior success in both test and examination

results, but also with regard to broader educational achievements than other schools in comparable environments. The notion of effectiveness is evidently related to a means-end relationship; effectiveness, in this case, when applied to educational phenomena, refers to “the extent to which educational means or processes result in the attainment of education goals through focus on the quality of instructional leadership” (Sheerens, 1992:37).

The above position with regard to school management and leadership implies that in order to be effective, school leaders should concern themselves not only with classroom management, but also with the smooth running of organisational and administrative affairs, including “instructional leadership, learning and teaching in the classrooms and the records of student achievements” (Scheerens, 1990:69). The capacity of schools to positively transform themselves is largely “dependent on the quality of leadership in the school” (Davidoff and Lazarus, 1997:153-154). It is for this reason that Sterling and Davidoff (2000:27-29) state that an initial step in terms of a commitment to lead might be required in order to change a negative situation into a positive one. Thus, a conscious choice must be made to be a leader and to also develop as a leader so as to become an effective leader.

1.1 THE RESEARCH PROBLEM

In this study, the roles and responsibilities of principals, School Management Teams (SMTs) and School Governing Bodies (SGBs) will be studied. The problem that motivates the researcher’s quest is to understand the narratives of success and effective school management and to see the successes documented. In essence, I would like to understand what makes the selected schools academically successful and how they are effectively coordinated and managed.

The department of education has come up with sufficient policies to assist school managers in executing their duties diligently without fail, but there are still a large number of schools that are performing below expectation. The principal and the SMT have mandatory obligation to coordinate school activities with a view to improve the academic performance of the learners. As managers, they have to

coordinate maximum participation of parents and other stakeholders towards the successful performance of their schools.

Positive academic results remain the current way of measuring success and are thus a characteristic of effective schools. All stakeholders involved, including the principal, SGB members and teachers (particularly the subject teachers) therefore have a responsibility for the progress of students with regard to measurable learning goals. The impact they make to improve the quality of education and the academic performance of the learners will also be explored.

Principals are presented as management experts while other key officials, such as mentors and circuit managers, are viewed jointly with the principal as carrying the burden of responsibility for planning. They (principals) and other key officials are situated within the school management's hierarchical structure, in which the principal is the one who embodies the necessary managerial and leadership skills for optimal school effectiveness. The development of a knowledge base on school effectiveness and improvement amongst educational researchers indicates that both school management and teachers make a very substantial difference in this regard (Barber, 2004:3-7).

1.2 RESEARCH QUESTIONS

- To what degree may factors that contribute to success:
 - o be attributed to effective school management?
 - o help in sustaining effective management of schools?

1.3 SIGNIFICANCE OF THE STUDY

It is hoped that this study will extend the knowledge and understanding of the way in which the practices of leadership and management stakeholders – School Management Team (SMT), School Governing Body (SGB) and the teachers – might effectively contribute to a successful school.

In addition, the study hopes to reveal how the SMT's leadership and management practices might in turn influence the practices of teachers and management in

attaining effective learning and teaching in the classroom, and thus contribute towards a more effective school. It is also hoped that the study's findings will assist to inform policy and practice on ways of ensuring the effective management of South African schools.

The research's theoretical framework is constructed on Scheerens (1990) school effectiveness concept and the leadership and management model of Prinsloo (2009). Both comprise related, multi-level and multi-factor variables such as school leadership/management variables, positive school culture, educational facilities, climate variables and additional goal-oriented attainment variables that might influence the achievements of students.

The above were therefore used to assist the researcher's investigation into the role that school management plays in promoting a positive learning environment for all students, and thereby influencing their academic achievement. Furthermore, both Scheerens' conceptual framework (1990) and Prinsloo's (2009) model are comprised of external variable factors; for example the socio-economic background of the students, respective state and district educational policies and teachers' unions, all of which might have an influence on school leadership and management. In addition, both Scheerens' conceptual framework (1990) and Prinsloo's (2009) model assisted in guiding the study's research questions for better understanding the phenomenon being investigated.

Detailed school factors leading to student achievement, such as the quality of the school's teachers, instructional policies and the monitoring and evaluation of student progress, could all contribute to an effective school and will undoubtedly continue to assert a positive influence on student achievement, since they all serve as important inputs in the attainment of effective schools.

1.4 RESEARCH METHODOLOGY AND DESIGN

The qualitative approach is the research design chosen for this study in order to construct meaning and ascertain answers to the research questions. I used the qualitative approach based on interpretation and the constructivist approach. This involved:

- a) Interviews-thematic analysis;
- b) Observation-supported findings; and
- c) Document analysis-narrative analysis.

Qualitative research is an umbrella term for describing a wide array of approaches to research, including the interpretive and constructivist approach (Nieuwenhuis, 2007:50). A basic understanding of qualitative research lies with the meaning that is being constructed. According to Merriam (2002:3), there are “multiple constructions and interpretations of reality that are in flux and that change over time”. Qualitative research therefore utilises the naturalistic approach, which seeks to understand a phenomenon within a context-specific setting. For example, a “real world” setting in which the researcher makes no attempt to manipulate the phenomenon in question (Merriam, 2002:4; Golafshani, 2003:597-607 and Creswell, 2007:37).

The researcher also sought to understand the in-depth reality from the viewpoint of how the study’s individual participants understand their leadership and management practices and the way in which they utilise their experiences. The case study design was used, “whereby... cases are described and compared to provide insight into an issue” (Cresswell, 2008:465). The researcher recorded and transcribed the interviews and extracted themes from them.

An in-depth comparison was therefore developed of five different schools situated within almost the same geographical yet different socio-economic environment, with the intention of determining how each school’s management contributes to its individual success. The following profiles were explored to establish a thorough understanding of each school:

- The school’s history;
- The school’s socio-economic environment;
- Number of educators in each school;
- Learner enrolment;
- Parental support; and
- Learner-teacher support material (LTSM).

All the school's infrastructure facilities and their maintenance were also considered for their potential role in each school's effectiveness.

1.5 RESEARCH SAMPLE AND SAMPLING TECHNIQUE

Six schools were purposefully sampled from the Bojanala District of the North West Department of Education. Statistically, all of them have been successful over the past three years. This particular sampling type was selected as the schools constitute an assortment that satisfies the needs of the study (Cohen et al., 2007:114–115). In each of the sampled schools, the principal, one SGB member and an educator were interviewed.

1.6 DATA GATHERING METHODS

Gathering of data was done through interviews, observations and document analysis. In order to ascertain the authenticity of the academic performance of the schools over the years, verification was done at the North West Department of Education to help the researcher check the performance of the sampled schools.

1.6.1 Interviews

The principal, an SGB member and a teacher were interviewed in depth per school on practices that the school engages in which ensured success and effectiveness of their school management.

1.6.2 Observations

Total observations of each of the sampled schools were carried out by the researcher. The academic records were perused as well as verified at the Departmental Areas Offices as regards their success. The researcher also observed the conduct of the SGB, SMT and learners in different capacities. I observed five schools that were purposely selected after obtaining permission from the Quality Assurance Chief Directorate in education in North West Province. Observation was specifically on

the implementation of departmental policies and guidelines, protection of teaching time, access control, Learner Attainment Strategies (LAS) that inform Learner Attainment Improvement Plans (LAIP), and time on task.

1.6.3 Document analysis

Document analysis included school policies and guidelines, the schools' code of conduct and lesson plans, all of which were freely made available to the researcher to analyse. This assisted in rationalising the observed data and interviews.

1.7 TRUSTWORTHINESS

In order to establish the trustworthiness of all the data that was collected and its subsequent analysis, the researcher followed the criteria of Lincoln and Guba (2005:24) for “credibility, transferability, dependability and conformability”; as in internal validity, external validity, reliability and objectivity respectively, to use the naturalists' equivalent. Triangulation was utilised to ascertain points of similarity as well as differences in qualitative data collected through the participant interviews, observations and also documents analysis, which were then used as a basis for ensuring credibility and trustworthiness of the research findings.

Furthermore, the use of multiple sources of data collection also helped to ensure the research's trustworthiness; these multiple sources of evidence came from the interviews, observational as well as documentary sources of data, and the literature review. The process availed the necessary evidence that was then triangulated and compared in order to accomplish the purpose of data enhancement and credibility.

1.8 DATA ANALYSIS

Qualitative data analysis is usually based on an interpretive philosophy that is aimed at examining meaningful and symbolic content of qualitative data (Nieuwenhuis, 2007:99). This therefore assisted in determining relationships between emerging patterns/themes through identified qualitative inferences and also discussed similarities and differences that corroborate or disagree with the conceptual framework and the model used in this study. The contents of the interviews,

observations and documents were reviewed and coded to determine their relationship with the identified themes and codes in the literature.

The themes of this study revolve around leadership and management. Therefore, the literature review of Chapter Two was used for exposing and determining the most essential indicators of leadership and management that might contribute to the effective management of schools. Sub-themes were then used to ascertain if the leadership and management codes that were generated from the various interviews, observations and also document analysis deviate from or are similar to the criteria that were laid down in the school leadership and management sub-themes, as discussed in Chapter Two's literature review.

1.9 ETHICAL CONSIDERATIONS

The North-West University's ethical considerations, which are designed to guide the conduct of this type of research, were strictly adhered to. Ethical clearance was therefore applied for through the North-West University Ethics Committee, which granted the necessary clearance. The researcher thus obtained permission in the form of informed consent from research participants as well as the relevant authorities who were thereby involved, so as to protect their rights and dignity during the research process.

1.10 DELIMITATION OF STUDY

This study is delimited to the narratives of success of effective schools in the Bojanala District of the North West Province. There are many sub-themes, indicators and criteria of school success in the literature and because this single study cannot exhaust them all, the researcher only addressed a few of them in order to understand and appreciate how other schools have been successfully managed. In addition, there are other variables such as the socio-economic status of the learners' parents in the area under study, environment etc. that were partially acknowledged by the researcher.

Further to the above, the Annual National Assessment for primary schools also delimits the study in that it is only English and Mathematics that are assessed and

conclusions drawn from those subjects. The variables for school effectiveness are numerous, complex and complicated, hence their impact cannot be completely or exhaustively explored in a single research project of this type. In order for the research problem to be adequately addressed, data should therefore be collected from various additional stakeholders including the Department of Education itself, so as to enable future researchers to adequately probe into any other aspects that could potentially also lead to successful and effective school management. The orientation provided the background of the successful and effective management of schools, the research problem statement, the research objectives, and the research questions that were given.

1.11 CONCLUSION

The research that was conducted was guided by the analysis and conclusions drawn from the literature review in line with successes and effective management of schools. A research study was carried out in the Bojanala District of the Department of Education, North West Province. The appropriate schools were carefully sampled through a purposive sampling method in order to satisfy the research objectives.

The research findings were used to compare data with the theoretical background and research problem. In the next chapter, a comprehensive literature review on the success and effective management of schools will be conducted. A preliminary literature review and the research methodology are discussed.

CHAPTER TWO

LITERATURE REVIEW

A literature review was conducted to provide the researcher with important facts and background information relevant to the research topic. Three research objectives were stated in the preceding chapter. The researcher hopes that this study will shed light on how leadership and management could contribute to school success and effectiveness. This literature review further illuminates how additional factors such as learner discipline, physical learning environment, learner attainment and stakeholder participation may also contribute in this regard.

Worldwide research is contributing to an increasing understanding of how educational institutions might be better led and more effectively managed. Bush (2007:391) states that increasing interest in the subject of leadership commenced at the start of the 21st century and he attributes this to the new-found belief and understanding that the quality of leadership has a substantial influence in the school, and thus student achievement. Therefore, in this literature review, the main role players within the school system will be referred to as managers and leaders.

The chapter reviews what school research has established about the characteristics of effective schools, discusses the concept of school effectiveness, the characteristics of effective schools and the different levels that are responsible for creating effective schools. The review also examines how principals build school capacity through organisational decisions and actions. Lastly, the elements of principal behaviours that build school effectiveness in order to achieve success are studied.

2.1 THE CHARACTERISTICS OF EFFECTIVE SCHOOLS

The content of this literature review entails examining the relationship between leadership style and school effectiveness and success. An effective school manager selects the leadership style that positively influences school capacity to eventually improve student learning gains. It is stated in South Africa's Freedom Charter that education should be free for all. Furthermore, a number of trade organisations including the South African Democratic Teachers' Union have emphasised that quality public education should be provided in all schools. In addition, the Action

Plan to 2014: Towards the Realisation of Schooling 2025 outlines what the government has and will be doing to make Grade R to Grade 12 schooling better and effective, and also explains the contributions that all stakeholders in the schooling communities should make towards achieving the goals of the plan. Of the 27 national goals to be achieved by the Department of Education, 13 are output goals that focus on better school results and learner enrolment for school effectiveness.

Research on school effectiveness has yielded a notable number of school factors related to learner achievement. Creemers and Reezigt (1996:200) argue that the consistency in the findings might be an indication of the robustness of these factors. However, they also argue that the similarity might also be due to researchers who continue to review the same literature. Furthermore, they state that the similarity of the findings may “point at a research object as those factors were intended to influence students’ achievement, they were studied over and over again, and indeed were found to influence students’ achievement from time to time”.

According to Reynolds (2006:536-560), some of the factors that contribute to school effectiveness are: “the level of the distinct behaviour exhibited by teachers such as; clarity of questioning, high expectations, a pledge to academic achievement, lesson structuring which formed the core constructs of the teacher effectiveness tradition”. Reynolds’ (2006:536-560) conclusion was that “whilst a conceptual factor such as the quality of the principal is a universal factor determining the level of a school’s effectiveness in all the various countries of the world, work done within the specific operationalisation of the effective principal differed according to the cultural context of individual societies”.

2.2 CLARIFICATION OF CONCEPTS

In the following paragraphs the definitions of concepts will be discussed with a view to determine their contribution to school success and effectiveness.

2.2.1 School effectiveness

There are various definitions of effectiveness from different perspectives. Scheerens (2000:18) defines school effectiveness as the “performance of the organizational unit called school”. He also defines school effectiveness as the degree to which schools achieve their goals in comparison with other schools that are “equalized” in terms of student intake through manipulation of certain conditions by the school itself or the immediate school context. This definition implies that a school is effective only when it is compared to other schools serving similar students.

For the purpose of this study, a school is effective if it promotes the improvement of its learners beyond what is expected from them given their initial achievement and background factors (Mortimore, 1991:9). Bush (2007:391) states that “schools in many parts of the world acknowledge that effective leaders and managers are required in order to provide the best education for their children”. The school as an effective organisation, in van der Westhuizen (2013:93), is said to be an organisation running activities characterised by the following:

- code of conduct: where people regulate their behaviour through an internalized code of conduct;
- decisions by professional people taken on the basis of their technical expertise;
- the services of professional people to their clients (learners) being characterised by the subjugation of the professional’s self-interest in favour of what is important to the client; and
- an objective attitude of the professional person towards the client, that is free from emotional involvement and is unbiased.

There are specific features that are important for the leadership role to be played by educational leaders in schools. According to a report of the British National Commission on Education (1993), as captured in van der Westhuizen (2013:117), it is stated that the most commonly effective and successful characteristics of schools are:

- strong, positive leadership by the head and senior staff;
- good atmosphere or spirit generated by both shared aims and values, and by the physical environment being as attractive and stimulating as possible;

- high and consistent expectations of all learners;
- clear and continuing focus on teaching and learning;
- well-developed procedures for assessing how learners are progressing;
- responsibility for learning, shared by learners themselves;
- participation by learners in the life of the schools;
- rewards and incentives to encourage learners to succeed;
- parental involvement in children’s education and in supporting the aims of the school; and
- extra-curricular activities which broaden learners’ interests and experience, expand their opportunities to succeed and help build good relationships within the school.

2.2.2 Instructional leadership

Research has uncovered some aspects relevant to effective leadership, management styles and management strategies. According to the theories of leadership, this can only exist in the context of a human group, thus it is regarded as a social transaction. Van der Westhuizen (2013:50) describes the four dominant theories of leadership as:

- Structural-functionalist: which argues that leaders solve problems and that followers are willing to trust leaders to solve problems they cannot solve themselves;
- Political-conflict: which views power as a relationship between a dominant and a subordinate party, where the leader creates legitimate authority;
- Constructivist theory: which emphasises culture and symbols in the organisation, rather than a dominant place for the leader; and
- Critical-humanist: which argues that conflict is part of the organisational process and that leadership is symbolic.

According to Hallinger (2007:2) and Stewart (2006:1), the emergence of the two new conceptual models, which explicitly focus on educational leadership as the manner in which leadership exercised by school administrators and teachers impacts on students’ outcomes, have been witnessed. For the past years the emergence of new

conceptual models (instructional and transformational leadership) focused explicitly on educational leadership as the way in which leadership exercised by school administrators and teachers impacts on students' outcomes (Hallinger, 2007:2 and Stewart, 2006:1).

Earley and Weindling (2004) suggest that "leadership and management at all school levels should be judged by their effect on the quality and standards of the school, despite the fact that school leaders have a broad array of responsibilities." Leadership provides the "drive and direction for raising achievement, whereas management makes best use of resources and processes to make this happen, it also requires effective evaluation, planning, performance management and staff development. Management is focused more on providing order and constituency in organisations whereas leadership is focused on producing change and movement" (Earley and Weindling, 2004).

In addition to the above functions of leadership, Huber (2004) states that "leadership and management oriented activities such as suitable application and utilization of resources for teaching, agreeing upon goals, promoting cooperative relationships between staff (e.g. preparing lessons cooperatively), evaluation and counseling of educators during lessons through classroom observations, structured feedback and coaching" are all geared towards effective schools through emphasising the relevance and importance of instruction.

The principal's leadership focuses on organisational conditions of the school and the manner in which teaching and learning progresses in a school. It becomes the responsibility of the principal that teaching and learning remain conducive within the school by focusing on the behaviour of teachers as they engage in activities that involve learners. A study by Heck, Larsen and Marcoulides (1990:120-121) on the validation of a causal relationship between instructional leadership and students' achievement indicates that principals can directly influence the achievement of students through their leadership practices. They further conclude that the principal must be considered as one of the "school effects" variables that directly impacts on learner achievement.

From the above discussion, the most important skills necessary in educational leadership are those that can promote a positive learner achievement. Effective schools have strong instructional leaders (principals) who are knowledgeable about the developments within and around their schools and their learners' performance. By implication, the principal has to ensure that the SMT execute their duties and remain accountable.

Effective leadership is not always provided from the top; leaders can also lead from the centre of a complex relationship. In this instance, the principal strives to develop and assert others, and involve them in the effective management of the school. Shared leadership is referred to as servant leadership by Page and Wong (2000:2) in Mohiemang (2008), and is described as turning the hierarchical pyramid upside down, with the leader at the base of the organisational roles. In a study conducted by Kelley and Williams (2006:6) to examine the relationship between servant leadership, school climate and student achievement, it was discovered that the more the principal practiced servant leadership, the greater the increase in students' achievements (Mohiemang, 2008).

Another finding was that the impact on student learning was strongest where the principal combined servant leadership behaviour with an open school climate. Their final conclusion was that by adopting a servant leadership approach to work and by creating a more open school climate, principals can impact positively on their students' learning.

Integration of these dimensions would add to the capacity to improve learner performance by all the school stakeholders. Most teachers would prefer to work with principals who are considerate, supportive and who treat others equally and fair. The principal needs to have technical skills and knowledge in order to portray the image of an effective leader who always strives towards achieving the objectives of the school. He or she should strike a balance between healthy interpersonal relations amongst the various staff, the school's learners and also the parent community, and should be able to adjust the style of his or her leadership in order to permit staff to assist in setting standards as well as to encourage the school communities' participation in the school's management. Teamwork is necessary among teachers for

them to be able to participate in the daily decision making at school (van der Westhuizen, 2013:282).

Most of these researchers have framed leadership as essential for driving change with regard to school effectiveness and improvement. When coercion and pacesetting are used, they can damage the organisation's working atmosphere in the long term. The most effective leader is said to be the one who uses his or her leadership style to suit the prevailing situation.

Leadership, according to Gerber, Nel and Van Dyk (1998:229), is usually defined as some form of dominance whereby subordinates "more or less have to accept the commands... or control" of the leader. Foster, Agnes and Rahinet (2007:506) regard effective leadership as being "necessary for the development and continuing improvement of any educational institution". Leaders of successful schools are further described as those who:

- Make decisions based on the intention to achieve best results rather than just for maintaining order;
- Promote high staff morale, parent participation, regularly review SDP and SIP and encourage open discussion within the SGB; and
- Clearly articulate the vision and mission of the school.

From the above, it may be inferred that authority is thus related to leadership. It is hence important to distinguish between authority and power. According to Gerber, Nel and Van Dyk (1998:300), "many people have authority (that is conferred), but do not possess power (which has to be acquired) to assert the authority effectively. Thus, it may be concluded accordingly that power is the basis for leadership".

Following from the above, in order for leaders and/or managers to influence them and to effectively exercise their authority, subordinates must first assign such power to their respective leaders or managers, since without any power over others, such people cannot be called leaders. To put it differently, power (as in the ability to influence others people's behaviour) has little or nothing to do with the educational leader's hierarchical position (with specific regard to schools), nor is it acquired with

a mere job title or description, but the leader instead has to earn it (Smith et. al., 1992:117).

Based on the above, Gharehbaghi and Mcmanus (2003:56-58) and Fry (2003:693-727) maintain that “leaders achieve objectives through energised subordinates who have the zeal to share their passion, vision and direction; and they feel confident to challenge the status quo and finding efficient, as well as long-term solutions to leadership challenges; they develop through a never-ending process of self-analysis and the utilization of education, training and experience”. Through continually studying and working, leaders aspire to perpetually improve their leadership skills. This then helps them to accomplish whatever goals they have in mind through whatever orders they give, by communicating more effectively with subordinates and through motivating people – either as individuals or in groups.

2.2.3 Parental involvement

A school is usually situated within community structures whereby parent bodies occupy a key position in the school’s governance. The principal should motivate community members to be actively drawn into the school activities as well as being supportive of the school and its activities. The principal should also be empowered to provide feedback information from the school to the community. Jordan (1969:331) in van der Westhuizen (2013:388) emphasises the significance of the continuing support for the educative programme, which depends entirely on the level of understanding of the community with regards to the school’s fiscal and business management affairs. Parental involvement is of critical importance in promoting positive attitudes by parents. In so doing, the SGB would be able to execute their governance functions in terms of the South African Schools Act (SASA), whereby they are expected to:

- Promote the best interest of the school and strive to ensure its development;
- Support the principal, teachers and other staff members in the performance of their professional duties;
- Encourage learners to participate in voluntary school services; and
- Raise the schools ‘revenues, including voluntary contributions.

2.2.4 Positive school culture

According to van der Westhuizen (2013:130), some of the intangible aspects that form the basis of organisational culture in schools are: the schools 'mission, vision, aims and objectives, ethos, values and norms. A healthy school is also described as one wherein the technical, management and institutional levels are in harmony. Aspects of organisational health, according to the Organisational Health Inventory (OHI) as compiled by Holy and Feldman (1987:32-37) in van der Westhuizen (2013:174) are:

- Institutional integrity – which indicates the ability of the school to cope with the environment in which it functions so that the integrity of the school is not affected; and protecting teachers against the irrational demands of the community and parents;
- The influence by the principal – which indicates the ability to influence the decisions and behaviour of other superiors to the advantage of the school;
- Consideration – which indicates friendly, supportive, open and fraternal behaviour on the part of the principal towards teachers;
- Motivation structures – which indicates the principal's ability towards both task- and human-orientation;
- Resources – availability of resources indicates how well classrooms are equipped and how many teaching media are on hand;
- Morale – which indicates the degree of friendliness, enthusiasm, openness and confidence between staff members; and
- Academic development – emphasis on academic development reflects the school's aspiration to academic excellence, and the ability for educators to help create a stimulating learning environment.

Miles (1969:29) in van der Westhuizen (2013:177) suggests that organisational health can be improved through the training of personnel, team building and by paying meticulous attention to the ability of the staff to solve problems, the role of individuals within the school and the way the school is influenced through such individuals, and the actions of the group in relation to their environment. The nature

of the school culture has a significance influence on the day-to-day running of the school.

2.3 MANAGEMENT

Management is less to do with ensuring that set organisational goals are achieved and more to do with continuous improvement, which is fundamental to education. It is stated that teachers have realised the futility of scientific management, and claim that relevance of Total Quality Management (TQM) moves far beyond the management paradigm where stakeholder participation, intrinsic motivation and systems theory are endorsed.

Schools need to strive towards the development of their own approaches based on the TQM elements, including management and leadership responsibilities. Leadership is all about helping people do better in executing their duties. The characteristics and aims of leadership for quality schools are summarised in van der Westhuizen (2013:305) as:

- Top management being responsible for initiating the quality improvement processes within the school;
- Respect and confidence, which are essential determinants of leadership;
- TQM requires school leaders to be respected, trusted and committed to the vision of the school, and to be able to communicate this vision convincingly and consistently throughout; and
- Educational leaders who are able to ensure cooperation between learners, teachers, parents, administrators and all other relevant stakeholders.

A commonly held view is that “management is getting things done through others” (McNamara, 2008; Earley and Weindly, 2004). In addition, the prime goal of positive school management is “the promotion of effective teaching and learning (quality education) that will ensure success at the end of the day. The task of management in the provision of education service at all levels is to ultimately create favourable conditions which educators and their learners optimise during teaching and learning. The extent to which effective learning is achieved therefore becomes the criterion

against which the quality of management is to be judged” (Bush, 2007:391-406). In a nutshell, management merely plans, executes and measures.

Effective education managers are thus people who see to it that whatever needs doing is dutifully carried out and that whatever planned objective was in mind is therefore attained. Every single teacher and staff member is hence obligated to be involved in the school control process, “thereby ensuring that each one is engaged in the process of realising the objectives of the school” (Van Deventer, 2003:128).

To sum up, a manager is someone who gets work done through other people with the intention of effectively and efficiently reaching the school’s particular goals and objectives; who acts as a communication channel; who is responsible and accountable; and who serves as a mediator in negotiating differences, resolving conflicts and making decisions.

2.4 EDUCATION LEADERSHIP AND MANAGEMENT MODEL

The concept “model” refers to the grouping or joining of a number of theories into a single model. The Education Leadership and Management Model is designed to provide a holistic picture of educational leaders’ leadership and management roles in schools and is primarily concerned with ensuring quality teaching and learning, while additionally acknowledging the central role of educational leaders in the directing of teachers, students and parents.

The model also recognises the different management and leadership models for educational leaders to select from for solving problems and facing everyday issues. It additionally acknowledges the bureaucratic, transformational, moral and other roles of the school’s educational leader, but is however only a brief summary of the various roles and responsibilities required of the principal and other stakeholders.

The actions and decisions of education leaders can cause either conflict or harmony, disruption or stability, work satisfaction or dissatisfaction, and whether schools ultimately fail or succeed. The principal, along with the other School Management Team (SMT) members, directly makes decisions on essential issues such as the school’s vision, mission and objectives, the quality of the service it provides and the

utilisation and implementation of existing as well as new resources. To quote Van Deventer and Kruger (2003:65-68): “Whatever management decides has a direct influence on the students, educators, parents and, indirectly, the broader community.”

As stated earlier, excellence in a school is dependent on the quality of its core activities, namely teaching and learning. Neither is possible unless a healthy internal management environment exists in which optimal teaching and learning can occur. To create a positive organisational culture and climate in schools and in order to encourage change, knowledge of conceptual, technical and human management skills is required. Furthermore, the relationship between the Department of Education, teachers, students and parents is regulated by legislation and policy, yet leaders are also required to take into account any associated political, socio-economic, technological and demographic factors, as schools are also dynamically interactive with their external settings (Owens, 2001:143).

The crucial aspect of effective leadership and management is due to the fact that any school’s present and future state depends on its leader’s ability to effectively manage the school. The realisation of the school’s vision and achievement of any predetermined aims and objectives are thus essential responsibilities of any education leader, and this is achieved through effective planning, the creation and/or implementation of appropriate policy, sound decision-making and problem-solving ability, effective organisation, suitable delegation, coordination and control.

The primary responsibility, however, focuses on effectively and successfully executing task so as to contribute to maximum school effectiveness. An education leader should therefore be concerned with the level at which their school’s particular aims and objectives are achieved. In addition, they should ensure that their followers define and execute tasks according to predetermined goals and standards, and must see to it that the school’s stated aims and objectives are achieved according to a clearly defined time schedule.

2.5 RESPONSIBILITY

Responsibility refers to people's duties in terms of their particular post and the work that has been allocated to them, though the work need not necessarily be done by that particular person (e.g. principal). Instead, tasks may be delegated to other educational leaders who are then held responsible for the effective execution thereof. These "goals can only be realized by ensuring that educators are equipped with the knowledge of the subject matter of their tasks, an evidence- and standards-based repertoire of pedagogical skills that are demonstrably effective in meeting the developmental and learning needs of all students for whom they have responsibility" (Darling-Hammond and Bransford, 2005). In addition, "through strong instructional guidance by the principal, driven by aligned curriculum frameworks, educator development, assessment and learning support materials, substantial and sustained improvement could be achieved in schools" (Fleisch, 2006:369-382).

Delegating tasks is another way of showing responsibility, which is said to be "a process by which the manager in a school distributes a portion of the total workload of teaching and learning to others. It implies that the purpose of teaching and learning activities and extra-curricular and administrative works are entrusted to teachers and administrative staff by means of assignment. Hence, principals are held responsible not only for their own performance, but also for the performance of all the teachers in the school" (Van Deventer, 2003:108).

Capco (2007:2-3) explains that effective delegation "is usually methodical and meaningful. That is, the task that needs to be accomplished and the reason for it must firstly be identified. The expected results, timeframes and deadlines to get the information must also be clearly stated. Ultimate success with delegation includes a clear definition of what is to be accomplished, asking for commitment, showing support as a leader, and holding the person delegated for the task to be accountable." In spite of the fact that delegating means that responsibility and authority are entrusted to others, the principal – in this case, the delegator – remains primarily responsible and accountable for all activities as well as their execution. The principal's accountability cannot therefore be delegated to somebody else (Viljoen and Möller, 1992:151). However, it is important to understand that deputy principals, HODs and teachers are not only accountable to the principal, but are also accountable to the students and the parents-community.

2.6 ACCOUNTABILITY

Accountability is an essential element and professional attribute of a modern school leader, and places a duty or obligation on a person to act in accordance with a standard or expectation set for his/her performance or behaviour. In other words, every person must be able to account for their actions in relation to the standard or expectation set for those actions in specific situations (Nieuwenhuis, 2007:104). Accountability, according to Perry and McWilliam (2007:32-43) refers to “a person’s duty to give an account of executed work in terms of set criteria and predetermined standards”. Accountable educators are particularly required to show ability and responsibility, “as well as making essential professional judgments towards the discharge of their tasks” (Kyriakides, Demetrious and Charalambus, 2006:1-20).

Research has also published the characteristics of highly effective teaching and learning, with a specific focus on the actual learning climate itself (including classroom assessment, instructional thoroughness and relevance, student engagement and content knowledge), as:

- A safe environment supported by the teacher in which high, clear expectations and positive relationship are fostered to promote active learning;
- The teacher and students collaborate to gather information and reflect on learning through a systematic process that informs instruction;
- Instructional rigor and student engagement, whereby the teacher supports and encourages a student’s commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to solving problems;
- A teacher’s ability to facilitate learning experiences that are meaningful to students and prepare them for their future; and
- A teacher’s understanding and application of the current theories, principles and skills of a discipline.

Taking responsibility as a manager (principal) is understood to imply caring for their educator's development, including the provision of the latest technologies and strategies for assisting in achieving the instructional desires of the students themselves. The measurement of educator effectiveness, based on their level of responsibility and accountability, is therefore a necessary tool of school management.

2.7 DISCIPLINE

No matter how well teachers prepare their lessons or how motivated they are, their competence to maintain discipline and learner achievement will be measured by learner performance, which will further be affected and influenced by discipline (Jackson, 1994:42). Conflict in many schools manifests physically as confrontations between students and teachers, students and principals, as well as between students and their parents (Bissety, 1997:1). A major problem facing parents and principals, according to Ngakane and Naidoo (1995:13), is how to get children to attend school for the benefit of their future. Conditions of teaching and learning have to be conducive, otherwise a well-equipped school will be of no value to society if parents, principal and learners fail to take responsibility in executing their duties.

It is therefore important that parents and educators should work closely towards enforcing discipline in order for the school to become conducive for teaching and learning. All stakeholders need to work towards instilling and maintaining discipline in a school, otherwise there won't be effective teaching and learning. A lack of discipline compromises the success of both the learners and the school, thus a code of conduct becomes the primary need for learners and educators alike in a school situation.

Discipline, according to Badenhorst (2000:81), does not merely imply punishment, but also refers to leading, influencing for the better, reporting and exercising that which is good and right. If discipline does not prevail in a school situation, conduct by both learners and educators can lead to a situation that is unacceptable, and which may in turn destroy the culture of teaching and learning.

Discipline in the school context can be defined as a state of order in the school that permits learning to proceed (Badenhorst and Scheepers, 1995:45). Educators have

always set goals, rules and regulations with an intention to foster an orderly situation in which teaching and learning is intended to be conducive. It is the responsibility of an educator to maintain discipline and encourage self-discipline among learners.

2.8 CONCLUSION

In this chapter, the effective management of schools was discussed within the context of leadership and management. As this review has illustrated, it is clear that an effective principal is a requirement for school improvement. This chapter defined concepts relating to school effectiveness with more emphasis on leadership and management roles. However, the school effectiveness literature can be referred to in guiding school practices and the context within which the characteristics of effective schools can be improved. From the review of literature, the researcher believes that the process of effective management of schools relies largely on effective leadership and a positive school culture. The principal should also be in a position to set the tone for the leadership to be provided by other members of the SMT, teachers and School Governing Body.

The research selected represented a sample of the available research to define the impact of leadership and its effectiveness through instructional and transformational leadership styles within the framework of situational leadership theory. Research revealed the importance of the application of the leadership style that most directly influences school capacity and student achievement. Leaders must use a variety of tools to promote teacher reflection and opportunities to build on professional knowledge that results in a positive school culture (Blase & Blase, 1999 and Lazaridou, 2006). In the next chapter, the focus will be on the description of the methodology of the study. This includes the limitations experienced by the researcher, the rationale behind the method selected, and the research design and research procedures.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter, the study's adopted research design is discussed and justified. The discussion revolves around the research paradigm data collection and data analysis practices and, in addition, trustworthiness is discussed including ethical issues. The selected research design for this study is the qualitative approach with which to construct meaning and ascertain answers to the research questions. I used a qualitative approach based on interpretation and the constructivist approach. This involved:

- Interviews-thematic analysis
- Observation-supported findings, and
- Document analysis-narrative analysis.

3.1 RESEARCH APPROACH

The suitable research approach considered for this study is the qualitative approach, through which the researcher intends to gain a better understanding of the phenomenon within its natural setting. Qualitative research is an umbrella term for describing a wide array of approaches to research, including the interpretive and constructivist approach (Nieuwenhuis, 2007:50). The basics to understanding qualitative research lie with the meaning that is thereby being constructed.

Meaning is something that can be socially constructed by individuals through their interactions with their world, which implies that reality is neither fixed nor single.

Instead, there are “multiple constructions and interpretations of reality that are in flux and that change over time” (Merriam, 2002:3). In essence, “qualitative research utilises the naturalistic approach that seeks to understand a phenomenon in context-specific settings, such as ‘real world’ settings [in which] the researcher does not attempt to manipulate the phenomenon of interest” (Merriam, 2002:4; Golafshani, 2003:597-607; Creswell, 2007:37).

This means that “qualitative researchers study things in their natural settings,

attempting to make sense of, or interpret, phenomena in terms of the meanings that people bring to them. It begins by accepting that there is a range of different ways of making sense of the world and is concerned with discovering the meanings seen by those who are being researched and with understanding their view of the world rather than that of the researchers” (Denzin and Lincoln, 2005:3). Moreover, Cohen (2007:8), Burrell and Morgan (1979) and Kirk and Miller (1986:14) cite that qualitative research emphasises the explanation and understanding of the unique and specific individual case, as opposed to the general and universal. The focus is on the subjective and relativistic social world, not the absolutist, external reality.

Interpretivist research aims “to understand the interpretation of individuals’ interpretation of the world around them” (Cohen et. al., 2007:22). The interpretive researcher “believes that reality is not objectively determined, but socially constructed” (Denzin and Lincoln, 2005:1; Kelliher, 2005:123-132). The underlying assumption therefore is that there is greater opportunity to understand people’s perceptions of their own activities by placing them within their social context. The research paradigm is thus basically “concerned with the uniqueness of a particular situation, contributing to the underlying pursuit of contextual depth” (Kelliher, 2005:123-132; Williams, 2000:209-224). There is also no attempt made to manipulate the participants’ behaviour (Ary, Jacobs, Razavieh and Sorensen, 2006; Creswell, 2007:78).

The researcher of this study therefore seeks to gain an in-depth understanding from the perspective of how the study’s individual participants comprehend their leadership and management practices and experiences. The interpretive research approach allows for the maximum involvement by the researcher in the data collection process. Qualitative research entails active participation by the researcher since the researcher is regularly immersed in the research setting, “thereby becoming part of the participants under study, in order to understand the meaning and significance” (Schultz and Hatch, 1996). In so doing, the researcher was able to understand how the participants’ leadership and management practices contribute to their particular school’s effectiveness, since the aim of qualitative research “is to engage in research that makes inquiry for in-depth understanding rather than probing

the surface features of a phenomenon” (Golafshani, 2003:597-607).

3.2 RESEARCH DESIGN

3.2.1 Qualitative approach

According to Yin (1994:19), a research design is “an action of getting from here to there, where here is the initial set of questions and there are the set of answers”. It is a plan for selecting subjects, research sites, and data collection procedures that answer the research question (McMillan and Schumacher, 2006:22). During the inquiry, I would interact face-to-face with the selected personnel within identified schools to collect data, whereby information around a small number of cases would be produced to the extent of increasing an understanding of situations within cases studied.

3.2.2 Case study

The case study research design was seen as the most suitable method to be employed in this study. The researcher investigated the case of five schools – successfully performing secondary schools and successful performing primary schools – with respect to the internal school management practices of their major role players; namely, how the principal, School Governing Body (SGB) and teachers contribute to the schools’ success and effectiveness.

The case study is particularly useful “especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2003:13). In essence, to indicate how principals, SGBs, educators and other stakeholders display leadership and management towards attaining school success and/or effectiveness or otherwise, clear evidence is therefore required. In this qualitative research, a case study research design is thus used to denote that the data analysis is focused on a single phenomenon, which is selected by the researcher for an in-depth understanding irrespective of the number of participants or sites in the study (McMillan and Schumacher, 2001:398).

I used narrative as a specific method of understanding the case and to make sense of

the stories as told by principals, SGB members, educators and mentors of the sampled schools. A narrative case study is concerned with told stories from lived experiences. Research confirms that the narrative approach is based on assumptions when individuals organise their experiences and interactions among themselves into stories, which largely depend on the individual's past and present experiences.

Through the narrative approach, selected participants were able to share with me how they assign meaning to their experiences within their institutions. Their personal stories also reflected their schools' cultural and social contexts within which they operated. The narrative case study enabled me to understand how success and effectiveness of the management of those schools was achieved and which interventions were implemented to ensure the sustenance of success.

3.2.3 Paradigm

Henning, Ransburg and Smith (2004) define a paradigm as “a theory or hypothesis” or “rather a framework within which theories are built which fundamentally influences how you see the world; your perspective and how it shapes understanding of how things are connected. Holding a particular worldview influences individual's personal behaviour, professional practice and ultimately the position taken with regard to the subject of research.” According to Guba (1990:17), a research paradigm implies “a basic set of beliefs that guides action”. Babbie (2001:42) describes paradigms as the fundamental model of reference that is used “to organise... observations and reasoning”. Qualitative research is interpretive and useful for describing and answering questions about participants and contexts (Burrell and Morgan (1979:31) in Gay and Airasian 2003:163). Therefore, the interpretive paradigm was considered for this research study as it is informed by a concern to understand the world as it is, and the fundamental nature of the social world at the level of subjective experience.

3.3 RESEARCH SAMPLE

I used purposive sampling whereby I selected the participants purposely from the

population using judgment sampling in a non-random manner. My judgment was based on the knowledge about the population and selected participants, namely those who could furnish me with the relevant information that addresses the objective of this research. The five participating schools satisfied the requirements of this inquiry in that they were classified as being among the best, most successful and effectively managed schools in the district.

Sampling is regarded as “a process used to select a portion of the population for study” (Nieuwenhuis, 2007:5) and draws “conclusions about an entire population” (Zikmund, 2000:338). Creswell (2007:37) states that “qualitative researchers tend to collect data in the site where participants experience the issue or problem under study”. The study sample was drawn from the Bojanala District of the Department of Education, North West Province. A purposive sampling method was used to sample the appropriate schools and acquire an in-depth understanding of each of the schools based on their profiles.

For the researcher to engage in purposive sampling, this signifies that the researcher sees sampling as a series of strategic choices about whom, where and how one does one’s research. The researcher sampled the schools in question to satisfy the main objectives of the research, namely to ascertain the success stories of these schools and how they are effectively managed.

Many constraints including cost and time make it impossible to obtain information from the entire population, i.e. all the schools in the Bojanala District. This brought about the need to obtain data from a smaller group that is a subset of the population. The researcher selected participants purposively from the population by using a homogenous sampling technique. Homogenous sampling aims to achieve a homogeneous sample; that is, a sample whose units (e.g., people, cases, etc.) share the same (or very similar) characteristics or traits (e.g., a group of people that is similar in terms of age, gender, background, occupation, etc.).

Judgment sampling is also akin to homogenous sampling. Judgment sampling is based on knowledge about the population and selected participants who could

provide the best information to address the aims of the research (Silverman, 2004). Thus the researcher used a purposeful sampling technique based on the work of Patton (1990:169), who contends that this particular mode of sampling means selecting information-rich cases to study in-depth when the researcher wants to understand the meaning of the case without needing or desiring to generalise.

The reason for the researcher's focus on the particular sampled education district is due to the fact there are a fair number of performing schools and low numbers of underperforming schools – an uncommon feature in other education districts. Using purposive sampling, the cases that the researcher selected to be included in the sample were chosen on the basis of their typicality, or possession of the specific characteristics required to build on “a sample that is satisfactory to their specific needs” (Cohen, et. al., 2007:115). Purposive sampling also allows the researcher to “increase the utility of the information obtained from small samples” (McMillan and Schumacher, 2001:401).

Since the qualitative approach to research is distinguished by a smaller sample than quantitative research, the participants are selected so as to increase variability and better represent the natural population. The schools that were selected were purposefully sampled from similar socio-economic environments and have all been academically successful over the recent past, as illustrated in Table 3.1 below. In addition, they constitute a satisfactory sample for the specific requirements of this particular investigation.

The reason for purposively sampling principals, educators and the SGBs in each school is due to the fact that their core responsibilities contribute to the success and effectiveness in their schools, as well as possessing more years of work experience and deliverables attached to their posts, as evidenced through their documented profiles that were made available to the researcher.

Table 3.1: The performance of sampled schools for the past three (3) years
Sampled School Year (2011) Year (2012) Year (2013)

School A	100%	100%	100%
School B	97,2%	91,4%	97,6%
School C	84,8%	93,2%	95,6%
School D	72,4%	74,5%	73.3%
School E	79,7%	85,4%	87,5%

The researcher also drew from Merriam’s (2002) description of purposeful sampling, whereby participants possess comparable criteria with regard to profile, thereby guaranteeing a level of heterogeneity in the sample. The sampled teachers’ profile records show that they possess the most years of teaching and are thus the most experienced and qualified teachers. Merriam (1998:61) states that “identifying participants specifically for that purpose enables the researcher to discover, understand and gain [more] insight”.

3.4 DATA COLLECTION

3.4.1 Case studies

I used case studies as a research method to gain an in-depth understanding and contextualised examination of social interaction within schools, as it is exploratory in nature. In this study context, I used a case study design to collect information and draw conclusions about the success and effectiveness in the management of the sampled schools. According to Yin (2003), a case study design should be considered when: the focus of the study is to answer “how” and “why” questions; when the behaviour of those involved in the study cannot be manipulated; or when contextual conditions relevant to the phenomenon under study need to be covered.

By using a case study approach, there arose a close collaboration between myself and the participants as I allowed them to tell their stories freely and describe their views of reality; this in turn allowed me to gain a better understanding of the participants’ actions. The research problem in this study led me to the use of three data-gathering tools, namely: the narrative interview (semi-structured), document analysis and observation, which ran concurrently allowing one to inform the other.

Data collection approaches for qualitative research usually involve direct interaction with individuals on a one-to-one basis or in a group setting. Qualitative case studies afford researchers opportunities to explore or describe a phenomenon in context. It allows the researcher to explore individuals or organisations, simple to complex interventions, relationships, communities, or programmes (Yin, 2003) and supports the deconstruction and the subsequent reconstruction of various phenomena.

3.4.2 Narrative interviews (semi-structured)

A narrative case study is concerned with told stories. I used a narrative case study to understand how success came about and the effectiveness of management and sustenance of success in those schools. Interviewing is a valuable assessment tool because it allows the participants to share their experiences, attitudes and beliefs in their own words. Research labeled *narrative* is also closely related to phenomenology as well as to case study research in the family of qualitative research designs. This type of research is distinguished by the *life story* method, in which people describe their life experiences via storytelling.

My role was to create a written account (hence narrative) of a person's life from the stories to illuminate the meaning of their work or life experiences in ways that help us understand the complexities. Narrative research captures the *voice* of the participant and offers a collection of themes that help us understand the phenomenon being investigated. The outcome of narrative research is a researcher-generated story (a retelling) that answers "How" and "What" questions about the life story and meaningful experiences that have implications for others (Yin, 2009:52).

I arranged to meet with the interviewees at their respective schools on the agreed dates, whereby 30 narrative interviews were conducted over a period of six months commencing in June 2014. School principals, SGBs and educators were each interviewed at an agreed upon time of not more than one and a half hours.

On the day of each interview, the school principals welcomed and introduced me to each of the participants. We were then led to a prepared interview room, far from the learners and other personnel to avoid noise and interruptions. I thanked the participants individually for participating in my study and encouraged them to respond as freely as they could, and assured them of confidentiality of the discussions and their responses. The participants were interviewed on issues relevant to their individual posts and areas of responsibility impacting upon effective school management. The scope extensively covered aspects of management with specific reference to change, conflict, school administration, human resources, infrastructure, curriculum and learner attainment, school finance, school community and issues related to management of the external environment (see interview schedule).

I developed a paper-based interview guide capturing a list of topics and open-ended questions that needed to be covered during the interview according to the role that the interviewee plays towards success in the particular school. The open-ended questions were intended to encourage discussion and more clarity that might have been sought. The interview was audio-taped with the permission of the interviewee and immediately transcribed thereafter. I was confident and found the interviews to be beneficial as I managed to prepare interview questions beforehand. These semi-structured interviews also allowed the informants the freedom to express their views on how their schools were successfully and effectively managed, in their own way, which I viewed as being provided with reliable and comparable qualitative data.

3.4.3 Observations

Observation methods are useful to researchers in a number of ways in that they provide researchers with means to check for nonverbal expression of feelings, determine who interacts with whom, note how participants communicate with each other, and check for how much time is spent on various activities. Participant observation allows researchers to check definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share when doing so would be impolitic, impolite or insensitive, and observe situations informants have described in interviews, thereby making them aware of distortions or inaccuracies in description provided by those informants (Marshall & Rossman, 1995:8).

Werner and Schoepfle (1987, as cited in Angrosino and de Pérez, 2000:677) focus on the process of conducting observations and describe three types of processes as: descriptive observation, whereby the observer observes anything and everything, assuming that he or she knows nothing; focused observation, which emphasises observation supported by interviews in which the participants' insights guide the researcher's decision about what to observe; and selective observation, in which the observer focuses on different types of activities to help delineate the differences in those activities.

Qualitative observations often make use of checklists and "behaviour observation tools developed by the researcher, prior to the observation, in order to record or document observed behavior" (Ary 2006). My observation checklist captured a wide range of aspects from the schools' physical learning environment, Learner Attainment Improvement Plans (LAIP) and the South African Schools Act's (SASA) responsibilities and discipline. I considered observation as a mechanism for understanding the schools' context and their unstated patterns, to provide direct personal experience and knowledge, and to move beyond the selective perceptions of both the participants and myself (Rossman, 2003).

I saw observation as being appropriate for collecting data on naturally occurring behaviours of principals, SGBs, educators and, at some point, mentors as they carried out their daily activities. Participant observation is defined as a method that requires the researcher, for an extensive period, to participate in and report on the daily experiences of the people involved in a process or event (Kruger, 1999:192). Observation can indicate whether people act differently to what they say. I had the opportunity to see things that may not be noticed by those within the environment, and I had a chance to learn about those things that participants were unwilling to talk about during interviews as they were perceived as being sensitive. The use of participant observation broadened my perspective of the problem under investigation.

3.4.4 Document analysis/review

Document analysis was another source of information in this study. Documents are described as a rich source of data as documentary evidence is compiled and retained (Punch, 2007:185). Documents represent data that is valuable and informative because they have been given suitable attention during compilation. The study of existing documents, either to understand their substantive content or to illuminate deeper meanings that may be revealed by their style and coverage, was conducted using Department of Education documents governing schools. The following documents were collected and analysed:

- Year programme;
- Composite school time table;
- School policies including Code of Conduct for learners, educators and SGBs;
- Class Period Register;
- LAIP Report Document;
- In-school Monitoring;
- Analysis of Results;
- Textbook Retrieval Policy;
- SIP; and
- Procedural documents e.g. minutes of meetings, formal letters and financial

accounts.

All these written documents were used to discover more information and shed light on the phenomenon under investigation.

According to Creswell (2003:186), documents allow the researcher to study the language and the words of the participants, which may be assessed at a convenient time to the researcher. I had time to analyse the collected documents and attach meaning to them in relation to the successful and effective management of the sampled schools. Researching documents in this study was particularly useful where the events and experiences had relevance in the sense that captured reports verified the roles played by management in striving towards effective achievement and sustenance of success.

3.5 TRUSTWORTHINESS

To authenticate the results of my research study on the narratives of success and effective management of schools, specific criteria were applied to ensure trustworthiness. According to Creswell and Miller (2000:124), trustworthiness is regarded as the degree to which obtained data and interpretations represent reality in the same way as seen from the participants' perspective. Trustworthiness is also defined as validity in research to guarantee that the research is credible, plausible, trustworthy and defensible (Christen, 2008:275). Barbie and Mouton (2007:277) state that credibility is achieved through prolonged engagement and member-checking, i.e. checking both data and interpretation from the same source with the intention to assess the adequacy of the data.

3.6 DATA ANALYSIS

3.6.1 Case studies

Data analysis is a process of making sense of the research findings. The process generally involves an iterative, spiraling or cyclical pattern that progresses from a

more general to a more specific observation (Silverman, 2000). The analysis process, according to my study, began informally during interviews, and was then supplemented with points noted from observation and analysis of transcribed documents, where evident recurring themes, patterns and categories were noted. Cross checking of multiple data sources and collection procedures helped me to evaluate the extent to which all evidence converges. According to Cohen, Marion and Morrison (2007:183), data analysis involves organising, accounting for and explaining the data.

3.6.2 Interviews

In order to gain insight and knowledge from the data gathered during the interviews, I used thematic analysis as a means for gaining broader understanding of the schools in which the study was conducted. Thematic analysis is a qualitative analytical method for analysing and reporting patterns or themes within data, and which minimally organises and describes the data set in detail and frequently interprets various aspects of the research topic (Braun and Clerk, 2006:79). I chose thematic analysis as it is theoretically flexible and enabled me to answer a number of questions related to the research question from the interviewees' responses based on their experiences, views and perceptions.

I used a tape-recorder to collect data from semi-structured interviews which were later transcribed. Key quotes were highlighted and sorted according to sub-themes. Themes of success and effective management of schools emanating from informants were then identified from the conversation topic, vocabulary and frequency of occurrence of some of the school activities as observed. Information gathered was then consolidated and themes were finalised. McMillan and Schumacher (2010:367) state that the process of coding and categorising of data in most qualitative analysis provides "explanations of the single phenomenon of interest". Data coding was done by hand whereby keywords, concepts, images and reflections were identified. The codes became the foundations for the themes that I used during the analysis of data. They revolved around the schools' physical learning environment, learner attainment,

discipline etc.

3.6.3 Observation

According to research, qualitative data analysis entails processes and procedures whereby the researcher moves from the qualitative data that has been collected into some form of explanation, understanding or interpretation of situations under investigation. Observations made in the sampled schools ran concurrently with the interview processes and document analysis. Critical incidences or events related to effective management of schools were analysed as observed. An analysis covers various places within the schools, where events and behaviours of interest occur. Observation of processes such as control, recruitment, communication and decision-making, as well as individuals involved in those processes, formed part of the observation that was qualitatively analysed. These observations were made with the intention to support findings from narrative interviews.

3.6.4 Document analysis

Although analysis of a case study cuts across the three data collection methods (interviews, observations and document analysis), narrative analysis was best suited to this study. The analysis of qualitative research notes began during observation, interviewing or both when notes were taken at the field. This happened as I identified problems and concepts that assisted me to clearly understand the schools' situations. Merriam (2002:286-287) states that "narratives" are participants' accounts of experiences that are in the story format and that this approach becomes holistic as it acknowledges the cognitive, effective and motivational dimensions of attaching meaning to those stories.

I chose this analysis method to learn more about those attributes of success and effective management of the schools that were sampled. Clandinin and Connelly (1994:50) believe that any event or thing has a past, a present as it appears to people and an implied future. Thus specific attention was paid to: the feelings, experiences,

hopes and reactions of participants; and external conditions that had an impact on the overall performance of the schools. Since this was a case study conducted over five school sites, the data was collected and then analysed individually before being compared, the intention being to ascertain what the respective schools – 1, 2, 3, 4 and 5 – do in terms of school leadership, success sustenance and management in order to achieve effectiveness.

3.7 ETHICAL CONSIDERATIONS

Ethics may be defined as a set of widely accepted moral principles that offer rules for, and behavioural expectations of, the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students (Strydom, 2007:69). A brief discussion of the following principles (Strydom, 2007:67-68) guided me in doing the research:

- Consideration of the possible consequences for the research participants;
- Protection of the participants from unwarranted physical or mental discomfort, distress, harm, danger or deprivation;
- Ensuring that discussion and evaluation be done only for professional purposes, and only with those directly and professionally involved;
- Ensuring confidentiality of all information obtained from and about the participants; and
- The importance of the acknowledgement of those contributions made by others.

The following established protocols guided the ethical procedures I followed in conducting this research:

- Avoidance of harm

Participants in this research study could be emotionally harmed, thus it became my ethical responsibility to protect them as far as I possibly could. Avoidance of harm became the cornerstone of the ethical conduct in my research. As I planned to conduct the research, I took precautionary measures to ensure that those participating in this study will not be involved

in any situation that might be harmful to them. The participants were given an opportunity to withdraw from the investigation should it happen that they wished to do so.

□ Privacy and anonymity

Any individual who participated in this study had an expectation that privacy would be guaranteed. Therefore, no identifying information about the participants was revealed either in writing or during conversations. As a way of ensuring anonymity, the participating schools were assured that their schools' names, principals or other participants, including actual location of those schools, would not be revealed.

□ Confidentiality

Any individual who participated in this study had a reasonable expectation that the information provided to me would be treated in a confidential manner. It became my responsibility to keep the information I learnt about or gathered as confidential as possible, since the participants expected that such information would not be divulged to anyone else and was treated with great sensitivity.

□ Informed consent

I made it a point that participants were informed about my research and that semi-structured interviews would be conducted to source information from them. They were given the option of participating or not participating in this study. This was done through written consent letters wherein participants declared their interest to participate in this research study or had an option to decline. In obtaining informed consent, information on the objectives of the research, and procedures that were to be followed, were explained to the participants. The participants' rights were highlighted in the letters which were written to the targeted schools' principals, SGB members, educators and mentors, about the details of the research. Participants gave their consent in writing and this was captured as evidence. The participants were given the opportunity to withdraw from the investigation if they so wished.

3.8 CONCLUSION

I used a narrative research design to capture the meaning of the participants' success stories as expressed towards the effective management of their schools. The qualitative approach enables the researcher to learn more about the participants' role towards learner achievement in schools. The claims of trustworthiness as part of an epistemological grounding were addressed. In the next chapter, the researcher compared and triangulated the data gathered from interviews, observations and documents analysed.

CHAPTER FOUR

STATEMENT OF RESULTS

The purpose of this chapter is to describe the data findings collected from various narratives of successful and effective management of schools. Although the identified schools are all within the same education district, their socio-economic environments are not the same. The five schools fall into the category of Section 21 (non-fee-paying public schools) and one of Section 20 (fee-paying public school), as operated and funded by the Department of Basic Education. The academic challenge that aroused the interest of the researcher was to determine how these purposive sampled schools have managed to function so successfully and effectively.

The findings in this study were qualitatively analysed. According to Simon (2009:117), data analysis is viewed as procedures such as coding, categorising and theme generation to enable one to organise and make sense of the data in order to produce findings and an overall understanding of the case. Qualitative data analyses are viewed primarily as an inductive process of organising the data into categories and identifying patterns among those categories (McMillan and Schumacher 2006:364). Raw data collected from interviews was analysed according to themes, while observations and document analysis further assisted me to come up with additional findings, which shed more light on the context of the study.

4.1 DESCRIPTION OF PARTICIPANTS FOR CASE STUDY

The research study was carried out in four secondary schools and two primary schools in the Bojanala District of the North West Province. These schools were chosen based on their success levels and the consistency with which they have maintained this success. Permission was sought from the Quality Assurance Chief Directorate of the North West Department of Education to conduct a study in the selected schools as identified. Further permission was granted by the principals of the identified schools as well as consent by the participants.

The sample population was intentionally selected on the basis of personal judgment that they would provide relevant information to address the objectives of this study.

Eighteen participants were identified (6 principals, 6 School Governing Body (SGB) members and six educators), of which thirteen (five principals, four SGB members and four educators) gave their consent and successfully participated in this study. Participants were thanked for participating in this educational study and encouraged to respond freely in the sharing of good practices that bring success and effectiveness in the management of their schools, taking cognisance of the confidentiality of this research.

The findings in this chapter were derived from interview data gathered from the principals, SGBs and educators on observations at the selected schools, plus a brief document analysis as outlined in the Organogram below.

Table 4.1: Data collection methods and key participants in the study

Data collection method	School	Informants
Interview	School 1 - 5	Principal, educator and SGB
School Observation	School 1 - 5	Physical learning environment (including access control and provision of resources; discipline and leadership).
Document Analysis	School 1 - 5	Various policy documents

4.2 STATEMENT OF RESULTS

The researcher familiarised herself with data from interviews, observations and document analysis by transcribing it, reading and re-reading the data, and noting down initial ideas. Preliminary codes were generated, coding interesting features of the data in an orderly way across the whole data set. Codes were then collated into potential themes, gathering all data relevant to each potential theme.

The main instrument used was the semi-structured interview for obtaining in-depth, first-hand information. The data was subjected to narrative and content analysis to

gather understanding of the perceptions and operations of the participants. In order to be consistent with all participants, I used a set of pre-planned core questions for principals, SGBs and educators, to ensure that the same areas were covered with each interviewee.

As the interview progressed, the interviewees were given an opportunity to elaborate and provide more relevant information if they individually opted to do so. Responses from interviews were audio-taped with principals, SGBs and educators in each best-achieving school, except for School 5 where the SGB and the educator opted not to participate as a result of another departmental engagement. The data gathered was used for comparing the schools in terms of how the school effectiveness is influenced by the various key role players. Findings from their experiences and perceptions of how their individual leadership and management practices contribute to their particular school's effectiveness were largely guided by the research objectives. The following common themes were identified in relation to those activities that informed success and effectiveness, and checked if they worked in relation to the extracts and the entire data set from which the findings were drawn.

4.2.1 Discipline

Good discipline is a vital attribute of an effective school. Discipline must be maintained in the school to ensure that the education of learners proceeds without disorderly behaviour and offences. Principals and educators, according to the South African Schools Act (SASA) (1996), have an obligation to maintain proper order and discipline as one of the most important management functions in a school. The Act further mandates schools to develop a Code of Conduct for learners with the intention of promoting positive discipline, self-discipline and exemplary conduct to which all key stakeholders should be committed. I discovered that all the five successful schools had a Code of Conduct for learners that they had developed and adopted for implementation.

The principal P1 commented by saying: "I think the first thing to ensure successful results are discipline." He was supported by the principal P3, who stated that: "Learner discipline is another cornerstone of success of every school like ours. The school has a functional Learner Code of Conduct that impacts positively on the

behaviour and performance of the learners.” I also found that despite school 3 having issues with their disciplinary processes, they do very well in other areas to ensure success.

The above responses all seem to confirm that correct application of the prescripts of the Code of Conduct for learners is necessary for discipline to be instilled at all times at the school and at the related school activities. This will ensure that education of the learners proceeds without disruptive behaviour and offences.

4.2.2 Quality educators

Education as a service has goals to achieve which are reliant on both the teaching and non-teaching staff. The principal has a special duty of fully using his staff to be able to realise the specific goals of his/her school. The Employment of Educators Act of 1998 attempted to standardize conditions of service such as appointment, promotion, transfer and termination of service. The South African Council of Educators (SACE) was established as a statutory body for registration of all educators and started to work collaboratively with the Education Labour Relations Council (ELRC) to upgrade teacher qualifications at entry level from M+3 (REQV 13) to M+4 (REQV 14), which is a four-year Bachelor of Education Degree (B.Ed.); or one-year Higher Diploma in Education, which is also known as the Post-Graduate Certificate in Education (PGCE). A new developmental programme, Advanced Certificate in Education (ACE), is being rolled out to cover those content-related gaps of educators in the specific areas of specialisation, such as leadership and management.

Data from the interviews revealed that all educators in the five schools were relevantly qualified; however schools 4 and 5 had a shortage of educators as a result of their small post provisioning model (PPM). My findings on the recruitment of quality educators were in line with the prescripts as set by the department, and this is how the interviewees responded:

Teacher T1: “The school has highly qualified educators who are positive towards teaching, are committed to their work and work towards being the best performing school in the province.”

The SGB1 from the same school confirmed that by stating that: “on recruitment, quality teachers are recruited whilst they are still being trained at the university in their second year and appointed on SGB posts as assistant teachers.” I discovered that this is being done to reduce class size and assist subject educators with marking.

The principal P2 commented by saying that: “the caliber of teachers is that of hard-working and dedicated ones who are passionate about the work they are doing.”

Another respondent from school 3, SGB3, stated that on recruitment: “the SGB go an extra mile by appointing temporary educators where the department cannot provide, to ensure that there is an educator in front of learners in every classroom.”

Although schools 4 and 5 faced challenges of small PPMs, I discovered the following from the respondent:

Principal P5: “It is not simple to remain above, especially with lack of basic resources and manpower, but I am blessed to be working with teachers who are passionate about their work and most willing to go an extra mile.”

I discovered that unlike unsuccessful schools that were not creative when it came to recruiting educators where there is a need, these successful schools not only relied on the provisioning of staff by the department, but also explored other mechanisms to ensure that they have dedicated and committed educators for all their subjects and grades.

4.2.3 Class attendance

It is a requirement by SASA 84 of 1996 (as amended) that learners attend school regularly during school hours with the responsibility to learn and develop their full potential. Educators are expected to maintain a high standard of professional ethics

and be present to teach their classes, assist learners with their difficulties, report their progress and to look after their well-being. Successful schools showed plans in place to monitor class attendance and remedy bunking of classes.

The educator E1 responded by saying: “Class registers have been introduced to monitor learners’ class attendance, and where elements of bunking of classes are observed, parents are alerted through an SMS.” Data from the interviews revealed that the five successful schools observed the principle of task-on-time. Not all of them had class registers but they had varying mechanisms of ensuring that educators attend to their classes and that learners remain in class for the duration of school time. Schools 4 and 5, as primary schools, had class teachers who remained full time in class to teach.

Another finding was that educators in schools 2 and 3 had to be punctual when attending to their classes to avoid a situation that enabled learners to loiter around the school premises during lesson periods. The role played by principals in these schools was to ensure that educators remain at school during the formal school day, except for special reasons with prior permission.

4.2.4 School financial system

Section 30 (1a) of SASA outlines how the SGB committees such as the finance committee should be formulated. Findings from the interviews were that bigger schools, i.e. schools 1, 2 and 3 had well-constituted finance committees as compared to schools 4 and 5, which had only the chairperson and treasurer as active participants. Just like in other schools, both successful and unsuccessful schools are faced with challenges of either non-committed SGBs, or that those who are committed have knowledge gaps due to their low literacy level; moreover, whether or not they are residing in the rural or semi-rural locations where the schools are located.

Section 37 (1) of the South African Schools Act (SASA) states that the SGB is responsible for the administration of school finances and also gives directive on clear procedures of handling and accounting for money in the school. In one question regarding the schools’ handling of finances, the principal (P1) responded by saying:

“The school has a good financial system with reliable chairperson and treasurer who attend the school’s SMT’s morning briefing daily to address the financial needs of the school.” The challenges noted are related to community pressures which affect the cash flow of the school; however, proper financial records are kept.

The other principal (P2) commented that he did not have full knowledge of how school finances were handled as they were managed by his deputy principal and the school’s religious authorities. The SGB from school 5 remarked that the principal is mostly the one who directs how the school finances should be handled. An element of compliance by the five schools was detected from the interviewees’ responses, which stated that they all complied with the directives of submitting their financial records to the auditors on an annual basis for both the section 21 or 20 and NSNP accounts.

From the above statements, it appears that the majority of successful schools have functional SGBs and finance committees whilst others are still not empowered. With regard to the SGB functionality, the principals complained that parents expected to be paid for coming to school to attend to their SGB duties; and educators insinuated that principals impose, in most instances, on how financial affairs should be handled, which is not according to procedure.

4.2.5 In-school monitoring

The North West Department of Education has put in place a Learner Attainment Improvement Plan (LAIP), which is intended to respond to the goals of the Action Plan to 2014: Towards the Realisation of Schooling 2025 and the National Development Plan (NDP). The NDP outlines the importance of having sound management in the school to build a strong and coherent set of institutions for delivering quality education. In-school monitoring is done for support and guidance to schools with the focus being on syllabus coverage, correct time tables, staff meetings and management meetings and analysis of learner performance.

With regard to ensuring good learner performance and sustaining success, the respondent (P3) explained that “monitoring and support become key, focusing on

curriculum delivery; and address grey areas that may be picked up. Constant monitoring and evaluation is done to ensure that we remain on the right track”.

The principal P1 also responded by saying that: “There is also control of teachers’ work every second week and moderation on a quarterly basis. I also conduct class visits, using the university moderation form for student teachers as a tool.”

The SGB1 explained that “they fully monitor learner results to identify areas in need of the school governance support”. Another respondent, who is an educator from a primary school (E4), indicated that phase meetings are held regularly to discuss learner performance and quarterly meetings to analyse the results.

Findings from the above comments are consistent in saying that successful schools take processes of in-school monitoring seriously. This can be attributed to the fact that constant monitoring breeds success. In most of the unsuccessful schools, it becomes difficult to identify those challenges that bring about underperformance and render those schools unsuccessful. The successful schools had clear in-school monitoring programmes and plans which are to be implemented by SMT members and report constantly to their principals.

4.2.6 Intervention programmes

Interventions vary from school to school depending on their different challenges. The schools are characterised by a number of mechanisms that affect their activities, whereby the principal has to play an important role. There must be clear decision making and issuing of adequate instructions to teachers and learners for implementation. The school as a bureaucratic and professional organisation must have clear rules and procedures to set standards and direct the roll-out of activities (Van der Westhuizen, 2013:92-93). School activities are numerous and separated but are bonded through implementation towards the vision and common goals.

According to data from interviews, participants from schools 1, 3 and 4 emphasised the importance of infusing the mission and vision of the school in all its activities and programmes. Even though school 2 did not review nor amend their mission and vision, they expressed their satisfaction with the existing one and regarded it as still relevant and thus aligned all the school activities to it, which resulted in success as

well as sustained good results. Foster, Agnes and Rahinet (2007:506) declare that effective leadership is necessary for the development and continuing improvement of any educational institution. Authority in a school is clearly demarcated whereby some individuals in a given situation are barriers and others are subject to authority. Davis, 1976; Owens, 1987; Sergiovanni & Starratt, 1988, in Van der Westhuizen (2013:3) state that in the classroom management, the teacher has authority over the learners, while the principal has “overall management authority”. The theme on management, leadership and administration revolved around the roles and responsibilities of principals and their SMTs, as well as their impact on the administrative structure of the school.

As noted from the actions and conduct of principals from successful schools, it is important that the leader demonstrates to a greater or lesser degree the following leadership criteria: moral, visionary, transactional and instructional leadership, as indicated and elaborated upon by the analysis which follows.

From the interviews, a question on how informants of success may be attributed to effective school management was asked, and here are some of the responses to the interview questions asked with regard to the leadership and management of schools.

The principal P1 explained that: “The school also embarks on its own vacation camps and not that which is organised by the Department of Education, whereby we have the school teachers offering extra lessons as well as catch up and revision work. Sometimes the planned school camps would have to be cancelled in order to accommodate learners from other unsuccessful schools as organised by the department.”

The educator E1 commented by saying that: “There is interaction among teachers as they meet on a weekly basis together with their HODs to share experiences and challenges; and together come up with remedial action.” The other respondent, SGB2 said: “Although the SGB supports the strategic interventions for learners as organised by the school to enhance learner attainment, there are continued disruptions by departmental programmes.”

The principal P3 also responded by saying: “I always seek stakeholder involvement and support in our activities, but our greatest challenge is interference by the

departmental officials who constantly disrupt school plans.” The principal P5 explained by saying: “I always control and monitor the work of teachers and they (teachers) are encouraged to control and monitor the work of the learners through clearly designed monitoring and controlling tools. We engage in the thorough analysis of the results and locate areas of shortfalls and where urgent support is needed.”

Findings from the successful schools interviewed confirmed that commitment and the necessary type of leadership is required for schools to be and remain successful. The above responses all seem to confirm that there is interference by the departmental officials on the smooth roll-out of individual school’s intervention programmes towards sustenance of success. The statements emphasise that there is more attention and resources allocated to unsuccessful schools, which seems to be a demoralising factor for the successful schools.

Data from the interviews also suggested that the principals’ main role was to ensure implementation of duties by followers towards productivity. The principal needs to have technical skills and knowledge in order to be an effective leader who always strives towards achieving the objectives of the school.

4.2.7 Motivation

Maslow’s Hierarchy of Needs in the motivational theory highlights socialising, appreciation, realization of ideals and self-realization as higher-order needs that play the most important role in the motivation of the worker (Van der Westhuizen, 2005b:196; Department of Education, 2008b:87). Teachers become largely motivated when they are given an opportunity to participate in the planning, organising, guiding and controlling processes within their schools. In responding to questions relating to motivation, these were the participants’ responses:

The Principal of school 1 (P1) remarked by saying that there are well trained teachers who always try to be markers at the end of the year, whereby they become exposed to an environment of sharing of good practices with teachers from other schools. His role is to motivate learners to instill in them a sense of responsibility towards their attainment.

School 1: Educator T1 reported that children's views are accommodated to make the school conducive for them. The learners are also motivated through events and sporting activities because happy learners bring about a happy school environment.

School 1: SGB1

"The SGB participates in the whole planning processes of the school as well as the provisioning of LTSM requisition, including technological devices to enhance teaching and learning."

School 2: Principal P2

"We engage in a number of activities whereby quarterly awards-giving ceremonies are held and award merit badges are given to learners who attain Level 7 to encourage hard-work."

"Parents are also motivated during parents' meetings to support their children and reduce the amount of house chores they allocate to their children, to accord them an opportunity to have more time to focus on their studies."

"Teachers offer extra lessons after school, during weekends and school holidays and are paid a stipend as motivation. There is another external support by former students who have formed an Alumni society to organise career days for learners, seek donations in kind as well as equipping the computer centre of the school. I also invite motivational speakers to come and encourage or revive both learners and teachers."

School 3: Principal P3

"Teachers are motivated to be committed and if they are, hopefully the school will achieve the desired results."

School 3: SGB3

"Parents are encouraged to constantly monitor their learner's books regardless of their literacy levels, and make follow-up where elements of uncontrolled work are noticed."

School 4: Principal P4

“Motivational talks for both teachers and learners are arranged on Mondays and Fridays of each week and also create platforms to instill and enhance discipline.”

School 4: Educator T4

“The principal only gives guidance and support for people to work freely without being policed. Lastly, communication at our school remains the order of the day.”

There is a shared vision and mission by the school community as led by the principal. The principal is perceived as a manager who provides both challenge and support to his followers. Through pace setting, risks are taken towards an envisaged achievement. Teachers are also challenged to become innovative and problem solvers as they work independently in their own classes. The principal leads the team to the school’s vision and displays a high level of connection with his staff and the SGB.

The school management and leadership inspire followers and challenge them to be innovative and problem solvers. The principal becomes the mentor and coacher in order to develop his followers and is always sensitive of their needs and inspires them to have a shared vision and shared goals for the school. The manager is willing to take risks by organising camps outside those of the department in order to drive the school’s vision. The staff is encouraged to look beyond their self-interest for the benefit of the whole school community.

School 5: Principal P5

The school management motivates learners and staff by extrinsic motivation. More charismatic and transactional leadership traits were noted from the interview responses on leadership and management. There is proper planning noted, given the small school itself. The principal motivates her staff to be innovative and problem solver, and work towards attainment of the desired goals. She also challenges her follower to be problem solvers as each educator is classroom-based for the duration of the school day.

4.3 CONCLUSION

There was congruence by both the principal and educator from school 1 in what were mentioned to be activities that effectively contribute to the success of the school. In supporting effective teaching, their inputs revolved around the exhibition of best teaching practices that maximised the school's learning time. The role played by the SGB1 largely revolved around staff development and provision of resources to enhance effective teaching and learning. From the inputs by interviewees from school 2, there seemed to be inconsistency in the manner in which participants responded. Initially, P2 tried to impress me by telling what is supposed to happen rather than what was actually taking place in line with activities that have contributed to their success. It was noted that P2 was not hands-on and left most of the activities to run without his supervision.

For school 3, there seems to be working systems that are guided by the departmental policies, especially on the implementation of curriculum activities. Elements of discipline were highlighted as being manageable through the school's implementation of the Code of Conduct for the learners. The vital role played by the SGB3 could not go unnoticed, especially in the close monitoring of learner performance and encouraging of parental involvement in the learning of their children.

In school 5 data was gathered from interviews with only the principal P5, since the educator and the SGB member could not participate due to other departmental engagements. P5 highlighted the school's challenging activities which were successfully managed to ensure success. These were in line with monitoring and control of both learners' and teachers' work. Although there were stringent financial constraints reported during the interview, extra effort taken by the school was noted around the design and issuing of certificates and awards to deserving learners as motivation.

CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF RESULTS

The researcher found that the schools are characterised by a number of mechanisms that affect their activities by requiring the principals to play various important roles. There has to be clear decision making and issuing of adequate instructions to teachers and learners for implementation. The school as a bureaucratic and professional organisation must have clear rules and procedures in order to set standards and direct roll-out of activities (Van der Westhuizen, 2013:92-93).

According to the data, participants from schools 1, 3 and 4 emphasised the importance of infusing the mission and vision of the school in all its activities and programmes. Even though school 2 neither reviewed nor amended their mission and vision, they expressed their satisfaction with the existing one and regarded it as still relevant and thus aligned all the school activities with it, which resulted in success as well as sustenance of good results.

Again in school 2, it was picked up that there were teachers who did not co-operate as desired. However there was generally a harmonious working relationship among staff members in schools 1, 3 and 4, which confirmed teamwork as well as hard work. Working relations in school 5 could not be analysed as the interview was conducted only with the school principal P5. Teachers in school 2 expressed their discomfort with the class visits as conducted by the principal and SMT, hence an element of non-compliance was picked up in relation to proper implementation of the Integrated Quality Management System (IQMS). It is evident that principals who conducted class visits, i.e. in schools 1, 3, 4 and 5, were able to confidently report on what exactly transpires in the classroom during lessons.

Participants from schools 3 and 5 impacted on the class size and expressed a need for the revision of the post provisioning model (PPM), as it has a negative bearing on the learner-teacher-ratio as well as classroom management. On learner attainment, it is evident that all sampled schools are compliant with the implementation of departmental policies, regulations and guidelines on learner attainment, of which the issue of in-school monitoring by the SMT is emphasised.

5.1 EFFECTIVE SCHOOL MANAGEMENT

Both management and leadership are extensively discussed in the literature review in Chapter of this study. A leader's main role is to ensure execution of duties by followers towards productivity, and the leadership style is determined by the leader's approach in the active process. There are specific features important for the leadership role to be played by educational leaders in schools as described in Chapter Two of the literature review. The principal needs to have technical skills and knowledge in order to be an effective leader who always strives towards achieving the objectives of the school. From the conducted narrative interviews, a question on how informants of success may be attributed to effective school management was asked and here are some of the responses to interview questions asked in relation to the leadership and management of schools:

School 1: Principal P1

“There is also control of teachers' work every second week and moderation on a quarterly basis. I, as the principal conduct class visits, using the university moderation form for student teachers as a tool.” The school has a committed parent component that ensures that they become proactive and plan ahead of what might have not been provided by the Department such as their vacation camps, as they were only planned for unsuccessful schools. Teachers are continuously developed to meet the ever changing curriculum. “My other role played as the principal is to motivate learners to instill in them a sense of responsibility toward their attainment.” Learners are also motivated through awards for their excellent performance in order for them to achieve better results at the end of the year.

School 1: Educator T1

“There is interaction among teachers as they meet on a weekly basis together with their HODs to share experiences and challenges; and together come up with remedial action.”

“Children’s views are accommodated to make the school conducive for them. The learners are also motivated through events and sporting activities because happy learners bring about happy school environment.”

School 1: SGB 1

“The SGB participates in the whole planning processes of the school as well as the provisioning of LTSM requisition, including technological devices to enhance teaching and learning.”

The school management and leadership inspire followers and challenge them to be innovative and problem solvers. The principal is always sensitive to the followers’ needs and inspires them to share the same vision and goals of the school. The manager is willing to take risks by organizing camps outside those of the department in order to drive the vision of the school. The principal becomes the mentor and coacher in order to develop his followers and inspires them to have a shared vision. The staff is encouraged to look beyond their self-interest for the benefit of the whole school community.

School 2: Principal 2

“We engage in a number of activities whereby quarterly awards-giving ceremonies are held and award merit badges are given to learners who attain Level 7 to encourage hard-work.”

“Parents are also motivated during parents’ meetings to support their children and reduce the amount of house chores they allocate to their children, to accord them an opportunity to have more time to focus on their studies.”

“Teachers offer extra lessons after school, during weekends and school holidays and are paid a stipend as motivation. There is another external support by former students who have formed an Alumni society to organise career days for learners, seek donations in kind as well as equipping the computer centre of the school. I also invite motivational speakers to come and encourage or revive both learners and teachers.”

“I do set myself as a leading example by being the first to report to school unless other circumstances beyond my control take lead of me; this is a motivation for my colleagues as they are always on time to deliver their core duties.”

School 2: Educator T2

“There is team work and oneness among teachers and we are committed.”

School 2: SGB 2

“The SGB supports the strategic interventions for learners as organised by the school and the department to enhance learner attainment.”

School 3: Principal P3

“I have been a school principal for some time and might attribute some of the success to the extensive experience that I have. As guided by the school mission and vision, we strive to employ qualified teachers, and always seek stakeholder involvement and support in our activities. Firstly, our success can be attributed to teamwork. At school we encourage working as a team. Teachers are motivated to be committed and, if they are, hopefully the school will achieve the desired results. The other thing is stakeholder involvement and consultation in the decision making, and adoption of consensus through consultation.”

“The SMT monitors the work of teachers and moderate the tasks as a way of supporting teachers.”

School 3: Educator T3

“The SMT uses an open policy wherein they communicate to make their plans known to teachers; they consult teachers in decision making.”

“The school might be experiencing a few disciplinary cases but is able to manage them.”

School 3: SGB3

“Parents are encouraged to constantly monitor their learner’s books regardless of their literacy levels, and make follow up where elements of uncontrolled work are noticed.”

The school management of school 3 displayed traits of having a vision and was able to inspire followers to share the same vision and goals. The SMT leadership capabilities were developed; hence they displayed characteristics of being innovative with problem solving skills. The principal inspired his followers to look beyond their self-interest for the good of the school and its community. The SMT and staff are challenged by the principal to always become innovative and problem solvers.

School 4: Principal P4

“As the principal, I ensure that the mission and vision are realised. Motivational talks for both teachers and learners are arranged on Mondays and Fridays of each week and also create platforms to instill and enhance discipline.”

“It is also in the meetings held where sharing of good practices by teachers from within and between phases is done. The pace is set on what has to be touched and achieved by all teachers; and possible solutions are arrived at where challenges might have been noted. Teachers are also encouraged to work independently and own their subjects as well as their classes.”

School 4: Educator T4

“The principal only gives guidance and support for people to work freely without being policed. Lastly, communication at our school remains the order of the day. ”

“There is unity and interaction among Teachers and the SGBs, thus being functional.”

School 4: SGB4

“The SGB always supports the school and always becomes part of the implementation of the intervention strategies to be employed.”

There is a shared vision and mission by the school community as led by the principal. The principal is perceived as a manager who provides both challenge and support to his followers. Through pace setting, risks are taken towards an envisaged achievement. Teachers are also challenged to become innovative and problem solvers as they work independently in their own classes. The principal leads the team to the school's vision and displays high connection with his staff and the SGB.

School 5: Principal P5

“Policy implementation is the order of the day. Both learner attendance and educators’ leave of absence are managed as expected by the authorities.”

“I always control and monitor the work of teachers and they (teachers) are encouraged to control and monitor the work of the learners through clearly designed monitoring and controlling tools. We engage in the thorough analysis of the results and locate areas of shortfalls and where urgent support is needed. Our school is very small and hard-hit by financial constraints; however we design award certificates and issue medals for excellent achievement and effort towards good performance for both learners and teachers.”

“Being the principal, I serve as an example with regard to time management, regular attendance.”

There is proper planning noted in school 5, given the fact that the school is small. The principal motivates her staff to be innovative and problem solvers, and work towards attainment of the desired goals. She also challenges her followers to be problem solvers as each educator is classroom-based for the duration of the school day.

All principals emphasised the importance of parental involvement in the success of their schools. Although it was not easy to attract parents to the schools (especially those situated in the rural villages), they were usually attracted through meetings whereby learner reports were issued. This was done on the first weekend upon re-opening of schools on a quarterly basis

and teachers knew that they had to work this extra day to meet the parents. During these meetings, parents were then encouraged to participate in and support school activities such as volunteering to participate in fundraising activities and supervision of learners after classes when they do their homework.

5.2 INSTRUCTIONAL LEADERSHIP

From the interviews responses, comments were offered on some of the traits and characteristics of effective leadership and management. All the five schools' principals demonstrated democratic leadership styles as they all used teams in decision making and participation. School 2's principal (P2) can be viewed as an affiliative and pacesetter leader as he always puts employees first and places much focus on their emotional needs rather than the work needs. Principal P2 in most instances allows poor performance to proceed without feedback as he usually feels that conflict will upset the balance of his staff and the school. This became evident even with the decline of end-of-year Grade 12 results from 100% to around 92%. Principals P1 and P3 are transformation leaders who focus much on developing their followers' leadership capabilities through mentoring and coaching. They portray the democratic, visionary, affiliative and coaching leadership styles. They both lead by example and inspire their staff to have a shared vision towards their schools' desired goals.

I can also describe the principals of schools 1, 3 and 5 as pacesetter leaders who set very high performance standards for their staff by building challenging but exciting goals for them. Principals P4 and P5 may be described as coaching, affiliative and authoritative leaders who strive to help their staff members to up their skills and become successful in their developments. They work closely with coaching, developing and mentoring educators to ensure that they have the knowledge and skills required to be successful. The participating principals were confident that school success would continue even in their absence as they believe they have built a

strong school culture whereby their teachers were better empowered to make decisions and exercise leadership.

Research states that when coercion and pacesetting are used, they can damage the organisation's working atmosphere in the long term and ultimately reduce flexibility and commitment. They are recommended only when necessary and in a short timeframe. The other styles, namely: autocratic, affiliative, democratic and coaching leadership styles, as described in detail in Chapter Two of the literature review, may impact positively on the working environment and school performance. It is also said that the most effective leader is the one who can master the four leadership styles, and use each of them to suit the situation.

5.3 OTHER INFLUENCES ON SCHOOLS' PERFORMANCE

Probing questions were raised to ascertain which other internal and external factors may retard or enhance a school's success and effectiveness. The three secondary schools (schools 1, 2 and 3) expressed their appreciation for the support as offered by the Provincial Education Department (PED) in terms of monitoring and the roll out of vacation camps for extra lessons and recovery programmes. Even though school 1 was not financially supported and included in the departmental camps, the school's ability to source funds to hold their own private vacation camp is an indication that regardless of the schools' healthy financial status, they all ought to be supported towards the running of study camps in order to contribute towards and enhance success.

The other input noted around the involvement of the PED was on communication with schools. Participants from all sampled schools expressed their dissatisfaction around the manner in which correspondence is released late to schools, which interrupts the smooth running of their schools' programmes.

School 4 emphasised the positive contribution of the other stakeholders in support of curriculum implementation, with specific reference to the supervision of learners in doing their homework after classes. Data supports the fact that education is a societal issue and all stakeholders need to take a keen interest in the education of the children.

The prescribed language was hinted as one of the elements that hampered success in two schools, schools 1 and 3, whereby the school Home Language (HL) was not the actual HL for the learners. However, if those learners were taught in their actual HL, the results might be of a better quality.

It is evident that where the SMT is dysfunctional, teachers would find loopholes and not be entirely committed to the success of the school. Participants in school 2 admitted that those teachers who are well qualified in scarce subjects (Mathematics, Physical Science, Accounting and Technology) could not be retained, hence the element of having temporary educators. The issue of the principal not being able to bring learners, teachers and parents together as a tight-knit school community was also noted in school 2.

All the five schools are fully functional and all stakeholders involved play a key role in their execution of duties. All the necessary school systems have been put in place, however challenges noted were around the community pressures whereby some parents, in school 1, were in no position to pay school fees for their children and the school had to bear the expenses. School 1 also experienced pressure from the parent community in terms of being compelled to excel in a particular sporting code as desired by the parent grouping in relation to learners' admission. School 2's principal left the management of school funds to a deputy principal who, unsupervised, brought about challenges in terms of managing the finances. The SGB was not hands-on in relation to the basic responsibilities of the finance committee. There seems to be challenges with communication as the SMT could not respond to follow-up questions on management related issues. An element of division among staff members was observed. School 3 had all systems in place and was fully functional. Stakeholder involvement alleviated the problem of shortage of water by supplying the school, using donkey carts.

It was observed that the physical location of the schools had an effect on teaching and learning as, in some instances, destruction occurred. School 2, being located in the mountainous area, experienced natural destruction from wild animals. Again, those schools located in the informal settlements, e.g. schools 2 and 3, had frequent community protest actions that disrupted their normal running. School buildings are one of the school facilities that influence the academic performance of the learners.

The design of the school classrooms and their lighting also influenced how learners performed.

A classroom without lights, e.g. schools 4 and 5, may cause learners to develop eye problems especially on dark and cloudy days. Comparatively though, schools 1, 2, 3 and 4 all have access to technology, even if it was only in their offices. These schools have an advantage over those that do not have access to technology. This was observed where technology was used to assist learners in schools 1, 2, 3 and 4; for example, helping them to retrieve previous question papers for their revision purposes. Learners were also able to access relevant information that assisted them to better their performance in their studies. School 4, being a full service school, had audio-visual devices that assisted needy learners to capture and learn easily. All the five schools had space created for a library. Schools 1, 2 and 3 had well-established and resourced libraries. A well-resourced school library is a great motivator for attracting learners to study. They can also enhance their academic performance through accessing textbooks, journals, magazines etc., which ultimately direct learners towards informed career pathing.

5.4 DOCUMENT ANALYSIS

I considered the four specific functions of documentary material in a research study as specified by Bowen (2009:29-30) and fully discussed in Chapter Two, and used them to analyse and obtain a better understanding and uncover meaning relevant to the research problem. The following documents were requested from the five sampled schools with the objective of uncovering the contributory factors to the success and effectiveness of management in those schools:

- Composite school time table
- Learner Code of Conduct
- Class Period Register
- LAIP Report Document
 - o In-school Monitoring
 - o Analysis of Results
 - o Textbook Retrieval Policy

- o Subject improvement plan

5.5 POLICY DOCUMENTS AND GUIDELINES

Policies may be described as guidelines for parties affected by those policies. In terms of the North West Education Management Governance and Development (EMGD) Training Manual for SGBs (2009), policies are further described as a set of rules that are agreed upon by the role players in an institution. For schools, there has to be a general plan of action to achieve a desired goal. This plan may also prescribe how implementers are to go about implementing activities, and may also reflect those values that would be taken into cognizance during decision making.

From the Presidential interaction with school principals (2009), a declaration was undertaken by all principals from all the nine Provinces of the Republic of South Africa (including those from the sampled schools) to, among others: prioritise education; ensure that education remains everybody's business.

Merriam (1998:118) in Rangongo (2011) points out those documents of all types can help the researcher to “uncover meaning, develop understanding and discover insights relevant to the research problem”. Furthermore, Corbin and Strauss (2008) in Rangongo (2011) indicate that document analysis requires that the “data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge”. Documents that were used for the systematic evaluation as part of this study included: Learner Code of Conduct, SGB constitution, Retrieval Policy, Composite school time table, Class Period Registers, Analysis of results, In-school monitoring tools and School improvement plans.

Some of the challenges raised by schools, especially those who had a decline in learner performance, in their analysis of results reports were:

- Allocation of educators not in line with their specialised training;
- Small schools – overstretched educators for curriculum delivery;
- Failure to complete the work schedule by some of the educators;
- Workbooks not optimally used in primary schools;

- Usage of LOLT – Non-compliance; and
- Non-adherence to item analysis per subject per assessment.

School Improvement Plans (SIPs) were studied to realise those activities that were planned towards improvement, be it curriculum, provision of resources or development. In schools 2 and 5, SIPs were drawn but progress columns were not updated to report the status of their implementation. The schools' plans towards achievement of success as well as management activities were observed. All the five schools presented well-drawn year plans that were signed by their mentors as circuit managers, all at the beginning of the year.

The five schools submitted their monthly Learner Attainment Improvement Plans (LAIP) report as they were mandatory. In school 2, it was not clear on who had to compile the report, hence an element of late submission was observed. The report revealed the following:

- Submission of SIPs (clearly indicating the APIP with targets) by school principals to circuit managers for recommendations and implementation were analysed.

Monitoring reports on the performance of the Maths and Science specialising schools (Dinaledi schools) and on the effective use of resources in schools to the development of learners.

- Work scheduled availed by Curriculum Chief-Directorate, and reports of monitoring of work schedules coverage throughout the year to the coordinators.
- Correct time allocation per subject.
- Quality teaching time observed in schools, classroom observation.
- Spending time on task, assessment and feedback given to learners.

- Schools have retrieval policy in place where they have been advised to monitor textbooks on an on-going basis so as to have a speedy intervention if books are lost. Textbook retrieval has been monitored in all the five schools. In the GET Band, schools retrieval is 100% because textbooks are kept in schools. In the FET band retrieval is 80%. For Grade 10 learners who have failed, the reason advanced was that these learners transfer to other schools and do not return the textbooks (literature books – languages).
- All the schools under observation had the necessary policies and documents in place, noting: composite time table; learner attendance registers; teacher attendance registers; late coming and early departure registers for teachers, as well as SIP. Schools 2 and 5 did not keep late coming and early departure registers.

All the five schools were visited by departmental officials (mentors) at least once per term for monitoring and support. Reports on the basic functionality of the schools were captured with recommendations for improvement. Discipline remained an issue in some of the schools albeit with an overall good performance. School 4 had learner disciplinary issues as reported by one of the interviewees. On observation, I noted that the school did not have a Code of Conduct for learners, thus educators did not have prescripts of how to handle disciplinary cases effectively. School 3 had a case of theft but managed to address it successfully by implementing what was stipulated in the school's learner Code of Conduct.

Furthermore, in responding to the goals of the Action Plan to 2014: Towards the Realisation of Schooling 2025, the schools are to have internal measures as contemplated in the school LAIP to ensure compliance in terms of the “Presidential Pledge for Principals”.

5.6 CONCLUSION

Chapter Five presented the findings of thematic content analysis of the themes that were common to all or most of the sampled schools and were presented with examples. The issue of school effectiveness continues to dominate the literature of education management and administration. The South African Schools Act (SASA) 84 of 1996 (as amended) clearly gives prescripts on how schools should be managed and governed, and laid the foundation for how a school should be managed by the principal and SMT, and governed by the SGB. Research equates effectiveness with the ability to fulfill objectives by the school. On the other hand, Van der Bank (1994) views school effectiveness from a management perspective and also states that schools with effective management strategies (strong leadership by the principal) are highly effective. School effectiveness is largely measured by learner attainment; hence the three years' results were used as the benchmark for effectiveness and success.

This chapter responded to the questions that were stated at the beginning of Chapter One and attempted to answer questions based on the success and effective management of schools in the Bojanala District of the North West Province. Findings were discovered in line with school effectiveness and success, and the informers of success and sustainability. Schools varied in their effectiveness. Three of the five schools (schools 1, 3 and 4) were promoting teacher development, as compared to schools 2 and 5, which did not even comply with the prescripts of the IQMS.

This chapter has attempted to add meaning to the understanding of how schools can be successfully and effectively managed. The next chapter will present the summary of the findings and make recommendations on the factors that bring about success as well as how to sustain effective school management.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to explore the various narratives of success and effectiveness in school management considering the various stakeholders in the management of sampled schools in the Bojanala District of the North West Department of Education. This chapter presents the overall conclusions of this mini-dissertation. A total of six schools were selected for the study. Purposively, all the schools were sampled based on their achievements in the recent past and they all belong to the Bojanala District of the North West Province. The socio-economic environment of the schools differed as five out the six schools were located in rural and semi-urban locations.

The problem that mystified the researcher was thus: to discover the story behind the success of the schools and also how the schools become effective despite other challenges that may have surrounded them. To this extent the researcher embarked on the study to uncover the narratives of success and effective management of schools.

6.1 SUMMARY OF THE MAIN FINDINGS

The reason for including this section is to draw attention to the findings that pertain to learner discipline, stakeholder participation, protection of teaching time, physical learning environment and leadership and management activities, all of which contribute to school effectiveness and success. The summary and comparison of findings from the sampled schools emerging from the study are presented below:

- Discipline: Learners misbehaved at school for varying reasons such as boredom, low academic self-esteem, lack of understanding of the activities, or instructions, emotional difficulties and poor attitudes, thus skillful teaching ensured good discipline during lessons and it gradually became an accepted norm. Findings around discipline alluded to good discipline as an important attribute of an effective school. The expectations learners brought with them and the prevailing ethos in the school also ensured discipline, thereby leading

to success. Learners who desired academic success established mutual relationships with their educators and this led to mutual respect and establishment of rapport and, to a considerable extent, minimised misbehaviours. Discipline maintained in the schools ensured that the education of learners proceeded without disorderly behaviour and offences.

- Class attendance: Classroom order facilitated effective learning and thus minimised trivial misbehaviours such as excessive talking, being noisy, not paying attention to the educator, not getting on with the work required, or being out of their seats without a good cause, all of which hinder effective learning. I discovered that class registers have been introduced to monitor learners' class attendance, and where elements of bunking of classes are observed, parents are alerted. A discovery was also made that the schools had varying mechanisms of ensuring that educators attend to their classes and learners remain in class for the duration of school time as a way of observing the notion of task-on-time.

- Quality teachers: All the five sampled schools recruited relevantly qualified teachers who were appointed by the North West Department of Education either on a permanent or temporary basis. In schools 2 and 3, foreign teachers were appointed to the gateway subjects (Mathematics and Physical Science) in a temporary capacity. This put schools under a lot of pressure in that those temporary teachers resigned as and when there were better job offers elsewhere, especially in the neighbouring provinces. This in turn threatened proper planning and the smooth running of the school. Teacher development as part of the process of Integrated Quality Management System (IQMS) was implemented in three out of five schools. For those who did not comply, their teachers missed out on the training intervention opportunities that were provided by the department according to the training needs of the employees.

- Monitoring: The Department of Education has a plan in place that schools should implement to conduct, among other activities, in-school monitoring.

My findings were that the five schools implemented Learner Attainment Improvement Plans (LAIP), which was mandatory and could give account of activities such as syllabus coverage, implementation of correct time table capturing, the correct notional times per subject, per grade etc. There is clear decision making and issuing of adequate instructions to the teachers and learners for implementation. The schools had clear rules and procedures to set standards and direct roll-out of activities that would be effectively managed to ensure success.

- Financial systems: I discovered that advantaged schools, such as school 1, had sound financial systems. The School Governing Body (SGB) understood and carried out their governance responsibilities as prescribed by the South African Schools Act (SASA) (as amended), and had functional finance committees. Parents understood their roles, and were in a position to financially support school activities that enhance success. In those schools located in the predominantly rural areas, most SGB members had literacy issues, thus were unable to take up their financial responsibilities and relied on principals to dictate on school spending practices.

6.2 EFFECTIVE MANAGEMENT

The main findings of this research regarding successes attributed to the role of effective management and leadership towards school effectiveness are highlighted below.

- Sufficient planning to meet the curriculum needs of the schools was done at the beginning of an academic year, hence the year plans which were signed and approved by mentors. Individual teachers were allocated or delegated subjects according to their qualifications, teaching expertise and experience according to departmental policy.
- To show decisiveness, principals mandated educators to adhere to departmental policies on curriculum implementation and learner assessment.

- The principals applied the principle of distributive and shared leadership, which is an important motivational technique since it offers greater potential for both recognition and achievement. They stood in a relationship of trust with the deputy-principals and the other School Management Team (SMT) members of the school. This was seen in the three secondary schools where principals were prepared to delegate challenging tasks to them and allowed SMT members to make decisions within their scope of operation and to take ownership thereof. Hence, if the principal is absent, the deputy-principals are capable of acting in their place.
- Participation is encouraged between the principal, teachers, SGB and other relevant stakeholders in all decision-making processes.

Open-communication was encouraged at the schools with a simultaneous downward and upward flow of ideas and information. Concerns raised by the schools were in relation to the communication flow from the high echelons of the department to the schools, which was reported to be disruptive in most instances to the plans and smooth running of schools.

- School climate and culture were based on acceptable values (respect and accountability). Teachers and students alike are encouraged and well supported by their principals to achieve the high academic expectations, objectives and standards that are set for them.
- The principals ensure continuous staff development by encouraging them to serve as markers and to participate in the international exchange programmes, to build the teaching capacity of educators to reach the level of expected performance.
- Schools, under the leadership of their principals, established sound relationships with their associated parent-community. They instilled a mutual acceptance of responsibility for the education of their children. Parents are also appreciative of the teachers' efforts to educate their children, regardless of the appalling infrastructure conditions and shortage of human resources. Principals encouraged parental involvement through the SGBs in the afternoon classes as a support programme for learners.
- The principal becomes the school's mentor and coacher in order to develop

his followers and inspires them to have a shared vision. The staff is encouraged to look beyond their self-interest for the benefit of the whole school community.

- Motivation of teachers and learners to be committed to working towards attainment of desired results. The principal only gives guidance and support in order for people to work freely without being policed.
- Leading by example – principals serve as examples with regard to time management and regular school attendance.
- The schools had time tables with correct notional times. Protection of teaching time was ensured through the use of registers (learner attendance register, period register, staff attendance register, late coming and early departure educators' registers) and were properly controlled by SMTs and their implementation monitored by principals.
- Schools had a well-constituted Learner Code of Conduct as prescribed by SASA (as amended), thus minimum elements of ill-discipline.
- Policy and guidelines implementation by schools were at the core of their daily activities. This included regular in-school monitoring by SMTs as well as analysis of learner results, be it monthly or quarterly, in order to create relevant intervention strategies to ensure improvement and sustenance of good performance by both the learners and the school. Textbook retrieval policies in schools alleviated the challenge of having learners without necessary textbooks.
- Improvement plans were drawn upon analysis of performance and the implementation of IQMS by teachers. Both learners and teachers had set targets which were used to benchmark their success rate and would enable them to draw improvement plans that were correctly informed.

In summary, a leader's main role is to ensure execution of duties by followers towards productivity, and the leadership style is determined by the leader's approach to the active process. The principal has to portray technical skills and knowledge in order to be an effective leader who always strives towards achieving the objectives of the school.

6.3 PHYSICAL ENVIRONMENT

The overview of findings in schools regarding physical environment and practices with respect to school effectiveness are highlighted below.

- The design of the physical environment and a good location of the school has a bearing on its academic success. Thus, destructions such as community protest activities in demand for services (water, sanitation etc.) need to be kept to the minimum. It was also seen that schools that are multi-structured (schools 1 and 2) also minimised obstructions that frequently took away the attention of learners during lessons.
- Although the sampled schools are all achievers, technology becomes an added advantage to those who use it. Schools that use technology and assistive devices help to access information that is not easily accessible, e.g. past questions papers and research projects, to enhance their studies and thereby leading to success. Learners become technologically inclined and abreast with modern day development and information. This widens their scope of knowledge and probability of excellence and success.

Despite the fact that the sampled schools in this study are situated within different socio-economic environments, they all possess a different number of quality human, physical and material resources to draw from. A comparative overview of the findings in the sampled schools regarding effective school management and the corresponding influence on school success has been highlighted above, and the study's findings strongly confirm the importance of the relationship between effective school management and success.

6.4 LIMITATIONS OF THE STUDY

Notwithstanding the researcher's principle reason for selecting the qualitative research approach for gathering in-depth understanding of observable fact, some of the aspects of this study were nevertheless not properly covered as envisaged.

The researcher sampled six schools in the Bojanala District of the North West Province, of which only five participated in the study. Also, the distance between Pretoria and the schools' location hindered the researcher's ability to conduct many follow-up visits to the sampled schools to obtain more information so as to clear up any possible uncertainties or ambiguity that may have emerged during the study's data analysis phase.

The researcher suspects that the study may have provided insufficient answers to the research questions despite the use of probing questions for gaining greater insight into the sampled participants' responses. The reason for this may be because of the letter of permission from the educational authorities in the Quality Assurance Chief Directorate of the North West Department of Education, which was granted to the researcher for visiting the various schools. This might have created an impression amongst the participants that the researcher may have been mandated to conduct the research by the North West Department of Education, thereby prejudicing their responses.

Despite the fact that the researcher's main reason for utilising the constructivist/interpretive paradigm was in order to gather an in-depth understanding of the phenomenon under investigation, it was nevertheless discovered that certain aspects were not as extensively covered as she would have ideally wanted. For instance, to probe into the various sub-themes of effective school management and gather additional opinions of the school participants, and in this way attain further reasons for a school's effectiveness or ineffectiveness.

Furthermore, generalising the findings of this study may be difficult due to the use of the qualitative research approach, which necessitated contextualising the study; hence using only a small sample. It is for this reason that the researcher is of the strong belief that the study has therefore not provided all the answers to the research questions that were raised for probing the research participants, thus the researcher's

recommendations for further study for advancing the knowledge and understanding of the role of effective school management and its contribution to school success.

6.5 RECOMMENDATIONS OF THE STUDY

This study uncovered the various narratives of success of effective management of schools. To a large extent emphasis on school leadership and management processes must be seen as synergetic, since effective school leadership cannot exist without efficient school management. Both leadership and management must therefore work collectively and holistically in order to achieve school success. As discovered during the research, success as attained through effective management requires the combined efforts and ideas of all the associated school stakeholders. Based upon this, the following recommendations of the study, including those for further studies, are proposed:

6.5.1 School management

- Motivation: Modeling was found to be a motivation factor by the SMT to the teaching and non-teaching staff. Examples through modeling of best practices and important values should therefore be set by school principals as means for staff motivation towards the optimal execution of their tasks.

- School climate: The findings on the effects of a poor school climate indicate that principals should be very serious when it comes to attaining a positive school climate. Furthermore, that this requires a positive leadership example including democratic and hands-on leadership, a concomitant culture of mentoring, hard and persistent work, and through nurturing a harmonious relationships with staff and pupils alike, all of which will assist in creating a conducive and effective learning and teaching environment.

- School culture: Since the research indicates very clearly that the school

climate is an important component for achieving an effective and successful school, the school culture should therefore be built on values such as care, discipline, respect, fairness, truthfulness, accountability etc., all of which combine to create and maintain a positive school climate.

- Collective decision making: The study showed that the achievement of school success required collective decision making among all stakeholders. It is therefore imperative that the school principal strives to include teachers in the school's leadership and management programmes and activities, which might in turn encourage teachers to incorporate similarly effective leadership and management practices in the classroom. Accountability mechanisms should include the broader parent community in order to enjoy the necessary support.

- Stakeholder participation: The study's findings emphasise the importance of school-community roles in attaining success; hence, principals, through correct leadership and management skills employed, should encourage stakeholder participation and ownership of the success and effectiveness of the school.

6.5.2 Staffing

The study's findings with regard to the management practices of the principal, SMT, SGB and teachers in the effective schools, points to the fact that the North West Department of Education must focus on appointing only the most suitable managers and leaders to fill any vacant posts of principals, SMT members and teachers. As a matter of policy, the department should immediately and continuously train internal school managers directly upon their appointment into the school management posts for proper execution of their duties and core functions.

6.5.3 School governance

- SGB committees: Parents who are retired professionals must be encouraged to participate in the election and occupation of SGB positions as they have a better understanding of policy interpretation and implementation. They would also be able to properly handle, upon development, the school finances according to the prescripts of departmental policies.
- School vision and mission formulation: The research findings indicate the importance of a workable school vision and its significance in the identification of school goals and objectives; thus, school principals together with the SGB should be keen in crafting the school's vision and be visible for monitoring the workings of their particular vision for creating an effective school.
- School policy formulation: Since the study clearly shows that a well-considered and well-formulated school policy encourages and guides decisions towards the management of curricula, extra-curricular and administrative activities, school principals and governance bodies need to ensure that operational school policies are put in place and are appropriately implemented.
- Development and implementation of strategic School Improvement Plans (SIPs): Principals need to have the necessary skills associated with strategic planning and implementation of improvement plans. They should strive to implement departmental policies to their best ability and use integrated approaches of leadership to also manage diverse cultures with different socio-economic backgrounds within which they provide leadership.

6.5.4 Mentoring and support

- Management workshops: Based on the study's findings, which indicate the role and extent of management by the effective school managers (principal and SMTs), it is therefore recommended that the Bojanala Education District organises management appreciation workshops in order to develop and improve the leadership and management profile of principals and SMTs, and thereby promote their effective management roles towards school success.

- Evidence from this study suggests that effective schools offer thorough coverage of the curriculum. There is scope for policies aimed at teachers' professional development, to ensure that they are technically able to teach all of the required elements, and also provide them with the necessary time management skills so that they can deliver within the prescribed timeframe.

- Staff development: It was discovered that the continuous staff development and capacity building of the teaching staff in the studied schools were critical factors for school success; it is therefore recommended that, as a matter of policy, principals should have concern for staff development, which may help in updating teachers in their teaching subject areas; and subsequently, support students' academic achievement. More so, as a matter of policy, the Department of Education should intensify the development of teachers and encourage individual schools to put training (proper IQMS implementation) at the top of their priority lists.

6.6 RECOMMENDATIONS FOR FURTHER STUDIES

Based upon the findings of the study, the following recommendations for further research are hereby proposed:

- In contrast to the qualitative approach used in this study, the quantitative research approach could be used to investigate the influence of management on school success.
- Further similar research could be conducted with regard to the role and contribution of effective management towards school success, but the focus should instead be on the other internal school stakeholders' perceptions – deputy-principal, HOD, students and other school administrative staff – of the management practices and behaviour of the school principals and its influence upon the attainment of school success.
- Leadership and management attributes are evidently numerous and complex and therefore cannot all be investigated by a single research project of this magnitude. Other processes of leadership and management that might contribute to school success and effectiveness and are neither acknowledged nor studied in this research might therefore be included in further studies of a similar nature.
- This study on the narratives of success and effective school management was carried out in the purposely sampled schools in the Bojanala District; however, a similar study could be conducted in order to compare schools in other districts within a similar context.

6.7 REFLECTIONS ON THIS STUDY

The researcher is satisfied in her decision to utilise the qualitative research approach. The individual interviews, observations and document analysis conducted in the sampled schools provided sufficient raw data to form the basis of conducting an analysis thereof. The main themes and sub-themes of this study provided the basis of the findings, analysis, discussion and interpretation of data as gathered from the sampled schools.

The criteria developed from the literature for all the management sub-themes could then be effectively utilised to measure the management practices of the selected respondents from the respective schools. The subsequent analysis, interpretation and discussion of the data thereby obtained from the sampled schools made it possible for the researcher to then compare how the school management activities effectively influence the success of those schools.

6.8 CONCLUDING REMARKS

Effective management of schools relates to staff development in order to build and improve the teaching workforce, which could then contribute to the success of the school. The necessary qualities to build upon are based on values that include respect, truthfulness, fairness and accountability, all of which are vital for ensuring quality education. School managers (principals) must be capable of ensuring the attainment of predetermined aims, objectives and targets through effective planning, implementation of policy, decision making, delegating, coordinating and control.

Moreover, as a manager the school principal is responsible for instilling positive and affective interpersonal relations in his or her school, based upon mutual trust and respect. This in turn requires the creation and sustenance of harmonious relationships with the entire school community (staff, students and parents alike) through effective management, motivation, good communication skills and leading by example. Furthermore, the successful completion of any task depends on the respective leader's ability to guide the actions of the school community in order to sufficiently motivate them to work towards achieving the set objectives of their particular school.

Schools are not static institutions, but are subject to internal and external factors that affect their functioning. In the overall conclusion, successful schools are believed to portray the most essential management practices within the areas that are perceived to be effective and contribute to the schools' good performance.

Indicators of effective management identified in this research may be interpreted as indicators that point to the characteristics of good managers. Therefore, the findings of this study may bring about an understanding of how successful schools may be

effectively managed. The knowledge that emerged will be valuable for improving the performance of unsuccessful schools in order for them to be effectively managed, to improve learner attainment and to ensure quality education.

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Annexure A:

05 JUNE 2014

The Director

Dr Teu M.

Quality Assurance Chief Directorate

North West Department of Education

Mmabatho

2735

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN
SCHOOLS**

Dear Dr. Teu

My name is Kgomotso J. Tladi, and I am an MBA student at the North West University, Mafikeng Campus in Mmabatho. The research I wish to conduct for my Master's dissertation involves narratives of success and effectiveness in school management. This project will be conducted under the supervision of Professor Collins Miruka, NWU, South Africa.

I am hereby seeking your consent to approach a number of schools in the Bojanala district to provide participants for this project.

I have provided you with a copy of my dissertation proposal which excludes copies of the measure and consent and assent forms to be used in the research process, as well as a copy of the approval letter which I am awaiting to receive from the NWU Research Ethics Committee .

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 076 532 9696 and email address kjtladi@nwpg.gov.za or kgomotsojtladi@gmail.com.

Thank you for your time and consideration in this matter.

Yours sincerely,

Ms Kgomotso J. Tladi

North West University, Mafikeng Campus



education

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Noordwes Departement van Onderwys
North West Department of Education
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DIRECTORATE: WHOLE SCHOOL DEVELOPMENT

Enquiries: Ms M.G. Monoametsi
Tel No.: (018)397 3016
e-mail: MMonoametsi@nwpg.gov.za

09June 2014

Ms KJ Tladi

Madam

RE: PERMISSION TO CONDUCT RESEARCH

This serves to inform you that permission to conduct research on narratives of success and effectiveness in school management of Bojanala district is granted subject to the following conditions:

- that it should not interfere with teaching and learning in schools and
- that the Department will receive a final copy of the research and summary of the research findings be made available.

Your cooperation in this regard will be appreciated.

We wish you all the best in your research study.

.....

Dr MC Teu
Director-WSD



"Towards Excellence in Education"

Annexure C:



education

Lefapha la Thuto la Bokone Bophirima
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CHIEF DIRECTORATE: QUALITY ASSURANCE

Enq: M. Monoametsi
Tel: 0183973018
Email: mmonoametsi@nwpg.gov.za

DATE: 09 June 2014

TO: The District Directors
The Area Managers
Circuit Managers

ATTENTION: Principals (Selected Schools)

Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH

This serves to inform you that Ms KJ Tladi from North West University (registered MBA student) has requested and has been granted permission to conduct research on narratives of success and effectiveness in school management of Bojanala district.

The collection of data is subject to the following conditions:

- that it should not interfere with teaching and learning at schools and
- that the Department will receive a final copy of the research and summary of the research findings be made available.

Your cooperation in this regard will be highly appreciated.

Thanking you in anticipation.

Dr MC Teu
Director- WSD



"Towards Excellence in Education"

19 June 2014

Dear School Principal

REQUEST FOR APPROVAL TO CONDUCT SEMI-STRUCTURED NARRATIVE INTERVIEW TO BE COMPLETED BY: THE PRINCIPAL, ONE SGB MEMBER AND ONE EDUCATOR FOR RESEARCH ON NARRATIVES OF SUCCESS AND EFFECTIVENESS IN SCHOOL MANAGEMENT; UNDERTAKEN BY MS K.J. TLADI.

I am an MBA student at the North West University (NWU). I am conducting research on narratives of success and effectiveness in school management under the supervision of Professor Miruka C. The North West Department of Education has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee (Human) of the NWU.

1. Aims of the Research

The research aims to:

- Explore the various narratives of success and effectiveness in school management considering the various stakeholders in the management of school
- Review, analyze and understand the benchmarks that ensure success and effectiveness in school management, interaction process between key stakeholders and the exhibition of expertise.

Significance of the Research Project

The research is significant in three ways:

1. It will provide information about what influences success and effective management within the school.
2. It will provide information on the role played by various stakeholders towards the success and effectiveness of the school management.
3. It will provide schools and teachers with greater understanding of success and effectiveness of schools to influence learner attainment.

Benefits of the Research to Schools

1. Dissemination of results to schools and North West Department of Education.
2. The results will inform effective school management towards curriculum management, management of resources and desired learner attainment.

Research Plan and Method

For the purpose of the research, the following data collection techniques would be used:

- Narrative interviews would be conducted to obtain descriptive data that would assist the researcher to understand the participant`s construction of knowledge and social reality. In this case study, semi-structured interviews with open-ended questions would be used.
- Observation notes would be taken to record the behavioural patterns of participants, surrounding objects and occurrences within the schools as managed.
- Experiential entries through which the participants would express their thoughts in a journal and not as part of the interview process would be made.

Permission will be sought from the Principal, School Governing Body, the Educator and the Mentor or Circuit Manager for the school to be interviewed. Only those who consent will participate. The Researcher will administer the interview and data collection in approximately one and half hour per interview.

All information collected will be treated in strictest confidence; and neither the school nor participants will be identifiable in any reports that are written. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the School Principal may decide to withdraw the school`s participation at any time without penalty.

School Involvement

Once the researcher has received your consent to approach the school to participate in the study, the researcher will

- arrange for informed consent to be obtained from participants;
- arrange a time with your school for data collection to take place.

Further information

Permission has been granted by Quality Assurance Chief Directorate of the North West Department of Education to conduct research in the selected schools of Bojanala District.

Attached for your information are copies of Permission letters to conduct Research from both the Department and the University, and A Consent Form to be completed by schools.

Invitation to Participate

If you would like your school to participate in this research, please complete and return the attached Consent form. The researcher would like to schedule the research interview between the end of the second term and the beginning of the third term in 2014, if possible.

Thanking you in advance.

Yours faithfully,

Ms Tladi K.J.

Researcher

NWU

A STUDY: NARRATIVES OF SUCCESS AND EFFECTIVENESS IN SCHOOL MANAGEMENT: A CASE STUDY OF BOJANALA DISTRICT, SOUTH AFRICA.

Firstly, I would like to thank you for participating in my educational study. Please feel free to respond in the manner you like, and note that this interview will be treated with the confidentiality it deserves. The estimated time for this interview is one and half hours and your honest response would add value in the sharing of good practices to bring success and -effectiveness in the management of schools.

INTERVIEW QUESTIONS FOR PRINCIPALS

These questions are being administered by the interviewer solely to source information for academic work and to understand why your school is successful, and the practices implemented to ensure effectiveness and academic success. It is in partial fulfillment for requirements for the completion of an academic project work. The CONFIDENTIALITY of the information provided by the interviewee is highly assured.

The researcher/ interviewer will use a tape recorder to capture accurate transcription during the interviews.

You are encouraged to base your responses on your experiences and what you believe in.

Is there anything you would like me to clarify?

1. Tell me about yourself and the post you currently occupy in the school.
(The question is an ice breaker. To find out about the length of service of the principal)
2. Describe the vision and the mission of your school; and how was it established and its significance today.
(This question seeks to find out if the structures and the culture in the school are in being informed by the vision. How the vision was formed seeks to address the type of leadership style we have and the significance is also talking about its relevance in the success trend of the school)
3. Your school has attained excellent results in academic achievement during the past three years. To what do you attribute this success?
(what is informing the success, best practices)
4. Is there any external support you have, apart from that of the department? If YES, what has been its contribution towards the success of the school over the past years?
5. What do you do to ensure the sustenance of the success?

(To find out about uncommon best practices)

Follow up: after achieving the desired success, what next?

6. (a) What specific change(s) have you brought on board since your assumption of duty as Principal at this school.
(b.) What has been the impact of that specific change.
7. How do you attract quality students as well as staff?
(Because quality staff as a variable helps in informing success, we want to know how recruitment and admissions are done and the time frames within which these exercise take place. To will speak about how effective the leadership is)

7. What do you do to ensure that Teachers teach and learners learn?

(To find out uncommon best practices)

8. What has been the specific contribution of the SMT towards the school achievements?

9. Is there shared leadership in your school? Elaborate.

(To find out about the various leadership styles that are adopted by principals to ensure success and effectiveness)

10. Does the school enjoy co-operation of parents and other stakeholders?

11. In what ways do you create room for stakeholder and community involvement in your school?

(ques: 10 & 11 seek to find out about the support form key role players and their cooperation in curriculum and other matters so as to ensure that the school is successful and effective)

12. In what ways do you see yourself as an effective manager?

13. What has been the most difficult aspect of your role as a manager?

(Ques: 12&13, are being informed by the literature review that, effective managers are well organized, proactive and engage in consultative management, thus the researcher wants to know if principal possess or do any of the above to ensure that the school is effective)

14. What were the challenges that brought about a decline in the specific years results. (if any)

16. What else can you share with me about the role you play to make students and educators successful in your school?

(As an open ended question, question 15 seeks information on what was not captured in the questions above)

Thank you for your time and participation in this study. Your contribution and effort is truly appreciated.

STUDY: NARRATIVES OF SUCCESS AND EFFECTIVENESS IN SCHOOL MANAGEMENT: A CASE STUDY OF BOJANALA DISTRICT, SOUTH AFRICA

Firstly, I would like to thank you for participating in my educational study. Please feel free to respond in the manner you like, and note that this interview will be treated with the confidentiality it deserves. The estimated time for this interview is one and half hours and your honest response would add value in the sharing of good practices to bring success and -effectiveness in the management of schools.

INTERVIEW QUESTIONS FOR SCHOOL GOVERNING BODY MEMBER

These questions are being administered by the interviewer solely to source information for academic work and to understand why your school is successful, and the practices implemented to ensure effectiveness and academic success. It is in partial fulfillment for requirements for the completion of an academic project work.

The CONFIDENTIALITY of the information provided by the interviewee is highly assured.

The researcher/ interviewer will use a tape recorder to capture accurate transcription during the interviews.

You are encouraged to base your responses on your experiences and what you believe in.

Is there anything you would like me to clarify?

1. Does the school have a full complement of the SGB?
(This question seeks to find out if all the sub committees of the SGB in school, are functional and contributing towards the success of the school)
2. Has the engagement with the school community contributed to the success of the school over the past 3years? If YES, How?
3. Can you tell me of any intervention(s) you have resorted to which have had a positive impact on the performance of the school?
4. Do you engage/ Have you engaged in any fund raising activity on behalf of the school? When? How were those funds used?
(This question seeks to find out how funds are raise and used to support the goal of success in the school, eg. Where the SGB hires teachers who cannot be employed by the department yet his/ her expertise are needed for success. LTSM Shortages, Vacation Study Camps etc.)

5. What has been the relationship between the SGB and other stakeholders (SMT, Student leadership, Teachers etc) of the school.
(The researcher wants to find out about how cordial relationships between the parties influence the work of the other in achieving the desired results of the school)

6. Did you / Do you perform your role in the appointment and promotion of staff? Elaborate.
(This question to recruiting quality and qualified personnel who can contribute to the success of the school)

Thank you for your time and participation in this study. Your contribution and effort is truly appreciated.

A STUDY: NARRATIVES OF SUCCESS AND EFFECTIVENESS IN SCHOOL MANAGEMENT: A CASE STUDY OF BOJANALA DISTRICT, SOUTH AFRICA.

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INTERVIEW QUESTIONS FOR MENTORS

These questions are being administered by the interviewer solely to source information for academic work and to understand why your school is successful, and the practices implemented to ensure effectiveness and academic success. It is in partial fulfillment for requirements for the completion of an academic project work. The CONFIDENTIALITY of the information provided by the interviewee is highly assured.

The researcher/ interviewer will use a tape recorder to capture accurate transcription during the interviews.

You are encouraged to base your responses on your experiences and what you believe in.

Is there anything you would like me to clarify?

1. What specific activity have you engaged in to improved performance of all schools in your mentored schools?
2. Which practices do you engage in to ensure the Sustenance of the performance of good performing schools?

3. Specifically speaking, how have you ensured effective management of time during lessons?
4. Do you agree that development of reading, numerical and writing skills contribute to learner performance? Suggest ways by which these can be improved.
5. The quality of the results of our learners is becoming a source of concern. Considering the fierce competition envisaged, how would you ensure that at most desired learner attainment is achieved across the schooling system.
6. What special support have you offered and implemented to teachers
7. Is there any other thing you would like to share in relation to our discussion thus far.?

Thank you for your time and participation in this study. Your contribution and effort is truly appreciated.

STUDY: NARRATIVES OF SUCCESS AND EFFECTIVENESS IN SCHOOL MANAGEMENT: A CASE STUDY OF BOJANALA DISTRICT, SOUTH AFRICA

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INTERVIEW QUESTIONS FOR EDUCATORS

These questions are being administered by the interviewer solely to source information for academic work and to understand why your school is successful, and the practices implemented to ensure effectiveness and academic success. It is in partial fulfilment for requirements for the completion of an academic project work. The CONFIDENTIALITY of the information provided by the interviewee is highly assured.

The researcher/ interviewer will use a tape recorder to capture accurate transcription during the interviews.

You are encouraged to base your responses on your experiences and what you believe in. Is there anything you would like me to clarify?

1. Tell me about yourself and the post you currently occupy in the school.
2. What have contributed to learner achievement for the past 3 years in your subject?
3. What do you suggest are the characteristics of a successful and effective school, with specific reference to your school?
4. In your opinion, what do you think are the factors that may have contributed to the success and effectiveness of your school?
5. Which internal and external factors may retard or enhance school's success and effectiveness ?

e.g.

Both	Internal	External
Retarding		
Enhancing		

6. As an Educator, what specific challenge/s were you faced with in the recent past, with specific reference to the overall performance of the school in terms of:
 - 6.1. Curriculum (the response may inform the question,” How is change managed within the school”
 - 6.2. Management and leadership (Governance)
 - 6.3. Discipline.
7. If you were to change something about your school, what will it be?
8. What do you do to ensure the sustenance of the success of your school?
9. How can your role be leveraged (influenced, uplifted) to improve students’ learning?
10. creation of organisational climate and culture, management of changes in relation to the curriculum, resolution of conflicts, their expectations in relation to performance.
11. What else can you share with me about the role you play to encourage students to become successful in your school?

Thank you for your time and participation in this study.

Your contribution and effort is truly appreciated.

Annexure G

Dear Principal

I kindly write this letter with reference to my email dated 21 August 2014.

May I request you to email the following documents which would be used for document analysis for my study.

- IQMS Summary Score Sheet for principals
- Learners` Code of Conduct
- In-school monitoring report
- Period Register
- 3 year learner performance analysis.

Please note once again that confidentiality of these documents would highly be assured; and identity when it comes to the IQMS Score sheet and the name of the school, is guaranteed.

Thank you for your support.

Tladi K.J.