

MANAGEMENT DEVELOPMENT AS A TASK OF SCHOOL MANAGERS AT INSTITUTIONAL LEVEL

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**Thesis submitted for the degree Philosophiæ Doctor in Educational
Management in the School of Educational Sciences at the Vaal Triangle Campus
of the Potchefstroom University for Christian Higher Education**

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Vanderbijlpark

1999

The financial assistance of the Centre for Science Development towards this research is hereby acknowledged. Opinions expressed in this thesis and conclusions arrived at, are those of the author and are not necessarily to be attributed to the Centre for Science and Development.

DEDICATION

This work is dedicated first and foremost to my hero, my constant inspiration whose vision for my education since SSA has culminated into this study, my father, Mzwakhe Daniel Xaba. Wagadla futhi Nonkosi! Wagad! ungaqali! Shwabade!!!

To my mother, whose constant empathy, care, love and support in difficult times have seen me rise against all odds. Ngiyabonga Mshengu!

To my wife, Ephemiah Kitsha, for her love, understanding and support even when dark clouds were gathering strongly, and for being there for me when I wanted to give up.

To my son, Sibusiso. I wish you were here!

To my two 'boys, Thulani and Bongani, who often missed a bedtime story and a soccer game. Now my attention is fully yours; and

To my four sisters, my three nephews and two nieces for urging me on.

ACKNOWLEDGEMENTS

"I shall sing unto the Lord, because he hath dealt bountifully with me." Psalms 13:6. (King James Version).

I wish, hereby, to express my profound gratitude to the following people for their assistance during my period of study for this work:

Professor A.M.C Theron, my promoter for his invaluable motivation and expert guidance, encouragement and for being my source of strength as well as giving me advice and insight into many real life situations, some of which could have seen me throw it all away.

Professor P.C. Van der Westhuizen for his constructive assistance regarding the structuring of contents relating to the overview of management development approaches internationally and nationally as well as the structure of the research in terms of its aims.

Mrs A. Oosthuizen of the Statistical Service of the Potchefstroom University for CHE: Vaal Triangle Campus for the questionnaire design and the statistical analysis of the research data.

The staff of the library of the PU for CHE: Vaal Triangle Campus.

The GDE for allowing me to use official documents and to conduct research in Gauteng schools.

All contact persons whose assistance in distributing, administering and collecting questionnaires saw me complete this work.

My colleagues, Mr P. Nhlangothi, Mr B. Mkhize, Mr M. Ndlela and Mrs N. Mafrika for assisting me in their districts.

All the school principals, deputy principals and heads of departments who assigned some time in the afternoon to complete the questionnaires.

My friend and colleague, Mvuleni Tshitshiba (Labour Relations Officer S3 District), for his insight into the Education Labour Relations Act as well as his constant and constructive support.

Carol Clark, of the CEPD Library for constantly assisting me in locating sources from the Task Team on EMD.

SUMMARY

Key words: education management, management development, management training, human resource development, school-based management development, education management development techniques, education management development needs, participative management.

This study investigated management development as a task of school managers by focusing on:

- the need for a new education management development approach in South African schools;
- the nature and scope of management development;
- the international and national perspectives on the education management development practice;
- current education management development activities in Gauteng schools; and
- an education management development model for Gauteng schools.

The literature study exposed the need for a new education management development approach in South African schools, the nature, scope and major aspects of management development. Furthermore, management development approaches, techniques and methods as well as guidelines for a new holistic approach are described. The investigation into the education management development practice for school managers exposed advanced levels in this regard in the UK and USA. Malaysia, Zimbabwe and Namibia are engaged in customising effective programmes for school managers. South Africa is focusing on a holistic approach, with a significant step taken being, the establishment of the National Institute for Education Management Development.

The empirical study consisted of a structured questionnaire distributed to a sample population of 108 school principals, 80 deputy principals and 210 heads of departments to investigate their management development needs, experiences and activities. Main findings revealed a lack of training for school management, uncoordinated education management development programmes, with existing ones being reactions to crisis situations, and ill-defined management roles for school managers. School principals seem solely responsible for school management, thus exposing a need for a school-based management development approach.

The management development model developed for Gauteng schools focuses on whole-school development, recognises the participatory management vision of the new education system, includes stakeholder involvement in education management development and provides school managers with a model that employs the GDE Quality Assurance Framework.

The major recommendations flowing from this study include customising education management linguistics for South Africa, defining job descriptions for school managers, preparing and inducing school managers, setting education management qualifications for education management posts and institutionalising the National Institute for Education Management Development.

OPSOMMING

Sleutelwoorde: onderwysbestuur, onderwysbestuursontwikkeling, onderwysbestuursopleiding, menslike hulpbronnontwikkeling, skoolgebaseerde bestuursontwikkeling, onderwysbestuursontwikkelingstegnieke, onderwysbestuursontwikkelingsbehoefte, deelnemende bestuur.

In hierdie studie is bestuursontwikkeling as 'n taak van skoolbestuurders ondersoek deur te fokus op:

- die behoefte aan 'n nuwe benadering tot onderwysbestuursontwikkeling in Suid Afrikaanse skole;
- die aard en omvang van onderwysbestuursontwikkeling;
- 'n nasionale en internasionale perspektief op onderwysbestuursontwikkelingspraktyke;
- hedendaagse onderwysbestuursontwikkelingspraktyke in skole in Gauteng; en
- die ontwikkeling van 'n onderwysbestuursontwikkelingsmodel vir skole in Gauteng.

Deur middel van 'n literatuurstudie is die behoefte aan 'n nuwe benadering tot onderwysbestuursontwikkeling in Suid Afrikaanse skole aangetoon en is die aard, omvang en hoofmomente van onderwysbestuursontwikkeling ondersoek. Voorts is die benaderings tot en tegnieke en metodes vir onderwysbestuursontwikkeling bespreek. Die ondersoek na onderwysbestuursontwikkelingspraktyke het aan die lig gebring dat gevorderde vlakke in dié verband in die Verenigde Koninkryk en die VSA bereik is. Maleisië, Zimbabwe en Namibië is besig met prosesse om doeltreffende programme vir skoolbestuurders daar te stel. In Suid-Afrika word gefokus op 'n holistiese benadering. Die totstandkoming van die *National Institute for Education Management* was 'n belangrike stap in hierdie verband.

Die empiriese ondersoek het bestaan uit 'n gestruktureerde vraelys wat aan 'n steekproefpopulasie van 108 skoolhoofde, 80 adjunkhoofde en 210 departementshoofde gestuur is om hul bestuursontwikkelingsbehoefte, -ervaring en -aktiwiteite te bepaal. Die bevindinge het onder andere 'n gebrek aan opleiding in skoolbestuur, ongekoördineerde onderwysbestuursontwikkelingsprogramme met bestaande programme wat hoofsaaklik reaksies op krisissituasies is, en swakgedefinieerde bestuursrolle vir skoolbestuurders aan die lig gebring. Dit wil ook voorkom asof slegs skoolhoofde verantwoordelik is vir die bestuur van die skool, wat die behoefte aan 'n skoolgebaseerde bestuursontwikkelingsbenadering benadruk.

Die bestuursontwikkelingsmodel wat vir skole in Gauteng ontwerp is, fokus op geheelskool-ontwikkeling, verreken die beginsels van deelnemende bestuur, sluit die

betrokkenheid van alle belanghebbende partye in onderwysbestuursontwikkeling in en voorsien skoolbestuurders van 'n model binne die konteks van die Gauteng Departement van Onderwys se *Quality Assurance Framework*.

Die belangrikste aanbevelings wat uit die studie voortspruit, sluit in 'n eenvormige onderwysbestuurstaal vir Suid-Afrika, werksomskrywings vir skoolbestuurders, die voorbereiding en induksie van skoolbestuurders, die vasstelling van onderwysbestuurskwalifikasies vir onderwysbestuursposte en die institusionalisering van die *National Institute for Education Management development*.

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LIST OF APPENDICES

Appendix A: Questionnaire

Appendix B: GDE EMIS Statistics about the target population

Appendix C: Permission from the GDE

Appendix D: Letter to the respondents

Appendix E: Quality Assurance Framework: Strategic issues, quality pointers, indicators of good practice and focus points.

LIST OF ABBREVIATIONS

The following abbreviations are used in this text:

ASCD	Association for Supervision and Curricular Development
B.Ed.	Baccalaureus Educationis
CA	Commitment Approach
CEM	Critical Events Model
ELRA	Education Labour Relations Act
EMIS	Education Management Information Systems
GDE	Gauteng Department of Education
IOD	Head of Department
HSRC	Human Science Research Council
INSET	In-service training
LEA	Local Education Authority
LEAD	Leadership in Educational Administration Development Programme
LRA	Labour Relations Act
M.Ed.	Magister Educationis
NASE	National Academy of School Executives
NASSP	National Association of Secondary School Principals
NDC	National Development Centre for School Management
NGO	Non Governmental Organisation
NQF	National Qualifications Framework
OBE	Outcomes Based Education
PAL	Peer-Assisted Leadership
PEU	Professional Educators' Union
PTA	Parent Teachers Association
PU for CHE	Potchefstroom University for Christian Higher Education
REQV	Required Educational Qualification Value
ROME	Result-Oriented Management in Education
RSA	Republic of South Africa
SACE	South African Council of Educators
SAOU	Suid Afrikaanse Onderwysunie
SADTU	South African Democratic Teachers' Union
SASA	South African Schools Act
SMT	School Management Team
TQM	Total Quality Management
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisations
UNICEF	United Nations Children's Education Fund
UNISA	University of South Africa
USA	United States of America