ORIENTATION

1.1   INTRODUCTION

Management development by its own nature is a vehicle through which educational leaders in schools can deliver a management service of excellence. It is, however, cause for a great deal of consternation that schools in South Africa generally do not perform up to expected management standards. The so-called collapse of the culture of teaching and learning is a perennial outcry.

It is imperative that school managers, i.e. school principals, deputy principals and heads of departments should be well prepared and skilled for their onerous management tasks. This situation calls for a management development approach that will ensure that there is development of managers at school level.

The next section presents the statement of the study problem so as to highlight the problem under investigation. This is followed by the research design of the study.

1.2   STATEMENT OF THE PROBLEM

The education transformation in South Africa has resulted in many radical changes in schools since 1994. Among others, there has been a devolution of education administration from the national education department to the provincial education departments, the enactment of the South African Schools Act 84 of 1996 (SASA), the introduction of Curriculum 2005 as well as the Culture of Learning, Teaching and Service (COLTS) campaign (Department of Education, 1998b:11). A landmark change relates to the change in education management at school level from the past individualistic, autocratic and top down practices to a school-based, participatory and consultative management system (Department of Education, 1996a:28).

The changes afore-detailed have major implications for the way in which management at school takes place and can only succeed if they are integrated with and built on a firm foundation of skilled governance, leadership and management in schools. The present management corps in schools is, however, not trained or equipped with apposite management skills and knowledge to manage in a democratic and participative manner.

This is basically because school managers themselves are not trained sufficiently to enable them to cope with their managerial duties. In fact, the pattern for promotion to management positions in the past and to a large extent currently, was a steady progression through the

ranks, (Van der Westhuizen, 1995a:3; Legotlo, 1994:3; MacMahon & Bolam, 1990:5). School management teams are also not adequately prepared and may be unequipped to change from the long internalised management practices to the new management system of democratic participation. It therefore seems that management teams in schools are going through the motions of their tasks with little or no improvement or development in their management. This could lead to gross dissatisfactions on the job, evident in conflicts over involvement in decision-making where educators assert they have a right to participate in decision-making on management issues that affect them (cf. Reeves, 1994).

School managers in the past underwent some forms of management development. These programmes tended to accentuate the top-down management practices. For one, they were designed away from schools and subsequently "imposed" on school principals who would be expected to "impose" them on their subordinates (Makhokolo, 1989). Another feature of such programmes was a strong focus on administrative processes while others focused on leadership and technical management skills to ensure effective and efficient delivery within schools (Department of Education, 1996a:15). This was capped by the emphasis on the development of principals, thus excluding deputy principals and heads of departments as part of the schools' management teams. This is a further handicap to the challenge of managing schools in a democratic and participatory manner that recognises the role of other stakeholders like teachers, parents and students.

The focus on whole-school development and school effectiveness has been widely reported (cf. Hofmeyr & Jaffs, 1992:167-205; Steyn, 1993:357-392; Reeves, 1994:111-114). It can therefore be concluded that, now more than ever, there is a need for staff development and organisational development in schools in South Africa. Of paramount importance is the development of human resources and in particular, the development of management teams at school level. These teams need management development to equip them with management skills in line with democratic principles of collaborative management through collective decision-making and stakeholder participation in school management (cf. Johnson, 1995:225).

The establishment of the National Institute for Education Management Development in South Africa would address the management development needs of school managers. However, its programmes may be largely generic and aim at all management incumbents in schools. This will not address specific management development needs of managers at school level. The EMD Institute(s) may arguably display the same trends of the past in that its programmes will be designed out of schools themselves. They will thus be "imposed" on schools in a top down manner. Several EMD courses have been conducted by the GDE in 1998 (Anon., 1998c:1 & 2) and though relatively early, the impact of such courses still remains to be seen and in most instances, training ended at District levels with little or no training taking place at school level. These courses then become ends in themselves and

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serve merely to extend school principals' management knowledge without being of real practical benefit to school-based managers (cf. Van der Westhuizen, 1995d:114).

A school-based approach is strongly advocated, as it will create opportunities for effective learning to take place as close to the job as possible. It should be an open approach that will extend and enable the National EMD Institute's education management development programmes. It will have an edge in that by being school-based and part of the school's staff development programme, it will mainly provide on the job and mostly hands-on development experiences.

It is recognised that school managers may not have the expertise to cascade training to their subordinates and therefore, in this study, a model of management development within the context of whole-school development is designed. This model will provide school managers with a readily usable instrument for management development so as to offset the disadvantage of school managers not being experts in designing training models that, among others, need the design of performance indicators. This approach therefore bridges the gap between national and provincial management development initiatives and programmes and the operational day-to-day management development needs at school level.

This study therefore attempts to answer the following questions:

- Why is there a need for a new management development approach in schools in South Africa?

- What is the nature and scope of management development in schools?

- What are the national and international trends regarding education management development programmes?

- What are the existing management development policies and programmes of activities in schools in the Gauteng Province, and what are the needs in this regard?

- Which management development model can be designed for use in schools in the Gauteng Province?

1.3 AIMS OF THE STUDY

The overall aim of this study is to help school principals and management teams in schools to plan, implement and evaluate a management development policy and programme of activities that will facilitate management in schools and encompass the changes brought about by the education transformation in the South Africa.

This overall aim can be operationalised as follows:

- to determine why there is a need for a new approach to management development in schools in the RSA;

- to determine the nature and scope of management development in schools;

- to determine the national and international trends regarding education management development programmes;

- to examine the current management development policies and programmes of activities in schools in the Gauteng Province, and to determine the needs in this regard; and

- to develop a management development model for use in schools in the Gauteng Province.

1.4 METHOD OF RESEARCH

1.4.1 Literature study

Primary and secondary literature sources were studied to gather information on management development and activities involved in it. DIALOG and ERIC searches were conducted to locate appropriate literature sources. Management development, management training, staff development, professional development, executive development, administration, organisation, and education management and administration were used as key words in the searches.

1.4.2 Empirical survey

1.4.2.1 *Aim*

The empirical investigation was conducted to gather information about the current management development programmes and activities in use by school managers in schools in the Gauteng Province, and to determine their management development needs in this regard.

1.4.2.2 *Measuring instrument*

Information gathered from the literature study was used to develop and design a questionnaire to gather information from school principals, deputy principals and heads of

departments in schools in the Gauteng Province.

1.4.2.3 *Population and sampling*

The target population comprised primary and secondary school principals, deputy principals and heads of departments in the Gauteng Province. A sample of school principals (n=108), deputy principals (n=80) and heads of departments (n=210) was randomly selected.

1.4.2.4 *Pilot survey*

The questionnaire was pretested with a selected number of respondents from the target population regarding its qualities of measurement and appropriateness and reviewed for clarity.

1.4.2.5 *Statistical techniques*

The Statistical Consultancy Services of the Potchefstroom University for CHE: Vaal Triangle Campus was approached for assistance in the analysis and interpretation of the data collected. The SAS-programme was employed to process data by computer.

1.5 RELATED STUDY

Several studies have been conducted on the management development of educational managers before the establishment of the new education dispensation. Among others, the following studies were noted:

Giessing (1987) studied delegation as a managerial task of the principal as a means of management development in the special school. He asserted that principals in special schools should provide for the training and development of their deputy principals and heads of departments and should do so through delegation. Management development is the principal's responsibility.

Prinsloo (1988) places the responsibility for management development of deputy principals and heads of departments in the primary school on the principal. Fourie (1990) studied management development of managerial staff as a task of the principals in a technical college. Though focusing on technical colleges, the study concluded that the principal bears responsibility to develop skills of management personnel.

Makhokolo (1989) conducted a study on the management development of principals of black schools with special reference to top-downs. The study looks at management development of school principals through the top-down programme where each level of

educational leader was charged with training his or her subordinates.

Greyvenstein's study (1989) focused on the management development of women for management positions. The study focus is geared towards the empowerment of women for management positions in education whereas this study looks at management development of practising educational managers in terms of whole-school development.

Basson (1991) studied management development of principals of secondary schools in Lebowa. The study espoused that due to their changing roles, school principals must not stagnate but should regularly attend in-service training courses on education management which coupled with self-development should eventually leads to the acquiring of post degrees in education management.

Eksteen (1993) looked at management development as a task of the school principal with respect to the management team. The study emphasises the need for a management development policy that should state clearly who should participate and what its contents should be.

Erasmus (1993) exposed the professional development of school principals through a mentoring system. The focus in the study is on the professional development of the school principal.

Botha (1993) conducted a study on guidelines for the development of a programme for the training of educational leaders. This study also focuses on lessons from the national and international approaches to education management development. Botha's study also proposes a training programme for educational leaders.

All these studies focus on management development of educational leaders. A common feature of these studies is that they target school principals who, one way or the other, are expected to develop their deputy principals and heads of departments. One study even propounds the final outcome of management development as the acquisition of post-graduate qualifications in education management. The assumption in these studies seems to be that school principals are skilled in training and facilitating training and development of their subordinates.

This study also focuses on management development of managers at school level. While the role of the school principal in developing management skills of his management subordinates is recognised, cognisance of the fact that school principals have not been trained specifically to conduct management development is taken. Therefore this study focuses on the management development of all school managers in schools, i.e. principals, deputy principals and heads of departments. This is informed by the new education system's vision which enshrines democratic principles of transparency and participatory management

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(cf. Gauteng Department of Education, 1997a:11 & Gauteng Department of Education, 1998b:1). This study also takes note of whole-school development that promotes stakeholder participation in school governance and management.

This study also recognises the role of national and provincial education departments' management development initiatives and therefore, its conceptual framework derives from the proposals of the Task Team on Education Management Development (Department of Education, 1996a). However, this study advocates a school-based management development approach that embodies a model within the school's staff development programmes. This approach seeks to address specific management development needs of school managers on a continuous basis.

1.6   CHAPTER DIVISION

CHAPTER 1:   Orientation

CHAPTER 2:   The need for a new management development approach for South African schools

CHAPTER 3:   The nature and scope of management development

CHAPTER 4:   Management development practice: an overview of some international and national approaches

CHAPTER 5:   Empirical research design

CHAPTER 6:   Data analysis and interpretation

CHAPTER 7:   A management development model for schools in the Gauteng Province

CHAPTER 8:   Summary, findings and recommendations

1.7   SUMMARY

This chapter gave an orientation to the research. This involved the study problem, a brief outline of the research method, aims and methods employed to realise the study aims. The population and sampling techniques, study feasibility and related studies as well as the chapter divisions were also indicated.

The next chapter looks at the reason why there is a need for change in education management development in South Africa.