

**The major determinants of Critical Success Factors in school management of
Rekopantswe Area Office Secondary schools**

S.E. Sealetsa

Student Number: 16146484

0000-0001-5532-3657

072 574 3202

sforsealetsa@gmail.com

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Supervisor:

Prof C. Miruka

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PREFACE

This thesis is a testimony of much work and sleepless nights at the North-West University (Mafikeng Campus). I have gained hands-on experience in this dynamic and broad MBA field in such a short time of study. It has not been an easy learning curve, but along this journey certain individuals have stood alongside me. Some were there at the end, but all of the people below were there to encourage, push and even reprimand me in love in order to excel.

I would like to thank all those who made this dissertation possible. Special thanks go to my lovely husband Daniel Sealetsa, who has been my pillar, standing by me throughout this journey, for his patience and unwavering support, and to my sons Rethabile and Refentse who encouraged me - I say "*Kea leboga*". Ms Nwosu Lilian for your guidance and support in making this study a reality. Furthermore, I thank Pastor Nkosi Dlodlo for his spiritual guidance and for being there to offer his expertise regardless of time and location.

I would like to thank my supervisor, Prof C. Miruka for his advice, counsel and inspiration during this short stint with him in the academic world. It has been a delight and an eye-opener to be mentored by the guru of knowledge and wisdom. His critique and sound judgement made this project a success.

I extend my gratitude to the staff of NWU and colleagues in the MBA programme who stood by me and pushed each other to reach our greatest potential. To my work colleagues at schools, friends, church and all those that I have not been able to name by name, a million words of thanks for all you did. Without your moral support, it would not have been possible to finish this project.

May God bless all of you!

ABSTRACT

The purpose of this research was to identify the major critical determinants of success factors in the management of secondary schools in the Rekopantswe Area office, under the Ngaka Modiri Molema Education District, in Mafikeng, North-West Province.

Successful schools are successful because of what they do, and non-performing schools are failing also because of what they do. The overall aim of this study was to help performing schools guard their success factors closely and also underperforming school to find a better ways of becoming successful. The quantitative research design was used for this study in order for the researcher to have a numeric response from the respondent. Questionnaires, document analysis and observations were used to collect data from respondent in the schools. The findings suggest that performing schools exhibit success factors on an effective and consistent basis based on their strategic planning, execution, reviewing and consistent re-learning. The study therefore recommends that schools should adopt an effective teaching and learning strategies that will yield success on the learners performances.

Key terms: major determinants; success factors; education, secondary education



OPSOMMING (TOC_HEADING)

Die doel van hierdie navorsing was om die belangrikste kritiese determinante van suksesfaktore in die konteks van die bestuur van hoërskole in die Rekopantswe Area kantoor, geleë binne die Ngaka Modiri Molema Opvoedingsdistrik in Mafikeng, Noordwes-Provinsie, te bepaal.

Suksesvolle skole is suksesvol vanweë die dinge wat hulle doen, en onderpresterende skole faal ook vanweë die dinge wat hulle doen. Die oorhoofse oogmerk van hierdie studie was om 'n raamwerk daar te stel om te help om suksesfaktore te bepaal wat geïmplementeer kan word om onderpresterende skole te help om uit te styg, en om skole wat reeds presteer by te staan om hulle suksesfaktore te bewaar. Die bevindinge toon dat presterende skole se suksesfaktore effektief en konsekwent teenwoordig is - soos gebaseer op hulle strategiese beplanning, uitvoering, hersiening, en deurgaanse herbesoek van leer.

Trefwoorde: hoofdeterminante; suksesfaktore; opvoeding, sekondêre onderwys

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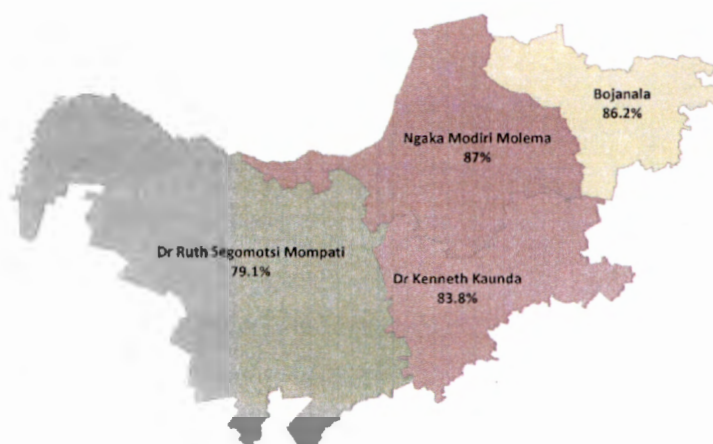
CHAPTER 1 INTRODUCTION

1 BACKGROUND AND CONTEXTUALISATION

This chapter presents the background, context and the significance of the study. It also provides the objectives and the scope of the study. It further sets out the remaining chapters of the dissertation.

This study is concerned with an investigation into the major determinants of Critical Success Factors in school management in Rekopantswe Area Office secondary schools. The state is currently doing its best to make sure that schools are performing well in order to provide better higher institution entries. To this end, it provides the department of education with resources and support for better performance especially in secondary school exit results, but these results are still unsatisfactory because there are numerous secondary schools that are still not performing well. The data from the annual Matric results are misleading, since it only emphasises on results that exit and do not take into account learners who never made it to that point. The present study focuses on the major determinants of Critical Success Factors in school management in order to determine whether those factors are effective in improving the results.

Figure 1.1. NSC 2014 Exam pass rate per district



Source: Schools Performance Report 2015,

p166

The figure above gives a brief description on the exam pass rates per district in North West. The researcher wants to help the Department of Education to close the gaps that makes it impossible for some secondary schools to perform well in their exit results.

The key challenge is in this regard is the non-performance of secondary school exit learners in some schools, and high performance of other learners in the same Area Office, who work with the same policies and under the same umbrella of the same department. The researcher has been an educator in this department for 14 years. The Area Office is in Ngaka Modiri Molema district in the North-West province. The researcher has realised that a number of gaps exist in terms of secondary school exit results. The question is: how do the major determinants of Critical Success Factors used in non-performing schools compare to those used in performing schools?

1.1. Ngaka Modiri Molema District Some context

Demographic profile

The population of this area is mostly black. The average age of the population in vast areas of the district municipality is younger than 25 years. Educational and skills levels are generally low. Secondary schools tend to be concentrated in the larger towns and settlements. Functional literacy (the proportion of residents over 20 years of age who have a primary education or higher) is only 35%. Smaller than 2% of the total population in Ngaka Modiri Molema district municipality has received any form of tertiary education. It is therefore not surprising that a large proportion of those who are economically active work in relatively poorly paid elementary occupations, especially in the rural areas. The unemployment rate stands at 42.3%.

The North-West province has four education districts, namely Bojanala platinum, Dr Kenneth Kaunda, Dr Ruth Segomotsi Mompati and Ngaka Modiri Molema. The Ngaka Modiri Molema has five area offices, namely Kgetleng river area office, Lichtenburg area office, Mafikeng area office, Rekopantswe area office and Zeerust area office.

Rekopantswe area office has a total of nineteen functional schools, with one not yet offering grade 12 classes.

1.2. RESEARCH PROBLEM

The Department of Education seems to have a problem with regard to secondary schools exit results. Some schools are performing very well while others are not performing well at all, but they are, nonetheless, located in the same Area Office. The Department does not only focus on secondary exit results. They are offering camps during holidays in an attempt

to better the matric results, but this seems not to be working in some schools. The Department is, however, not doing anything about the lower grades to make them ready for the final years of school. The study focuses on the major determinants of Critical Success Factors that are used in improving the secondary exit results in high performing schools, and the researcher sets out to determine how these factors compare with those used in non-performing schools.

1.3. OBJECTIVES AND RESEARCH QUESTIONS

While Critical Success Factors are not sufficient to ensure a successful outcome, they are necessary to achieve success (Parr & Shanks, 2000). As such, the Critical Success Factors that underscore a school's good performance in National Senior Certificate Examinations need to be explicitly stated. There is also a need to determine the extent to which schools have taken cognizance of underlying Critical Success Factors as they take measures to uplift academic standards and improve National Senior Certificate Examinations performance. This issue therefore constitutes the research problem of the present study.

The study will seek to answer the following research questions:

- I. What are the major determinants of Critical Success Factors in school management in general?
- II. What are the major determinants of Critical Success Factors in school management of the Rekopantswe Area Office's secondary schools?
- III. To what extent do Critical Success Factors impact on school management?
- IV. What are the role and impact of Department of Education, educational legislation and school management on Critical Success Factors?

The research objectives of the research are:

- I. To determine the major determinants of Critical Success Factors in school management in general;
- II. To determine the major determinants of Critical Success Factors in school management of Rekopantswe Area Office secondary schools;
- III. To determine to Critical Success Factors impact on school management; and
- IV. To determine the roles and impact of Department of Education, educational legislation and school management on Critical Success Factors.

1.4. PURPOSE OF THE STUDY

The purpose of the study is to determine the success factors for excellent school management, resulting in good performance of the 19 Rekopantswe cluster schools in the Ngaka Modiri Molema District, North-West Province.

1.5. IMPORTANCE OF THE STUDY

The purpose of the study is to establish the major determinants of Critical Success Factors in school management in general, and in school management in the Rekopantswe Area Office's secondary schools, so that resources and efforts can be gravitated towards those factors.

The different stakeholders' impact on Critical Success Factors related to school management need to be researched and disclosed. This insight should benefit the schools and the different stakeholders, both internal and external. The application of the Critical Success Factors in the strategic management of schools is hoped contribute significantly to the Rekopantswe area Office and the Department of Education's (DoE) efforts to improve exit level performance. The study sets out to determine role and impact of government and subordinate legislation on Critical Success Factors and this is likely to improve the standards of education in school and, furthermore, may provide direction for the strategic management of schools. Hopefully, this can result in the improved performance and results from all grades, from pre-school to matric, with no particular emphasis only on the exit examination results.

1.6. DISSERTATION ORGANIZATION

The dissertation is presented in five chapters. The first chapter of this research outlines the basic background and principles under which the research will be conducted.

Chapter two examines the theoretical foundations of related research. It provides an overview of the success factors and administration, its determinants and sources, and their impact on the different stakeholders in secondary schools.

The changes in the roles of the principals will also be reviewed.

Chapter three explores the qualitative and quantitative elements of the research methodology. The methodologies and techniques used in the collection and analyses of data are also discussed in this chapter.

Chapter four presents the results and findings of the research. The successful schools are also identified with their CSFs. The research questions are discussed in detail, and the reliability and validity of the research are also explored.

Chapter five combines all the previous work into a conclusion of the results with recommendations for future research. This dissertation aims to present an account of the major determinants of the Critical Success Factors in secondary schools of Rekopantswe Area Office, under Ngaka Modiri Molema District.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. INTRODUCTION

In the previous chapter, an introduction and the context of the study was examined in order to have a glimpse of what the study entails. In this chapter, the theoretical framework and the literature review in respect of the major determinants of critical factors in school management, the impact of critical factors in school management and the impact or the intended impact of South African legislation on the successful management of schools would be reviewed. The purpose of reviewing relevant literatures in the above mentioned issues is to be able to view what other researchers have said in relation to the Critical Success Factors in schools which would help the researcher in analysing and discussing the results obtained from the study at the later stage of this study.

2.2. THE MAJOR DETERMINANTS OF CRITICAL SUCCESS FACTORS IN SCHOOL MANAGEMENT

A number of researchers have suggested that community stakeholders have an effect on learners' academic performance at schools (Netshandama, V.O. et al.; 2012). These schools have school governing bodies as part of the community, and these have a great deal of control over the schools. It follows that they have an influence on the management about how the school must be run. Secondary schools that are situated in rural areas are typically the ones struggling to obtain good exit results. The learners tend to live far from libraries and they are unable to access the information that they need (Viljay et al. 2012). Table 2.1 gives a review on the school performance table in Rekopantswe Area office secondary schools

Table 16-1: Schools Performance Report Table

	SCHOOL	Dinaledi	Quintile	2013			2014			2015		
				Wrote	Achieved	%Achieved	Wrote	Achieved	%Achieved	Wrote	Achieved	%Achieved
1.	Barolong High	N	2	207	191	92.3	220	182	82.7	197	144	73.1

2.	Batswana High Commercial	Y	4	178	172	96.6	154	148	96.1	323	305	94.4
3.	Boitseanape Tech And Comm	N	1	97	92	94.8	47	42	89.4	65	64	98.5
4.	Kagiso Barolong High	N	2	28	28	100.0	29	28	96.6	45	41	91.1
5.	Kebalepile High	N	4	137	134	97.8	115	110	95.7	232	184	79.3
6.	Leteane High	N	3	127	101	79.5	71	66	93.0	96	93	96.9
7.	Maselwanyane High	N	1	43	35	81.4	28	20	71.4	37	30	81.1
8.	Mmoledi High	N	2	40	34	85.0	71	66	93.0	53	47	88.7
9.	Mogakolodi-Masibi Compr.	N	1	33	29	87.9	44	44	100.0	35	32	91.4
10.	Mosikare Secondary	N	1	104	90	86.5	93	65	69.9	74	58	78.4
11.	Mothibinyane High	N	2	38	33	86.8	27	27	100.0	68	58	85.3
12.	R A Kobue High	N	1	82	59	72.0	56	51	91.1	94	83	88.3
13.	Ramaine High	N	3	63	54	85.7	45	43	95.6	55	45	81.8
14.	Reikanne High	N	3	50	48	96.0	51	41	80.4	65	40	61.5
15.	Seleje Secondary	N	1	33	32	97.0	19	19	100.0	15	14	93.3

16.	Tlamelang Special	N		4	4	100.0	11	11	100.0	7	1	14.3
17.	Tshoganyetso High	N	2	47	41	87.2	43	32	74.4	67	41	61.2
18.	Z. M. Seatlholo High	N	2	36	36	100.0	48	48	100.0	35	35	100.0
19.	Ntshidi High	N		New	High	School				Est		2015

Published by Department of Basic Education (2015)

From the table above it is evident that the performance report in these schools has extremely been high from 2013 to 2015 expect for Tlamelang Special school that obtained 14.3% pass rate in 2015. An analysis of South Africa Schools systems shows different levels of schools: performing schools and non-performing schools. Development within the school and community is very much depended on the performance of the school. Lewin (2007, p.2) proposes that:

Fairly universally, poverty reduction is seen as unlikely unless knowledge, skills and capabilities are extended to those who are marginalised from value-added economic activity by illiteracy, lack of numeracy, and higher level reasoning that links causes and effects rationally. In most societies, and especially those that are developing rapidly, households and individuals value *participation in education and invest substantially in pursuing the benefits it can confer. The rich have few doubts that the investments pay off; the poor generally share the belief and recognise that increasingly mobility out of poverty is education-related, albeit that their aspirations and expectations are less frequently realized.*

It is with this notion in mind that the National Development Plan (NDP), published by the National Planning Commission (NPC), has become the roadmap for South African progress. This document concurs with the above quotation and acknowledges that improving the quality of education, skills development and innovation is one of the three priorities that stand out from the report. It states that:

The quality of education for most black children is poor. This denies many pupils access to employment. It reduces the earnings potential and career mobility of those

who do get jobs- and limits the potential dynamism of South Africa business (NPC, 2012:38).

The school organisation is a large and multifaceted institution. The dynamics of school evolution suggest that one can have competent schools - and some schools do perform well. According to the CDE commissioned report on South Africa's Education Crisis, the annually-reported statistics are misleading, however, since they do not take into account learners who never make it to Grade 12. Of each 100 pupils who start school, only 50 will make it to Grade 12, 40 will pass and only 12 will qualify for university (South Africa's Education Crisis: The quality of education in South Africa 1994-2011). By looking at the results on the school performance report, you can get a fairly clear picture of how well a school is doing its job. But when you look beyond all the numbers, what really determines critical success in the management of schools (before learners exit, either as drop-outs or as a matric learner with a pass)?

Research carried out by Miller and Karen (2013) for McGraw-Hill Higher Education identified a common set of characteristics that effective schools seemed to share. This now often referred to as the "five factor theory." The five characteristics they identified were quality leadership, high expectations of learners and educators, ongoing screening of learners performance and development, goals and direction, and safety and security for learners. Another study carried out by Harvard researchers came up with a somewhat different set of factors that determined a school's effectiveness. Namely frequent teacher feedback, data driven instruction, high-dosage tutoring, increased instructional time and focus on academic achievement. Stenger (2013) caution that studies that has different determinants of success in schools have their limitations, primarily because there is still some disagreement over what defines an effective school success. Some researchers say high academic achievement indicates a school's success, while others define successful schools as those that foster personal growth, creativity and a positive self-concept. Hence, schools that are successful can have various factors that determined their success and these factors should be noted and considered by schools who are still struggling to be successful.

According to Lynch (2008) diverse school models in determining the success of the school exist, learner's performance as well as learner's social characteristics, such as personal growth should be included when determining effective schools. Lynch in this study concurred with Miller and Karen (2013) by describing five common characteristics that make up school

success; these characteristics, and the theory behind them has also been described as the five-factor theory.

- The first factor is *quality leadership*. In other words, learners perform better where the principal provides strong leadership. Effective leaders are visible, able to successfully convey the school's goals and visions, collaborate with educators to enhance their skills, and are involved in the discovery of and solutions to problems. The National School Effectiveness Study (NSES) provides some indication of how instructional leadership operates and of its importance in affecting learning. According to the NSES data, teacher absenteeism was approximately twice as high in schools where the teacher attendance register was not up-to-date (Taylor, 2011). The state of attendance registers is a reflection of how seriously teacher attendance is taken by the school management, and this clearly impacts upon actual absenteeism. The importance of leadership to the success of schools is undeniable. Leithwood et al (2004) conclude that the nature and quality of leadership was a key reason for a school success.
- The second factor is having *high expectations* of learners, as well as educators. High expectations of learners have repeatedly been shown to have a positive impact on learners' performance. More attention should be paid to high expectations of educators. In other words, educators who are expected to teach at high levels of effectiveness are able to reach the level of expectations, particularly when teacher evaluations and teacher professional development is geared toward improving instructional quality. Elmore (2004) notes that a culture of passivity and failure is present in schools where managers, teachers and pupils assign causality for success or failure to forces outside their control. In contrast, in two separate surveys commissioned by the Department of Education into the characteristics of poor high schools which perform well in the Senior Certificate exams (Malcolm et al, 2000; Christie et al, 2007), it was found that a sense of responsibility and shared enterprise, a culture of hard work, and high value attached to good performance were strongly evident throughout these institutions: principals were focused, teachers dedicated and pupils motivated. In the 18 successful schools studied by Christie et al, none were found to have significant degrees of late coming or absenteeism among either teachers or learners. The extent to which time is used for teaching and learning is the most valid and obvious indicator of the extent to which the school is dedicated to its

central task. It is self-evident that no learning can occur if teachers and pupils are not in class at the same time. It is self-evident that what children learn is heavily dependent on what teachers know and do in their classrooms. This is especially true for poor children who get little support for schoolwork from their homes and little intellectual stimulation in their broader social environments. In the words of Barber and Mourshed (2007), the quality of an education system cannot exceed the quality of its teachers, and the only way to improve outcomes is to improve instruction. Elmore and Fuhrman (2001) agree: in order to improve performance, all schools, no matter what their demographic characteristics or prior performance, must do different things, not just do the same things differently; these new things require new knowledge and skills, the larger part of which must be organised around instructional practice. Similarly, Leithwood et al (2004) are convinced that the successes of the English NLS and NNS were based directly on changes in the pedagogical practices of teachers, and indirectly on the practices of other system-level actors.

- The third characteristic of a successful school is the *ongoing screening of learner's performance and development*. Schools should use assessment data to compare their learners with others from across the country. Effective use of assessment data allows schools to identify problematic areas of learning at the classroom and school levels, so that solutions can be generated as to how to best address the problems. Talbert and McLaughlin's (2011) study of teacher professional communities in a sample of US schools illustrates the importance of the cultural and institutional forms of teachers' work. Analysing what they term "the three legs of the classroom triangle" – subject matter, beliefs about learners in the class, and notions of effective pedagogy – Talbert and McLaughlin were able to show that the different ways in which teachers worked with colleagues affected what and how they taught in classrooms, how they understood their work with learners, the daily assessment they give to the learners and what they expected of each other and of learners. Where there were strong professional communities, these played an important role in establishing "norms for teaching" as well as expectations for student performance. Where these norms included a strong service ethic, they could be powerful in shaping cultures that supported student achievement. In contrast, weak schools tended to operate as collections of individual teachers who did not share ideas about their teaching practices or have a strong shared sense of responsibility for student learning. This led them to suggest that building strong professional communities with high

expectations of themselves and their learners in aspect of developing an on-going performance assessment for the learners might be “a primary unit for improving education quality and success for the learners Talbert and McLaughlin's (2011:12).

- The fourth characteristic of a successful school is the existence of *goals and direction*. Administration should actively construct goals and then effectively communicate them to appropriate individuals (i.e., learners, teachers, community-at-large). School principals must also be open and willing to incorporate innovation into goals for school processes and practices. It is important to invite input from all stakeholders in the process of developing school goals. Learner's performance has been shown to improve in schools where all in the school community work toward goals that are communicated and shared among all in the learning environment.
- The fifth and final factor of a successful school is the extent to which the school is *secure and organized*. For maximum learning to occur, learners need to feel secure. Respect is a quality that is promoted and is a fundamental aspect of a safe school. There are also a number of trained staff and programs, such as social workers, who work with problem learners before situations get out of hand.

Apart from the five factors of a successful school already mentioned, the size of the school seems to be a school effectiveness factor. Research has found that the smaller the school, the better learners perform, especially in the case of older learners (Lynch 2008, Taylor 2011 and Miller and Karen 2013). According to them, Learners in smaller learning environments feel more connected to their peers and teachers, pass classes more often, and have a higher probability of going to college. Additional factors that influence effective schools include time to learn, teacher quality, and school and parental trust. Research supports the view that the more time a learners spends learning, and the more efficiently that time is used, the higher their achievement. Schools that find creative ways to extend time on learning will likely be more effective. Schools with high quality educators also tend to be more effective. Schools able to hire educators from high quality teacher education programs increase the possibility of being an effective school. School effectiveness can also be influenced by the frequency, relevancy, and quality of the teacher professional development offered by the school and/or school district. Trust and parental participation are also features of a successful school (Lynch 2008).

Bernstein's (2000) contends that the instructional dimension of schooling is always subordinate to the regulative. But the regulative discourse is about much more than good time keeping: time management is one element of a well-functioning institution, in which the work of managers, teachers and learners is organised and coordinated to achieve high levels of learning. According to Bernstein (2000), a strongly regulated school fosters conscientious and industrious students, and this in turn sets the tone for instruction. The regulative discourse is responsible for the moral order within the school: it socialises learners and provides conditions conducive to learning. Based on this section, it is therefore seen that various factors has been identified by different scholars as the determinants of critical school success of which enables schools and managements in the schools to perform effectively in order to enhance a good academic performance of learners in secondary schools. The next section will identify various Critical Success Factors in the business. The purpose of viewing the Critical Success Factors from the business is because both the school heads and business managers are closely analogous. Hence a review of success factors from the business is also important.

2.3. CRITICAL SUCCESS FACTORS IN BUSINESS

The idea of recognising Critical Success Factors as a foundation for defining the information needs of managers was originally proposed by Daniel (1961) but propagated by Rockart (1979). Rockart was the first to define the concept as a limited number of areas in which results, if satisfactory, will enable successful competitive performance. Bullen and Rockart (1981) argue that if results of Critical Success Factors are not adequate, the organisation's efforts for the period will rather than not be well directed. Therefore, Critical Success Factors are not viewed as an end in and of themselves, but rather as a means to an end (Robson, 1997). This implies that Critical Success Factors are not business objectives or goals. Rather, they are a mixture of activities and processes that are planned with a view to support the attainment of certain results as specified by the organisation's objectives or goals.

The notion of Critical Success Factors was initially devised as a tool for determining the information needs of top managers (Rockart, 1979). Determining information needs began with identifying what organisations must do well in order to succeed, hence Critical Success Factors. Once Critical Success Factors have been identified, top managers are able to focus on the critical decisions that need to be made in line with the Critical Success Factors and, consequently, this helps them to identify clearly what information is required to support those

decisions. Successful strategy development and implementation therefore rely on the quality of available information as well as providing training for the staff (Jenster, 1987). Information in this case is seen as a resource which can make or break a firms' chance of success. Since Critical Success Factors determine these information needs, they become the background against which strategies are formulated in order to achieve an organisational goals.

Poister and Streib (1999) assert that effective public administration in the age of results-orientated management requires public agencies to develop a capacity for strategic management; this is the central management process that integrates all major organisational activities and functions and directs them towards advancing an organisational strategic agenda. The Critical Success Factors influence and enable the setting of strategic goals, which are then translated into operational goals and lastly into operational activities (Carelli et al., 2004). Bryson (1988) defines strategic planning as a disciplined effort to produce fundamental decisions and actions that shape and guide what an organisation is, what it does, and why it does it. Strategic management encompasses many other processes and entails strategic planning as a principal element. However, the essence of strategic management also involves resource management, implementation, control and evaluation. A strong strategic management capability is essential as it provides a short and long-term sense of direction for the governmental agency relative to its internal and external environment which could be shifting continually (Poister & Streib, 1999).

Today, it is evident that strategic planning has gained widespread currency among government units, although they have been rather slow to implement fully-fledged strategic management processes.

Rockart distinguishes between five sources of Critical Success Factors:

- i. The industry, for example demand characteristics, technology employed, product characteristics and so forth. These can also affect all competitors within an industry, but their influence will vary according to the characteristics and sensitivity of individual industry segments.
- ii. Competitive strategy and industry position of the business in question; these are determined by the history and competitive positioning in the industry.

- iii. Environmental factors are the macroeconomic influences that affect all competitors within an industry, and over which the competitors have little or no influence, such as demographics, economic and government legislative policies etc.
- iv. Temporal factors, which are areas within a business that cause time-limiting obstacles to the implementation of a chosen strategy, including lack of managerial expertise or skilled workers.
- v. Managerial positions, which include the various functional managerial positions in a business that each has its generic set of associated Critical Success Factors.

Critical Success Factors can thus be characterised by the extent to which they are internal or external to the organisation, or in terms of which parts of it the manager has control, and, consequently, whether they refer to something which should be monitored or built. Maintaining technological leadership would be a source of Critical Success Factors that the business can build, while changing consumer demographics would be a force that can be monitored, but not. The next section will review the extent in which South African schools are functioning.

2.4. SCHOOLS THAT WORK

“Schools that Work” is a term that is open to different interpretations. In particular, schools may work in the sense of producing reasonable results in Senior Certificate exams and other exams. But successful results may be achieved through rote learning and “drilling” of a relatively narrow set of work, as well as through critical and creative thinking in exposure to powerful knowledge (DoE 2007). In other words, it is possible for Schools that Work to provide learning experiences of quite different quality to their learners.

It seems as if South African educators, managers and officials have not moved beyond the dependency culture fostered by successive authoritarian regimes over the last three centuries. Elmore (2004) notes that a culture of passivity and failure is present in schools. Indeed, managers, educators and pupils assign causality for success or failure to forces outside their control. In contrast, in two separate surveys commissioned by the Department of Education into the characteristics of poor secondary schools which perform well in the SC exams (Malcolm, Keane, Hoohlo, Kgaka & Ovens, 2000; Christie et al., 2007), it was found that a sense of responsibility and shared enterprise, a culture of hard work, and high value attached to good performance were strongly evident throughout these institutions: principals

were focused, educators dedicated and pupils motivated. In the 18 successful schools studied by Christie et al. (2007) none were found to have significant degrees of late-coming or absenteeism among either educators or learners. In the face of poor teacher attendance, it would seem that learner absenteeism is not a major problem in South African schools (CASE/JET, 2007). This is a very positive feature of what is otherwise a poorly functioning system. Unfortunately, although potential learners keep showing up at school, it has become obvious that the majority of schools are highly ineffective in fulfilling the potential of the country's children.

What can be said therefore for a school that work in South Africa for example are schools that focuses on achieving 100% pass rates with no Endorsements; or one that encourages learners to study all their subjects on Standard Grade in order to achieve better symbols. These learners may well achieve a Senior Certificate at a "School that Works", but there are no clear post-school pathways available to them David Hopkins (2011).

Again, schools that work in South Africa are also seen as schools that achieves passes in higher Grade Science without laboratories. Learners in such schools achieves the same results at a school with a well-equipped Science laboratory than those that do Fullan (2007). In practical terms, selecting "Schools that Work" in terms of performance in Senior Certificate exams means selecting schools that perform according to the norm, or better. Given that the average pass rate is currently around 70%, "Schools that Work", achieve this level or above in South Africa. Furthermore, given that the Endorsement rate is around 18%, then schools that achieve higher percentages than this are technically "working". However, this is a particularly narrow interpretation of "Schools that Work", especially considering that the best achieving schools in the system have 100% pass rates with 100% Endorsements. Such an interpretation also sets a fairly low benchmark for success for the country as a whole (DoE 2007).

To buttress this point, schools that Work are mainstream – not elite – schools that exhibit inner capacity and achieve good results, with enormous effort (DoE 2007). The Report to the minister of education recommends that Departments adopt a strategy of support, recognition and incentives for schools that have the inner capacity to work. The aim in doing so would be to value and stabilise the schools that do perform, and incrementally increase

their number. This strategy of support, incentives and rewards would target schools in the middle to upper levels of performance, operating alongside strategies targeting poorly performing schools. Schools that Work show that it is possible for schools in the mainstream of South Africa to achieve, and they stand for optimism, human agency and hope (DoE 2007). The challenge facing the department of education in respect of these schools that work is to support them and expand their numbers by ensuring that those schools who are still experiencing difficulties in achieving success are supported. Hence, the next section would reveal various factors that affects school performance.

2.5. FACTORS THAT AFFECT SCHOOLS PERFORMANCE

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in ensuring that learners are performing well in their studies as such they tends to employ various strategies that would ensure the success of the learners in the school. The factors that affect learner's performance in schools are inside and outside the school. For the purpose of this study, these factors may be termed as *learner's factors*, *family factors* and *school factors* (Crosnoe, Johnson & Elder, 2004).

Most Learners in schools finds it difficult to study their books. They prefer to leisure than study. The environment and the personal characteristics of learners play an important role in their academic success. Educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behaviour modifications of learners (Tsinidou, Gerogiannis, & Fitsilis, 2010). All of the research reviews support the hypothesis that learners performance depends on different socio-economic, psychological, environmental factors. Various research has proven that learners feel disturb in studies as a result of emotional imbalance, family problems peer pressures, learning abilities because new paradigm about learning assumes that all learners can and should learn at higher levels but it should not be considered as constraint because

there are other factors like race, gender, sex that can affect learners performance. (Hansen 2008; Saxton 2000 & Tahir & Naqvi 2006.). Therefore, the key aspect for the educators is to educate their students effectively so that they may be able to show quality performance in their academics. To achieve this objective it is necessary for the educators to understand better about the factors that may contribute in the academic success of learners.

The school personnel, members of the families and communities provide help and support to learners for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of learners at school (Goddard, 2003). The internal conditions of schools refer to every single detail affecting the teaching-learning process. These internal conditions include, but are not limited to, quality and ages of educators as well as educator's motivation and commitment, and the Principal's leadership style and the extent to which he/she performs the functions or styles that many studies achievement (Garkaz, Banimahd & Esmaeili 2011). A popular McKinsey & Company study found that the available evidence suggests that the main driver of the variation in pupil learning at school is the quality of the educators (Barber & Mourshed, 2007), and thus that 'the quality of an education system cannot exceed the quality of its educators' (Barber & Mourshed, 2007).

Besides the learners and school factors, Mitchell & Collom (2001) highlighted that parental education, occupation, income, and facilities used by individuals separately or collectively have positive correlations with the learner's quality of achievement. According to them, parents that are educated helps to foster good grades for their children. Most of them are involved in the daily learning and activities of their children in schools even after a long day at work. It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential as well as assisting their children in their studies (Rouse & Barrow, 2006). Most learners are also been overloaded with tasks at home by their family members which in turns hinders them from studying at home (Goddard, 2003). Hence there is need for school managements and educators to view these factors that affect learner's performance in schools and ensure that all learners are advantaged in studying in order to realize success in schools. The next section will review various literatures relating to the impact of Critical Success Factors on school managements as indicated earlier in this study.

2.6. THE IMPACT OF CRITICAL SUCCESS FACTORS ON SCHOOL MANAGEMENT

In reviewing this, focus would be made on the impact of Critical Success Factors on school principals as the management heads and leaders of the schools. The school as institution is headed by the school manager or principal, who is usually deputised by two principals who are responsible for curriculum and the other for staffing - human resources of the school, including dealing with learners. Under them are the heads of departments and then the grade educators and subject teachers. Guardian educators form part of the school's academic structure, and the SGB forms part of the school's administrative structure. The school is run under the auspices of the Department of Basic Education (DBE) and in particular, the North-West Province Education Department (NWED) which has the mandate and authority to make large-scale decisions for the province (DoE 2007).

Leadership is the basis of most organisations. Schools are not exempted from the need of sound leadership. Leadership can be summarised by the adage, "with experience and age comes wisdom," that is, with age and experience an administrator or a principal should be better-functioning because he or she has developed to function effectively within the organisation Ribbens and Gunter (2002:359).

Leadership has been stratified through six inclusive concepts of behavioural theories, contingency theories, trait theories, symbolic theories, power and influence theories, cultural, and cognitive theories. Researchers study and identify leadership models as being: instructional, transformational, moral, participative, contingent, and managerial (Bensimon et al., 1989; Hackman & Johnson, 2000; Leithwood, Jantzi & Steinbach, 2000).

Earlier leadership theories were fixated on the traits of great leaders, including verbal force and physical body physique. These theories have come to be known as "great man" theories. Trait theories attempted to identify the personal characteristics that allowed a leader to become effective. These traits might be physical, personality, to do with social background, ability, motives, values and skills. These early leadership theories suggested that individuals with certain traits are natural leaders. However, numerous studies have shown that no common traits have been proven to be essential in order for a leader to be effective (Bensimon et al., 1989; Yukl, 2002). In theory, then, if a school principal were to be judged using these theories, he may be deemed a success, if he or she had a commanding presence, a strong physical appearance and a strong verbal demeanour.

Power and influence theories aim to explain the use of power by leaders. Power has been misused for oppression of people by many people in authority and power through various means. Yukl (2002) mentions that these theories “seek to explain leadership effectiveness in terms of the amount and type of power possessed by a leader and how power is exercised”. School principals have power and authority vested according to the mandates of the South Africa Schools Act and other statutory instruments. He or she may also use this power to get things done. Several researchers (Bensimon et al., 1989; Wageman, Nunes, Burruss & Hackman, 2008; Yukl, 2002) identify five basic sources of power: reward power, coercive power, legitimate power, referent power, and expert power.

Societal or behavioural theories attempt to define and explain specific behaviours that lead to effective leadership (Bensimon et al., 1989; Yukl, 2002). These theories describe what leaders actually do, and how much time they spend doing it. Much of the research in this area investigated how managers cope with demands, constraints, and role conflicts in their jobs. A school principal is a manager who manages by moving up and down. He or she may not like paperwork and may rather have the secretary take care of administrative duties. He or she may always be outside, managing issues and people. If the leadership style of the principal becomes incongruent with the leadership requirements of such a big institution, a number of challenges may arise.

Yukl (2002) indicated that sometimes a principal may need to get things done and might resort to the use of authoritarian leadership. Like every other leadership style, authoritarian leadership style has its disadvantages. Most employees would view such a school principal as domineering and may feel a sense of animosity towards him or her. Authoritarian or autocratic leadership, as an out-dated style, cannot fully exploit maximum potential of employees. Also, in the long run it can prove counterproductive as it is fully focused on organisational goals and less concerned about employee welfare.

Leadership has a direct cause and effect relationship upon organizations and their success. Leaders determine values, culture, change tolerance and employee motivation. They shape institutional strategies including their execution and effectiveness.

There are issues in the running of the school that are fundamental and not open to discussion. A principal may tend to be autocratic when it comes to such issues and demands the employees to be fully submissive to him or her as the superior in these issues. Although

through this form of 'dictatorship' helps to get things done efficiently and effectively, the inputs of other stakeholders are not taken into account and there is no appreciation of their efforts. This leads to the principal being a "lone ranger" at school when using his or her autocratic leadership style. Such a style also means that the principal tends to communicate irregularly with teaching staff and allows limited involvement from them in decision-making and less delegation (Hackman, 2008).

A school principal is the leader of a team, whether it is the school management team, ex-officio officer of various committees. The School Principal's leadership style has a significant impact on the success of the school. Therefore, School Principal's leadership style is one of the crucial factors in a school's success, because it has a direct bearing on satisfaction, commitment, motivation, quality and level of educator performance, as well as an indirect effect on learners' achievements. When schools are successful it exposes the principal in taking proactive measures that would enable the school to retain its success. These measures are ensuring that the educators in the successful schools are retained and that learners have the necessary facilities that enabled them to be successful (Notman, Henry, Latham, Potaka, Denis Slowley, and Ross 2009).

However, principals do not enact their leadership and managerial roles in precisely the same way. Some principals influence their schools by means of their personality while others demonstrate leadership capacity through the strength of their convictions. For example, in the New Zealand leadership literature, Notman's (2005) research into the personal and professional working lives of two secondary principals demonstrated the centrality of core personal values in their influence on principal leadership behaviours in respect of the schools success. It was found that the success of the school has a positive impact on the ways in which the principals lead the schools. The principal has been involved in changing the culture of the school based on observations and perceptions from other people and agencies about the schools success. The principals also involves themselves in Subsequent discussion with community groups had advocated on a number of changes that would enable the school to retain its success (Notman, Ross, Henry, Latham, Potaka, Denis Slowley, and Ross 2009).

In addition Day, Harris, Hadfield, Tolley and Beresford (2000) indicated that Critical Success Factors has a positive impact on school management, it enables the principal to make a concerted effort to be available to staff and believes that important leadership qualities focus

on relationships, openness and humour. He or She has very effective lines of communication, a strong sense of professionalism, and an energy and passion for the job. Respondent interviews also identify the principal's major leadership achievements. The principal is also successful in gaining the necessary resource funding to complete the school building programme: a new hall and library, a 'Professional Development' room, as well as upgrading and increasing computing technologies. All this arise as a result of the success achieved by the schools that work in South Africa. Therefore Critical Success Factors has been seen to have a positive impact on school management by ensuring that schools that are successful retains its success and those that are still struggling to be successful are provided with the emergent resources and help that would foster a successful teaching and learning in secondary schools. The next section will look into the roles changes in the roles of the principals due to their career path.

2.7. CHANGES IN THE ROLES OF PRINCIPALS

The managers' role at schools has thus changed from one of being a head teacher in the classroom and office, to that of a line manager who deals with the diverse structure of the school management team (SMT), the School Governing Board (SGB), the Department (DoE) and other stakeholders, internally and externally, of the school. A successful school principal needs to understand the different interpretations and consequently the possible implementations of the Critical Success Factors.

Boynton and Zmud (1984) describe Critical Success Factors as those few things that must go well to ensure achievement for a manager or organisation. Therefore these factors embody those managerial or enterprise areas that must be given exceptional and recurrent consideration to ensure good performance. Robson (1997) describes Critical Success Factors as that handful of things that must go right within someone's job for the organisation to flourish. Atkinson et al. (1997) observe that Critical Success Factors are elements such as quality, time, cost reduction, innovativeness, and customer service or product performance that create long-term profitability for the organisation. Saraph et al. (1989) view Critical Success Factors as those critical areas of managerial planning and action that must be practised in order to achieve effectiveness. Johnson and Scholes (1999) describe Critical Success Factors are those components of strategy in which the organisation must excel to outperform its competition as such principals in exploring their career paths from educators to principals must consider the success of the school.

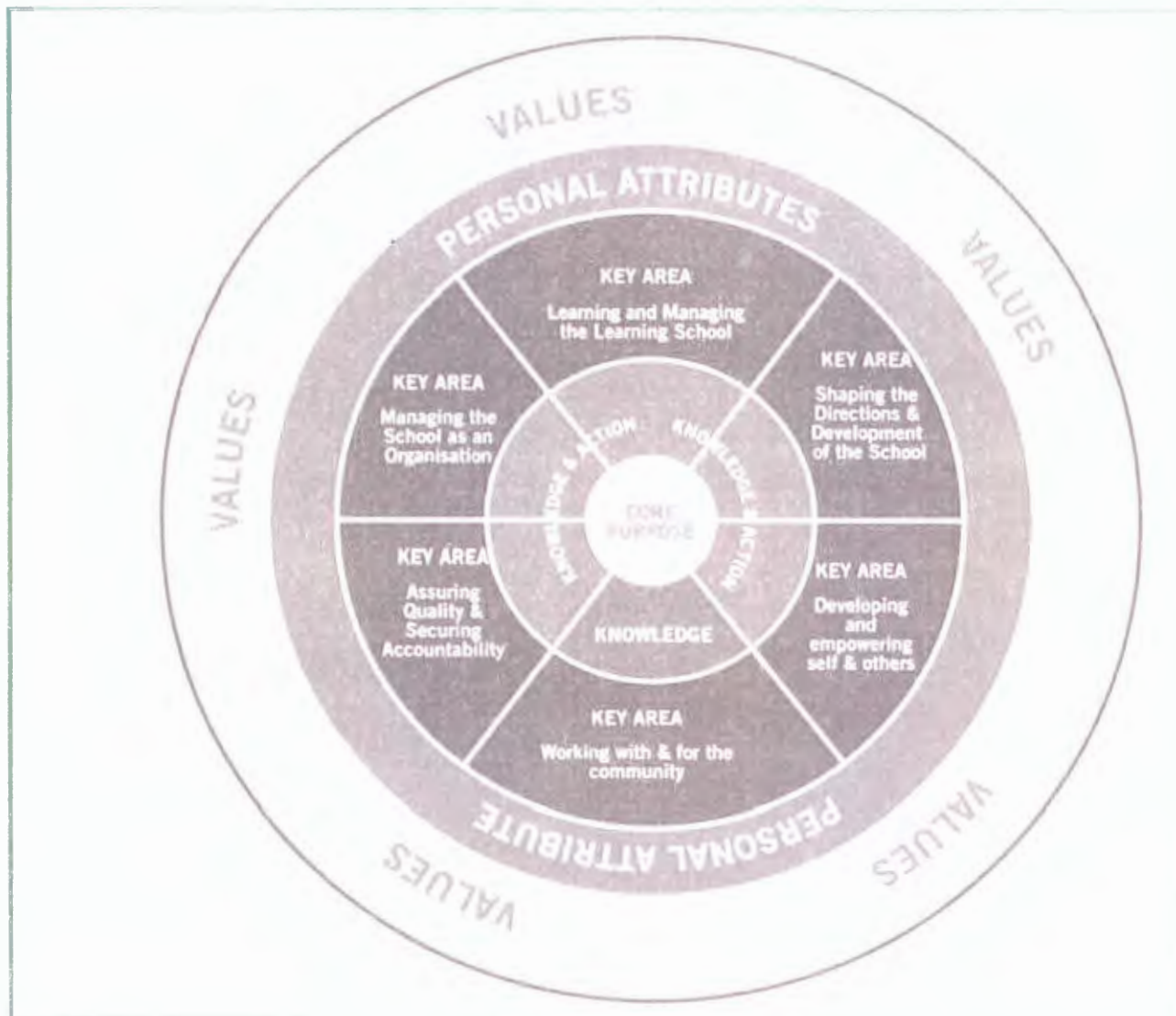
In 2008, after a devastating public service strike which included teachers, the Occupation Specific Dispensation (OSD) was negotiated through the ELRC. The OSD establishes a performance management and development system (PMDS) for public servants working in education. It sets out the performance requirements of different levels of appointment within the education system, and their links to qualification and remuneration. Principals (and deputy principals) are required to draw up annual personal performance development plans setting objectives and targets. There are six key result areas (KRAs) (Critical Success Factors) and fifteen core management criteria (CMCs); and principals are also required to prioritise five KRAs, each with performance standards and indicators.

The six KRAs which are compulsory for principals are the same as those set out in the South African Standards for Principals (Department of Education, 2005), namely:

- (1) Leading and managing the learning school,
- (2) Shaping the direction and development of the school,
- (3) Assuring quality and securing accountability,
- (4) Developing and empowering self and others,
- (5) Managing the school as an organisation, and

(6) Working with and for the community.

Figure 16-1: Overview of Draft Standards for School Leadership



Source: Understanding school Leadership and governance in South African Context

In view of the figure above, the principals in their capacity as educators have further dynamic roles such as leading and managing strategically when determining the direction of the institution. This in essence provides the standards for school leadership, which are critiqued at the end of each academic and financial year of the school.

2.8. MOTIVATING LEARNERS TO WORK HARD

Kardamis (2014) highlighted ways school management should motivate learners to work hard. These include;

- **Believe in them:** According to her, if you don't believe that a particular learner is going to complete his work, he probably won't. So stop assuming they won't and start believing that they can and will.
- **Be extremely encouraging.** Sometimes learners who appear lazy are actually discouraged or frustrated that they are having trouble learning. Educator's words can be extremely powerful in inspiring them, but more importantly, we can encourage them by giving them one-on-one help and showing them that they can indeed do the work and be successful. It can make a world of difference when they see that they are capable of even small successes.
- **Make sure your learners are the ones who are working:** According to her, "the one who is working is the one who is learning, so if you want your learners to learn more, make sure they're actually working in your class, not just listening to lectures all the time. Plan times when the learners are working and you walk around to help them one-on-one".
- **Make learning fun:** "You don't have to constantly be doing intricate activities to make learning fun. Just be passionate about what you're teaching and let that passion shine through. Tell relevant stories and add in some humour. And simply show the kids that they can do it – learners enjoy learning when they feel that they are successful".
- **Be wise with your homework:** "More homework does not necessarily mean more learning. So be considerate of the students' family time by only assigning homework that is truly valuable and necessary. When you limit the quantity of homework you

assign, you can focus on quality and expect more of from your learners. Expect them to complete every assignment and have logical consequences for when they don't".

- **Have one-on-one conversations:** "When learner has a chronic problem, pull them aside and talk to them. Ask questions to try to understand why they are struggling, and ask them what needs to change so that they can be successful. Develop a plan together and then help them stick to it".
- **Get the parents involved:** "I realize that this may sound impossible, but don't give up on this one quite yet. Sometimes parents who seem to just not be interested in helping their students are actually just at a loss of what to do. So give them some specific things they can do to help their learners, and see what happens. And when you talk to them, be sure to focus on solutions, not the problems".

2.9. THE IMPACT OF SOUTH AFRICAN LEGISLATIONS ON THE SUCCESSFUL MANAGEMENT OF THE SCHOOLS.

Manganyi (2001:28) viewed policy development and implementation of legislation as the vehicle of reforming the social services arena and adding sufficient value in establishing ways of running the national agenda. Sayed and Carrim (1997:92) viewed as a process that is geared to enhance the participation of all stakeholders and citizens in the process of policy formulation. Manganyi (2001:28) further said that effective legislation and policies should facilitate the enactment of sound government action. Therefore, education legislation and policies are products of consultation with all stakeholders in the process of developing legislation and policies. Table 2.2 shows the constitutional, legislative and policy mandate that guides the administration of South African.

Table 16-2: Constitutional, Legislative and Policy Mandate in South Africa

CONSTITUTION MANDATE
Constitution Of The Republic Of South Africa Act No.: 108 Of 1996
LEGISLATIVE MANDATES

National Education Policy Act No.: 27 Of 1996
The South African Schools Act No. 84 Of 1996
Employment Of Educators Act No.: 76 Of 1998
South African Council For Educators Act No.: 31 Of 2000
The South African Qualifications Authority Act No.: 58 Of 1995
Education Law Amendments Act. 2005.
POLICY MANDATES
The Education White Paper 5 On Early Childhood Development (2000)
Education White Paper 6 On Inclusive Education (2001)
Education White Paper 7 On E-Learning (2004)
Revised National Curriculum Statement (Grades R To 9)
National Curriculum Statements (Grades 10 To 12)

The above legislation have a positive impacts on the running and administration of schools in South Africa. For example the constitution mandates as stated in Section 29 of the constitution enshrines the right to education, and defines the positive responsibilities of the state in this respect. The Section states "Everyone has the right to a basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible." The section also states that that "Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity; practicability; and the need to redress the results of past racially discriminatory laws and practices." In addition, section 12 of the constitution also protects "Freedom and Security of the Person". The Section sets out the

rights contained under this provision, which include standard due process provisions, freedom from arbitrary arrest, freedom from torture, and freedom from cruel, inhuman or degrading punishment. The Section also stipulates the freedom from all forms of violence, regardless of whether a public or private source. This provisions are unique amongst human rights instruments and as such gives learners the right to be educated and protected in schools which would enable learners to concentrate in schools in order to produce good grades in their results.

Oosthuizen and Roos (2003:20) define legislation as the "the written legal rules drafted by capable organ of state. He further defines legislation as any statute, proclamation, ordinance or other measure, which give guidelines and procedures to any institutions or an organisation. Education legislation is a legal document used by the state to regulate the functioning of the education system to ensure an effective education system (Burger, 2002:6; Oosthuizen and Roos, 2003:35). According to Nong (2007) the legislative mandates that regulates the functioning of the school also has a positive impact on the successful management of the school. For example;

- The Employment of Educators Act of 1998. It has an impact on the powers of governing body, teacher employment. Hereby enabling the school managements and the educators in schools to work effectively in an effort to attain success in the school.
- The South African Qualification Authority Acts, 1995. It provides a national qualification framework (NQF), which integrates all formal and informal learning programmes and qualifications in the country.
- The National Education Policy Act, 1996 gives the basis of the relationship between the National Department of Education and the Provincial Education Departments. It also empowers the Minister of Education to intervene on matters that affect the performance of a school.
- The South African Schools Acts (SASA), which directly addresses school governance (April 1996). It became the South African Schools Act, 1996. It highlights how schools are expected to be governed, the ways of dealing with learner's behaviours that impact negatively in the functioning of the schools and the code of conduct of learners.
- The Education Law Amendment Act, 2005, which empowers the SGB to suspend learners who commit serious misconduct, prohibit them from charging any other fee except schools and empowers the HOD to appoint candidates despite the recommended order of preference of the SGB.

- South African council of Educators Act outlines the code of conducts for educators and managements which aims at fostering good behaviour among workers in schools.

The policy mandates on the other hand also impact positively on the successful management of the school by ensuring that the organisation, governance and funding of the schools are well drafted as indicated in white paper documents. The National curriculum framework helps in indicating and guiding the schools on topics the content to be thought at a given time in a school as well as the teaching Medias the educators are to use in teaching the learners in order to foster effective teaching and learning. Therefore, it is evident that the South African legislations and policy contribute positively to the effective management and success of the schools.

2.10. SUMMARY OF CHAPTER

This chapter reviewed relevant literature on the determinants of Critical Success Factors in schools. Factors that affect the performance of schools and the impact of South African Legislation on successful management of school were also identified. It was found that relevant factors affects the success of a school and the South African legislation are also relevant in determining the success of the school. The next chapter presents the research design and methodology that was used in the study.

CHAPTER 3 RESEARCH DESIGN AND METHODS

3.1. INTRODUCTION

In the previous chapter, relevant literatures were reviewed in respect to the study under review. In this chapter, the research design and methodology was identified and discussed.

3.2. RESEARCH PROCEDURES

The research proceeded along the following steps as illustrated, in conjunction with the timetable given in 7.1 (Appendices).

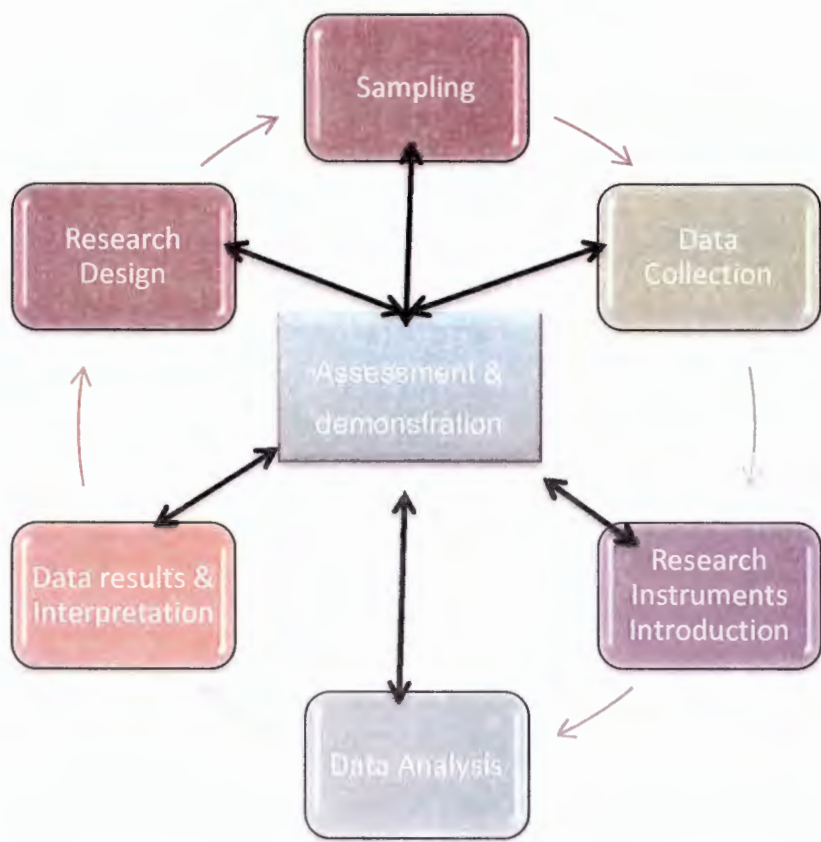


Figure 3-1: Research Procedure

3.3. RESEARCH QUESTIONS

As noted in Chapter One, the present study seeks to answer these research questions:

- I. What are the major determinants of Critical Success Factors in school management in general?
- II. What are the major determinants of Critical Success Factors in school management of Rekopantswe Area Office secondary schools?
- III. To what extent do Critical Success Factors impact on school management?
- IV. What are the roles and impact of Department of Education, educational legislation and school management on Critical Success Factors?

3.4. RESEARCH DESIGN

According to Maree (2010), research design is a strategy that is typically based on a philosophical assumption which helps in the selection of participants (qualitative) or respondents (quantitative), data collection procedures or statistical techniques to be used for the study and the analysis to be done. According to Creswell (2014) a researcher's philosophical assumption, design and methods all contribute to a research approach which can be quantitative, qualitative or the mixed methods approach. For this study, a quantitative research design was used.

Quantitative research essentially refers to the application of systematic steps of scientific research, while utilising quantitative properties in the study (Edmonds & Kennedy, 2013). In this approach, the occurrences of behaviour are counted, correct Maree (2010). The purpose of using quantitative research design is that it enables findings to be interpreted numerically. Also, through close ended questions, it made it possible to collect directly and indirectly, the respondents' reasons for a specific behaviour or attitude towards the determinants of Critical Success Factors in secondary schools.

3.5. SAMPLING

Research setting

The research was conducted in Rekopantswe Area Office secondary schools. These are public schools situated in and around Mahikeng in the North-West province. Rekopantswe

Area Office has about 19 secondary schools. The majority of the administrators under study are black and African. This area is responsible for the education of learners from different backgrounds, ethnicity, languages and social status. This reality also has a bearing on the administration of the schools.

3.5.2. Population

Burns and Susan (2005) explain that a population is a summation of all elements (individuals, objects and events) that meet the sample criteria. The study population of the present study is made up of all principals, deputy principals and subject specialist in the education field in Rekopantswe Area Office and at least one educators in each school.

3.3. Sample

A sample of 19 schools was selected from the number of secondary schools in Rekopantswe Mafikeng Education system of schools. The schools selected are owned and run under the auspices of the Government Schools Act. A convenient sample of four personnel from each school was selected, with sensitivity towards the gender (i.e. at least one of the respondents should be female and the other male) but without this having a bearing on who was selected. Respondent selected for the purpose of this study include the principals, deputy principal, educators and a subject chair in each school. A sample size of $19 \times 4 = 76$ respondents were achieved in all the schools. The researcher set out to test the research hypothesis of the dissertation through the use of the sample. Interferences have been made about the population, and a statistical test was conducted.

It was anticipated that this sample size of 72 respondents would be willing to participate in the research and meet the sampling criteria and the four months of data collection.

All respondents had to comply with the following criteria:

- be working under Mafikeng area
- be in the administration
- have a minimum of one year in administration
- be a willing participant
- be an adult and not a minor i.e. 16 years and older

- ➡ be of any gender or race
- ➡ mentally sound

The respondents in the school setup should be:

- ➡ a school manager
- ➡ the representative of the school management team (SMT)
- ➡ be the chairperson or proxy of the SGB
- ➡ knowledgeable and well versed with that school administration

The respondents in the Curriculum Department should:

- ➡ have at least a representative or be the Area Office Manager
- ➡ have at least a representative or be the Area Curriculum Co-ordinator
- ➡ have at least a representative or be the Subject Specialist

The respondents in the Education Directors office should be:

have at least two representatives or be the education directors
 knowledgeable and well versed with school policies especially administration of schools

The respondents in the Quality Assurance should be:

in the management of quality assurance in schools
 an assessor of quality in schools.

3.6. DATA COLLECTION

3.6.1 Data

The primary data sources are the questionnaires. The questionnaire was chosen as the primary source of information as the information was obtained from the respondents through the questionnaires that were distributed to the respondents. The questionnaire is in English as it is the language that most participants use in their administration duties and official correspondences. The questions asked were of different cognitive levels and open-ended and closed questions were used. Data were collected from the 72 respondents in the

different stated office administration. The questionnaires were tested for validity and reliability.

The secondary source of data were based on observation and document analysis. The normality and efficient management of the school was measured by the research through observation. The researcher observed the environments of the schools on three randomly selected days to determine if they functioned normally and whether the schools were efficiently managed through the implementation of set goals and targets. The document analysis enables the researcher to gain access to the results of the schools' performance on the set years as well as the number of learners and employees under the manager of that school as well as the chain of command.

3.6.2. Data-collection procedure

The data will be distributed by the researcher to the managers and the administrators in the education offices. The data was collected over two months and during school hours and during office working hours (0800hrs – 1600hrs).

3.6.3. Data-collection instrument

The data instrument was selected based on the objectives of the research, taking cognizance also of reliability, sensitivity, interpretability and validity. Maree (2010:80) indicates that various data collection instruments can enhance the credibility and trustworthiness of the data gathered.

3.6.3.1. Questionnaires

The questionnaire was developed at the North-West University. This questionnaire was used in the collection of primary data. This method aims to reduce subjectivity of the research and thereby render the results more objective.

Advantages of using questionnaires include:

- Reliability is greater than with observations as these tend to be subjective,

- Open ended questions guide the respondent to clear in his/her response;

- A standard is set when asking questions instead of making unplanned and uncorrelated observations;

Questionnaires are not biased or leading, and

- The researcher can clarify the questionnaire (make it simple, direct and fair).

The questionnaire contains the following categories:

Strategic contribution,

- Human resource professionalism,

- Talent management,

Human resource governance, risk and compliance,

Analytics and measurement,

Human resource service delivery,

Leadership and personal credibility,

Organisational capability,

Solution creation and implementation,

Interpersonal and communication skills,

Citizenship for the future, and

Human resource technology.

The questionnaire was pre-tested on a member of the School Management Team (SMT), respondent **A001** in Botswana and is included in Appendix A as a draft instrument.

3.6.3.2. Observation

The following functions of observations are identified by Maree (2010:83);

- To obtain data that could not be gained through interviewing. Observations concern the naturally occurring behaviour of people and events in the participating schools.

- Helps in recording the behavioural patterns of participants, objects, and occurrences without necessarily questioning or communicating with them. It is an everyday activity whereby we use our senses of seeing, hearing, touching, smelling, tasting, and also our intuition to gather bits of data. Observation as a data gathering technique to this study enabled the researcher to gain deeper insight and understanding of how the successful management of the school are been carried out.

Reliability refers to the degree of consistency with which an instrument measures the attribute it is designed to measure. This is of paramount importance in research. The questionnaire is hoped to increase the degree of reliability and also aims to minimise researchers' errors in data collection (Susanne, 2012:2). The researcher in this study ensured reliability by employing a pilot test as a source of pre-test (also known as stability) by administering questionnaires to one group of individuals, after which the same instrument was administered to the entire sample. In a pilot study, respondents are expected to complete the questionnaires in order to check clarity, increase reliability, validity and practicality, eliminate difficulty of wordings, and to gain feedback on the type of questions and their formats (Khethiwe, 2013). Reliability is important to quantitative researchers because it is a basis for validity, and measures whether or not a study obtains the same results each time

3.7. DATA ANALYSIS OF QUESTIONNAIRES

The questionnaire was pre-tested before being administered to the sample. The purpose of pre-testing is to test the validity of the questionnaire for the present research and to determine how respondents would participate, also to correct any shortcomings by refining the questionnaire.

The questionnaire was alpha-numerically named and data collected was summarised and entered into a computer. The data was entered into a spreadsheet and the data analysis was done in consultation with the aid of a statistician. The summary of the data was also presented in this study hereafter an overview of the respondents responses were also analysed and discussed in relation to the study. Respondents responses were presented in tables, charts and graphs and further interpretations of the data was made by the researcher.

3.7.1. Descriptive statistics

The study made use of descriptive statistics in analysing and discussing the findings to the research questions. Descriptive statistics uses the data to provide descriptions of the population, either through numerical calculations or graphs or tables (Newbold, Carlson and Thorne 2012). In determining this, measures of central tendency were measured. Different variables were explored by means of mean median, range and proportion. The information was summarised and presented and hereafter discussed in a comparative manner.

The level of correlation was tested using the z-test and correlation regression analysis. The chi-squared test was also used to determine if significant differences exist between the observed results of the different school managers management and the performance of that school, and thus also determine if the determinants are indeed responsible for the success in a school's administration or not.

3.8. ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE PROPOSED RESEARCH DESIGN

3.8.1. Qualitative and Quantitative research

Both qualitative research and quantitative research are typically conducted in the field of education. The choice of research is based on the type of study as well as the need, the purpose and nature of the research. The present research that aims to establish the determinants of success critical factors requires utilises the quantitative approach.

The quantitative research entailed the use of the questionnaires which the researcher administered. Thus the research included a quantitative component (questionnaires and the results of the learners at those particular schools) as well as a qualitative component (the modus operandi of the administrators). This approach ensures that the research is balanced.

3.9. RESEARCH ETHICS

Risks/Discomfort associated with being in this study

- The respondents have been assured that there are no pre-set risks in this research, whether it be physical or financially. There may, however, be unknown risks.

Right to refuse or withdraw

- The decision to participate in this study was entirely up to the respondents or sample subjects. They had the right to refuse to take part in the research at any time without affecting their rapport with the researcher of this study or North-West University. The respondents had the right not to respond to any single question, as well as to withdraw from the interview at any point during the research.

Payments

- No payments were made to respondents, in order to avoid coercing answers from them and thereby providing distorted responses and unethical answers.

Confidentiality

- This study is anonymous. The researcher did not gather or retain any data about the personal details of the respondents.
- The records of this study are kept strictly confidential. Research records have been encrypted and audio tape recordings were encoded and erased after being used.
- If permission was granted, the identity of the respondents may be acknowledged in publications.

Right of refusal and concerns

- If the respondents had any queries, they could direct them to the supervisor if the research cannot fully and satisfactorily answer them.

The email and contact details of the supervisor were made available on request and at the beginning of the research to all respondents.

3.10. SUMMARY OF CHAPTER

This chapter outlined the research design and methodology that guided the researcher in the effective conduct of the study: determinants of Critical Success Factors in secondary schools. The quantitative research design was utilised and data was collected through questionnaires, observations and document analysis. These methods of collecting data were used in order to draw rich information from the research questions. The next chapter deals with empirical findings which would be used in the interpretation and discussion of findings.

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CHAPTER 4 FINDINGS, RESULTS AND ANALYSIS

4.1. INTRODUCTION

In the previous chapter the research design and methodology that was used in this study were accurately outlined. This also guided the researcher during the process of data collection. This chapter presents the findings of the research as well as an analysis of the results. The results of the questionnaires are used together with the results obtained from questionnaires given out to the schools. The nature of the respondents may be alluded to, as well as the nature of their responses, experiences and attitudes towards determinants of success factor.

The findings of the research were presented and discussed according to the research questions of this study in an attempt to enable the researcher to answer the research questions. Furthermore, the nineteen schools that were researched are examined to provide further insight into their operations based on the staff responses. Evidence from the collecting of data for the past two year’s aids in determining the major determinants of success factors in the school management of Rekopantswe Area Office Secondary Schools.

4.2. SUMMARY OF RESPONSES

Table 4.1. Descriptive statistics on the case study processing

Descriptive Statistics

	N	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
how many educators are currently working in your school?	56	2.0893	.12027	.90004	.810	.130	.319	-1.160	.628
are all the educators involved in the success of the school?	56	1.6786	.08493	.63553	.404	.388	.319	-.632	.628
what factors lead to the success of the school	56	3.6964	.16888	1.26376	1.597	-.910	.319	-.041	.628
to what extent do the factors mentioned above have an impact on the school management?	56	1.9821	.10348	.77439	.600	.031	.319	-1.310	.628
does the Department Of Education have a role to play in the succes of the school?	56	1.0714	.03473	.25987	.068	3.421	.319	10.058	.628
what role do the department of education play in contributing to the success of the school?	56	1.8571	.11518	.86189	.743	.285	.319	-1.609	.628
how does the educational legislations and code of conducts of the school impact on the success of the school?	56	2.2500	.09276	.69413	.482	-.381	.319	-.848	.628
what role do you play as a principal or deputy in ensuring that the performance of learners in the school are successful?	56	2.6607	.15135	1.13260	1.283	-.298	.319	-1.294	.628
what factors can be seen as the major determinant of success in your school?	56	2.3214	.14882	1.11367	1.240	.141	.319	-1.354	.628
gender	56	1.5000	.06742	.50452	.255	.000	.319	-2.075	.628
	56								

Table 4.1 above gives a summary on the responses from the respondents in respect of the questions answered. From the above summary and descriptions it is evident that the 56 questionnaires used in this study were fully completed and analysed for the purpose of this study and no items were left behind.

4.3. DETERMINANT OF CRITICAL SUCCESS FACTORS

Responses from the participants revealed that the determinants of critical success in the Rekopantswe secondary school and in general are the same. As such, research question 1 and 2 were addresses these determinant of Critical Success Factors. The determinant of Critical Success Factors in schools were also reviewed in the literature review. After data has been collected, it was found that ages of the educators, their background, qualifications are the major determinants of Critical Success Factors in Rekopantswe Secondary Schools

and in general. This was done in order for the researcher to be able to answer the research question 1 and 2 of this study.

4.3.1. The background and experiences of the educators

The numbers of questionnaires received were fifty-six out of the anticipated seventy-two questionnaires with one hundred questionnaires given out initially. The educators claimed that the lost questionnaires and the researcher had to reprint and follow up on these. This explains the high number of questionnaire given out. Some of the questionnaires were partially completed and others were totally un-usable due to lack of responses as such the researcher made use of questionnaires that were fully completed in order not to have missing variables.

Educators were from different backgrounds and from different schools of different sizes and geographic locations in Rekopantswe Secondary Schools. The sampled educators are professionals in their field and are representative of the management teams of their schools, based on the questionnaire found in Appendix 1.

The experience of these administrative educators was remarkable. Their experience was categorised according to experience in terms of years of work, experiences gained in their current job, and experience in the current organisation and, lastly, in terms of human resources.

The respondents had a wide variety of teaching experience coupled with experience in management. The years of experience ranged from a minimum of 4 years to a maximum of 29 years' work experience. The female respondents also had between 10 and 29 years' experience.

Table4.2. Job Levels tabulation

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your job level?	60	100.0%	0	0.0%	60	100.0%

What is your job level? Cross-tabulation

		What is your job level?				Total
		Lower Management	Middle Management	Operational	Senior Management	
Gender	Male	3	9	4	15	31
	Female	6	6	7	10	29
Total		9	15	11	25	60

The relationship strengths can be summarised as such:

<0.2	No Association
0.2 – 0.6	Weak Association
0.6 – 0.8	Moderate Association
0.8 – 1.0	Strong Association

The number of respondents who indicated the number of employees in their organisation was 57 and not 59. Two of the respondents refrained from divulging that information.

Table 4.3. Employees' employment correlation

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
How many employees are working in your organisation? * Age	55	96.5%	2	3.5%	57	100.0%

Employees correlation numbers

Questionnaire number	How many employees are working in your organisation?														Total
	8	10	11	13	14	17	19	24	25	27	29	37	40	51	
Gender Male	2	5	2	3	1	1	4	3	1	1	1	0	2	2	28
Female	1	4	1	3	2	2	2	3	2	2	1	2	1	1	27
Total	3	9	3	6	3	3	6	6	3	3	2	2	3	3	55

Table 4.4 Educators and management response on experience

Questionnaire number	How many years have you been working as an educator or management														Total
	8	10	11	13	14	17	19	24	25	27	29	37	40	51	
Gender Male	4	5	8	6	15	11	14	3	15	5	11	6	24	29	
Female	6	5	11	13	16	5	21	13	12	8	12	8	22	29	

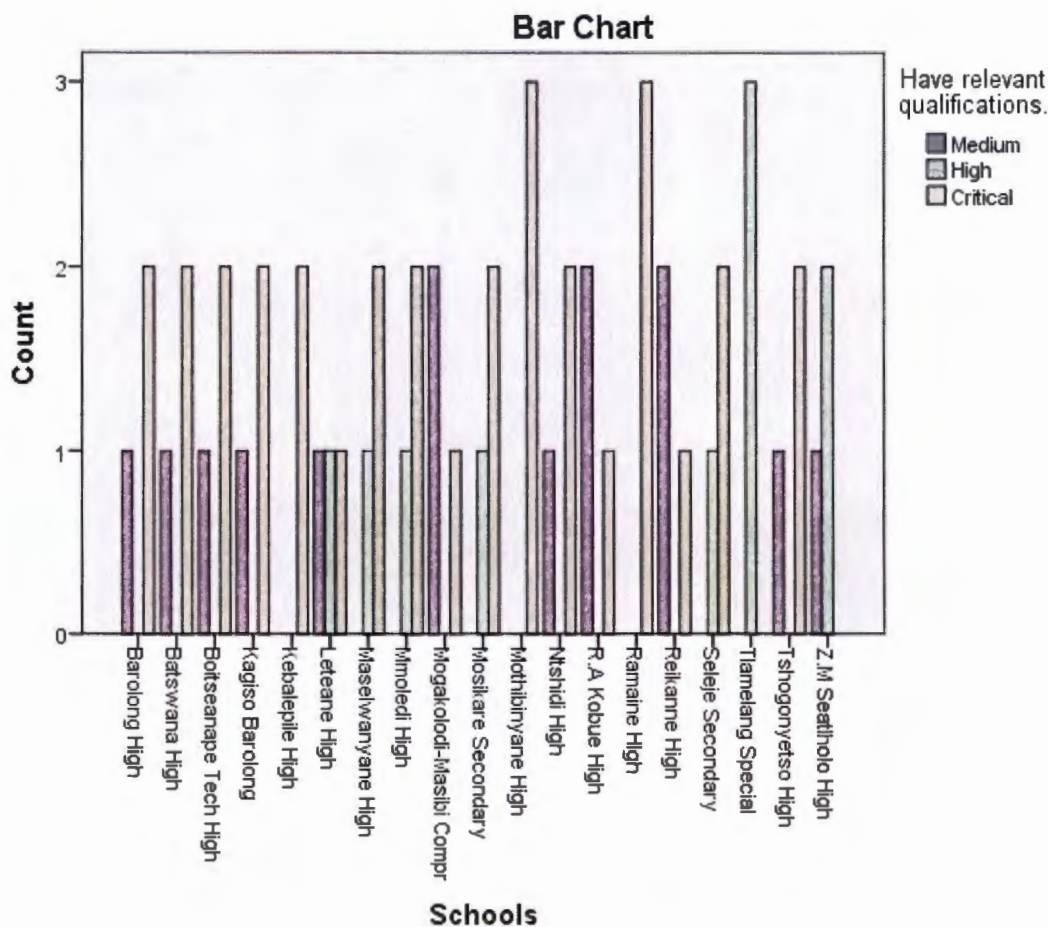


Figure 4.1 Bar chart of schools with relevant qualifications

The tables and figure presented above shows that the experience and qualification levels of the educators and managers in the secondary schools are indeed of good stands and hereby contributes to the success of the schools. As presented in chapter 2, Miller and Karen (2013) indicated that educators and managers of schools are expected to teach at high levels of effectiveness in order to reach the level of expectations that has been set for them in order to ensure success in the school. In addition the literature also reviewed that schools that work are schools with 100% pass rate and whose success are as a result of educators experiences, knowledge and background. Lynch (2008) affirms that schools with high quality educators tends to be successful and produces good grades. Therefore, it is evident that the qualifications and experiences of educators and school managements plays a vital role in the determinants of critical success factor in schools.

4.3.2 The age and gender of the educators

Apart from the experiences and qualifications of the school managements as the determinants of Critical Success Factors in the schools, findings to the study also revealed that the age and gender of the educators also contributes to the success of the school. The educators included males and females with a higher proportional representation of males as evidenced also by the higher number of males in most of the schools' management teams. Their ages ranged between 36 to 56 years. A total of 29 female respondents were noted, which means that females represents 48.33% of the population. 24% of the representatives were in the age range of 40 – 49 years with a further 13.79% of the female respondents in the upper range of 50 years – 65 years.

A total of 31 male respondents participated. The males represented a 51.67% proportion of the respondents. Their ages ranged between 40 to 51 years old with an 83.87% participants being in the age range of 40 – 49 years with a further 16.13% of the male respondents in the upper range of 50 years – 65 years. The information is summarised below in table format.

The average age of the respondents was 48.17 years with male respondents' age average being 45.45 years and their female counterparts having an average of 42.90 year. Thus the majority of female management has an average lower age than the male counterparts, and this can be a contributing factor in the decision-making of the schools' management as well as the success of the school.

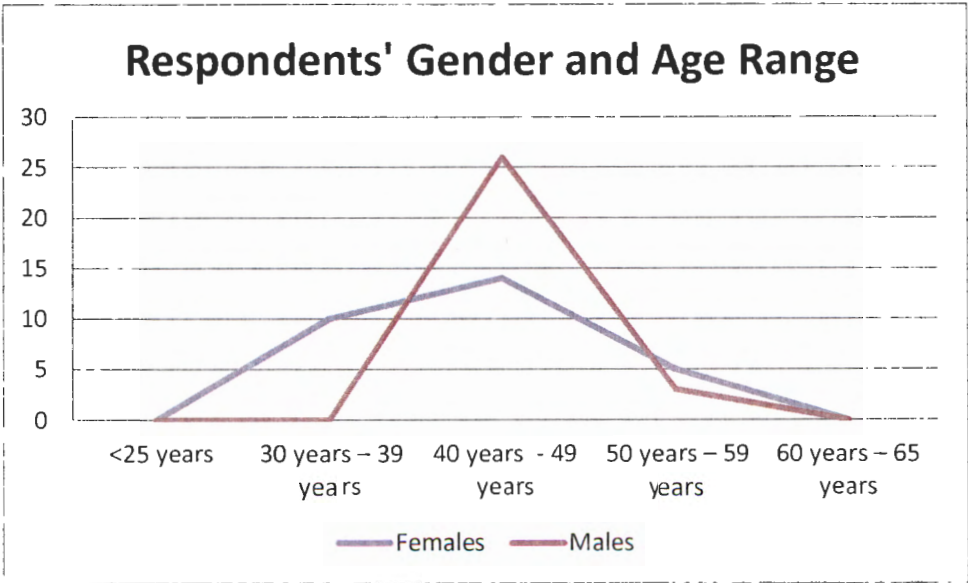


Figure 4.2: Respondents' gender and age graph comparison

From the figure above, it is evident that the leadership of all of the schools did not have college novices and none were of an age younger than 25 years. The majority of 18 to 25 year olds are either college graduates or temporary educators with little experience in management and are considered new entrants in the field of education. Most of the respondents in the present study were between the peak years of 39 to 50 years of age. Leadership or management of schools is not intended for newcomers. Garkaz, Banimahd & Esmaeili (2011) supports that internal conditions that enable schools not to perform well include, but are not limited to, quality and ages of educators as well as educator's motivation and commitment, and the Principal's leadership style and the extent to which he/she performs the functions or styles that many studies achievement. (See Chapter 2). This therefore implies that educator's age in schools plays a great deal in the success of the school. This is because the matured educators are more matured and experienced in teaching. All the matured educators were Setswana speakers of African ethnicity. Furthermore, the respondents were all working under the Department of Education and thus had an understanding of the operations of this entity, not as mere observers but as active participants. Since the respondents were Setswana speakers they also understood the cultural dynamics of the learners and the geographic ethos.

Even though the guideline document is quite specific regarding the steps to be taken by learners and school management teams (SMTs) in interpreting the results, educators require high levels of expertise and experience to successfully interpret assessment data in order to benefit their learners. Educators need to be able to administer the assessment, link the assessment items to specific skills and/or knowledge, correctly interpret the learners' responses and results, provide relevant and constructive feedback and then adjust their own teaching to meet the needs of the learners. If educators succeed in achieving all these steps, effective formative feedback can be said to have occurred. According to (Sefeane, 2015). According to her, for school management to ensure that educators are effective and able to improve instruction they can;

- reviewing the quality of staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;
- preventing ineffective teachers from transferring to these schools; and
- providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to educator and learner needs

4.3.2. The school environment

Observation made in the school visited revealed that 80% of the school were well organised, the environment are conducive for effective teaching and learning to take place. 60% of the schools have library and equipped with books, tables and chairs. Although most of the classrooms were not well organised, there is an indication that educators in their respective classes put more effort in ensuring that proper learning take place in the classroom. The fifth and final factor of a successful school presented in chapter 2 is in coalition with the result of the findings. This indicates that the extent to which the school is secure and organized also impact on the success of a school. For maximum learning to occur, learners need to feel secure and safe in the school environments (Miller and Karen 2013). Therefore school management should ensure that the school environment is conducive, well organised and secured in order to ensure proper learning which in turns creates success for the school.

4.3.4. School management meetings with parents and educators

Findings also revealed that majority of schools conduct regular meetings with educators in order to ensure that they are up to date with their curriculum and teachings and also with the parent to ensure that they contributes positively to the success of the school. Table 4.5 below shows the responses from the respondents in respect of the regularity of meeting conducted by the schools

Table 4.5. Respondents' responses on management meetings

VARIABLE	FREQUENCY	PERCENTAGE
1. Management meeting with parents		
Regularly	45	76
Not regularly	8	13
Occasionally	5	8
Not at all	2	3
TOTAL	60	100

2. Management meeting with educators		
Regularly	41	68
Not regularly	10	17
Occasionally	5	8
Not at all	4	7
TOTAL	60	100

Table 4.5 above examines the regularity of meetings conducted by the school management with the educators and parents of the schools. As far as the management meetings with parents is concerned, 76% of the respondent answered that the management meeting are held regularly while 13% feels that the management meetings with parents are not held regularly. 8% reported that the management meetings were held occasionally and 3% indicated that the management meetings were never held. In terms of the management meetings with educators, 68% indicated that the management meetings with the educators are held regularly, 17% affirms that the meetings were not held regularly, 8% said occasionally while 7% indicated that the management meetings with educators was never held.

From the presentation above, there is a glaring evident that the management of schools in Rekopantswe secondary schools regularly conduct meetings with educators and parents for the success of the school. Even though there are other respondents that disagree with this, the percentage of those that disagree with this are found to be immaterial. According to Mohapi (2014:275), decision-making and success of the school is ensured by selecting a logical choice daily by the school management for making strategic decisions for the uplift and goodwill of the school in general. WCED (2007:16) and (RSA, 1996a), parents, learners and educators must be involved during the adoption process of the Code of Conduct and vision and mission of the school, and the ethical background of the community must be taken into consideration. Parents are expected to contribute positively to the success of the school through this involvement. The first factor of successful school identified in chapter two was quality leadership. It was reviewed that learners perform better where the principal

provides strong leadership. Effective leaders are visible, able to successfully convey the school's goals and visions, collaborate with educators to enhance their skills, and are involved in the discovery of and solutions to problems (Miller and Karen 2013). It was also found that schools that work are schools that engage the parents, educators and governing bodies in regular activities that would help in attaining success for the schools (Malcolm, Keane, Hoohlo, Kgaka & Ovens, 2000; Christie et al., 2007). Therefore to ensure success in the schools it is important for school management to regularly involve the parents, educators and other stakeholder of the school on meetings were the success or the ways in which success can be achieved in the schools.

4.3.5. Management provision of in-service training

Findings from the research revealed that the in-service training provided by the school management to all members of the staff are also one of the determinants Critical Success Factors in schools. Table 4.6. Shows the respondents responses in relation to the in-service training in the schools.

Table 4.6. Respondent's response on management provisions of in-service training

Variables	Frequency	percentage
1. Management provisions of in-service training		
Regularly	55	92
Not regularly	2	3
Occasionally	2	3
Not at all	1	2
TOTAL	60	100

From the table above, 92% of respondents in the study all indicated that the school management provides in-service training to the staff members, 2% said not regularly, 2% indicated occasionally and 1% said not at all. This implies that the success of a school is determined by the in-service training provided by the school management to the members

of the school. Lynch (2008) affirms that school effectiveness can also be influenced by the frequency, relevancy, and quality of the teacher professional development offered by the school and/or school district. As identified in chapter two a business success is also determined by the service and programmes organised by the managers in order to train the staff members (Jenster 1987). Therefore, it is evident that school management should at all times provide training for the educators, learners and other stakeholders in order to ensure that the school is successful and its objectives are attained.

4.4. THE IMPACT OF CRITICAL SUCCESS FACTORS ON SCHOOL MANAGEMENT

This is the third research objective for this study. Findings have revealed that the factors that was mentioned above have various impact on school management. It was revealed that Critical Success Factors enables learners to have good better result, educators develop positive attitudes towards work and students and it keeps school managements and the learners to remain motivated in succeeding. Below is a description of the responses from the respondents in the secondary schools. These responses are first presented in a table format, hereafter analysed in Bar chart and pie chart. This was done in order to enable the reader to have an understanding on which impact plays a major role in school management.

Table 4.7 Critical Success Factors impact on the school management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learners get better results	17	29.8	30.4	30.4
	Educators develop positive attitudes towards works and students	23	40.4	41.1	71.4
	Learners remains motivated in learning	16	28.1	28.6	100.0
	Total	56	98.2	100.0	
Missing	System	1	1.8		
Total		57	100.0		

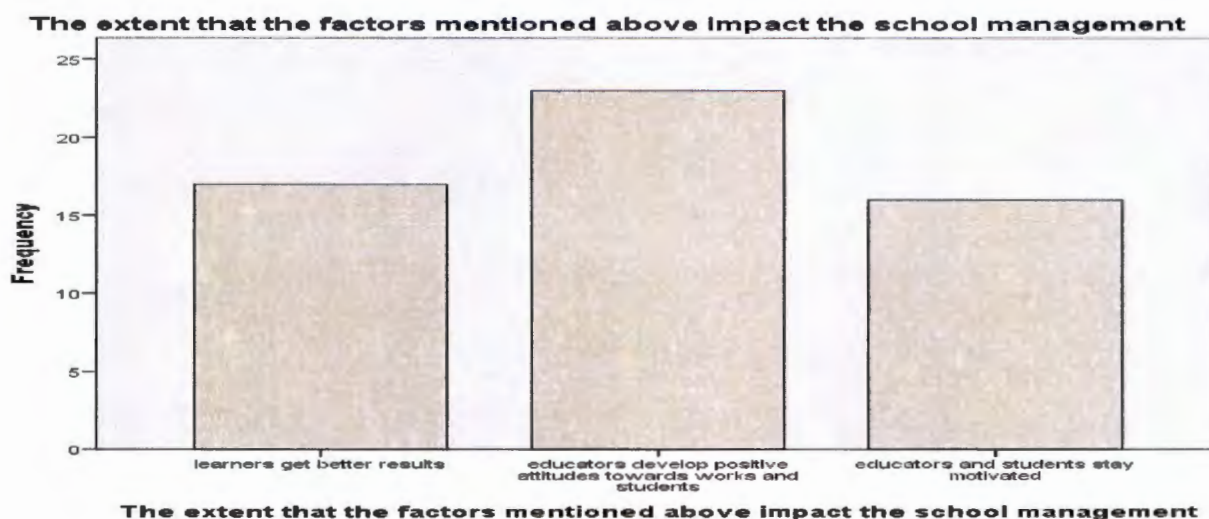


Figure 4.3. Bar chart on the impact of Critical Success Factors in school management

4.4.1. Learners get better results

Findings has proven that when schools are successful, learners in the schools always achieve a better results. From the table 4.7 above, it is evident that from the 56 respondent responses, 17 respondents indicated that Critical Success Factors enables leaners in the school to have better results. As indicated in chapter 2, school principal's leadership style is one of the crucial factors in a school's success, because it has a direct bearing on satisfaction, commitment, motivation, quality and level of educator performance, as well as an indirect effect on learners' achievements. When schools are successful it exposes the principal in taking proactive measures that would enable the school to retain the learner's success. These measures ensures that the educators in the successful schools are retained and that learners have the necessary facilities that enabled them to continuing getting better result be successful (Notman, Henry, Latham, Potaka, Denis Slowley, and Ross 2009).

According to Van der Berg, Taylor, Gustafsson, Spaul & Armstrong (2011) Learner's performance is dependent on many factors other than the level of educator's performance and effort in the classroom. Performance measures must therefore ensure that an accurate measure of educator's performance is taken and educator's should not be "punished" for factors outside their control that adversely affect the performance of their learners. Hoadley (2010) finds that low time-on-task and content exposure, poor curriculum coverage, low teacher-expectations and insufficient use of textbooks all erode the opportunity to learn. Hence for a school to remain successful, it is important that the school managements and

relevant stakeholders ensures that the good performance of learners are retained. This can be done by providing the necessary teaching facilities and educators that would foster effective teaching and learning in the schools.

4.4.2. Educators develop positive attitudes in teaching the learners

When school are successful the educators in the schools develops positive attitudes in teaching and remaining in the school. This is evident from the findings in this study presented above. From the 56 respondents for this study, 26 are of the opinion that the impact of critical success to school management is that educators in the schools develops positive attitudes in teaching the learners as well as in retaining their jobs. From the charts it is evident that this response from the respondents have a high percentage. In order to retain this impact, school management should therefore ensure that educators are provided with incentives as a reward for their hard works DBE (2011a). Hoadley et al (2009) affirms that successful instructional leadership occurs through ensuring curriculum coverage, good management of resources and structuring the school day effectively. Weak instructional leadership therefore can be highlighted by evidence of insufficient curriculum coverage, poor management of resources and loss of teaching time.

To buttress this point further, Table 4.8, and Figure4.4 shows the level of involvement of educators in the success of the schools.

Table 4.8. Educator’s involvement in the success of the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	23	40.4	41.1	41.1
	no	28	49.1	50.0	91.1
	some are	5	8.8	8.9	100.0
	Total	56	98.2	100.0	
Missing	System	1	1.8		
Total		57	100.0		

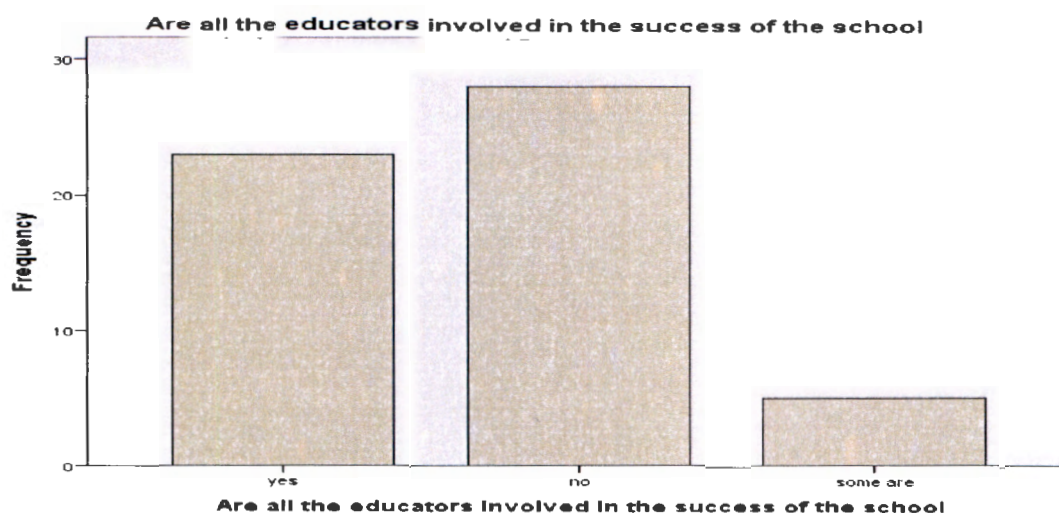


Figure 4.4. Educator's involvement in the success of the school

From Table 4.8 and Figure 4.5 above, 23 respondents from the schools are of the opinion that educators in the schools are involved in the success of the school. This implies that there is a clear evidence that the educators have a positive attitudes in teaching the learners due to the success made in the schools. Even though the number of respondents that indicated that educators are not involved the ensuring success of the school are more, the percentage is not significant because the observation made by the researcher in the school revealed that educators were involved in classroom teaching while those classes that had free period were silent and studying their books. DBE (2011a) affirms educators should be much more competent in identifying what their learners know and how they came to have this knowledge and coming up with strategies to close the gaps between learners' knowledge and expectations in the Curriculum and Assessment Policy Statements (CAPS). There is a clear evident from this study that Critical Success Factors enables educators to be positive in teaching the learners with hope that they would continue to attain a good result.

4.4.3. Learners remain motivated in learning

All South African learner should have access to learning facilities that are closely monitored and well supported ensuring a high quality so as to enable learners to be successful in learning DBE (2011b). A successful learner remains motivated in learning and do not aim to fall in his or her performance. Finding from this study has proven that the Critical Success Factors identified in this study has an impact on school management by ensuring that learners remain motivated in learning. 19 respondents from the 56 affirms this impact. This

can be found from Table 4.10 and Figure 4.3 above. Paul (2013) indicated that scientific research has provided with a number of ways to get the learning juices flowing, none of which involve paying money for good grades. And most smart educators know this, even without scientific proof. These ways include;

- **Fine-tune the challenge.** We're most learners are motivated to learn when the task before them is matched to their level of skill: not so easy as to be boring, and not so hard as to be frustrating. Deliberately fashion the learning exercise so that learners are working at the very edge of your abilities, and keep upping the difficulty as they improve.
- **Start with the question, not the answer.** Memorizing information is boring. Discovering the solution to a puzzle is invigorating. Present material to be learned not as a *fait accompli*, but as a live question begging to be explored.
- **Encourage learners to beat their personal best:** Some learning tasks, like memorizing the multiplication table or a list of names or facts, are simply not interesting in themselves. Educators should generate motivation by encouraging learners to compete against themselves: run through the material once to establish a baseline, then keep track of how much they improve (in speed, in accuracy) each time.
- **Connect abstract learning to concrete situations:** Adopt the case-study method that has proven so effective for business, medical and law school students: apply abstract theories and concepts to a real-world scenario, using these formulations to analyse and make sense of situations involving real people and real stakes.
- **Make it social.** Put together a learning group, or have learners find learning partners with whom they can share their moments of discovery and points of confusion. Divide the learning task into parts, and take turns being educators and learners. The simple act of explaining what they're learning out loud will help them understand and remember it better.
- **Go deep:** Almost any subject is interesting once you get inside it. Assign the task of becoming the world's expert on one small aspect of the material they have to learn—then extend their new expertise outward by exploring how the piece they know so well connects to all the other pieces they need to know about.

Learners who are not motivated will not learn effectively. They will not retain information, they will also not participate and some of them may even become disruptive. Learners with good performance may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the educators methods of teaching un-engaging or be distracted

by external forces. Great educators should therefore retain the learner's success, keep them motivated, make learning fun and inspire them to reach their full potentials.

4.5 THE ROLES AND IMPACT OF DEPARTMENT OF EDUCATION, SCHOOL MANAGEMENT AND EDUCATIONAL LEGISLATION ON CRITICAL SUCCESS FACTORS

This is the final research objective for this study. Finding has revealed that the Department of Education and subordinate legislations impact on the Critical Success Factors of the schools. A summary and description statistics of respondent's response have been presented in is presented in Table 4.1 and Table 4.2 above. For the purpose of the study, the roles played by the Department of Educations (DoE), school management and subordinate legislation on Critical Success Factors in schools would be presented separately in three parts.

4.5.1. Roles played by DoE

Table 4.9. Roles played by the Department of Education in contributing to the success of the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Support the school with finances and raw materials	25	43.9	44.6	44.6
	Check if implementations are being carried out	14	24.6	25.0	69.6
	Monitor the adherence of the school to the national policy	17	29.8	30.4	100.0
	Total	56	98.2	100.0	
Missing	System	1	1.8		
Total		57	100.0		

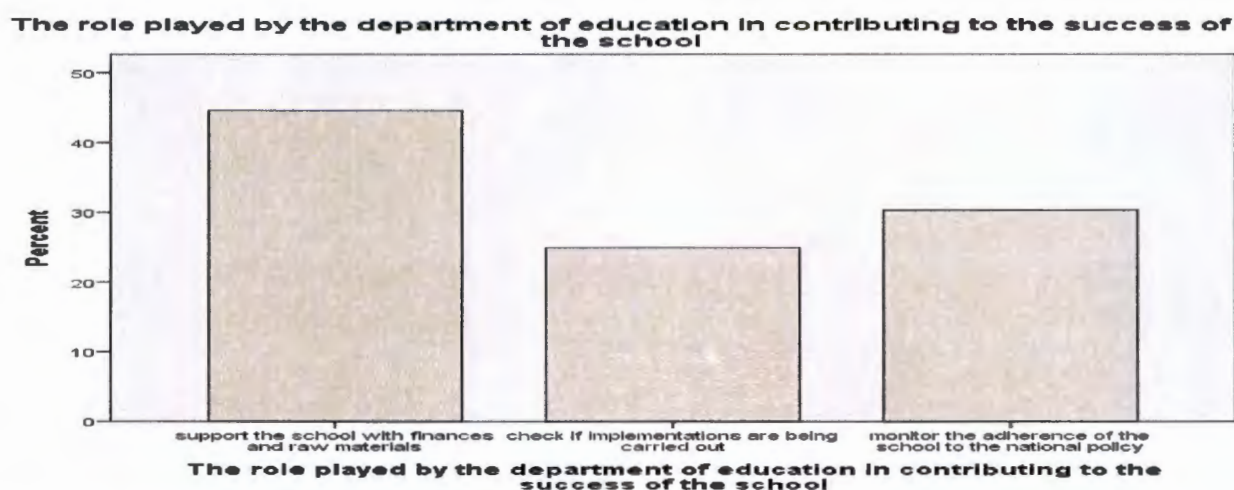


Figure 4.5 Roles played by the Department of Education in contributing to the success of the school

Findings from the study has reviewed that the Department of Education plays an important role in ensuring that the schools are successful. These roles includes supporting the schools with finance and raw materials, checking if the school DoE implementation plans are been carried out by the schools and monitoring the adherence of the school to the national policy.

4.5.1.1. Finance and resource

There is a true reflection from the respondents responses in table 4.9 above that the DoE supports the secondary schools with finance and resources that would help to foster the success of the schools. 25 respondents from this study affirms this findings as proven in the charts above. The DoE funding policies aim to remove inequities in the distribution of public resources for education, both across provinces and within provinces. The logical direction of policy is that personnel allocation costs to schools should be funded, eventually, on the basis of an equitable cost per learner, in order to address more efficiently the aim of redress and equity in the provision of quality education. However, these norms and the funding practices are not yet based on a strict equitable cost per learner (DBE, 2011a).

The aim of the DBE is to develop, maintain and support a South African school education system for the 21st century in which all citizens have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa. The DBE has also implemented various policies and measures to ensure the safety of all learners, educators and relevant stakeholders in schools. There have been Interventions which has focused on

addressing elements of physical infrastructure related to proper fencing, alarm systems and burglar-proofing, resilience building programmes for schools and the strengthening of partnerships with relevant stakeholders in the education system.

To buttress this point further, the Department of Basic Education (DBE) has since aligned its Action Plan to take account of the 2030 timelines prescribed in the National Development Plan (NDP): Vision 2030. The Action Plan to 2019: Towards the Realisation of Schooling 2030, is expected to guide the basic education sector in its work. Among other things, the plan requires the department to use school as a vehicle for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture. Over the medium term, the DBE was expected to improve school infrastructure; improve curriculum delivery; reduce illiteracy; increase the number of learners completing Grade 12 (Matric); ensure the adequate supply of quality teachers, and assess the quality of teaching and learning. The department would also provide infrastructures, equipment and teacher training to improve participation and success rates in mathematics, science and technology, including structured training programmes in technical maths and science for subject advisors and teachers (DBE, 2010). Therefore it is evident from literatures and findings that the DoE impact on the critical success of the schools by providing funds and resources to the schools.

4.5.1.2. Implementation of the DoE plans by the school

Findings have also revealed that the DoE monitors the schools in order to ensure that the implementation plans outlined by the DoE are been carried out. Hence 14 respondents affirms this role played by the DoE. For example, officials from the DoE are sent to schools to ensure that the action plan for that year as well as the policy of the DoE are been implemented by the schools. The also ensures that the schools Provide the adequate basic services such as water, sanitation and electricity with the funds allocated for them to do so.

4.5.1.3. Monitor the adherence of the school to the national policy

Schools are expected to adhere to the school policy as such the DoE deemed it fit to ensure that schools adhere to the school policy in order to ensure safety, surety and effective teaching and learning. Basic annual management processes such as Budgeting, Annual reporting and School Improvement Planning are required to take place across all public schools in the country in a way that contributes towards a functional school environment

(RSA, 2001). Every school is required to have an annually updated School Improvement Plan, detailing what the key challenges of the school are and how they will be addressed. Prior to developing a School Improvement Plan, it is essential that school communities undertake School Self Evaluation, in accordance with the National Policy on Whole School Evaluation. The School Self Evaluation exercise will enable school communities to undertake a realistic and honest assessment of their school against the criteria within the nine areas of evaluation as set out in the Whole School Evaluation policy. The following are the key areas of evaluation carried out by the DoE as prescribed by the policy:

- Quality of teaching and learning, and educator development;
- Curriculum provision and resources;
- Learner achievement;
- Basic functionality of the school;
- Leadership, management and communication;
- Governance and relationships;
- School safety, security and discipline;
- School infrastructure and
- Parents and community engagement in success of schools.

4.5.2. The impact of educational legislation on school success

Table 4.10. The impact of educational legislations and code of conducts of the school on the success of the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no impact	8	14.0	14.3	14.3
	positive impact	26	45.6	46.4	60.7
	negative impact	22	38.6	39.3	100.0
	Total	56	98.2	100.0	
Missing	System	1	1.8		
Total		57	100.0		

The impact educational legislations and code of conducts of the school on the success of the school

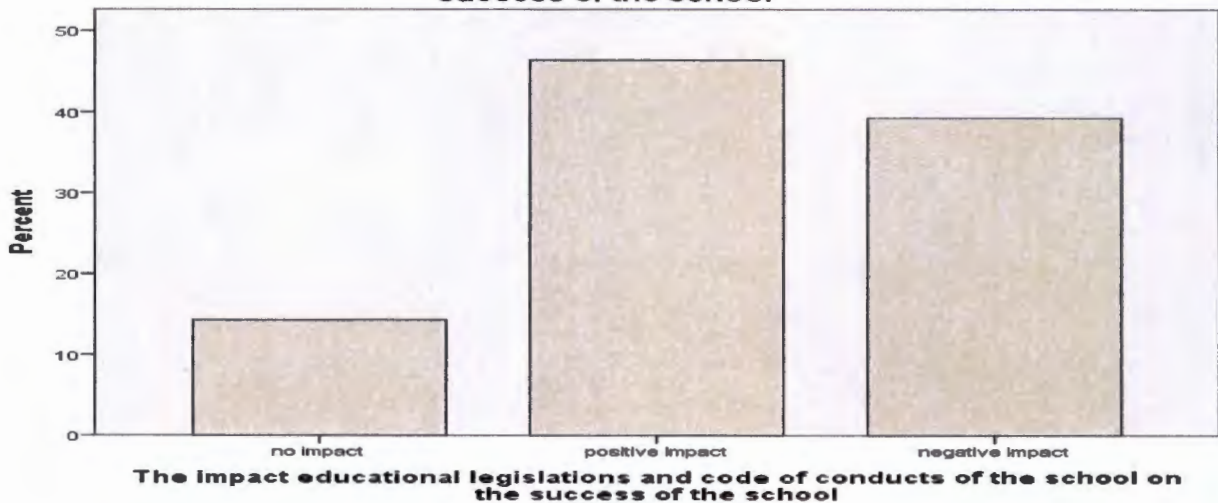


Figure 4.6. The impact of educational legislations and code of conducts of the school on the success of the school

From the respondent response, 26 indicated that the educational legislation has contributed positively to the success of the school, 22 indicated negatively while 8 said no impact on the success of the school. From the literature, it was reviewed that the department has developed a National Strategy for the Prevention and Management of Alcohol and Drug Use amongst learners in schools. Schools have been provided with a guide to drug testing in South African Schools. In addition, a National School Safety Framework has been developed to serve as a management tool for provincial and district officials responsible for school safety, principals, senior management team members, SGB members, teachers and learners to identify and manage risk and threats of violence in and around schools (DBE, 2011b).

The educational legislations identified in chapter 2 have a positive impacts on the running and administration of schools in South Africa. For example the constitution mandates as stated in Section 29 of the constitution enshrines the right to education, and defines the positive responsibilities of the state in this respect. The Section states “Everyone has the right to a basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible.” The section also states that that “Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In addition to this, without the educational

legislation learners tends to misbehave and success would not be attained due to the misconduct in schools. Hence, the educations legislations has a huge impact to play on the critical success factor of schools.

4.5.3 Roles played by the school management on the success of the school

Table 4.11. The role played by school management in ensuring that the performance of learners in the school are successful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Motivate them to work hard	13	22.8	23.2	23.2
	Distribute duties equally amongst educators	9	15.8	16.1	39.3
	Make time to conduct extra classes	18	31.6	32.1	71.4
	Self-inspect the teaching environments	16	28.1	28.6	100.0
	Total	56	98.2	100.0	
Missing	System	1	1.8		
Total		57	100.0		

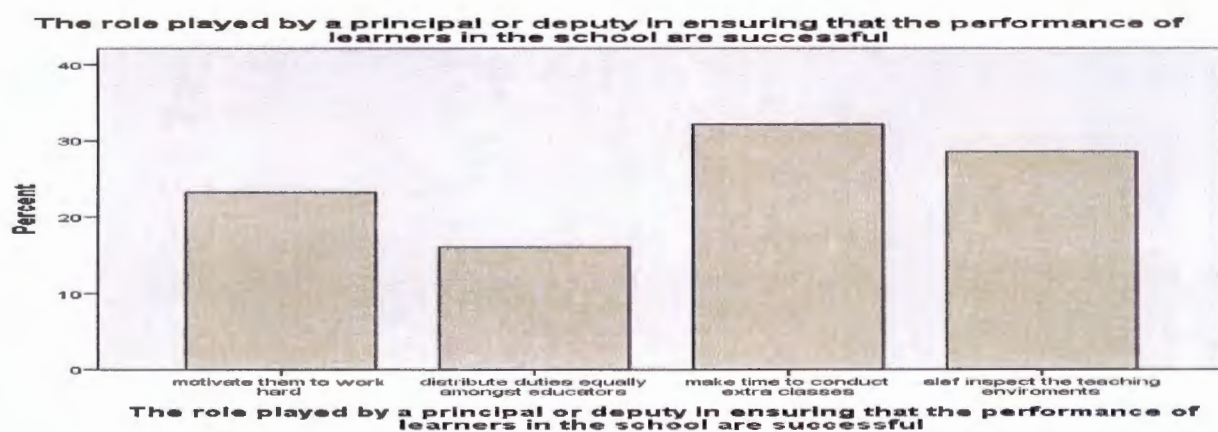


Figure 4.7. The role played by school management in ensuring that the performance of learners in the school are successful

The school principal's role has evolved rather significantly over the past few decades. Principal's job responsibilities have changed dramatically. One of the biggest changes that principals must accept is that measurable academic student growth is required yearly. In addition to holding the largely managerial responsibilities of the past, today's principals are expected to lead their schools, increase student learning, and help staff to grow professionally. Research over the last thirty years indicates that principals are the catalyst for shaping school improvements, creating lasting foundations for student learning, and accelerating teacher effectiveness. They were often referred to as heroic in nature and that is no longer the case.

Findings from the study revealed that for schools management to ensure that the performance of learners in the school are successful, 13 respondents indicated that school management should motivate learners to work hard, 9 respondents on the other hand indicated that school management should distribute duties equally amongst educators. 18 respondents said that extra classes should be conducted while 16 said school management should self-inspect the school environment in order to ensure that the effective functioning of the school.

4.5.3.1. Distributing duties equally to educators

School management should ensure that educators have the same work load in facilitating success in the school. Educational leadership is complex, and a school leader must be willing to tackle the daily challenges that come with the role. One particular approach to this role is through sharing leadership or distributed leadership. The role of the principal is crucial in creating an equal distributing leadership opportunities for staff members. The principal is responsible for creating leadership opportunities, identifying educators, and clearly communicating the purpose of their leadership functions. One thing that Spillane (2005) points out is the principal does not have to be the expert on everything, but is the instructional leader. The expertise can come from others in the building but such expertise should be distributed through the school. Educators should be given equal task in order to avoid unnecessary work load on the educators.

Educators can become overstressed by shared decision-making, and the benefits of participation do not necessarily equate to better teaching practice or to the benefit of the school as a whole, especially if educator and organizational goals are not well aligned (Mayrowetz et al, 2008). This argument ties directly to a major component of Spillanes work that indicates that leadership is embedded in the vision of improving teaching and learning.

Distributed leadership is a framework for focusing work to guide and to help design practices for improvement and it is NOT a recipe or a blueprint for work load on educators. Principals must engage in the practice of leading and managing teaching and learning. School staffs have to become agents in this work (Spillane, 2005).

4.5.3.2. Conducting extra classes

Findings from this study has also revealed that school management should ensure that educators conduct extra classes for learners in order to keep them busy with their studies. According to Santhi, (2011) one of the education system's biggest challenges is to improve the performance of learners who are far below par, specifically in mathematics. The more time that learners spend in the classroom, the more they will learn and achieve is the mind-set of the parents and educators at school. Around the world, extra classes are a phenomenon. That is the premise of a proposal to provide extra instruction for learners who lag behind academically or are at risk of failing to meet state and federal education achievement standards. Individuals request them and many governments and educational jurisdictions embrace them. According to him, Extra classes have been a fixture in the education system of our country for as long as we care to recall. They pre-date all existing educational programmes and examinations.

Although educators time-on-task is often raised as a serious concern, existing evidence regarding the impact of teaching time on learner performance is not compelling in either direction. Some studies have not found evidence that insufficient teaching time (based on self-reported data) is a key factor behind under-performance (Taylor, 2011: Gustafsson and Patel, 2008). On the other hand Shepherd (2011) finds that extra classes offered by educators outside the normal school day are associated with better learner results. Prinsloo (2008) affirms that extra classes enable the learners to be up to date with their school works and also enables them to be able to have one-on-one discussions with their educators since they do not have time to ask questions in class. Therefore it is important that the school management ensures that learners are involved in extra classes after schools and during holidays in order to enhance success in the school.

4.5.3.3. Self-inspecting the school environment

The DoE has designed a checklist that should be used by school management to self-inspect a school in order to ensure effective teaching and learning in the school. The Dutch

Supervision Act of 2002 states that 'through inspection the government guarantees that schools will deliver a satisfactory level of school inspections and school improvement and that 'through inspection, the government stimulates schools to develop their own quality assurance systems, which will lead to improvement in the quality of education (Ehren and Visscher, 2008)

The self-inspect include observation of lessons, interviews with school leaders; educators and sometimes with parents and pupils. Other elements of school visits in most countries include questionnaires to be completed by school staff in preparation for the school visits; and the study of school documents (for example about pupil care) (Standaert, 2000). It is expected that this approach will enable schools to learn about their strengths and weaknesses and to also improve any underperformance of learners

4.5. SUMMARY OF CHAPTER

The success of a school is dependent on the age, experience, qualification, school environment as the school management meetings conducted in the school. Hence it is important for secondary schools to ensure that the school remain successful. This should be done by employing relevant strategies that has been revealed in this study and by ensuring that the educators, DoE as well as the school management contributes towards retain the success factors identified in this study.

CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

In the previous chapter the responses from the respondents were analysed and discussed. In this chapter, the conclusions and relevant recommendations for the study was made in order to enhance the study further.

In this dissertation, a numbers of determinants of success factors were explored according to the different sources of critical success as found in the education sector. It was found that school had a brand that it sells. Successful schools were those who guarded their school brand closely, i.e. the reputation of the school, the staff and their relationship with anyone who comes to the school. This was one of the major critical determinants of success factors of the performing schools. This factor was influenced by the schools' ability to advertise and to promote the school in order to maintain visibility in the eyes of the public. At these schools, an open door policy was maintained when experiencing competition from other schools. This gave the successful schools an edge over others.

These were the major determinants of Critical Success Factors in school management of Rekopantswe Area Office secondary school. As alluded to earlier, these major determinants are not exhaustive but provide a basis for the major success factors of management in schools and also for future studies.

In the education industry, the major driver is the DoE, as government policies have a significant impact on a school's management. Changes in policies affect the school's management because all schools have to comply with the regulations and policies promulgated by Government. The DoE therefore has a more direct effect on the Critical Success Factors related to school management than other stakeholders. Government, through Parliament, create and pass policies, which are in turn, implemented by the Department of Education to the area offices and finally to the schools.

The DoE also has the role of drafting policies which affect the legislation related to Critical Success Factors, whilst the school management are the implementers of those policies on the ground. These can stretch as far as the curriculum policies and changes therein, as was the case of Continuous Assessment Policy Statement (CAPS) document.

The major determinants of Critical Success Factors are summarised below:

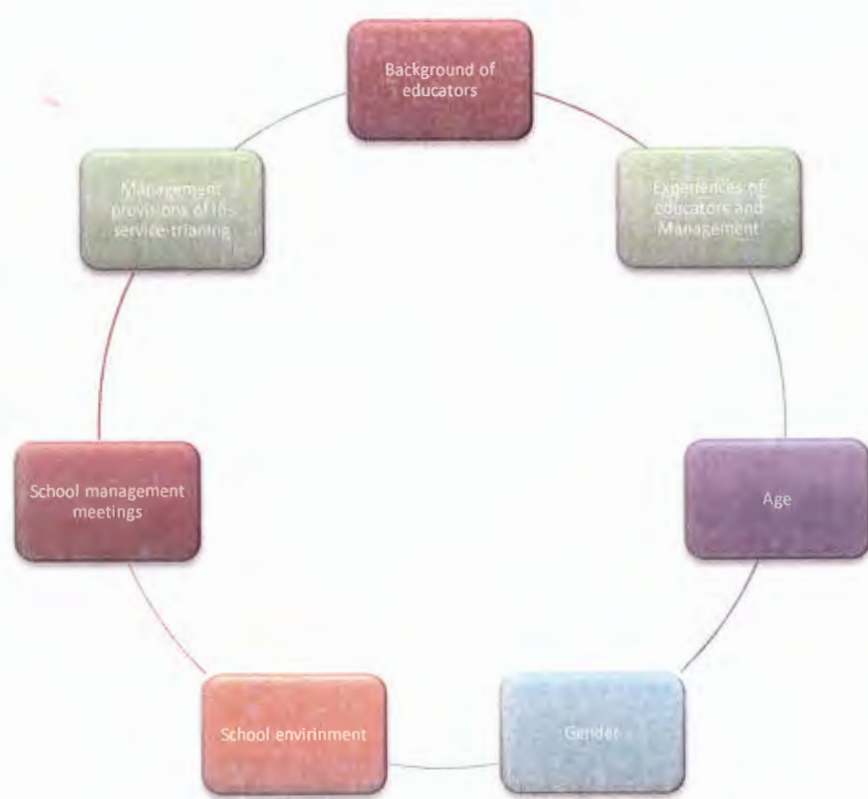


Figure 5.1: Major determinants of Critical Success Factor

5.2. RECOMMENDATIONS FOR THE STUDY

The research findings fulfilled the objectives of the study and attained the goals and aims set out in chapter 1. The researcher also provided a base for conclusions and possible avenues for further studies. The research also paved the way for researching other major determinants of Critical Success Factors in the administration of school management. The strategic contributions, whether for the short term or the longer term, are critical for the success of the organisation.

5.2.1. RECOMMENDATION 1

Most of the schools claimed to be have made strategic contributions as part of their success factors, but closer scrutiny revealed that the schools that succeeded, did not only generate strategic top-management resource function, but also performed follow-ups on these.

The researcher recommends schools that seek to be successful should have timely and effective strategic planning, coupled with proper decision-making processes to develop human resources, and to effectively establish communication channels through a clear strategic vision generation that is followed through. Successful schools do not operate in a vacuum but in an environment with other competitors. As such, a very strong operations strategy is needed for to fulfil the expectations of the stakeholders. As Hayes points out, effective operations strategies need to be consistent and contribute to a competitive advantage (Hayes, 2005). The school management team needs to understand the fact that the decisions they make have far-reaching consequences, both negatively and positively speaking. This relates to the achievements of successful school's objectives and performance. Slack, Chambers and Johnson Slack (2004), argue that there are basically five operations performance objectives:

Cost - the ability to produce at low cost

Speed – the ability to produce in accordance with specification and without error.

Dependability: The ability to deliver products and services in accordance with promises made to customers (e.g. in a quotation or other published information).

Flexibility: The ability to change operations. Flexibility can comprise up to four aspects:

- i. The ability to change the volume of production.

- ii. The ability to change the time taken to produce.
 - iii. The ability to change the mix of different products or services produced.
 - iv. The ability to innovate and introduce new products and services.
- Quality: The ability to produce in accordance with specification and without error.

Excelling in all these will inevitably position the school advantageously.

As was alluded to earlier, an operations strategy will set the tone for the roles of the objectives and use of resources and the particular operations and operational functions. Below a number of recommendations are presented.

5.2.2. RECOMMENDATION 2

An inconsistent leadership style by the principal causes those affected by the style such as the educators, members of staff and even learners to waste considerable time trying to figure out how to best work with him or her. Time is wasted trying to predict how he or she will behave in different situations, and understanding what the principal really means, wants, or expects at any given moment. A need for clear and precise leadership style is needed in this regard that.

The researcher recommends that principals should guard against leadership laxity. This causes a retarded information flow due and inconsistencies, as well as slow decision-making and problem-solving processes that ultimately increase the stress of those affected by principals. Even when a principals' leadership styles is not well received, he or she can at least act consistency to make it possible for those affected by him or her to learn to work around it. Ideally, principals should develop a style that is well received as well as consistent.

Leadership within any school organisation is a vital feature which requires serious deliberation, because organisations and communities begin with and exist thanks to their principals; they fall or rise, thrive or fail, because they have good or poor principals. John C. Maxwell states in his book, *21 irrefutable laws of leadership* that everything depends on leadership. Principals should take that into cognizance in the running of the school, and they should take professed ownership and accountability of everything that takes place at the school.

In order to have dynamic successful schools in the 21st century, leaders of the institution should be flexible as the world is changing into a global village. However, they should maintain a consistent leadership style. Consistency does not mean inflexible, robot-like conduct, but it does mean that a measure of uniformity, predictability and stability in leadership is necessary. A sound leadership style will project a particular emphasis on performance and people. It's all about leadership styles that work.

5.2.3. RECOMMENDATION 3

The promotion of education is a fundamental objective of the DoE. The most important educational resource is people – learners and educators. However, it has to be recognised that in the present and the foreseeable future, economic and political restrictions will mean that it is unlikely that an adequate supply of suitably trained educators will be available to fulfil the need for them. When human resources are insufficient, it is often easier to procure and provide technological solutions that not only augment but also provide sufficient guidance, for example by using eLearning material. Technology can play a highly advantageous role. Although economic costs can affect access to technology, it can be a good investment for our children.

The researcher recommends that schools should consider moving to paperless classes to remain successful and cement their position as successful schools. This is a major determinant for the successful management of secondary schools in Ngaka Modiri Molema district, and in particular, Rekopantswe Area Office.

Rekopantswe Schools are recommended to take advantage of the use of tablets with relevant e-learning content and connectivity and thus also help in the reduction of expenses in the purchase of stationary.

5.2.4. RECOMMENDATION 4

The researcher recommends school management should start partnering with national and international stakeholders in the field of ICT to further enhance the quality of education for its learners and staff. This will also speed up the delivery of service and make their schools into true 21st century schools, where learners and educators do not shy away from the use of technology, but rather embrace it. The best performing schools do not only depend on Government for finances, but have partnered with other stakeholders to finance some of the

activities at the schools, even though schools are still getting grants based on the quintile in which they are based.

Successful schools such as Batswana should continue to forge partnerships in the areas of mathematics with reputable organisations, who sponsor learners and educators in that discipline. This relieves the financial pressure on the school as the resources are relocated or are used for strategic projects in the school for the success of the school. As evidenced by the new class constructions at Batswana, the SGB and other partners have decided to develop structurally the school. This can help to increase the enrolment numbers and may reduce the ratio of educator to learner. In this manner, there will still be individualised and specialised education.

5.2.5. RECOMMENDATION 5

The programme curriculum policy, support and monitoring, and implementation should focus on making sure that the average performance of learners improves in all aspects - especially towards the end of the year - to guarantee promotion to the next grade with good grades and fewer progressed learners. The major success recommendations in this regard are:

- A school-based committee must be established to deal with curriculum issues instead of leaving the core business of the school to chance.
- To improve the average performance of grade 8 – 12 as their pass rates are low.
- To improve the performance of learners in grade 8 and 9 in mathematics, with a view to ensure their promotion to the next grade.
- To increase the number of learners who pass mathematics across all grades.
- To increase the number of Bachelors' entrance level learners for university and reduce the number of certificates greatly.
- The effective use of Learner Teacher Support Materials (LTSM)
- More extensive and effective use of the SAMS.
- Use of 21st century teaching resources

5.2.6. RECOMMENDATION 6

In order to guard major success factors, educators should be rewarded in terms of local school awards, under set criteria. This will motivate educators and thereby increase

productivity. Educator's awards can be incentivised and this will help in the running of schools, because happy educators make a happy class.

In addition, bursaries are recommended for the educators in order to equip them in this dynamic world and to provide for their academic advancement. Management teams need to learn and should not only use old orthodox management methods in a changing world. In the past, for example, it was acceptable to administer corporal punishment but now it is considered barbaric and illegal. An effective leader is one who is relevant and in touch with the current context. The need to have management that is professionally developing cannot be ignored, as it is one of the major determinants of success factors in the management of schools.

5.2.7. RECOMMENDATION 7

The researcher recommends that further research should be undertaken into the determinants of Critical Success Factors in the school management of Rekopantswe Area, in Ngaka Modiri Molema education district.

5.2.8 MISCELLANEOUS RECOMMENDATIONS

Lastly, the researcher recommends the following for the success factors of schools in Rekopantswe Area:

- Provide education for learners with diverse needs, who require high levels of support.
- Assist in the development of learning materials for learners with learning challenges and those experiencing barriers to learning in mainstream schools.
- Develop a strategic plan to reduce the number of learners who require low levels of support, use current staff to support learners and educators in ordinary schools, motivate to the DoE for additional staff and resources, and develop information-sharing initiatives.
- As part of the district-based support team, coordinate and organise professional development activities for educators, school management, and other staff in mainstream schools, full-service and ordinary schools.
- Develop a catalogue and database of educational resources in the community to make them available for educators in mainstream and full-service schools.
- Principals should guard against high turn-over of talented staff or human resources.

- Principals should play a role in the professional development of educators in mainstream schools.
- They should also provide a network of support to mainstream schools in collaboration with other community-based support structures.
- Principals need to provide curriculum support, including assessment, specialised teaching methodologies and use of specialised equipment to educators and learner's in schools.
- Provide therapeutic and psychological support to learners with learning challenges;
- Provide support to educators in curriculum assessment for learners with diverse needs, and use information obtained through assessment in programme planning.
- Provide comprehensive education programmes that include life-skills training and programme-to-work linkages.
- Assist in building the capacity of site-based support teams.
- Work collaboratively with other sectors including Health, Social Development (Welfare), Labour, Justice, Correctional Services, Transport, Safety and Security, to develop a support network to the school.
- Work collaboratively and draw on the expertise and resources of community organisations and structures including local businesses, parent organisations, teacher unions, NGOs and the like.

All these can be achieved through:

- The completion of the curriculums.
- Making sure that learners receive quality teaching.
- Learners should receive study material (text books and workbooks) in time.
- Using the 21st century teaching resources.
- Educators must receive their teaching materials in time.
- Fully furnished and functional equipment 21st labs for practical.

5.3 CONCLUSION FOR THE STUDY

In this dissertation, the major determinants of Critical Success Factors in school management of Rekopantswe Area Office secondary schools were explored. Mathematical statistical analysis were used to analysis responses in tables, Bar chart and Pie chart. From these findings, it was determined that the success factors are consistent and are correlated

to the attitudes of the corporate functions and values of the schools. In addition, the major determinants of the successful management of schools were clarified.

Chapter one dealt with the introduction of the dissertation, the problem statement, the objectives of the dissertation and the steps required for the study. This Chapter enabled the researcher to provide a brief orientation on the study.

Chapter two examined the theoretical foundations of the related research published in this area of interest. It provided an overview of the success factors and administration, its determinants and sources, and their impact on the different stakeholders in secondary schools. The changes in the roles of the principals were reviewed and how schools should motivate learners to work hard. The Chapter also identified the gap from the study as compared with other studies.

Chapter three explored the quantitative elements within the methodology of the research. The methodologies and techniques used in the collection and analyses of data were discussed. The study utilises the quantitative research design. The study population of the present study is made up of all principals, deputy principals and subject specialist in the education field in Rekopantswe Area Office and at least one educators in each school. 19 schools was selected from the number of secondary schools in Rekopantswe Mafikeng Education system of schools. The schools selected are owned and run under the auspices of the Government Schools Act. A convenient sample of four personnel from each school was selected and questionnaires was used as a method of collecting data from the selected respondents

Chapter four presented the results and findings of the research. Finding was presented in a statistical table format and further illustrated in a Bar chart. The successful schools were also identified with their CSFs. The research questions were also discussed in detail, and the reliability and validity of the research were reflected upon.

Chapter five combined all insights from the previous chapters into a conclusion of the results with recommendations for future research. This dissertation presented an account of the major determinants of the Critical Success Factors in secondary schools of Rekopantswe Area Office, under Ngaka Modiri Molema District. Finally, the researcher culminated a number of recommendations.

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ANNEXURES

APPENDIX A

- **Data collection instrument -**

Dear Respondent

You are invited to participate in a study to validate a diagnostic tool for the assessment of competencies for Human Resource Management Practitioners in the South African context.

Please note the following:

- This study involves an anonymous survey. The answers you give will be treated as strictly confidential.
- This study meets all ethical requirements and obtained the relevant ethical clearance.
- Please answer the questions on the attached questionnaire as completely and honestly as possible. This will not take longer than 20 minutes of your time
- We will provide you with a summary of our findings on request.

Permission has been obtained from NWED to distribute this questionnaire.

We thank you for your valuable time and participation!

Esther Sealetsa – Project Leader - (sforsealetsa@gmail.com) - North-West University, South Africa

QUESTIONNAIRES FOR EDUCATORS AND SUBJECT SPECIALIST

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL INFORMATION

1. How many years have you been employed as an educator or subject specialist?
- Less than 6 years ☐
- 6-15 year ☐
- 15-25 years ☐
- 26 years and longer ☐
2. Gender :Male ☐
- Female ☐
3. highest qualification: thick in front
diploma
degree
postgraduate
4. Post description:
- Principal ☐
- Deputy Principal ☐
- HOD ☐
- Subject teacher ☐
5. The highest % of learners in your school is?
- White ☐
- Black ☐
- Indian ☐
- Coloured ☐
6. What is your race?
- Black ☐
- White ☐
- Coloured ☐
- Indian ☐
- Others, please specify _____
7. How many educators are currently working in your school? _____
8. Are all the educators involved in the success of the school _____

9. What factor(s) lead to the success of the school_____

10.To what extent does these factor mentioned impact on the school management_____

11.Does the Department of Education have a role to play in the success of the school?

12.What role do the Department of Education plays in contributing to the success of the school?

13.How does the educational legislations and code of conducts of the school impact on the success of the school?

14.Do the management of your school organize meetings with parents and staff regarding the successful management of learner's performance?

Regularly ☐

Not regularly ☐

Occasionally ☐

Not at all ☐

15.Does the management in your school link up with external help on handling and improving the performance of learners?

Regularly ☐

Not regularly ☐

Occasionally ☐

Not at all ☐

16. What factor(s) can be seen as the major determinant of success in your school?

THANK YOU FOR YOUR TIME

QUESTIONNAIRES FOR PRINCIPALS AND DEPUTY PRINCIPALS

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL INFORMATION

1. How many years have you been employed as a principal or deputy?

Less than 6 years ☐

6-15 year ☐

15-25 years ☐

26 years and longer ☐

2. Gender :Male ☐

Female ☐

3. highest qualification: thick in front
diploma

degree

postgraduate

4. Post description:

Principal ☐

Deputy Principal ☐

5. The highest % of learners in your school is?

White ☐

Black ☐

Indian ☐

Coloured ☐

6. What is your race?

Black ☐

White ☐

Coloured ☐

Indian ☐

Others, please specify _____

7. How many educators are currently working in your school? _____

8. Are all the educators involved in the success of the school? _____

9. What factor(s) lead to the success of the school?

10. To what extent does these factor (s) mentioned above impact on the school management?

11. Does the Department of Education have a role to play in the success of the school?

12. What role do the Department of Education plays in contributing to the success of the school?

13. How does the educational legislations and code of conducts of the school impact on the success of the school?

14. What role do you play as a principal or deputy in ensuring that the performance of learners in the school are successful?

15. What factor(s) can be seen as the major determinant of success in your school?

THANK YOU FOR YOUR TIME