The role of school management teams in human resource management in selected township schools in the

Mpumalanga Province

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A dissertation submitted in fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

in

Education Management

in

the School of Educational Sciences

at

NORTH-WEST UNIVERSITY

(VAAL TRIANGLE FACULTY)

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Vanderbijlpark

2008

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I, the undersigned, declare that the thesis/dissertation/ mini dissertation entitled:

School management teams and human resource management in selected township schools

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ACKNOWLEDGEMENTS

ABSTRACT

Education in South Africa faces many challenges; among them is the betterment of teaching and learning in order to improve the performance in schools, particularly in township schools where the results of learners are still not up to the required standard.

For schools to function effectively, the School Management Teams (Principal, Deputy Principal, HODs), need to understand the importance of the effective management of human resources. The proper and effective management of people cannot be neglected if the schools as organisations want to attain their goals. School Mnagement Teams as managers of schools are accountable for the effective running of the schools and the task of proper management of human resources rest on their shoulders.

In this study an investigation into human recource management in selected township schools in the Gert Sibande Region (Mpumalanga Province) was done.

Central to the study is the School Management Team's (SMTs) understanding of the concepts management and leadership, human resource management and related aspects. An investigation was also done regarding the knowledge, skills and strategies needed to improve education in township schools.

With regard to the proper training of SMTs, various recommendations are made to expose them to more rigorous training, especially in Human Resource Management as this is the cornerstones of effective school management.

OPSOMMING

Onderwys in Suid-Afrika staar baie uitdagings in die gesig, waaronder die verbetering van onderrig en leer met die doel om prestasies van leerders te verbeter. Dit is veral belangrik in *township* skole waar die uitslae van leerders nie op 'n aanvaarbare vlak is nie.

As skole effektief wil funksioneer, moet die Skool Bestuurspan die belangrikheid van menslike hulpbronbestuur verstaan. Die behoorlike en deeglike bestuur van mense kan nie verwaarloos word as die skool as 'n organisasie sy doelwitte wil bereik nie. Die skool se bestuurspan is aanspreeklik vir die effektiewe bestuur van die skool en dit sluit die behoorlike bestuur van menslike hulpbronne in.

In hierdie studie is ondersoek gedoen oor menslike hulpbronbestuur in geselekteerde skole in die Gert Sibande streek (Mpumalange Provinsie).

Sentraal tot die studie was die Bestuurspanne se begrip van konsepte soos bestuur, leierskap, menslike hulpbronbestuur en verwant aspekte. Ondersoek is ook gedoen oor die kennis, vaardighede en strategie wat nodig is om onderwys in *township* skole te verbeter.

Met betrekking tot die behoorlike opleiding van skole se bestuurspanne, word verskeie aanbevelings gemaak vir meer intensiewe opleiding, veral in menslike hulpbronbestuur aangesien hierdie aspek die hoeksteen vorm van effektiewe skoolbestuur.

ACRONYMS

SMT   School Management Teams

DoE   Department of Education

SDT   Staff Development Team

HRM   Human Resource Management

SASA   South African Schools Act

HOD   Head of Department

INSET   In-service Education and Training

IQMS   Intergrated Quality Management System

SGB   School Governing Body

CSAEP   Canadian South Africa Education Management
Programme

PAQ   Post Analysis Questionnaire

SACE   South African Council for Educators

ELRC   The Education Labour Relation Council

LRA   Labour Relations Act

NEPA   National Education Policy Act

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CHAPTER ONE

1.1 INTRODUCTION AND ORIENTATION

Since 1994 many changes were introduced to the South African education system as a whole. Reform initiatives in education in South Africa follow similar trends to the rest of the world. These reform initiatives rest, among others, on the assumption that participation of educators, learners and parents can enhance the achievement of the desired transformation in education. They include the devolution of authority and responsibility from the central office to the school, the so-called school-based management of schools (Department of Education henceforth referred to as DoE), (2000) and Steyn (2003:1).

South Africa of the past was characterised by segregated, fragmented, authoritarian, bureaucratic control of the curriculum, institutions, governance inefficiency and inequity in its system of education (Adler & Reed, 2002: 18). The political history of S.A. has resulted in skills imbalances and shortages (Heystek, Roos and Middlewood, 2005: 3). This heritage is still having a considerable effect on the present (Adler & Reed, 2002: 18).

Although the vision for a transformed education system in South Africa has been set out in policy frameworks and new legislation, the system is still influenced by the ethos, systems and procedures inherited from the apartheid past (Steyn, 2003:1). One of the apartheid legacies identified in education is the education management legacy: "The lack of legitimacy of the education system led to a crisis in schools. In the majority of schools this was accompanied by poor management and a collapse of teaching and learning" (DoE, 2000:17).

In spite of the transformed education system, management and leadership in many township schools is still neither effective nor efficient. This is especially true about schools in the Mpumalanga- Province. According to Terblanche (2008:9) in 2003 almost one in ten of the white cohort achieved and A aggregate for matric, compared with just more-than one in 1000 of the black cohort (and half of these were attending townships schools). In these schools, management and leadership is still in the hands of inexperienced, poorly qualified principals, who do not have the necessary management and leadership skills which result in widespread

dysfunction in schools. This problem is made worse by poor support from district offices, which provides no management and leadership skills (Moloi, 2002: xiv). Township schools in Mpumalanga need to be developed. It is the responsibility of school management teams (referred to as SMTs) and department of education to motivate, develop human resources (educators) to do their work professionally, and to supply schools with the necessary physical resources like laboratories, libraries and computer laboratories which are not available in most Mpumalanga township schools (Bisschoff & Koebe, 2005:162).

According to Loock, Grobler and Mestry, (2006:1) the dramatic changes in the educational landscape since 1994 have inevitably produced major challenges for school leaders and managers, not least in personnel management. South Africa is currently in transition which is characterised by a shift in the social, economic, political and educational arenas (Govender, 1997: 272). In education, in particular, these changes require the transformation of the education system. School management teams, in particular, are challenged most, especially in the way they manage human resources. It will, therefore, always remain crucial that the SMT be well equipped in order to deal with the demanding and challenging situations brought about by transformation (Motsoeneng, 2005:1).

Loock, *et al.* (2006: 1) maintain that it is generally accepted that school managers are expected to assume greater responsibility for the management of all those who work in their schools under difficult circumstances. In order to do so, it is imperative for school managers to understand the dynamics of the individual-organisational interaction in institutions such as schools. The school principals and management teams as human resource managers should have management skills and be competent in all aspects of human resource management and development (Loock, *et al.* 2006: v).

People are the common element in every organisation. They play an indispensable role in every organisation. People in any organisation need to be managed irrespective of whether it is a school or business enterprise. The most important resources in educational organisations are human resources. Even where the poorest schools lack the most basic physical resources, such as water or electricity, the possibility of some form of useful education exist only through the quality of the staff (Heystek *et al.* 2005:33).

Van Wyk and Van der Linde (1997: 37) contend that managers will often accept that people are the organisation's most valuable resource, for without them there would be no organisation (school). Firstly it is important for school managers to reconsider the way in which they treat and manage staff and learners. Educators must be empowered and encouraged to be innovative in their jobs. The manager must communicate the vision of the school to secure commitment to others and to translate the vision into practical action. As soon as two or more people have to perform a task together, management becomes necessary, because it must be decided who will do what, in what order the steps will be done and how the work should be co-ordinated (Van Wyk and Van der Linde, 1997: 37).

If human resources (and other resources) could be managed properly, especially in some township schools where learners' performances are usually poor, the academic results could be drastically improved. A well functioning school is judged by its management of human resources and by its performances. Fitz-Gibbon (1996:5) describes performance indicators as an item of information collected at regular intervals to track the performance of the school and recommends that these have to be designed to reflect our understanding of how the school works.

The management tasks of planning, organizing, guiding and control are consecutive and the dynamics of management is precisely in the interdependence of various management tasks. The dynamism of management tasks determines, among others, the success of schools as educational teaching institutions. Surridge (2000:17) emphasizes the fact that the aim of all activities of a manager (management) is to obtain set objectives through the use of people and other resources.

According to Amos, Ristow and Ristow (2004; 4) no business organisation, irrespective of its size, can exist without people, and managers cannot be successful in isolation. It is therefore important to note that people (staff) are an essential prerequisite for the formation and continued existence of any business organisation.

The importance of people in educational contexts, like in business organisations, cannot be overemphasized. With regard to the crucial role of people in educational organisations, it seems that a number of authors hold a similar opinion. For

instance, the viewpoint that educational organisations depend on people for their success is shared, among others, by Surridge (2000: 7) and Van Deventer and Kruger (ed) (2003: 75).

Van Deventer and Kruger (ed) (2003:62) add that while the importance of the role played by human resources in educational organisations is recognised and acknowledged, the importance of effective management of people in educational organisations cannot be overlooked or ignored. This is the role of the school managers. In educational settings, the fundamental role of the school head is to provide instructional and management leadership. Instructional leadership entails teaching and learning while management is the harnessing of the human and material resources towards organizational goal achievement (Harchar & Hyle, 1996). This is emphasized by Nyagura and Reece (1989: 15) that "... the key element in a quality school is the principal's leadership role in ensuring an excellent instructional programme".

The apartheid education system was based on a top-down management and leadership style. Power and control were exercised from the top – that is from the minister of education, the director-general of education and the Departments of Education. Finally it trickled down to the school principal at the bottom. He or she had very little power in making policy. While the principal had to run the school on a day-to-day basis, the Department of Education made the managerial decisions. Therefore the principal was more of an administrator than an educational manager (DoE, 2000:16). However, it is important to note that aspects of the above practice have not totally changed in the education system and in schools.

School managers can however not perform their school management tasks effectively without proper training. In the past managers have been appointed to managerial positions of head of department (H.O.D), deputy principal and principal, especially in township schools, without proper training. They had to learn as they went along, making many mistakes in the process (Van Deventer & Kruger (ed) 2003:62). It was different in white schools because many white educators pre-1994 pursued further studies such as Honours degrees, while black educators' struggle against the white government took priority over academic development (Heystek *et al*. 2005:127)

The foregoing scenario has consequently led to schools in the townships experiencing crisis after crisis. Conflict has become a common phenomenon in many township schools. In most cases educators, principals, learners and sometimes parents or communities were in conflict and the schools became a battlefield. Each group blamed the other for the breakdown of the culture of teaching and learning (Lumby, Middlewood, & Kaabwe, 2003:4). Such a situation in schools cannot be left unresolved. The principal and the SMTs have a duty to solve these problems. They also have the task to ensure that the school becomes a dynamic environment for both learners and educators. They must make sure that the school functions well (DoE, 2000:16).

As mentioned earlier, the birth of political democracy in 1994 resulted in many changes; also in the education system. These changes include the creation of one National Department of Education (Bisschof & Koebe, 2005:156). In line with this democratisation came the concept of school management teams (SMTs). The South African Schools Act, 84 of 1996, created a whole new approach to leading, managing and governing schools. This new approach made it possible for principals, members of school management teams (SMTs) and members of school governing bodies (SGBs) to change the way they think about their roles and responsibilities in schools. They need to understand a whole new school paradigm. Because of the democratic nature of this kind of structure (SMT), it is required that educators work co-operatively and as a team. Tyala (2005:2) argues that this has been problematic in some schools where the principal has traditionally felt comfortable making decisions on his/her own without any input from relevant stakeholders.

In view of the foregoing explanation, it is important to note that in a school context, the SMTs acts as managers. According to the South African Schools Act, 1996 (Act 84 of 1996) the principal must form a school management team (DoE, 2000:16). In big schools the SMT is likely to be made up of the principal, the deputy principal, and the heads of departments. The SMTs formal authority and status as managers will make them responsible for certain kinds of management functions, including the whole staff development programme, acting as representative for the school and dealing with stakeholders, using and sharing information effectively, making decisions to solve problems and deciding how to

use resources, and promoting effective teamwork in the school (DoE, 2000:24). According to this document, in more effective schools the SMT has different committees to do important tasks. One of these committees is the Staff Development Team (SDT).

According to the DoE (2000:22) human resources is one of the most important aspects which SMTs need to manage to attain their goals. Managing human resources or people is the key to the overall success of the school and the quality of the school is often reflected in the relationship between people, group leaders and those who are led. Loliwe (2004:19) alerts the SMT members to the fact that they need to pay heed to the input of other stakeholders that are involved in the school so as to be effective in their management and administration.

If the above statements are taken into consideration, it becomes clear that human resource management is intended to offer a broader, strategic and more dynamic interpretation of the role of effective staff management in organisations that had been the norm in previous decades. Among the proponents of human resource management approaches, personal management carries largely negative connotations (Middlewood & Lumby, 1998:9). Heystek, *et al.* (2005:28) state that people are the most significant resource in most organisations, especially in those that provide service (e.g. healthcare and education), where they are usually also the most expensive resource. Human Resource Management includes:

- recruiting, selecting and appointing staff;

- inducting staff into the organisation;

- training and developing staff;

- monitoring and appraising staff;

- taking decisions about promotion or transfer.

From the literature mentioned above and that of others, for instance, Rebore (2001:11) and Heystek, *et al.* (2005:27) it is clear that the management of staff (human resource) in schools is the responsibility of SMTs. In addition the same authors believe that because people are the most important resources, their selection, induction, deployment, development and appraisal in schools is the

responsibility of SMTs. The support and challenge provided by management will affect staff commitment to the organisation and consequently their performance within the organisation.

1.2 PROBLEM STATEMENT

A major problem with the township schools seems to be that SMTs experience difficulties in properly managing human resources as well as improving education in these schools. Therefore the study centres around SMTs apparent lack of capacity and skills to carry out their responsibility of managing human resources in township schools.

Emanating from the above mentioned central problem the following research questions arise:

- What is the difference between management and leadership?

- What is human resource management?

- What is the role of SMTs in facilitating HRM?

- Do SMTs of township schools have the capacity and skills to manage human resources?

- In what way can SMTs improve education in township schools through more effective HRM?

1.3 AIM OF THE RESEARCH

Against the foregoing background and statement of the main problem this research aims to determine what role SMTs can play in facilitating human resource management (HRM) and how they (SMTs) can improve education in township schools in Mpumalanga Province through more effective management of human resources.

Since the research wants to address HRM by SMTs in selected schools in Mpumalanga Province, the following objectives can be formulated:

- To differentiate between management and leadership.

- To present an overview of what human resource management entails.

- To determine the role of SMTs in facilitating human resource management.

- To establish if SMTs of township schools have the capacity and skills to manage human resource.

- To determine a way in which SMTs can improve education in township schools through more effective human resource management.

1.4 METHOD OF INVESTIGATION

1.4.1 Literature study

A literature study will be conducted with the purpose of determining the nature of human resource management as well as the role the principal and SMT can play in facilitating and improving human resource management in township schools.

With the assistance of librarians at the North-West University (Vaal Triangle Campus), the relevant primary and secondary literature sources will be consulted. The following databases, namely EBCSO host, Sabinet Online and SAE-Publications will be used to obtain the relevant sources. Those sources will be studied to gather information on human resources, management, leadership, school management teams, role, township schools, and teams.

1.4.2 Research Methodology

A detailed discussion of the research methodology, data collection instruments and reasons for choosing the specific instruments will be done in Chapter 4.

An empirical research was undertaken using qualitative as well as quantitative research methods. The empirical research would determine how the SMT members experience their different roles and responsibilities and also what to do to ensure effective management of human resources and how it improves teaching and learning in township schools. For this research, questionnaires and interviews will be applied as data collection instruments.

The study was undertaken in one district, the Gert Sibande district (Mpumalanga) and schools were randomly selected. All the SMT members of the selected schools participated in the research.

1.5 CONCEPT CLARIFICATION

Following the main problem this research wants to address, the following concepts need to be clarified.

HUMAN RESOURCE MANAGEMENT

As this research concentrates on resource management, it is necessary to have a clear understanding of the concept. According to Smit and Cronje (1992: 262), people are the lifeblood of an organisation; they are the resource that gets other resources going. They proceed by saying that the successful management of an organisation to a large extent revolves around the way people in the organisation are managed.

MANAGEMENT

Van Deventer and Kruger (eds) (2003:68) says management involves designing and the carrying out plans, getting things done and working effectively with people. He also argues that management is about effective task execution as well as effective people management (Van Deventer, 2003:65).

According to Makgalemele (2003:26) management is a process whereby people in leading positions use human and other resources as effectively as possible to provide certain products or services in order to meet certain needs and achieve the organisation stated objectives. In the context of this study, management should be understood as the greater responsibility placed on the shoulders of school managers for the management of all those who work in schools.

LEADERSHIP

Smit and Cronje (1992:333) explain leadership as taking the lead to bridge the gap between formulating plans and reaching objectives, in other words to translate plans into reality. Leadership is therefore the activity that infuses energy into the enterprise to activate its members and resources to get things moving and keep

them in motion. Leadership is one of the four management tasks and as such one of the key responsibilities of the school management team.

SCHOOL MANAGEMENT TEAMS (SMTs)

In a school context, the SMT acts as managers. It is made up of senior staff. According to the South African Schools Act, 1996 (Act No.84 of 1996), also known as "SASA", the principal forms a SMT. The SMT has to see that the management of the school is effective.   For instance, they must build relationships with stakeholders; assist with planning of the school timetable, the budget, financial control, and fundraising, code of conduct, assessment policies, managing diversity, and change, keeping records, and consulting with the School Governing Body (SGB). Above all, members of SMTs should take a leading role in committees, such as the disciplinary committees, the financial committees or the academic committees (Du Preez, 2003:115).

A manager, according to Roos (2005:3) can bring about effective delivery, meaningful change and significant improvement through the effective management of its human resource component.

ROLE

Bush & Coleman (2000:173) defines a "role" as a dynamic aspect of position. He says that, associated with every position in an organisation is a set of expectations concerning what is appropriate behaviour for a person occupying that position, and that opropriate behaviour compromises the role associated with the office. In the context of the study, a role should be understood as being the responsibilities, duties, tasks that the holder of position needs to carry out.

TOWNSHIP SCHOOL

According to the South African Schools Act (S.A.1996) says that "schools" means a public school, which enrols in one or more grades from grade R (Reception) to grade twelve. A township it is a small town or village that forms part of a large parish. In the context of this study, atownship school should be understood as being a public school situated in a township and including primary and secondary schools.

TEAMS

According to Lumby, *et al* (2003:171) the concept of teamwork embodies the principle of working together, sharing and common purpose. Furthermore a team can be defined as a group of individuals brought together to solve a problem, and that a quality team is a group of individuals who come together and adopt a common mission to solve a problem for the greater good of the school or district. Heystek *et al.* (2005:39) say that teams are smaller than the entire staff complement of the whole organisation and larger than individuals. In the context of this study, teams should be understood as group of ± 4 or 5 people who work together towards achieving a common goal; in this study the team will be the SMT.

1.6 CHAPTER DIVISION

To meet with the aim of the study, literature-as well as empirical research will be done. This research, the findings of the research and conclusions and recommendations will be divided in the following way:

Chapter 1:   Introduction and Orientation

Chapter 2:   Literature study – The role of School Management Teams

Chapter 3:   Literature study – Human resource management in schools

Chapter 4:   Empirical research design

Chapter 5:   Data analysis and interpretation

Chapter 6:   Findings, conclusions and recommendations

To provide more explanation on the above, the following information is provided:

Chapter 1:   Introduction and Orientation

In chapter 1 the introduction as well as the orientation to the study is provided. The main problem the study wants to address, the aims and the objectives of the research as well as the research methodology are also explained. Concepts that will be used are clarified.

Chapter 2: Literature study – The role of SMT in leading and managing schools

In chapter 2, a literature study will be undertaken. A more detailed explanation of concepts like management and leading; different styles of leadership; the role of SMTs; the management tasks of SMTs will be introduced to the reader. Thereafter, the tasks and the ways SMTs can use to improve education through the use of human resource management in township school will be provided/ explored.

Chapter 3: Literature study – The role of SMT in human resource management

In chapter 3, the task and the ways the SMTs can use to improve education through the use of effective human resource management in township schools will be provided and explored.

Chapter 4: Empirical research design

In chapter 4 the focus will be on the research approach and design, as well as a detailed discussion of the data collection instruments and research process.

Chapter 5: Data analysis and interpretation

In chapter 5 the results of the research will be analyzed and discussed.

Chapter 6: Findings, conclusions and recommendations

In chapter 6, a summary of the findings will be provided, conclusions will be made provided and recommendations for future research will be made.

1.7 CONCLUSION

This chapter presented an orientation to the study with the aim of preparing the reader for subsequent chapters. Chapter two will present the literature review on the role of SMTs in human resource management in township schools.

CHAPTER TWO

THE MANAGEMENT ROLE OF
SCHOOL MANAGEMENT TEAMS

2.1 INTRODUCTION

Notwithstanding the remarkable changes in South Africa since the inception of the new dispensation in 1994, the country's education system is still confronted with serious problems in many of our public schools, especially those in historically black areas (townships) (Moloi, 2002:XIV). Moloi proceeds by saying that the steps taken by government to build a new South Africa through reconstruction, transformation and policy intervention initiatives seem not to have made much impact bringing about the real change in the culture of some township schools. These schools, known as township schools, comprise the largest percentage of South African public schools.

All schools are managed by education managers. These managers, principals, deputy principals, heads of department (SMTs) – are responsible for the following management tasks: planning, organizing, leading and controlling the activities of the school (Nkoe, 2004:15). These four management roles are not separate entities, but form an integrated process which has to do, among others, with the planning of the goals and the resources to accomplish these goals, the organizing of the resources and the people, leading the people and controlling the resources to determine whether the goals have been attained (refer to Figure 2.4).

In this chapter, management and leadership will be defined and the difference between them will be clarified. The different styles of leadership will be discussed according to which the SMTs have to verify whether the leadership styles they apply fit the way they should run the school. Qualities of effective leadership will be discussed and the importance of management tasks will be highlighted. Lastly, the most important functions of the SMTs in leading and managing schools will be discussed.

The different aspects to be discussed in this chapter can be summarised as follows:

- defining management and leadership;

- the difference between management and leadership;

- the different styles of leadership;

- the role of school management teams.

2.2 DEFINING MANAGEMENT AND LEADERSHIP

Effective management, according to Drucker (in Smit & Cronje 1992:9) is quickly becoming the main resource of developed countries and the most needed resource of developing ones.

Prinsloo (2003:193) states that if all the activities in a school, including those of management, revolve around people (human resources), then one can say that the success of all school activities depends on the people involved. It is therefore no wonder that it is important that education leaders (principals and SMTs) should have leadership qualities necessary to direct people's actions and to motivate them to realise the school's stated outcomes. Failure to acquire the management skills can have a negative effect not only on performance, but also on the establishment and maintenance of harmonious relations in a school (Prinsloo 2003:193).

Management, according to Surridge (2000:17), is the process of setting objectives and making the most efficient use of financial, human and physical resources to achieve these objectives. Matlawe (1997:61) agrees and adds that human resources are the most important factor in accomplishing existential goals of educational institutions. It is therefore the role of the principal and his/her SMTs to make sure that in planning to achieve goals and objectives in their schools, human resources are at the centre of their activities.

Bush and Coleman (2000:4) define management as a continuous process through which members of an organisation seek to co-ordinate their activities and utilise their resources in order to fulfil the various links of the organisation as efficiently as possible. Gultig, Ndhlovu and Bertman (1999:66) argue that management is about moulding the school, establishing certainty, confidence and security and allowing for rest and reflection. According to Makgalemele (2003:26), management is a process whereby people in leading positions use human and other resources as

efficiently as possible to provide certain products or resources in order to meet certain needs and achieve the organisation's stated objectives.

Effective managers must be good leaders. A good manager will succeed in motivating staff without forcing them to perform activities (Rossouw & Louw, 2003:32). The ideal manager in an organisation should also be the leader of a particular group of employees. When this happens, the manager will be able to organise, co-ordinate and direct the group's activities so as to achieve the objectives of the organisation (Rossouw & Louw, 2003:52). Makgalemele (2003:25) shares the same sentiments by saying that institutions can only succeed in reaching their goals if they have good managers who have acquired crucial skills in human resource management.

Davidoff and Lazarus (2002:169) hold the view that management is about making sure that the school, as a whole, is functioning effectively and is achieving its vision. Most importantly, it is about looking after people in the school. According to Loliwe (2004:16) resources are among the determinants of success or failure of management practice. The availability of resources is more often cited as a requirement for effective teaching and learning in a school.

All resources, human, financial, physical and information need to be properly managed by the school management teams because they play a crucial role in the school as an organisation. According to Bisschoff and Koebe (2005:162) the insufficient supply of textbooks in township schools, for example, is a possible reason why learners choose to be in ex-model C schools. Part of the principal or SMTs management task is to supply the Department with estimated learner enrolment Figures (requisition) for the following year. This action would solve this problem. Books are the first and foremost resources that would promote a culture of learning and teaching in township schools. It would also prevent learners from moving to ex-model C schools (Bisschoff and Koebe, 2005:162).

Masitsa (2005:176) argues that the role of the SMTs and that of the principal in particular, is similar to that of the middle manager in industry. This implies that the SMTs and the principal can no longer be expected to perform duties in a hit or miss fashion, but need to receive academic and professional training in education management. Van Deventer and Kruger (eds), (2003:67) hold the view that

teachers can only perform their tasks efficiently if a skilled and efficient manager is leading the school and that management skills required by principals or SMTs need to be learnt.

Leadership is the activity of influencing people to strive willingly for group objectives (Loock, 2003:2). Leadership is not easy definable as it refers to a complex set of behaviours and characteristics that vary from one person to another and depend on the situation. Leadership is the process whereby one person influences individual and group members towards goal setting and goal achievement with no force or coercion (Greenberg and Baron, 1993:444).

According to this definition the leader is responsible for the following:

- he/she influences people, i.e. he/she has some power over others;

- he/she obtains the willing co-operation of others and does not have to use force;

- he/she achieves specific goals and objectives with the help of others i.e. he obtains results.

Thus, the true leader has personal qualities (authority), though he/she may or may not have formal authority.

Leadership refers to the activities that create a bridge between planning and achieving the objectives of the organisation (Rossouw and Louw, 2003:31). Leadership has a direct influence on the success of an organisation; the type of leadership that is applied largely determines whether the organisation will prosper or fail. In practice, there are numerous examples of struggling organisations that have been transformed into successes through excellent leadership. However, there are also many examples of successful organisations that have been ruined by poor leadership (Rossouw and Louw, 2003:31).

According to Davidoff and Lauzarus (2002:168) leadership is essentially about moving forward and having as sense of direction. It is about ensuring that the school does not get stuck in a rut or become stale and reactive. Leadership should be visionary, looking towards the future, and challenging the people within the organisation to be alert and awake to challenges.

Leadership is about guiding and inspiring. The members of school management teams (SMTs) are instructional leaders and they are responsible for taking the lead in putting their school's curriculum into practice and improving it. At all times they ensure that there is a culture of learning and teaching in their school. Good instructional leaders are the path to good learning and teaching (DOE, 2000:1).

The figer below show the main process needed to run an effective school.

Figure 2.1: A framework for leading and managing schools in S.A (DOE, 2000: iii)
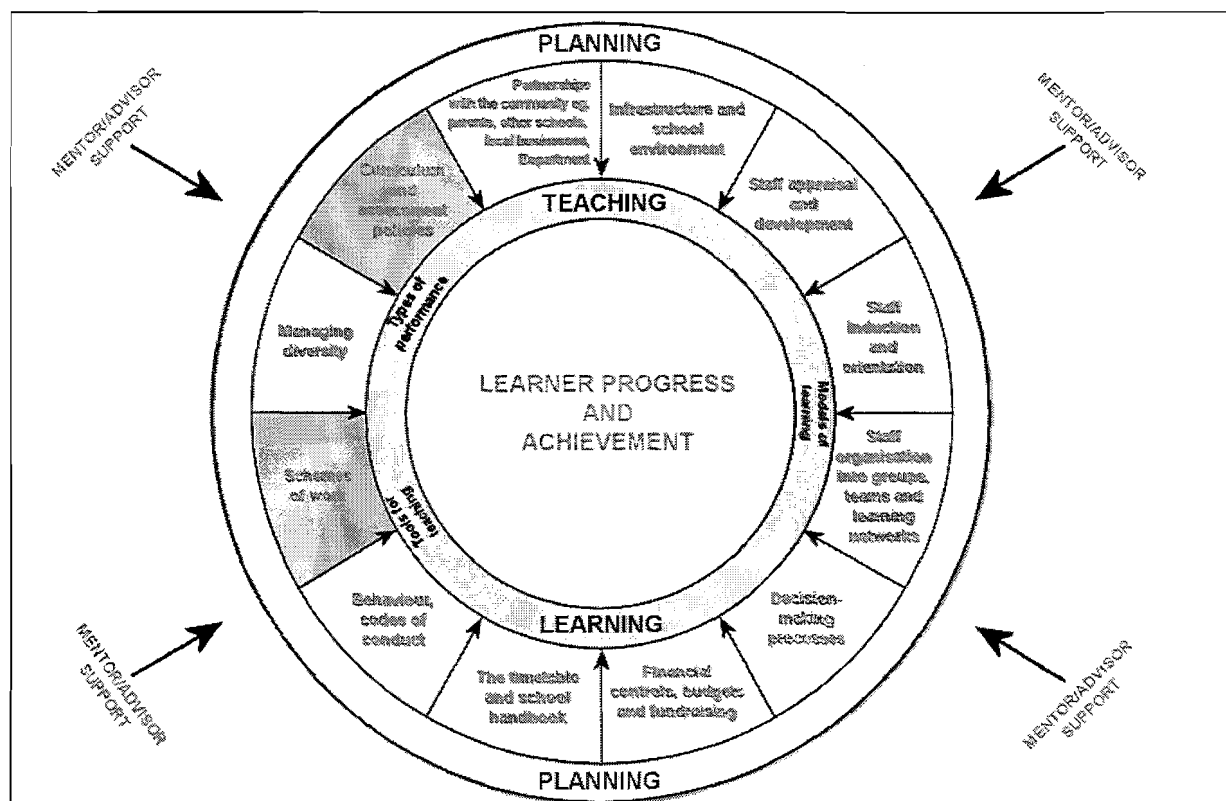
2.2.1 The difference between Management and Leadership

In everyday speech, many people use the terms "leadership" and "management" interchangeably. Leadership is frequently seen as an aspect of management, with "born leaders" being characterised as charismatic individuals with visionary flair and the ability to motivate and inspire others, even if they lack the managerial skills to plan, organize, effectively or to control resources (Law & Glover, 2000:13). According to Van Deventer and Kruger (eds) (2003:68), the difference between leadership and management is that leadership relates to mission, direction and

inspiration, whilst management involves designing and carrying out plans, getting things done and working effectively with people.

Smit and Cronje (1992:332) explain leadership as one of the most controversial and researched subjects in management. Leadership, or leading, is one of the four fundamental management tasks. Leadership involves taking the lead to bridge the gap between formulating plans and reaching objectives. Smit and Cronje (1992:333) proceed by elaborating that leadership also entails activities such as transmitting information to subordinates; formulating the enterprise's mission, objectives and plans and explaining these to subordinates; giving orders and instructions to subordinates; supervising the work of subordinates; taking steps to improve the work of subordinates; deliberating with subordinates; disciplining subordinates; and dealing with conflict.

Bush (2003:8-9) states that leading and managing are distinct, but both are important. He provides one of the clearest distinctions between leadership and management. He links leadership with change while management is seen as a maintenance activity. In addition he holds the view that leadership is influencing others' actions in achieving and effectively managing organisational activity.

According to Prinsloo in Van Deventer and Kruger (eds) 2003:141), management is associated in many people's minds with words like efficiency, planning, paperwork, procedures, regulations, and control consistency. Leadership, however, is associated with words like risk taking, dynamic creativity, change and vision. He characterise managers as people who do things right, and leaders as people who do the right things. Smit and Cronje (1992:334) summarise the complex process of leadership with the following concepts: authority, power, influence, delegation, responsibility and accountability. They emphasize the importance of the delicate balance of these different leadership components for the sake of good leadership and effective management.

Prinsloo in Van Deventer and Kruger (eds) (2003:141) also makes the following additional distinctions:

- managers administer, leaders innovate;

- managers maintain, leaders develop;

- manager's control, leaders inspire;

- managers have a short-term view; leaders have a long term view;

- managers ask how and when, leaders ask what and why;

- managers initiate, leaders originate;

- managers accept the status quo, while leaders challenge it.

Hoer (2005:7) says academics often distinguish between leadership and management. Leadership they say is creating the vision, dealing with those outside the organisation, inspiring others. Management is executing the vision, dealing with employees, and maintaining standards.

Meanwhile according to the DoE (2000:9) leadership is about guiding and inspiring, and managing is about getting things done efficiently and effectively and one without the other is inadequate. A good SMT will combine the skills of good leadership and management.

The DoE (2000:9) proceeds by stating the following:

- as leaders, you set the course for your school; as managers you make sure that course is followed;

- as leaders, you make strategic plans; as managers you design and oversee the way those plans are carried out;

- as leaders, you motivate and inspire; as managers, you use your influence and authority to get people to work productively.

There is general agreement why schools need good management and leadership, namely to ensure a better quality education for the learners. To achieve this goal, it is imperative for principals and SMTs as schools' leaders and managers to be able to differentiate between management and leadership. This will make their role of managing staff (human resources) easier because without proper management of staff, no school goal can be attained (DoE, 2000:8). Management can ensure that their schools are appropriately managed by understanding the

functioning of the schools well enough to make the right judgments. Leadership will ensure that all the stakeholders work towards achieving the set goals.

2.3 DIFFERENT STYLES OF LEADERSHIP

Principals and SMTs should always be effective in managing human resources. As management of schools they should work with individuals and groups to accomplish organisational goals. However it is crucial to note that education leaders (Principal and SMTs) should be conversant with leadership styles because leadership style as adapted by a leader can have a positive or negative effect on, for example, effective achievement, performance, staff development and job satisfaction in an organisation such as a school (Prinsloo, 2003:142).

Three leadership styles can be distinguished (Amos *et al*, 2004:214):

- the autocratic leadership style;

- the democratic leadership style (participative style);

- the laissez fair (permissive) leadership style.

In the following Figure the narrow line between moving from one leadership style to another, is displayed.

Figure 2.2: Different leadership styles (Owens, 1991: 136)

Amount of superior "say" in decision making

Amount of subordinate "say" in decision making

Autocratic   Democratic   Laissez-Faire
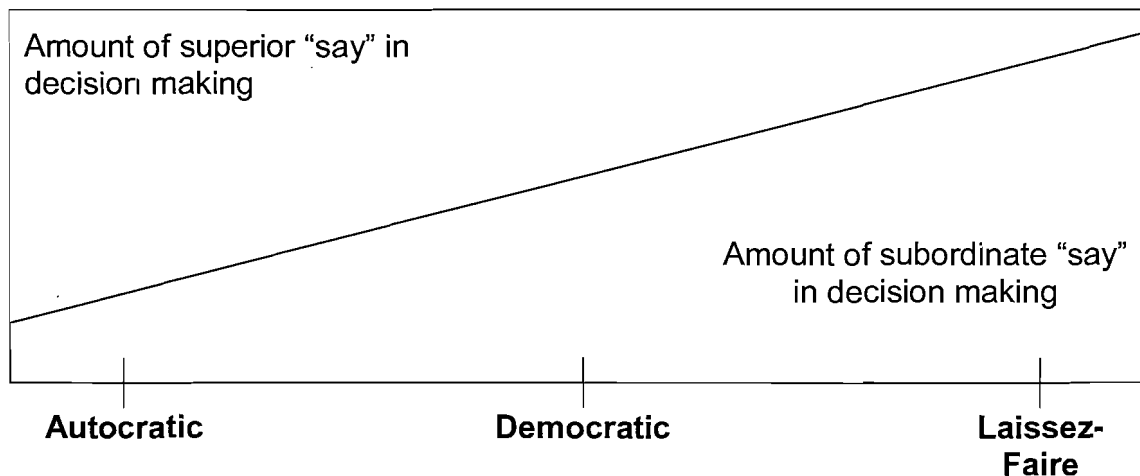
2.3.1 The Autocratic (or authoritarian) leadership style

According to the DoE (2000:14) there is a difference between being authoritarian and being authoritative. When a principal orders everyone to evacuate the school because of bomb threat, he/she is being authoritative, when he/she tells them to obey orders on curriculum matters just because he/she is the principal he/she is being authoritarian.

Leaders who use the authoritarian leadership style prefer to keep tight control over staff and learners, and often rely on rules and procedures to run their schools. As such these leaders may be described as task-oriented since they prefer to concentrate on tasks to be completed rather than on the feelings and needs of their subordinates (DoE, 2000:14).

This leadership style displays the following characteristics (Van Deventer and Kruger (eds) 2003:144):

- the leader takes all the decisions;

- all authority for planning, organizing and control is vested in the leader;

- only one way communication takes place between the leader and the group;

- the autocrat does not allow participative decision making;

- policy is rigidly applied and has a strong disciplinary character;

- task and responsibilities are delegated without the necessary authority to make independent decisions;

- good human relationships are not important;

- a predominantly task-oriented management style is followed.

2.3.1.1 Disadvantages of the autocratic leadership style

Although an autocratic style of leadership may have advantages, these are outweighed by the disadvantages. The following negative results can be expected from a predominately autocratic leadership style (Van der Westhuizen, 1997:190):

- the leader is the ruler and commander;

- the leader gives instructions to staff members individually;

- he is personal in praise and criticism;

- the leader is inclined to dominate;

- human relations are poor and managers have difficulty in working with others;

- staff turnover is unusually high.

2.3.1.2 Advantages of the autocratic leadership style

The advantage of an autocratic leadership style is that most of the time learners' performance is good. This can be attributed to the fact that this is a very good example of an educational leader who keeps tight control over staff and learners and often relies on rules and procedures to run their schools (Prinsloo 2003:144).

2.3.2 The democratic leadership style (participative style)

This leadership style lies between the extremes of autocratic and laissez fair leadership. Most authors (Loock, 2003:48; Prinsloo, 2003:144) agree that managers who practice the democratic leadership style, share decision making

with their subordinates. The democratic leadership style has the following characteristics (Makgalemele 2003:54):

- share planning and there is teamwork;

- share decision making with members of the group;

- fundamentally concerned with goals of equity and justice in schools and in the broader community;

- there is two way communications;

- there is a healthy human relations climate;

- emphasis not on leadership as management but on leadership as form of empowerment.

2.3.2.1 Disadvantages of the democratic leadership style

One of the major disadvantages with this style is that a great deal of time can be wasted when decisions need to be made because too many people have to be consulted.

2.3.2.2 Advantages of the democratic leadership style

Democratic leaders prefer to share planning and decision making and to guide their staff rather than telling them what to do (Prinsloo, 2003:143).

2.3.3 The laissez-faire leadership style

Van Schalkwyk (2006:8) argues that this is the most informal type of leadership style. The laissez-fair leadership style is demonstrated by the following characteristics (Prinsloo, 2003:143):

- the person is uninvolved, even passive;

- he/she hesitates to make decisions, preferring to leave decision making to others;

- he/she shows little or no interest in planning, organizing and exercising control;

- communication takes place horizontally in the school, as a result of lack of downward communication;

- tasks, responsibilities and authorities are delegated without the leaders accepting any responsibility.

2.3.3.1 Disadvantages of laissez-faire leadership style

An education leader who prefers this style faces the following disadvantages (Van der Westhuizen, 1997:198):

- there are no clear aims and outcomes set;

- the school is generally poor in performance;

- there is general frustration, aimlessness and indecision.

2.3.3.2 Advantages of laissez-faire leadership style

The only advantage of this style is that it creates a situation in which the individual has to make his own decision which could enhance individual development (Prinsloo 2003:145).

2.3.4 Conclusion

From the discussions above, it has become clear there is strong link between the education leaders' dominant leadership style and effective task performance and the creation and maintenance of good human relations.

The following important aspect to be discussed is the role SMTs play in educational institutions.

2.4 THE ROLE OF SCHOOL MANAGEMENT TEAMS (SMTs)

The present policy of the DoE encourages the principal to form a school management team (SMT). In big schools the SMTs is likely to be made up of the principal, deputy principal and heads of department (HODs).

The main purpose of a school's existence is to enable teaching and learning to take place. School leaders need to focus their vision and goals on this central

task, and to organise schools so that teaching and learning happen (DoE, 2000:24). The DoE explains the most important management functions of the SMTs as follows:

The SMT is responsible for the day-to-day professional and operational management of the school, under the leadership of the principal. This responsibility entails making sure that the policies agreed on by the SGB are put into practice, that all departments in the school function effectively, and lastly that people work productively towards achieving the school's vision and mission. Makgalemele (2003:17) highlights the powers and formal authority vested upon the SMTs as managers that will make them responsible for certain needs or management functions and which include the following:

- an interpersonal function - this means acting as a representative for the school and dealing with stakeholders such as educators, learners and parents;

- an information function - this has to do with using and sharing information effectively with educators, parents, learners and the community at large;

- a decision making function – taking decisions to solve problems and deciding how to use resources and finances;

- a team building function - this means to promote effective team work in the school in order to achieve goals.

The management functions, which are integrated, are displayed in Figure 2.3. Although all four aspects are of equal importance, the importance of the human resource aspect will be further elucidated upon below.

Figure 2.3: The integrated management process (Griffin, 1990:7)

Planning   Organizing   Leading   Controlling

Human
Resources

Financial
Resources

Physical
Resources

Information
Resources
and Expertise

Goals
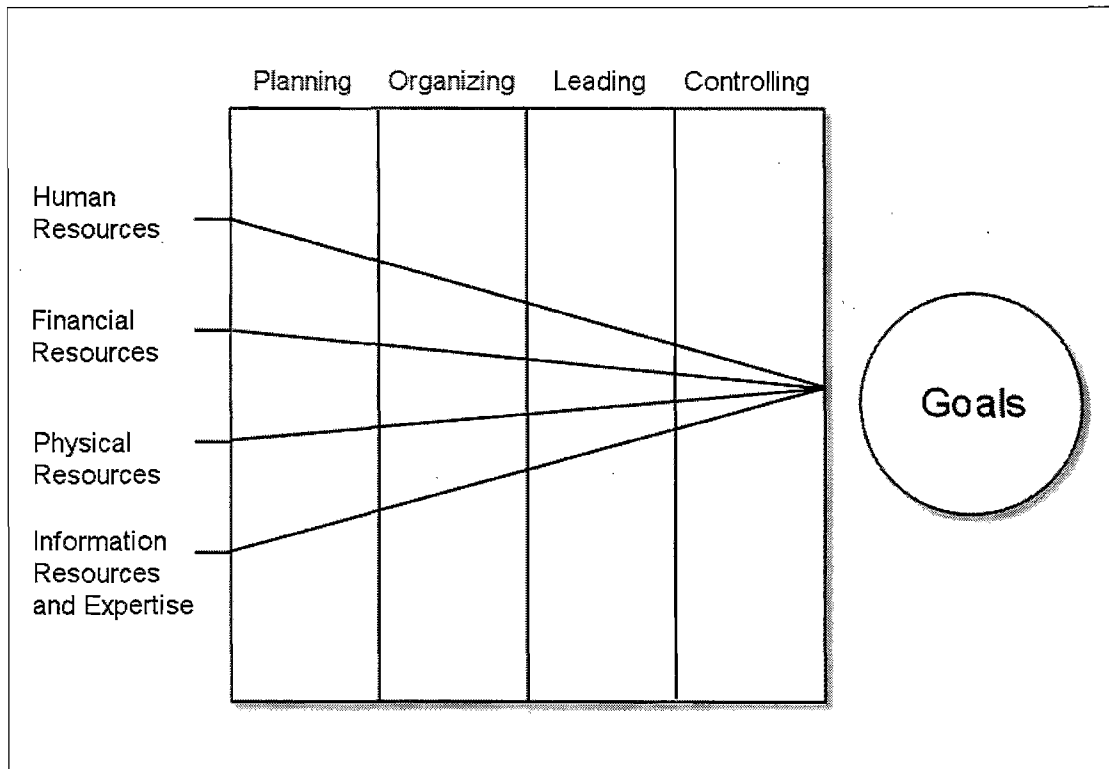
2.4.1 Managing relationships

SMT members can play interpersonal roles as representatives of authority in their schools by establishing links with people and groups outside their own school, or by playing a role in motivating and supporting the people in the section or activities of the school for which they are responsible, or representing their school sports events, choir competition or departmental meeting (DoE, 2000:24). Prinsloo in Van Deventer and Kruger (eds) (2003:200) defines interpersonal relationships as the collegial relationships, which are established through continuous interaction between educators. It can, however, also refer to the relationship between parents, learners and educators. Du Preez (2003:115) says the SMT must build relationships with all stakeholders to be able to attain the goals of the school.

2.4.2 Managing information

Members of SMTs have access to information from different sources. They are exposed to information from district officials who visit their schools; policy documents that come to the school; departmental circulars, discussion with learners, parents and other community members; articles in local newspapers;

reports on radio or television; meetings with colleagues from other schools and more. The responsibility of the SMT members is therefore to regularly check on situations and to make decisions on the basis of information they (SMT members) receive about those situations. On the other hand it is also their responsibility to give out to others the information that they receive, in systematic and appropriate ways, if they believe that it is in the interest of the school to do so (DoE, 2000:25). If information is disseminated to all stakeholders it becomes easier for the school to attain its objectives.

2.4.3 Managing how decisions are taken

The purpose of the SMT is to ensure participation of staff, parents and the community in school level decision making and to develop a culture of co-operation, accountability and commitment, all with a focus on improving learners' achievement (Turnbull & Mee, 2003:376).

According to the DoE (2000:25), the SMT has the formal responsibility and the authority to make decisions. Problem solving and decision making, according to Van Deventer (2003:95) are continuous management tasks that play a very important role in the management process. The SMTs quality of decision making skills will determine the effectiveness of their planning, organizing, leadership style and controlling tasks. The decisions taken will influence learners, educators and the future of the school. It is therefore of paramount importance that all staff members develop problem solving and decision making skills. Principals and SMTs are generally evaluated on the quality of the result of the decisions they make (Van Deventer, 2003:96).

2.4.4 Team building

The concept of teamwork refers to the principles of working together, sharing and common purpose. Middlewood (2003:172) argues that teams need to be managed effectively to enable them to respond to challenges and achieve their tasks effectively. The SMT should be part of a team or part of several teams. The SMT must make sure that they work as an effective management team and must manage the process of team building in other areas of schools. According to the DoE (DoE, 2000:26), teams that produce good results usually have:

- a common purpose;

- clearly defined roles for each team member;

- a leader;

- team members that support one another;

- a free flow of information;

- set ways for resolving conflict; and

- members who can see benefits in working together.

2.5 MANAGEMENT TASKS OF SMTs

The SMT should always be aware of various management tasks which they should perform in their use of human resources to meet certain needs and achieve organisational objectives.

As mentioned earlier, Van der Westhuizen (2003:164) states that management tasks to be carried out by SMTs are the following: planning, organizing, leading and control. Both Makgalemele (2003:27) and Van der Westhuizen (2003:164) agree that the four management tasks are interdependent and in constant interaction with one another. The education management tasks are graphically displayed in Figure 2.4. These management tasks will now be discussed.

Figure 2.4: The education management tasks (Van Deventer, 2003:73 adapted from Allen (1997)
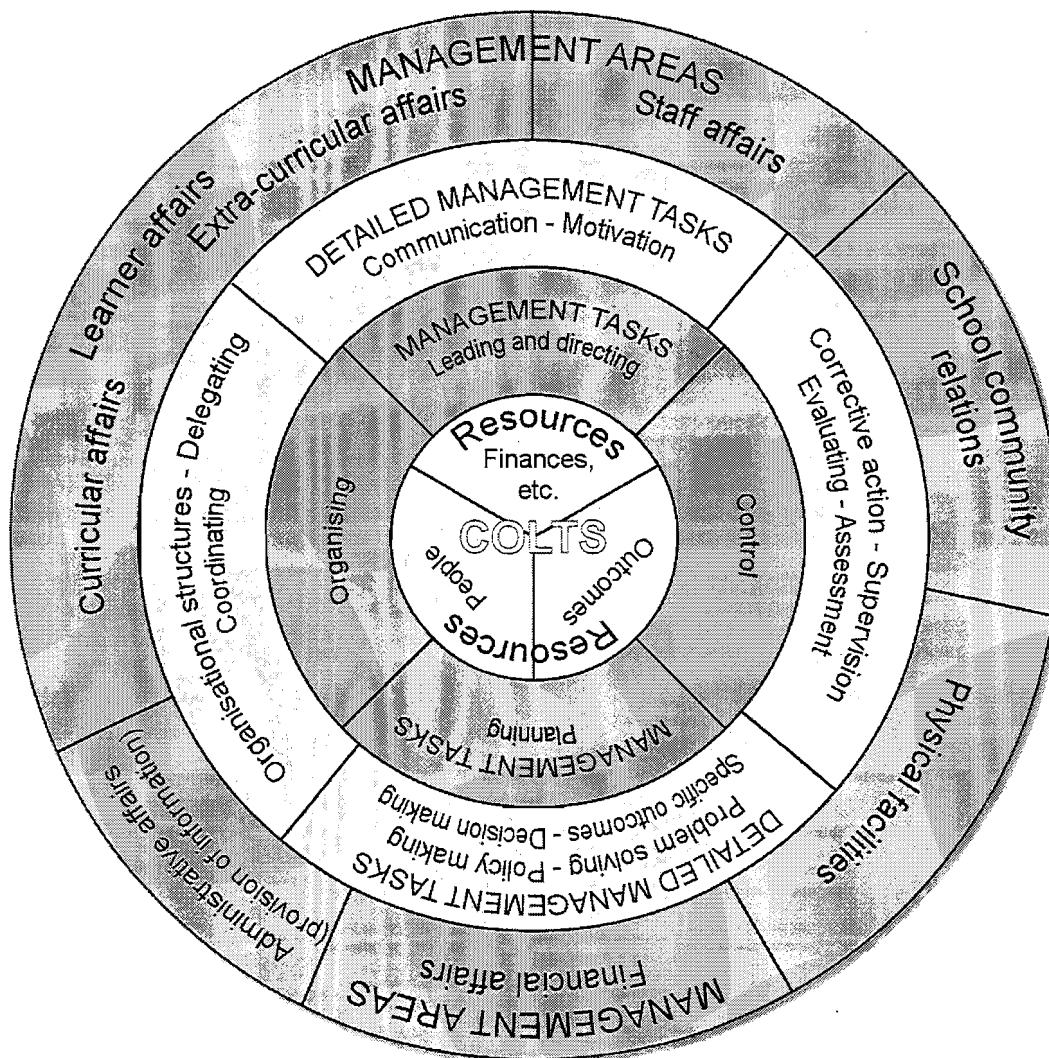
2.5.1 Planning

Planning is the identification of a course of action in order to achieve the desired results (Loliwe, 2004:14). She continues to state that the results will be expressed in terms of objectives and will be derived from the school development plan and the priorities that it identifies. Van Deventer (2003:79) contends that planning is one of the most important skills to be mastered in order to become a successful SMT or principal. Planning includes forward-thinking and accessing, as well as planning and deciding on priorities.

2.5.1.1 The importance of planning

There are good reasons why managers (principals and SMT members) should regard planning as extremely important. They are, inter alia, the following (Makgalemele, 2003:28):

- through planning institutional problems can be anticipated and uncertainty about the future of the institution can be reduced;

- planning improves performance attention of the goals and objectives which have been scrutinized;

- planning improves performance, because the functions and roles of the personnel are analysed to see whether they are in line with the objectives of the institution;

- planning provides motivation and elicits commitment because the end goal of the institution becomes clear; and

- planning ensures co-ordination because the various entities, striving to reach one goal, are aware of their role in the process;

2.5.1.2 Barriers to effective planning

It is important for the principal and SMTs to have the capacity to formulate outcomes, as this is the first step in planning. Managers who are unable to set meaningful outcomes will be unable to make effective plans. According to Smit and Cronje (1999:130) the following are barriers to effective planning:

- fear of failure: a principal, who sets definite, rigid outcomes, runs the risk of failing to achieve them;

- lack of educational knowledge: a dynamic and complete educational environment means that planning requires careful thought;

- resistance to establishing outcomes: reluctance to establish outcomes for a school, a department an activity or subject, results in unsuccessful planning.

- lack of confidence: in order to commit themselves to a set of outcomes, a principal and SMT members must feel that they and the school have the ability to achieve the outcomes. If they lack self-confidence or confidence in the school, they will hesitate to set outcomes; and

- resistance to change: almost by definition, the planning process involves changing one or more aspects of a school's current procedures and situation.

These barriers can be largely eliminated through effective leadership communication, negotiation and the establishment of sound relations and predetermined policies in a school. The second management task, organizing, will now be discussed.

2.6 ORGANIZING

According to Makgalemele (2003:32) organizing is the process of allocating and arranging human and non-human resources so that plans can be carried out successfully. Organizing can also be defined as the process of creating a structure for the school that will enable its members to work together effectively towards achieving its outcomes (Van Deventer, 2003:109). Mentz (2003:164) says that organizing has three essential features namely: grouping of tasks, assigning duties, authority and responsibility; determining the relationship between people in order to attain goals.

2.6.1 The process of organizing in a school

The process of organizing is the work that managers (principals and SMTs) in the school perform by arranging the workload and assigning the work necessary to achieve the outcomes of the relevant departments and activities. It then provides the necessary co-ordination to ensure that the departments and activities fit together as units working together to achieve the outcomes of the school (Smit and Cronje 1999:214).

The organizing process consists of the following steps (Makgalemele, 2003:32):

- the determination of the goals and objectives that an institution, such as a school, wishes to achieve;

- activities that must be carried out to make the achievement of the goals and objectives possible should be clear;

- the division and grouping of similar activities into similar sections or departments should be clear;

- job design with each section or department should clearly be determined;

- the design and visual representation of the organisational structure is important in order for educators to know what the communication channels are; and

- the delegation of tasks, authority and responsibility to individuals in departments and jobs should be clearly indicated.

The third management task, leading, will now be looked at.

2.7 LEADING

Lussier (2000:11) describes leadership as the process of influencing employees to work towards achieving objectives. This includes motivating and directing employees, selecting the most effective communication channels and resolving conflict.

Leadership is about relationships. Hoer (2005:7) maintains that good leaders change organisations; great leaders change people. People are at the heart of any organisation, particularly at a school and it is only through changing people, nurturing and challenging them to grow and develop, creating a culture in which they all learn that an organisation can flourish (Hoer, 2005:7). This relates very well to information discussed earlier under leadership where it is stated that leadership influences people to strive willingly for organisational objectives.

The SMT members are expected to play the role of leaders in their schools. Leaders, through their position in a school are obliged to be effective, and their effectiveness depends largely on their sensitivity, approachability and management styles (Loliwe, 2004:15).

According to Halinger, Leithwood and Murphy (1999:21) a good leader has the following characteristics:

- knows what is going on. Knows what right things to do and ensures the right things happen;

- can work with and through subordinates and is able to organise and motivate them to get things done; and

- can define and frame reality for themselves and for their constituents;

The fourth management task, control, will now receive attention.

2.8 CONTROL

Nkoe (2004:16) says by exercising control, a manager ensures that people carry out instructions according to plan. A manager can exercise control by making the necessary correction or adjustments. Meanwhile Lussier (2000:12) believes controlling is the process of establishing and implementing mechanisms to ensure that objections are achieved. According to him an important part of controlling is measuring progress towards the achievement of the objective and taking corrective action when necessary.

Control within the school management is the process by which the SMT members ensure that actual activities conform to planned activities and that objectives are accomplished. It used to be a tool which was applied by the principal and SMTs to check progress in as far as covering of the syllabus by the educators in each subject was concerned (Loliwe, 2004:15).

2.9 OTHER MANAGEMENT FUNCTIONS OF SMTS

Various authors, for example Du Preez (2003:115) and the DoE (2000:7) agree that it is the responsibility of the SMT to ensure that the management of the school is effective and they have to work together to ensure the achievement of the organisational goals and objectives.

Du Preez (2003:115) says the SMT must also perform the following functions:

- they must build relationships with all stakeholders;

- they must also see to it that the school has the basic infrastructure to operate effectively;

- the SMT members must induct and orientate new staff members.

- the SMT may assist with planning of the school time table, budget, finances, code of conduct, assessment policies, managing diversity in the school, decision making, policy making, planning of staff development, planning of change, keeping records, consulting with the school governing body (SGB), and storing and managing the schools learning resources;

- SMT members should take a leading role in committees such as the disciplinary, financial, and academic committees;

- an SMT member should do book control and see to it that work in the learning area complies with the subject policy; and

- all SMT members hand in a written report about his/her subject every term.

Schools need good management and leadership to ensure a better quality education for learners (DoE, 2000:8). According to this document it is no longer good enough for a principal to be a good administrator; he/she must be a proactive leader and manager. But, in the new definition of leadership and management, the principal is not expected to carry the burden of running the school alone. He/she is expected to form a school management team (SMT), made up of senior level staff. The SMT is responsible for the day-to-day running of he school, and for putting policies into practice, while the school governing body (SGB) determine the policies. The SMT together with the SGB ensure that all activities at the school are properly planned and the school is run as effectively as possible (DoE, 2000:2). This approach differs from how schools were managed before 1994.

In the past, the educational structure looked like this:

Figure 2.5: The previous educational structure (www.seedprog.co.za)
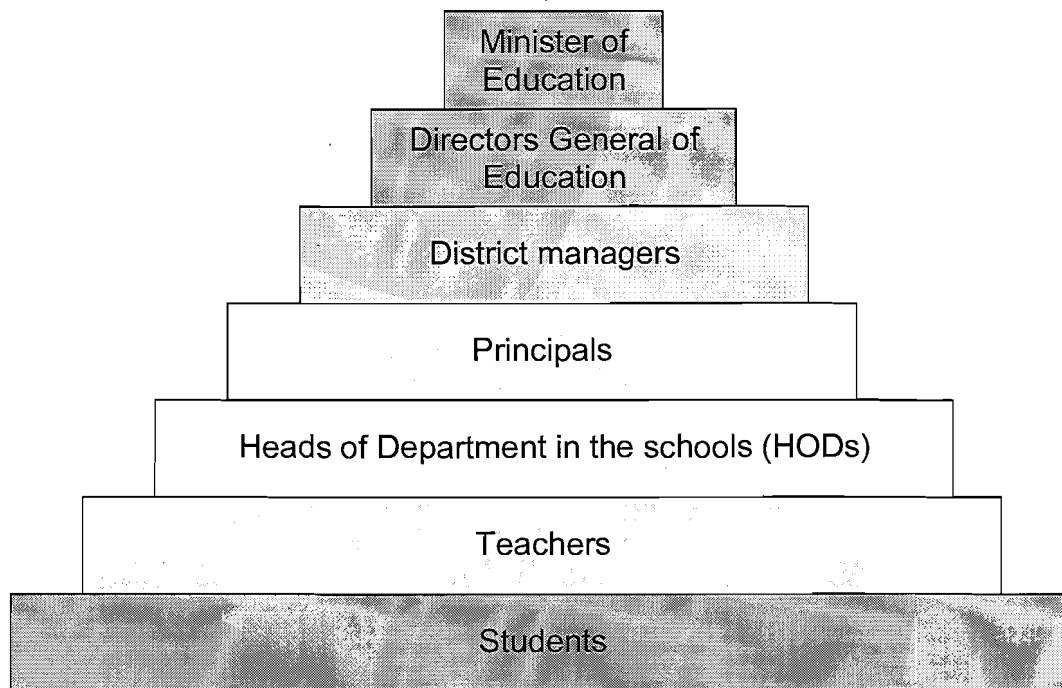
Parents were not an essential part of this structure.

The new system created a different structure. As mentioned earlier, in each school the work of the principal has been broadened. The SMT assists with the day - to – day running of the school and for putting the school's policies into practice. Next to the SMT is a parallel structure, the school governing body (SGB) that determines the school's policies. The SMT and SGB need to work together to lead and manage the school (www.seedprog.co.za).

This is what the new system looks like:

Figure 2.6: New Education system (www.seedprog.co.za)
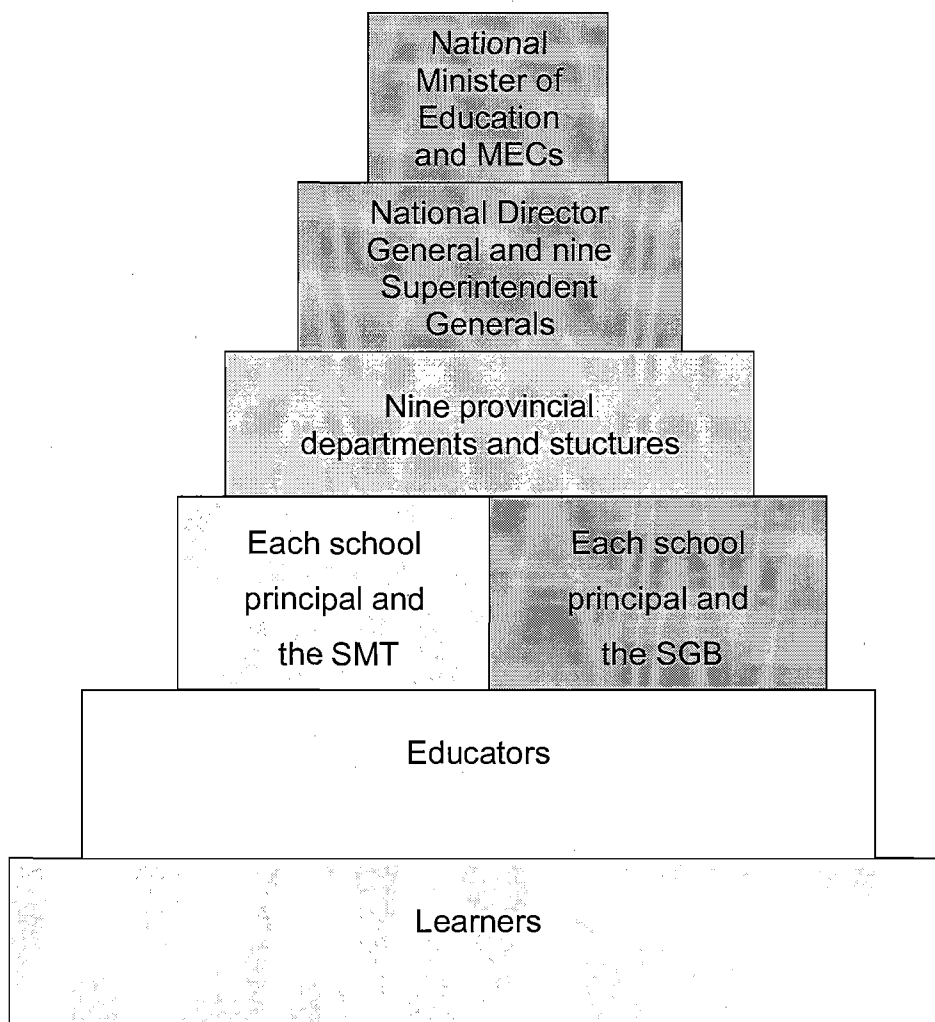
As early as 1994, authors like Squelch and Lemmer (1994:11) supported the foregoing viewpoint as displayed in Figure 2.5, by stating that the principal is the most important leader in the school, but is not the only person who is responsible for school improvement. They say the principal should be supported by an efficient SMT or team of staff and parent community.

According to Moloi (2002:XIV), in many cases school management and leadership were undertaken by unskilled, poorly qualified principals and SMTs who did not have the necessary management and leadership skills which resulted in the widespread dysfunctioning in the township schools, some of the undesirable consequences of this are declining grade 12 results, the terrible condition in which some of the schools operate, and the increased uncertainly about educators and learners' safety on schools premises.

Institutions can only succeed in reaching their goals if they effectively apply all management principles. Makgalemele (2003:25) states that good managers are those who who have acquired the four pillars of management namely, planning, organizing, leading and control. A manager, who in the 21st century does not have these skills, will not achieve his/her institution's aims, goals and objectives.

2.10 CONCLUSION

In chapter 2, the role of the SMT in leading and managing schools has been discussed. In the following chapter human resources management, as one of the responsibilities of the SMT, will be dealt with.

CHAPTER THREE

THE ROLE OF SMTs IN HUMAN RESOURCE MANAGEMENT

3.1 INTRODUCTION

In the previous chapter, management was defined as a measure of ensuring that the school as a whole is functioning effectively in achieving its vision (Davidoff & Lazarus, 2002:169). In this chapter the role of SMTs in human resource management will be discussed.

Management, according to Surridge (2000:17), is the process of setting objectives and making the most efficient use of financial, human and physical resources to achieve these objectives. Heystek, Roos and Middlehood (2005:33) agree and add that the most important resources in educational organizations are human resources. Even where the poorest schools lack the most basic physical resources, such as water or electricity, the possibility of some form of useful education exists only through the quality of the staff. Equally, a school with plentiful physical resources does not guaranteed effective learning unless the teaching is good.

It is therefore the role of the principal and his/her SMTs to make sure that planning to achieve goals and objectives in their schools, human resources (staff) are at the centre of their activities. People are the most valuable resources in our organizations, but if we do not treat them accordingly; we cannot expect them to deliver their best for the organization (Heystek, *et al.* 2005:26).

It stands to reason that, for effective pursuit of educational goals and effective staff management, the principals and the SMTs should have a clear understanding of key issues which need to receive priority in their management of human resources. If properly attended to, these key aspects could not only lead to the attainment of goals but also to people (human resource) improvement. In this regard Oosthuizen and Van der Westhuizen (2003:176) contend that the following facets of human resource management should receive attention from the education manager through effective educational training in a school: staffing; staff induction; staff evaluation (appraisal); staff development; personnel motivation and conflict management.

Surridge (2000:7) agrees that if people (staff) are managed effectively, they are likely to make a positive contribution to the organisation. Managed badly, they are likely to resist, have low productivity, produce poor quality work and deliver inadequate customer service.

The role that effective human resource management can play in attaining goals will now be dealt with.

3.2 HUMAN RESOURCES MANAGEMENT

3.2.1 What is human resource management?

Riches (quoted by Gold and Evans, 1998:62) say human resource management is about the improvement of performance or productivity and he acknowledges that humans (staff) in an organisation are the most important part of getting things done. People need to be managed to optimize their own and institutional performance.

There are many views on whether there is a difference between human resource management and personnel management. They are considered as essentially interchangeable, covering all aspects of planning, managing and developing the people in an organisation (Connely 2000:2). However, Amos, Ristow and Ristow (2004:7) argue that compared to personnel management, human resource management has a different role to fulfil. They say personnel management may be regarded as the provision, maintenance and development of personnel with the aim of achieving the primary goal of the undertaking concerned. They further indicate that this is the reason why personnel management as necessity should receive particular attention because without staff, this undertaking cannot function in any circumstance.

Human resource management is central to the effective running and success of any organisation (Connely, 2000:02). This is a clear indication that without people (human resource or staff) no organization can exist. Law and Glover (2000:189) say that the nature and funding of educational organizations mean that educators are the key institutional investment, and that all this means effective staff planning and development are essential prerequisites for achieving and maximizing educational goals.

According to Oosthuizen and Van der Westhuizen (2003:184) human resource management as an educational management area can be defined as those activities by means of which the services of teaching staff can be acquired, facilitated and improved by means of management strategies to bring about increased effectiveness in educational training.

It is of crucial importance to note that by staff it is not only meant teaching staff. Here it refers to any of the adults who are paid to work in a school and particular those who are connected with learning and teaching in the school. Classroom assistants, and laboratory technicians and ground keeping staff, come into constant contact with learners and they influence and are influenced by the ethos of the school, Comer, Joyner and Ben-Avie (2004:29) call these people non-instructional support staff, and believe they must be involved in decision making in the school.

Furthermore, many of these non-teaching staff have far less access to professional development than teaching staff. Some of them are not invited to staff meetings, which can be an ideal medium for staff development when well run, and several of them would not like to be expected to attend these meetings. It is therefore suggested that schools think carefully about the development of all staff members and where possible, remember that non-teaching staff can be those people with a great deal of influence over young people in a school (Gold & Evans, 1998:54).

3.3 KEY ISSUES OF HUMAN RESOURCE MANAGEMENT

School principals and their SMTs should be conversant with issues of human resource management, which should receive attention from them in order to improve education in their schools. Heystek *et al.* (2005:28) define human resource management as a process where the head of the school is responsible for his/her staff in such a way that they achieve their best and remain loyal to the organization. Schools managers should also be aware, by virtue of the high position they occupy in their schools, that without paying full and urgent attention to these aspects, the battle against poor performance can never be won. These key issues include the following: recruitment and staffing; staff induction; staff appraisal; staff development; personnel motivation; conflict management; job satisfactions and stress management.

The first two aspects that will be discussed are staff recruitment and appointment.

3.3.1 Recruitment and Staffing

According to Schermerhorn, Hunt and Osborn (2005:181), recruitment is the process of attracting the best-qualified individuals for a given job. It typically involves advertisement of a position vacancy, preliminary contact with potential job candidates, and preliminary screening to obtain a pool of candidates. This view is supported by Connely (2000:14) who believes recruitment is the series of activities carried out to gain a pool of candidates who might match the organization's requirement for skills, knowledge, qualifications, experience, abilities and attributes. It is also crucial to note that the right people not only have to be recruited and correctly selected, but, once part of the organisation, they need to be managed and led on a daily basis. This entails creating a working environment that encourages people to perform at their best (Amos *et al.*, 2004:10).

A vital part of the functioning of any organisation, including any school, is ensuring that the best available person is appointed to a vacant position. This management function is called staffing and consists of various transactions. This includes activities which mainly occur during the employment of a person and the ending of the employment (Heystek *et al.*, 2005:48). Staff induction or orientation has as its objectives enabling various categories of new staff members to adjust effectively to their new work environment with the minimum disruption and as quickly as possible, so that the organization's functioning can proceed as efficiently as possible. According to Schermerhorn *et al.*, (2005:181) staffing aspects of the person-job fit begin with an understanding of the position or jobs for which individuals are needed in the organization.

Staffing comprises the following transactions relating to the filling of posts: position analysis; staff recruitment; staff selection and staff appointments (Schermerhorn *et al.*, 2005:182).

3.3.1.1 Position analysis (task analysis)

Heystek *et al.* (2005:74) refer to position analysis as task analysis. They state that the job description is the end product of a task analysis. In this process, information with regard to each post is collected by means of observation,

interviews, questionnaires, consultation and the diary method. The job description contains the minimum qualification necessary to effectively perform the task, as well as what you will actually expect the person to do. Loock (2003:58) says several methods are available for conducting a job analysis. Four of the frequently used are motion study, time study, work sampling and the post analysis questionnaire (PAQ). PAQ is a method which can be used to analyse almost any type of job in relation to employee activities.

3.3.1.2 Staff recruitment

Amos *et al*., (2004:31) say recruitment is about attracting a pool of pontential candidates, from which the ideal candidate can be selected as cost – effective as possible. The recruitment of educators entails all those activities designed to attract the right number of propertly qualified stazaff (personnel) to the education system so as to fill specific vacancies. Schools advertise the post to allow applicants to apply. The applicants are then short listed; after which the applicants are called for a interview. After the interviews have been condundected, the successful applicants are recommended for appointment in the vacant posts.

3.3.1.3 Staff selection

After an applicant pool has been recruited, the selection aspects of staffing come into play. Selection involves the series of steps from initial applicant screening to final hiring of new employees. According to Schermerhorn *et al*. (2005:182) this selection process involves:

- completing application material;

- conducting an interview;

- completing any necessary tests doing a background investigation; and

- and deciding to hire or not to hire.

Amos *et al*., (2004:35) argue that selection is the process of selecting the most suitable candidate from the pool of candidates recruited. The selection process must be driven by pre-determined selection criteria. It must therefore, begin with a description of qualities necessary for success in the job (job specification) and the

job profile. The pre- determined criteria ensure that it is known what the organization requires in a person for successful appointment to a post. If the employer does not know what he/she is looking for, the employer will definitely not know when he/she has found the right person (Arnos *et al.*, 2004:35).

It is important to note that once the decision has been made to appoint (hire) a particular applicant, a letter of appointment should be formulated informing and congratulating the person on being selected. The letter of appointment which is given to a successful candidate should provide the necessary information on the conditions of service like job title, a brief description of the job, the starting remuneration package, the length of the probationary period if applicable, and a request that the person indicates in writing by a specific date whether or not he/she will accept the offer (Amos *et al.*, 2004:38).

According to the DoE (2000:1) there are two types of appointments, which may be made at a school. Firstly, educators who are selected by the School Governing Body (SGB) and are then recommended for appointment by the Provincial Department of Education. Most educators are appointed in this way. After appointment, the department will pay these people. Making these appointments is one of the normal functions of the SGB, as outlined in Section 20 of the S.A. School Act (1996). The SGB must take great care to follow employment procedures as laid down by the department (DoE, 2000:1). The principal, as member of both the SGB as well as the SMT, is naturally part of this process.

3.4 STAFF INDUCTION (ORIENTATION)

3.4.1 What is staff induction?

According to Amos *et al.,* (2004:39), induction, also referred to as orientation, is a planned and structured process of assisting a new employee to function effectively within the organisation with minimum delay. Its ultimate aim is to ensure employee performance and to retain suitable staff. Induction is the process of introducing new staff members into a school (DoE, 2000:30). Heystek *et al.,* (2005:87) defines induction as the introduction of new staff into a new working environment as soon as possible and without disruption for both the individual and the school, so that the aims of the school may be achieved as effectively as possible.

3.4.2 Inducting staff into a school

A good school should have a carefully planned induction programme which is run at the beginning of each year. It is crucial that the induction process should help each new member to have a clear understanding about ethos, values, and practices at his/her new school and how he/she fits into school (DoE, 2000:30).

A school may recruit, select, place, replace and transfer personnel but until these personnel are fully adapted to the job, they cannot be expected to perform at their best. According to Heystek *et al.* (2005:87), the induction process must have specific goals, namely:

- to make the educator feel secure and welcome;

- to help the educator to become part of the team – the staff group;

- to inspire the new educator towards excellence in performance;

- to help the educator to adjust to the work environment;

- to provide information about the community, school system, school building and the learners; and

- to help the educator to become acquainted with colleagues.

3.4.3 Appoint an induction organiser

The principal will probably delegate the task of induction organiser to a senior member of staff. This person will probably be a member of the School Management Team (SMT). The induction organiser will arrange special activities at the beginning of the year, keep a close eye on newcomers during the first term, and be available to assist them for the whole of the first year (DoE, 2000:30).

3.5 STAFF APPRAISAL

Staff appraisal has been neglected or limited in many South Africa schools due to a breakdown in teaching and learning. The document on Developmental Appraisal for Educators introduces a new appraisal instrument and marks the beginning of a new era in staff appraisal in South Africa (UNISA, 2001:3). According to this

document, appraisal is essentially an acknowledgement of the positive aspects of educators' performances, since it emphasizes a 'developmental approach' as opposed to a 'judgemental approach'. A developmental approach aims at empowering the educator with new skills and information while the "judgemental approach" focuses at fault finding. Appraisal can be defined as a continuous and systematic process to help individual educators with their professional development and career planning and to ensure that the in-service training and deployment of educators match the complementary needs of individual educators and schools (UNISA, 2001:4).

Schermerhorn *et al.* (2005:168) define staff appraisal as a process of systematically evaluating performance and providing feedback on which performance adjustments can be made.

3.5.1 Applying the appraisal and IQMS within the school

The principal and SMTs should always bear in mind that appraisal and mentoring are two very important aspects of staff development. Developmental appraisal is now no longer an instrument (system) on its own but has been combined with other systems to form Intergrated Quality Management System (IQMS). If these systems are supported by all schools, they could ensure that results and learner performance improve, especially in townships schools, where a significant number of learners are struggling. These systems must be applied not only to the beginner educators, but to all educators. The SMTs must make sure that all newcomers, especially those in their probation period, understand these appraisal systems at their schools (DoE, 2000:33).

Every school in South Africa is expected to develop itself as a learning organization. This means that the school itself is always learning, and all its members (principal, SMTs, educators, learners and supporting staff) are always learning. Staff training is part of learning. Appraisal is a crucial part of this process and it is called "developmental appraisal" because it focuses on improvement and not "judgemental appraisal". The purpose of appraisal is to help every educator to keep growing and learning through professional development (DoE, 2000:33).

According to the DoE (2000:34), there is an established procedure, which has been drawn up, through negotiation between the education department and

educators' unions. This process of appraisal needs to be carefully planned, conducted and followed up by schools. The following (Figure 3.1) are steps to be followed when implementing the appraisal system at the school proposed by the Department of Education (2000:34):

Figure 3.1: Procedure to implement the appraisal system

		ACTVITIY
STEP 1	⟶	School elects Staff Development Team (SDT)
STEP 2	⟶	SDT organize workshop to explain the principles and procedures
STEP 3	⟶	Educator chooses own appraisal panel.
STEP 4	⟶	Educator completes appraisal forms.
STEP 5	⟶	SDT draws list of all appraisal panels.
STEP 6	⟶	SDT draws list of all appraisal panels.
STEP 7	⟶	Two panellist pay two visits to each educator's classroom
STEP 8	⟶	SDT monitor the schedule, making sure that it is going well.
STEP 9	⟶	Discussions are held, feedback given and reports written.
STEP 10	⟶	Follow up development activities (as required by each educator).

The issue of feedback after personnel has been apprised, cannot be overemphasised. A number of authors, for instance, Law and Clover (2000:197) and Schermerhorn et al., (2005:168), all generally accept that performance feedback is fundamental for future personnel and organisational development. Giving performance feedback as part of organisational development is part of the SMTs responsibility (DoE, 2000:17).

3.5.2 The necessity for staff appraisal

From the process of appraisal, both educators and schools should benefit. Unless appraisal genuinely benefits the staff of the organisation, there is little point in embarking on the scheme. Staff must feel that they are deriving some benefit from the process rather than seeing it as mere paper work or a superficial exercise.

Appraisal should offer the following benefits (UNISA, 2001:4):

- recognition for effective practice;

- greater clarity regarding their role;

- improved feedback on performance;

- a more open environment;

- better understanding of the requirements for the job;

- improved job satisfaction;

- support in work related issues.

Although the central concern should be the personal and professional development of educators, appraisal has a vital role to play in the overall development of the institution. Schools can derive the following benefits from appraisal (UNISA, 2001:4):

- more accurate information about educator performance;

- a more purposeful organisation;

- clear lines of responsibility and communication;

- improved management;

- a more open ethos and more supportive environment;

- a better informed school;

- improved staff morale;

- enrichment for learners.

3.6 STAFF DEVELOPMENT

3.6.1 Introduction

Staff development is often long term in nature and focuses on tapping potential. It relates to an ongoing programme which relates to a wide range of skills and capacity, whereas training is often short term in nature and focuses on skills acquisition. Both staff development and training are crucial in the organisation as they empower staff with skills and knowledge (Amos, *at al.*, 2004:89).

3.6.2 Definition of staff development

The term staff development (human resource development) according to Heystek *et al.* (2005:128) means to encourage the continuous personal and professional growth of personnel within a respectful, supportive and positive climate.

Human resource development is an effective method of meeting future challenges. These challenges include aspects such as the ability to perform adequately in one's task, positive attitudes, socio-technological changes and high staff turnover. Several aspects of staff development follow from this definition (Heystek *et al.* (2005:128).

First, it is concerned with a range of staff training activities, irrespective of whether they are voluntary or mandatory, in school or externally based, knowledge or skill based, of personal or school interest and finally related to the curriculum – led staff development schemes or otherwise (Heystek *et al.* (2005:128).

Secondly, the definition emphasizes the need for a conscious school approach to staff development. This means there should be agreed policy statements about the aims and obligations of the individual and school towards staff development. In order to succeed in involving staff, the schools' first task is to create the right climate for school – wide staff development to take place. Without a credible, creative, positive environment for in-service training ad staff development, very little will work (Kydd, Crawford and Riches, 1997:180).

Moloi (2002:1) argues that schools should be transformed into learning organisations. "Learning organisation", refers to school based efforts by individuals and groups to improve everyday teaching and learning activities in the

school. Furthermore, she maintains that to transform schools into learning organisations, the principal and SMTs should become deeply involved in human resource development (Moloi, 2002:94). In addition, principals and SMTs should always bear in mind that staff development is a complex activity that cannot be left to happen by it; it needs to be managed.

3.6.3 The aims of staff development

According to the DoE, (2000:9) it is crucial that the principal and the SMT are conversant with the goals of the personnel as they are the people who should make sure that personnel development takes place in their schools. Steyn (1996:38) cites the following as the principal's goals of personnel development:

- to improve employees' performance in their present positions;

- to create opportunities for personal fulfilment and institutional effectiveness in order to enhance creativity and facilitate changes to the system;

- to serve the primary aims of the education system – the promotion and attainment of quality teaching and learning (educative teaching);

- the institution of acceptable, meaningful programmes to enable staff members to co-operate in order to achieve their personal aims and those of the system;

- to develop the skills of important selected staff members so that anticipated vacancies can be filled;

- to provide a meaningful programme in which the strengths and talents of each individual in the system can be utilized.

3.7 STAFF MOTIVATION

3.7.1 Introduction

Education leaders influence subordinates to achieve the schools' outcomes and aims by the way in which they motivate them.

3.7.2 Defining motivation

Various authors seem to have a similar view on what motivation is. For instance, Calitz, Fuglestad and Lilejord (2002:241) describe motivation as a concept that explains the way a person or an organisation behaves. The same concept can be used to refer to the energising or driving force that causes an individual to engage in certain behaviours. Schermerhorn *et al.*, (2005:120) share the same sentiment by defining motivation as forces within an individual that account for the level, direction and persistence of efforts expanded at work. In addition to the viewpoints of the above-named authors Amos *et al.* (2004:149) also hold the opinion that motivation is defined as the willingness to exert high levels of efforts towards organisational objectives, conditioned by the effort satisfying some individual needs. On the contrary, Law and Glover (2000:56) argue that like theories about management and leadership, motivation is a contested concept with no agreed, single definition: it is multifaceted and has been described as comprising all those inner-striving conditions described as wishes, desires, and drives – an inner state that activates or moves individuals.

The term "motivation" is derived from the Latin word "movere" which means to "act in motion" (Du Preez, 2003:18). Motivation may be defined as the influencing of a subordinate to achieve the aim that the managers want to achieve (Prinsloo, 2003:148).

A number of definitions and theories of motivation exist (Amos *et al.*, 2004:150). These can assist managers in understanding motivation and guide them in what to do to motivate people in the workplace. The theories are classified into two broad categories: content or needs theories and process theories. Needs theories focus on the individual factors within each person that initiate, guide, sustain and stop behaviour? To motivate someone, a manager must be aware of and address the needs that are unique to each individual (Amos *et al.*, 2004:150). Process theory on the other hand, as the name implies, explain the process of how behaviour is initiated, directed, sustained and stopped. To motivate a person, the manager needs to understand the process and know what can be done to influence the process. Different theories of motivation exist, namely Maslow's hierarchy of needs theory, the Herzberg two-factor theory and McGregor's Theory X and

Theory Y. The importance of the theories for educational practice will be discussed.

3.7.3 Motivation theories

3.7.3.1 Maslow's Hierarchy of Needs Theory

Figure 3.2: Maslow's Hierarchy of Needs Theory (Hellriegal, 2007: 265).
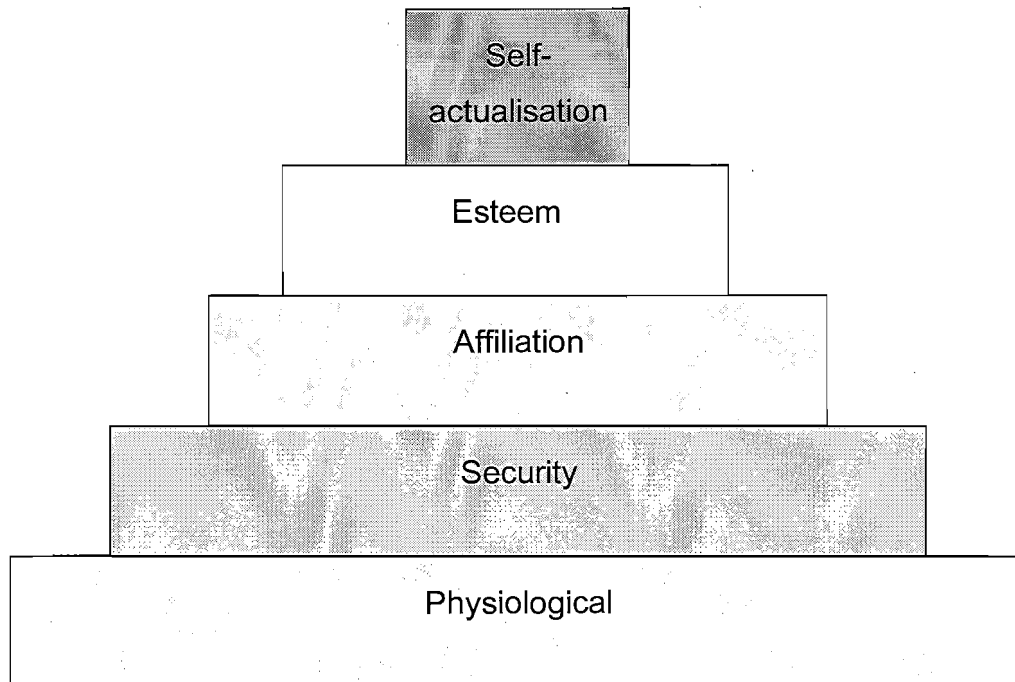
Maslow bases his theory on the following three assumptions regarding human behaviour (Du Preez, 2003:19):

- there is always something for which someone is striving for overtly or covertly: something he would like to have or an ideal he would like to fulfil:

- a need which has been fulfilled is no longer as compelling a factor as when unfulfilled; and

- needs can be arranged in five columns in hierarchical fashion in order of priority.

Maslow's theory is possibly the best known of all motivation theories. It calls attention to human needs as the drivers of behaviour. Needs are aspects of people's lives that need fulfilment and which therefore initiate, direct and sustain

behaviour towards satisfaction. A manager can motivate staff by identifying what their work needs are and satisfying those needs (Amos *et al.*, 2004:151).

Both Schermerhorn *et al.* (2005:122) and Amos *et al.* (2004:151) share the same view that Maslow's theory proposes a hierarchy of five levels of needs, classified as higher order and lower order needs. The theory is based on a satisfaction – progression assumption. According to Maslow, individuals first seek to satisfy lower order needs before higher order needs. Higher order needs in Maslow's hierarchy are esteem and self actualization and lower order needs are physiological, safety and social needs. According to Amos *et al.* (2004:151), once a need is satisfied, that need no longer serves to motivate the individual. Since individuals strive continuously to satisfy higher order needs, a higher order need then emerges as the primary motivation of behaviour.

Du Preez (2003:20) distinguishes and clearly explains each of Maslow's needs from lower order to higher order needs.

- **Physiological needs**

  The lowest order of human needs consist of the basic physiological necessity such as water, food and shelter. These can be acquired if money and employment are available.

- **Security and safety needs**

  If the needs on the previous level are satisfied, a need level automatically emerges representing a higher step in the needs hierarchy. This level represents stability (including financial security ad freedom from physical threats and dangers) People want to be assured that their survival is not in jeopardy. Their work should give them this kind of security. Many educators have entered the education system because the service can provide a secure and stable job.

- **Belonging and love needs**

  This includes effective relationships and the need to belong to a group, family, etc. feedback from group members which confirms one's sense of belonging is necessary.

- **Needs for esteem and appreciation**

  Two kinds of needs are distinguished:

  o   The need for mastery and achievement.

  o   the need for recognition and approval from others.

  Educators who do not feel that their esteem is being met through the job can become discouraged. They want to be recognized for their accomplishment. The need for such recognition is partly met by medals, promotion, etc. Satisfaction of these needs leads to self-confidence and sense of gratification.

- **Need for self-actualization**

  Maslow defines the need for self-actualization as "…..desire to become more and more what one is, to become everything one is capable of becoming". The person has a desire for personal and spiritual growth.

According to Du Preez (2003:19) it is important for principals and SMTs to understand that staffs has different needs and that needs on lower levels should be met in order for that person to be motivated by needs on a higher level. This theory provides one way of understanding staff motivation. What the school managers should remember, however, is that human beings are very complex and cannot be "governed" by any theory or model.

3.7.3.2 Herzberg's Two-Factor Theory

Figure 3.3: Herzberg's Two-Factor Theory (Kroon, 1995: 333)

Hygiene factors		Motivating factors
-1	0	+1
Policy and administration		Opportunity to achieve
Supervision		Opportunity for recognition
Working conditions		The work as such
Interpersonal relations		Responsibility
Wage/salary and other service benefits		Progress
Status		Opportunity for personal growth
Security		

Herzberg's two-factor theory identifies job context as the source of job dissatisfaction and job content as the source of job satisfaction (Schermerhorn *et al.*, 2005:124). According to this theory, hygiene factors are associated with the job context or work setting that means they relate more to the environment in which people work, than to the nature of the work itself. Hygiene factors are organizational policy, quality of supervision, working condition, salary and relationship with peers, relationship with subordinate, status, and security. Among the hygiene factors, perhaps the most surprising is salary. Herzberg found that a low salary make people dissatisfied, but that paying them more does not necessarily satisfy or motivate them. In the two-factor theory, job satisfaction and job dissatisfaction are totally separated dimensions. Therefore, improving a hygiene factor such as working conditions will not make people satisfied with their work, it will only prevent them from being dissatisfied (Schermerhorn *et al.*, 2005:125).

To improve job satisfaction, the theory directs attention to an entirely different set of factors – the motivator factors. These are achievement recognition, work itself, responsibility, and advancement and growth. These factors are related to job content – what people actually do in their work (Schermerhorn *et al.*, 2005:125).

According to Lumby *et al.* (2003:154) it is of crucial importance for the principals and SMTs to note with regard to Herzberg's theory of motivation that:

- The things, which make people happy at work, are not simply the opposite of things which make people unhappy. The two sets of things are different in kind. You cannot simply satisfy people by removing the cause of dissatisfaction, for example, by giving staff a higher housing subsidy. Therefore, the opposite of "unhappy" according to this theory is not "happy", as one might expect, but rather "not unhappy".

- The things that make people dissatisfied are related to the job environment. The things that make people satisfied on the other hand are related to job content.

- While those who have a satisfying job may have a higher tolerance of dissatisfaction, the dissatisfying factors can be so strong that the job becomes intolerable.

- School managers must therefore be concerned with ensuring both that the causes of dissatisfaction are removed and that opportunities for satisfaction are increased.

3.7.3.3 McGregor's Theory X and Theory Y

McGregor describes two contradictory assumptions about the nature of work, which he calls Theory X and Theory Y. One approach believes that people strive for self-realization by means of work, while the other assumes that people strive only to satisfy their lower-order needs (Du Preez, 2003:22).

3.7.3.3.1 The assumption of McGregor's Theory X

The traditional view of direction and control that has been identified as Theory X reflects the following mistaken assumption (Du Preez, 2003:22):

- the average employee really dislikes work and will do whatever is necessary to avoid it;

- if employees dislike work, in order to direct activities towards the accomplishment of organisational objectives, most employees will have to be coerced, controlled or threatened with punishment;

- security is important to the average employee. This type of individual has little ambition, and would rather be told what to do.

It should be noted that education managers (principals and SMTs) who apply the concepts of Theory X, will view their employees as necessary evil and the majority of people as possessing limited abilities. If an education manager uses Theory X, it will be reflected in every contact he/she has with those being supervised. Staffs are not seen as professional and are treated accordingly. The principal believes that he/she is the only one with knowledge and skills. There is no question of participative management. All staff members are stupid and ignorant in his/her eyes. This will have a negative influence on the school. Theory X places a strong emphasis on control and direction. Procedures are devised for supervising staff closely and providing rewards and punishment (Du Preez, 2003:22).

3.7.3.3.2 The assumption of McGregor's Theory Y

Education managers should consider a new method about the management of human resources, namely the assumption outlined in Theory Y. This theory is in complete contrast with theory X. The assumption includes the following (Steyn, 1996:11):

- the majority of employees will respond as positively to work as they do to play or rest;

- control and direction are not the only techniques that can be used to achieve goals. Employees will, when truly committed to an objective, exercise self-control and self-direction;

- commitment to organizational objectives is a function of reward associated with the attainment of objectives;

- avoidance of responsibility, an accentuation on security and limited drive are, for the most part, consequences of experience, not fundamental characteristics of human nature;

- the ability to exercise a high degree of imagination, ingenuity and creativity when striving to solve an organisational problem is a widely distributed talent among the population.

It is therefore clear that when an education manager applies the concept of Theory Y, each employee is viewed as a real asset. Staff is viewed as having a definite capacity for growth and development. Employees are creative and will accept responsibility. Unquestionably, they are not stupid, irresponsible or hostile. The education manager accepts the fact that there will always be a few such members of staff, but they are the exception and not the rule. It is the education manager's job to create a working environment where the real potential of every educator can be tapped. On the other hand, as an educator grows and develops, control can be reduced and the educator can be given more opportunities for self-direction and self-control (Steyn, 1996:11).

In the next paragraphs, conflict management will be dealt with

3.8 CONFLICT MANAGEMENT

Conflict is part and parcel of all organisational life. As such the ability of the SMTs, to deal effectively with conflict is a key aspect of a manager's success. This means that no educator can permanently escape conflict in the school environment (Van Deventer and Kruger, 2003:26)

3.8.1 Definition of conflict

There is no consensus or specific definition of conflict in the vast body of scientific literature. However there is concurrence that conflict has its basis in the incompatibility of aims and arises out of opposing behaviour or disagreement among parties (Van der Merwe, 2003:26).

Mullins (1999:816) defines conflict as something that relates to behaviour intended to obstruct the achievement of some other person's aims. Conflict occurs when two or more people believe that the behaviour of the other prevent them from achieving their goals (Ngcobo, 2003:188). In the same vein, Schermerhorn *et al.* (2005:338) are of the opinion that conflict occurs when parties disagree over substructure issues or when emotional antagonism creates friction between them.

3.8.2 Conflict management

Loock (2003:23) says the education leaders should bear in mind that no single party can solve conflict. This means both parties should work hand in glove to resolve the conflict. The foregoing is supported by Ngcobo (2003:191), who believes that the process and outcomes of conflict depend to a large degree on the conflict management styles of involved parties. Of crucial importance is the fact that SMTs should be aware that conflict should be identified and resolved as soon as possible before further antagonism develops, which will complicate matters (Loock, 2003:23).

Kruger and Van Schalkwyk (1997:120 – 126) has identified three principal ways of managing conflict, namely peaceful coherence, compromise and problem solving.

- peaceful coherence – is avoiding conflict by retreating from the arena of confrontation;

- compromise – is a "give and take" exchange, resulting in neither party winning or losing;

- problem solving – problem solving seeks the resolution of disagreement through face to face confrontation of the conflict parties.

3.8.2.1 Different types of conflict

Conflict as is experienced in the daily workplace involves at least two basic forms; substantial and emotional (Schermerhorn *et al.*, 2005:339). Substantive conflict involves fundamental disagreement over ends or goals to be pursed and the means for their accomplishment. By contrast emotional conflict involves interpersonal difficulties that arise over feelings of anger, mistrust, dislike, fear, resentment and the like (Schermerhorn *et al.*, 2005:339).

3.8.2.2 Levels of conflict

Four types of conflict that are applicable to the school situation can be identified (Loock, 2003:29).

- **Intrapersonal conflict**

This type of conflict occurs within the self and emerges because the individual has difficulty in choosing personal aims (Zuelke and Willerman, 1992:3). The individuals sometimes experience their working in such a way that two basic needs conflict with themselves (Loock, 2003:21).

- **Interpersonal conflict**

Loock (2003:22) say the most common type of conflict is between two individuals. It is also the most visible type of conflict in schools. Many of these conflicts are low profile situations. School management must solve them without delay; otherwise they can grow out of proportion.

- **Individual institutional conflict**

This type of conflict is mainly the result of irrevocable differences between the ideals, expectations and goals of the individual and the organisation for which he/she works (Loock, 2003: 22).

- **Intra-organisational conflict**

Conflict can also originate within certain groups in a school. Coalitions are created within various interest groups, when more than one person is involved. The main cause of intergroup conflict is probably the irreconcilable goals and competition and rivalry for limited resources (Loock, 2003:22).

3.8.2.3 Functional and dysfunctional conflict

According to Schermerhorn *et al.* (2005:341) conflict in organisations can be upsetting both to the individual directly involved and to others affected by its occurrence. It can be quite uncomfortable, for example, to work in an environment in which two co-workers are continually hostile towards each other. There are two sides of conflict that are recognised, namely, functional and dysfunctional conflict.

3.8.2.4 Functional conflict

Functional conflict, alternatively called constructive conflict results in positive benefits to the individual, the group or organisation. Functional conflict is alternatively called constructive conflict. Van der Merwe (2003:26) is of the opinion that conflict in the sense of an honest difference of opinion resulting from the

availability of two or more alternative courses of actions is a valuable part of life because it helps to ensure that different possibilities are properly considered, and further possible causes of action may be generated from the discussion of the already recognised alternatives.

3.8.2.5 Dysfunctional conflict management styles

Dysfunctional conflict is also called destructive conflict. Dysfunctional conflict in organisational terms refers to any confrontation or interaction between groups that harm the organization or prevents the achievement of organisational aims (Van der Merwe, 2003:27).

SMTs differ in the ways of dealing with conflict. Ngcobo (2003:190), for example, identified five major styles of conflict management that SMTs can adopt, namely, competitiveness, avoiding, compromising, accommodating and collaborating.

3.8.2.6 Ways to prevent/reduce conflict

Conflict cannot be entirely avoided; however, it is true that a number of conflict situations that take place in schools are unnecessary and would best be prevented. Schools should ensure that time, energy and resources are not wasted on unnecessary conflict. It is therefore true that there is a great deal that principals and SMTs can do to prevent or reduce conflict in schools. This includes the following (Loock, 2003:26):

- resist temptation to speak about a person behind his/her back;

- do not attempt to gain the support of a group or individual by any means;

- stay in continuous contact with any individual or group where viewpoint radically differs from your own. Never postpone a crucial face to face talk in the hope that the problem will disappear;

- avoid win – lose situations;

- should he/she detect any sign of inter-group conflict, the leader should initiate inter-group projects with neutral agendas;

- attempts to avoid unnecessary conflict situations.

3.9 HUMAN RESOURCE MANAGEMENT FUNCTIONS AND ACTIVITIES

3.9.1 Human Planning Recruitment and Selection

Human resource activities in education are those activities through which the teaching staff can be acquired, facilitated and improved by means of management strategies in order to bring about an increased effectiveness in education and training (Oosthuizen and Van der Westhuizen, 2003:176).

In order to plan the staffing requirements, the human resource manager (principal) and his or her school management team (SMT) need to conduct an annual job analysis survey in order to establish the specific requirements for individual positions within the school as an organization. This means:

- forecasting the HRM needs to achieve the objectives;

- developing and implementing a plan to meet these requirements;

- recruiting the human resources required to achieve the objectives.

Only then can principal manage the school effectively creating, maintaining, reviewing and developing an environment which promotes effective learning and teaching (Loock *et al.* 2006:11).

3.9.2 Human resource development

Heystek *et al.* (2005:126) states that development and learning requires time and effort from people. When faced with development activities, people often want to know how they will benefit. In this education setting it is important that the staffs is aware of their development needs to achieve their personal goals and those of the institution. If staff knows that they will benefit from training in the future, they will be more motivated to participate in development.

3.9.3 Compensation and benefits

The principal has the duty of implementing compensation and benefit systems for all employees in his school. He/she must also ensure that procedures and policies are implemented. The SGB must also understand the compensation and benefit structures and should ensure compatibility with departmental policies and

requirements- including the registration of the employees by the South African Council for Educators (SACE) (Loock *et al.*2006:12).

3.9.4 Employee and labour relations

The SMTs and SGBs have a choice to decide whether to have a traditional relationship with the unions representing the employees or a non –traditional, co-operative relationship (Loock *et al.*, 2006:13).

The Education Labour Relation Council (ELRC) was established to negotiate matters of mutual interest with the department as the employer, while the labour rights of the educator, including labour action, are protected by the Labour Relations Act (No 66 of 1995) (LRA). Conditions of service, compensation and benefits are regulated by the Employment Educators Amendment Act (No 76 of 1998) and the National Education Policy Act (No 27 of 1996) (NEPA) (Loock *et al*, 2006:13).

It's therefore imperative for SMTs and SGBs to familiarize themselves with all aspects relating to fair labour practice and grievances and dispute resolution, safety and health.

HIV/ AIDS imposesmajor challenges for school managers. School managers and government bodies have therefore an obligation to draft policies on health and safety in their schools. This is part of their responsibilities as human resource managers at schools, and will help in providing assistance to employees with personal problems that influence their work performance.

3.9.5 Human resource research

The SMT and SGB should conduct human resource research on a continuous basic because this closely relates to staffing, planning and recruitment of educators. Conducting human resource research helps to develop a human resource information base or Human Resource Information System (HRIS) which will ensure the proper and correct provisioning of staff (Loock *et al*, 2006:13).

3.10 CHALLENGES OF HUMAN RESOURCE MANAGERS IN EDUCATION

Diversity in the workplace presents new and different challenges to managers at all levels, while other challenges are the results of changes in government requirements, restructuring, technology and management approaches. The following are challenges of human resource managers in education (Loock *et al*, 2006:14):

3.10.1 Challenges and contributions of diversity in education

Diversity in education will cause certain specific challenges to education. However, it will also make some important contributions. Communication problems are certain to occur, including misunderstanding among employees and managers as well as the need to translate oral and written material in to several languages. Solutions to these problems will necessitate additional training to educators involving work in basic skills such as writing and problem solving.

The Constitution of South Africa (Act No. 108 of 1996) (SA 1996a) and the South African Schools Act (No 84 of 1996) (SA1996a) address the issue of all children, irrespective of race, colour or creed, having access to schools. Multi-cultural education has become an important approach to the education of culturally diverse groups of learners. The educator has to change his or her style of teaching and adapt to the new circumstances to provide quality education to all learners.

The successful implementation of multicultural education in South Africa will depend on the training of educators to become well qualified in the field of multicultural education. This requires the provision of meaningful pre-service and in–service education programms. Such programmes should provide educators with theoretical and practical knowledge of multi-cultural education.

3.10.2 Structural changes to educational institutions

The structural changes that are happening currently in education present the human resource managers with many challenges. Some of these structural changes in education are caused by downsizing, outsourcing; right sizing and social engineering.

Downsizing is the laying off of large numbers of managerial and other employees. As a result of downsizing, many services that were previously provided by various educational departments are now being outsourced.

Outsourcing refers to sub-contracting work to an outside company that specializes in that particular type of work, for example information technologies, administration and management development programmes.

Rightsizing is the continuous and proactive assessment of mission- critical work and its staffing requirement. Rightsizing differs from downsizing in that it is an ongoing planning process to determine the optimal number of employees in every area of the organization. At school level one of the determining factors would be to establish class sizes.

Social engineering refers to the fundamental rethinking and radical redesign of management processes. This can cause serious dissonance in the system, which can only be rectified through dramatic improvements in equity, skills and quality of support.

3.10.3 Technological and managerial changes in education

New technologies and management approaches have added to the challenges of human resource management in education. While the technological changes affecting human resource managers are widespread, none are more dramatic than those related to information systems.

Cyberspace and the internet are changing the way many human resource managers (including school principals) operate. Today many human resource managers are going online to send e-mails, recruit personnel, conduct research using electronic databases and engage in valuable networking and discussions.

3.10.4 Stress management in education

There are a variety factors which contribute to stress, demoralization, and drop out of educators. These include learner indiscipline and apathy, lack of professional support, insufficient financial support, pressure from the union, education departments and school governing bodies, lack of community support, and the

poor image of the profession and role ambiguity (Gold and Roth, 1993:5). All of these lead to disillusion and eventually even burnout.

Identification of the causes of educators' stress is necessary if they are to learn how to handle pressures in both their personal and professional lives.

Education managers, i.e. school principals, must continually be aware that it's not only the psychological wellbeing of the child that must be monitored within the school system, but also the job satisfaction and psychological well being of each staff member.

3.11 IN-SERVICE EDUCATION AND TRAINING

In-service education and training (Inset) is one of most common means of providing support for teachers and SMTs and the compensating for gaps in their initial training (Mailula, 2004:49).

The in-service management training of SMTs in the post apartheid SA is long overdue.   The in-service management training of these managers should be regarded crucial in promoting effective teaching and better learning (Matoboge, 1998: i). If the quality of teaching and learning is to improve, it is essential that the emphasis be placed on the continued in-service training of school managers.

3.11.1 Aims of in-service management training

According to Matoboge (1998:35) in-service management training has several aims but the main aim is to improve the individual employee's efficiency and better performance. It is therefore clear that in-service management training is meant to improve the performance of employees.

Makhoba (2003:12) summaries the aims of in-service management training as follows:

- in-service training is regarded as means of combating societal problems and challenges in education;

- it improves the quality of teaching;

- it provides an extension for refreshment of knowledge;

- the participant will acquire new skills and methods;

- it will improve the qualifications of the participants;

- it enables teachers to monitor and shape their professional development.

3.11.2 Methods of in-service management training

According to Bedassi (in Makhoba 2003:13) well structured in-service management training of school managers (SMTs) can be effectively done through methods such as workshops, short weekend courses, short evening courses, short courses during school time, single lectures, conferences, one-term evening courses, seminars and correspondence courses. Mailula (2004:49) concurs by saying in-service training means many things to many people, for example, graduate courses, workshop and conventions, conferences, TV programs and the one short lecture.

3.11.3 In-service management training programmes in Mpumalanga

The Mpumalanga Department of education uses different methods to present in-service management training. Since the creation of a single non-racial education department in SA in 1994, a number of initiatives have been undertaken by both the National and Provincial department of education to train school managers (SMTs). It was envisaged that this exercise would improve the quality of education in South Africa. Initiatives such as the Canada – South Africa Education Management Programme (SAEMP) and the Whole School Improvement Workshop have been made by the Mpumalanga Department of Education. The Department of Education introduced the workshop for school management teams (Makhoba 2003:17).

3.11.3.1 CANADA – SA Education Management Programme (CSAEP)

What is the CSAEP?

The Canadian South Africa Education Management Programme (CSAEP) is a partnership involving the government of South Africa and Canada and McGill Universities faculty of education (Naidoo 1997:1). The main goal of CSAEP was to improve learning and teaching in South Africa. Naidoo (in Makhoba, 2003:18)

emphasises that, if SMTs were effective in their performance, then learning would be enhanced. The partnership between Canada and South Africa was meant to enhance South African efforts to improve the management and governance of the education system during the period of transformation. In other words the main purpose was to build management capacity at school level to affect transformation in terms of improving quality of teaching and learning. The CSAEP was presented mainly in the form of workshops, such as workshops for school principals.

Now we will deal with the Whole school improvement workshop.

3.11.3.2 Whole school improvement workshop

What is the Whole School Improvement Workshop?

According to Makhoba (2003:17) the Whole School Improvement Workshop was another attempt by the Canadian and the Mpumalanga government to contribute to the improvement of management skills of SMTs (principals, deputy principals and HODs) by exposing them to in- service training. In view of the fact that SMTs are at the forefront of creating an environment for quality education, it is their responsibility to create the necessary effective educational environment. Without the necessary skills, many SMTs are overwhelmed by their task (Mpumalanga Department of Education 1999: 1). To assist the SMTs to acquire the necessary skills, the Whole School Improvement Workshop was introduced in the Mpumalanga province. The workshop lasted for three days.

The main mission of the Whole School Improvement Workshop was to improve (better) the management of schools. This implies that the SMTs should acquire the necessary management skills to enable them to manage their respective departments effectively and efficiently. Effective management of schools became necessary in view of the unprecedented levels of educational changes facing schools and communities in the Mpumalanga Province (Mpumalanga Department of Education 1999:1). SMTs need to run effective schools in order to achieve the goals of their schools. SMTs need to be aware of the requirements for an effective school in order to be able to work towards meeting these requirements.

According to Sybouts and Wendel (1994:20) the following are characteristics of effective schools:

- in the effective school, there is a safe and orderly environment. The school climate is conducive to *teaching and learning*;

- in the effective school, there is a climate of high expectations. The staff believes that all students can learn, and the staff also believe that they have the capability to help all students learn;

- in the effective school, there is a clear and focused mission. The staff shares an understanding and accept the responsibility to achieve this mission. Student acquisition of basic skills is stressed;

- in the effective school, the principal acts as an instructional leader and continually communicates that leadership role to staff, parents, and students;

- in the effective school, there are opportunities to learn, and students have a significant amount of classroom time for instruction;

- in the effective school, student academic progress is measured frequently through a variety of assessment procedures. These assessments are used to improve individual student progress and instructional programs; and

- in the effective school, there are good home-school relations. Parents understand and support the school's mission and are given opportunity to help the school achieve its mission.

The link between leadership and school effectiveness has been accentuated by various researchers. Mthenjwa (2003:27) has noted the centrality of effective school leadership in raising standards and enhancing public services.

Hornby (1996:27) defines effective as "having an effect; able to bring about the result intended" or "making a striking impression". In the English language, the term "effectiveness" is a noun derived from the adjective "effective". Effectiveness has been described as an outcomes or practices or processes of efficiency (Makura, 1999:15). The good school is one with quality in aims, learners' oversight, curriculum design, academic and teaching achievements, links with the community and an effective leadership. Other researchers, among them Davies and Anderson (1992), add the following characteristics to the list:

(a) Basic school data.

(b) School context.

(c) Learner attitudes.

(d) Management.

(e) A system of monitoring performance and achievement.

(f) Staff development and in-service training.

(g) Parental involvement and support.

(h) Supportive climate within the school.

Teachers' perspective of SMTs will now be dealt with.

3.12 TEACHERS' PESPECTIVE OF SMTs

Adams (2007:43) and Turnbull and Mee (2003:43) researched teachers' perspective of SMTs. They explored the contextual issues facing management team implementation, operation, and power distribution. Their study unearthed the following six issues:

• **Participation from a teacher's perspective**

The data suggested that problematic scheduling of SMT meetings could have lessened participation by some staff members. For example, teachers in one school report that their management team meetings were conducted during school hours, which made it possible for teaching staff to attend. They also felt that often decisions were made prior to staff input or discussions and opposition from staff was not going to change what already had been decided.

• **Problems with information sharing**

Teachers expressed their concern that minutes and other information from management team meetings often were not shared with the staff as a whole. The data suggested that the efficiency of communication among staff, teams,

and administration is, in part, contingent upon the available resources and school level capacity, more so than intentional withholding of information.

- **Us and them**

The possible causes of the 'us and them' sentiment among teachers is likely derived from systematic problems within the school and are most certainly complex and multifaceted. Teachers have traditionally had peer relationships and power hierarchies have existed primarily as years of experience or expert – novice differences rather than traditional management hierarchies.

- **More training and more effective state help**

Issues related to training were a sign that SMT members were in new territory and lacked experience with their roles and responsibilities. The call for more training should be a red flag to evaluators that teams feel that their performances could improve; it is likely that teams in this situation are being pressured from within or externally to perform better.

- **Making decisions about what**

The primary purpose of school management teams is to improve school level decision – making by involving multiple voices from the school community. It would be important to determine who has the responsibility for and control over school decisions versus the less essential day –to –day decisions.

- **No tolerance for school complainers**

Teachers in the study reported concerns about being labeled as nonconformist when they voiced concerns about SMT decisions. Similarly, those who questioned team decisions were given the message that they were being unco-operative and non – team players.

Turnbull and Mee (2003:373) acknowledge that the six issues represent the perceptions, feelings, and concerns of teachers directly involved with school management teams. They point out that although it may not be applicable to other schools, it may be possible that it could reflect the types of concerns that would be voiced by other teachers and team members working under similar participatory

school governance models. The challenge for SMTs would be to take these issues into account in their operation. There would be challenges e.g. SMT members in primary schools having less non – contact time in relation to their secondary school counterparts, none or very little support from the Department of Education, and the skill levels of SMT members to improve school – level- decisions-making but a way must be found to overcome these problems.

3.13 PRINCIPALS' PERSPECTIVES OF SMTs

Adams (2007:45) and Rutherford (2002:447) researched the views of some Head teachers of Catholic primary schools in Birmingham about their SMTs. Questions they asked included the responsibilities and role of their SMTs as well as the involvement of SMTs in school improvement. Some of his findings include the following:

- A lack of consistency in the structure of the SMTs in some schools it consisted of only the Head teacher and the deputy. This would not necessarily be the case in this research because the structure of SMTs is prescribed.

- The variety in structure was also reflected in their styles of working and responsibilities. The SMT meets to discuss issues, and thereafter takes them to the whole staff for the final decision. One principal felt that it was sometimes necessary to be assertive. Another felt that whilst the SMT concentrates on the bigger picture, it liberates the rest of the teachers to focus on their own classroom management and teaching.

- Some of the Head teachers argued that the term SMT was hierarchical and divisive, and set up a Staff Steering Group (SSG) which included the Principal, the Deputy and four other members of staff. The same principal felt that it ensured that all perspectives in the school were represented. He even argued for non teaching staff members to be represented. One would argue that it might be a duplication of the School Governing Body structure. On the one hand there might be some grounds for the divisive and hierarchical argument depending on the way the SMT functions. On the other hand SMTs could be of great assistance to principals.

This was what Wallace and Huckman (1996:318) had in mind in their investigation of whether SMTs were Head teachers' solution to the complexities of post – reform management. The following responses came from the principals on what makes a SMT a success or a failure:

- they stressed the importance of a clear definition of roles and objectives;

- establishing a shared SMT culture to bring in different perspectives within a framework of shared beliefs and values amounting to a common vision for the school;

- fostering positive attitudes among other staff towards the SMT;

- ensuring efficient SMT organisation;

- allowing occasional flexibility of SMT membership to capitalise on staff expertise;

- establishing effective communication with other staff;

- poor communication and ill – defined roles and responsibilities;

- reluctance of SMTs to assume a leadership role especially when they have to reject a value they might have held as class teachers in favour of a managerial value;

- constraints on the timing of SMT meetings because of the lack of non – contact time. In the context of the South African situation, little has been formalized in the practical operation of SMTs as this is mostly determined by the management style of the principal and context of the school (Wallace and Huckman, 1996:318).

3.14 GUIDELINES OR PRINCIPLES FOR THE OPERATION OF SMTs IN SCHOOLS

Adams (2007:48) and Ehrich and Cranston (2004:26) identified five keys issues or pointers that may be linked to either facilitating or inhibiting the effective functioning of SMTs in schools. They offer the following guidelines:

- First, the roles and objectives for individual members of an SMT must be clearly defined. This includes the main purpose of the team: how well these are understood by all team members and the specific roles of members in seeking to achieve these purposes;

- Secondly, the competency, credibility and commitment of SMT members should be ensured. Important matters include a need to ensure that members are in the best position to make certain decisions; a willingness to seek and reflect on feed back regarding their performance from key stakeholders, particularly as a focus for improvement and learning; and, a willingness to ensure they are making decisions in the best interest of the students, consistent with the educational goals of the school.

- Third, a shared culture, values and beliefs and effective team work processed among members of the SMT should be developed. Important matters for SMTs to consider include the values and beliefs of individual team members and their correlation or otherwise with those of the school; the receptivity of individuals and the team overall, to different and challenging ideas; the sharing of power and decision – making shared among all members of the group; the attention given to development of team members' interpersonal skills to make up a team; and, whether there is a culture of trust and support among the team.

- Fourth, quality relations with other staff must be developed so that communication with them is effective. Important matters for SMTs to consider here include: adopting practices such that the operations and deliberations of the SMT are transparent; presenting a united view on decision taken by SMTs; ensuring the wider staff have opportunities to both input in decision- making processes as well as having access to information about such processes and their outcomes.

- Lastly, learning opportunities available should be ensured for members of the SMT so that they can operate competently. An important matter here for SMTs to consider is the need to identify, acknowledge and address their learning needs (individual and well as whole – team) to ensure that individuals as well as the team, all contribute to the SMT.

3.15 CONCLUSION

This chapter dealt with key issues which need to receive priority in the SMTs management of human resources. The issues that were looked at are: recruitment, staffing, staff induction, staff evaluation (appraisal), staff development, personnel motivation, conflict management and different role players' perspectives on SMTs. Going through these issues, it is evident that if the SMTs can have thorough understanding and insight in these issues and implement them, then schools will be run more professionally and effectively. Above all, the SMTs will be better prepared to influence the achievements of goals in their schools.

In the next chapter, the empirical research design will be discussed.

CHAPTER FOUR

EMPIRICAL RESEARCH DESIGN

4.1 INTRODUCTION

Following the literature study as elaborated on in chapters 2 and 3, the purpose of this chapter is to outline the design of the empirical research regarding the role of school management teams (SMTs) in human resource management in selected township schools in the Mpumalanga Province.

4.2 THE AIM OF THE EMPIRICAL RESEARCH

The overall aim of this study, as indicated in chapter 1, is to gather information about the role of SMTs in human resource management at school level in township schools in the Mpumalanga Province. The following objectives are relevant to the empirical research:

- to determine the role of SMTs in facilitating human resource management in township schools; and

- To determine a way in which SMTs can improve education in township schools through more effective human resource management.

4.3 RESEARCH APPROACHES AND DESIGN

4.3.1 Orientation

As mentioned in chapter 1, the researcher envisaged applying a mixed– method approach, which includes both the quantitative and qualitative research methods. By using a mixed-methods approach it is hoped to enhance the reliability of the research. To further substantiate the decision for applying a mixed-method approach, a brief explanation of both approaches will now be provided.

4.4 QUALITATIVE RESEARCH APPROACH

A qualitative approach involves an intensive study of personal experiences of individuals that cannot be confirmed by statistic investigations (Sherman and Webb, 1988:194). It can refer to research about person's lives, life experiences,

behaviour, emotions and feelings as well as about organisational functioning, social movement, cultural phenomena, and interactions between nations. Each individual, each culture and each setting is unique and this uniqueness must be appreciated in qualitative research (Borg and Gall, 1993:194).

4.4.1 The aim of the qualitative research approach

According to Sherman and Webb (1988:8) the qualitative research approach attempts to:

- describe the essential qualities of phenomena;

- interpret the meaning of, and relationships among, those qualities; and

- Give a supported judgement (or appraisal) as to the significance and value of those qualities.

The qualitative research approach provides various critical aspects that have to be kept in mind when it is implemented.

4.4.2 Critical aspects present in the qualitative research approach

According to Ary, Jacobs and Razavieh (1990:447-450) the following aspects illustrate the advantages of the qualitative research approach. These aspects concern, amongst others, the context, the setting and human participants.

4.4.2.1 The context

Human behaviour or experience is context-bound. This human experience is therefore inseparable from social, historical, political and cultural influences.

The individual attitudes and preferences are appraised in the context in which they occur.

4.4.2.2 The setting

Qualitative research must occur in a natural environment such as a teaching situation in a classroom. It should not be contrived or artificial like a laboratory experiment. Qualitative inquiry takes place in the field, in settings where the subject of investigation is found. Qualitative inquiry does not identify, define,

investigate or test the relationship between a particular set of independent variables; it rather studies human experience holistically, taking into account all factors and influences in a given situation.

4.4.2.3 Human beings as participants

The human being is regarded as a data gathering instrument: the qualitative inquirer talks to people in a specific setting, observes their activities and also relies on fieldwork methods such as interviews. The qualitative inquirer deals with data in the form of words rather than numbers and statistics, although data can also be presented in numerical form. The enquirer also keeps a personal journal in which he records accounts of the participants' ideas and feelings.

4.4.3 Inductive/deductive analysis

Most data collection and data analysis in qualitative studies is done inductively as the logical outcome of reasoning. Babbie (1993:49) explains that inductive analyses reason from the particular to the general or from facts to theories. Deductive reasoning on the other hand, investigates from the general to the particular that is the application of a theory to a particular case. In qualitative research, the inquirer does not wait until all data is gathered before he or she starts with data interpretation. From the outset of the first interview, the inquirer is reflecting on the meaning of what he or she has heard and seen, developing hunches about what has been observed and seeking to confirm or disconfirm those hunches in subsequent interviews.

4.4.4 Reporting

Reporting of qualitative inquiry will vary, depending on the nature of the publication in which it appears. Qualitative studies are generally narrative in form and contain dense descriptions of setting and context. Rather than presenting tables of statistics and graphic displays of numerical data, report of qualitative studies contains the natural language of the participants in a study as drawn from interview data and documents.

4.4.5 Research instrument

Interviews as example of qualitative research instruments will now be discussed.

4.4.5.1 Interviews

According to Leedy and Ormrod (2005:146) interviews can yield a great deal of useful information. The researcher can ask questions related to any of the following:

- facts;

- peoples' beliefs and perspectives about the facts;

- feelings;

- motives; and

- perspectives about behaviours.

The authors (Leedy and Ormrod, 2005) however warn that when questions are asked about past events, interviewees must rely on their memories and people often recall what might or should have happened rather than what actually happened.

For the purposes of this study structured interview questions were selected as the research tool.

4.4.6 Research design

Under the qualitative approach, the phenomenological design was selected for the purposes of this study.

4.4.6.1 Description of phenomenological design

The term phenomenology refers to a person's perception of the meaning of an event, as opposed to the event as it exist external to the person. A phenomenological study is a study that attempts to understand people's perception, perspectives, and understanding of a particular situation.

4.4.6.2 Reason for selection

The phenomenological design has been selected because it aims to understand and interpret the meaning research participants give to their daily lives. The

researcher using this strategy of interpretive inquiry will mainly utilise interviewing as a method of data collection.

4.4.7 Summary

The qualitative research approach used in this investigation elucidates different ways in which people experience or think about various phenomena and concepts. The qualitative approach is specifically concerned with the relationship between people and their environment. In this research the human beings will be the SMT members of a school and the environment will be the school where they interact, teach and manage. The researcher is of the opinion that the way in which the research was conveyed, ensured that all, or most of the above mentioned aspects were to a great extent accommodated. The researcher was the key instrument in the data collection process.

4.5 QUANTITATIVE APPROACH

A quantitative research approach focuses on the particular form of behaviour. Furthermore, the behaviour is quantified in some way and the researcher strives to be as objective as possible in assessing behaviours being studied (Leedy & Ormrod, 2005:180). According to McMillan and Schumacher (2001:40) the quantitative researcher emphases a priori of categories to collect data in the form of numbers. The goal is to provide statistical descriptions, relationship and explanations.

A quantitative approach was selected because information obtained can be confirmed by using statistical investigations. The questionnaire is a survey technique which can be used to collect data. The questionnaire is easy to plan, construct and administer (Moloko, 1996:89).

4.5.1 The aim of the quantitative research approach

The quantitative research approach involves either identifying the characteristics of an observed phenomenon or explaining possible correlations among two or more phenomena. In each instance the research examines a situation as it is (Leedy & Ormrod, 2005: 181). This approach is regarded as appropriate for the research undertaken for this study.

4.5.2 Context

In quantitative enquiry, the researcher is not bound by a particular context or setting. Proponents of qualitative enquiry argue that the quantitative approach of the study of human experience seeks to isolate human behaviour from its context (Ary *et al.*, 1990:179).

4.5.3 Inductive/deductive analysis

In the inductive procedure the researcher formulates a hypothesis as a generalisation from observed relationships. The researcher observes behaviour, notices trends or probability relationships and then hypothesizes an explanation for this observed behaviour. In contrast with hypotheses that are formulated as generalisation from observed relationships, there are those that are derived by deduction from theory (Ary, *et al*, 1990: 179).

4.5.4 Reporting

In qualitative research reporting is done by presenting tables and statistics as well as graphic displays of numerical data.

4.5.5 Research design

For the quantitative part of the research a non-experimental descriptive research design was followed.

4.5.6 Research instruments

Instruments used in quantitative research approaches are questionnaires and interviews.

For this study, questionnaires were developed. This data collection instrument will now be discussed.

4.5.6.1 Reason for selection

The questionnaire is an appropriate survey technique often used in research of quantitative nature to collect data. The questionnaire is easy to plan, construct and administer (Moloko, 1996:89). The questionnaire as research instrument as well as the advantages and disadvantages of questionnaires will now be discussed.

4.5.6.2 Questionnaires

Researchers always select and utilize the methods and techniques that they consider imperative for achieving the aims and objectives of their study. Researchers employ several research methods cited in literature which they employ for a specific kind of research to be undertaken (Rakholile, 2006:51).

For the purpose of this research, a structured questionnaire, consisting of closed- and open ended questions was used. A questionnaire survey technique was used to collect data for this study. Information obtained from the literature study was used to design and develop a questionnaire to gather information on the management of human resources in township schools. The main reasons for the selection of this instrument were that:

- it is relatively easy to plan, construct and administer;

- it facilitates contacts with the research participants who could not otherwise be reached;

- it places less pressure on the research participants for the immediate response; the research participants can answer it at leisure (Moloko, 1996:89).

4.5.7 The questionnaire as research tool

A questionnaire is a set of questions on a form which is completed by the respondent in respect of a research product. The questions in a questionnaire can either be open (e.g. Do you have any comments on this matter? or closed with an option to respond either "yes" or "no" (e.g. have you used the university's library before?) (Fouché, 2000:152).

The main objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed in the particular issue. Questionnaires are probably the most generally used instruments of all (Fouché, 2000:153).

The suitability of the questionnaire in this research is based on the fact that the respondents are all principals, deputy principals and heads of departments in the township schools of the Gert Sibande Region.

It is important to note that a questionnaire has both advantages and disadvantages. These will be discussed below.

4.5.7.1 Advantages of the questionnaire

According to Moeketsi (2004:50) the following advantages should be noted:

- a questionnaire can be administered by anybody on behalf of the researcher;

- it can be easily planned, constructed and administered;

- the distribution of questionnaires to respondents can save cost, time and has wide range coverage;

- questionnaires can reach people who would be difficult to reach, thus obtaining a broad spectrum or view;

- anonymity of respondents is assured since respondents are not required to reveal their identities, addresses and institutions;

- respondents can answer the questionnaire at their own time and comfort of their homes without pressure for immediate response;

- it is not possible for the interviewer to influence the respondent as this is prevented;

- because questions are phrased identically, the questionnaire allows for uniformity and elicits more comparable data.

4.5.7.2 Disadvantages of the questionnaire

Questionnaires, however, also have following disadvantages:

- they might be interpreted and understood differently by respondents;

- respondents might have little or no interest in a particular problem and therefore might answer the questionnaire indiscriminately;

- questionnaires that do not prove to be delved deeply enough, do not reveal a true picture of opinions and feelings.

- as the motivation of the respondents is difficult to check, misleading responses might be received;

- it is difficult to determine who really completed the questionnaire;

- a low response rate is the biggest disadvantages of the questionnaire and may lead to misleading responses;

- respondents may feel that their personal opinions are left out;

- the length of the questionnaire may lead to careless or inaccurate responses and may result in low return rates (Moeketsi, 2004:51).

4.5.7.3 The construction of a questionnaire

The researcher must ensure that the questionnaire is structured in such as way that it can serve as an appropriate and useful data-gathering device. According to Moloko (1996:90) a questionnaire that is badly designed is a waste of time and effort for both the researcher and the respondents.

In order to avoid the problem of a poorly designed questionnaire, the researcher must check what characterizes a good questionnaire.

Leedy and Ormrod (2005:190) suggest the following twelve guidelines for developing a questionnaire that encourages people to be co-operative and yields responses we can use and interpret. Such guidelines were considered in the preparation of this questionnaire:

- keep it short – the questionnaire should be as short as possible and solicit only that information essential to the research project;

- use simple, clear, unambiguous language – write questions that communicate exactly what you want to know. Avoid terms that your respondents may not understand, such as obscure words or technical jargon. Also avoid words that do not have precise meanings such as several and usually;

- check for unwarranted assumptions implicit in your questions;

- word your questions in ways that do not give clues about preferred or more desirable responses;

- check for consistency;

- determine in advance how you will code the responses;

- keep the respondents task simple – make the instrument as simple to read and respond to as possible;

- provide clear instructions;

- give a rationale for any items whose purpose may be unclear;

- make the questionnaire attractive and professional looking;

- conduct a pilot test;

- scrutinize the almost – final product carefully to make sure it addresses your needs;

- make sure every question is essential for you to address the research problem.

4.5.8 Summary

The quantitative research approach involves choosing respondents and data collection techniques, for example questionnaires, to quantify data.

It is, however, important that thorough planning is done to implement the mixed-method approach successfully.

4.5.9 Planning the research

4.5.9.1 Sampling and population

The reference to population in this research refers to members of a defined group of people (members of school management teams) to whom the research results are applicable (Kgadima 2003: 66). The target population of this research study is described as the SMTs of all township schools in the whole Gert Sibande region. This region is divided into 16 circuits and township schools from each circuit were

randomly selected. A total of 40 secondary and primary schools formed part of the target population. Gert Sibande region was selected for the study because it is accessible to the researcher.

4.5.9.2 Sampling for the quantitative research

Simple random selection of the population has been applied. De Vos (1998:195) states that in random selection each individual case in the population has an equal chance of being selected for the sample and is also of the opinion that each case has an exactly equal chance to be included.

In selecting the schools that form part of the population the researcher has listed the names of 400 schools in the Gert Sibande Region (Mpumalanga).

Each school was assigned a number. The number ranges from 500 – 900. The researcher then drew a sample of 10% from the population of 400 (DeVos 1998:194). 10% of 400 schools are 40 schools. After that the researcher drew a table of three digits in the population size. Then the researcher selected a particular column from the list of random numbers and the researcher sticked to the selected column. The researcher then went down the column and marked any number between 400 and 900, for example, 409; 503; 520; 720 etc. Schools which have been assigned marked numbers (40 of them) are all in the sample.

The reasons for selecting simple random sampling can be summarised as follows:

- simple Random Selection is easy to understand;

- little knowledge of the population is needed;

- it's free of subject classification error;

- it is easy to analyze and interpret results (MacMillan & Schumacher, 2001:178).

4.5.9.3 Sampling for the qualitative research

To verify and perhaps add to the data that was collected for quantitative purposes an additional five schools in the Standerton area were visited. In each school two SMT members (principal and HOD) were interviewed, the interviews were audio taped and notes were taken.

4.5.10 Research instruments

According to Macmillan and Schumacher (2001:131) in the times we live in powerful tools and methods allow us to address challenging questions and to have greater confidence that our results will be valid and useful. The instruments applied in this research were questionnaires and interviews.

The focus of the questionnaire was to obtain as much information as possible in order to determine how the members of the SMTs in the specific area, namely township schools in the Mpumalanga area, experience their roles with regard to human resource management.

The adoption of interviews as well as other instruments (questionnaires) was important as reality can only be understood through analyzing the many complex contexts and not a priori on a single methodology (McMillan and Schumacher, 1993:136). The reliance on multiple sources of evidence was meant to add breadth and depth to data collection, aggregating a richness of data in an apex of understanding through triangulation, and to contribute to the validity of the research (Robert Yin, 2002, cited in http://en.wikipedia.org/wiki/Case study).

4.5.10.1 The general questionnaire format

According to McMillan and Schumacher (2001:266), the general layout and organization of the questionnaire is very important. This is because if it appears to be carelessly done or confusing, respondents are likely to set it aside and never respond. A well-done format and appearance provides a favourable first impression and will result in co-operation and serious conscientious responses. The following rules of questionnaire formatting must be adhered to carefully (McMillan & Schumacher, 2001:266 – 267):

- carefully check grammar, spelling, punctuation and other details;

- make sure printing is clear and easy to read;

- make instructions are brief and easy to understand;

- avoid cluttering the questionnaire by trying to squeeze many items on each page;

- avoid abbreviated items;

- keep the questionnaire as short as possible;

- provide adequate space for answering open-ended questions;

- use a logical sequence;

- number the pages and items;

- use examples if the items may be difficult to understand;

- put important items near the beginning of a long questionnaire;

- be aware of the way positioning and sequence of the questions may affect responses;

- print response scales on each new page.

4.5.10.2 The design of the questionnaires

To determine the validity of the instrument, internal validity in terms of face validity and content validity were applied which express the extent to which extraneous variable have been controlled and accounted for.

The researcher considered who would be assessed (respondents), what will be assessed, how they will be assessed. Then the researcher asked: Is there anything that occurred or was done that could provide an explanation of the results.

The researcher must construct items carefully in order to measure a specific aspect of the study's objective. A total of 77 questions were used in this questionnaire to formulate items relating to the following:

- general information (Section A);

- specific information (Section B);

- management style (Section C);

- problems facing SMTs (Section D).

The language proficiency of the sample group was taken into account in formulating the questions.

Section A deals with the general information of respondents like their position, age, sex, teaching experience, and qualifications etc.

In section B, which deals with specific information of SMT members, the questions used are dichotomous and follow-up questions. The dichotomous questions offer the respondent only two response possibilities e.g. "yes/no" (Fouché, 2000:161). The follow-up questions are applied to obtain more information about the response in a previous question (Fouché, 2000:165).

In section C, mostly dichotomous questions were used where the respondents are required to indicate their answers by a "yes or no". This section deals mainly with the management styles of each member of the SMT.

In section D, which deals with the problem facing the SMTs and the team rating criteria for SMTs, the rating scales used for the problem facing SMTs requires respondents to indicate the problem areas in their management on a four point scale (1 = not a problem; 2 = minor problem; 3 = a problem; 4 = very serious problem) while in the team-rating criteria for SMTs a five point scale has been used (strongly agree, agree, not sure, disagree, strongly disagree).

At the end of this section two questions are asked where the respondents will freely give his/her opinion about whether he/she thinks the introduction of heads of departments (HODs) has contributed to the proper management of township schools, and give comment if possible, about the role of SMTs in human resource management in township schools.

4.5.10.3 Piloting the questionnaire

It is highly recommended that newly constructed questionnaires, i.e. in their semi-final form, be thoroughly pilot-tested before being utilized in the main investigations. This ensures that errors of whatever nature can be rectified immediately at little cost (Fouché, 2000:158).

McMillan and Schumacher (2001:267) recommend that the size of the sample should be greater than twenty. However, they say it is better to have only ten (10) subjects than to have no pilot test.

The questionnaire was submitted to the researcher's supervisor for scrutiny and comments. To establish the validity and reliability of the questionnaires, the questionnaires were piloted with three school principals, three deputy principals and four HODs who did not form part of the target group, and they were asked to determine if the questions are appropriate and clearly understood. The respondents in the pilot test were requested to respond to questions with great care and to identify problems such as incorrect phrasing, contradictions or any ambiguity in questions. The questionnaire was piloted at schools other than the selected sample schools.

In the introductory part of the questionnaire, the respondents were cordially requested to do the following:

* to kindly assist the researcher by filling in the questionnaire;

* not to identify themselves in any way by giving their names or their schools on the form;

* To complete the questionnaire as follows:

  o Place X in the appropriate box in Section A, e.g. X

  o In Section B, where YES or NO are expected, place X in the appropriate box, e.g. X

  o In Section C, where YES or NO, are expected place X in the appropriate box , e.g. X

  o In Section D, indicate how serious a problem each of the items has for you as an SMT member by encircling the appropriate number.

Respondents were requested to give their own views and to answer as honestly and as detailed as possible.

Thereafter the pilot study responses were analysed. The result was that the analysis revealed satisfaction with the questionnaire. There were a few adjustments made and the questionnaire was finalised (cf. annexure A).

4.5.10.4 Final questionnaire

The researcher distributed the final questionnaire to randomly selected schools after the pilot study had been conducted. These schools comprised of township schools in various circuits in the Gert Sibande Region of the Mpumalanga Province. The targeted respondents were school managers comprising of principals, deputy principals and Heads of Department (HODs).

4.5.10.5 Interviews

For the purpose of triangulation similar questions to that asked under Section B of the questionnaire were asked during the interviews (See Appendix B – Interview questions).

Triangulation is used to check the trustworthiness of the feedback (responses). It is the combination of quantitative and qualitative methodology which was used in this study (De Vos, 1998:359).

Focus group interviews were used to ascertain what SMT members actually have to say about SMTs and HRM.

4.5.10.6 Permission to conduct research an ethical aspects

The following ethical aspects were considered:

The prescribed research request form of the Mpumalanga Department of Education was completed and submitted to the Department for approval to administer the research questionnaire to target population. The researcher was granted permission to conduct research by the Gert Sibande Regional Director on behalf of the Mpumalanga Department of Education on the 31 January 2008. The questionnaires were distributed to schools by hand so that the respondents could complete them in their own time and were later collected from schools by the researcher.

As far as ethical matters were concerned the following were attended to.

- An application to conduct the research was submitted to the ethical committee of the North-West University for approval. The ethical research approval number obtained from the North-West University is NWU/0087/08/52;

- The questionnaire was accompanied by a letter of consent which was approved by the ethical committee of the North-West University letter assuring participants of the confidentiality with which their responses would be handled. Participants had to sign the consent form before they completed the questionnaires.

- After the permission was granted, school principals, deputy principals, and HOD's were consulted to obtain permission for the research. Participants were provided with a description of what their participation would involve, as well as a statement indicating that participation is voluntary and that they had the freedom to withdraw at anytime if they which to do so;

- The research was not conducted during teaching time so as not to interfere with school activities.

4.5.11 The research process

The target group for the empirical study comprised of school principals, deputy principals and heads of department (N=350), from both primary and secondary schools. The questionnaires were sent to 200 respondents. Of this number, 141(70.59%) returned the questionnaires. Of this number, 29(20.6%) came from principals, 28(19.9%) came from deputy principals, and 84(59.6%) came from HOD's. The response rate was thus representative of sample group. By the end of May 2008 the questionnaires had been returned.

Table 4.1:   Responses to questionnaire

Number of questionnaires sent out	Number of questionnaires returned	
200	141	70,59%

A mailed questionnaire is a questionnaire which is sent off by mail in the hope that the respondent will complete and return it. However this does not always happen;

a response rate of 50% is considered as adequate, 60% as good and 70% as excellent (Fouche, 2000:153).

4.5.12 The Research process

Focus group interviews were used to get the responses of the SMTs (10 interviewees) from five different schools in the Standerton area, Gert Sibande Region.

4.5.13 Analysis of data (questionnaires)

The Statistical Consultation Services of the North-West University, Vaal Triangle campus was consulted to assist with the processing and analysis of quantitative data. By means of descriptive statistics the data analysis for the principals, deputy principals and HODs responses to the questionnaire were interpreted. The responses to the questionnaires were summarised with the frequency counts, percentages and means and inferences were drawn. The data obtained from principals, deputy principals and HODs was compared in order to determine similarities and differences. Data obtained from the open ended questions was interpreted and transcribed.

4.5.13.1 Statistical techniques

The Statistical Consultation Services of the North-West University, Vaal Triangle campus was consulted to assist with the processing and analysis of data. By means of descriptive statistics the data analysis for the principals, deputy principals and HOD's responses to the questionnaire were interpreted. The responses to the questionnaires were summarised with the frequency counts, percentages and means and inferences were drawn. The data obtained from principals, deputy principals and HODs was compared in order to determine similarities and differences. Data obtained from the open ended questions was interpreted and transcribed.

4.5.14 Analysis of data (interviews)

To analyse interview responses, the researcher looked at similarities and differences from the responses. These were noted and then indicated in the interpretation/ analysis.

4.6 SUMMARY

The research design was presented in this chapter. The research design, data collection instruments and sampling were discussed after which a brief account of the research process was also given.

The following chapter will focus on the data analysis and interpretation.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

Chapter four focused on the outline of the empirical study. The aim of this chapter is to address the research questions posed in the first chapter. These are:

- What is the difference between management and leadership?

- What is human resource management?

- What is the role of SMTs in facilitating human resource management?

- Do SMTs of township schools have the capacity and skills to manage human resources?

- In what way can SMTs improve education in township schools through more effective human resource management?

The following discussion indicates how SMTs (principals, deputy principals and HODs) responded to the questionnaire (Annexure A). In this chapter, the findings about the role of SMTs in human resource management will be highlighted so that SMTs can be supported in ensuring that effective teaching and learning take place in their schools.

Based on these findings as well as on findings from the literature study, recommendations will be made concerning the management tasks of SMTs with regard to their role in human resource management to improve teaching and learning in their institutions.

5.2 SECTION A: GENERAL INFORMATION OF RESPONDENTS

5.2.1 Review of respondents

The number of questionnaires distributed to SMTs members in Gert Sibande Region was 200. Of this number, 141(70.59%) returned the questionnaires. Of this number, 29(20.6%) came from principals, 28(19.9%) came from deputy principals

and 84(59.6%) came from HODs. The response rate was thus representative of the sample group.

5.2.1.1 Position of respondents

Table 5.1:   Position of respondents

	f	%
Principal	29	20.6
Deputy principal	28	19.9
HOD	84	59.6
Missing values	0	0
TOTAL	141	100

(f=frequency)

Principal
21%

Deputy
principal
20%

HOD
59%
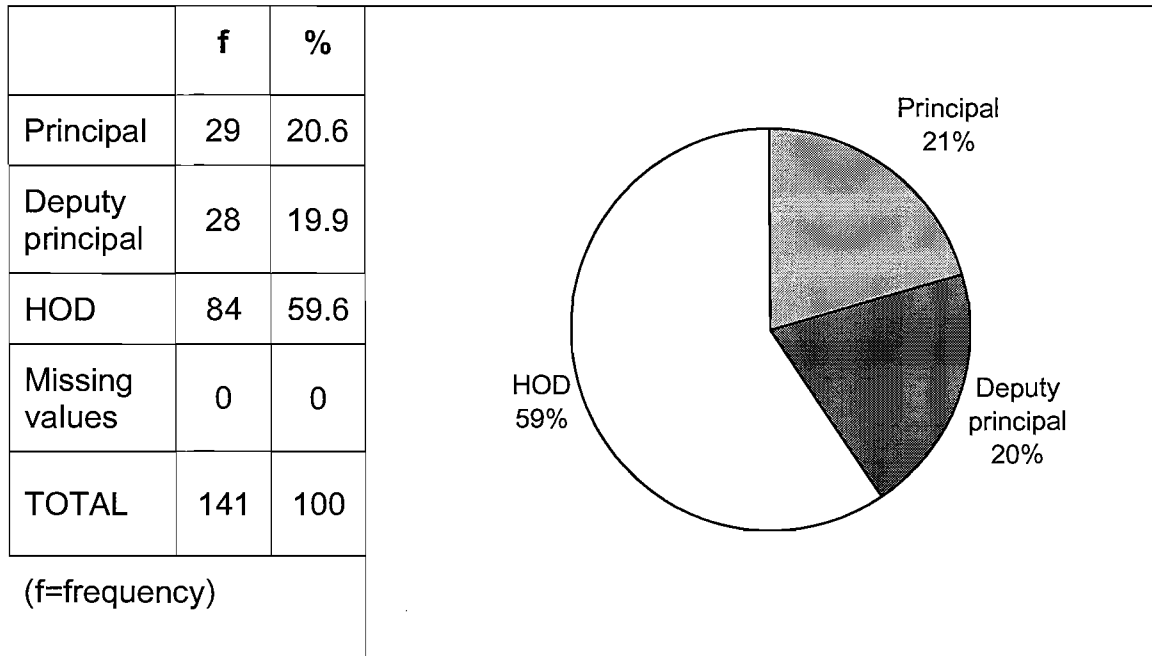
This table (5.1) indicates that there is a balance in terms of the numbers between the principals (21%) and the deputy principals (20%). However, the number of HODs (60%) far exceeds the number of both the principals and deputy principals in schools. This can be attributed to the fact that all schools have one principal, most have one deputy and more than one HOD.

5.2.1.2 Age of respondents

Table 5.2:   Age of respondents

	f	%
20-30 Years	1	0.7
31-40 Years	28	19.9
41-50 Years	65	46.1
50+Years	47	33.3
Missing values	0	0.
TOTAL	141	100

(f=frequency)
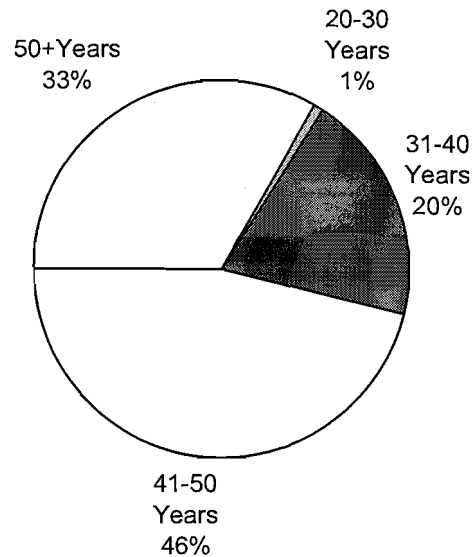
According to this table, the largest proportion of SMTs (46%) fall in the age group 41 – 50. This indicates that the may have been educators for a long time. There is also a possibility that they could have joined the teaching profession at a late stage in their careers.

5.2.1.3 Gender of respondents

Table 5.3:   Gender of respondents

	f	%
Male	63	44.7
Female	74	52.5
Missing values	4	2.8
TOTAL	141	100

(f=frequency)
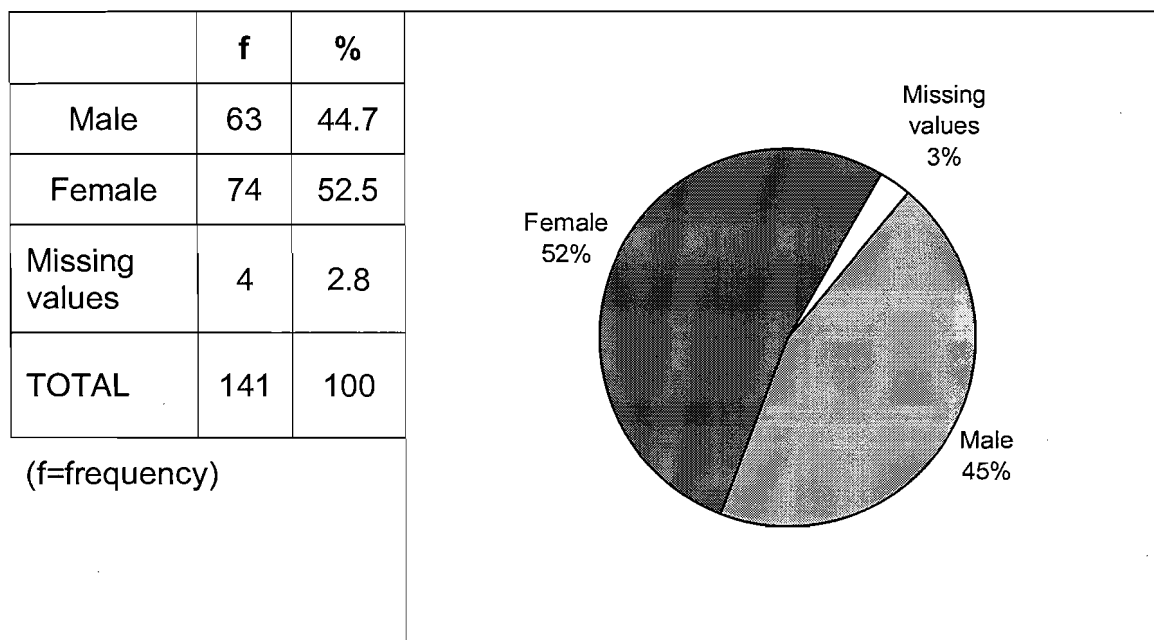
Deduced from this table, most SMTs in the Gert Sibande Region in Mpumalanga (53%) are female as compared to male (45%). The situation appears to be more prevalent in primary schools because the researcher is of the opinion that more females enter teaching as a career because of the society's perception that teaching is a career for females. Mabasa (2006:85) confirms this statement by saying that the teaching profession is dominated by females.

Hudson and Rea (1996) cited the principals' gender as a variable that affects teachers' perception of school leaders on certain work-related variables. Some teachers perceived the females as task orientated while others saw them as relationship orientated.

Although this was not the aim of the study, it is interesting to take note of the fact that the different genders could have a different impact on respondents' perceptions.

5.2.1.4 Teaching experience of respondents

Table 5.4:   Teaching experience of respondents

	f	%
6-10 Years	3	2.1
11 -15 Years	29	20.6
16 -20 Years	41	29.1
20+Years	65	46.1
Missing values	3	2.1
TOTAL	141	100

(f=frequency)

Missing values 2%

6-10 Years 2%

20+Years 46%

11 -15 Years 21%

16 -20 Years 29%
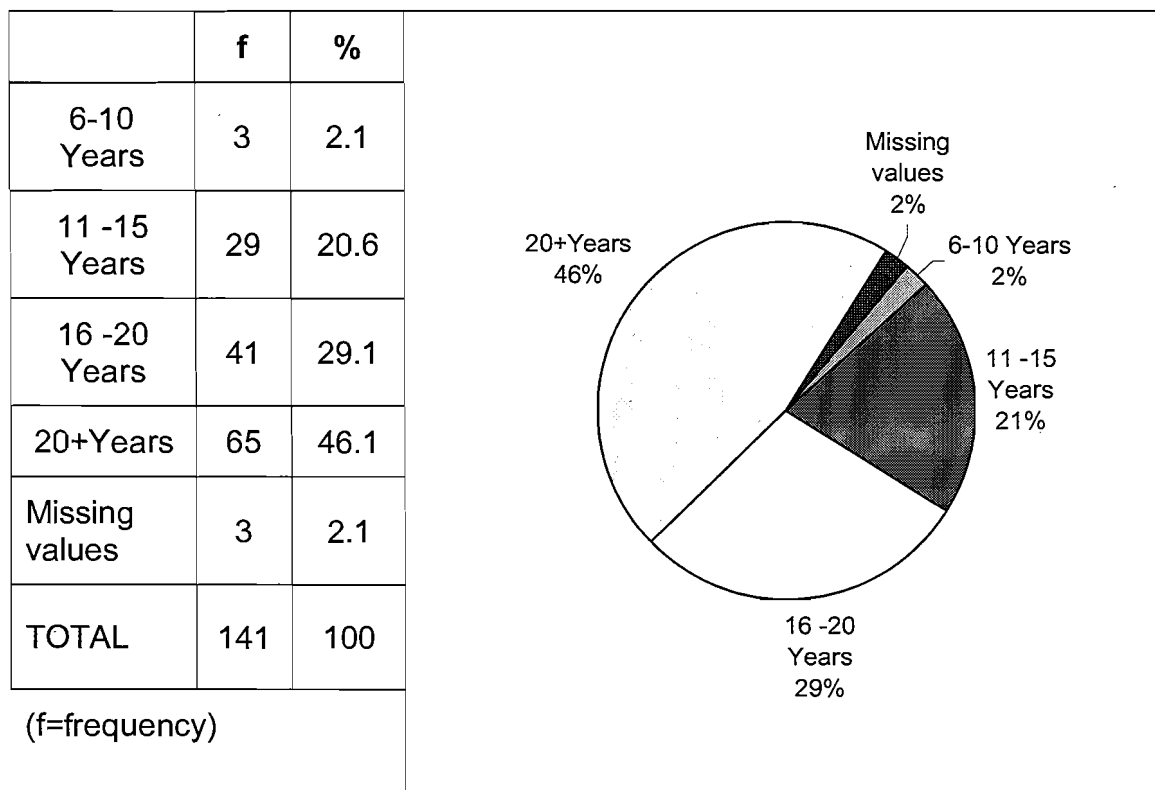
This table reveals that most SMT members (46%) have more than 20 years experience. From this, the researcher can deduce that most SMTs are "old hands" in the teaching fraternity.   On the contrary the smallest number of SMTs (2.1%) has experience ranging from 6 – 10 years.

5.2.1.5 Number of years in position

Table 5.5: Years in position

	f	%
0 -5 Years	56	39.7
6-10 Years	40	27.0
11-15 Years	24	17.0
16-20 Years	9	6.4
20+Years	10	7.1
Missing values	4	2.8
TOTAL	141	100

(f=frequency)

Pie chart: 11-15 Years 17%; 6-10 Years 27%; 16-20 Years 6%; 20+Years 7%; Missing values 3%; 0-5 Years 40%
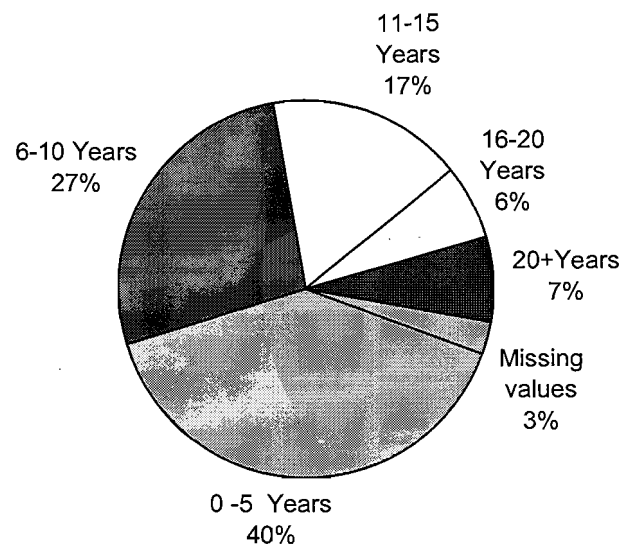
The data in table 5.5 indicates that the majority of SMT members (40%) have been in the current position for between 0-5 years. Only (7%) of SMT members have been in the current position for more than 20 years. Deduced from the above data, it is important to note that the majority do not have many years of managerial experience.

5.2.1.6 Qualifications of respondents

Table 5.6:   Qualifications of respondents

	f	%
Teachers Diploma	54	38.3
Degree	5	3.5
Degree + Diploma	50	35.5
Honours	29	20.6
MED/PhD	2	1.4
Missing values	1	0.7
TOTAL	141	100

(f=frequency)

Degree +
Diploma
35%

Honours
21%

MED/PhD
1%

Degree
4%

Missing
values
1%

Teachers
Diploma
38%
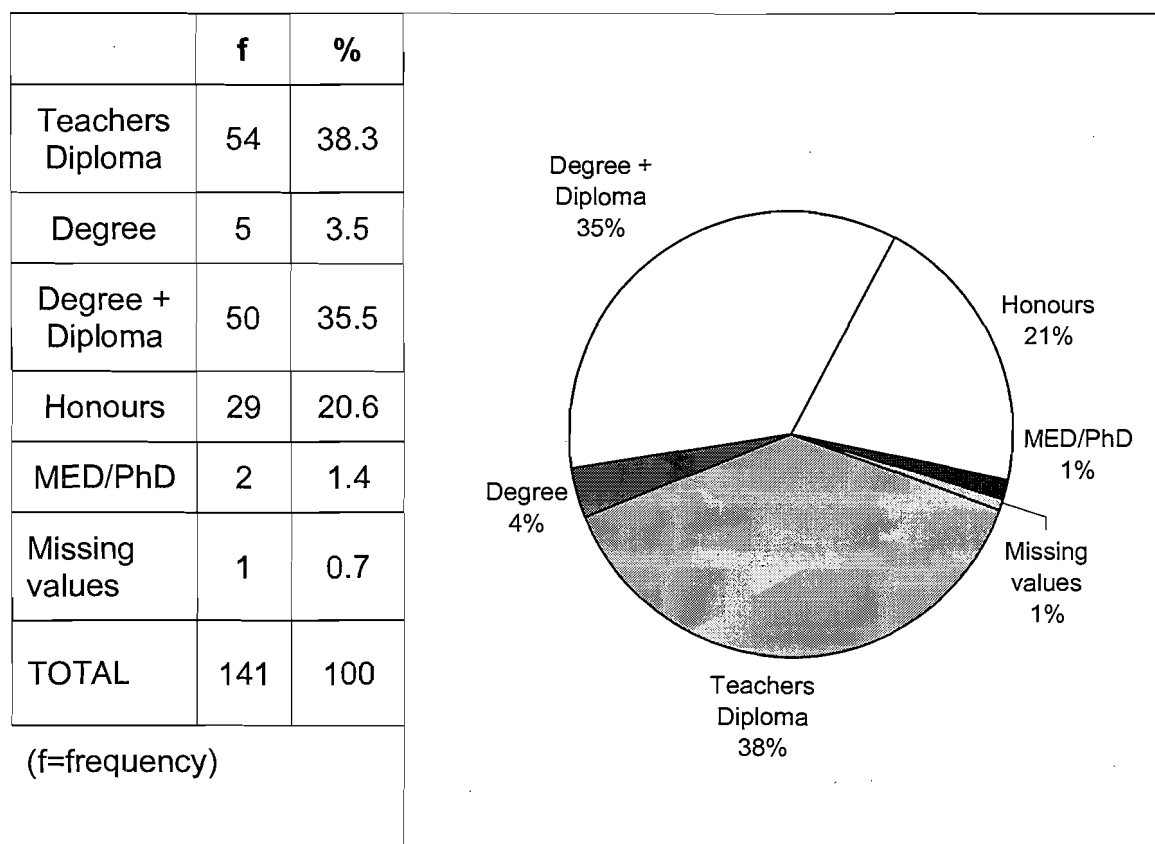
From the responses on academic qualifications of respondents (table 5.6), it is evident that the majority of SMT members (38%) possess only a teachers diploma, while 4% and 21% respectively possess a degree and a postgraduate degree. These responses indicate that SMTs are properly qualified in terms of qualification requirements for teaching but not necessarily for management.

5.2.1.7 Appointment of respondents

Table 5.7:   Appointment of respondents

	f	%
Temporary	2	1.4
Permanent	138	97.9
Missing values	1	0.7
TOTAL	141	100

(f=frequency)

Permanent 98%

Missing values 1%

Temporary 1%
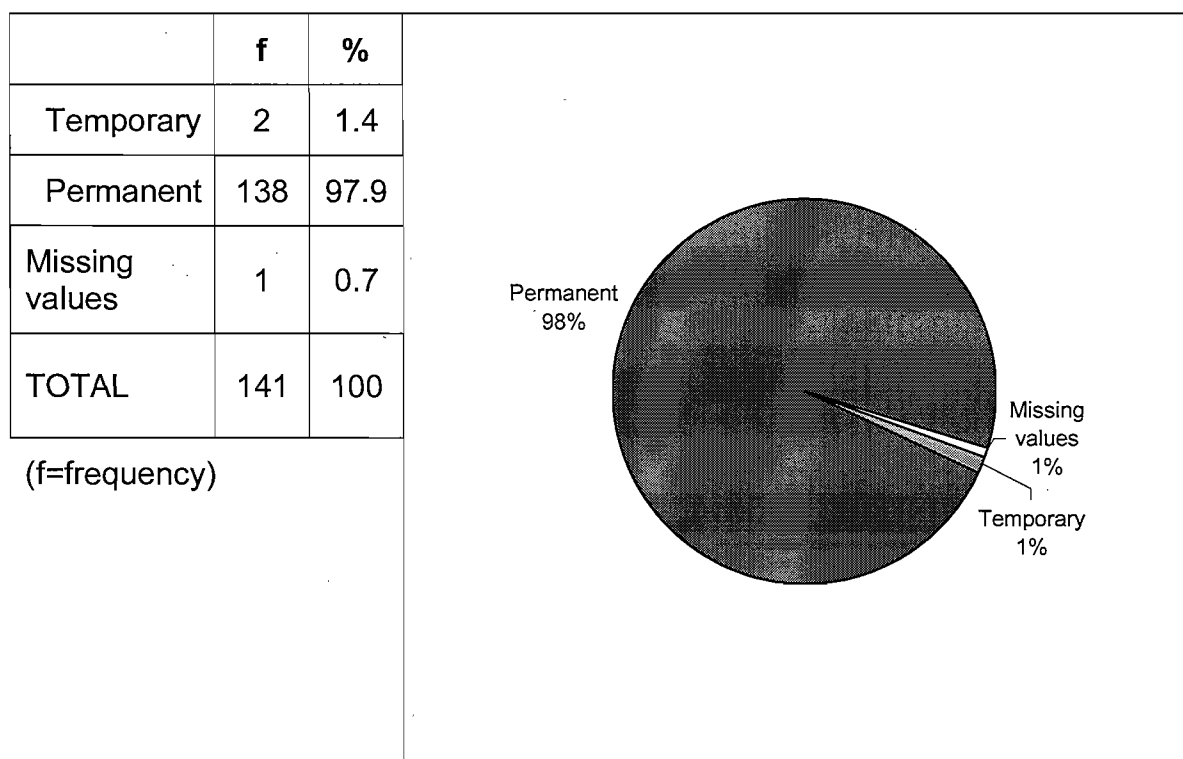
This table indicates that the majority of SMT members (98%) occupy permanent positions. This augurs well for their schools, because they can engage in long term planning without the fear of being replaced or redeployed.

5.2.1.8 Home language of respondents

Table 5.8:   Home Language of respondents

	f	%
Afrikaans	6	4.3
English	4	2.8
Zulu	110	78.0
Other	21	14.9
Missing values	0	0
TOTAL	141	100

(f=frequency)

Zulu 78%

Other 15%

Afrikaans 4%
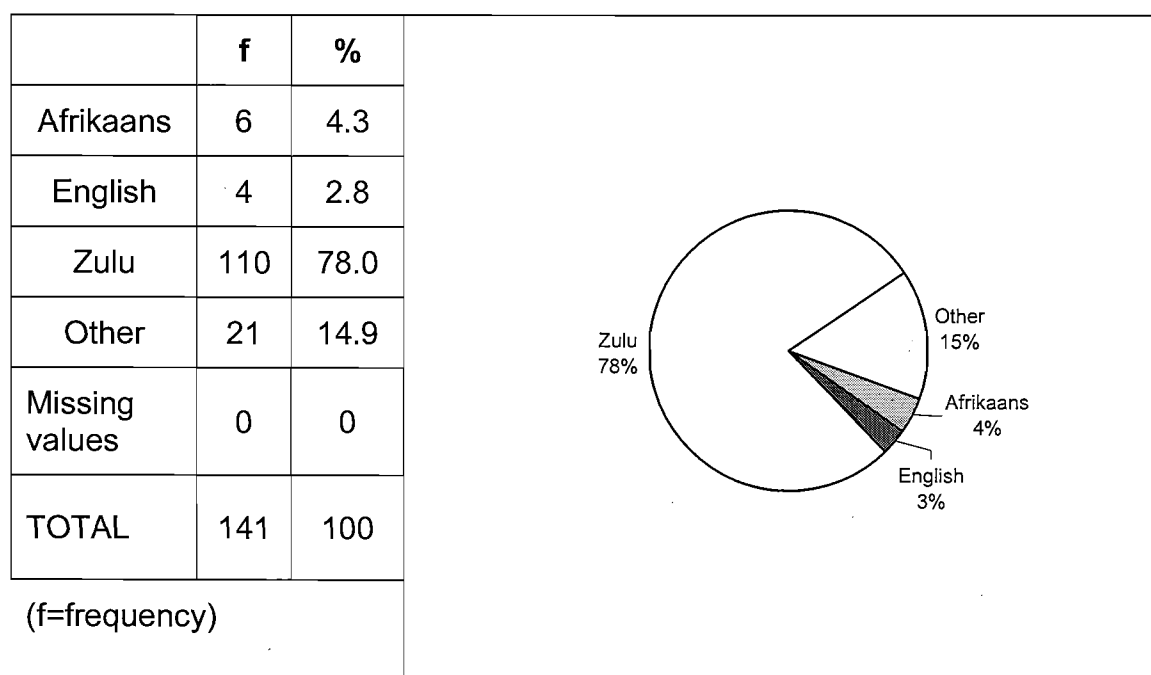
English 3%

According to this table, the majority of respondents (78%) are Zulu speaking while 4% and 3% are Afrikaans and English speakers respectively. This may be because this survey focused on township schools, where the Zulu speakers are dominant.

5.2.1.9 Level of respondents' school

Table 5.9:   Level school of respondents

	f	%
Primary	65	46.1
Secondary	36	25.5
Combined	40	28.4
Missing values	0	0
TOTAL	141	100

(f=frequency)
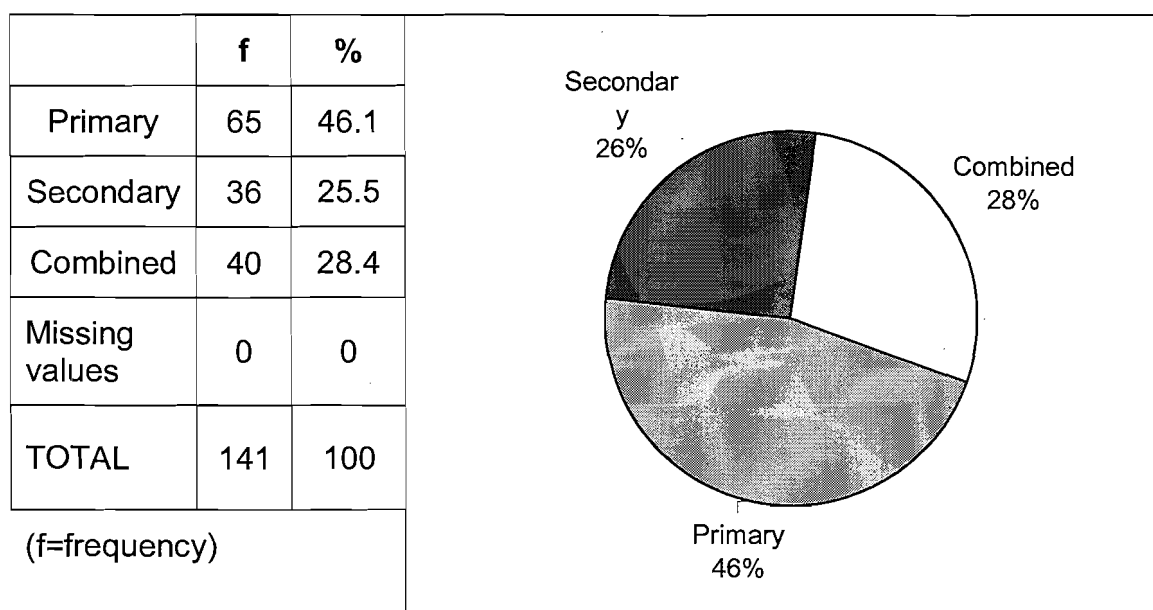
This table indicates that there are more respondents from primary schools (46%) than from secondary school (26%). This may be attributed to the fact that there are more primary schools than secondary schools in Gert Sibande Region because of the high drop-out rate at secondary school level.

5.2.1.10 Location of respondents' school

Table 5.10:   Location of respondents' school

	f	%
Urban	106	75.2
Rural	31	22.0
Missing values	4	2.8
TOTAL	141	100

(f=frequency)
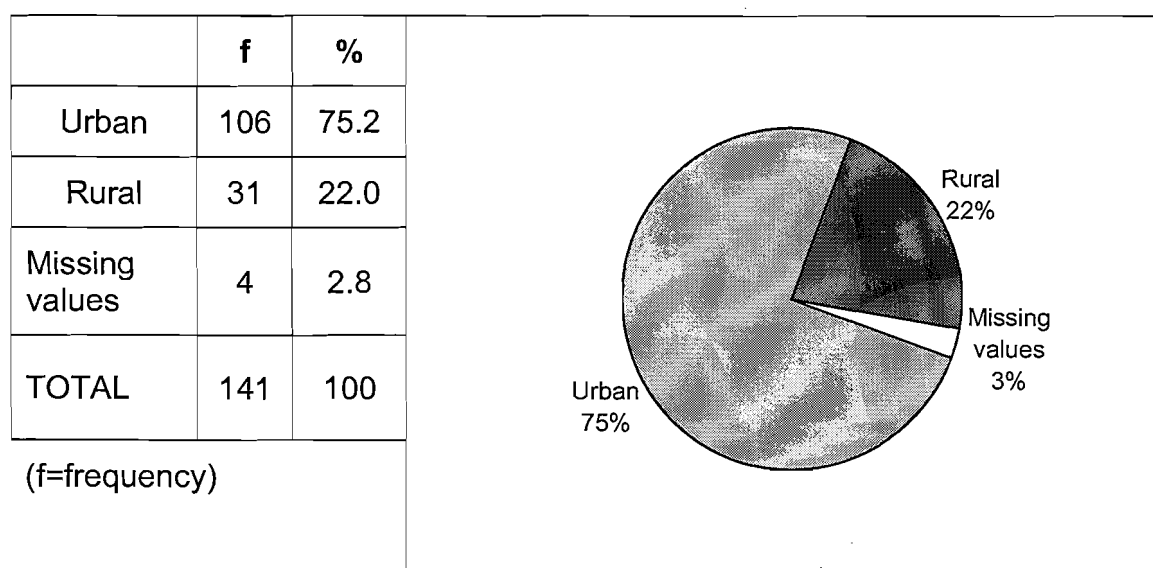
This table indicates that the majority of respondents (75%) come from urban areas. Only (22%) of respondents come from the rural areas.

5.2.1.11 Number of learners at respondents' school

Table 5.11: Number of Learners at respondents' school

	f	%
Below 100	1	0.7
100-300	6	4.3
301-600	10	7.1
600+	124	87.9
Missing values	0	0
TOTAL	141	100

(f=frequency)
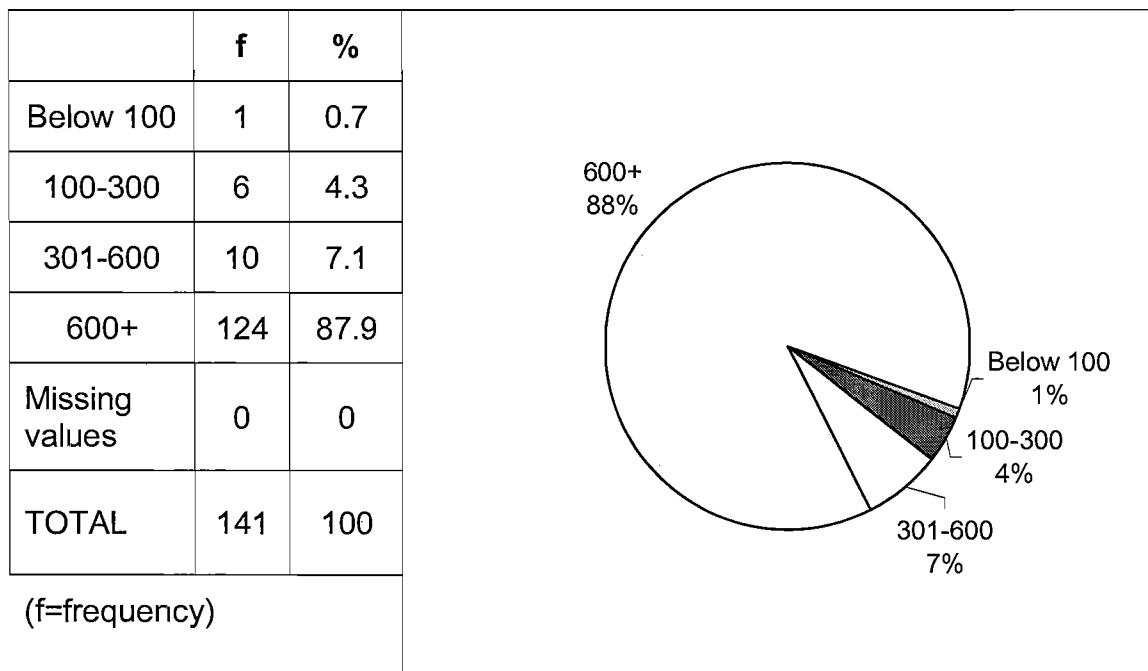
According to this table, majority of responses (88%) come from schools where the number of learneners exceeds 600. These in the opinion of the researcher are fairly large schools with more than 5 SMT members. Such a situation is good for schools because work can be distributed in an equitable manner and according to interest, abilities and talents of SMT members. The minority of (0.7%) of respondents are from schools where the number of learners is below 100.

5.2.2 Section B: Specific information

5.2.1.12 Training in school management

Table 5.12: Respondents training in school management

Yes		No		Missing values	
f	%	f	%	f	%
84	59.6	55	39.0	2	1.4
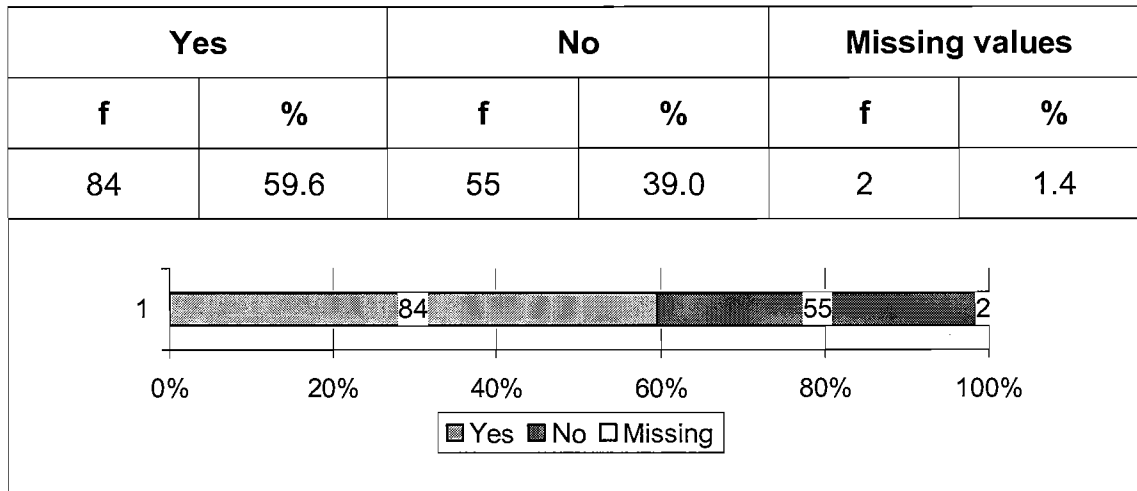
Motivation for "Yes" answer

The majority of respondents (60%) indicated that they were "trained" in school management. 10% of respondents possess the Hons Bed, 23% possess either a diploma or certificates, while 24% have attended short workshops in school management.

5.2.1.13 Training in human resource management

Table 5.13: Respondents training in HRM

Yes		No		Missing values	
f	%	f	%	f	%
50	35.4	90	63.8	1	0.7
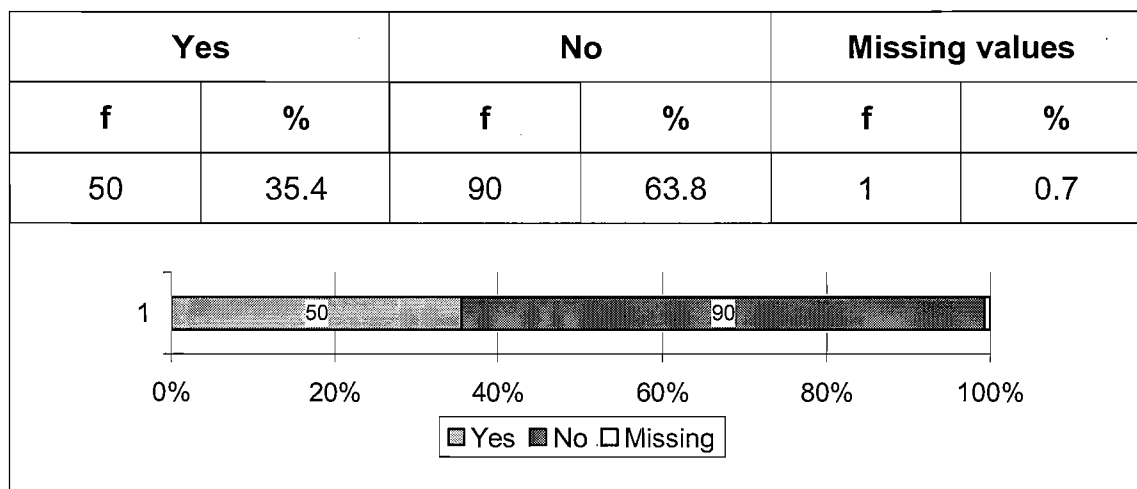
Motivation for "Yes" answer

This table indicates that only 36% of respondents have undergone training or possess qualifications in human resource management. 9% of the respondents possess the BEd (Hons), 14% a diploma or certificate and 12% have attended short workshops in human resource management. This information indicates that, although 60% of the respondents, as indicated under B.2.2 did receive training in school management, this training did not necessarily include training in human resource management.

5.2.1.14 Importance of training in human resource management

Table 5.14: Respondents training in H.R development

Yes		No		Missing values	
f	**%**	**f**	**%**	**f**	**%**
138	97.9	3	2.1	0	0
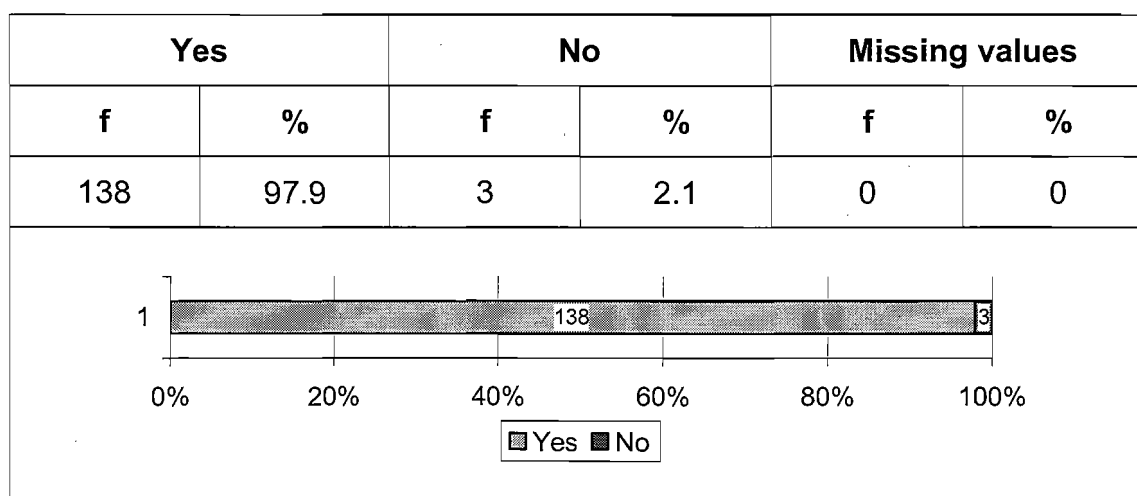
Motivation for "Yes" answer

This table indicates that (98%) of the respondents think that it is important to train SMTs in Human Resources Development. The researcher is of the opinion that the response is overwhelmingly positive because SMTs know how difficult it is to try to develop educators when one lacks appropriates skills and knowledge. Only (2%) of the respondents do not regard the training of SMTs in Human Resources Development as important.

5.2.1.15 SMTs role in staff development

Table 5.15: Is SMTs role in staff development important?

Yes		No		Missing values	
f	**%**	**f**	**%**	**f**	**%**
128	90.8	12	8.5	1	0.7
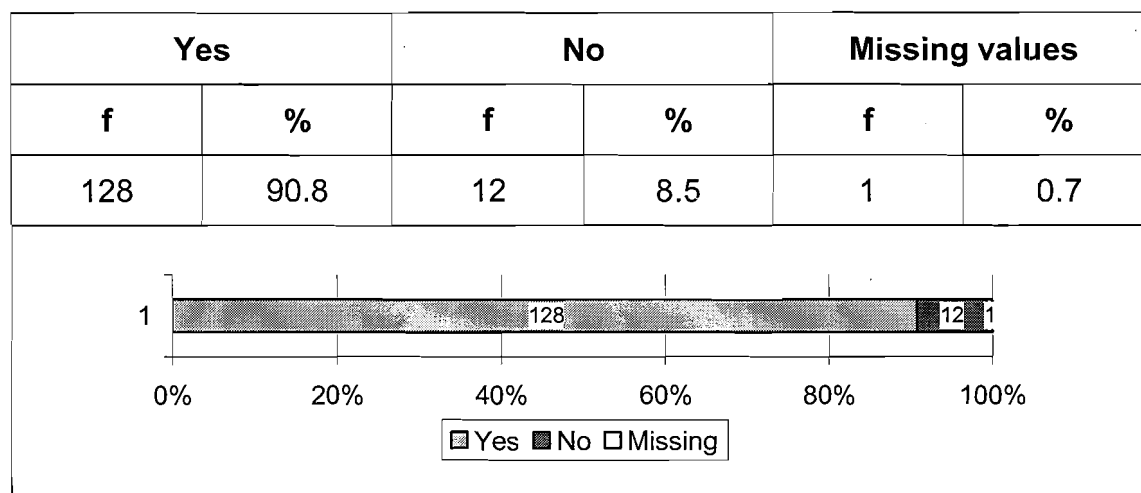
Motivation for "Yes" answer

The responses of the respondents (91%) indicated that SMTs play a crucial role in developing staff. Although the reasons for their answers are not clear, the deduction can be made that the majority of school managers are aware of the importance of staff development.

5.2.1.16 Staff role in achieving goals

Table: 5.16: Is the role of all staff members in achieving goals crucial?

Yes		No		Missing values	
f	**%**	**f**	**%**	**f**	**%**
132	93.6	3	2.1	6	4.3
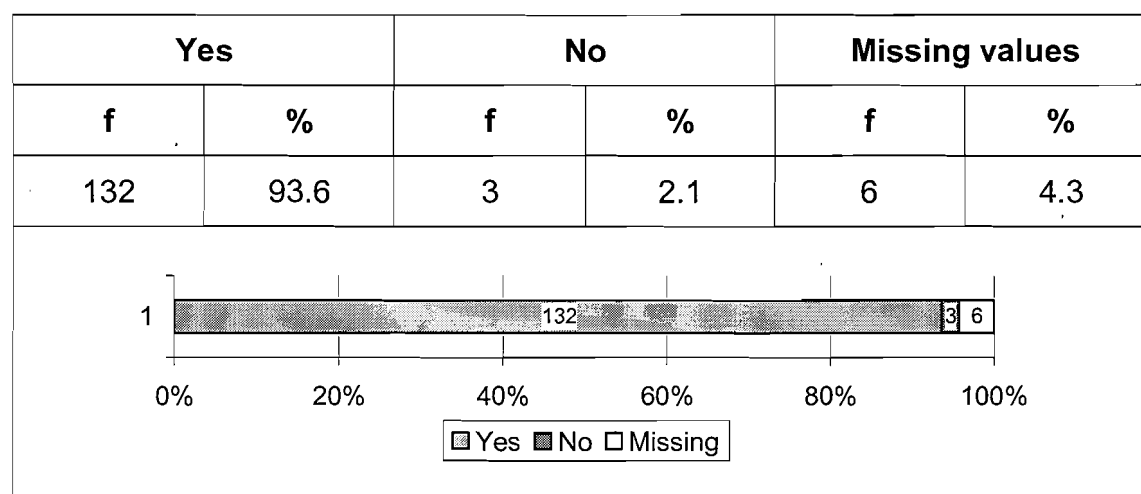
Motivation for "Yes" answer

According to this table the majority (94%) of respondents believe that educators play the most important role in achieving goals. This is substantiated by Mailula

(2004:55), who argues that the educator is the one who initiates the learning process in a classroom situation.

5.2.1.17 Teamwork in achieving goals

Table 5.17:   Should teamwork be encouraged to achieve goals?

Yes		No		Missing values	
f	%	f	%	f	%
137	97.2	3	2.1	1	0.7
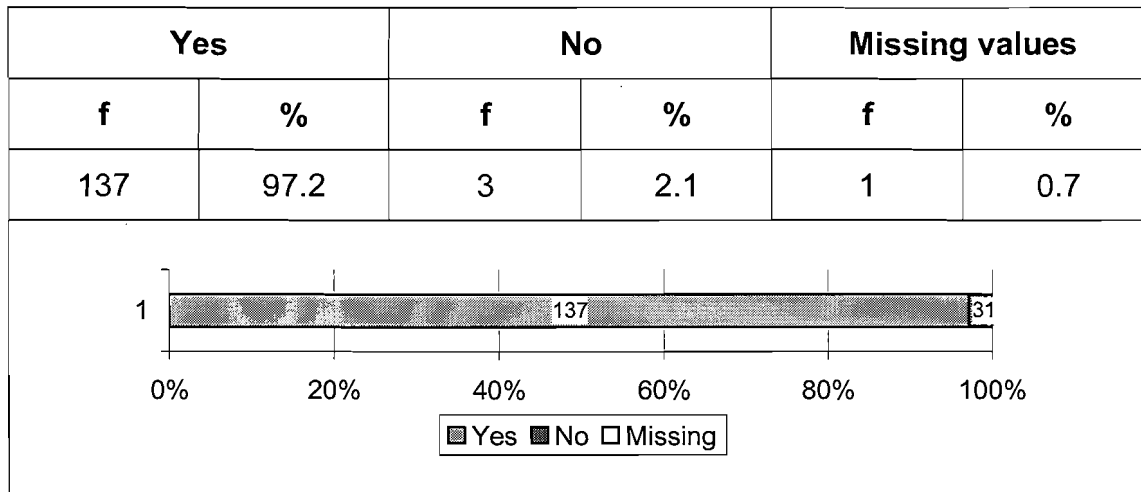
Motivation for "Yes" answer

This table reveals that almost all respondents (97 %) hold the view that team work is important to achieve school goals. From their motivation, it is clear that they share the view that teams produce good results when team members support one another and have a common purpose.   Pretorius and Lemmer (1998:30) support the view that collegial individual educators have the potential to achieve much more when they work together as a team to resolve problems; they have a more powerful stratagem.

5.2.1.18 SMTs responsibility to guide, support, motivate and develop educators

Table 5.18: Is it the SMTs role to guide, support, motivate and to develop educators?

Yes		No		Missing values	
f	%	f	%	f	%
135	95.7	4	2.8	2	1.4
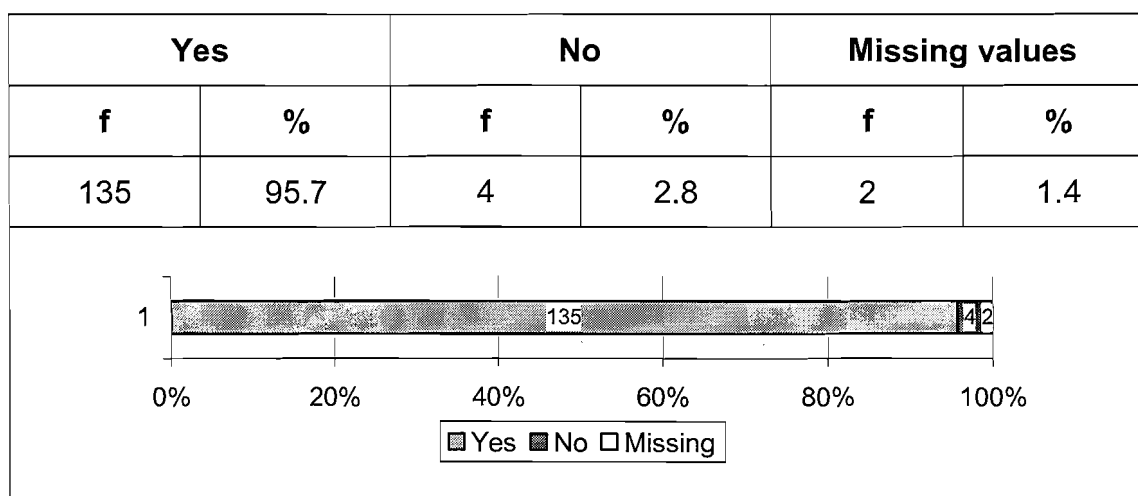
Motivation for "Yes" answer

The high positive response from respondents (96%) shows that SMTs are fully aware of their responsibility towards educators. They do however indicate that they would appreciate recognition when they have performed excellently. According to the DoE (2000:22) the SMTs have a responsibility of ensuring that there is a good relationship between people, between groups and between leaders and those who are led. That everyone gets the information, encouragement, support and the development they need.

5.2.1.19 Method of appointing SMT members

Table 5.19: Appointment of SMT members

	Frequency	Percentage	Missing values	Percentage
Teaching experience	112	79.4	29	20.6
Position	59	41.8	82	58.2
Election by staff	43	30.5	98	69.5
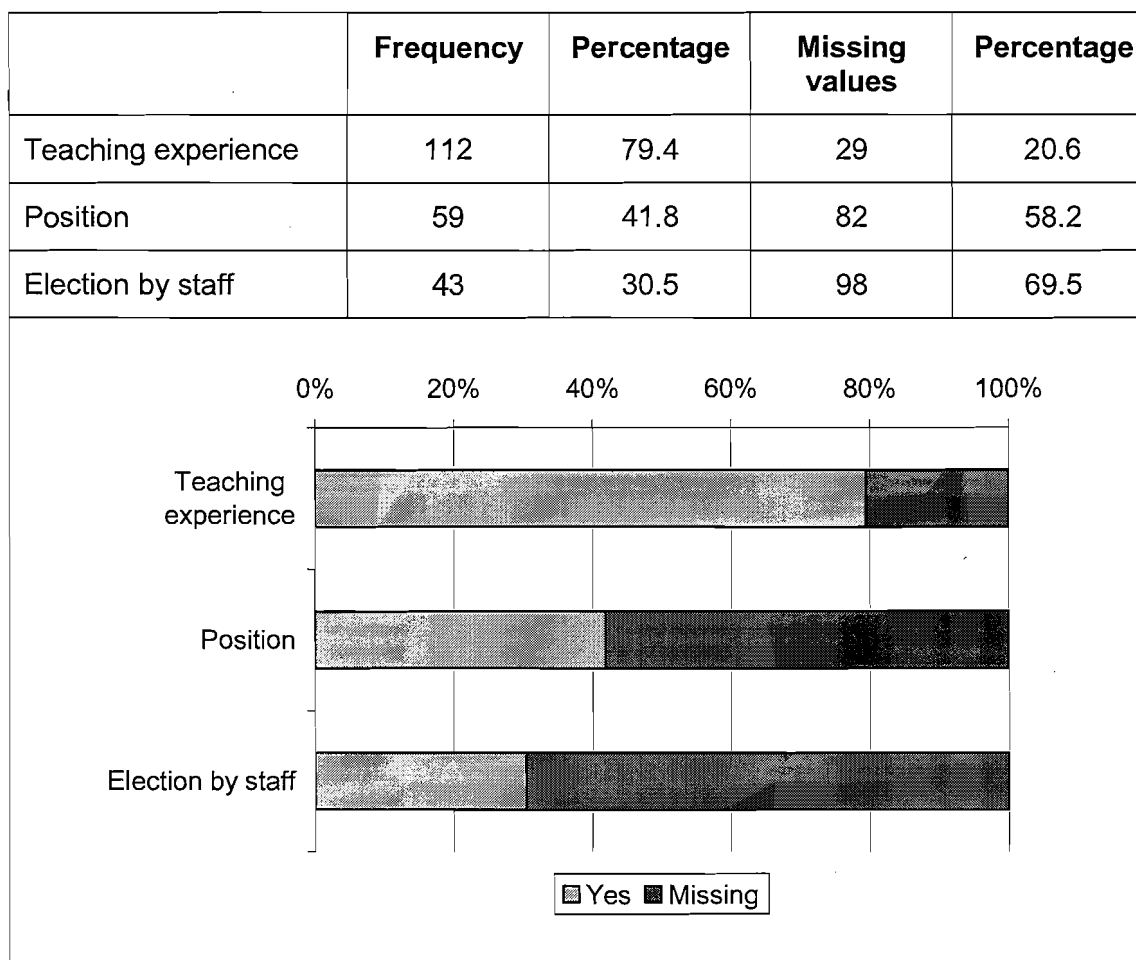
Most respondents (79%) have indicated that appointing SMT members by virtue of their teaching experience is important. This seems to indicate that teaching improves through experience and that maybe experienced educators will make good school managers. In support of this, Theron and Bothma (1990:38) say the principal must show trust to senior staff and should use their knowledge, experience and skills to the benefit of everyone at the school.

Some respondents (42%) believe that the current positions of an educator should be considered for appointment to a higher managerial level. For example, one should be appointed to the position of principal only if he/ she has served as a deputy principal for a period of 2 years or more. As indicated, not all the respondents responded to this question.

Only (31%) of respondents believe SMT members should be appointed through election by staff members. This option seems to be the least favoured by respondents.

5.2.3 Section C: Management style

5.2.3.1 Communication with staff

Table 5.20: Do you communicate (convey important information) with staff?

Yes		No		Missing values	
f	%	f	%	f	%
140	99.3	1	0.7	0	0
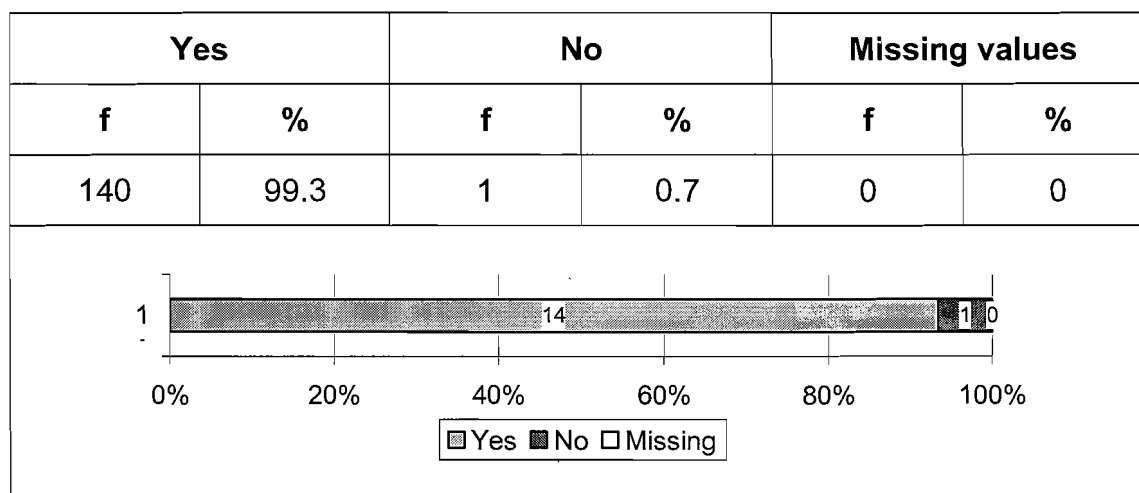
This table reveals that almost all respondents (99%) regard communication with staff as very important.

5.2.3.2 Rules and guidelines for communication

Table 5.2.1: Do you have guidelines in your school for communicating (conveying important information) with staff?

Yes		No		Missing values	
f	%	f	%	f	%
119	84.4	19	13.5	3	2.1
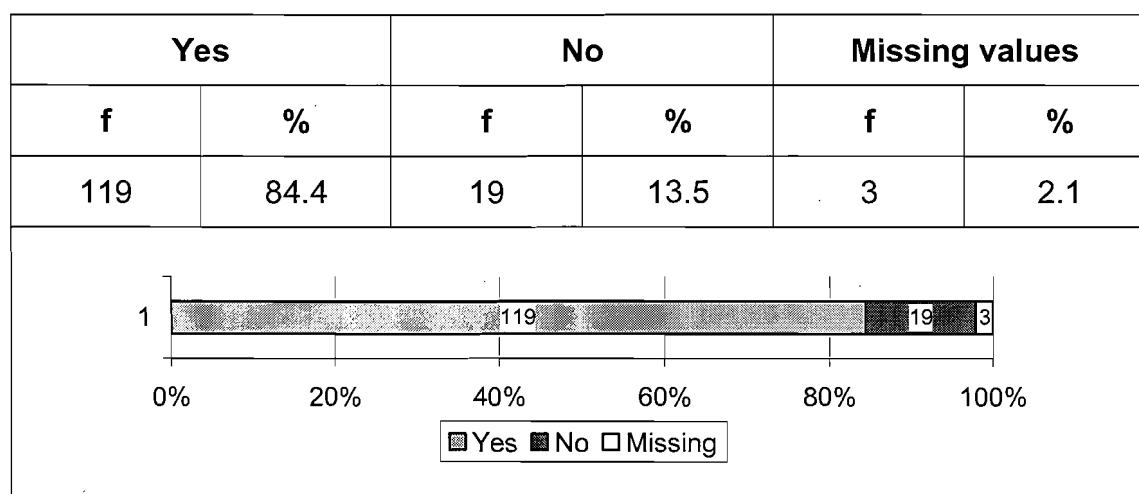
This table indicates that the majority of respondents (84%) have roles and guidelines in place in their schools for conveying important information to staff in

order to ensure effective communication. The ideal situation should be a 100% positive response.

5.2.3.3 Decision making

Table 5.22: Do you involve staff in decision making?

Yes		No		Missing values	
f	%	f	%	f	%
136	96.5	4	2.8	1	0.7
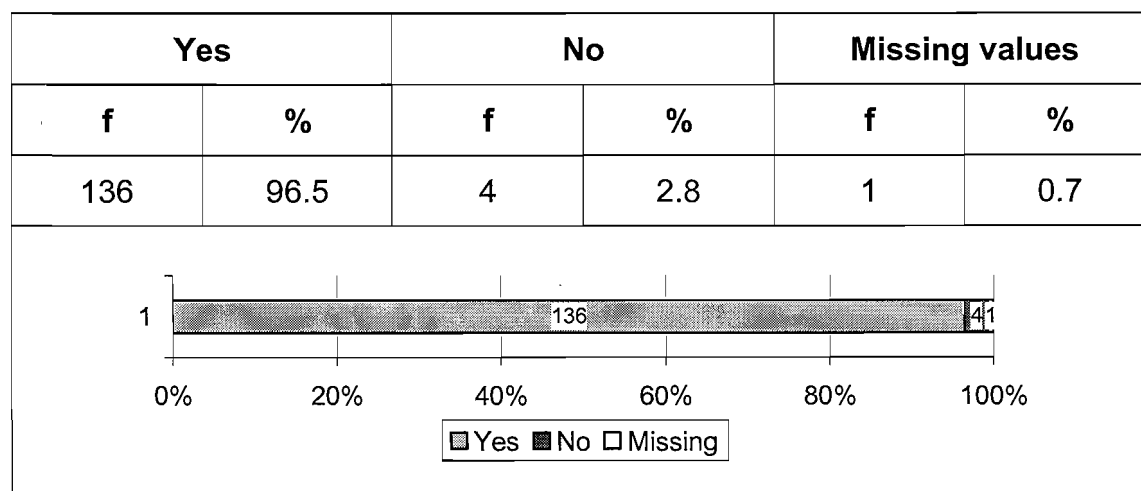
According to this table, the majority of respondents (97%) say that they do involve staff in decision making in their schools. Hargreaves and Hopkins (1991:244) explain that in a collegial school the principal acts in practices as *primus inter-parries*, allowing – or purporting to allow – all educators equal rights to be participative, always in discussions and sometimes in decision making.

5.2.3.4 Style and leadership

Questions C.3.4.1; C 3.4.2 and C.3.4.3 link because they all deal with leadership styles (behaviour) adopted by leaders. These leadership styles can have positive or negative effects, on for example, achieving aims, improving performance, staff development and job satisfaction in an organisation such as the school (Prinsloo, 2003:142).

The three leadership styles namely autocratic, democratic and laissez –faire will be briefly discussed below (Vista University, 1998:1.11):

- Autocratic leaders – they believe that decision making authority must be retained by leaders.

- Democratic leaders – they consult their staff on appropriate matters and allow them some influence in the decision making process.

- Laissez – faire leaders – in laissez-faire leadership managers allow their staff complete autonomy. Individual's behaviour is left to the individuals and the leader in essence abdicates his /her role.

Table 5.23: Democratic leadership style

Yes		No		Missing values	
f	**%**	**f**	**%**	**f**	**%**
129	91.5	6	4.3	6	4.3
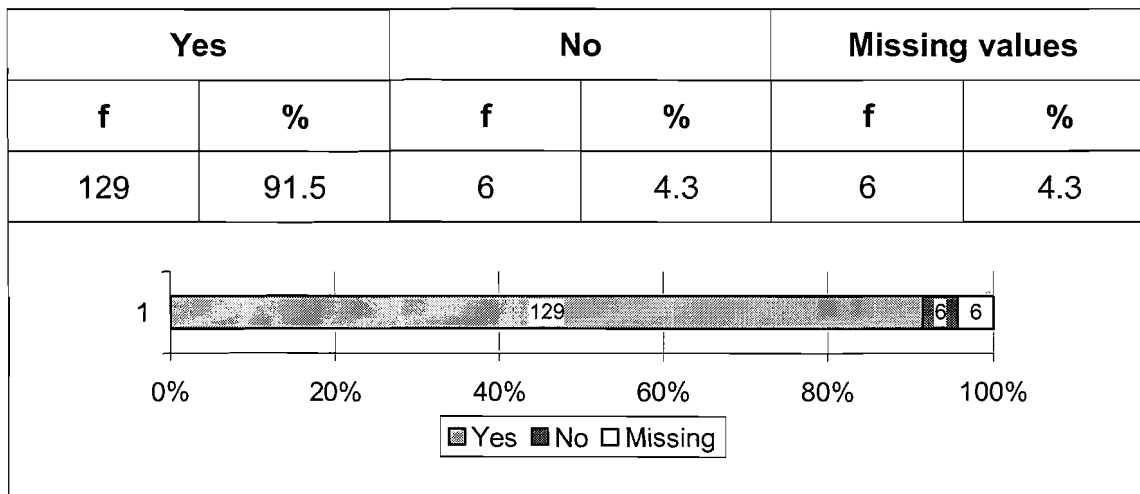
With regard to the democratic style of leadership, (92%) of respondents believe this is the best style to be used. This is probably because the leader gives information to the group but does not dominate their thinking. Group members always feel free to participate and to give their opinions.

Table 5.24: Autocratic style of leadership

Yes		No		Missing values	
f	**%**	**f**	**%**	**f**	**%**
26	18.4	83	58.9	32	22.7
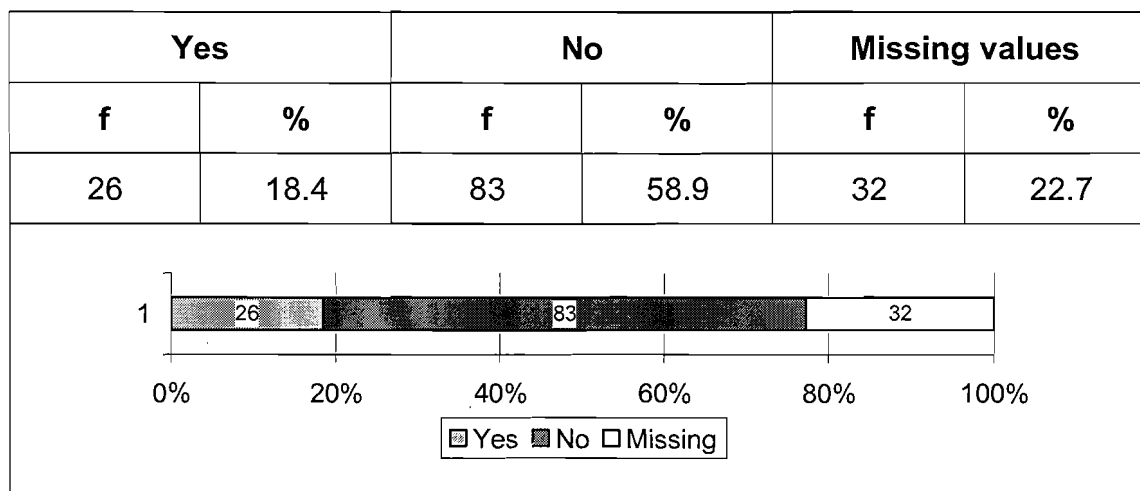
This table indicates that this is the style of leadership least preferred by most respondents. Only (18%) of respondents think it is effective.

Table 5.25: Laissez-faire

Yes		No		Missing values	
f	%	f	%	f	%
43	30.5	66	46.8	32	22.7

1	43	66	32	

0%   20%   40%   60%   80%   100%

☐ Yes ■ No ☐ Missing
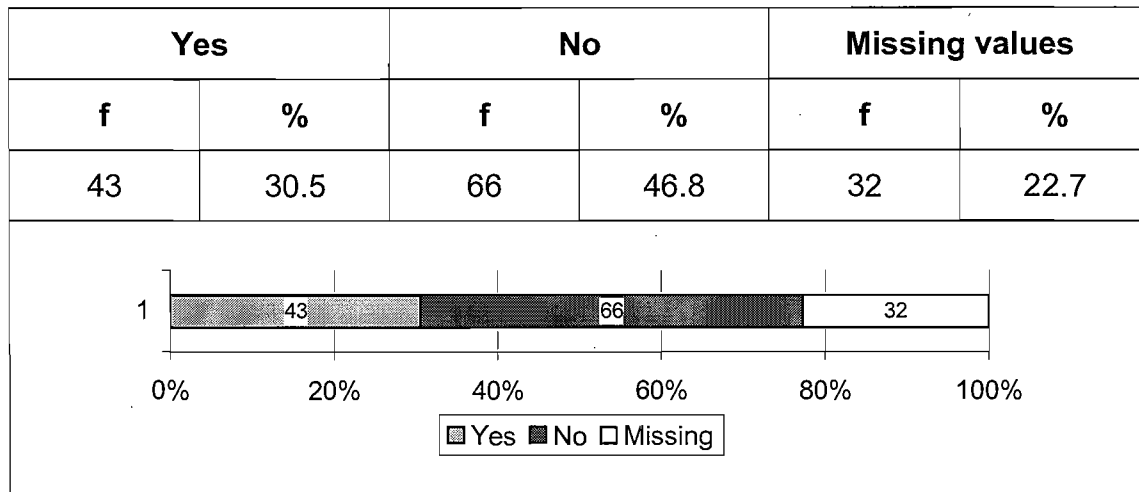
According to this table, the respondents (31%) rated the laissez-faire style higher (better) than the autocratic style, but lower than the democratic style.

According to Smit and Cronje, (1992:337) the performance of any enterprise, small or large, is directly related to the quality of leadership. Good managers will lead their organisations to greater heights of achievement if they are leaders as well. Because of the critical role that managers play in the successful management of organisations, leadership is one of the most important components of the management process. The leadership style of the SMTs will inevitably have an influence on the way they act as managers.

5.2.3.5 Staff meetings

Table 5.26: Do you hold staff meeting on a regular basis

Yes		No		Missing values	
f	%	f	%	f	%
137	97.2	2	1.4	2	1.4

1	137	2

0%   20%   40%   60%   80%   100%

☐ Yes ■ No ☐ Missing
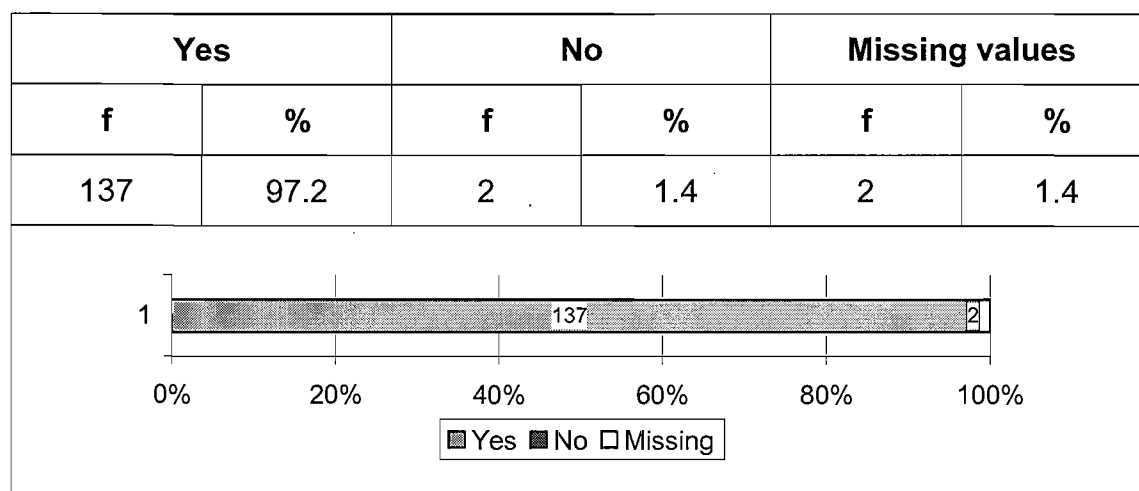
This table indicates that the majority of respondents (97%) hold staff meeting regularly at their schools. Only (1.4%) of respondents say they do not hold staff

meetings. This information reveals that SMTs are aware of the importance of staff meetings. In support of this, Theron and Bothma (1990:124) state that effective staff meetings weld a staff into a purposeful and knowledgeable team working together to a known goal by known means.

5.2.3.6 SMT Meetings

Table 5.27: Is it important to have regular SMT meetings?

Yes		No		Missing values	
f	%	f	%	f	%
141	100	0	0	0	0
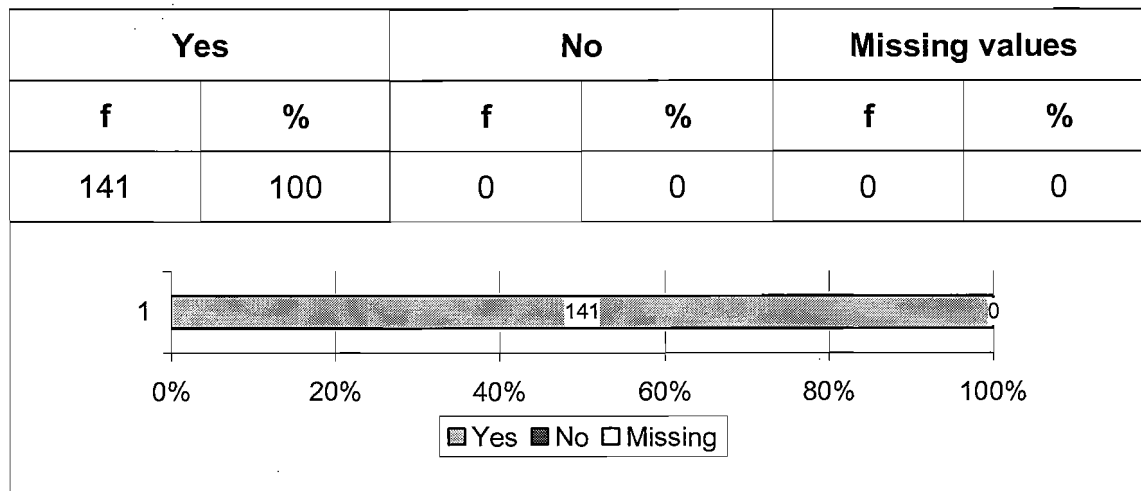
According to this table all the respondents (100%) regard regular SMT meetings as crucial. This may be because the management tasks of the SMT involves among others creating an environment conducive to teaching and learning. Theron and Bothma (1990:93) argue that without such environment, it will be difficult if not impossible to achieve goals.

5.2.3.7 Freedom of viewpoints/opinion in staff meetings

Table 5.28: Are your educators (teachers) free to air their view in staff meetings

Yes		No		Missing values	
f	%	f	%	f	%
134	95.0	7	5.0	0	0
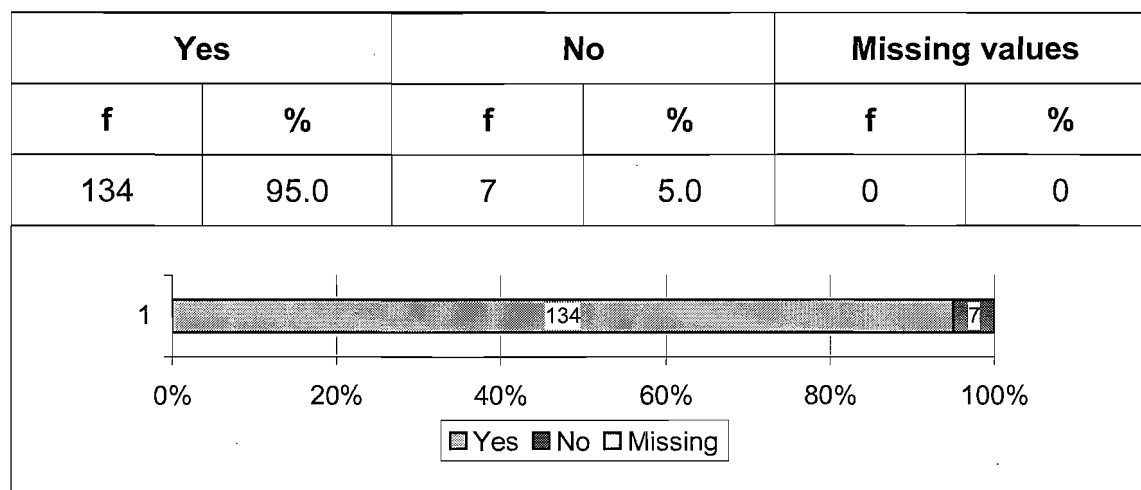
A large percentage (95%) of respondents feels that educators should be free to air their views in staff meetings. Only (5%) of respondents feel that it's not necessary for staff members to share their views. According to Bondesio and de Witt (1991:287) the ideal educational leader should encourage staff members to feel that they are making positive contributions by contributing to the discussion. It is the duty of the SMTs to ensure that the environment allows educators to freely air their views.

5.2.3.8 Meetings for staff motivation

Table 5.29: Have you ever organised meetings/workshops for motivating staff in your school

Yes		No		Missing values	
f	%	f	%	f	%
105	74.5	34	24.1	2	1.4
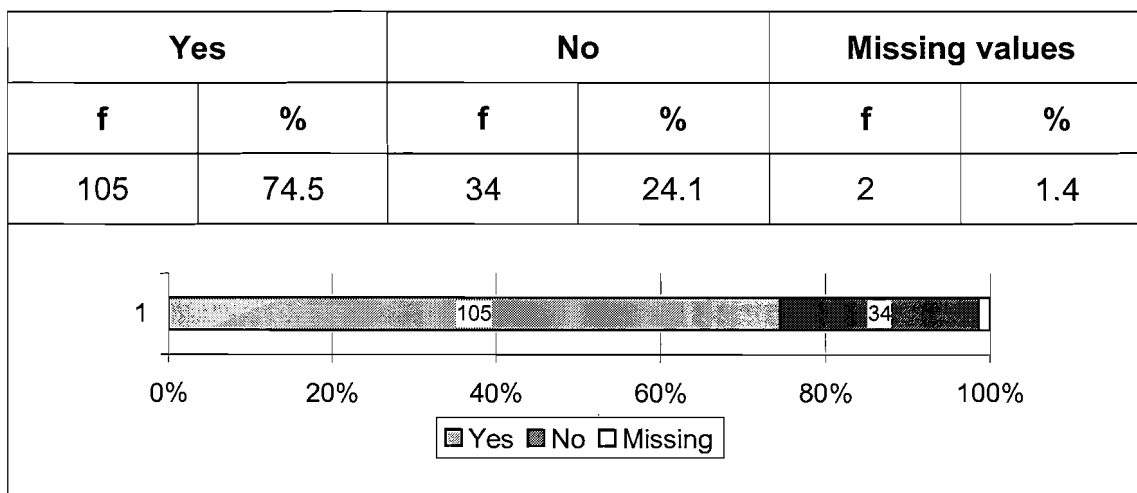
This table reveals that 75% of respondents do organise meetings for motivating staff in their schools. This is important in view of the fact that it is impossible for de-motivated staff to deliver quality teaching. Principals and SMT members should devise strategies to deal with de-motivated staff. If staff members are well motivated, they will be able to teach effectively (Moeketsi. 2004:71).

5.2.3.9 Structures for complaints and grievances

Table 5.30: Are structures in place in your school where teachers can lodge complains and grievances?

Yes		No		Missing values	
f	%	f	%	f	%
105	74.5	34	24.1	2	1.4
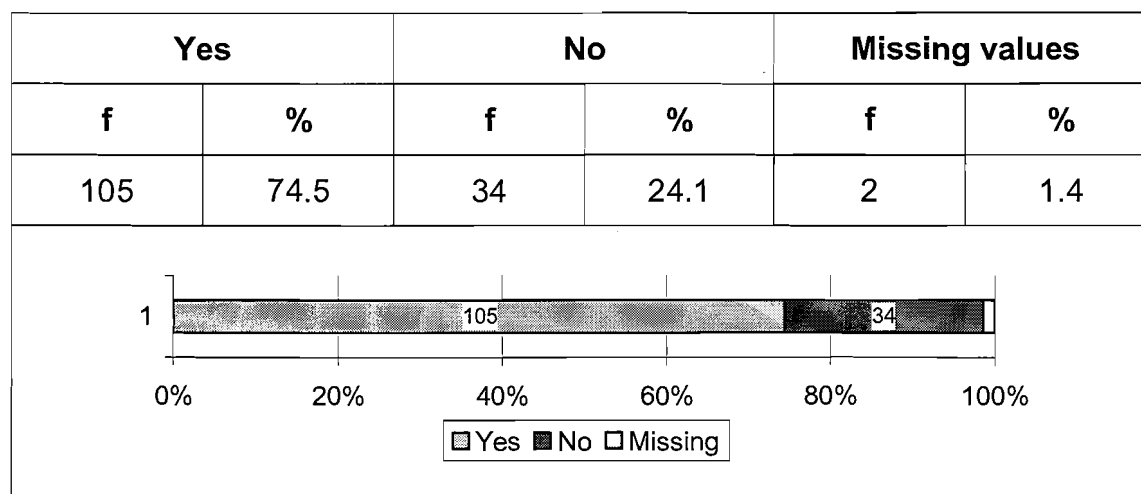
The majority of respondents (75%) say structures are in place at their schools where educators can lodge complaints and grievances. Only (24%) of respondents disagree with the notion that there are forums where they can lodge complains at their schools. The number of negative responses is however unacceptably high if a school is managed effectively.

Most respondents cite forums such as site committees, school governing bodies and disciplinary committees. The duties of the above committees are, among others, to probe complaints and to solve them. According to Nong (2007:42) the SGB must develop a code of conduct. However, the SGB must adopt a code of conduct after having consulted with the parents, learners and educators of the school. This code of conduct is not necessarily applicable to staff.

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5.2.3.10 Control of educators work

Table 5.31: Is educators work regularly controlled by SMTs?

Yes		No		Missing values	
f	%	f	%	f	%
95	67.4	42	29.8	4	2.8
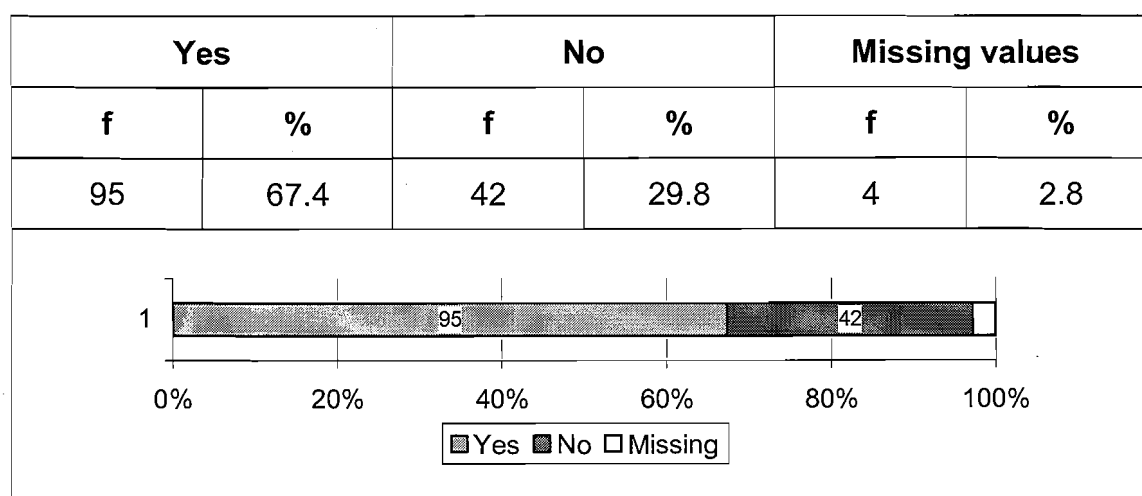
Respondents (67%) reveal that control of educators work is regularly done by SMTs. However, 42(30%) of educators disagree. This indicates that in most schools SMTs regard control of educators work as a vehicle towards achieving the desired outcomes. The DoE (2000:16) states that the SMTs have many different responsibilities, tasks and duties such as planning, making decisions, delegating work and co-ordinating work, solving problems and monitoring.

5.2.3.11 Feedback on performance

Table 5.32: Do you give feedback to your staff on good and poor performance?

Yes		No		Missing values	
f	%	f	%	f	%
132	93.6	8	5.7	1	0.7
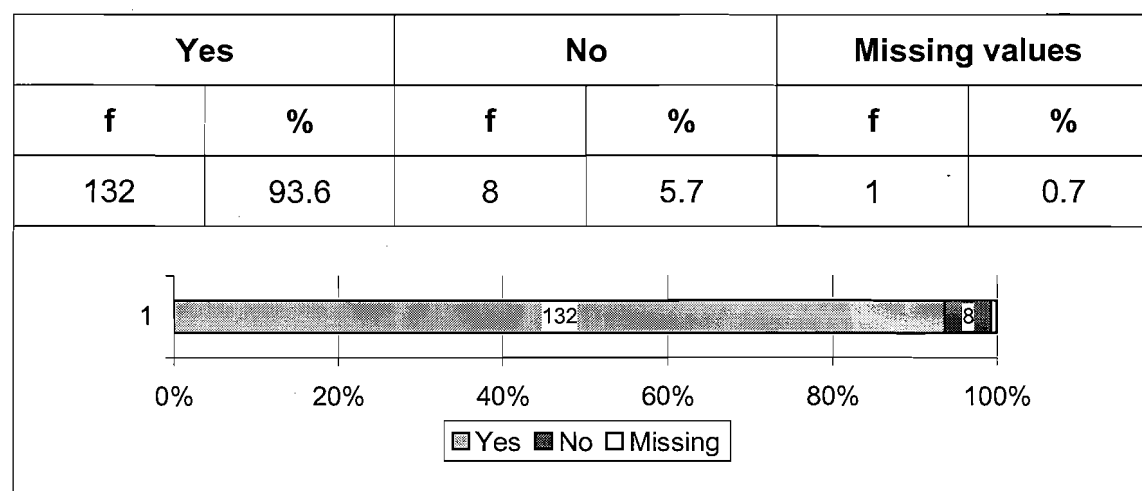
A great majority (94%) of respondents hold the view that it is not enough to control teachers work only, but teachers should be given feedback on good and poor performance. This exercise will motivate teachers who have performed well to

work harder, while on the other hand it will indicate exactly where poor performers are lacking and need to improve. Only 8(5.7%) of respondents are of the opinion that giving feedback on good and poor performance is less important.

5.2.3.12 Importance of controlling educators work

Table 5.33: **Do you think it is important to control educator's work?**

Yes		No		Missing values	
f	%	f	%	f	%
134	95.0	5	3.5	2	1.4
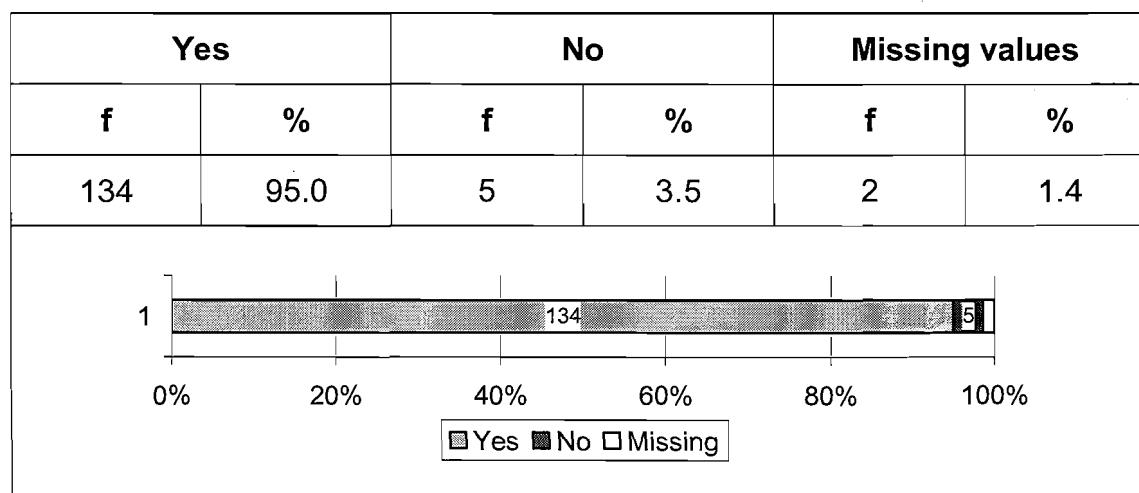
The questions reveal that respondents (95%) regard control of educators' work as of great importance. This exercise can empower teachers and give them confidence with regard to their role in effective teaching to achieve outcomes. Van Deventer (2003:128) argues that the control process measures progress towards aims and outcomes and enables the principal and staff to detect deviations from the plan in time so as to take corrective actions before it is too late. Only 5(3.5%) of respondents think that control of educators' work is not important

5.2.3.13 Delegation of tasks

Table 5.34: Are tasks delegated to staff by taking into account their potential, interest, talent and skills?

Yes		No		Missing values	
f	%	f	%	f	%
139	98.6	0	0	2	1.4
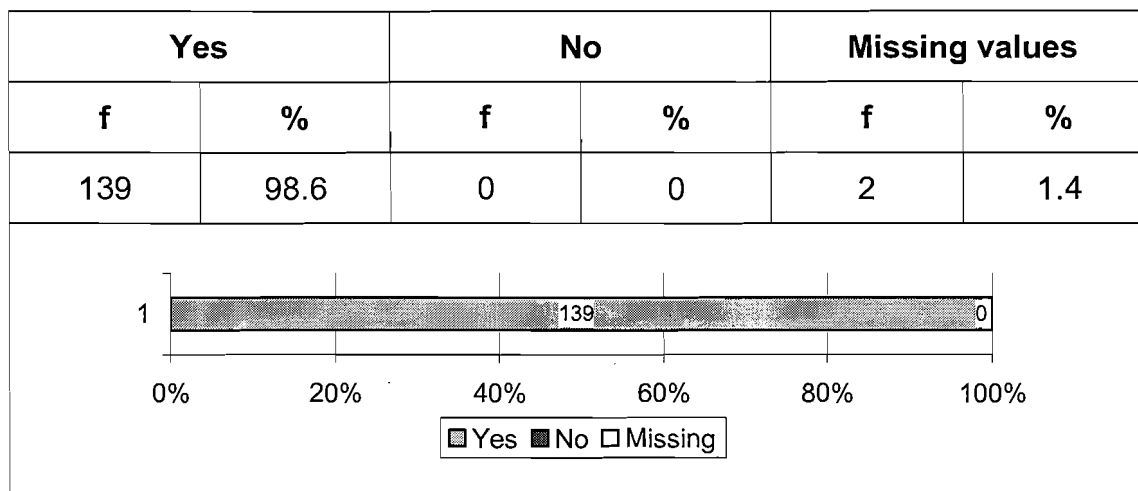
This table indicates that almost all respondents (99%) say that tasks are not just randomly delegated but that the potential, interest, talent and skills of the individual educators are taken into account. According to Theron and Bothma (1990:94) the purpose of delegation is inter alia to utilise the talents of sub-ordinates in a fundamental and relevant sense.

5.2.3.14 Communication of objectives

Table 5.35: Do you and your staff communicate objectives clearly?

Yes		No		Missing values	
f	%	f	%	f	%
133	94.3	7	5.0	1	0.7
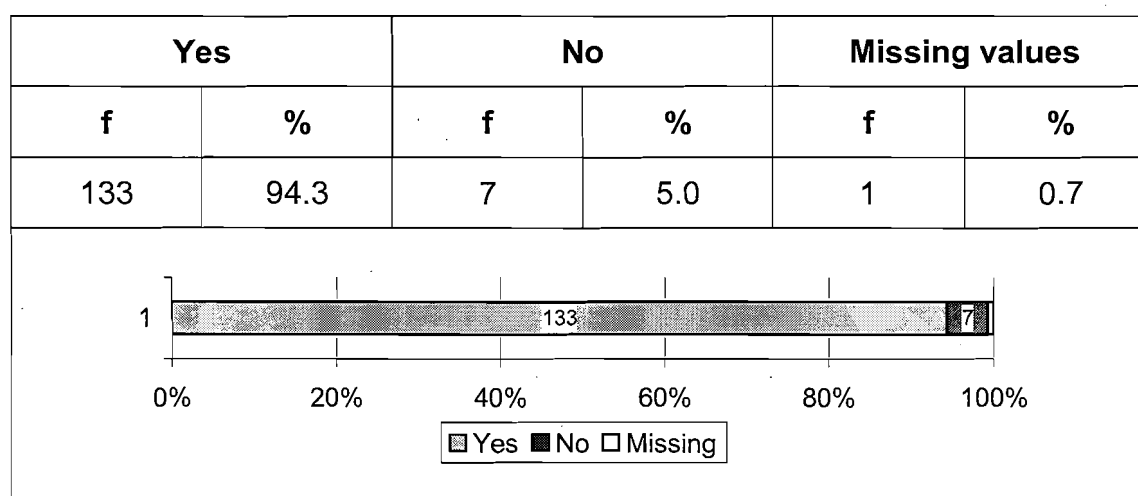
According to the table, the majority of respondents (94%) agree that before any task or activity is undertaken at their schools, objectives are firstly discussed. This is done to ensure everyone is aware of the desired outcome. Only 7(5%) of

respondents say objectives are not communicated to the staff at their schools. This could lead to staff not being well motivated (see C.3.8).

5.2.4 Section D: Problems facing SMTs

5.2.4.1 Stress and tension

Table 5.36: Experience stress and tension

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
20	14.2	45	31.9	44	31.2	29	20.6	3	2.1

A total majority of respondents (84%), broken up into (minor problem 31.9%) a problem (31.2%); very serious problem (20.6%), indicated they experience problems of stress and tension. This reveals that at school level, more specifically in management positions, stress and tension seem to be a matter of concern. Steyn (1996:54) confirms this by emphasising that teaching can be very stressful job. When additional managerial responsibilities are added, the stress level is likely to increase.

5.2.4.2 Authority

Table 5.37: Exercising authority

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
44	31.2	61	43.3	27	19.1	5	3.5	4	2.8
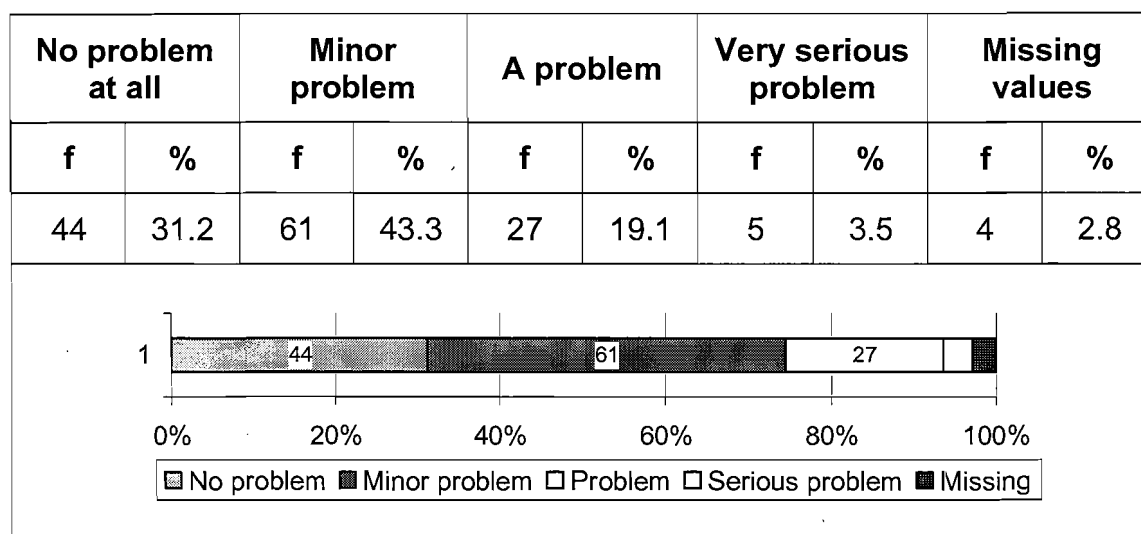
On the question of exercising authority, the respondents gave the following indications: not a problem (31.2%); minor problem (43.3%); a problem (19.1%) very serious problem (3.5%). The majority of respondents (66%) feel that exercising authority is a problem. As they are in positions where authority needs to be exercised on an ongoing basis, these responses raise concerns.

5.2.4.3 Financial decisions

Table 5.38: Making major financial decisions

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
32	22.7	48	34	27	19.1	27	19.1	7	5
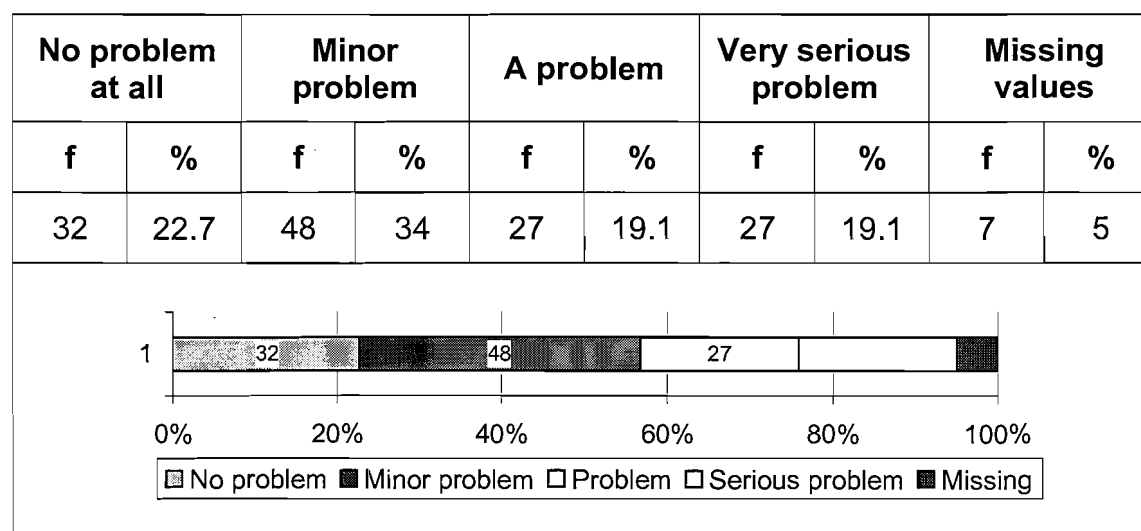
This table indicates that SMTs have not had the necessary training to manage school finances. This is attested by the fact that (72%) of respondents have a minor problem, a problem, or a very serious problem with financial management. Only 32(22.7%) of respondents say they experience no problems at all when

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making major financial decision. In this regard Campher (2003:2) argues that all financial decisions should be made responsibly and with the schools' interest in mind.

5.2.4.4 Managing time

Table 5.39: Managing your time

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
65	46.1	52	36.9	14	9.9	6	4.3	4	2.8
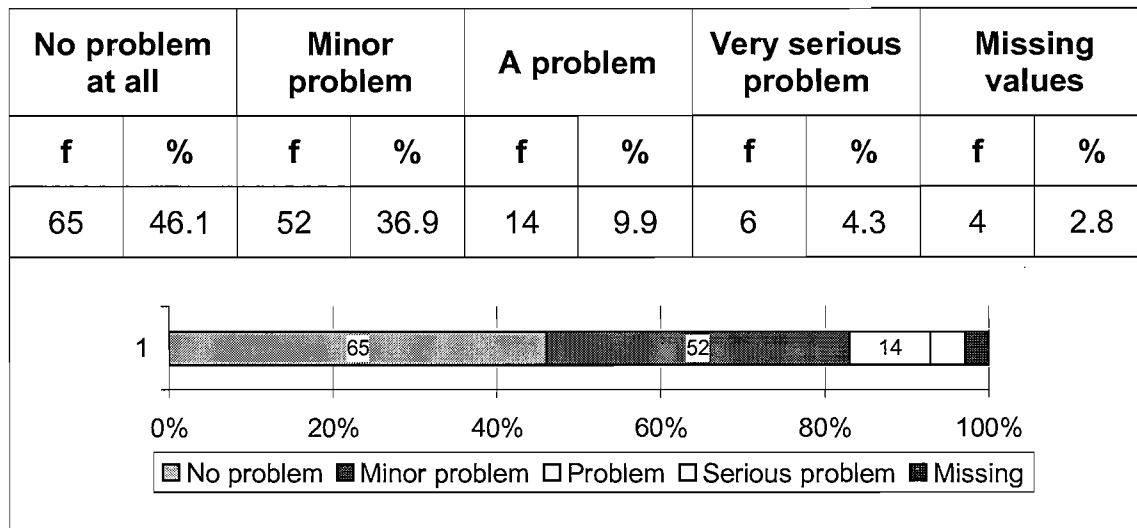
The majority of SMTs (51%) indicated they have problems with managing time, while only (46%) indicated that they have no problem with managing time.

5.2.4.5 Delegating

Table 5.40: Delegating

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
78	55.3	38	27.0	16	11.3	3	2.1	6	4.3
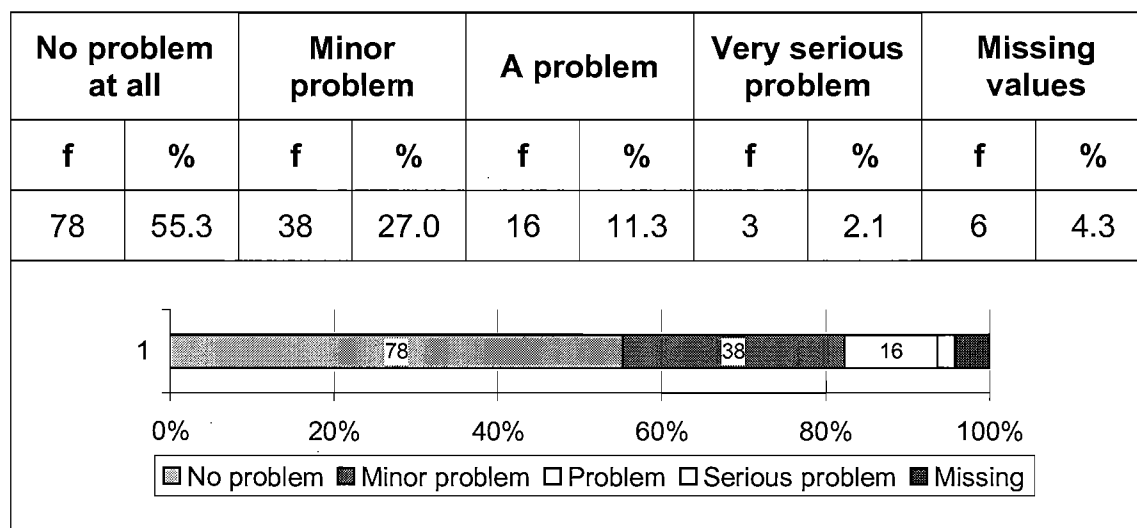
This table reveals that the majority of SMTs (55%) have no problem in delegating to their subordinates to carry out duties. About 40% indicated they have a problem with this responsibility. Van der Westhuizen (1991:175) argues that the educator

leader does not always have the time to execute all tasks effectively. He must delegate some of his tasks. This would enable him to give more attention to planning, renewal and team work. Only tasks which another person is capable of doing may be delegated. Delegating goes hand in hand with a democratic leadership style and the responses received on this question, differ from the responses in C.3.4.1 (on leadership styles) where 91, 5% of the respondents indicated that they apply a democratic leadership style.

5.2.4.6 Communication

Table 5.41: Communication

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
91	64.5	28	19.9	12	8.5	3	2.1	7	5.0

This question reveals that most SMT members (65%) have no difficulty in communicating with educators. Only 3(2%) of respondents experienced a very serious problem with communicating with staff members. It can be assumed that most SMT members understand that communication is essential for motivating people, implementing, planning, and providing the necessary guidance and transferring ideas to other people (Loock, 2003:33). This corresponds with the responses received under C.3.1 and C.3.2.

5.2.4.7 Understanding of role

Table 5.42: Understanding your roles as member of the SMT

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
91	64.5	31	22.0	10	7.1	3	2.1	6	4.3
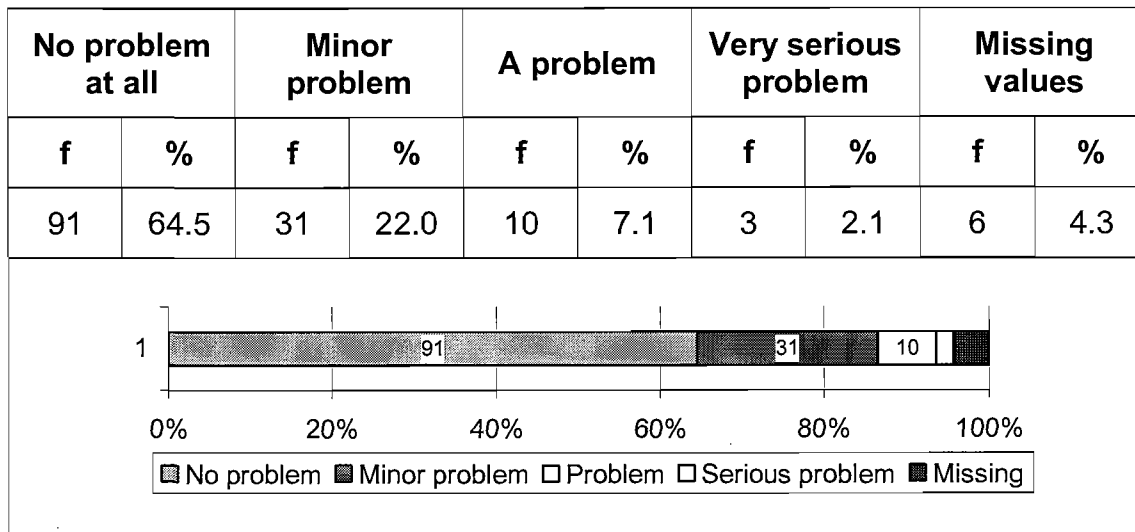
It is clear from this table that the majority of SMT members (65%) believe they understand their roles as part of the school management team. Only a small percentage (2%) claim not to understand their role. This is in stark contrast with (B.2.3) where a mere (36%) of respondents indicated they have undergone training and have a qualification in human resource management. However, (22%) of respondents indicated that they have a minor problem with their roles as SMT members. This could be an indication of some flaws in their induction and training as managers.

5.2.4.8 Problems of human resource management

5.2.4.8.1 Training and development of educators and other staff

Table 5.43: Training and development of educators and other staff

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
38	27.0	56	39.7	33	23.4	10	7.1	4	2.8
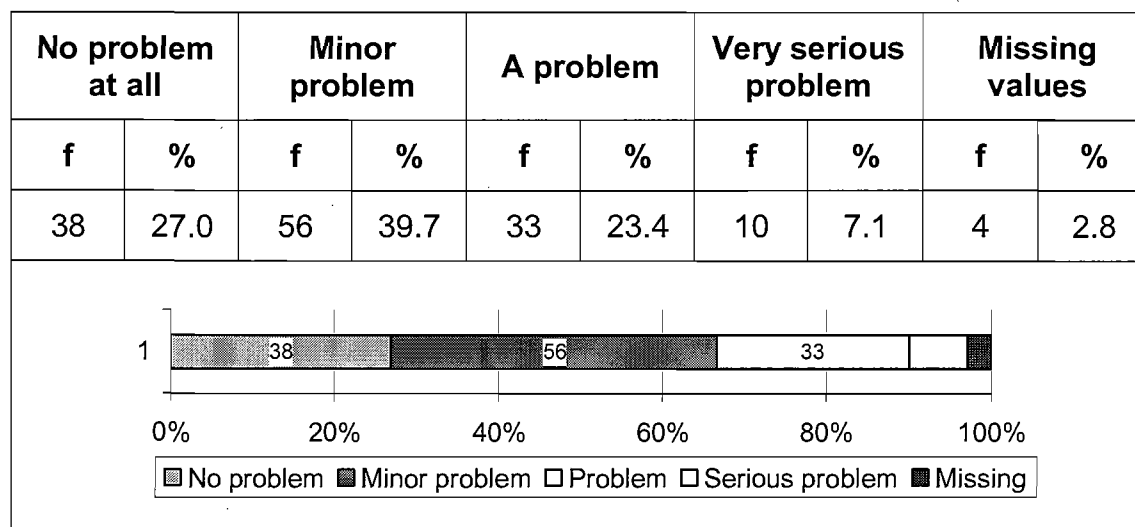
The majority of respondents (68%) indicated that they find educator training and development a problem to a certain degree. This corresponds with the responses under B.2.3 where 63.8% indicated that they did not have specific training in human resource management.

5.2.4.8.2 Human resource needs (Recruitment)

Table 5.44: Determine human resource needs

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
41	29.1	51	36.2	37	26.2	10	7.1	2	1.4

It is clear from this table that the majority (70%) of respondents have a problem with determining human resource needs (recruitment). Only 41(29%) of respondents find recruitment easy. According to Heyns (1998:123) educational organisations depend for their success on the quality, commitment and performance of the people who work there. For this reason, teaching staff must also be selected in a scientifically accountable manner.

5.2.4.8.3 Recruiting, screening and appointing

Table 5.45:   Recruiting, screening and appointing the most suitable staff

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
44	31.2	41	29.1	31	22.0	23	16.3	2	1.4
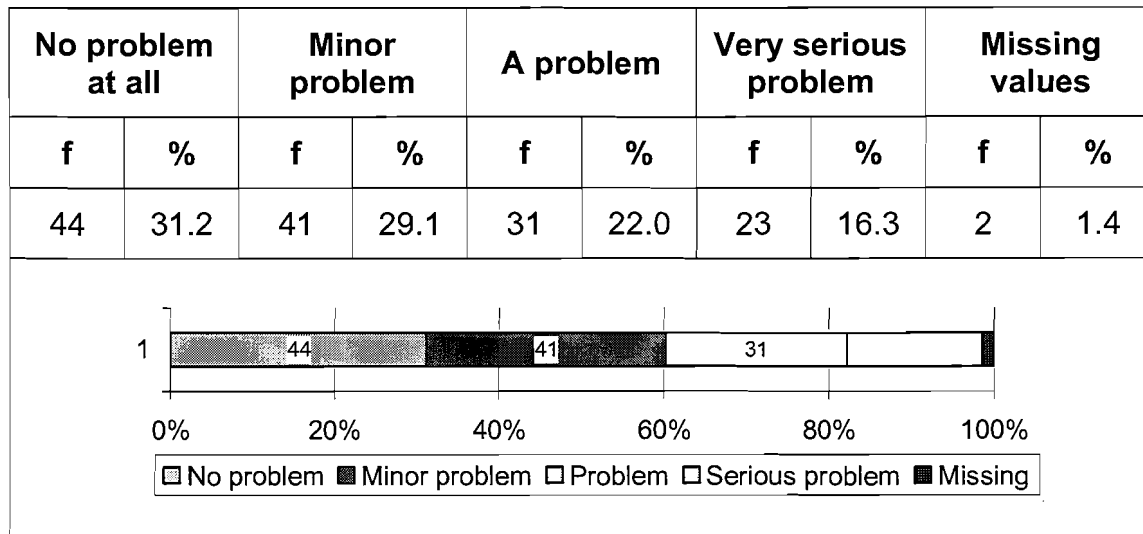
This table indicates that the majority of SMT members (67, 4%) experience problems varying in intensity, regarding staff recruitment, screening and appointment. As indicated under A.1, 20,6% of the respondents hold the position of principal and the assumption could be made that they will fall in the category of experiencing 'not a problem at all'. The role of SMT members in the SGB is to guide the SGB with regard to the requirements of the policy of the Department of Education. The other SMT members who are not serving in the SGB are not involved in the recruiting, screening and appointing, may only make suggestions to the principal and SGB.

5.2.4.8.4 Developing and implementing a plan to meet needs

Table 5.46: Developing and implementing a plan to meet resource needs, e.g. computer, stationery, overhead projector and extra educators

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
36	25.5	62	44.0	28	19.9	12	8.5	3	2.1
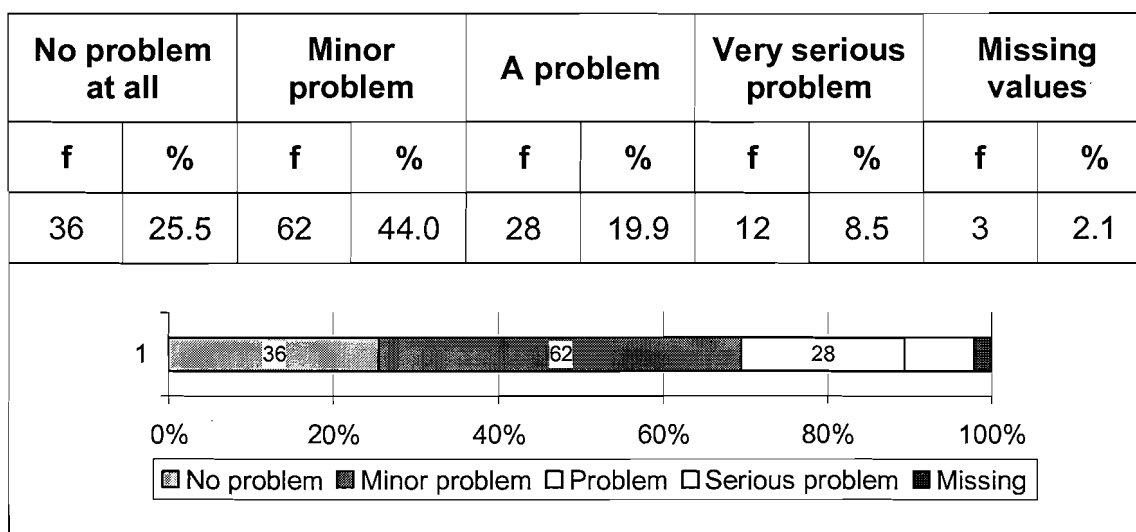
According to most respondents (72.4%), developing and implementing a plan to meet needs poses a problem. It is clear that without the necessary help from the District officials, to provide these sources the principals and SMTs will struggle to ensure that the needs of their schools are addressed. Only (26%) of STMs regard this task as not a problem at all.

5.2.4.8.5 Understanding people as individuals

Table 5.47: Understanding people as individuals and recognizing their differences
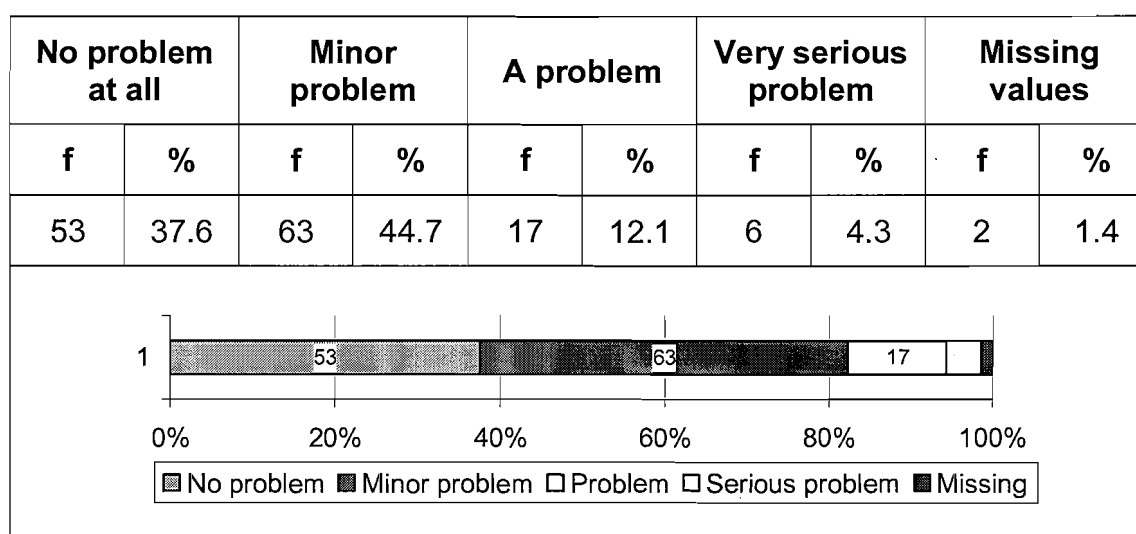
No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
53	37.6	63	44.7	17	12.1	6	4.3	2	1.4

The majority of respondents (48%) say they experience problems in understanding people as individuals and recognising their differences. This aspect is important as SMT members are constantly in the position where they need to take decisions involving and affecting people and exercising control. This confirms that more training is still needed (B.2.3) in human resource management to improve the situation.

5.2.4.8.6 Environment which promotes effective teaching and learning

Table 5.48: Creating, maintaining, reviewing and developing an environment which enhances effective teaching and learning

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
53	37.6	61	44.3	19	13.5	5	3.5	3	2.1

This table indicates that many respondents (61%) have problems in creating an environment which promotes effective teaching and learning. Since the respondents to this question are SMT members, it is urgent that they are assisted to master these skills, so that they can in turn teach educators at their respective schools. This will ensure that there is quality teaching and learning in their institutions. Masitsa (2005:207) refers to the environment conducive for effective teaching and learning as a learning culture. He regards the learning culture as a positive school atmosphere, which creates the climate conducive to teaching and learning at a school where everything culminates in good academic performance, where everyone who has interest in the school expresses pride in it, where learners are given maximum opportunities to learn and where there are high expectations for people to achieve.

5.2.4.8.7 Induction of staff

Table 5.49: Managing induction of staff

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
58	41.1	54	38.3	16	11.3	10	7.1	3	2.1
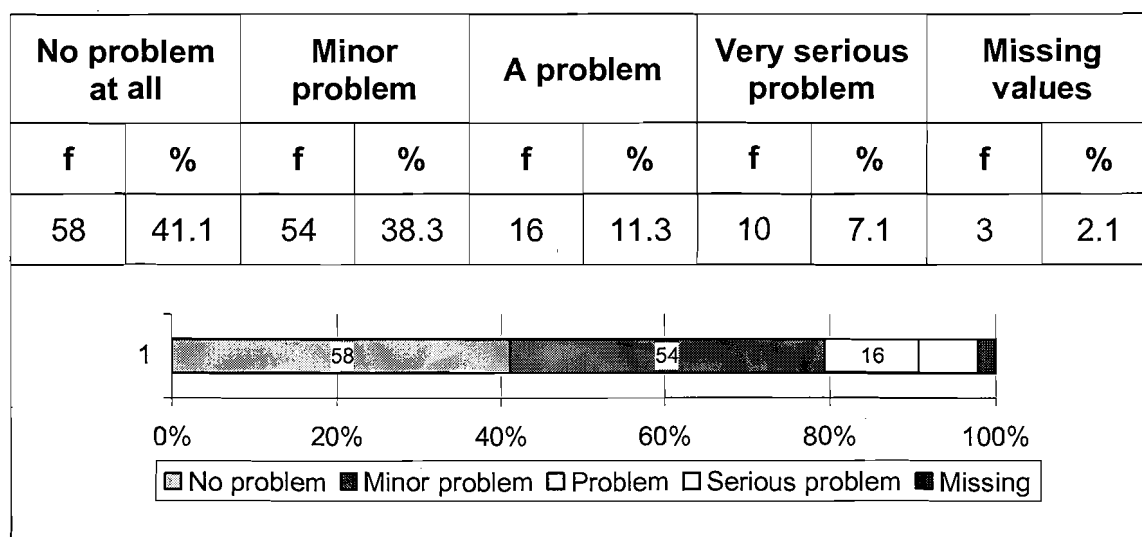
This table indicates that generally most respondents (38%; 11%; 7%) have difficulties in managing the induction of staff. Most principals believe that lack of induction leads to poor quality teaching. Staff induction, according to Bondesio and de Witt (1991:251) endeavours to help the various categories of new personnel to fit into and to adjust to a new working environment as quickly as possible and with minimum disruption for the individual and the school, so that goals of the institution can be achieved as effectively as possible.

5.2.4.8.8 Appointing staff

Table 5.50: Recruiting, screening and appointing staff

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
38	27.0	52	36.9	25	17.7	20	14.2	6	4.3
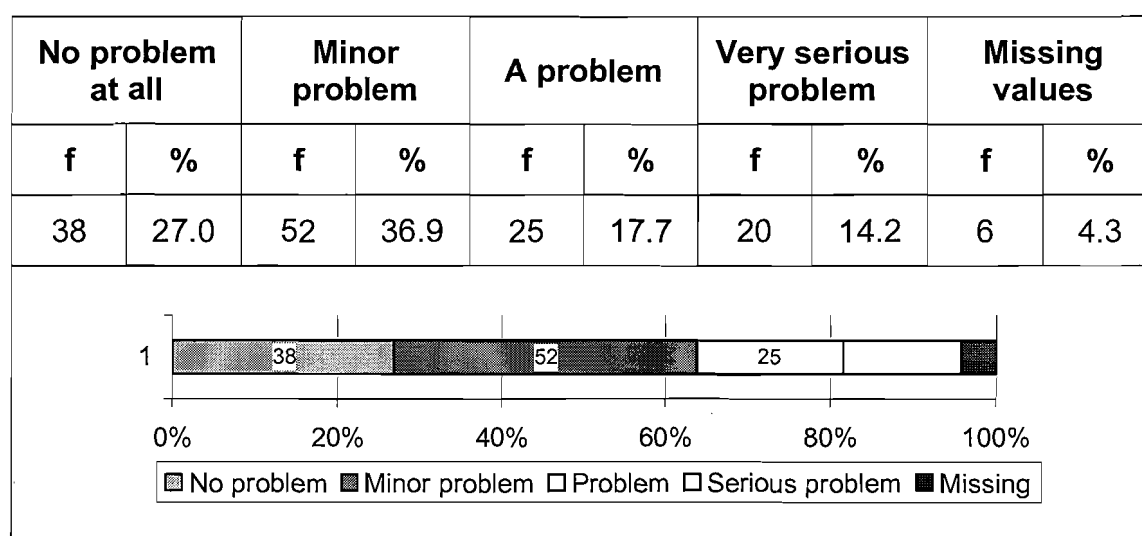
The respondents (68%) indicated that they experience problems in appointing staff. Only (27%) believed they encounter no difficulties with appointments. As

this is mainly the task of the SGB, it is possible that those SMT members who also serve on the SGB reacted positively and indicated that they do not experience problems in this regard.

5.2.4.8.9 Handling the evaluation of staff

Table 5.51: Handling the evaluation of staff on the basis of open communication

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
47	33.3	56	39.7	28	19.9	8	5.7	2	1.4
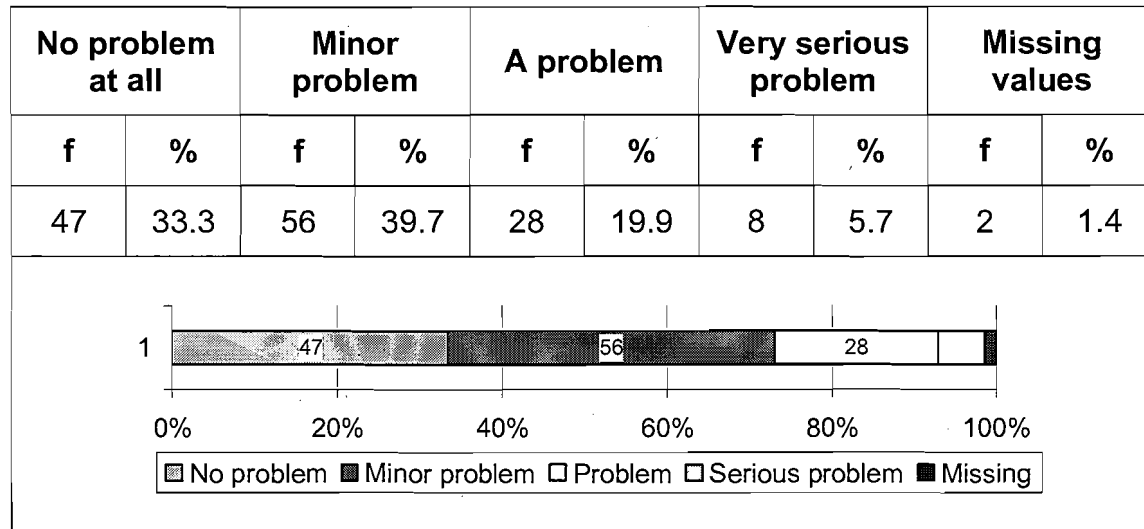
This table indicates that almost (66%) respondents experience a problem in handling the evaluation of staff. (33%) of respondents experience no problem at all. According to Heystek *et al.* (2005:116) appraisal teams should be trained as this may reduce all the possible problems during the appraisal process.

5.2.4.8.10 Designing procedures and policies

Table 5.52: Ensuring that procedures and policies are communicated to staff and learners

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
67	47.5	56	39.7	13	9.2	3	2.1	2	1.4
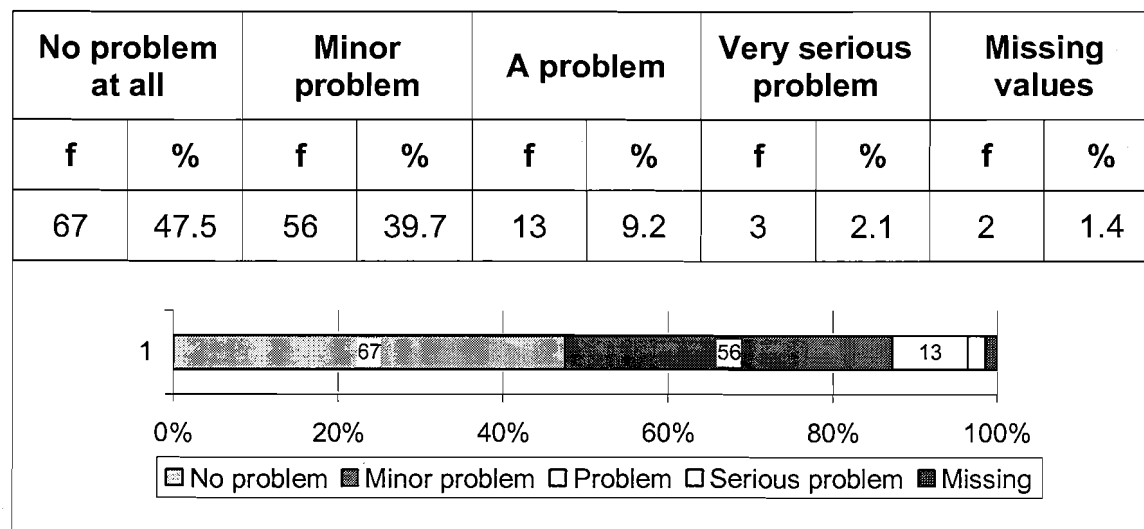
Procedures are rules and regulations which ensure that school structures work properly, e.g, a Staff Developmental Committee needs to agree on rules about how the committee will make decisions; who the committee will report to; how reporting will be done and how information will be shared between members (DoE,2000:27).

This table indicates that (48%) of respondents do not experience problems and are familiar with communicating procedures and policies to staff. While (51%) of respondents are having difficulties with communicating procedures and policies to staff, these responses do not correspond with the responses received on C.3.2 where 84,4% indicated that they do have rules and guidelines for conveying messages in place at their schools. It could be derived from these responses that, although procedures are in place, information is not always communicated.

5.2.4.8.11 Fair labour practice, grievance procedures and dispute resolution

Table 5.53: Familiarising myself with all aspects relating to fair labour practice, labour grievance procedures and dispute resolution

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
51	36.2	59	41.8	21	14.9	7	5.0	3	2.1
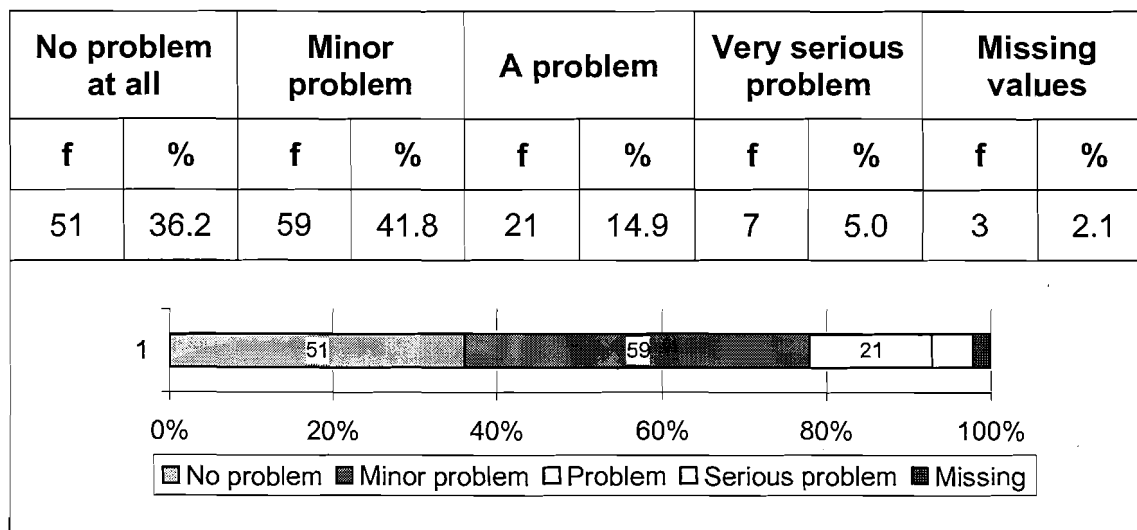
The majority of respondents (62%) indicated they experience a minor problem with familiarising themselves with fair labour practice, grievance procedures and dispute resolution. Those who experience no problem are 51(36%). This could create problems when they find themselves in positions enquiring immediate action. The Employment Equity Act, No. 55 of 1998 aims to promote equality in employment, to eliminate unfair discrimination, and to reduce the effect of past employment injustices (DoE, 2000:58). Chapter 2 in this Act is particularly important because it focuses on unfair discrimination. The South African Council

for Educators (SACE) is a juristic person and functions in terms of Act No: 31 of 2000. In accordance with the Act, the SACE is the professional body for educators and registration with this body is compulsory for educators in the employment of the employer. The Council aims to enhance the status of the teaching profession and to promote the development of educators and their professional conduct (DoE, 2000:27).

5.2.4.8.12 Health and safety

Table 5.54: Designing and implementing programs to ensure health and safety

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
40	28.4	62	44.0	27	19.1	10	7.1	2	1.4
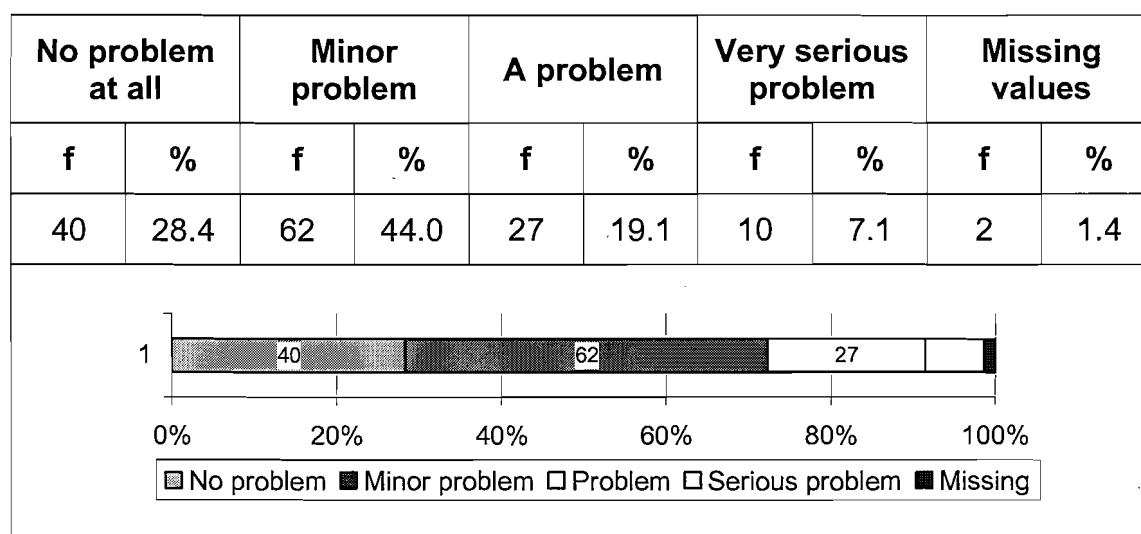
This table indicates that the majority (44%) say they have a minor problem, (19.1%) that they have a problem and (7,2%) a very serious problem with designing and implementing programs to ensure the health and safety of staff and learners. This indicates that SMTs needs training in health and safety of people. Chapter 2 of the Employment Equity Act, No 55 of 1998, gives principles regarding medical testing of employees (such as HIV/AIDS) as well as psychological testing of employees. It forces employers to provide equal opportunities and makes it possible to sue employers if they are guilty of unfair discrimination (DoE, 2000:59).

5.2.4.8.13 Policies on health, safety and HIV/AIDS

Table 5.55: Drafting policies on health, safety and HIV/AIDS

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
66	46.8	45	31.9	14	9.9	12	8.5	4	2.8
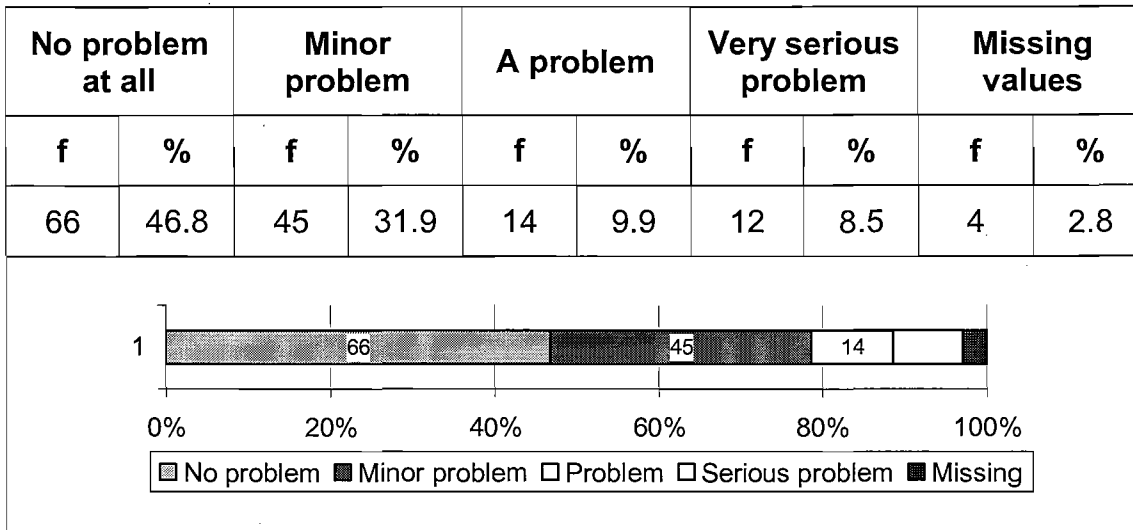
A great number (50%) of the respondents indicated they encounter problems in drafting policies on health, safety and HIV/AIDS. On the contrary (47%) feel that they encounter no problems at all. The draft policies on health, safety and HIV/AIDS should be consistent with Chapter 2 of the Employment Equity Act No 55 of 1998 which stipulates that workers should not be discriminated against because of their medical conditions and status (HIV/AIDS). On the contrary, Loock *et al.* (2006:14) say HIV imposes major challenges to managers because they have obligations to draft policies on health and safety in schools.

5.2.4.8.14 Assistance to employees

Table 5.56 Providing assistance to employees with personal problems that influence their work performance

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
42	29.8	59	41.8	23	16.3	13	9.2	4	2.8
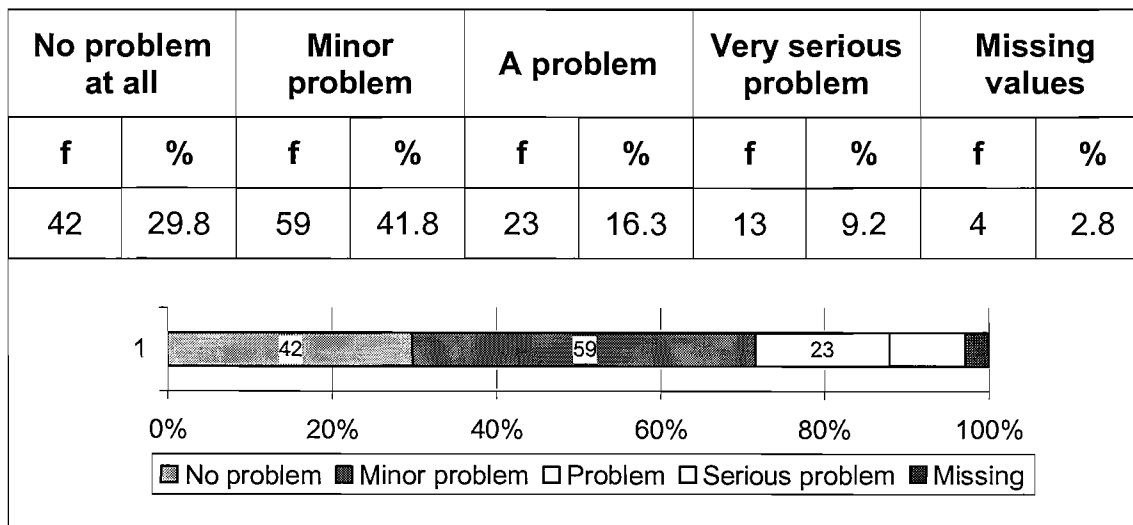
This table indicates that the majority of respondents (67%) feel they have minor problems providing assistance to employees with personal problems that influence their work performance. At the same time (30%) of the respondents say they have no problem assisting employees. Considering the position of a SMT member in the school, the number of respondents experiencing problems of some degree, is unacceptably high.

5.2.4.8.15 Human resource research

Table 5.57: Conducting human resource research on a continuous basis

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
33	23.4	52	36.9	37	26.2	14	9.9	5	3.5

According to this table (73%) of SMT members experience problems of varying degrees with conducting human resource research on a continuous basis. Taken into consideration that one of the seven roles of the educator is that of researcher and lifelong learner, the assumption could be made that as a teacher in a management position, one should do more research in this field. People are the key to overall success of school. The quality of the school is often reflected in the relationship between people, between groups and between the leaders and those who are led (DoE, 2000:22). According to Loock *et al.* (2006:24), the following activities are important in the process of assessing human resource needs:

Human resource inventories must be developed to analyse the various tasks necessary to meet the school objectives.

The tasks are matched against the skills of current educators.

5.2.4.8.16 Process of downsizing and rightsizing

Table 5.58: Being an overseer on the process of downsizing and rightsizing

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
35	24.8	48	34.0	37	26.2	15	10.6	6	4.3
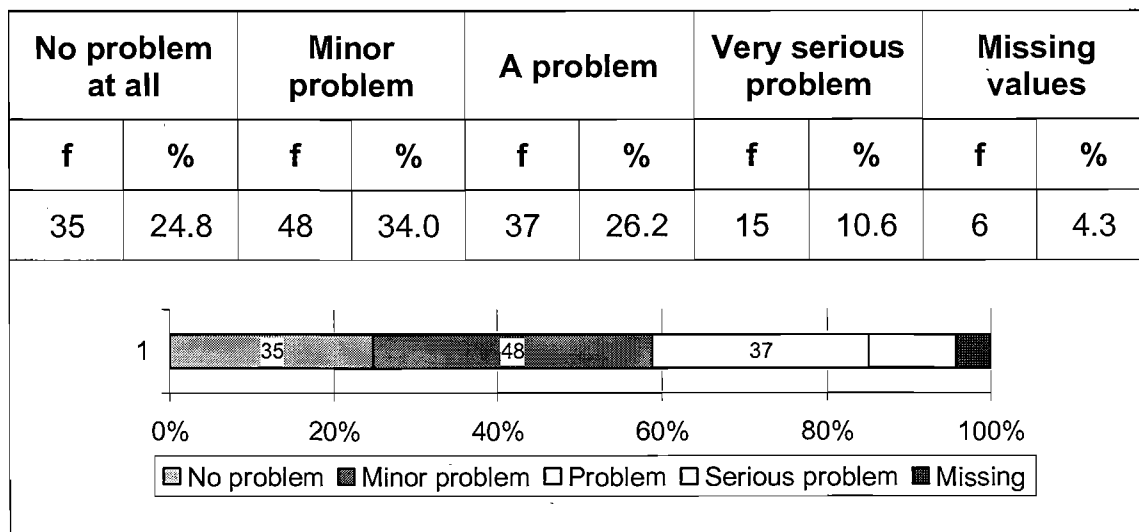
The majority of the respondents (34%) indicated that they have minor problems to oversee the process of downsizing and rightsizing. Whilst (26,2%) indicated that it is a problem and (10,6%) that it is a serious problem. Only (25%) of respondents indicated they have no problem at all in carrying out this task. If a school is overstaffed then the educators in excess will be redeployed, the schools' SMTs will have to identify the educators affected through a process called "right sizing" (Loock *et al*, 2006:25). If people are not trained in this field, it could create a problem.

5.2.4.8.17 Technologies and management approaches

Table 5.59: New technologies and management approaches e.g. cyberspace

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
16	11.3	42	29.8	51	36.2	26	18.4	6	4.3
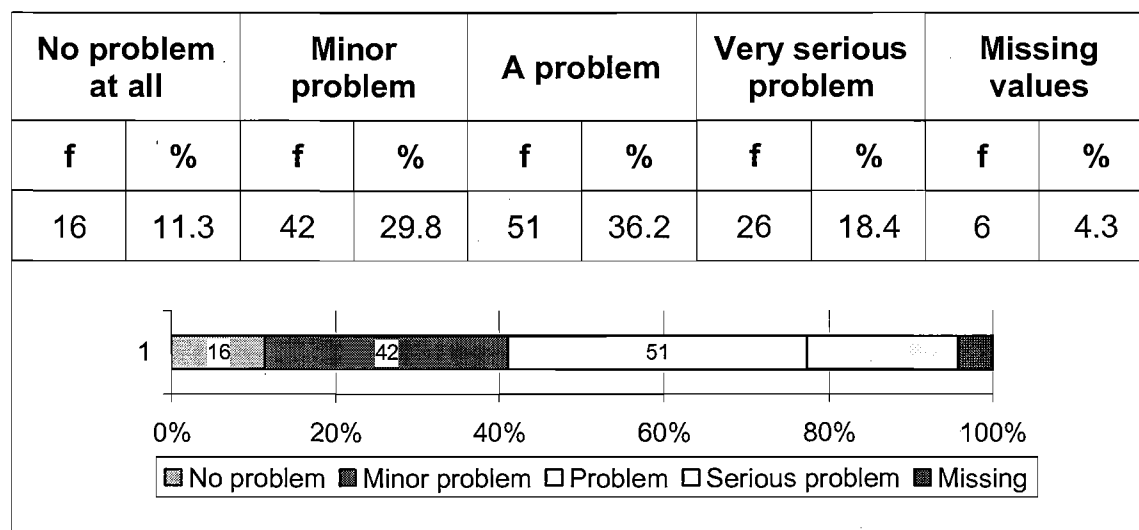
Most respondents (84%) indicated that they desperately need some assistance with regard to new technology as this poses a problem to them. Maybe this is because most SMT members (46%) have more than 20 years teaching experience. New technologies and management approaches have added to the challenges of human resources management in education. Cyberspace and the internet are changing the way many human resource managers operate on line to send e-mails and conduct research. Today many human resource managers are going online to sent e-mails and recruit personnel using electronic data bases (Loock et al. 2006:18).

5.2.4.8.18 Reducing stress

Table 5.60: Reducing stress among educators

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
21	14.9	46	32.6	43	30.5	28	19.9	3	2.1

This table indicates that (33%) of respondents feel that reducing stress is a minor problem to them, while (31%) feel it is really a problem which needs attention. Gold and Roth (1993:139) believe that SMTs play a leading role in reducing stress among educators. Stress may be harmful to the health of staff if left unchecked. If the responses to D.1.1 regarding stress and tension are considered, the question arises as to how effectively people who themselves are working under pressure, can assist others.

5.2.4.8.19 Staff absenteeism

Table 5.61: Handling staff absenteeism

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
29	20.6	60	42.6	28	19.9	22	15.6	2	1.4

Only 20.6% of the respondents indicated that staff absenteeism is a not a problem to them. This problem of absenteeism (78%) is serious because SMTs should not only manage staff absenteeism, but also learner absenteeism. Absenteeism, or to be absent from your duty without leave or valid reason, is classified as misconduct in terms of Section 12 of the Educators Employment Act (Act No 76 of 1998) (Vista University, 1998:5.14).

Educators can be dismissed for misconduct in terms of this Act if found guilty (Loock *et al.* 2006:94). This substantiates the outcomes of D.2.11, where a substantial number of teachers indicated that they are not familiar with grievance procedures.

5.2.4.8.20 Strengths and weaknesses of staff

Table 5.62: Obtaining information about strength and weakness

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
33	23.4	65	46.1	32	22.7	7	5.0	4	2.8
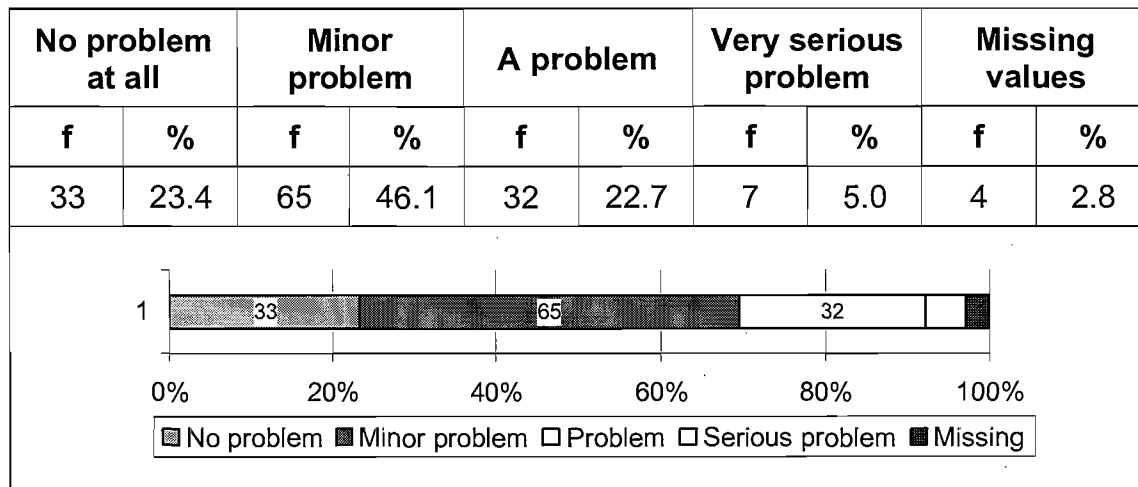
The majority of (46%) hold the view that obtaining information about strengths and weaknesses of staff is a minor problem. The researcher is of the opinion that such information is important for the purposes of distribution of duties as well as development. Loock *et al.* (2006:63) states that teacher evaluation is a function of human decision making resulting from a value judgment about how good or weak a particular work performance is using information that compares the actual work performance with predetermined standards and which is followed by feedback to the teacher about how good or weak the performance is.

5.2.4.8.21 Delegating responsibilities

Table 5.63: Delegating responsibilities

No problem at all		Minor problem		A problem		Very serious problem		Missing values	
f	%	f	%	f	%	f	%	f	%
79	56.0	40	28.4	13	9.2	6	4.3	3	2.1
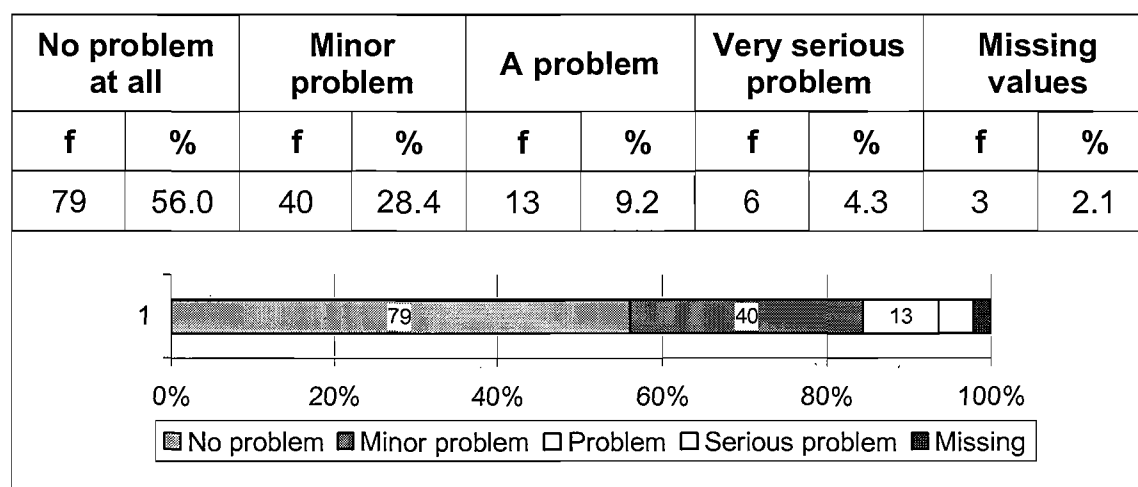
Most respondents (56%) indicated that they have no problem with delegating responsibilities and duties. Only (4.3%) respondents say delegation to them is a

very serious problem. This corresponds with the responses received under D.1.5. Yssel *et al.* (1985:142) say delegation of duties is a well planned, meaningful and systematic action of handing over certain duties to subordinates.

5.2.4.9 Team rating criteria for SMTs

5.2.4.9.1 Common purpose

Table 5.64:   We have a common purpose

Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Missing values	
f	%	f	%	f	%	F	%	f	%	f	%
47	33.3	63	44.7	17	12.1	8	5.7	4	2.8	2	1.4

The responses of the majority of respondents show that they agree that they have a common purpose as members of SMTs (strongly agree 33%); (agree 45%). Only (2.8%) of respondents strongly disagree.   Principals often emphasize the importance of working as a team in SMT meetings. Nong (2007:45), believes that when people become partners they have something that they value which contributes towards the achievement of a common goal.

Considering this statement by Nong, the ideal would be that all SMT members would agree on this important aspect.

5.2.4.9.2 Define roles

Table 5.65: We have clearly defined roles as team members

Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Missing values	
f	%	f	%	f	%	f	%	f	%	f	%
48	34.0	67	47.5	14	9.9	9	6.4	1	0.7	2	1.4
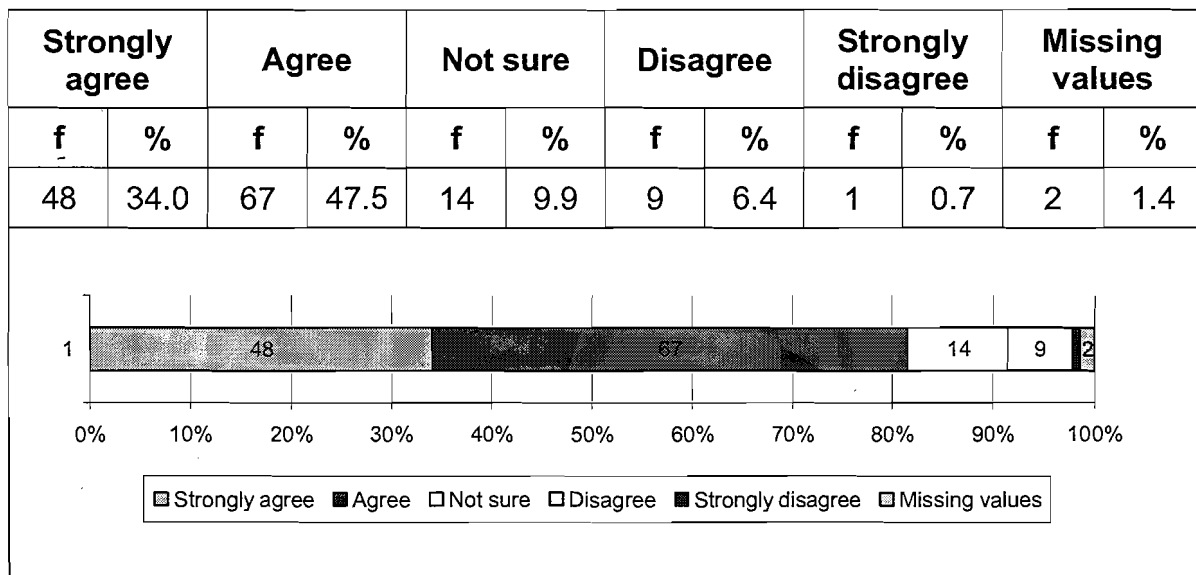
This table indicates that most respondents agree (strongly agree 34%; agree 47,5%) that they have clearly defined roles as team members. This shows that SMT meetings are regularly held where these roles are clearly discussed. For example, Theron and Bothma (1990:96) in this regard say the principal delegates the duty of subject control to his subject heads/ SMTs. However, in doing this, the headmasters' instructions regarding this should be explicit and clear. Everyone must know in advance which criteria are to be applied, who is going to evaluate each teacher's work and who, therefore, will be held co-responsible once control has taken place. This is however only one of the duties of a SMT member.

5.2.4.9.3 Supporting one another

Table 5.66:   We support one another

Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Missing values	
f	%	f	%	f	%	f	%	f	%	f	%
48	34.0	64	45.4	13	9.2	9	6.4	5	3.5	2	1.4
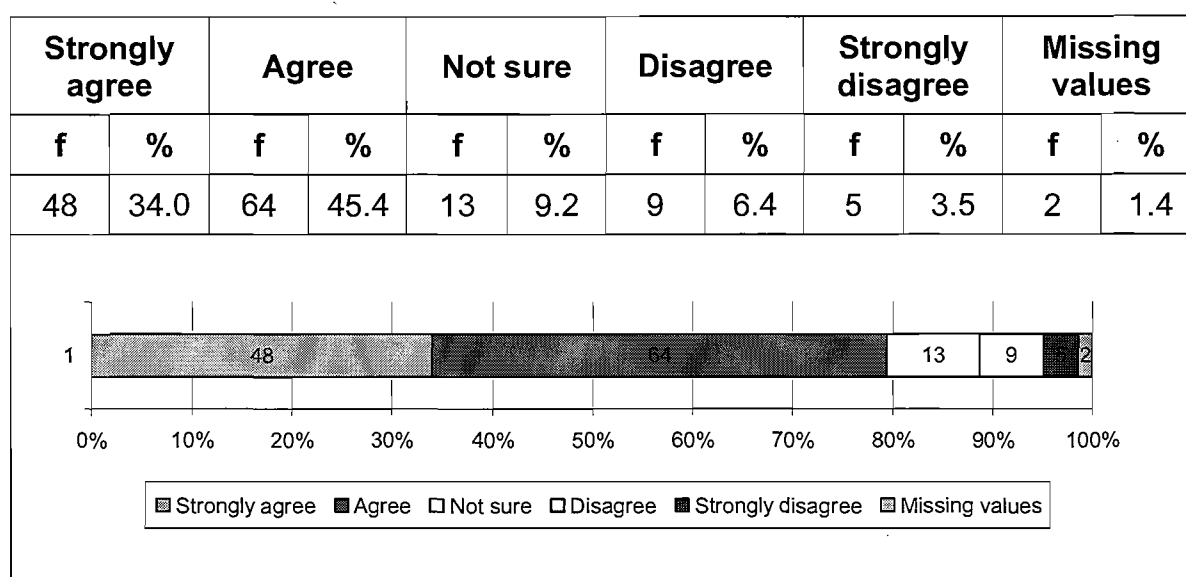
With regard to the question of supporting one another, 79% of the respondents agree that they definitely support one another.   In terms of question D 3.5 below, conflict will sometimes arise where people are employed.   However, what is important is that people who experience conflict need support from others because they really need to find solutions (DoE, 2000:29).   This makes the work of running schools simpler.

5.2.4.9.4 Free flow of information

Table 5.67:   There is a free flow of information among us

Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Missing values	
f	%	f	%	f	%	F	%	f	%	f	%
50	35.5	50	35.5	22	15.6	13	9.2	4	2.8	2	1.4
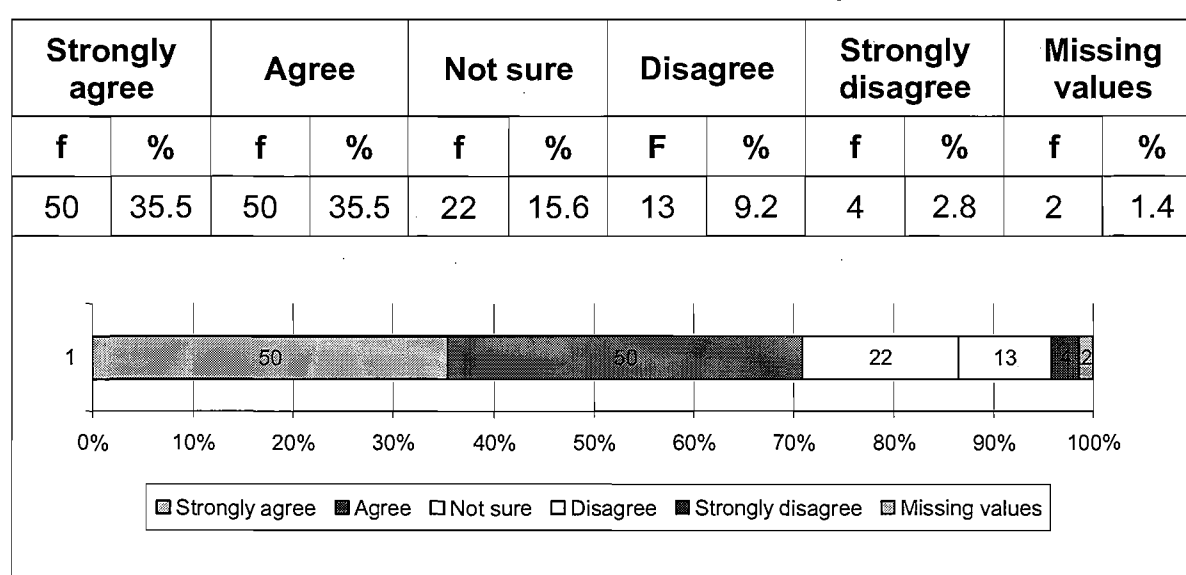
According to this table 71% (strongly agree 35.5%; agree 35.5%) of the respondents agree that there is a free flow of information among them. They indicated that they share information among themselves to improve the performance at their schools. The SMT has access to different types of information from informal as well as official sources. In this regard, the DoE, (2000:16) states that educators need information to successfully put the new curriculum into practice. The SMTs, for example must ensure that teachers are provided with policies such as the Continuous Assessment Policy, policy on selection of text books and homework policy. Only (12%) of respondents feel it is not important to share information.

5.2.4.9.5 Methods of resolving conflict

Table 5.68: We have methods of resolving conflict

Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Missing values	
f	%	f	%	f	%	f	%	f	%	f	%
35	24.8	60	42.6	23	16.3	16	11.3	5	3.5	2	1.4
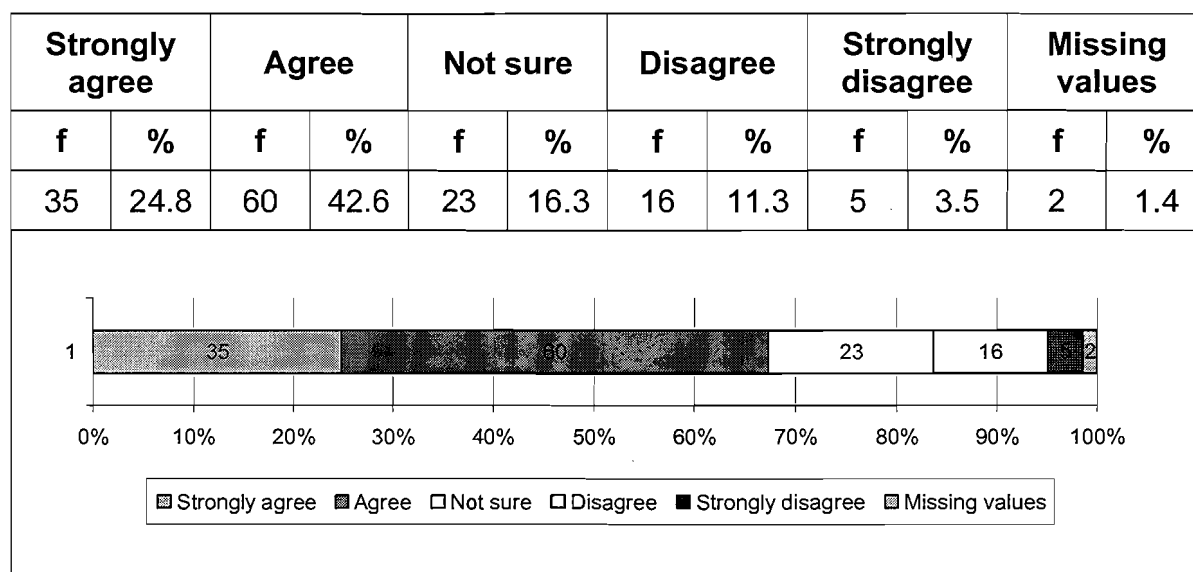
This table indicates that the majority of SMTs (67%) agree that they have methods of resolving conflict. Only (15%) of respondents disagree. Because of this principals do not have to spend most of their time trying to solve minor problems. Problems are solved by SMT members themselves because they possess skills to deal with conflict. To support this DoE (2000:14) says that as SMTs, it is important that you should be able to deal with the kind of conflict that might arise. Question D 3.3 above has to do with SMTs supporting one another in carrying out their duties. These responses relate strongly to the responses on the question of being able to find solutions to a conflict situation. This act of supporting one other is emphasized by the DoE (2000:16).

5.2.4.9.6 Benefits of working together

Table 5.69: We see benefits in working together as a team

Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Missing values	
f	%	f	%	f	%	f	%	f	%	f	%
54	38.3	61	43.3	14	9.9	7	5.0	3	2.1	2	1.4
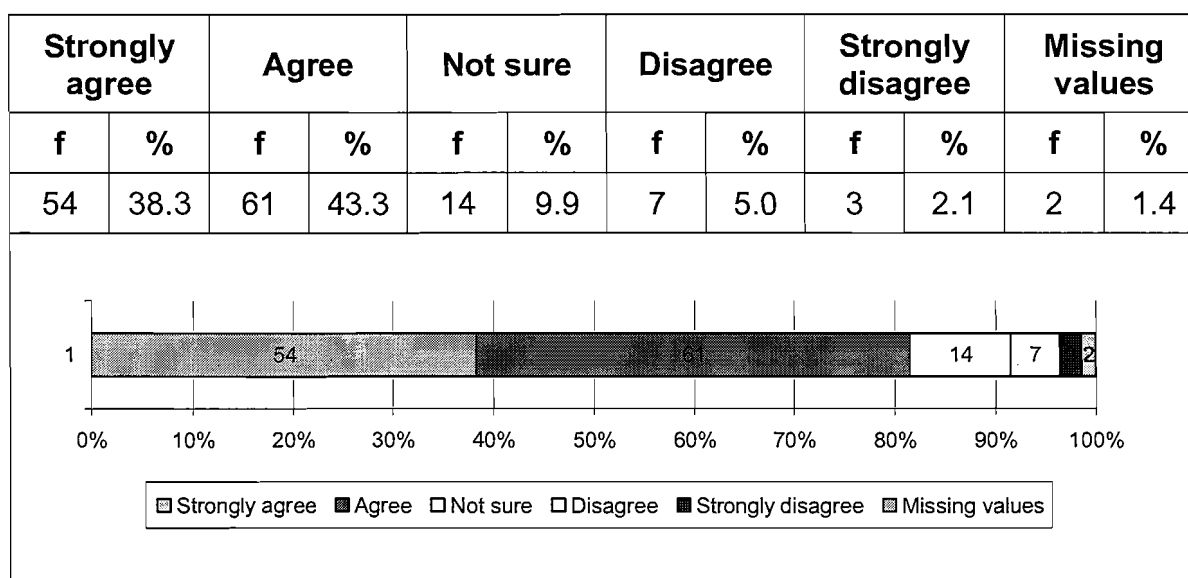
It is clear from this table that most respondents (82%) agree that there are benefits from working together as a team. Only a minority of (7%) disagree with this view. This might be a sign that results will improve at their schools because teaching and learning will be effective. According to the DoE, (2000:17) a staff team that works together stays together. When educators plan and work together, they get to know each other well. They draw up plans together, develop a sense of group belonging and become committed to making teaching and learning more effective. When responsibility is shared the work will almost certainly be better than when people work individually.

5.2.4.10 Introduction of HODs in township schools

Table 5.70: Do you think the introduction of HODs has contributed to better to management of township schools?

Yes		No		Missing values	
f	%	f	%	f	%
114	81.0	3	2.0	24	17.0
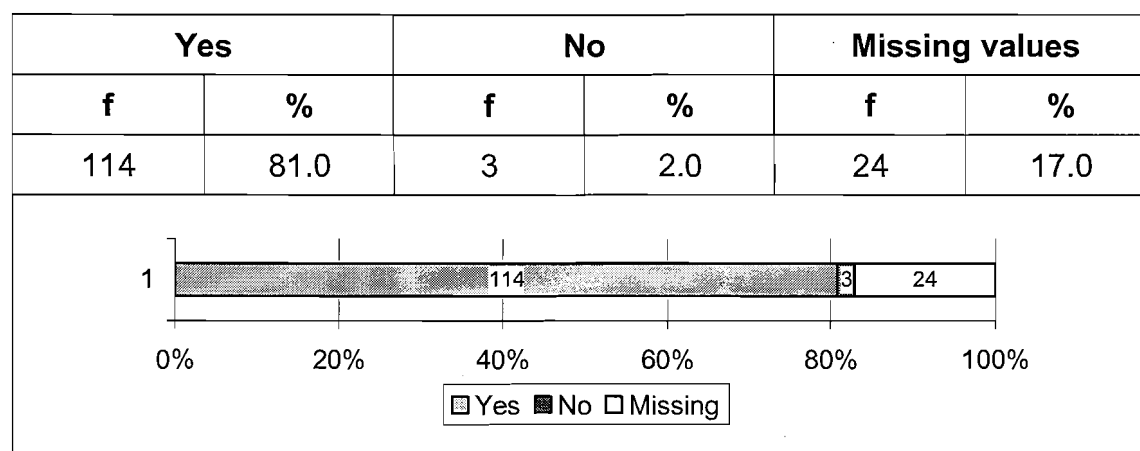
This table indicate that (81%) of respondents answered "Yes" and only (2%) answered "No".

The respondents who answered "YES" gave the following answers as their motivation:

- SMTs reduce the workload of principals;

- they monitor the performance of educators and learners through the evaluation of work and give support;

- they can share tasks and responsibilities;

- they contribute to proper management if they know their roles and have a vision and proper management strategies;

- to a certain extent "Yes" but some HODs are not equipped for this task;

- because by working collaborately, together we can uplift the standard of teaching and learning in our schools;

- if there can be more HODs to deal with specific problems of learners and educators, townships schools will maybe be better managed;

- as they assist in the smooth running of schools, they are able to identify the problems of educators who are under their care and deal with conflict on the spot;

- principals rely on them because they cannot be everywhere at the same time;

- it has made a tremendous positive impact on school management;

- there is now a chance of sharing responsibilities and of being a specialist in a particular field as you concentrate on developing your section;

- because each department is managed effectively;

- because it becomes easy to give guidance in a specific learning area or specific phase e.g. the Foundation phase;

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- HODs are experts in their fields. They serve as curriculum implementers, subject experts and subject advisors in their schools;

- HODs are immediate supervisors at school level. They make sure that the school as a learning organisation and as learning community functions. They motivate every stakeholder to keep his/her working pace according or toward a school vision ;

- HODs succeeded in creating a culture of teaching and learning in township schools;

- schools are functioning better than they used to;

- they provide information and reduce conflict in schools;

- it is now possible for educators to be supported and developed as their work is controlled and monitored on an ongoing basis;

- HODs in township schools play important roles in terms of the management of diverse cultures within a school situation which would be difficult for principals on their own;

- it has improved discipline and management at schools.

The respondents who answered "NO" gave the following as their motivation:

- management is still top down. HODs cannot make decision without consent from principals. The is no real liberty of HODs to be themselves;

- not quite, it depends on the commitments of individuals;

- the intention of the Department of Education is misinterpreted because there is very little empowerment to the HODs. Hence the role they are playing is ineffective.

5.2.4.11 Comments on the role of SMTs

Question 5: If Possible give any COMMENT ABOUT THE ROLE OF SMTs in HRM in township schools

Out of a total of 141 respondents, the majority of 93(66%) answered this question.

Respondents commented in various ways about the role of SMTs in Human Resource Management. However the majority of respondents repeated comments such as the following:

- nothing is done about human resources. Even the head of the school has no idea;

- SMTs help in smooth running of the school;

- SMTs should also if possible organise youth during school holidays to teach them about HIV/AIDS;

- SMTs should be trained in skills of management as they are constantly exposed to varying situations which are challenging;

- newly appointed HODs still battle with the latest skills and techniques of controlling educators' work;

- programmes must be introduced to train SMTs in human resource management;

- SMTs must be in a position to advertise and attract the best prospective candidates for posts;

- to manage effectively in the absence of the head of the school;

- SMTs give guidance and support to the staff, SGBs, parents as well as the community. They help in the promotion of the school;

- it is very essential for the betterment of quality education but must be implemented through a programme where they are thoroughly screened and well trained before assuming such positions.

5.2.4.12 Interpretation of questions 4 and 5 (Open-ended questions)

Question 4 (Do you think the introduction of SMTs has contributed to the better management of township schools?)

The respondents who answered "Yes" (81%) to the question feel that the introduction of SMTs has improved the professionalism in running of schools, alleviated the burden on the shoulders of the principal as he/she can now share responsibilities with SMT members and has led to the general success in achieving the goals of their schools.

While the respondents who answered "No" (2%) to the question asked, feel that the management is still top-down and HODs/SMT members cannot make final decisions without the consent of the principal.

Question 5 (If possible give any comment about the role of SMTs in human resource management in township schools)

The majority of respondents who answered this question are of the opinion that not enough is being done to prepare SMTs for their responsibility of managing schools and human resources in particular. They feel that more in-service training and workshops are a necessity to solve this problem.

5.3 INTERPRETATION OF FOCUS GROUP INTERVIEWS

Interviews were arranged and conducted with 10 SMT members of five schools who form part of the target group. The responses received from the principals and HOD's were recorded and brief notes were taken. The information received was described verbatim (see Annexure C). This information is given as a summary below. A correlation between these responses and the information received by means of the questionnaires will be highlighted.

Question 1: Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

All the respondents answered "yes" on this question, some adding "on several occasions". They were then requested to elaborate. Different examples were

provided of incidents where specific knowledge was required. A verbatim summary of the responses is provided.

One member of the sports committee taking decisions on his own, caused unhappiness among the other members and I had to intervene.

The matter had to do with rightsizing and redeployment and it was the first time that something like that was happening at my school.

Two educators were involved in a dispute as to who should teach English for the grade 9 learners.

Two of our colleagues were engaged in an argument about periods in a school time table. This argument became so serious that these two colleagues were no longer on speaking terms. This hampered the execution of their duties and even affected both learners and educators.

Parents were unhappy about school funds.

An educator at our school was supposed to write private examination on certain Monday. However, according to our school internal examination time table the very same educator was supposed to invigilate the grade twelve classes as it was writing final examinations. None of the educators were prepared to relieve this educator from invigilating so that she could go and sit for her private examinations.

It is important to note that educators at our school came with high expectations, a vision for the future and the mission to educate children. However, as time went demands, pressures and conditions they work under damped their zeal and presented obstacles to achieve their mission. This led to educators experiencing stress at work.

One educator use to report late for duties for almost a month. The SGB became fed up with this educator misbehaviour and then threatened him with dismissal. As an SMT member at the school I had to intervene.

It was on the Monday morning, when educators refused to go to class to teach learners. They first stood chatting in the group, outside the staff room. As a

member of the SMT, I had to find out why educators were not taking their first periods.

From the above responses it is clear that most of the examples were related to conflict management.

Question 2: Did you feel 'comfortable' and at ease in dealing with these matters?

The responses to this question varied; some principals indicated that they did feel fairly to very comfortable whilst three principals responded as follow:

"At first I felt uncomfortable and uneasy in dealing with this matter", "Not at all, mr. Nhlapo. At first I was confused and did not know how to handle the situation". "Not at all".

The SMTs who did indicate that they could deal with the situation refer to official guidelines and documents as an aid to solve problems.

Question 3: In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

The following answers were received:

* *Exposing SMTs to workshops and or training in human resource management could be the solution.*

* *Workshops and more workshops. If these are regularly organized by the department of educations to train educators the problem of lack of skills and information with regard to human resource management could be a thing of the past.*

* *I think those SMT members who were never trained in school and human resource management should offered training by the district offices. This training should also accommodate those SMT members whose initial training in management was not intensive.*

* *I'm of the opinion that those SMT members who lack skills and knowledge in human resource management should be relieved of their duties. For, how can*

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they manage people if they don't possess the necessary skills? How they can achieve school goals if they don't have skills? I think they should be demoted and be replaced by more competent, capable people.

* *I think the solution would be to attend short courses and workshops in human resource management. These should be organized and arranged by the department of education to benefit those SMT members who lack management skills.*

* *I think veteran SMTs should be appointed as mentors of the newly qualified SMT members. This will benefit the new appointees by acquiring skills, knowledge, and expertise of human resource management from the veteran SMTs.*

* *Well, I think the department has to do an audit of all SMT members who have no qualifications in school management and or human resource management. These SMT members should then be offered scholarships to study human resource management as distant learners.*

* *SMTs should attend in-service training courses and workshops.*

* *Re-training of SM's who lack human resource management skills is essential if they are to be equipped with such skills.*

* *Short courses and workshops should be organized for the educators by the department.*

From the above responses it is clear that all of the respondents view training of some sort as very important. One respondent feels so strong about SMT members being well 'equipped' for their task that it is even suggested that 'unskilled' members should be 'relieved' of their duties.

The following questions are the same as under section B of the questionnaire and were asked during the focus group interviews for triangulation purposes.

5.3.1 Analysis/interpretation of responses

On question 1 (i.e. in your view, of what importance is it to have programmes in place to train SMTs in human resource development?) the following responses were received from the ten interviewees:

- the training programmes are important because they will equip the SMTs with skills of managing human resource;

- these programmes can also improve output or production in schools because this will benefit employees;

- they will also capacitate sub-ordinates (educators) so that they can execute their duties;

- they will also assist SMTs to understand how people behave so that they can manage them;

- the programmes are essential as they will expose SMTs to different style of management;

- these programmes enables SMTs to communicate with staff and to utilize their expertise;

- these programmes makes SMTs to be aware of challenges facing educators;

- SMTs will be empowered with skills to develop staff in their departments to recruit and appoint the right people;

- these programmes will ensure that effective and progressive processes takes place;

This corresponds with the same question asked in Section B (question 2.5) of the questionnaire in that most of the responses indicates that these programmes are crucial because they equip the SMTs with skills of managing human resources. And this will lead to improved knowledge and results; execution of duties; communication; attainment of goals; correct recruitment and appointment and proper handling of staff.

It differs in the sense that none of the ten interviewees ever mentioned that these training programmes will equip SMTs with information about HIV/AIDS. Information which SMTs and educators need and must transfer to learners to prevent the spread of this deadly virus.

On question 2 (i.e. in your view, of what importance is the role played by SMTs in the development of human resources?) the ten interviewees responded in the following way:

- because SMTs are involved with educators on daily basis, human relations are important in guiding and developing educators;

- SMTs can share the knowledge they have about school curriculum with educators and these understanding of curriculum can help in the realization of school goals;

- SMTs needs to develop educators in matters pertaining to curriculum; human relations; classroom management; assessment and planning;

- SMTs intervene to help educators who experience problems in the classroom;

- SMTs are responsible for the initiation and mentoring of newly qualified educators;

- SMTs implement government/ education policies at school level.

- they identify areas of development in their team/ department and provide the necessary support and guidance;

- SMTs update educators with new trends and developments.

The above responses are similar to the same question asked in Section B (question 2.7) of the questionnaire in that most responses indicate that SMTs play a very important role in the development of human resources, especially in matters like human relations; guiding and developing educators; decision making; curriculum issues; sharing information; classroom management; assessment; planning; supporting educators; induction and mentoring new educators; implementation of policies and realization of school goals.

However the difference noted is that a minimal number (0.5%) of respondents say that the role SMTS play in the development of human resources is ineffective and insignificant.

On question 3 (i.e. in your view, why is human resource management important in achieving the goals of the school?) most respondents answered as follows:

- goals of the school or any other institution for that matter cannot be achieved if human resources are not properly managed;

- the needs of the educators are crucial; and their satisfaction is equally important. If the needs of people are neglected, there is no way in which the goals of the school can be achieved;

- human resource management is important because it leads to hard work, commitment and dedication which are all crucial in achieving the goals of the school;

- it is important because it can change the attitude of individuals in the staff and encourages the staff to be positive;

- human resource management is important because it develops and nurture young talents who play a pivotal role in the achievement of school goals;

- human resource management leads to effective teaching and learning which is a vehicle to the achievement of the goals of the school.

This corresponds with the responses to the same question asked in Section B (question 2.9) in that most respondents think that the goals of the schools cannot be achieved unless people are properly managed; SMTs know how people behave; the needs of the people are considered; people are taught to work hard; to be committed and dedicated to their work; human resource management changes the attitude of people positively; human resource management develops and nurtures young talents and leads to effective teaching and learning.

There is a slight difference in that a few respondents in Section B (question 2.9) feel that human resource management is emphasized at the expense of financial management. They think financial management should be at the same level as human resource management as they are of equal importance. The neglect of either of them can have disastrous consequences for any educational institution. This correlates with the information displayed in Figure 3.

On question 4 (in your view, should the SMT under the guidance of the school principal always work as a team to achieve the goals of the school?) the following responses were received:

- it is crucial that team work is developed so as to speak with one voice, thus promoting unity even amongst educators;

- without teamwork, it's difficult to achieve goals;

- if people work as a team everybody will gain more knowledge, skills and expertise;

- the principal is the one who is fully accountable and therefore responsible for creating team spirit;

- properly guided team work has proved to be the panacea for many ills in a school;

- the principal alone cannot perform miracles in a school. It's the teamwork that can yield good result;

- teamwork will help in sharing important information, guiding and mutual assistance with problem solving skills;

- teamwork is very important. Teamwork is working together and respecting other peoples view points; and

- a team must share the same vision and same goals in order to qualify to be called a team;

- team work is critical in realizing goals;

- teamwork makes work to become lighter, as its shared or delegated amongst team members.

This corresponds with the same question asked in Section B (question 2.11) in that most respondents indicate that teamwork is important, it must be developed, it promotes unity amongst educators, the principal is responsible for creating team spirits, teamwork yields good results, teamwork help in sharing information, guiding

and problem sharing, teamwork is working together and respecting other members view point, teamwork makes work to became lighter as it is shared among team members.

With regard to differences, the number is almost insignificant as there is only one respondent who is of the opinion that teamwork is not good because it hinders individuality, and does not promote individual work.

On question 5 (i.e. in your view, what is your role or responsibility as a member of SMT to guide, support, motivate and develop educators at your school?) the ten interviewees responded as follows:

- as a member of SMT, I'm a curriculum implementer and my guidance and support to educators is crucial;

- my responsibility is to empower educators. Empowerment occurs when SMT members guide support, motivate and develop educators;

- without the necessary support and guidance from the SMT (principal) who is a senior member at the school, the young and inexperienced educator can easily go astray in many respects;

- by virtue of being leaders and managers, it is the duty and responsibility of the SMTs to support educators where they need help, to guide them where they may loose direction, to motivate them when they loose hope and to develop them when they lack essential skills and knowledge;

- educators today are de-motivated and need to feel valued, therefore, guidance, support and motivation will help to solve this problem.

From the responses of almost all the SMTs, one can deduced that SMTs are aware of their role or responsibility of guiding, support, motivating and developing educators. They seem to speak with one voice that these responsibilities rest on their shoulders. This corresponds with the same question asked in Section B (question 2.13) in that SMTs are unanimous in their belief that educators need guidance, support, motivation and development to be able to carry out their tasks of teaching learners with success. It is important, however, to note that no

difference in the responses of the ten interviewees and those of respondents who answered question 2.13 in Section B of the questionnaire is noted.

5.4 SUMMARY

This chapter presented the data analysis and the interpretation of this research study.

In SECTION A, the general information of the respondents was discussed, in SECTION B, specific information of respondents was looked at. In SECTION C, the SMTs management styles were discussed. In the last place, the focus of the discussion was on problems facing SMTs (SECTION D).

The last section dealt with the responses of the focus group interviews.

The summary of this study and recommendations for future research will be discussed in chapter six.

CHAPTER SIX

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

This last chapter presents a summary of the previous chapters, the findings of the research and the recommendations that are made to establish the role of SMTs in human resource management in township schools in Mpumalanga.

6.2 SUMMARY

In chapter 1 of this study, the background and problem statement concerning the role of SMTs in human resource management were given. Definitions of concepts that were to be applied in this study, was also given. The aims and methods of research in terms of both the literature study and empirical research were explained. The outline of the division of chapters was also done.

In chapter 2 a literature survey concerning leading and managing schools was given. The difference between management and leadership was explained. The different styles of leadership, the role and functions of SMTs and the management tasks of SMTs namely planning, organizing, leading and control were all discussed.

In chapter 3, the definition of the concept human resource management was given. This was followed by key issues of human resources management. Lastly the role of SMTs with regard to recruitment, staffing, induction, appraisal, staff development, personnel motivation and conflict management, as necessary components of human resource management, was discussed.

In chapter 4 the empirical research design and the research method were outlined. The development of the research instrument, procedures, piloting, population and sampling procedures were also outlined. The purpose of the empirical research was to gather information concerning the role of SMTs with regard to human resource management. For this, a questionnaire was constructed and distributed among SMTs in the Gert Sibande Region of the Mpumalanga Province. Focus group interviews were conducted for triangulation purposes.

In chapter 5 the analysis and interpretation of data was done. The questionnaire and results of the focus group interviews formed the basis of this discussion, with the focus on the role played by SMTs in human resource management.

6.3 FINDINGS

6.3.1 Findings with regard to the first aim of research: To determine the difference between management and leadership.

Leadership is about guiding, motivating and inspiring. On the other hand management it is about getting things done effectively and one without the other is inadequate.

Instructional leadership involves these activities that foster the improvement of persons, groups or programmes and emphasizes the cause-effect relationship (Harchar and Hyle, 1996). The increasing focus on managing teaching and learning as core activities in schools has led to an emphasis on the importance of instructional leadership. From the research it has become clear that the majority of the respondents need managerial and/or leadership skills of some sort, especially regarding human resource management.

6.3.2 Findings with regard to the second aim of research: To present an overview of human resource management.

With regard to what human resource management is, the following were found:

- human resource management are those activities by means of which the services of teaching staff can be acquired and facilitated through management strategies to bring about increased effectiveness in schools;

- by human resource (staff), it is not only meant teaching staff, but also any of the adults who are paid to work in a school and particularly those who are connected with teaching and learning in a school;

- human resource management comprises responsibility on the part of SMTs to the staff in such a way that they achieve their best and remain loyal to the organisation.

In all the applicable questions, a great number of respondents indicated that they need more training in human resource management.

6.3.3 Findings with regard to the third aim of research: To determine the role of the SMTs in facilitating human resource management.

With regard to role of SMTs in facilitating human resource management the following was found:

- school principals and SMTs should attend to key issues of human resource management;

- to meet staff needs and achieve objectives, SMTs should attend to management tasks of planning, organizing, leading and controlling;

The following aspects came to the forth as problems areas:

    i.   Training and staff development.

    ii.   Determining human resource needs.

    iii.   Recruiting, screening and appointing staff.

    iv.   Managing induction of staff.

    v.   Problems related to labour practices.

    vi.   Downsising and rightsizing.

    vii.   Reducing stress among educators.

    viii.   Handling of staff absenteeism.

    ix.   Obtaining information about strengths and weaknesses of staff.

    x.   Handling the evaluation of staff on the basis of open communication.

It is clear that as far as human resource management is concerned, there is a dire need for training of SMT members in various aspects.

6.3.4 Findings with regard to the fourth aim of research: To determine a way in which SMTs can improve education in township schools through more effective human resource management.

As has been pointed out under 6.3.3, the empirical research has indicated that possible reasons why schools fail to improve education in townships schools in particular, are:

- SMTs are not sufficiently qualified to carry out their tasks. SMTs are not thoroughly trained in management, let alone, in human resource management, before assuming their managerial post. The Department of Education, as the employer has really failed school managers in this regard;

- subject allocation is still a problem in some township schools. Some educators are compelled to teach subject they never learned at school or subjects they have no knowledge of or interest in. this is partly because of educator turnover and or failure by schools to employ new recruits according to their schools future needs;

- the empirical research indicated that schools and the District Office are not doing enough to address the problems of stress and tension, exercising authority and making major financial decisions;

- support is needed with regard to recruitment and proper induction of newly appointed SMTs and educators.

6.4 RECOMMENDATIONS

This research is regarded as of great importance to improve a culture of teaching and learning in township schools in the Gert Sibande region (Mpumalanga) by empowering school management teams in human resource management. To attain the objectives of this study, namely:

- to determine the difference between management and leadership;

- to present an overview of human resource management;

- to determine the role of SMTs in facilitating human resource management.

- to determine whether SMTs of township school have the capacity and skills to manage human resources.

- to determine a way in which SMTs can improve education in township schools through more effective human resource management.

The following recommendations, which are derived from the results of the literature - as well as the empirical research, are made:

- **Recommendation 1**

    It is recommended that subject allocation should consider the knowledge, interest and the experience of the educator. Under no circumstances should an educator be "forced" to teach a subject that he/she has no knowledge, qualification or interest in.

- **Recommendation 2**

    It is recommended that all members of SMTs should be exposed to training on stress and tension control, and exercising authority. This will empower the SMTs to deal not only better with their own stress related problems, but to assist other staff members and learners which could enable the staff as a whole to run the schools more effectively.

- **Recommendation 3**

    The induction and empowering of newly appointed SMTs are some of the areas where the schools are failing the system. It is recommended that District officials should ensure that newly appointed SMTs are properly inducted. This exercise will ensure that the SMT members understand their roles and responsibilities regarding human resource management.

- **Recommendation 4**

    The performance of schools cannot improve if human resource development (teacher development) doesn't receive the priority it deserves. This task is the responsibility of the SMTs, but the SMTs will not succeed in doing it properly unless the Department of Education trains them. It is therefore recommended

that the SMTs are thoroughly trained in, among others, teacher development. The majority of respondents (48%) say they experience problems in understanding people as individuals and recognising their differences. This aspect is important as SMT members are constantly in the position where they need to take decisions involving and affecting people and exercising control. This confirms that more training is still needed (B.2.3) specifically in human resource management to improve the situation.

- **Recommendation 5**

It is recommended that District officials control and monitor SMTs' work with regard to human resource management on a regular basis. This will keep staff satisfied at all times and will ensure that staff performs to the maximum of their abilities.

- **Recommendation 6**

This research revealed that there is an urgent need for training school managers in exercising authority. Although this is a characteristic that is difficult to train people in, guidelines could benefit the SMT members as 66% do regard it as problem. Only (31%) respondents regard exercising authority as not being a problem.

- **Recommendation 7**

Based on the empirical research, it is clear that although the district office does management training, there is no specific programme in place designed to support SMTs in their endeavours to promote effective human resource management at schools. Urgent attention should be paid to this important aspect of management training.

RECOMMENDATIONS FOR FURTHER RESEARCH

- **Recommendation 8**

It is recommended that research be undertaken to determine the impact of human resource management on the relationship between management and

staff. And to do a comparative study of human resource management in dysfunctional schools.

- **Recommendation 9**

A last aspect, which may not seem to be crucial, but will definitely empower SMTs to work more effectively, is technological training of SMTs.

6.5 CONCLUSION

This study explored the role of SMTs in human resources management in township schools. What emerged from the study is that SMTs are not adequately inducted to prepare them for the assumption of their duties with specific reference to human resource management. This lack of support and training is not good for the development of SMTs. Mostly, SMTs learn by, and do by trial and error.

If the findings of this study are anything to go by, there is vast room for improvement with regard to preparing the SMTs to fulfil their responsibility of managing human resources.

The Department of Education by virtue of being the employer of SMTs has the duty and responsibility to remedy the situation. It should capacitate SMTs to perform their duties by exposing them to appropriate training before they even assume their positions. This exercise will actually minimise the damage to the education system. Above all, it will ensure that human resource management contributes to the achievement of goals at our educational institutions and specifically school management teams in township schools in general, but specifically in the Gert Sibande Region of the Mpumalanga Province.

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ANNEXURE A

QUESTIONNAIRE

Questionnaire

SCHOOL MANAGEMENT TEAMS AND HUMAN RESOURCE-MANAGEMENT IN TOWNSHIP SCHOOLS OF MPUMALANGA PROVINCE

INTRODUCTION

1. Kindly assist me by filling in this questionnaire.

2. Do not identify yourself by giving your name or your school in any way on this form.

3. THE QUESTIONNAIRE IS TO BE COMPLETED AS FOLLOWS:

3.1 Place X in the appropriate box in SECTION A, e.g. X

3.2 In SECTION B where YES or NO are expected, place X in the appropriate box e.g. X

3.3 In SECTION C where YES or NO are expected, place X in the appropriate box e.g. X

3.4 In SECTION D, indicate how serious a problem each of the items has for you as a member of the SMT by encircling the appropriate number.

3.5 Where you are requested to give your own view, please answer as honestly and as detailed as possible.

SECTION A: GENERAL INFORMATION

1. Position	Principal	Deputy principal	HOD

2. Age	20-30 years	31-40 years	41-50 years	50+ years

3. Gender	Male	Female

4. Teaching experience	0-5 years	6-10 years	11-15 years	16-20 years	20+ years

5.	How long have you been in this position?	0-5 years	6-10 years	11-15 years	16-20 years	20+ years

6.	Qualification	Teacher's Diploma	Degree	Degree + Diploma	Hons	M Ed Ph D

7.	Appointment	Temporary	Permanent

8.	Home Language	Afrikaans	English	Zulu	Other

9.	Level of school	Primary	Secondary	Combined

10.	Location of school	Urban	Rural

11.	Number of learners in school	Less than 100	101-300	301-600	600+

SECTION B: SPECIFIC INFORMATION

2.1	Did you have any training in School management?	Yes	No
2.2	If you answered "YES" in 2.1, please supply details		

2.3	Did you have any training in School Management?	Yes	No
2.4	If you answered "YES" in 2.3, please supply details		

2.5	Do you think it is important to have programmes in place to train SMTs in human resource (staff) development?	Yes	No
2.6	If you answered "YES" in 2.5, please supply details		

2.7	Do you think the SMTs play an important role in the development of human resources?	Yes	No
2.8	If you answered "YES" in 2.7, please supply details		

2.9	Do you think human resource play a crucial role in achieving the goals of a school?	Yes	No
2.10	If you answered "YES" in 2.9, please supply details		

2.11	Do you think the SMTs under the guidance of the school principal should always work as a team to achieve the goals of the school?	Yes	No
2.12	If you answered "YES" in 2.11, please supply details		

2.13	As a member of the SMT, do you think it is your role or responsibility to guide, support, motivate and to develop educators at your school?	Yes	No
2.14	If you answered "YES" in 2.13, please supply details		

2.15	How do you think should a SMT member be appointed? You may tick more than 1 block.		
	By virtue of their teaching experience	By virtue of their position, e.g. HOD	Elected by other staff members
2.16	Motivate your choice.		

SECTION C: YOUR OWN MANAGEMENT STYLE

3.1	Do you communicate with your staff?	Yes	No

3.2	Do you have rules and guidelines in your school for communicating with your staff?	Yes	No

3.3	Do you involve your staff in decision making?	Yes	No

3.4	As a leader, indicate which style of leadership do you prefer from these below?		
3.4.1	Democratic style of leadership? - the leader gives information to the group but does not dominate their thinking.	Yes	No
3.4.2	Autocratic style of leadership? - the leader dominates the groups thinking and behavior.	Yes	No
3.4.3	Laissez-fair? - the leader gives freedom to subordinates to determine what should be done.	Yes	No
3.5	Do you organise/hold staff meetings on a regular basis?	Yes	No

3.6	Do you think it is important to have regular SMTs meetings?	Yes	No
	Motivate your answer.		

3.7	Are your educators free to air their views in your staff meetings?	Yes	No

3.8	Have you ever organised meetings/workshops/training for motivating staff in your school?	Yes	No

3.9	Are structures in place in your school where teachers can lodge complaints and grievances? Supply details	Yes	No
	Supply details		

3.10	Is educators work regularly controlled by SMTs?	Yes	No

3.11	Do you give feedback to your staff on good and poor performance?	Yes	No

3.12	Do you think is important to control educators work?	Yes	No
	Motivate your answer.		

3.13	Are tasks delegated to staff members taking their potential, interest, talent and skills into consideration?	Yes	No

3.14	Do you and your staff communicate objectives clearly?	Yes	No

SECTION D: PROBLEMS FACING SMTS

Please indicate how you experience the following problems as a member of the SMT in township schools in the Mpumalanga Province by encircling the appropriate number.

KEY

4	Very Serious problem
3	A problem
2	Minor problem
1	Not a problem at all

Personal problems

		Not a problem at all	Minor problem	A problem	Very serious problem
1.	Experience stress and tension	1	2	3	4
2.	Exercising authority	1	2	3	4
3.	Making major financial decisions	1	2	3	4
4.	Managing your time	1	2	3	4
5.	Delegating	1	2	3	4
6.	Communication	1	2	3	4
7.	Understanding your role as a member of SMT	1	2	3	4

Problems of Human Resource management regarding staff

		Not a problem at all	Minor problem	A problem	Very serious problem
1.	Training and developing educators and other members of the staff	1	2	3	4
2.	Determine human resource needs (recruitment)	1	2	3	4
3.	Recruiting, screening and appointing the most suitable staff	1	2	3	4
4.	Developing and implementing a plan to meet with these needs	1	2	3	4
5.	Understanding people as individuals and recognizing their differences	1	2	3	4
6.	Creating, maintaining, reviewing and developing an environment which promotes effective learning and teaching	1	2	3	4
7.	Managing the induction of staff	1	2	3	4
8.	Skillfully and fairly handling the evaluations of staff on the basis of open communication.	1	2	3	4
9.	Ensuring that procedures and policies are designed and communicated to staff and learners	1	2	3	4
10.	Familiarizing myself with all aspects relating to fair labour practice, grievance procedures and dispute resolution.	1	2	3	4
11.	Designing and implementing programmes to ensure employee health and safety.	1	2	3	4
12.	Drafting policies on health, safety and HIV/AIDS	1	2	3	4

		Not a problem at all	Minor problem	A problem	Very serious problem
13.	Providing assistance to employees with personal problems that influence their work performance.	1	2	3	4
14.	Conducting human resource research on a continuous basis.	1	2	3	4
15.	Being an overseer on the process of downsizing and rightsizing	1	2	3	4
16.	New technologies and management approaches e.g. cyberspace	1	2	3	4
17.	Reducing stress amongst educators	1	2	3	4
18.	Handling staff absenteeism	1	2	3	4
19.	Obtaining information about strength and weakness of staff	1	2	3	4
20.	Delegating responsibilities	1	2	3	4

Team-rating criteria for an SMT

Please encircle the number that best corresponds with your response.

	Our SMT as a team	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	has a common purpose	1	2	3	4	5
2.	has clearly defined roles as team members	1	2	3	4	5
3.	support one another	1	2	3	4	5
4.	experience free flow of information among us	1	2	3	4	5
5.	have methods of resolving conflict among us	1	2	3	4	5
6.	see benefits in working as a team	.1	2	3	4	5

ANNEXURE B

INTERVIEW QUESTIONNAIRE

SCHOOL MANAGEMENT TEAMS AND HUMAN RESOURCE MANAGEMENT IN SELECTED TOWNSHIP SCHOOLS

Interview questions

Section A

1(a) Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

1(b) Could you elaborate please?

2 (a) Did you feel 'comfortable' and at ease in dealing with these matters?

2 (b) Could you elaborate please?

3 In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

Section B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. According to your view, of what importance is it to have programmes in place to train SMTs in human resource (staff) development?

2. According to your view, of what importance is the role played by SMTs in the development of human resources?

3. According to your view, why is human resource management important in achieving the goals of a school?

4. According to your view, should the SMTs under the guidance of the school principal *always* work as a team to achieve the goals of the school? Elaborate and don't just give a 'no' or a 'yes' answer.

5. According to your view, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?

Thank you

ANNEXURE C

RESPONSES OF INTERVIEWEES

INTERVIEWEE 1

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

Yes, Mr Nhlapo on many occasions.

1(b). Could you elaborate please?

Okay, two different schools challenged our school on netball and soccer. The Saturday they chose was the same, because our school could not accommodate two schools on the same date, a decision had to be made as to which of the two schools would be accepted. The sport organizer took the decision alone without consulting his sport committee. The sport committee rejected the choice of the sport organizer. This caused a dispute. I had to intervene by emphasizing to the sports organize and sports committee that all decisions pertaining to sport matters had to be taken in a committee meeting, where every member is present or the majority of members are present.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

Yes of course.

2(b). Could you elaborate please.

Because I knew that every committee at our school has to work as a team to avoid disputes and conflicts as well as to achieve the targeted goals. Committee members have to be involved or consulted in whatever decision that is taken. This would definitely ensure co-operation and success.

3. In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

Exposing SMTs to workshops and or training in human resource management could be the solution.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?

In my view these programmes are important because they will equip SMTs with skills of managing human resources. In addition they could improve output or production in institutions as this will benefit employees.

2. According to your view, of what importance is the role played by SMTs in the development of human resources?

The role that SMTs play in human resource development cannot be over emphasized. SMTs need to develop educators in matters pertaining to curriculum, human relations, classroom management, assessment, planning (lesson plan) etc.

3. According to your views, why is human resource management important in achieving the goals of a school?

Goals of a school or any other institution for that matter cannot be achieved if human resources are properly managed. If the needs of staff (human resources) are neglected, then the school must forget about achieving set goals.

4. According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.

Yes, course. It is crucial that team work is developed so as to speak with one voice, thus promoting unity even amongst educators. Without team work, it is difficult for the school to attain its goals. A school is seen ass whole, and therefore working together as team by SMT members makes the objectives and goals they set achievable.

5. **According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?**

Well, as a member of the SMT I'm a curriculum implementer and my guidance and support to educators is crucial. In fact it's a crux to the development of educators. Constant support and motivation makes educators feel valued by the school.

INTERVIEWEE 2

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

Yes.

1(b). Could you elaborate please.

The matter had to do with rightsizing and re-deployment. The department of education had informed our school that it was overstaffed. Our school needed to release at least two educators to go serve at schools were they were needed most.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

At first I felt uncomfortable and uneasy in dealing with this matter.

2(b). Could you elaborate please.

You know why I felt uncomfortable at first? It was because this was happening for the first at my school. So I had no previous experience of conducting this process of rightsizing and redeployment. However, as days went by, I felt better after I have consulted policy documents and people who had done this before at their schools. A redeployment and rightsizing committee was formed under my leadership and it executed this task of identifying educators in excess perfectly.

3. In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

Workshops and more workshops. If these are regularly organized by the department of educations to train educators the problem of lack of skills and information with regard to human resource management could be a thing of the past.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?

There is a need for SMTs to capacitate their subordinates so that they can execute their work as expected. On the part of SMTs themselves, these programmes will enable the SMTs to be knowledgeable concerning the management of human resources. Above all, this would assist SMTs to understand how people behave so that they can manage them.

2. According to your view, of what importance is the role played by SMTs in the development of human resources?

Because they are involve on daily basis with educators so human relations is important in guiding and developing educators. It is the SMTs that are in the position of updating the whole staff under the management on current curriculum issues.

3. According to your views, why is human resource management important in achieving the goals of a school?

As learners are human beings ±80% of their activities are guided and directed by human resources. Human resource management is very important because it enables SMTs to map the way and make thinks happens. If the SMTs are having knowledge of human resources they will find at easy to achieve the goals of the school.

4. According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.

Yes, teamwork is very important. If there is no teamwork that school won't function effectively. If people work as a team everybody will gain more. Look, each SMT

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member has a duty in his cluster/ subject which must link to others. This is just like a four wheeled car which will always need all the wheels to function properly.

5. According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?

My responsibility is to collect all information from all possible sources to be able play this role.

INTERVIEWEE 3

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

Many times.

1(b). Could you elaborate please.

Two educators were involved in a dispute about who should teach English in a grade nine class. Both the educators wanted to teach this subject.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

Yes of course. Because I knew that the was no other way to solve this problem fairly than by checking the qualifications and experience of each educator in this subject in particular.

2(b). Could you elaborate please?

As the SMT (HOD) responsible for languages in grade nine I had to intervene to solve this problem. I instructed the two educators to submit to me document showing their qualifications and experience in this subject. With this information at my disposal I could then make and informed decision as to whom of the two educators should be allowed to teach English in grade nine.

3. In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

I think those SMT members who were never trained in school and human resource management should offered training by the district offices. This training should also accommodate those SMT members whose initial training in management was not intensive.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. **According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?**

Yes, as it's essential for SMTs to have exposure in different styles of management. This will also help to develop SMTs with the information they did not receive or gain during their training years.

2. **According to your view, of what importance is the role played by SMTs in the development of human resources?**

The SMTs can share the knowledge they have about the school curriculum with educators. Their understanding of the curriculum can therefore help to realize the school needs.

3. **According to your views, why is human resource management important in achieving the goals of a school?**

Because without human resources (educators) teaching and learning is impossible. Human resource management is important because it helps the schools to realize its vision.

4. **According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.**

I agree fully. The principal is the one who is fully accountable and therefore responsible for creating team spirit.

5. **According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?**

My responsibility is to empower educators. Empowerment occurs when SMT members guide, support, motivate and develop educators.

INTERVIEWEE 4

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

Correct.

1(b). Could you elaborate please.

During those days when it was still compulsory for every learner to pay school fees irrespective of whether his/her parents could afford, I had to quell a potentially riotous situation.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

Yes, because I knew very well how to handle parents who were desperate to ensure that their children got education.

2(b). Could you elaborate please.

I made parents to understand that it was important for them to co-operate with the school to ensure that their children got quality education. I made parents aware that for those of them who could not pay the total amount at the same time, arrangements could be made for them to pay in six equal installments. I persuaded them to accept the latter option. Most parent sighed with relieve. They accepted this suggestion. They committed themselves to co-operate with the school.

3. In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

I'm of the opinion that those SMT members who lack skills and knowledge in human resource management should be relived of their duties. For, how can they manage people if they don't possess the necessary skills? How they can achieve school goals if they don't have skills? I think they should be demoted and be replaced by more competent, capable people.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?

The importance of such programmes is that they enable me to be able to communicate well with my staff and to utilize their expertise. The SMTs must have knowledge to deal with human relationship. These programmes also make SMTs to be aware of challenges facing staffing of schools.

2. According to your view, of what importance is the role played by SMTs in the development of human resources?

The SMTs play a pivotal role, for example, sometimes educators experience frustration in the classroom. The SMTs then intervene in such cases and offer help. At other times, SMT members would cough educators where necessary. Remember, SMTs have specialized in different fields.

3. According to your views, why is human resource management important in achieving the goals of a school?

Without them (human resources) no way to reach any goal. The school performance and reputation depend on the quality of its educators. Human resource management is important because it considers the needs of staff and tries to satisfy them.

4. According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.

Correct. Properly guided teamwork has proved to be the panacea for many ills in a school. Teamwork is the best so far in education. The principal alone cannot perform miracles at the school. It is the teamwork that can yield good results.

5. According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?

Without the necessary guidance and support from the SMT (principal) who is a senior member at the school, the young and inexperienced educators can easily go astray in many respects. It then becomes appropriate for the SMTs to guide, support and even motivate the young rookies in the field of education.

INTERVIEWEE 5

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

Yes I agree.

1(b). Could you elaborate please.

Two of our colleagues were engaged in an argument about periods in a school time table. This argument became so serious that these two colleagues were no longer on speaking terms. This hampered the execution of their duties and even affected both learners and educators.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

Yes because I knew that it was part of my duty to resolve conflicts whenever they arise among colleagues. And I understand very well that to solve the conflict I needed to get all the facts and not take sides.

2(b). Could you elaborate please.

The "fight" between two educators affected everybody at the school. Both learners and educators were aware of the bad blood between these two educators. Day by day the situation became worse. Staff members were now divided into two groups. This made teamwork which is essential vehicle to achieving goals impossible. I personally called these two colleagues to my office where I made it clear to them that such behavior was no acceptable, and that it affected school work negatively. After a length discussion with them then they realized that they needed to reconcile. That's how I managed to revive and restore good relations between the two colleagues.

3. In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

I think the solution would be to attend short courses and workshops in human resource management. These should be organized and arranged by the

department of education to benefit those SMT members who lack management skills.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. **According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?**

It is important to have SMTs programmes in human resource management for them to be able to develop staff in their departments, to recruit and appoint the right people who will fit an organization strategy and goals.

2. **According to your view, of what importance is the role played by SMTs in the development of human resources?**

SMT members are responsible for the initiation and mentoring of newly appointed staff. This exercise is part of human resource development. SMTs also develop human resources so as to satisfy their (educators) needs or job satisfaction.

3. **According to your views, why is human resource management important in achieving the goals of a school?**

Because the outcomes the school achieve, depends on their effort and hard work. If people are committed and dedicated to their work and don't go an extra mile to attain the school goals then the school will under perform and ultimately loose their clients (learners) to more effective schools.

4. **According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.**

Yes indeed. As they are responsible for different departments or units, they are inter-related. There should be synergy in what they do. They should ensure that they achieve the goals of their departments in order to achieve the schools mission and goals.

5. According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?

By virtue of being leaders and managers, it is the duty and responsibility of SMTs to support educators where they need help, to guide them where they may loose direction, to motivate them when they loose hope and to develop them when they lack essential skills and knowledge.

INTERVIEWEE 6

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

I agree.

1(b). Could you elaborate please.

An educator at our school was supposed to write private examination on certain Monday. However, according to our school internal examination time table the very same educator was supposed to invigilate the grade twelve classes as it was writing final examinations. None of the educators were prepared to relieve this educator from invigilating so that she could go and sit for her private examinations.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

Yes very comfortable, because I knew what the policy says about educators leave for examination purposes.

2(b). Could you elaborate please?

I called an urgent staff meeting to iron out this issue. I made the educators aware that every educator has a right to private studies as well as to write private examinations. According to the departmental policy every educator is entitled to two days leave for examination purposes. One day is for preparation and the other for actual writing of examinations. I explained to educators that someone has to take over the invigilation duty of the educator who is away writing examination as no class should write examinations without an invigilator. After a lengthy debate one educator volunteered to take over the duty of the educator who was on examination leave. Know educators understand how important it is to be flexible and to work as a unity or team.

3.   **In what way do you think could SMT members be equipped to deal with matters regarding human resource management?**

I think veteran SMTs should be appointed as mentors of the newly qualified SMT members. This will benefit the new appointees by acquiring skills, knowledge, and expertise of human resource management from the veteran SMTs.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. **According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?**

For effectiveness of the school as a learning as learning institution we should bear in mind that without such programmes it will be difficult to capacitate the SMTs in doing their duties.

2. **According to your view, of what importance is the role played by SMTs in the development of human resources?**

SMTs plays every important role as implementers of government/ education policies at school level. They give direction and guidance to their subordinates.

3. **According to your views, why is human resource management important in achieving the goals of a school?**

Because it can change the attitude of certain individuals in the staff and encourages the staff to be positive. Human resource management also give guidance to school managers.

4. **According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.**

Yes, this will help in sharing important information, guiding and mutual assistance with problem solving skills.

5. According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?

My role is to create interrelationship amongst educators knowing that should they need help and support, this will be made available as soon as possible.

INTERVIEWEE 7

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

Personally involved, yes.

1(b). Could you elaborate please.

The department of education had provided my school with one additional teaching post. This means we needed to appoint an additional educator to join our teaching staff.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

Quite comfortable yes. Though this was for the first time that a teaching post was allocated to my school since I took over as a principal of our school.

2(b). Could you elaborate please.

I had to make it clear to my colleagues (SMT members) that to be able to recruit the right person we needed first to identify our needs. We all agreed on this. Members then participate in identifying the needs of the school. Ultimately an unanimous agreement was reached about the needs of the school. For example, we needed an educator who can assist in the science department were there was shortage of ma power, who can train and coach learners in soccer, who has a knowledge of choral music. When the vacant post was ultimately advertised the above mentioned needs were cited. Applications were received, short listing was done and the right person was appointed.

3. In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

Well, I think the department has to do an audit of all SMT members who have no qualifications in school management and or human resource management. These SMT members should then be offered scholaships to study human resource management as distant learners.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. **According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?**

The important of these programmes is that they equip the SMTs with knowledge and skills which put them in a position to be able to fulfilling their responsibility for the day to day management of their schools.

2. **According to your view, of what importance is the role played by SMTs in the development of human resources?**

SMTs can play a pivotal role in this regard. For instance, SMTs can appoint experienced senior educator to act as mentors for the newly appointed educators. In this way, the work of guiding and supporting the new educators is shared between SMTs and senior educators.

3. **According to your views, why is human resource management important in achieving the goals of a school?**

Well, I would say, school managers need to know what it has at it disposal in terms of human resources. Resources can be used as effectively as possible. One other point to note is that SMTs must endeavor to motivates their educators to be hard workers because without good, qualified, dedicated and hard working human resources no proper teaching and learning can take place.

4. **According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.**

Always work as a team? Yes, I think teamwork is very important. Teamwork, in other words, is working together and replacing other peoples view point. I think these are essential ingredients of an effective team.

5. According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?

With regard to this question, I think SMT members have a grade deal of responsibility. Look, nowadays, educators are generally de-motivated and need to feel valued; hence, guidance, support and motivation will go a great deal in addressing educators and for recognition and motivation.

INTERVIEWEE 8

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

Yes, Mr Nhlapo.

1(b). Could you elaborate please?

It is important to note that educators at our school came with high expectations, a vision for the future and the mission to educate children. However, as time went demands, pressures and conditions they work under stiffened their zeal and presented obstacles to achieve their mission. This led to educators experiencing stress at work.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

Not at all Mr Nhlapo. At first I was confused and did not know how to handle the situation.

2(b). Could you elaborate please.

I then consulted some literature on stress management. After that everything became crystal clear. I discovered that my educators were stress at work because of factors like learner indiscipline and apathy, lack of professional support, insufficient financial support, and pressure from unions and the department of education, poor image of profession and role ambiguity. As the principal of the school I was able to address some of the above factors, like learner discipline and apathy, lack of professional support and role ambiguity. There after some educators started becoming happy at work because they received support, good performance was recognized and they were thus job satisfied.

3. In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

SMTs should attend in-service training courses and workshops.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?

The importance of these programmes is that SMTs work directly with different stakeholders and must have the skills to work with people. As people sometimes resist change and become rebellious, SMTs need to be work-shopped on how to handle them.

2. According to your view, of what importance is the role played by SMTs in the development of human resources?

The role played by SMTs in the development of human resources is of crucial importance. Remember it the duty of the SMTs to identify areas for development in their teams or departments and provide the necessary remedy.

3. According to your views, why is human resource management important in achieving the goals of a school?

The main vision of a school is to develop and nurture young talents and that can only be achieved through well developed human resource. You know, if people are developed and taken care of they become responsible and do their job in the positive spirit and the goals of the school are achieved.

4. According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.

Definitely, team members must be able to share the team spirit with other members of the staff to achieve the goals of the school. A team must share the same vision and same goals in order to qualify to be called a team.

5. According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?

My role is to ensure that no educator at my school who needs guidance and support is deprived of it. Success can only be achieved through proper guidance, motivation and adequate support.

INTERVIEWEE 9

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

On several occasions, yes.

1(b). Could you elaborate please?

One educator use to report late for duties for almost a month. The SGB became fed up with this educator misbehavior and then threatened him with dismissal. As an SMT member at the school I had to intervene.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

Yes definitely because I know that the educator can't just be dismissed without following the correct procedure.

2(b). Could you elaborate please?

Firstly, the SGB wanted to dismiss the educator without hearing the educator's side of the story. I advised the SGB to first call the educators to a hearing where he will be afforded and opportunity to state his problem. I also made the SGB aware that the educator should have been made to sign a warning letter at least twice. After which the educator should have been formally charged with misconduct. Depending on the outcome of the hearing, then the SGB can recommend to the HOD to have the educator dismissed on grounds of misconduct. This helped some SGB member to understand the procedures to be followed when the educators is to be charge with misconduct.

3. In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

Re-training of SMTs who lack human resource management skills is essential if they are to be equipped with such skills.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. **According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?**

These programmes must be in placed to ensure that effective and progressive processes take place.

2. **According to your view, of what importance is the role played by SMTs in the development of human resources?**

SMTs must update educators with new developments and awareness of their responsibilities.

3. **According to your views, why is human resource management important in achieving the goals of a school?**

Human resource management is important as at leads to effective teaching and learning.

4. **According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.**

Yes teamwork is critical in realizing the goals of the institutions. Teamwork makes work to become lighter as it is shared or delegated among them.

5. **According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?**

My role as a member of the SMT is to make sure that help and assistance is always available to those educators who need it. Without proper guidance, support and motivation things might go astray; therefore SMTs should not fail to play their role.

INTERVIEWEE 10

SECTION A

1(a). Have you personally been involved in matters requiring knowledge and skills regarding human resource management?

Correct

1(b). Could you elaborate please?

It was on the Monday morning, when educators refused to go to class to teach learners. They first stood chatting in the group, outside the staff room. As a member of the SMT, I had to find out why educators were not taking their first periods.

2(a). Did you feel "comfortable" and at ease in dealing with these matters?

Not at all.

2(b). Could you elaborate please?

I went towards this group of educators who started singing struggle songs when I approached them. I tried to get their attention but they continued singing until at last they stopped and listen to what I wanted to tell them. I asked them what was wrong they said their were not going to teach learners today until the principal promised to treat them like human beings not animals. I pointed out to them that if they have grievances against the principal or any other member of the SMTs for that matter, they should write a letter of complained to the SGB, who will attend to their complaint. However, I urge them to go classes to teach learners as this action was depriving innocent learners of teaching and learning time. The group of educators agreed with me and resumed their duties immediately after that.

3. In what way do you think could SMT members be equipped to deal with matters regarding human resource management?

Short courses and workshops should be organized for the educators by the department.

SECTION B

The following questions are the same as under section B of the questionnaire and will be asked during the focus group interviews for triangulation purposes.

1. **According to your view, of what importance is to have programmes in place to train SMTs in human resource (staff) development?**

This will empower SMTs so that they develop members in heir department. Without such empowerment on the part of SMTs, educators will not get the support they so desperately need. Consequently, schools will not attain their intended outcomes.

2. **According to your view, of what importance is the role played by SMTs in the development of human resources?**

They play a very important role which is to ensure the latest information and skills is past over to educators through staff meeting and short school based workshops.

3. **According to your views, why is human resource management important in achieving the goals of a school?**

Human resource management is important in achieving school goals because people will be placed incorrect positions/ grades wherein they will perform according to their talents, abilities, and skills. Furthermore if human beings as resources are not appreciated, goals set will be not realized.

4. **According to your view, should the SMTs under the guidance of the school principal always work as a team to achieve the goals of the school? Elaborate and don't just give 'no' or a 'yes' answer.**

Yes, simply because the principal is the accounting officer, though other SMTs are also responsible for their respective departments.

5. According to your views, what is your role or responsibility as a member of the SMT to guide, support, motivate and develop educators at your school?

My responsibility is to make sure that I'm abreast with the latest developments and information. This will put me in a position to be able to guide, support, motivate and developed educators because I'm knowledgeable. Educators look up to their SMTs for support, guidance and motivation as their leaders.