

EFFECTIVE MANAGEMENT OF GRADE R SITES TO ENSURE QUALITY FOUNDATIONAL EDUCATION IN SEDIBENG DISTRICTS

NTOMBIZODWA AGNES MATLHARE

SPTD (Sebokeng College); FDE with cum laude (RAU); BA (NWU); B ED (NWU)

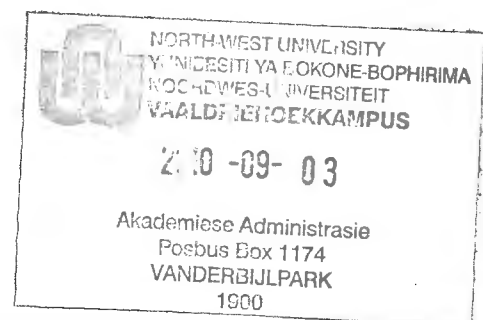
**Dissertation submitted in accordance with the requirements for the degree of
Magister Educationis in Educational Management in the School of Educational
Sciences of the**

NORTH-WEST UNIVERSITY

(VAAL TRIANGLE CAMPUS)

SUPERVISOR: DR. S.J. KWATUBANA

2010



DECLARATION

I hereby declare that:

EFFECTIVE MANAGEMENT OF GRADE R SITES TO ENSURE QUALITY FOUNDATIONAL EDUCATION IN SEDIBENG DISTRICTS

is my work, that all the resources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at any other university.

N.A MATLHARE

2010

DEDICATION

This dissertation is dedicated to my family, my late father, Paulos Mabhalane Mntambo who could not see the achievement of his daughter. It is also dedicated to my late brother, Phillip Mntambo and my mother in law Rebecca Matlhare.

ACKNOWLEDGEMENTS

- To the Almighty God who was there always for me and who gave me the necessary strength in compiling this dissertation.
- Dr. S.J. Kwatubana, my supervisor, for her insight, patience, advice, assistance, guidance, support, supervision and resourcefulness are incalculable.
- Mrs. Aldine Oosthuysen from the I.T. department for helping me with the processing and interpretation of the statistics.
- My husband Lefora Ephraim Matlhare and my two daughters Lerato, Reitumetse and my son Khotso and for their countless support. My precious grandchildren, Bokang, Botlhale, Neo and Masego their countless questions kept me working long hours at night.
- My mother Ntsamayeng Merriam Mntambo, brothers and sisters for giving me their moral support, especially their prayers. To my brother in law Mr. Rabosiu Peter Matlhare for his kindness and support towards my family.
- Mrs. Dorah Moloi District Director Sedibeng East and Mr. Bhagaloo District Director Sedibeng West for granting me permission to conduct the research.
- School principals, HODs and practitioners in Sedibeng East and West Districts for their participation in the research study.
- My colleague Dr. Zoleka Judith Ndamase for her unfailing love, support and sisterly guidance, you inspired me to endure the hard times during my studies.
- Portia Molefi and Mr. Kobue for assisting in collection of completed questionnaires from Sedibeng West. Ms. Retha Lessing, Mr. G. Ströh and Mr. Sayed from Roshnee Primary School for their assistance during the time of need.
- Staff from the library of North-West particularly Danny Moloto for assisting me in acquisition of relevant resources for the study.

SUMMARY

This study investigated the phenomenon of effective management of Grade R sites to ensure quality foundational education. The aim was achieved firstly, by exploring the fundamental nature of quality education in Grade R through a literature review. Secondly, an empirical research was conducted to investigate the management of Grade R sites to ensure quality education. Finally, recommendations on how quality education can be managed in the Grade R sites were made.

The literature review exposed a theoretical perspective of quality foundational education based on the development of systems of education that closely connect a child-centred learning environment with community development. As quality education is regarded as a transformative process of implementation, accountability and pursuit of excellence, continuous development of practitioners in order to meet the demands was found to be imperative. Quality education was, thus, found to be a function of actions aimed at enhancing quality educators, learners and the sites. The status of the communities in which the sites are, was found to be contributing to the quality of education offered in sites.

The empirical research found that although learner attendance is monitored, the drop-out rate is high. The sites are negatively affected by community/social factors against attainment of goals and as a result learners struggle to achieve. Sites are not yet ready to pursue excellent quality as they encounter obstacles to basic functionality. Another reason for inability to pursue excellent quality, was managers' lack of knowledge regarding programmes offered in Grade R. Learners in sites are part of the nutrition programme. There is out-door equipment but it is not safe and secure for learners. Running water is accessible and flushable toilets are available.

Recommendations focus mainly on ensuring that quality education in Grade R sites is addressed in a coordinated and well-planned manner. This includes the urgent need for the training of the Grade R practitioners.

TABLE OF CONTENTS

CHAPTER 1: ORIENTATION	1
1.1 INTRODUCTION	1
1.2 BACKGROUND AND STATEMENT OF THE PROBLEM	2
1.3 AIMS OF THE STUDY	4
1.4 RESEARCH METHODOLOGY AND DESIGN	5
1.5 RESEARCH METHOD	5
1.5.1 Literature study	5
1.5.2 Empirical research	7
1.5.3 Research design	7
1.6 RELIABILITY AND VALIDITY	8
1.7 TARGET POPULATION	8
1.7.1 Sample	8
1.8 DATA ANALYSIS	9
1.9 RATIONALE FOR THIS STUDY	9
1.10 EXPECTED OUTPUTS AND BENEFITS OF THE STUDY	10
1.11 CHALLENGES OF THE STUDY	10
1.12 LIMITATIONS OF THIS RESEARCH	10
1.13 ETHICAL CONSIDERATIONS	11
1.14 CONCLUSION	11

CHAPTER TWO: THE FUNDAMENTAL NATURE AND MANAGEMENT OF QUALITY	
FOUNDATIONAL EDUCATION	12
2.1 INTRODUCTION	12
2.2 OVERVIEW OF EARLY CHILDHOOD EDUCATION (ECE)	12
2.2.1 International trends in ECD	12
2.2.2 National trends in ECD	13
2.3 EARLY CHILDHOOD DEVELOPMENT (ECD)	15
2.3.1 Early childhood	15
2.3.2 Child development	17
2.3.2.1 Social development	18
2.3.2.2 Cognitive development	19
2.3.2.3 Physical development	19
2.3.2.4 Emotional development	20
2.4 QUALITY IN FOUNDATIONAL EDUCATION	21
2.4.1 Indicators of quality	21
2.4.1.1 Quality education	22
2.4.1.2 Quality content	23
2.4.1.3 Quality educators	24
2.4.1.4 Quality learners	26
2.4.1.5 Quality learning environment	27
2.4.2 Models of quality education	29
2.4.2.1 Goal and specific model	29
2.4.2.2 Resource-input model	29
2.4.2.3 Process model	30
2.4.2.4 Satisfaction model	31
2.4.2.5 Legitimacy model	32
2.4.2.6 Absence of problems model	33
2.4.2.7 Organisational learning model	33
2.5 QUALITY ASSURANCE	35
2.5.1 Reasons for lack of quality in schools	35

2.5.2	Tools for quality management	36
2.5.2.1	Total Quality Management	37
2.5.2.2	Quality Management (QM)	41
2.5.2.3	Integrated quality management systems	42
2.6	MANAGEMENT	52
2.6.1	Education management in ECD	52
2.6.1.1	Management tasks	53
2.6.2	Effectiveness in management	60
2.7	CONCLUSION	63
	CHAPTER THREE: EMPIRICAL RESEARCH DESIGN	64
3.1	INTRODUCTION	64
3.2	OBJECTVES OF THE EMPIRICAL RESEARCH	64
3.3	RESEARCH DESIGN	64
3.4	THE QUANTITATIVE APPROACH	65
3.5	DATA COLLECTION	66
3.5.1	Questionnaire as a data collection technique	66
3.5.2	The design of the questionnaire	66
3.5.3	Distribution of the questionnaires and administrative procedures	72
3.5.4	Reliability and validity of the questionnaire	73
3.6	POPULATION AND SAMPLING	74
3.7	RESPONSE RATE	75
3.8	DATA ANALYSIS	76
3.9	ETHICAL ASPECTS	76
3.10	CONCLUSION	77

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION	78
4.1 INTRODUCTION	78
4.2 BIOGRAPHICAL DATA OF PRACTITIONERS	78
4.2.1 Data on the gender of practitioners	79
4.2.2 Data on the age of practitioners	79
4.2.3 Data on the highest academic qualifications of practitioners	80
4.2.4 Data on the highest professional qualifications of practitioners	81
4.3 BIOGRAPHICAL DATA OF MANAGERS	82
4.3.1 Data on the gender of managers	82
4.3.2 Data on the ages of managers	83
4.3.3 Data on the highest academic qualifications of managers	84
4.3.4 Data on highest professional qualifications of managers	85
4.3.5 Data on current positions	86
4.3.6 Conclusion	87
4.4 EFFECTIVE MANAGEMENT OF GRADE R SITES – RESPONSES OF PRACTITIONERS	87
4.4.1 (B1): Data on processes affecting Grade R	87
4.4.2 (B2): Data on attainment of goals	91
4.4.3 (B3): Data on the resources used for effective management of Grade R	95
4.4.4 (B4): Data on how the Grade R site meets organisational requirements	100
4.4.5 (B5): Data on problems in the Grade R site	102
4.4.6 (B6): Data on maintaining legitimacy of the Grade R site in the community	105
4.4.7 (B7): Data on satisfaction	108
4.5 EFFECTIVE MANAGEMENT OF GRADE R SITES – RESPONSES OF MANAGERS	110
4.5.1 (B1): Data on processes affecting Grade R	111
4.5.2 (B2): Data on attainment of goals	115
4.5.3 (B3): Data on the resources used for effective management of Grade R	120
4.5.4 (B4): Data on how the Grade R site meets organizational requirements	123

4.5.5	(B5): Data on problems in the Grade R site	126
4.5.6	(B6): Data on maintaining legitimacy of the Grade R site in the community	130
4.5.7	(B7): Data on satisfaction	133
4.6	CONCLUSION	135
CHAPTER 5: SUMMARY, FINDINGS AND RECOMMENDATIONS		136
5.1	INTRODUCTION	136
5.2	AIMS GOVERNING THE STUDY	136
5.3	SUMMARY OF THE LITERATURE STUDY	136
5.4	RESEARCH FINDINGS	137
5.4.1	Findings with regard to research aim 1: The fundamental nature of quality education in Grade R	138
5.4.2	Findings with regard to research aim 2: Management of Grade R sites to ensure quality education	139
5.5	RECOMMENDATIONS	141
5.5.1	Recommendations for the practical implementation of findings	141
5.5.2	Recommendations with reference to further research	143
5.6	LIMITATIONS OF THE RESEARCH	143
5.7	CONCLUSION	144
	BIBLIOGRAPHY	145
	LIST OF FIGURES	
1.1	Summary of literature	6
2.1	Summary of data on the indicators of quality	22

2.2	Summary of specific features of the TQM	37
2.3	Summary of management tasks	53
4.1	Gender of practitioners	79
4.2	Age of practitioners	79
4.3	Academic qualifications of practitioners	80
4.4	Highest professional qualifications of practitioners	81
4.5	Gender of managers	82
4.6	Ages of managers	83
4.7	Academic qualifications of managers	84
4.8	Highest qualifications of managers	85
4.9	Managers' current positions	86
4.10	Responses of practitioners on processes affecting Grade R	88
4.11	Responses of practitioners on attainment of goals	92
4.12	Responses of practitioners on resources used for effective management of Grade R	96
4.1.3	Responses of practitioners on how the Grade R meets organizational Requirements	100
4.14	Responses of practitioners on problems in the Grade R site	103
4.15	Responses of practitioners on maintaining legitimacy of the Grade R site in the community	106
4.16	Responses of practitioners on satisfaction	109
4.17	Responses of managers on the processes affecting Grade R	111
4.18	Responses of managers on the attainment of goals	115
4.19	Responses of managers on resources used for effective management of Grade R	121
4.20	Responses of managers on how the Grade R site meets organizational Requirements	124
4.21	Responses of managers on problems in the Grade R site	127

4.22	Responses of managers on maintaining legitimacy of the Grade R site in the community	129
4.23	Data on satisfaction	133

LIST OF TABLES

Table 1.1	Sample of the Study	9
Table 2.1	The career path for ECD educators in South Africa	26
Table 2.2	The overview of the meanings of quality	41
Table 2.3	Performance standards for managers at schools	46
Table 3.1	The return rate of questionnaires	75
Table 4.1	Gender according to sites	79
Table 4.2	Age according to sites	79
Table 4.3	Academic qualifications according to sites	80
Table 4.4	Highest professional qualifications according to sites	81
Table 4.5	Gender according to sites	82
Table 4.6	Ages according to sites	83
Table 4.7	Academic qualifications according to sites	84
Table 4.8	Highest professional qualifications according to sites	85
Table 4.9	Current positions according to sites	86