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THE ROLE OF SCHOOL MANAGEMENT TEAMS (SMTs) IN SCHOOL-BASED  
MANAGEMENT IN THE MOSES KOTANE EAST AREA OFFICE (AO).

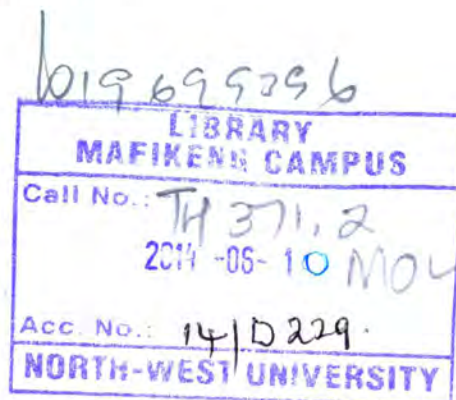
BY

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RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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AT THE MAFIKENG CAMPUS OF THE NORTH WEST UNIVERSITY.

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- Lastly to my Almighty God who gave me the strength and wisdom to complete this study.

## DECLARATION

I, Christopher Kgothe Molefe declare that the mini-dissertation for the M.Ed. Education Management at the North-West University: Mafikeng Campus hereby submitted, has not previously been submitted by me at this university or any other university: that is my own design and execution and that all material contained herein has been duly acknowledged.

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C K Molefe

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Date

## ABSTRACT

The quality of teaching and learning is the first priority of the Department of Education and Training. School Management Teams are responsible for quality of teaching and learning. For them to improve the quality of teaching and learning effectively and efficiently, they should be able to manage their roles and functioning successfully.

School Management Teams need to assist the educators in imparting the knowledge they have to the learners. This will happen only if School Management Teams are trained and inducted in their roles and functioning. They are responsible for daily management of activities in the school. They should understand departmental policies and Acts to enable them to perform their duties well with confidence.

A literature study and empirical research were undertaken and the role and functioning of School Management in School-Based Management were explored. A number of their roles were explored. Qualitative in-depth interviews formed the basis of the empirical research. Finally a content analysis was used to categorize and evaluate data.

The findings revealed that SBM is widely followed throughout the world especially in developed countries including South Africa. The role and functioning of School Management Teams under school based- management has become more important in providing the professional leadership required to provide positive learning environment.

Recommendations in this study showed the need to train School Management Teams on their roles and functioning. An induction programme for newly appointed School Management Teams is viewed as ideal. Workshops are recommended for both School Management Teams and educators. The study finally identified areas where further should be done.

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## CHAPTER ONE: ORIENTATION OF THE STUDY

### 1.1 INTRODUCTION

The study deals with the role of School Management Teams (SMTs) in School-Based Management (SBM). The declining performance of some schools academically as reflected by the end of the year results, as well as, the confusion that engulfed me on assuming duty on my appointment as Head of Department, and therefore, becoming part of SMT in my school, encouraged me to investigate the role of School Management Teams in School-Based Management in schools in Moses Kotane East Area Office (AO).

According to Van der Mescht & Tyala (2008:221), the notion of school management through teams (team management) though not a new phenomenon in South Africa was formalised after the advent of democracy in 1994 and the subsequent reorganisation of the education system. The concept was subsequently fleshed out in official documentation where the composition and rules of School Management Teams (SMT) were elaborated upon. The notion of the team is rooted in theories that stress participation, notably SBM, team work and distributed leadership. Van Wyk & Marumoloa (2012) further emphasized that the notion of school-based management was firmly entrenched with the Schools Act of 1996. This Act also provides substance to the functioning of school management and leadership structures such as the School Governing Bodies and School Management Teams.

As orientation for the study the following sections are addressed in this chapter; background of the study, statement of the problem, objectives of the study, significance of the study, research methods, trustworthiness and validity, ethical issues of the research, delimitations and limitations of the study and the structure of the research project.

### 1.2 BACKGROUND OF THE STUDY

During the Apartheid era education policies were based on the policy of separate development, which resulted in different education departments catering for different races, where certain sections of the population, such as Whites, benefited from the system (Mokgophane 2001:8). Blacks on the other hand received inferior education. In particular the system did not promote equity and equality in terms of the

distribution of resources (Mokgophane, 2001:8). Previously so called black schools did not receive the resources they needed and this generally created apathy and despondency.

The dramatic changes in South Africa in the past fifteen years have changed the situation referred to in the previous sentence. Following the changes of government, key issues and policies are subjected to a process of debate and change. The role of School Management Teams in SBM is a key aspect in this debate.

According to Mokgophane (2001:8), new policies and new legislation have redefined the roles and functioning of leadership, management and governance in schools as a way of making them self-reliant and responsible for the management of their own affairs.

The Anglo-Saxon world (the UK, New Zealand, several states in Australia and the USA) was the first in which SBM occupied the policy agenda. This happened from the 1980s onwards (Hayes, Milles & Lingard, 2008: 132). Korea is also an example of a country where official declarations pay tribute to SBM, while for example in Indonesia and Nepal, international agencies are promoting and piloting the policy. In the Arab world, SBM is much less present (De Grauwe, 2004:3). In Eastern Europe, the political revolution of the 1990s led to deep changes in education policies. Most countries now have redistributed responsibilities to the local education offices as well as to schools and some have gone nearly as far as the Anglo-Saxon cases mentioned above.

SBM with devolution of authority and responsibility to school level decision-makers has also become the most prominent feature of public school management systems in countries around the world, such as in Indonesia (Bandur, 2012: 316). According to the education and manpower bureau (EMB), School-based management (SBM) is the main school-based reform measure in Hong Kong and provides ‘‘a management framework which is school-based, student centred and quality-focused’’ (EMB, 2004a). Under SBM, stakeholders will be given the autonomy and responsibility to make decisions on school operations and development planning, such as allocating both human and capital resources, delivering curriculum and providing school activities (Ng, 2008:494).

With the decrease in the controlling power from the state, school accountability and transparency will be increased (EMB, 2004a). SBM is a kind of “bottom-up initiative” of school self-management (Advisory committee on School-Based Management, 2000: 2-4). SBM is part of an on-going educational reform for long-term school development “to change schools from the mode of external control management to the mode of school self-management” (Cheng & Cheung, 2004:71).

In the mid 1970s, the Australian systems of education showed a keen interest towards decentralisation and SBM as a strategy and a major vehicle introducing education reforms (Gammage, 2008:665). Caldwell (2005) asserts that at the 2004 Asia Pacific Economic Co-operation, Education Ministerial Meeting in Santiago, Chile, has endorsed SBM as a strategy of educational reform.

It is evident that SBM applied in many education systems across the world under such descriptors as “site-based management”, “self-managing schools”, “self-determining schools”, “local management of schools”, “decentralised school”, “section 21 school”, “charter school” and “grant-maintained school” (Marishane, 2003:58), involves a systematic devolution of decision-making authority from the district to the individual school site. SBM was initially regarded as an end in itself, it has now become a means towards an end (World Bank, 2007), and a strategy to be employed in pursuance of a goal. The situation in South Africa is interesting. South Africa, after Apartheid, for a series of reasons, some political, others managerial have given the School Management Bodies a greater say, including on the level of fees and in the language of teaching (De Grauwe, 2004:3).

Globally, school-based management is such a widespread phenomenon in education and so relevant and important for South African education that the former Education Minister Pandor reassured the education fraternity of the government’s commitment to the self-management and the self-governance of the South African school. In addressing the media, she referred to school-based management as a mega-trend and the way to participate (The Star 2008:8) in education and urged all stakeholders in education to participate in school management and governance (Botha, 2011:15). The shift to school-based management in the 1990s sharpened the notion of school principals as managers, requiring a repertoire of management skills to run their schools as organisations (Christie, 2010:694). Notions of SBM were picked up in South Africa in the early 1990s, but with complex political motivation.

As mentioned in paragraph 1.1, since the advent of democracy in 1994 a wide range of educational legislation has been promulgated in South Africa. Amongst these the South African Schools Act, popularly known as SASA, is probably one of the most important examples (RSA, 1996). The idea of SBM, self management and leadership, including the roles and functioning of School Governing Bodies (SGBs) and School Management Teams (SMTs) are in particular highlighted as key aspects in SBM. Provincial Education Departments have also given substance to the implementation of participative school management and governance by providing workshops and manuals such as the Induction Guide for School Management Teams (NWP, 2007) to guide educational managers.

In addition various South African authors have debated the practical implications and implementation of this form of management in schools in the last decade.

Van der Mescht and Tyala (2008:221) stated that the formalisation of SMTs in South African schools has rested on the adoption of SBMs. Moloi (2007:463) also alluded to the same fact when she referred to the report of the Educational Management Task Team (DoE 1996:24) in which the view was expressed that self-management should be accompanied by internal devolution of power. This statement is in line with the DoE (1998:11) who maintains “that it is the leaders, in the form of the principal, teacher, parent or governing body, who need to transform the previously top-down autocratic decision-making hierarchy to a more horizontal, participatory style of leadership”. The rationale behind this statement is that the different stakeholders in the school, including the SMT and SGB, are supposed to play key roles in all school activities, including policy matters.

More specifically, in terms of the amended provision of section 16 of SASA, it is stated that an SMT must be formed to assume responsibility for the day to day professional management of the school and for the implementation of its policies. It is further important to note that schools are required by law, to have written policies on a number of areas where it is desirable for such policies to be in place to guide the work of the school.

### 1.3 STATEMENT OF THE PROBLEM AND RESEARCH QUESTIONS

The increasing complexity of schools as organisations has subjected SMTs to changing demands, especially in respect of their management tasks. Educational transformation has not been without some problems in the Moses Kotane East Area Office. According to my observation, the management of schools in Moses Kotane East has been characterised by confusion. Most managers are people who were appointed as managers in the old system of education, prior to 1994. Very few educational leaders have undergone training to enable them to cope with their changed or new management duties.

My own observation has alerted me to the fact that what is currently happening in some schools in the Moses Kotane East is not in line with what is desired so as to bring about improvement in schools. Schools are situated in the so called section 21. It is generally known that learners from these schools come from poor and disadvantaged families; parents are not working and have been exempted from paying school fees in terms of section 39 of the SASA. School Management Teams only function well in the previously Model C schools. It is in the context of this situation that this study is undertaken.

The problem which is a major concern of this study is:

- What is the role of the School Management Teams in School-Based Management in schools in the Moses Kotane East Area Office?

Most problems are too encompassing to be solved without being sub-divided. In dealing with the problem posed in the question above, the main problem for this study gives rise to the following sub-problems or questions

- The nature and scope of School-Based Management
- The role and functioning of School Management Teams in schools
- The extent to which SMTs are involved in SBM in Moses Kotane East Area Office.
- Strategies that can be employed by SMTs for effective SBM in the schools.

### 1.4 THE OBJECTIVES OF THE STUDY

The objectives of the study are to investigate the roles of School Management Teams in School-Based Management in schools in the Moses Kotane East Area Office and to determine:

- What the nature and scope of SBM is by means of a literature study.
- What is the role and functioning of SMTs in general (by means of a literature study) and in particular at Moses Kotane East Area Office.
- The extent to which SMTs are involved in SBM in the Moses Kotane East Area Office.
- What strategies can be employed by SMTs for effective SBM in general, Moses Kotane East Area Office in particular?

## 1.5 THE SIGNIFICANCE OF THE STUDY

Since there is insufficient literature that focuses on the role of School Management Teams in School-Based Management, the findings of this study can make a significant contribution to a greater understanding of the role and functioning of SMTs in Schools, and the nature and scope of SBM. The study also recommends strategies that can be employed by SMTs for effective SBM. It is also anticipated that the findings of this study will provide the Department of Education with a better insight into what the role and functioning of SMTs is in general and what kind of assistance is needed from the DoE by SMTs for effective SBM in general.

## 1.6 DEFINITION OF TERMS

*Self-Management*- refers to a similar and increasing popular trend, which consists of allowing schools more autonomy in decisions about their management, that is, in the use of their human, material and financial resources (Lingard, 2002:14).

*School-Based Management* – SBM is defined as a “ systematic decentralisation to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountability” (Caldwell, 2005:1). SBM refers to a decentralised educational management strategy shaped by the shift in decision-making authority and relocation of resources from the central office to the school (Marishane & Botha, 2011:14).

*School Management Team* (SMT) is a team responsible for professional management of the school which includes all activities that support teaching and learning (Heystek, 2004:308). SMT is responsible for day to day management of the school and implementation of the school's policies which have been determined by the SGB. It consists of the principal, deputy principal, Heads of departments and senior teachers.

*School Governing Bodies* –SGB is a democratically elected school-based management structure whose members are drawn from various constituencies of parents, learners, teachers and ordinary local community members (Marishane & Botha, 2011:40). Section 23 of the South African Schools Act prescribes School Governing Bodies in three categories of membership: elected members, co-opted members and the principal of the school whose membership is ex officio (it comes with his/her position as principal).

## 1.7 RESEARCH METHODS

A qualitative research design was used in this study. The idea with qualitative research is to describe and understand human attitudes, behaviour and culture in so called natural settings.

Two methods of investigations were used namely, a literature study and an empirical investigation. A synopsis of how the methods were used is as follows:

### 1.7.1 Literature study

An intensive review of the literature related to the research topic was done according to the research topic. According to Mouton (2001:86), a literature review is the first phase of the empirical investigation and consists of a systematical and critical analysis of the information obtained from primary and secondary sources, these include books, policies by the department of education, professional journals in education, dissertations and educational magazines. These sources were consulted to acquire knowledge and information pertaining to the roles of School Management Teams in schools.

### 1.7.2 Empirical investigation

The aim of this empirical investigation is to determine the nature and scope of SBM, role and functioning of SMTs in schools, the extent to which SMTs are involved in SBM and strategies that can be employed by SMTs for effective SBM in Moses Kotane East.

The study is qualitative in nature. The empirical investigation consisted of two phases, namely, data collection and data analysis.

Data was collected by means of the following methods: semi structured interviews and open-ended questionnaires. Audio tape and notes was used to record interview data.

The researcher utilized field notes and observation during the research process. Notes contained description of the researcher's reflections regarding conversations, interviews, moments of confusions, intuitions and the stimulation for new ideas during the study (Maree, 2010:297). Observation was used to gain a deeper insight and understanding of the phenomenon being studied.

### 1.7.3 Research participants and sampling

Participants had been purposively selected to enable the researcher to draw in only information-rich participants who have reliable information and experience on the role and functioning of School Management Teams in schools. The sample comprised of eight participants, mainly principals, deputy principals, head of departments and senior teachers.

## 1.8 DATA ANALYSIS

Data analysis is an ongoing process involving continual reflection about the data, asking analytic questions, and writing memos throughout the study (Creswell, 2009:184). It is conducted concurrently with gathering data, making interpretations and writing reports. While interviews were going on, for example, the researcher was analyzing an interview collected earlier, writing memos that were ultimately included as a narrative in the final report and organising the structure of the final report.

This study will apply data analysis that includes coding, categorizing and organising data. MacMillan and Schumacher (2001: 467) define coding as the process of dividing data into parts by classification system. Coding system is used to search data for regularities and patterns

## 1.9 DOCUMENT ANALYSIS

For the purpose of this study, SBM and SMTs documents were scrutinized and analyzed at research sites during the onsite observation visits.

## 1.10 THE RESEARCHER'S ROLE

The researcher adhered to research ethics and uses them as guide during data collection process. The researcher compiled the questionnaire, administered questionnaires to the participants, organised interviews, led interviews, analysed data and engaged in triangulation of data. Furthermore, the researcher was an observer who recorded phenomena as faithfully as possible while at the same time raising additional questions, following hunches and moving deeper into the analysis of the phenomena (MacMillan & Schumacher, 2001:435).

## 1.11 ETHICAL ISSUES OF THE RESEARCH

It is important that the researcher complies with ethical standards when conducting the research which involves human subjects. The following key ethical issues will be considered in this research:

- Permission from the authorities
- Confidentiality
- Anonymity of participants
- Participants to be well informed.

## 1.12 DELIMITATIONS OF THE STUDY

Delimitations of the study are those characteristics that limit the scope of the study to a specific boundary. This study is delimited to the roles and functioning of SMTs in SBM in schools in the Moses Kotane East Area Office.

## 1.13 LIMITATIONS OF THE STUDY

The fact that the study has a small sample and is limited to secondary schools limits the generalization of its findings. The data collection instruments such as open-ended questions and interviews have potential weakness, in that informants may misinterpret the questions and some may not even complete them. In the case of interview, the researcher might not get relevant information and this might limit the researcher's findings. The presence of the interviewer may also influence the behaviour of the interviewee, who may change the behaviour due to being uncomfortable or may try to satisfy the expectation of the interviewer.

## 1.14 THE STRUCTURE OF THE RESEARCH PROJECT

The research project is structured as follows:

### Chapter 1: Orientation

This chapter covers and contains a background of the study, statement of the problem and research questions, objectives of the study, significance of the study, research methods, trustworthiness and validity, ethical issues of the research, delimitations and limitations of the study.

### Chapter 2: Literature review

Central to any research project is the literature review. It provides the researcher with a broad picture of the knowledge that exists within the field he/she is researching. The literature was reviewed to gain a broad understanding of the role and functioning of School Management Teams in School-Based Management and the nature and scope of School-Based Management.

### Chapter 3: Research design and methodology

This chapter will highlight the research method used in the study to gain greater insight on the role and functioning of SMTs in the Moses Kotane East Area Office.

### Chapter 4: Data analysis, interpretation and discussion

The chapter presents an analysis, interpretation and discussion of the collected data. The findings were stated as part of the chapter summary.

### Chapter 5: Summary, findings and recommendations

This chapter presents the summary of the study, integration of the objectives and the major findings as well as suggested recommendations and conclusions.

## 1.14 SUMMARY

Chapter One presented the orientation for the study by indicating the notion of school management through teams that stress participation, notably SBM, team work and distributed leadership. The background of the study was also discussed, that is, the South African education prior the dawn of democracy and the call for drastic reforms. The research statement of the problem, research questions and objectives, significance of the study and ethical considerations were also discussed. Lastly, the researcher outlined chapter division of the intended report.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 INTRODUCTION

A literature review is the first phase of empirical investigation and consists of a systematical and critical analysis of the information obtained from primary and secondary sources. These include books, policies by the Department of Education; professional journals in education, dissertations and theses and educational magazines (Mouton, 2001:86). These sources were consulted to acquire knowledge and information pertaining to the nature and scope of School-Based Management, international development of SBM, and the role and functioning of School Management Teams in SBM. A review of the literature related to the research topic is as follows.

### 2.2. DEFINITION OF CONCEPTS

In this section, the most important concepts that are related to and used in the study were defined and explained within the context of SBM.

#### 2.2.1. Decentralization

Decentralization as one of the prominent concepts used in SBM has been defined differently by various authors but all these explanations lead to a common understanding of the need for active stakeholder's participation in school matters. Decentralization in education is generally understood to refer to the devolution of decision-making authority from a higher central level to the lower local level, it specifically refers to the shifting of decision-making powers from the state office of education to the school level (Marishane & Botha, 2011:3).

Decentralization "aims at increasing responsibilities for efficient resource management and education quality improvements at levels below the central" (Unesco, 2005:vii). Sayed (2002:36) views

decentralization as dislocating the centre of authority from the hands of those who govern, distributing authority to the base of education organisations.

In terms of SBM, decentralization can be defined as empowering those at school level with decisions initially taken from the district education department offices. Decisions relate to how delegates, referring to parents, educators and learners, assist one another to ensure that quality education is provided at the level of the school.

### 2.2.2. Delegation

Delegation refers to the allocation of a stronger degree of decision-making power at the local level, but powers in a delegated system still basically rest with the central authority which has chosen to lend them to the local one (Bray & Mukundan, 2004:3). Delegation as an aspect of SBM usually refers to a group of people who represent a country, government or organisation (Macmillan English Dictionary, 2007:389). In this study, it entails the transfer of decision-making authority from higher to lower hierarchical units with the understanding that the authority can be withdrawn at the discretion of the delegating unit.

### 2.2.3. Devolution

Devolution involves the transfer of decision-making authority to an independent and autonomous structure such as a school governing body (SGB) or council (Marishane & Botha, 2011:16). Devolution is the process of taking power from a central authority or government and giving it to smaller or more local regions (Macmillan English Dictionary, 2007:404). Power is formally held at site or school levels through SGBs, which may choose to inform the central authority of their decisions, although the role of the centre is chiefly confined to collection of information of what is happening on the ground level

#### 2.2.4. Autonomy

In relation to SBM, autonomy for SGBs is realized through management, administrative mechanism, management of personnel and pedagogical options which ought to set preconditions for an effective response to changing needs in terms of knowledge, skills and qualifications. According to Scribner *et al* (2007:83), autonomy refers to the capacity of the parent learner and teacher to make decisions that lead to action and change. In more common usage, the autonomy of a site predicts whether the SGB can make all significant decisions about employees, admission of learners, curriculum and all budgetary issues.

### 2.3 THE NATURE AND SCOPE OF SCHOOL-BASED MANAGEMENT

As discussed in paragraph 1.6, School-Based Management refers to a decentralized educational management strategy shaped by the shift in decision-making authority and the relocation of resources from the central office to the school (Marishane & Botha, 2011:14). In order to clarify the nature of a self-management school, it is important to highlight the main goals of SBM. The goals are cited in research by Gertler *et al.* (2007:3) and articulated fundamental values of SBM. Goals and values articulated are mentioned and discussed below:

- Increased participation of parents and communities in school

One of the objectives of SBM is political democratization of local decision-making processes aimed at “bringing power to the people” that were previously marginalized. Democratically elected SGBs are designed to ensure that everyone is included in school-based decision making by virtue of having a close connection with the school. Under SBM, parents and community members now enjoy the rights they were previously denied, notably the right to participate, to play a role and to have a say in decision making and freedom of expression.

- Empowerment of the principals and teachers

Equipped with professional expertise, both by training and by years of participation in education matters, principals and teachers are seen as being well positioned to facilitate educational transformation. Devolved decision making has enabled teachers to exercise their powers and influence over resource allocation and to participate in decision making processes that include planning, organising, developing, monitoring and evaluating teaching and learning programmes. Teachers' engagement in management of curricula and in carrying out administrative responsibilities illustrates the degree of autonomy they experience under SBM (Marishane & Botha, 2011:36).

- Building local-level capacity

Capacity building is regarded as an aspect of educational change that is essential for improving the teaching-learning processes within the school and the classroom (UNESCO, 2000). Capacity building aims to create opportunities for people in the school to be actively engaged in programmes and activities designed for their own development and self-reliance. Such developments provide the skills necessary to take part in management, funding, leadership, curriculum planning, administration, instruction and governance as areas devolved to the school under SBM (Marishane & Botha, 2011:37).

- Accountability and transparency

Devolving authority to the school through SBM is intended to create mechanisms and actions in a transparent way (Marishane & Botha, 2011:37). SBM ensures that accountability occurs in the school since decisions relating to teaching and learning are made at that level (Davis *et al.*, 2005). It is in the school that people share decisions and exchange ideas on the best way of allocating responsibilities and resources, and on procedures for gathering, analyzing and reporting on academic, financial and other resource information for the benefit of stakeholders. As Gertler *et al.* (2007:31) state, one of the key demands of school transformation through SBM strategy is to provide high-quality education to learners, and to improve school management, transparency and accountability.

- Quality and efficiency of school education and provisioning

SBM is regarded as an appropriate strategy for providing high quality education and improving of teaching and learning in schools (Davis, 2005:11). When educational resources are placed close to the consumers, the availability of resources in the school ensures that parents, learners and teachers can have access to them and use them efficiently to the quality desired.

In addition to the above discussion, the following key aspects of SBM can be related in more detail: capacity building, school policies, decentralization of powers, participative decision-making and participation of parents and communities:

### 2.3.1 Participation in capacity building activities

Capacity building relates to the school's active involvement in self-improvement activities aimed at enhancing the quality of its performance (Marishane & Botha, 2011:19). It includes forging external links and relations between schools and the wider social environment, as well as internal links with various people and structures within the school. It also includes acquiring the professional knowledge and skills needed for school transformation and effective use of resources, creating a sense of purpose through a system of values and beliefs and transforming people's behaviour to meet the demands of change (Marishane & Botha, 2011:11). Caldwell (2005: 18) summarizes capacity- building activities by dividing them into four forms of capital: *intellectual capital* (knowledge and skills), *social capital* (school community networks and partnerships), *spiritual capital* (values and beliefs) and *financial capital* (monetary resources).

If capacity building is handled in terms of these activities, it releases school community members into the freedom of acquiring and utilizing the knowledge and skills needed for improved school performance. This is what one may call creation of capacity literacy. Capacity building for capital literacy, therefore, becomes important in ensuring that resources are effectively used to bring about meaningful change in the new school environment.

Marishane and Botha (2011:37) assert that capacity building aims to create opportunities for people in the school to be actively engaged in programmes and activities designed for their own development and self reliance. Such development should improve the efficiency, effectiveness and responsiveness of various people in the school-based structure. Capacity building also provides skills necessary to take part in management, funding, leadership, curriculum planning, administration, instruction and governance as areas devolved to the school under SBM (Marishane, 2011:37).

### 2.3.2 Formulating and Implementing School Policies

The Department of Education (DoE 2007:91) states that ‘‘a policy consists of plans of action intended to influence and determine, actions and other matters’’. It is made up of rules and regulations that serve as guidelines or plans that are used to achieve objectives. School policies can thus be defined as instruments that give direction to the day-to-day operations of a school by guiding the behaviours of educators, learners and parents whilst clarifying the school’s expectations. School policies include macro policies such as SASA as well as other policies that appear in the Induction Guide for School Management Teams (NWP 2007). Mncube (2009:83) mentioned that the following issues or aspects are usually covered by the school policies:

- School budget
- Developmental priorities
- School uniforms
- Code of conduct for learners
- Staff and parents
- Broad goals on the educational quality
- School community relations and
- Curriculum programme.

Clarke (2007:352) mentioned that the greatest challenge facing schools is to put policies and procedures in place to meet the statutory requirements of all the acts applying to schools, as well as non-statutory policies and procedures which may be necessary for the operation of the school.

Policies introduced at the central government level are the foundation of provincial policies which in turn formed the basis of school policies (Van der Westhuizen, 2002:12). The process and functioning of school management and leadership, including the roles and functioning of School Governing Bodies (SGBs) and School Management Teams (SMTs) are highlighted as key aspects in SBM. Provincial Education Departments have also given substance to the implementation of participative school management and governance by providing workshops and manuals such as the Induction Guide for School Management Teams (NWP 2007) to guide educational managers. Using national education policy guidelines, the self-managing school, through its governance structures, formulates its own internal policies to guide its operations.

### 2.3.3 Decentralisation of powers

In defining the concept decentralization, Marishane and Botha (2011:2) stated that decentralization of power refers to the devolution of decision-making authority from the central office of the state to the school level in order to facilitate the inclusion and enhance active participation of those school community members who were previously excluded from decision-making processes. With the introduction of the South African Schools Act (RSA, 1996:5), shape was given to the guiding principles of education in South Africa, namely access, redress, equity and democratic governance. The SASA (RSA, 1996:16) provides for the decentralization of power to school level through the establishment of SGBs which have a considerable amount of authority and responsibility for decision-making by stakeholders on issues such as; the ethos and character of the school, the development of the school's language, admission, religious observance and financial policies, as well as the code of conduct for learners.

Decentralized governance according to Squelch (2000:129), presupposes the development of power from the central level and is based on the premise that the state should share its power with other stakeholders, particularly those close to the school, in a partnership. Heystek (2004:311) agrees that the government's approach to involving the local community in the governance of the school is in line with the principles of decentralized management within self-managing schools. He strongly supports the notion that the local level of governance (SGB) should have power to make decisions, because they know the local situations best.

The move of government to decentralize school governance was accepted by the Federation of Governing Bodies of South African Schools (FEDSAS, 2002:2). FEDSAS supports the principle of maximum transference of school governance to the governing bodies of public schools and it is their mandate and responsibility to establish among all interested parties in education. This decentralization of power to the local community has, as its main focus, the allocation of the governance of the school to the SGB (Bagarette, 2011: 223).

#### 2.3.4 Participative decision making in school governance

The school-based management structures of self-managed schools exercise their decision making authority in matters relating to personnel, finance, learners, infrastructure, information, assessment, performance, curricula and instruction. Their decisions are taken in line with the provisions of the school policies in these areas and in pursuance of the school vision and values that underpin it.

It is for this reason that several disconcerting arguments are presented criticizing the SBM approach to school reform. These arguments express the pitfalls of SBM. They range from research reports of teachers experiencing frustration and burn out because of heavy workload of combining teaching and management to those that present decentralization as a mere political strategy for relieving the central government of a financial burden by shifting that burden to the local level. Some of these argue that moving decision-making powers closer to the end users will lead to more relevant policies ( Gertler *et al.*, 2007:32), while other regard devolution of the decision making authority to schools as empowerment, subject to relevant capacity building initiative (Marishane, 2003:53).

#### 2.3.5 Participation of parents and communities in the school

Parents deliver a valuable service to the school by attending and assisting in school events such as sporting activities, functions, field trips and exhibitions. Principals need to involve parents meaningfully in the school and make them feel welcome and appreciated (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2010: 138). In turn schools should ensure that it provides services to the community.

Principals could, for instance, encourage and cause educators and learners to support families during bereavement by attending funerals, donating money to assist the bereaved family or providing hands-on work during the funeral. In some cases, schools may take an active part in a cleaning-up campaign in the community.

Industries provide job opportunities for learners and usually recruit potential employees from schools, even to the extent of offering bursaries and financial assistance for promising young students to pursue university and technikon courses. Principals should thus show willingness to support school activities initiated by industry and business. Religions organisations such as churches, mosques and synagogues play an important role in the school in that they strengthen the moral fibre of community and equipping learners with acceptable behaviours, helping to reduce problems related to discipline. The principal could without bias, invite religious leaders to address learners and present sermons on moral topics and life skills (Anderson-Butcher *et al*, 2006:156).

Health services delivered to schools are easily recognizable because school nurses move from school to school to diagnose health (sight, hearing and dental) problems among learners on a regular basis to maintain this contact with the health services, principals and educators should give regular feedback to health nurses about cases referred to medical practitioners and give academic progress reports of learners undergoing treatment.

Social service provides life skills, self-help and mutual support programmers to learners. For example, psychologists and social workers provide service in areas of family conflict, handling bereavement and learning difficulties and problems-solving techniques. Principals should strive towards making these services an integral part of the activities of government agencies at school (Naidu *et al*, 2010:140).

In this section the concepts used in SBM have been defined. The definitions of concepts lead to one common understanding of the need for active participation of all stakeholders in school matters. SBM with the devolution of power leads to more decision-making, accountability and involvement of other stakeholders. Key aspects, goals and values were mentioned and discussed.

The goals and values affirm that the aims of SBM are to place maximum authority for educational planning, management of personnel and material resources in the individual school centres with accountability towards the creation of suitable environments in which stakeholders can participate and develop their schools.

## 2.4 INTERNATIONAL DEVELOPMENT OF SCHOOL-BASED MANAGEMENT

Since the turn of the new century, there have been drastic impacts from serious international competitions, economic globalization, advances in information technology and rapidly increasing local social-political demands of nearly every country in the world (Cheng & Mok, 2007: 517). Facing up to these impacts and challenges, numerous education reforms have been initiated including the change to SBM. In the mid-1970s, the Australian system of education moved towards decentralisation and SBM as a major vehicle in introducing education reforms and since the 1990s, this has become a global phenomenon (Gammage, 2008:664).

De Grauwe (2005:273) mentions that developed countries from Anglo-Saxon world, namely, the United Kingdom, New Zealand, and several states in Australia and the United States, have undoubtedly been the first in which SBM occupied the policy agenda from the late 1970s onwards. This trend was followed in the early 1990s by other countries such as Hong Kong, Sri Lanka and Korea. In addition to that, Caldwell (2005:73) asserts that at the 2004 Asia Pacific Economic Cooperation, Chile endorsed SBM as a strategy for educational reform. With the advent of the political revolution in Eastern Europe around the 1990s, a call for a popular philosophy such as decentralization of the control of power paved the way for a need to change education policies to be accommodative to all stakeholders (De Grauwe, 2005:273). Bjork (2003:199) asserts that in recent years, international funding organisations have driven decentralization of education systems around the globe by making it a precondition for financial aid. In the 1980s and 1990s, there appeared to be an international trend in many developed countries in the world to decentralise their education systems (Cheng & Cheung, 2004:522).

The move was to decentralise decision-making from central government to the local school level and the sharing of decision-making among principals, community members, teachers, parents and students at school level (Chan & Mok, 2001:229). In the UK, The Educational Reform Acts introduced reforms of Local Management of schools and Grant-Maintained Schools. In the USA, there were similar reforms of Site-Based Management and School-Based Leadership. In Australia, the Schools of the Future and Better Schools were also based on school-based reform approach (Mok, 2005: 412). According to school-based management published by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), many other examples could be found in Europe, Asian and Latin American countries.

In Singapore and Hong Kong, the education systems have moved in varying degrees towards a school-based management paradigm (Ng, 2008: 321). In Hong Kong, the trend of decentralization became visible when the School Management Initiative (SMI) was renamed School-Based Management in 2000(EMB, 2004:503). These examples show that many countries have turned to SBM as a way to improve education quality in response to globalization and the growth of the knowledge-based economy. Bandur (2012:316) asserts that SBM with the formation of mandatory school councils has become the most prominent feature of public school management systems in most countries around the world. Another example is the case of Indonesia. Their school system was fully centralized for a period of 50 years with particular emphasis on the bureaucratic model of school management. However, with the turn of 21<sup>st</sup> century, a new concept of decentralization and devolution of significant power and authority to all Indonesian School Councils has emerged as a new school organisation culture. Devolution of authority and responsibility was vested at the school level with the aim of improving quality of schooling (Bandur, 2012:317).

The Australian education system from its inception in 1789 showed tendencies for centralization and bureaucratic forms of school management. Since the 1970s, some of the Australian system took the initiative in moving towards a new concept of decentralization of education to regional levels, with devolution of significant power and authority to school level with community participation in school governance (Gamage, 2003:308). In the context of the USA, with particular reference to the success of the Chicago SBM model, some researchers assert that the decision-making authority devolved to the Local School Council was significant, particularly in view of the fact that each council has the authority to hire and fire the principal on the basis of a four-year performance contract (Anderson, 2006:223).

In South Africa, educational policy investigations undertaken within the last decade by the Department of Education (DoE), such as the Report of the Task Team on Education Management Development (DoE: 1996) and legislation such as the South African Schools Act of 1996, focus, *inter alia*, on the need for all stakeholders in education who can work in democratic and participative ways (RSA, 1996:2). At the core of these policy initiatives and legislation is a process of decentralizing decision-making as well as a significant process of democratization in the ways in which schools are governed and managed (RSA, 1996:27). With the advent of democracy in 1994, there emerged an increased pressure for South Africa, as a developing nation, to introduce SBM reforms aimed at empowering principals, teachers, learners and parents and thereby enhancing their sense of ownership of the school. In South Africa, school governance and management have been hierarchical and authoritarian in nature. The control and decision-making powers have for so long been in the hands of school principal with minimal participation from teachers, parents or learners (Lemmer, 2000:60).

In an attempt to redress this abnormality, the Department of Education, through its school policy document (RSA, 1996:9), states that post-Apartheid South Africa gave School Governing Bodies, which is a collective of representatives of all participants in the school, a great deal of authority. This includes determining the level of fees and the language of learning and teaching.

The tendency to regard school principals as solely responsible for leadership and management of schools is gradually being replaced by the notion that leadership and management are the prerogative of many if not all stakeholders in education (RSA,1996:19). This is evident in a range of documents, ranging from the SASA (RSA, 1996) to the more recent Draft Policy Framework: Education Leadership and Management Development. The Department of Education has also attempted to give substance to this purpose by providing manuals to guide educational managers in the implementation of decentralised management structures, such as the School Management Team (SMT), the Learners Representative Council (RCL), and the School Governing Body (SGB) (RSA, 1996).

The customary role of the principal has, therefore, changed under SBM as decision-making is shared among stakeholders (Botha, 2006:341). The current position of principalship renders not only authority, but also leadership, to the incumbent. As more and more countries worldwide implement SBM, principals are empowered and given more authority over what happens in their schools. School principals in these countries increasingly find themselves with the power to make on-site decisions such as how money should be spent, where educators should be assigned, and even what should be taught in classrooms (Botha, 2006:341). SBM, therefore, demands more of the school principal, especially in terms of principal leadership (Marishane, 2003:20).

De Grauwe (2000:271) looks at SBM as referring to a similar and increasing popular trend which involves allowing schools more autonomy in decision making on management. These include the use of human, material and financial resources. Before the introduction of SBM in schools, the majority of the South African parents had been restricted from decision making powers. It is through SBM that parental involvement has not only been possible, but also that decision making impact is more visible in the physical resources and academic performance of their schools. SBM makes the school site the focal point of evaluation and provides further opportunities to meet educational needs of the learner at the site.

SBM is seen as having the potential to reflect social values of democratic participation as well as to respond quickly and flexibly to contextual challenges. The devolution of decision-making in schools in South Africa advocated by official documents (from the Task Team Report on Education Management Development (RSA,1996) to the more recent Draft Policy Framework for Educational Management rests on an acceptance of site-based management (SBM).

With the advent of SBM system, the management and education are based on the school's own characteristics and needs unlike before the democratization of education in 1994 where the methods of management and education were determined by the central office (Middlewood & Lumby, 2007:9). SBM creates new roles and responsibilities for all players in the system (De Grauwe, 2000: 275). With SBM, the school is a place for growth where staff members have opportunities to develop unlike before when the school was seen as a career place in which staff members were employees whose stay depended on their usefulness (Mncube, 2009: 84).

SBM, according to De Grauwe (2000: 274), promotes a participatory school environment thereby allowing teachers and parents to make decisions about education democratically. The roles of educators have changed to become partners and active developers while those of the externally controlled educators are employees and passive executors (Cheng & Mok, 2007: 520). SBM intends to bring decision-making power closer to where problems are, and in turn foster collaboration and collegiality among staff members because they have team spirit, cooperate openly, and share responsibility which in turn should enhance student learning.

This section concentrated on the international development of SBM which can be summarized as follows:

- SBM is a common educational practice widely followed throughout the world especially in developed countries to deal with ways in which schools are governed and managed.
- SBM aims at empowering principals, teachers, learners and parents in enhancing their sense of ownership of the school.
- Under SBM, decision-making on management issues is shared among all stakeholders.

## 2.5 THE ROLE AND FUNCTIONING OF SCHOOL MANAGEMENT TEAMS (SMTs) IN THE SCHOOL

A School Management Team is a team responsible for professional management of the school which includes all the activities that support teaching and learning (Heystek, 2004:308). The School Management Team consists of the principal, deputy principal, heads of departments and senior teachers. According to the Department of Education (DoE, 2000), the SMT has different responsibilities, tasks and duties such as planning, making decisions, delegating work and coordinating work, solving problems and monitoring. The Department of Education (DoE, 2000:24) also states that the SMTs' other management functions are: managing relationships, managing how decisions are taken, building teams, planning and managing finances, staff appraisal and development, monitoring and evaluation, staff induction and orientation.

The North West Department of Education (NWP 2007:70) states that key areas that constitute the role of the principal, an SMT member, in any school are: leading and managing teaching and learning, developing and empowering self and others, managing the school as an organisation, working with and for the community, assuring quality and accountability. From the roles and functions of SMTs mentioned above, the following will be discussed, namely, monitoring and evaluation, promoting professional development, building teams, managing teaching and learning, managing human resources, managing relationships, managing finances, staff induction and orientation, developing and empowering staff and self, assuring quality and accountability and working with and for the community.

### 2.5.1 Monitoring

Monitoring may be seen as continuously looking forward and back to track progress from one point to the other (Naidu, Joubert, Menstry & Mosoge, 2012:191). It is concerned with development, diagnostic, continuous assessment and professional development processes (Hardie, 2002: 75). Aspects of the school that need to be monitored by the SMT include all curriculum areas, teaching in class, the learning process and administration (assessment, planning, and preparation). Monitoring is mostly performed to catch people “doing things right” and then praise educators and learners in this regard (Hardie, 2002: 80). Monitoring helps school, departments or individuals assess how well they are doing. It allows schools in particular to assess if they are achieving targets and teaching standards and shows where improvement is needed (Naidu *et al*, 2010:191). Key elements for monitoring the curriculum include, planning the monitoring process and gathering information by listening to staff members, parents and learners about what is really happening and not what managers might think is happening or what they would like to see happening in class.

Southworth (2004:93) says that monitoring includes analyzing and acting on students’ progress and outcome data, for example, assessment and test scores. Leadership is stronger when it is informed by data on students’ learning, progress and achievements as well as direct knowledge of teaching practices and classroom dynamics. Southworth adds that monitoring involves visiting classrooms, observing teachers at work and providing them with feedback. Monitoring is a distributed role of SMTs according to Leithwood. It is the role of the SMTs to (Leithwood *et al*, 2006:116):

- Collect and summarize information about student performance on a regular basis, identify areas of strength and weakness and relate these goals and objectives.
- Co-ordinate assessment to ensure quality, avoid duplication of efforts and minimize disruption to classroom instruction.
- Use assessment results to evaluate programmes and target areas for improvement.
- Provide direct support for classroom-level assessment efforts.

The SMTs are, therefore, responsible for day-to-day monitoring of quality in school (Naidu *et al*, 2010:50). The principal, together with the SMT should ensure that teaching and learning are continuously monitored and evaluated, data are collected and used to inform monitoring and evaluation of teaching and learning, together with learner progress and achievement and facilitate ongoing monitoring and evaluation of classroom practice (NWP, 2007:71).

### 2.5.2 Promoting professional development

One of the roles of SMT is to provide assistance, support and advice to educators in order to promote professional growth and development. The SMT is expected to facilitate work rather than dictate what the educators should accomplish. (Naidu *et al*, 2010:44). Emphasis in this respect has changed from control of educators work to support, sharing of information and shaping, enhancing and maintaining the creative talents of educators (Naidu *et al* 2010:44).

According to De Jager and Niewenhuis (2005: 254), SMTs are amongst other things advised to carry the following actions:

- Develop a collegial relationship that will make educators feel safe and supported.
- Allow educators to choose instructions material and content as well as decide the most suitable time for classroom observation.
- Encourage educators to keep records of teaching and learning events as basis for reflections on needed improvements.
- Establish a good rapport with educators, make them feel at ease and encourage them to do their best.
- Acquaint themselves with the teaching-learning situation in the types of learners enrolled at the school and the socio-economic backgrounds of these learners.
- Give continuous feedback about educator progress by emphasizing strong points and giving genuine praise where it is due, whilst also drawing attention to areas still requiring improvement in a non-threatening manner.

In addition to the above actions, SMTs need to lead from the front by being visible and accessible for constant advice and support to educators. SMTs in schools should in fact not hesitate to disclose their own work to educators in any way. They have been appointed to their positions on the basis of their professional and managerial expertise and broad knowledge of the educational field.

### 2.5.3 Building teams

Team building is a process in which individuals and loose groups of actors are brought together to constitute coherent structures, that function for a common purpose. Team building is a developmental process in which individuals become structures, and structures become organisations (Marishane & Botha, 2011: 49). SMTs under the leadership of the principal, as team builders have to bring teachers, parents and other community members together to work as a team in governance, management, teaching and learning. To enhance performance in these areas, each team or structure needs its own leader so that leadership is spread laterally across all areas in the school. Teams function effectively when members know what to do and how to do what they ought to do, and when reasons for doing so appeal to them (Marishane & Botha, 2011:49).

SMTs play an important role in helping to build themselves into an effective team and to promote effective teamwork in the school. According to the DoE, teams that produce good results usually have (DoE, 2000:26):

- 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 of resolving conflict.
- Members who can see benefits in working together.

The North West Department of Education (NWP, 2007) says amongst others the following about team building:

- Team building initiatives must be set up to foster good and sound interpersonal relationships.
- Educators are to be teamed together in problem solving exercises regardless of their differences (the principal and management team to take the lead in ensuring this).
- Causes of friction must be identified timeously and be resolved promptly (the principal must always work closely with his management).
- Achievements by educators must be acknowledged in the staff room during information sessions, breaks and staff meetings.

When SMTs are working well, they provide good potential for generating and sustaining high quality teaching and learning. A good SMT organises educators into highly effective teams, sharing their expertise on their common learning areas to improve teaching and maximize learner outcomes (Bush *et al*, 2008:83).

#### 2.5.4 Managing teaching and learning

Christie in Moloï (2007:467) asserts that learning is the central purpose of schooling and notes that it has four dimensions: student learning, teacher learning, organisational learning and the principal as the ‘‘lead learner’’. The management of learning is often seen as the task of the classroom educator (Naidu, 2010:185). He/She identifies the following ways in which the management of teaching and learning can be supported at whole school level to achieve increased effectiveness:

- Ensuring that scheduled time is not wasted (for example, by learners and/or educators arriving late or not going to their classrooms immediately after the bell).
- Establishing an effective homework policy that involves parents.
- Supporting educators seeking an orderly atmosphere in their classes.
- Developing school policies to guide teaching and learning activities, discipline and safety.

According to the Department of Education (DoE, 2000:8), recent research within South Africa shows that unless the quality of teaching and learning improves through educators knowing and using the ‘‘tools for teaching’’ and the ‘‘models for learning’’ classroom activities will be fairly meaningless. Effective learning and teaching have wide implications for those involved in the management and leadership of the school. It is, therefore, the role of the educational leader to create an environment that

emphasizes learning and inhibits factors that hinder learning. The role of the School Management Team, under the leadership of the principal in this regard is to create a climate conducive to learning and teaching (Owens, 2001:138). Every school requires effective leadership to help examine the actual situation in the school, identifying critical factors and examine what can be done to promote ‘‘learning’’ to accomplish the mission of the school (Naidu *et al.* 2010:185).

The North West Department of Education (NWP 2007:70) explains that the core purpose of schooling is the promotion of teaching and learning. The principal, working with the School Management Team and others, has a primary responsibility to promote a successful learning culture within the school as a learning organisation. At the heart of the principal’s role is a fundamental responsibility to enhance the quality of teaching and learning and to raise levels of learner achievement. The principal working together with the School Management Team must ensure that teaching and learning are at the heart of the school’s strategic planning, encourage ongoing debate among staff about the development of teaching and learning in the school, and about effective improvements and promote the use of the wider community to inform and support teaching and learning.

#### 2.5.5 Managing human resources

The concept of human resource management refers to activities, beliefs and functions that relate to employees. It is concerned with people at work and their relationships. It aims to bring together and develop all members of staff in order to create an effective organisation and it focuses on the well-being of both the individual and group. Human resource management in schools requires that SMTs ensure that all staff members (Naidu *et al.*, 2010:96):

- Have relevant skills and knowledge.
- Are utilized so as to maximize skills and expertise.
- Are motivated, satisfied and committed.
- Follow the principles of Batho Pele.
- Work in conditions free from discrimination, based on race, religion, ethnicity or gender, under an administration free from corruption.

Sound human resource management policies can alleviate many of the tensions that exist in schools. A motivated and happy staff is more effective and efficient. Policy, leadership and management issues that help facilitate effective human resource development and motivation revolve around areas such as staffing, continuous staff development, equity, growing “middle management”, appraisal and external environment (Naidu et al, 2010:96).

The dramatic changes in South Africa’s educational landscape since 1994 have produced major challenges for school leaders and managers, notably in respect of human resource management. Thurlow (2003:15) states that “the school managers are expected to assume greater responsibility, under difficult circumstances, for management of all those who work in their school”. Lumby (2003:161) argues that the teacher motivation has been affected by multiple educational changes and by the “wretched physical conditions” in many schools. She adds that, “if motivation and morale are low, then teaching and learning suffer”. Gilmour (2001:12) states that the process of retrenchment (redundancy) “places intolerable burdens on the principals and SMT who have to oversee the process”, while McLennan (2000:172) refers to its impact on teacher morale.

#### 2.5.6 Managing relationships

Relationships in a school can be described as a unique interpersonal encounter between individuals as a result of working together in close proximity and sharing the same goals (Sias, 2005:377). A positive and healthy relationship creates and nurtures an atmosphere of mutual trust and sustained support. Effective SMTs show personal interest in what teachers and learners do in the classroom – it is about “being there for them”. When teachers struggle with implementing a new curriculum policy or learning programme, they need sympathetic and supportive intervention – they need a human touch. As Edgerson and Kritsonis (2006:106) point out, relationships are important in a changing environment that things get better when they improve and remain the same or get worse when the ground is lost. SMTs should, therefore, commit themselves to sustaining a positive relationship with teachers if they are to inspire them.

The principal, as a central person in the school, a leader and part of SMT, together with SMTs should engage in the following actions for promoting sound relationships in schools according to (Van der Westhuizen, 2003:186):

- Demonstrate personal integrity, honesty and commitment as well as increasing educators' trust in him/her.
- Adopt a caring attitude to the concerns, challenges and problems facing staff members and develop an interest in their work as well as their private lives.
- Treat all members equally and avoid the temptation to give favours to staff members who work hard.
- Be accessible and available to staff but follow a strict program for consultation.
- In meetings, demonstrate support and good listening skills through appropriate body language.
- Avoid negative behaviour such as autocracy, taking sides, blaming the group instead of the person responsible and treating staff like children.
- Avoid threatening staff with physical violence and aggressive acts.

SMTs should, therefore, have a sound relationship with educators, learners, parents of the learners and the community which they serve.

#### 2.5.7 Assuring quality and accountability

Accountability in education goes far beyond a narrow scenario of finding oneself in a situation of having to explain painfully to some superior authority why, when, where and how something went wrong in the course of carrying out a mandate to achieve the intended goals of "the power above" (Marishane & Botha, 2011: 123). Policy makers and other stakeholders (parents and other community members) hold schools accountable for outcomes from teaching and learning for various reasons, depending on what and how much they have invested in the school. In case of SBM, policy makers hold schools accountable for improved learner performance, considering the extent of resources (financial, human and physical), autonomy power and decision-making authority they have vested in the school (Marishane, 2011:37). This ensures that whatever decisions are made and actions taken following these decisions they are accounted for in a transparent and more open way.

The principal, working together with the School Management Team, is responsible for assuring the quality of teaching and learning in the school. To this end, the principal must establish and maintain effective quality assurance systems and procedures within the school, which ensure ongoing evaluation and review of all aspects of the schools operation and which promote collective responsibility for the promotion of quality assurance but also carries the ultimate accountability to a wide range of stakeholders for all aspects of the schools performance and process of its improvement. The following have been mentioned by the NWP (2007:75):

- Encourage the development and maintenance of an ethos of collective responsibility for assuring quality and ensuring accountability, within the school's community.
- Ensure that all members of the same community have clear and agreed understanding of their individual responsibilities and their accountabilities.
- Collect and encourage others in school's community to collect, and use appropriate data and other evidence to support self evaluation and accountability.
- Account regularly, and in accessible and accurate ways, to key audience (such as the governors, parents and learners) within the school's community in respect of the schools performance
- Fulfill legislative and statutory accountability obligations to the School Governing Body.

The SMTs are responsible for quality in school because in case of SBM, policy makers hold schools accountable for improved learner performance. The parent community and other people have entrusted schools with hopes and high expectations for their children and they hold schools, SMTs in particular, accountable for their achievement.

#### 2.5.8 Managing finances

The legal requirements governing the management of school finances are described in the South African Schools Act (SASA). Additional requirements are in the constitution and Public Finance Management Act (PFMA). SGBs have mandatory financial functions in terms of section 20 of the Schools Act (RSA, 1996). The SGB is given full responsibility for managing the finances of the school: establishing a school fund, preparing a budget annually, collecting and administering school fees, keeping financial records, appointing an auditor and supplementing the schools resources (Naidu *et al*, 2010:166). In terms of the Personal Administration Measure (PAM) of the South African Schools Act (SASA) 68 of 1996, SMT members are expected to manage finances in the best interest of the learners.

SMT members are expected to understand the financial position of the school so that they are able to participate in managing its finances. This invariably entails setting up participatory structures such as the finance committee, the staff development team and some sub-committees such as, for example, a school maintenance team. Further, they need to ensure that financial records are kept in line with the set legal requirements developed by the department. Most importantly, however, is for members of the SMT to ensure that these financial records should then be used for problem-solving, planning and development purposes.

The SMTs have to ensure that the financial areas which correlate with various tasks, the budget, financial accounting, financial reporting and cost analysis are in place. The SMT has to use a budget as a planning instrument. It also has to use it to coordinate, control and evaluate financial matters in relation to the goals set out in the development plan. The management has to give guidance and develop a clear communication channel internally with the school and between the school and external stakeholders such as parents regarding the flow of financial information.

The governing body is accountable for school's finances to the parents. It may carry out their responsibility by setting up committees such as a finance committee and delegating specific functions to these committees. The finance committee will be responsible for the various tasks delegated to it and may in turn form sub-committees to assist in the effective and efficient management of school funds (Davidoff and Lazarus, 2002:102).

#### 2.5.9 Staff induction and orientation

Induction is essentially the process by which a newly appointed staff member is initiated into the job and the organisation (Loock, Grobler & Menstry, 2009: 38). Loock *et al*, further define induction as the process through which a new employee learns how to function efficiently within a new organisational culture by obtaining the information, values and behavioural skills associated with his or her new role in the organisation. The management of the school - particularly the principal - is responsible for providing

an effective induction programme for newly appointed educators. In many instances, new employees entering a school are left to “sink or swim” (Naidu *et al*, 2010: 97). Schools, like any other organisation, should have an induction and orientation process to help lessen the chances of “sinking”. This include providing information about the job, being introduced to staff and students and learning about the systems and culture of the school (Coleman, 2001: 157).

As Lumpy *et al* (2003: 81) stated that the first few days in a new job are of vital importance for both the school community and the new educator. New educators must immediately feel part of the school, associate themselves with the goals of the organisation and experience a positive disposition and attitude towards the job. It remains the principal’s task to induct and assimilate new educators and make them feel at home among staff and in the overall school situation (Loock *et al*, 2009: 58) but the principal may delegate this task to top management e.g. deputy principal. Various teams or individuals may be responsible for the induction process. For example, the head of development or a senior teacher may organise the induction programme. Induction is seen as a means to enable educators to become fully effective as quickly as possible. An effective induction programme can make an important contribution towards attaining objectives. It is, therefore, important for SMTs to evaluate the effectiveness of the programme so as to produce effective educators.

#### 2.5.10 Developing and empowering staff

A school leader should exercise a positive influence over teacher’s effectiveness in teaching and learning by empowering them. Principals should use their decision making authority to improve knowledge, skills and capabilities of teacher (Behrstock & Clifford, 2009:107).

Miller (2003:4) mentioned the following practical ways of empowering teachers:

- To provide them with opportunities for continuing professional development, to design and implement “coherent “meaningful professional development programmes and ensure that teachers are given adequate time and support to put what they have learned into practice.
- To develop in the school learning communities of practice - encourage teachers to learn as they teach and seek to sharpen and refine their teaching practice continually.

- To provide the essential tools of the trade – teaching and learning material resources for teachers -and commit them to taking full responsibility for the outcomes.
- To give teachers decision-making autonomy over curriculum delivery, allow them to develop their own norms of self-governances and encourage them to enforce their implementation in practices.

School leaders who wish to influence teachers to develop and improve their instructional practices, have to develop and improve their own practices, particularly with regard to what it takes to teach effectively and what teachers do in the classroom (Marishane & Botha, 2011: 107). According to the Department of Education (NWP, 2007) schools depend on the quality, commitment and performance of the people who work in them for their success. The principal, working with and through the School Management Team, has the overall responsibility to build a professional learning community in the school. Through the provision of genuine opportunities for shared leadership, teamwork, and participation in decision-making, the principal promotes the improvement of those working in the school.

#### 2.5.11 Working with and for the community

School community refers to the social unit consisting of educators, learners, administration staff and ground staff who meet daily at a school for the purposes of teaching and learning. (Naidu *et al*, 201:129). In this study, “school community” refers to the geographical community and the institutions, services, leisure activities, local businesses and commercial enterprises that constitution the broader civic community (Leistyna, 2002:8-9) while parent community relates to individuals and families that have children at that school.

As the leading professional in the school, the principal works with the SMT within the schools community and in partnership with the SGB. He/she has primary responsibility for providing leadership and direction for the school and for ensuring that the school is managed and organised in ways which ensure that its aims and goals are met (NWP, 2007: 68). The principal, working with the SGB and SMT, should work to build collaborative relationships and partnerships within and between the parent and school communities for the mutual benefit of each (NWP, 2007: 74). Schools in many communities are situated in the middle of potential resources that can be harnessed in efforts to improve learner’s academic achievement (Anderson-Butcher, Stetler & Midle, 2006:155).

In South Africa many learners live in communities that apart from socio-economic restriction are plagued by the difficulties that come with working parents, children without adults in the household and problems brought about by the HIV/AIDS pandemic. This means that many children come to school with a baggage of social, physical and emotional problems that prevent them from achieving success in the school (Naidu *et al*, 2010: 113). In addition, social problem in communities, such as broken homes, drug, substance and child abuse, violence against women, vandalism, gangsterism and other criminal acts, impact negatively on school missions to educate and promote learning (Anderson-Butcher & Ashton (2004:39). It is necessary then, that school, SMTs in particular, collaborates with other organisations and agencies to address these problems so that they can achieve their missions better. The involvement of the communities in the school and the provision of service to the community begin with the principals because no agency or organisation can summarily involve itself in a domain that is not designated for it.

#### 2.5.12 SUMMARY

In this chapter the focus was placed on the nature and scope of SBM, international development of SBM, and the role and functioning of SMTs in schools. The chapter examined the nature and scope of SBM. Under SBM decision-making on matters relating to school is shared among all stakeholders. In discussing SBM, various sections of legislation on school governance, such as the South African School Act (1996), Induction Guide for School Management Teams, Report of the Task Team on Education Management Development, were emphasized, that is, the need for active participation of all stakeholders in school matters. International development of SBM was also examined and it was found out that, SBM was practised in developed countries such as Australia, the USA, New Zealand including South Africa. On the role and functioning of SMTs, research shows that SMTs are responsible for day-to-day management of the school activities.

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

### 3.1 INTRODUCTION

An in-depth literature relating to the study objectives encompassing SBM and SMT was presented in Chapter 2. With this literature exposed as background, this chapter highlights the research paradigm and methodology used in this study. It also explains the ethical measures that were considered in the research, and the research design that was selected to answer the research questions. This design consists of a qualitative investigation. Data collection methods and techniques of data analysis are explained. Validity and reliability as well as the role of the researcher are also explained.

### 3.2 RESEARCH PARADIGM

A paradigm is a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world-view – it addresses fundamental assumptions on faith, such as beliefs about the nature of reality, the relationship between the knower and the known and assumptions about methodologies (Maree, 2010: 47). In this chapter the beliefs as a researcher, in so far as the best possible way of conducting research in education is concerned. These beliefs are in line with interpretive paradigm.

#### 3.2.1 Interpretive paradigm

This study is based upon the interpretive paradigm and is aimed at explaining the role and functioning of School Management Teams in School-Based Management. Interpretivism focuses on people's subjective experience, on how people "construct" the social world by sharing meanings, and how they interact with or relate to each other (Maree, 2010:59). In studying the phenomenon (topic), research techniques are used that will help us understand how people interpret and interact within their social environment. Interpretivists assume that reality is not objectively determined but is socially constructed. The underlying assumption is that by placing people in their social contexts, there is a greater opportunity to understand the perceptions they have of their own activities (Maree, 2010: 60).

The ultimate aim of interpretivist research is to offer a perspective of a situation and to analyze the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomenon they encounter. One of the greatest strengths of the qualitative approach is the richness and depth of explorations and descriptions it yields (Maree, 2010:60).

### 3.3 RESEARCH METHOD

#### 3.3.1 Qualitative method

The research method applied in this study is qualitative research. Maree (2010:50) describes qualitative research as research that attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing and understanding what is being observed or studied. It is concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the “ why” questions of research. It typically studies people or system by interacting with and observing the participants in their natural environment and focusing on their meanings and interpretations.

It focuses on describing and understanding phenomenon within their naturally occurring context (called naturalistic context) with the intention of developing and understanding of the meaning(s) imparted by the respondents- a “seeing through the eyes of the participants” – so that the phenomenon can be described in terms of the meaning that they have for actors or participants (Maree, 2010:51). This study seeks to understand the role and functioning of School Management Teams in School-Based Management.

A qualitative methodology used in this study is based on the following characteristics as identified by Creswell (2009:195):

- Qualitative research occurs in natural settings, where human behaviour and events occur.

- Qualitative research is based on assumptions that are very different from quantitative designs.
- The researcher is the primary instrument in data collection
- The data that emerge from the qualitative study are descriptive. That is, data are reported in words (primarily the participants' words) or pictures, rather than numbers
- The focus is on participants' perceptions and experiences, and the way they make sense of their lives
- Qualitative research focuses on the process that is occurring as well as the product or outcome. Researchers are particularly interested in understanding how things occur.

### 3.3.2 A case study approach

The research focused on a case study approach. A case study approach is a form of qualitative descriptive research which is used to look at a small group of participants. This means that the end product of a case study is a rich "thick" description of the phenomenon under study. A "thick" description refers to the complete, literal description of incident or entity being investigated within a context that is bounded by time and place. A case study is a strategy of inquiry in which the researcher explores in-depth a program, event, activity, process, or one or more individuals (Creswell, 2009:13).

A case study is regarded as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used (Maree, 2010: 75). A case study strives towards a comprehensive (holistic) understanding of how participants relate and interact with each other in a specific situation and how they make meaning of a phenomenon under study. A key strength of a case study method is the use of multiple sources and techniques in the data gathering process. The researcher determined in advance what evidence to gather and what analysis techniques to use with the data to answer the research question (Maree, 2010: 76). Tools collected data included interviews, observation, audio-tape and notes to answer the research question on the role and functioning of School Management Teams in School-Based Management.

### 3.4 DATA COLLECTION METHODS

Data collection refers to the actual execution of the investigation and involves recording data in some form. This may include the process of administering a questionnaire, conducting an interview, or presenting a mathematics test or other type of test to a participant and recording responses (Drew *et al.* 2008: 46).

Data collection is done through social interaction with participants, field studies, participants' observation and semi- structured interventions (Maree, 2010: 78). In this study methods of data collection are:

- Interviews
- Document analysis
- Observation
- Field notes.

#### 3.4.1 Interviews

An interview is a two-way conversation in which the interviewer asks the participants questions to collect data and learn about the ideas, beliefs, views, opinions and behaviour of the participants (Maree, 2010: 87). The aim of qualitative interviews is to see the world through the eyes of the participant, and they can be a valuable source of information, provided they are used correctly. The aim is always to obtain rich descriptive data that will help the researcher to understand the participant's construction of knowledge and social reality.

Semi-structured interviews are the main data collection tools in this study. As was stated in Chapter 1 paragraph 1.7.2.1 the interviewer asked participants a set of pre-determined questions that allow probing and clarification of answers. The interviewer listened to and recorded answers and did follow-up with

additional relevant questions. Respondents were encouraged to refer to lived experiences and narrate lived examples of perceptions they shared.

With semi-structured interviews, the interviewer had a clear list of issues to be addressed and questions to be answered. However, the interviewer was flexible in terms of the order in which the topics were considered, and more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher. The answers were open-ended, and there was more emphasis on the interviewee elaborating points of interest ( Denscombe, 2003: 166).

#### 3.4.2 Document analysis

The researcher collected, interpreted and analyzed empirical data and drew conclusions that described, interpreted and explained what had occurred. SMT's documents were scrutinized and analyzed at the research sites during observation. Minutes of staff meetings that the principal had with staff members and SMTs were collected. These minutes helped the researcher to gain information on whether decisions were reached by consensus. Information contained in the personal growth plan of Intergrated Quality Management System (IQMS) documents of participants was collected. These gave direction with regard to professional development of the participants.

#### 3.4.3 Observation

As was mentioned in Chapter 1 paragraph 1.7.2.1 observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them (Maree, 2010: 83).

Observation offers the social researcher a distinct way of collecting data. It does not rely on what people say they do, or what they say they think. It is more direct than that. Instead, it draws on the direct evidence of the eye to witness events first hand. It is based on the premise that, for certain purposes, it is best to observe what actually happens (Maree, 2010: 84)

Observation was used to enable the researcher to gain a deeper insight into SMTs in their role and functioning in schools. Meetings with staff and SMT members were undertaken where the researcher watched what happened, listened to what happened and what was said. The researcher's main was to observe whether decisions were reached by consensus.

There are four types of observation used in qualitative research, namely, complete observer, observer as participant, participant as observer and a complete participant. For this study, observer as participant type of observation was used. Observer as participant means that the researcher gets into the situation, but focuses mainly on his or her role as observer in the situation. For this study, the researcher observed participants in a meeting with staff and SMTs but did not interfere with anything that was said in the meeting. The researcher looked at the participants' behaviour and reactions in a school situation and remained uninvolved in the dynamics of the setting (Maree, 2010: 85)

#### 3.4.4 Field notes

The researcher utilized field notes during the researcher process. Field notes contained descriptions of the researcher's reflection regarding conversation, interviews, and moments of confusion, instruction and stimulation of new ideas during the study.

For the purpose of this study fields notes included any observations noted during interviewing, notes written at meetings, as well as any additional information provided by the participants during the interview.

### 3.4.5 Research participants and sampling

Sampling refers to the process used to select a portion of the population for study (Maree, 2010:79). In this study sampling was done among Secondary Schools in the Moses Kotane East Area Office. Purposive sampling was used in this study. Purposive sampling means selecting participants according to predetermined criteria relevant to a particular research question. For this study, participants were principals, deputy principals, head of departments and senior educators. Maree (2010:79) further states that purposive sampling means that the participants are selected because of some defining characteristic that makes them the holders of the data needed for the study. Participants were purposively selected to enable the researcher to draw in only information-rich participants who had reliable information and experience on the role and functioning of School Management Teams in schools. For this study, participants were principals, deputy principals, heads of departments and senior educators. They were purposively selected because of their knowledge and experience as SMTs with the hope of finding relevant information to the topic on the role and functioning of SMTs. Participants were selected from Secondary Schools in the Moses Kotane East Area Office.

### 3.5 DATA ANALYSIS

Data analysis refers to a step in the research process where the investigator summarises data collected and prepares it in a format to determine what occurred (Drew *et al.* 2008: 46).

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.

As stated in Chapter 1 data analysis involves collecting open-ended data, based on asking generic questions and developing an analysis from the information supplied by the participants (Creswell, 2009:184). It is conducted concurrently with gathering data, making interpretation and writing reports. While interviews were going on, for example, as stated in Chapter 1, the researcher analyzed an interview collected earlier, wrote memos that were included as a narrative in the final report and organised the structure of the final report.(Creswell 2009:184).

For this study, data analysis was conducted at the same time as data collection. The researcher interpreted and analyzed the interviews collected, wrote notes at research site that would assist in writing the final report.

### 3.5 DOCUMENT ANALYSIS

Document analysis, according to Briggs and Coleman (2007:281), is a form of qualitative research that requires the researcher to collect, interpret, analyse empirical data, and draw conclusions that either describe, interpret or explain what has occurred. In terms of data collection, this involves transferring significant quotations from documents to a field notebook. The term documents according to Ary *et al* (2009: 482), refer to a wide range of written, physical and visual materials including what other authors may term artefacts. According to McMillan and Schumacher (2001:451), artefacts are tangible manifestations that describe people's experiences, knowledge, actions and values in the form of personal documents (such as diaries and letters), official documents (such as memos, minutes, working documents and proposals) and objects (such as symbols and values). Document analysis allows for sufficient data to be collected for researchers to be able to:

- Identify the significant features of a particular event,
- Establish a plausible interpretation and explanations of data,
- Test for the credibility and validity of these interpretations, and
- Construct an argument based on these interpretations.

For the purpose of this study, the following SBM and SMTs documents were scrutinized and analyzed at the research sites during the onsite observation visits. These secondary data sources, according to the Education Labour Relations' Council (ELRC) Collective Agreement No. 8 of (2003), were used to gain a better of participants' needs and include:

- Reports generated by the principal and the head of department in observing other fellow educators through their developmental teams in the classroom situation,
- Information contained in the personal growth plan of IQMS documents of participants. The identified areas of improvements gave direction with regard to the professional development needs of the participants,

- Minutes of staff meetings and SMTs that the principal had with fellow staff members. These minutes represented the entire staff and will assist the researcher to gain information on whether decisions are made collectively or whether the principal imposed decisions instead of democratizing meetings, and
- Field notes kept by the researcher of his observations of the participants during the interviews. The field notes kept on the participants' reactions and body language gave an indication of the participants' true feelings and supported the data collected during the interview.

### 3.6 TRUSTWORTHINESS AND VALIDITY

Trustworthiness refers to everything that the researcher has done in designing, carrying out and reporting the research to make the results credible. According to Lincoln & Guba in Johnson & Turner (2003: 309), trustworthiness refers to the way in which the inquirer is able to persuade the audience that the findings in the study are worth paying attention to and that the research is of high quality.

#### 3.7.1 Dependability

Dependability refers to the degree to which the reader can be convinced that the findings did indeed occur as the researcher says they did ( Durrheim & Wassenaar, 2002:64 ). The researcher aimed to achieve this by employing member checking. Identified themes were discussed with the participants to ensure that they were accurate and dependable. Furthermore, the researcher would strive to eliminate any bias that might be brought to the study by constantly reflecting on the research process.

#### 3.7.2 Credibility

Mayan in Maree (2010:299) describes credibility as the accurate presentation of a particular context or event as described by the researcher. Durrheim and Wassenaar (2002: 63) refer to credibility as the assurance that researcher's conclusions stem from the data. The researcher will establish credibility by applying triangulation to the methods of data collection and data analysis, in order to determine if there

are any discrepancies in the findings. The researcher will strive to produce findings that are believable and convincing, also presenting negative or inconsistent findings in order to add to the credibility of the study.

### 3.7.3 Applicability

Applicability entails that research meets this criterion when the findings fit into contexts outside the study situation that have a degree of similarity or goodness of fit between the two contexts. In this study, the findings were not applied to other contexts other than the one under study.

### 3.7.4 Data completeness

Data completeness, which entails that in any data resource, it is essential to meet requirements of current as well as future demand for information. Data completeness assures that the above criterion is fulfilled. In order to ensure data completeness in this study, the researcher ensured that he had all the data elements filled as required, by keeping all the interview transcripts, field notes as well as tape recorded information for future references.

## 3.8 THE ROLE OF THE RESEARCHER

The researcher adhered to research ethics and used them as guide during data collection process. The researcher compiled interview questions, organised interviews, led interviews, analyzed data and engaged in triangulation of data. Furthermore, the researcher was an observer who recorded phenomena as faithfully as possible while at the same time raised additional questions, following hunches and moved deeper into the analysis of the phenomena (MacMillan & Schumacher, 2001:435). During the face-to-face interviewing, the role of the researcher was to observe and listen carefully and to continuously adhere to all ethical guidelines. In this study the researcher's functional role entailed the

role as transcriber and data analyst with regard to the interviews and designer and analyser of the questions of the interview.

### 3.7 ETHICAL ISSUES

It is important that the researcher complies with the ethical standards when conducting the research which involves human subjects. The implication is that whenever researchers are developing a questionnaire with a view of implementation thereof, ethical clearance will have to be sought. It is essential that throughout the research process the researcher follows and abides by ethical guidelines. It is also essential to understand and pay attention to the following ethical principles when working with individuals. For this study the researcher followed ethical guidelines throughout the research. The researcher understood and complied with the following ethical principles.

#### 3.9.1 Permission from authorities

Before any data collection took place, the researcher obtained permission from persons in charge of the institutions or schools where he wanted to collect data (Cohen and Manion, 2007: 143). For this study, the researcher obtained permission from the Moses Kotane East Area Office manager, school principals, heads of department and senior educators before collecting data in the targeted Secondary Schools.

#### 3.9.2 Informed consent

Informed consent involves the procedure by which an individual may choose whether or not to participate in the study. (Drew *et al.* 2008: 57). The researcher's task is to ensure that participants have a complete understanding of the purpose and methods to be used in the study, the risks involved, and the demands placed upon them as a participant (Best & Kahn, 2006:53). The participant must also understand that he or she has the right to withdraw from the study at any time.

Participants were informed about the type of information the researcher wanted from them, the procedures to be followed, the possible advantages and disadvantages for the participants, the credibility of the researcher and the way in which the results will be used. This enabled the participants to make an informed decision on whether they wanted to participate in the research or not. The researcher obtained verbal informed consent from the volunteer before implementing the questionnaire. In addition, he ascertained whether or not the volunteer will be available and willing to participate in follow-up interviews at a later stage. During the follow-up interview (face-to-face), the researcher presented the participant with a letter of consent, in which the research process was described. He requested the participant to read the letter, asked questions to gain clarity and sign the consent form if he or she was willing to be involved in the research. Participants were once again reminded that they may withdraw at any time during the process if they wished to do so.

### 3.9.3 Confidentiality and anonymity

According to Burns in Maree (2010:301), both the researcher and participant must have a clear understanding regarding the confidentiality of the results and findings of the study. All participants' information and responses shared during the study were kept private and the results were presented in an anonymous manner in order to protect the identities of the participants. All the audio cassettes will be destroyed as soon as the study has been completed. In addition to the ethical aspects discussed under 3.8.1 to 3.8.3, the researcher will continuously conduct the research according to the Ethics and Research provided by the Faculty of Education of the North West University.

## 3.8 SUMMARY

The chapter focuses on the empirical investigation. The chapter presented a detailed description of the research design and methodology which includes and state the context of the study as follows:

- In terms of the research method, the researcher opted for qualitative research approach because of its practicality and flexibility on the research site.

- As for the research strategy, a case study was chosen because the researcher does not investigate the hypothesis but rather, the general understanding of what is happening in a particular situation, that is, in secondary schools in SBM as a system is being practised.
- With regard to the method of conducting the study, the population was identified as secondary schools in the Moses Kotane East Area and purposive sampling was chosen because of the specific information needed, and
- Measures to account and ensure reliability and validity, and ethical aspects in which permission was sought from both schools participating and the Area Office of the Department of Education. Data collection procedures, for example, interviews and observations, data analysis and document analysis procedures which are interpretative in nature were taken into account.

## CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

### 4.1 INTRODUCTION

This chapter focuses on data analysis and interpretation of the findings. Data was collected through interview, document analysis, participants' observation and field notes. Participants were asked pre-determined questions that allowed probing and clarification of answers. I listened to and recorded answers and did follow-ups with additional relevant questions. I encouraged respondents to refer to lived experiences and examples of perceptions they shared. SMT documents, for example, minutes of the staff meetings with SMTs and IQMS documents were scrutinized and analyzed at the research site during observation. This chapter provided the reader with experiences of SMTs, namely, the principal, deputy principal, heads of departments and senior educators on their role and functioning in schools. The findings of the study will unfold in this chapter.

Two schools were identified as the sites for the main research. The respondents were well informed about what the research was all about. They were informed that the participation in this research was voluntary and that they were free to withdraw at any time during the research. The participants were also ensured on the issue of confidentiality. They were promised that no names would be mentioned and that no harm would come to them as a result of participating in this research.

As discussed in paragraph 1.3 the following research questions guided the data presentation and discussion.

#### Main research Question

What is the role and functioning of SMTs in SBM in schools in the Moses Kotane East Area Office?

#### Sub-questions or problems

- What is the nature and scope of School-Based Management?
- What is the role and functioning of SMTs in schools?
- To which extent are SMTs involved in SBM in the Moses Kotane East Area Office?

- Which strategies can be employed by SMTs for effective SBM in the Moses Kotane East?

The major findings that have emerged from that data collected from the different participants will be presented in this chapter.

The structure of this chapter is as follows:

4.1.1 Profiles of respondents

4.1.2 Findings of interviews

4.1.3 Findings from SMT documents

4.1.4 Findings from the observations

4.1.1 Profile of the respondents

The profiles of the respondent are presented in the form of a table. There were four respondents in each school, namely, one principal, one deputy principal, one head of department and one senior educator. The interviews were conducted for a period of two weeks, from 6 May 2013- 17 May 2013 in Secondary schools around the Moses Kotane East Area Office.

Table 4.1.1 Profiles of participants

Schools	Participants	Age	Gender	Educational Qualifications	Rank	Teaching Experience	Experience in Management
A	A	50	F	PTD, BA, B.Ed (Hons),ACE, MED	Principal	27 Years	18
A	B	50	F	PTD, BA, BEd (Hons) , ACE	Deputy principal	27 Years	14
A	C	46	F	STD, FDE, ACE	HOD	25 Years	12
A	D	52	M	STD, ACE	Senior educator	29 Years	20
B	E	44	M	UDES,FED, B.Ed( Hons)	Principal	23 Years	10

B	F	50	M	B.COMM (Hons), UED, ACE	Deputy principal	27 Years	14
B	G	48	M	UDES, FDE, B.Ed(Hons)	HOD	26 Years	13
B	H	51	F	STD, FDE, ACE	Senior educator	27 Years	18

Respondent one in schools A and B are both principals. One is a female and the other one is male. Respondent one in school A has much more experience in teaching and management than respondent one in school B. Respondents two in schools A and B are deputy principals. They are of the same age, have same experience in teaching and management, and one is a female and the other one is a male. Respondents three in school A and respondent four in school B have the same qualifications. They differ in years of teaching experience and in management. One is much older than the other and ranks are not the same. The older one is a senior educator, the other one is an HOD and is higher in rank. Respondent three in school B is also an HOD. Of all the respondents, respondent four in school A is the oldest. She is 52 years of age, has twenty-nine years experience in teaching and twenty years in management.

#### 4.1.2. Findings of interviews

The researcher went through the responses and summarized the findings of the participants interviewed in accordance with pre-selected criteria. The idea with the first criteria was to establish the views of the participants on matters such as the understanding of the concept SBM and how it can be introduced in schools. Participants were also required to give examples of how SBM functioned in their schools. Apart from giving concepts, participants were required to mention an act or piece of legislation passed by the government within the schooling system that promotes SBM in schools.

The second criteria dealt with implementation of departmental policies and formulation of own policies. Participants were requested to mention departmental policies that serve as guidelines to schools operations. The third criteria dealt with the importance of decisions taken in schools. Participants were expected to explain how schools exercise their decision-making authority, for example in SBM matters

relating to personnel, finance, learners and infrastructure. Participants were also required to mention those involved when important decisions are taken related to SBM.

The findings from responses on these criteria were presented as follows:

On their understanding of the concept SBM, Participant B said, *“SBM emphasizes the need for active participation of stakeholders in school matters. SBM implies that the power and responsibilities should be distributed among all stakeholders. The old-fashioned idea of school principal being the only one responsible for leadership and management is dying. Ever since democratization of education in 1994, things have changed. It is unlike before when, in order to solve problems in time and come up with solutions, one had to look up to the government for help or advice.”* SBM allows schools more autonomy in decision-making on management issues. These include the use of human, material and financial resources. It enables stakeholders to respond immediately to the needs of the school without seeking external direction from the district office.

With regard to whether it was necessary to introduce SBM in schools, one participant said: *“Yes it is necessary to introduce SBM in schools. SBM can be seen as a guideline that indicates how stakeholders should manage the schools. This will help the schools to adapt to the new changes in the Education system, for example, decentralization of authority from the district level of education to schools.”* With the advent in democracy in 1994, there emerged an increased pressure on South Africa to introduce SBM reforms aimed at empowering principals, educators, learners and parents in enhancing their sense of ownership of the school.

When asked to give at least two concepts that can explain the importance in SBM in schools, it was decentralization and devolution of powers. Participant B said: *“With decentralization, decision-making authority from higher central levels has been transferred to the lower local level. Decisions on matters relating to schools are taken at schools by parents, educators and learners.”* Participant D said this about devolution *“power from central office of education has been transferred to school level. Schools no longer need to rush to district offices when coming to decision making on schools matters. Schools can take decisions but need to consult with the district office of education when they have problems.”*

With regard to an Act within the schooling system that promotes SBM in school; it was South African Schools Act, Act 84 of 1996. Participant D said: *“I know the SASA 84, with its section 21, which empowers stakeholders in schools to take decisions on matters relating to the school. It is through this Act, that we, as schools, have the right to use resources for our educational innovation and improvement in a changing environment.”* Another participant said, *“SASA helps with admission and language policies at school, as well as the one on code of conduct for learners..... so this is the Act that promotes SBM in schools.”* SASA provides for the decentralization of power to school level through the establishment of SGBs which have a considerable amount of authority and responsibility on decision-making on issues such as development of school’s language, admission, ..... as well as the code of conduct for learners.

When asked whether they implement the departmental policies, most of the participant said: *“Yes, we implement departmental policies in our day-to-day operations of the schools, for example, the code of conduct for learners in the South African School Act, but at the same we also formulate our own policies that are in line with departmental policies, for example, homework policy. With this policy we involve parents at home to check whether learners are doing homework, to help them and sign their work as evidence of taking part in the education of their learners. We are guided by departmental policies; our policies do not come from nowhere.”* School policies give direction to the day to day operations of the school by guiding the behaviours’ of educators, learners and parents whilst clarifying the school’s expectations.

On how important decisions are taken, Participant C said, *“Decisions are taken in line with the provisions of the school policies and in pursuance of the school vision and values that underpin it. We involve all stakeholders in the decision making process. Decisions are reached by consensus. The principal is not the only one who takes important decisions. We sit down as staff. We discuss issues that need to be resolved and come up with different views on how to deal with that matter. After lengthy discussions, we come to the conclusion by a majority vote if the need arises. That’s all.”* Under SBM, decision making on management issues are shared among all stakeholders. The aim is to bring decision making power closer to where the problems are and, in turn foster collaboration and collegiality among staff members because they have team spirit, co-operate openly, and share responsibility which in turn should enhance student learning.

With regard to the analysis of responses that dealt with the role and functioning of SMTs in schools, it must be emphasized that the focus is on how they managed these functions in terms of SBM practices. The following criteria have been designed for the analysis purpose: How SMTs manage, to mention a few, monitoring and evaluation, teaching and learning, finances. Leadership plays the most crucial role in ensuring effectiveness in school-based management. In this regard participants were requested to give their knowledge and experiences relating to their duties at school as SMTs in school-based management. They had to mention how they go about inducting and orientating newly appointed educators, working with parents and the community.

The findings on the responses about these criteria were as follows:

In responding to the criteria on monitoring and evaluating educators and learners progress, the majority of the participants seem to agree to the fact that educators and learners progress should be monitored on regular basis, identifying areas of strength and weaknesses and relate these to goals and objectives of the school. During the interview, participant B had the following to say: *“I check educators’ work regularly and do class visits to identify areas of strength and weaknesses and give recommendations”* She further said: *“I also draw a plan for monitoring and evaluating educators and learners’ work.”* Participant F had this to say: *“I draw up a monitoring plan for the year which I use to monitor and evaluate educators and learners’ progress. Educators’ files and learners’ books are checked regularly to make sure that there is a correlation between them, that is, the work that appears on the educator’s file should appear on the learners’ book.”* These two quotes clearly support me when I say that SMTs are responsible for day-to-day monitoring of quality in school and should ensure that teaching and learning are continuously monitored and evaluated.

With regard to the criteria on how SMTs assist and develop educators, these are how participants responded. Participant B: *“I hold meetings with educators. I provide them with the necessary and required resources. I encourage them to keep all documents in place in case they are needed. I develop a relationship that will make them feel free, knowing that if they have problems, they will not hesitate to approach me.”* Participant D said: *“I create an environment that will make educators feel safe and supported. I encourage them to do their job to the best of their ability. I invite expertise in a particular field to develop them in areas which need development and motivate them.”*

Participant F had this to say, *“What I usually do is that, after class observations, I give them feedback about their progress and praise them if well done or provide them with assistance if required.”*

The above quotes clearly supported what I said that SMTs should develop a collegial relationship that will make educators feel safe and supported, and that will make them feel at ease to do their job best. The views above support the idea that one of the roles of SMTs is to provide assistance, support and advice to educators in order to promote professional growth and development.

In responding to the criteria on team work, Participant E, *“Team work brings teachers, parents and other community members together in governance, management, teaching and learning. For the team to function effectively, each team needs its own leader. In a team, there is a good and sound interpersonal relationship when members know one another. Problems are solved easily when members work together for the benefit of the team and the school.”* Another participant, participant G said: *“In my school, there are many teams which work harmoniously with one another. Leaders report to the SMT. We always acknowledge them in the staff room during information sessions or during breaks. Our teams are really effective. They can identify a problem timeously and resolve it before it gets worse.”* Participant F said: *“Educators who teach the same subject form subject committees and meet on regular basis to assist each other where one has a problem. I attend these meetings and give assistance if the need arise.”* Teamwork provides teachers with a significant role in school decision making, control over their work environment, and opportunities to contribute to a range of professional roles.

The comments above show that teams function effectively when members know what to do and how to do what they ought to do, and when reasons for doing it appeal to them. The comments are further supported by what I said that teams that produce good results support one another.

In replying to how they manage teaching and learning, most of the participants are in agreement that they make sure that scheduled time is not wasted. They establish homework policy that involves parents and develop policies to guide teaching and learning activities. Participant F said, *“When managing teaching and learning, I ensure that scheduled time is not wasted, for example, either by educators or learners going late to classes. I establish a homework policy which involves parents.*

*Parents are encouraged to check whether learners have home works and to help them”.* Participant A said: *“I make sure that teaching time is protected. I develop school policy and setting standards through*

*time tables, period registers and substitution time tables. I also issue cards to monitor learner movement.”*

A learning organisation is a place where people continually expand their capacity to create the results they truly desire, where expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

According to how they manage human resources, participant B said: *“I ensure that all educators have relevant skills and knowledge. I make sure that they work in conditions free from discrimination and corruption. I know that if they are motivated, they will be satisfied and committed to their work.”* Participant H had this to say: *“Human resource refers to people at work, your relationship with them, whether it is sound or inhuman. Working with people means that one should know them, know their strength and weaknesses, motivate and develop them. If you do not motivate them, teaching and learning will suffer.”*

The two quotes support me when saying that human resources are concerned with people at work and their relationship. It aims to bring together and develop all members of staff in order to create an effective organisation. The dramatic changes in South Africa’s educational landscape since 1994 have produced major challenges for school leaders and managers, notably in respect of human resource management. School managers are expected to assume greater responsibility for the management of all those who work in their schools.

With regard to their relationship with other educators, SGB, parents and community members, participant said: *“I should have a good relationship with educators, learners, SGB, parents and the community I serve. I treat them equally. Should avoid negative behaviours amongst staff”*. Participant C said: *“I should support and have good listening skills during meetings. I should not take sides at meetings or threaten in any way. I develop an interest of work in them.”* Participant F said: *“I ensure that all stakeholders work in a harmonious relationship and share the same goals so that learning and teaching is effective. When educators struggle with implementing a new curriculum policy or learning programme, I intervene and give advice. I am available to staff but follow a strict programme for consultation. In meetings, I demonstrate good listening skills and try by all means to avoid negative behaviours towards other staff members.”*

The above quotes support me in what I say that all members should be treated equally. SMTs should be accessible and available to staff. They should adopt a caring attitude to the concerns, challenges and

problems facing staff members, because a positive and healthy relationship creates and nurtures an atmosphere of mutual trust and sustained support.

In terms of how finances are managed and who is accountable, most of the participants agree that the SGB has been given full responsibility for managing the finances of the school, for example, preparing a budget annually, collecting and administering school finances, keeping financial records. Participant A said this, *“In terms of section 20 of South African Schools Act, the SGB has full responsibility to manage school finances and are accountable for these finances.”* Participant B said: *“The financial policy is drawn which is in line with school’s vision and mission. The finance committee is chosen and meets on regular basis to discuss all relevant financial matters. Financial records are kept in line with the set legal requirements by the department.”*

Participant E said: *“The SGB is accountable for school finances and to parents for the management of the school fund. Finance committee is formed and is responsible for all financial matters. This committee draws the budget at the end of the year and makes sure that financial records are audited by qualified auditors.”* Financial management is one of the important responsibilities facing school principals since the implementation of the South African Schools Act of 1996.

Along with the principals, school governing bodies have wide-ranging financial responsibilities including school-level budgeting, managing devolved funding from provincial departments, setting school fees and raising additional funds to augment school budget.

In responding to how they induct and orientate newly appointed educators, most of the participants agreed that schools like any other organisation should have an induction and orientation process for newly appointed educators. This includes providing information about the job, being introduced to staff and students and learning about the system and culture of the school. Participant F said; *“It is not only the responsibility of the principal to induct. The principal can delegate this task to top management; can be deputy principal, head of department or senior educator.”* Participant G said: *“The management of the school, particularly the principal, is responsible for providing an effective induction programme for newly appointed educators.*

*When the task is delegated to me, for example, because the principal can also delegate, I provide newly appointed with information concerning the job, introduce them to staff and learners, and inform them about the culture of the school for them to feel at home.”* In many instances, new employees entering a

school are left to “sink or swim”, schools should help lessen the chances of “sinking” by inducting new employees.

With regard to how they work with educators and others within the school community, participant D said: *“Yes, as the leading professional in the school, the principal should work with the educators and others within the school community.”* The principal, working with the SGB and SMT, should work to build collaborative relationships and partnerships within and between the parent and school communities for the mutual benefit of each. Participant H had this to say: *“Many children come from homes with socio-economic problems. Children from these homes need help because the problems may affect them negatively.”* Participant F said: *“I make sure that parents are also actively involved in the running of the school. I collaborate with other organizations, for example, the SAPS, Health and Social Services and at times invite motivational speakers to address problems like drug and child abuse, teenage pregnancy and absenteeism.”* It is necessary then that the school, SMTs in particular, collaborate with other organisations and agencies to address these problems so that they can achieve their missions better.

#### 4.1.3 Findings from SMT documents

SMT documents that were collected from participants at the research sites were minutes of staff meetings with SMTs and Integrated Quality Management System (IQMS) documents. From the IQMS documents, I got reports generated by principals and heads of departments while observing educators through their developmental teams in the classrooms. IQMS documents assisted me in gaining information from the personal growth plan of participants with regard to their professional development needs. What I realized from the documents was that IQMS was used as a form of monitoring and evaluation of educators in schools. IQMS was used to develop educators.

The Development Support Group (DSG) assisted educators by assessing their areas of strengths and weaknesses using educators’ self-evaluation form, an instrument plan for observation and DSG observation lesson. The aim was to help them in overcoming identified weaknesses and enhancing identified strengths. The DSG observe educators in the classroom teaching using IQMS criteria 1-4 as a

guide. Educators are then observed throughout the year by the remaining criteria. The information gathered is made available to the School Development Team for planning of school improvement.

Minutes of meetings with staff and SMTs were also scrutinized. Meetings were conducted almost in a democratic way, following the correct procedure, that is, started with a prayer, minutes and matters arising, and ended up with a short prayer. I discovered that educators were informed two days in advance about the meetings. An information book was passed around for everyone to see the agenda and to add items they wished to be discussed in the meeting. Staff meetings were held twice per term, at the beginning and at the end of the term. However, briefing sessions were held every Tuesday after the lessons to protect teaching time. SMT meetings with educators in their respective departments were held once a month with caucus meetings in between. The principal chaired the staff meetings while heads of departments or senior educators in case there are no heads of departments, chaired departmental meetings.

#### 4.1.4 Findings from the observations

I had a chance of observing a meeting of SMTs with staff. The aim was to gain information on whether decisions were made collectively or whether the principal was imposing decisions instead of democratizing them. I realised that decisions were reached by consensus. The SMTs were not taking decisions on their own. Issues were discussed at length before decisions were taken by a majority vote. In the meeting, the SMTs' major consent was how to deal with late coming of learners at school. Views of individual educators were considered before coming to the conclusion. For example, one educator suggested that learners' names be written down and perpetual late comers be reprimanded. The educator also suggested the learners' parents be called and notified about their children's behaviour. Educators agreed on these matters.

The other educator suggested that learners be punished, send home or close the gates for them. Educators were not for the idea since corporal punishment has been abolished. Sending learners home or closing gates was totally out. It is not according to democratic principles as learners would be denied their rights to education. This proved to me without reasonable doubt that decisions were reached collectively and that meetings were democratized.

## 4.2 SUMMARY

This chapter outlined the findings of the empirical investigation conducted to determine the role and functioning of SMTs in SBM in schools in the Moses Kotane East Area Office. The analysis was done in terms of the following themes that were designed in accordance with the research questions.

- explaining the concept of SBM and other related concepts of SBM
- how important decisions are taken
- monitoring and evaluation of educators and learners' progress
- building teams
- managing teaching and learning, human resources and relationships
- managing finances
- induction and orientation of newly appointed educators
- working with parents and the community.

## CHAPTER FIVE: CONCLUSIONS, FINDINGS AND RECOMMENDATIONS

### 5.1 INTRODUCTION

The problem that was investigated in this study was the role and functioning of School Management Teams (SMTs) in School-Based Management. In order to achieve this the following research questions were investigated.

- What is the nature and scope of School-Based Management?
- What are the roles and functioning of School Management Teams in School-Based Management?
- To which extent are SMTs involved in SBM in the Moses Kotane East Area Office?
- Which strategies can be employed by SMTs for effective SBM in the Moses Kotane East?

Accordingly this chapter presents the conclusions that emerged from the literature, as well as from the empirical investigation. Limitations of the study are thereafter looked at, followed by recommendations on the roles and functioning of SMTs in School-Based Management in the Moses Kotane East Area Office.

### 5.2 CONCLUSIONS

#### 5.2.1 Conclusions from literature study

- The definitions of SBM concepts lead to one common understanding of the need for active participation of all stakeholders in school matters. SBM with the devolution of power lead to more decision-making, accountability and involvement of other stakeholders (cf. 2.2).
- It was indicated that educational policy investigations focused on the need of all stakeholders in education to work in democratic and participative ways. It was shown that one of the objectives of SBM was political democratization of local decision-making process aimed at bringing power to the people that were previously marginalized (cf. 2.3).
- Conclusions from international development of SBM showed that SBM was widely followed throughout the world especially in developed countries like Australia, the USA and New Zealand. These countries dealt with ways in which schools were governed and managed (cf. 2.4).

- With regard to the role and functioning of SMTs in schools, it was indicated that monitoring and evaluation helped schools, departments or individuals assess how well they were doing. Monitoring and evaluation allowed schools to assess if they were achieving targets and teaching standards and showed where improvements were needed (cf. 2.5.1).
- One of the roles of SMTs was indicated as to provide assistance, support and advice to educators in order to promote professional growth and development. The emphasis was control of educators' work to support, sharing information and shaping, enhancing and maintaining the creative talents of educators (cf. 2.5.2).
- It was shown from literature that good SMT members organised their educators into highly effective teams, sharing their expertise on the common learning areas to improve teaching and maximize learner outcomes. Team building was a developmental process in which individuals became structures, and structures became organisations (cf. 2.5.3).

Different ways were pointed out in which management of teaching and learning at whole school level were identified. The findings showed that unless the quality of teaching and learning improved through educators knowing and using tools for teaching and the models for learning, classroom activities would be fairly meaningless (cf. 2.5.4).

It was shown that management of human resources aimed at bringing together and developing all members of staff in order to create an effective organisation, focusing on the well-being of both the individual and group (cf. 2.5.5).

With regard to managing relationships, it was indicated that SMTs should have a sound relationship with educators, learners, parents of learners and the community which they serve (cf. 2.5.6).

One of the roles of SMTs was spelled out as assuring quality and accountability. The principal, working with the School Management Team, was responsible for assuring the quality of teaching and learning in the school (cf. 2.5.7).

With regard to managing finances, it was indicated that, according to the South African Schools Act of 1996, SGBs were accountable for school's finances and to parents for the management of the school funds. However, SMT members were in terms of the act expected to understand the financial position of the school so that they were able to participate in managing its finances (cf. 2.5.8).

- It was shown that induction and orientation of newly-appointed educators were not only the responsibility of the principal. The principal could delegate the task to either the deputy principal, head of department or a senior educator. It was indicated that during the induction process, a new employee learned how to function efficiently within a new organisational culture by obtaining information, values and behavioural skills associated with his or her new role (cf. 2.5.9).
- It was indicated that, the principal, working with the SMTs, had overall responsibility to develop and empower educators through professional development programs (cf. 2.5.10).
- One of the roles of SMTs in schools was that the principal with the SGB and SMTs were to build collaborative relationships and partnerships within and between the parent and school communities for the mutual benefit of each. It was shown that, as a leading professional, the principal worked with SMTs and others within school's community and in partnership with SGB (cf. 2.5.11).

### 5.2.2 Conclusions from empirical investigation

*Findings with regard to the research question 1 on the nature and scope of SBM.*

- SBM is a common educational practice widely followed throughout the world especially in developed countries including South Africa.
- SBM is about participative decision-making among all stakeholders. Interviewed participants agreed that SBM empowers principals, educators, learners and parents in their sense of ownership of the school.
- SBM is based on democratic principles. Meetings with stakeholders were democratic in the sense that decisions were reached by consensus. Issues that needed to be resolved were dealt with directly.

*Findings with regard to research question 2 on the role and functioning of SMTs in School-Based Management. The findings are:*

- SMTs monitor and evaluate educators' and learners' work on regular basis.
- Provide educators with the necessary support and encourage them to do their job to the best of their ability.
- Manage teaching and learning. Protect teaching time.
- Build teams and acknowledge educators on good work.
- Ensure that educators work in conditions free from discrimination and corruption.
- Have good relationships with educators, learners, parents of learners and the community which they serve.
- SGB has full responsibility to manage finance.
- Induct and orientate newly-appointed educators in the job.

### 5.3 RECOMMENDATIONS

General recommendations with regard to individual posts in the school

#### 5.3.1 Recommendations on HODs

- Monitoring and evaluation of educators and learners' progress must be done across the board, not only to exit classes, for example, Grade 12. Monitoring and evaluation must also be done in Grades 10 and 11 to improve the declining performance of their schools academically at the end of the year.

#### 5.3.2 Recommendations on principals

- Principals must make sure that all stakeholders participate in the operational activities of the school as required by SBM since this can assist them in taking ownership of the school.
- Principals must make sure that all stakeholders study the legislative documents that contain the current thinking and practices to familiarize themselves with the legislation that guides operations at school level.

### 5.3.3 Recommendations on SMTs

- SMTs must take into account seriously their roles and functioning if they want to improve the quality of teaching and learning in schools.
- SMTs must support and assist educators in imparting the knowledge they have to the learners
- SMTs must be able to manage specific roles such as teaching and learning, human resource and finance successfully

### 5.3.4 Recommendations for the Department of Education

- Officials from the Department of Education from national, provincial, district and area offices must be deployed throughout the North West Province in particular where the study was conducted to make sure that stakeholders comply with SBM practices.
- The Department of Education must train and induct newly-appointed SMTs and educators in their roles. An induction programme is viewed as ideal.
- Schools must be equipped with resources (human, physical and material) to alleviate the problem on the government on resources, for example, shortage of textbooks and educators when they fail to produce results.
- Professional Support Forums (PSF) or workshops must be conducted in Area Offices by Subjects Education Specialists quarterly without fail to empower SMTs on their role and functioning in schools.

*Recommendations with regard to strategies that can be employed by SMTs for effective SBM in schools. This is in relation to research question 4*

- Documents such as work schedules must be available to educators at the beginning of the year.
- Programme of assessment for the whole school must be drawn and be in place.
- In-school monitoring of educators' and learners' must be done on regular basis.
- Analysis of test marks and formal tasks must be done immediately after writing.
- Each educator must draw his or her own recovery plan or time tablet to catch up with time lost in case the educator was absent due to illness or attending workshops.

- Allocation of management duties must be fairly distributed amongst SMT members or senior educators in case the school does not have HODs.
- SMT meetings, meetings with staff and meetings with parents for reports and feedback must be held on monthly or quarterly basis.
- Policies, for example, for admissions, code of conduct for learners and educators must be adhered to.
- Documents such as asset registers, stock registers, leave registers must be kept up to date.
- Accountability sessions, in case the results are not satisfactorily must be held for educators to indicate how they would improve the results.
- Time register, movement registers for both educators and learners must be monitored to control movement of educators and learners, and to protect teaching and learning time.

#### 5.4 SUMMARY

In Chapter One the researcher captured the orientation of the study by indicating the notion of school management through teams that stress participation, notably SBM, team work and distributed leadership. The background of the study was discussed, that is, the South African education prior to the dawn of democracy and call for drastic reforms. Change came as a result of introduction of SBM in schools where the process and functioning of all stakeholders involved in decisions to take the lead in all activities that take place in a school.

The research problem statement, research questions and objectives, significance of the study and ethical considerations were also discussed. A qualitative research method was followed and a case study was conducted with eight SMT members in two schools. For the purpose of this study, purposive sampling was used together with semi-structured interview as the main form of data collection. Lastly, the researcher outlined chapter division of the intended report.

In Chapter Two, the literature review conducted on the nature and scope of SBM was discussed. International development of SBM was also discussed. Important definitions used in this study were selected and defined. The concepts of decentralization, delegation, devolution and autonomy were interpreted in this study. The literature review also focused on SMT members, namely, the principal, the deputy principal, heads of departments and senior educators on their roles and functioning in schools. The chapter ended with a summary.

In Chapter Three, the qualitative research is described in detail. The case study was conducted using a sample of the population. The chosen method of data collection was semi-structured interviews, conducted with eight SMT members. Ethical issues were discussed with specific reference to permission from authorities, informed consent, and confidentiality and anonymity. The interviews took place over a period of three weeks.

Chapter Four presents data analysis and interpretations. The code descriptors used for analysing the data are explained. The data collected from interviews together with the reflections made by the researcher are categorized according to two research questions, namely,

- What is the nature and scope of SBM?
- What is the role and functioning of SMTs in schools?

A discussion of section 4.3 with regard to the first category dealt with the nature and scope of SBM. Five distinguishable but interconnected criteria were identified, namely, explaining the concepts of SBM, two concepts that can explain SBM in schools, Act passed by government, departmental policies and decision-making in schools. With regard to the second category that dealt with the role and functioning of SMTs in schools, six criteria were identified (see appendix A).

Chapter Five presented the conclusions, findings and recommendations based on the research findings. The last section of this chapter provides a summary of the research.

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## APPENDIX A

### INTERVIEW SCHEDULE

#### A. What is the nature and scope of SBM?

- How do you understand the concept "School-Based Management"?
- In your view, do you think it was necessary to introduce SBM in schools?
- Give at least two concepts that can explain the importance of SBM in your school.
- Mention an Act passed by the government within the schooling system that promotes SBM in schools.
- How do you implement departmental policies?
- Do you formulate your own policies? ( Give example)
- How are important decision taken in your school? Who are involved?

#### B. What are the roles and functioning of School-Management Team in the school?

- How do you monitor and evaluate educators and learners progress?
- One of the roles of SMT is to provide assistance, support and advice to educators. How do you assist and develop educators?
- Besides SMT, do you have any other teams to support you? How do teams work?
- How do you manage the following:
  - Teaching and learning.
  - Human resources.
  - Relationships (with other educators, SGB, parents and community).
- How do you manage finances and who is accountable for school finances?
- Induction is a process by which newly appointed staff member is initiated in the job and the organisation. In the light of the above statement. How do you induct and orientate newly appointed educators?
- As a leading professional, one of your roles is to work with educators and others within the school community. How do you work with parents and the community?

## APPENDIX B: EXAMPLE OF INTERVIEW CONDUCTED

### A. What is the nature and scope of School-Based Management?

- How do you understand the concept “School-Based Management”?

*The concept SBM means that the schools are no longer dependent on the Department of Education to take decisions on their behalf. The Department of Education has empowered schools to make decisions on what affect them on a daily basis. Schools can now manage themselves but the final say rests with the Department of Education.*

- In your view, do you think it was necessary to introduce SBM in schools?

*SBM is seen as a guideline that indicates how stakeholders should manage their schools. I say, yes, it should be introduced in schools. This will help schools to adapt to new changes in the education system, for example, decentralization of authority from district level of education to schools.*

- Give at least two concepts that can explain the importance of SBM in your school.

*I would say decentralization and devolution. With decentralization, decision-making authority from higher central levels has been transferred to the lower local level. Decisions on matters relating to schools are taken at school by parents, educators and learners. By devolution, power from central office of education has been transferred to school level. Schools no longer need to first consult with the district offices when coming to decision-making on school matters.*

- Mention an Act passed by the government within the schooling system that promotes SBM in school

*The South African School Act (SASA) 84 OF 1996 is the one that promotes SBM. It is through this Act that schools have the right to use resources for their educational innovation, and improvement in a changing environment.*

- How do you implement departmental policies?

*We implement departmental policies in our day-to-day operations of the school, for example, the code of conduct for learners in the South African School Act. Educators do also have policies that are in line with the South African Council of Educators (SACE). We make sure educators and learners abide by these policies.*

- Do you formulate your own policies?

*Yes, we formulate our own policies that are in line with departmental policies, for example, homework policy. We give learners homework and learners should make sure that parents help them and sign their work as evidence of their involvement. Our policies are guided by the departmental policies; they do not emerge from nowhere.*

- How are important decisions taken in your school? Who are involved?

*Decisions are reached by consensus. The principal is not the only one who takes important decisions. We involve all the stakeholders in the decision making process. We involve educators, learners, SGB, parents of learners as the need arises.*

B. What are roles and functioning of School-Management Team in the school?

- How do you monitor and evaluate educators and learners' progress?

*I draw a plan for monitoring and evaluating educators and learners' work. I check educators' work regularly and do class visits to identify areas of strength and weaknesses and give recommendations. I assist them if they need help. I hold meetings with them after monitoring and if there is something that needs clarity, I address it immediately.*

- One of the roles of SMT is to provide assistance, support and advice to educators. How do you assist and develop educators?

*I create an environment that will make them feel safe and supported. I encourage them to do their job to the best of their ability. I invite expertise in a particular field to develop them in areas which need development and motivate them. When educators are motivated, I know that they will do their job to the best of their ability.*

- Besides SMT, do you have any other teams to support you? How do teams work?

*In my school, there are many teams which work harmoniously with one another. Teams have leaders. Leaders report to SMT. We always acknowledge them in the staff room during information sessions or during breaks. Our teams are effective. They can identify a problem timeously and resolve it before it gets worse.*

- How do you manage the following:
- Teaching and learning

*I make sure that teaching time is protected. I develop school policy and setting standards through time tables, period registers and substitution time tables. I also issue cards to monitor learner movement. I make sure that educators go to class on time, and teach learners because that is what they have been employed for.*

- Human resource management

*I ensure that all educators have relevant skills and knowledge. I make sure that they work in conditions free from discrimination and corruption. I know that if they are motivated, they will be satisfied and committed to their work. I know that educators are humans. Just like anyone they do have weaknesses. I am always available, in good times and bad times.*

- Relationship ( with other educators, SGB, parents and community)

*I ensure that there is a sound relationship among all stakeholders. When educators struggle with implementing a new curriculum policy or learning programme, I intervene and give advice. I am available to staff but follow a strict programme for consultation. In meetings, I demonstrate good listening skills and try by all means to avoid negative behaviours towards other staff members.*

- How do you manage finances and who is accountable for school finances?

*The SGB has full responsibility for managing the finances of the school in terms of the South African School Act, for example, preparing a budget annually, collecting and administering*

*school finances, and keeping financial records. The SGB is accountable for these finances and to parents.*

- Induction is a process by which a newly appointed staff member is initiated in the job and the organisation. In the light of the above statement, how do you induct and orientate newly appointed educators?

*We have an induction and orientation programme. The management of the school, particularly the principal, is responsible for inducting and orientating newly appointed educators. He/she can delegate the task to top management; can be the deputy principal, head of department or a senior educator. Newly appointed are provided with information concerning the job, they are introduced to the staff and learners, and are informed about the culture of the school.*

- As a leading professional, one of your roles is to work with educators and others within the school community. How do you work with parents and the community?

*Many children come from homes where there are socio-economic problems. Children from these homes find it difficult to cope at school because of these problems. We collaborate with other organisations, for example, the SAPS, Health and Social Services and motivational speakers to address problems like these, for example, substance abuse, teenage pregnancy and absenteeism. They are always willing to help and we appreciate it.*



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10 April 2013

**TO WHOM IT MAY CONCERN**

This is to confirm that **Mr C. Molefe (Student No: 16642007)** is a MEd (Masters) student studying Educational Management at the North West University, Mafikeng Campus.

He is collecting data for his research. We request that he be allowed to collect data His topic is: The role and functioning of School Management Team in School Based Management in Moses Kotane East Area office.

I therefore, request that he be given the necessary assistance in this regard.



-----  
Prof JR Debeja  
Director, School of Postgraduate Studies

Lerome Secondary School  
P. O. Box 3280  
Mogwase  
0314  
12 April 2013

The AO Manager  
Moses Kotane East Area Office  
Private Bag x1003  
Mogwase  
0314

Dear Sir/Madam

**Re: Permission to do research in schools in the Moses Kotane East Area Office.**

This serves to inform you that I am doing Mater in Education Management with the University of North West (Mafikeng Campus). I therefore request that I be granted permission to do interviews with stakeholders in schools such as the principals, HODs and Senior Educators to gather information with regard to the following topic:

The role and functioning of School Management Teams in School-Based Management around Moses Kotane East Area Office.

I hope my request will receive your favourable consideration.

Yours Sincerely

---

Christopher Kgothe Molefe



**education**

**Lefapha la Thuto  
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North West Education Department  
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**OFFICE OF THE AREA MANAGER: MOSES KOTANE EAST AREA OFFICE**

Enq: D.Magodiello  
014 5556124

To: Mr C.Molefe

From: D.M.Kekae  
Area Manager

Date: 02/05/2013

Subject: Permission to conduct research in our schools

This communique serves to grant you permission to conduct research in our schools, however teaching time must not be interrupted

Wishing you good luck in your studies

Faithfully Yours

-----  
D.M.Kekae

DEPARTMENT OF EDUCATION  
NORTH WEST PROVINCE  
MOSES KOTANE EAST AREA OFFICE

2013 -05- 02  
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3 May 2013

For the attention of: The Principal

HODs

Senior Educators

**RE: PARTICIPATION IN RESEARCH STUDY**

Fully aware of and with respect to your tight schedule, I confidently request your participation in a research study.

The research deals with the role and functioning of School Management Team in School-Based Management around the Moses Kotane East Area Office. The outcome of the research in its sight on innovative guidelines for SMT to provide effective leadership and guidance with regard to their roles and functioning in School-Based Management around this area.

I will take 25-30 minutes of your precious time to complete an interview. Your unanimous response will be held in strictest confidence. Your cooperation is highly appreciated and is regarded as a valuable contribution for generating new knowledge in relation to your role and functioning.

Yours Sincerely

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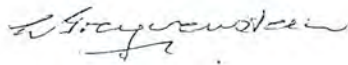
Christopher Kgothe Molefe

M.Ed. Student North West University: Mafikeng Campus.

## LANGUAGE EDITING CERTIFICATION

This is to certify that the language editing of this dissertation by Mr CK Molefe was done by Prof L A Greyvenstein.

Prof L A Greyvenstein was a member of the South African Translators' Institute, membership number: 1001691. She completed her primary, secondary and tertiary education, including a doctoral thesis, in English. She has done the English language editing of many proposals, dissertations, theses and scientific articles.



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