## CHAPTER 8

# SUMMARY, FINDINGS AND RECOMMENDATIONS

### 8.1 INTRODUCTION

In this chapter a summary of this research is presented. Consequently, findings regarding the research aims espoused in chapter 1; the literature study on the need for a new management development approach (chapter 2); the nature and scope of management development (chapter 3); national and international approaches to education management development (chapter 4); the current management development needs, experiences and activities (chapters 5 & 6) and the management development model for use in Gauteng schools (chapter 7), will be focussed upon. Finally, recommendations based on the research findings will be presented.

### 8.2 SUMMARY

The first chapter outlined the rationale of this study. The study focuses on the education transformation in South Africa and the concomitant need for a management development programme for educational leaders. In essence, this is premised on the fact that the success of any educational institution's effectiveness is a function of its educational leadership's effectiveness. There is thus a need for the continuous improvement of the management activities of educational leaders through a working and effective management development programme. In this chapter the reader is also guided as to the contents of the research project. The study problem is stated, aims are defined and the research methodology is briefly outlined.

The second chapter focused on the need for a new management development approach in South African schools. Imperatives for change were exposed (2.2). Legacies of the past exposed the apartheid education legacy (2.2.1.1), the education management legacy (2.2.1.2), the public administration legacy (2.2.1.3) and the gender legacy (2.2.1.4) as imperatives for change. The effects of educational transformation in South Africa were also articulated (2.2.3). Among others, transformation in education has seen changes like the introduction of the NQF (2.2.3.1), OBE (2.2.3.2), SASA (2.2.3.3) and the ELRA (2.2.3.4). These changes led to the emergence of a new education management approach (2.3). This was articulated through needs emanating from education transformation (2.3.1). The new management approach, namely the education governance and management paradigm (2.3.4), was projected as evolving from the scientific and

leadership approaches (2.3.2 & 2.3.3).

The new education management approach highlighted implications for management development, which were also detailed (2.4.2 – 2.4.4). This culminated in the exposition of the need for building capacity for effective education management (2.4.3.4) and the guidelines for a new management development approach (2.5). This approach advanced a need for a management development framework that is based on five key components, namely, a strategic direction (2.5.1), organisational structures and systems (2.5.2), human resources2.5.3), infrastructural and other resources (2.5.4) and networking, partnerships and communication (2.5.5).

In chapter 3, the nature and scope of management development was investigated. Management development was located within the context of human resource development (3.2). This resulted in the description of management training (3.2.2), management education (3.2.2) and management development (3.2.3). This exposition yielded a comprehensive definition of management development (3.2.4). Management development in terms of educational transformation was highlighted (3.3). The exposition of the nature of management development included major aspects thereof (3.4), management development approaches (3.5), which included some specific approaches to management development (3.5.3), management development techniques (3.6) and management development methods (3.7).

Chapter 4 presented an overview of the management development practice, both nationally and internationally. This exposition was presented comparatively. Some international practices were exposed. The management development practice in England and Wales highlighted the historical background (4.2.21), current management development provision (4.2.2.2), types of provision (4.2.2.3), methods (4.2.2.4) and lessons from the management development approach (4.2.2.5). Management development in the USA (4.2.3) exposed the historical context (4.2.3.1), provision (4.2.3.2) and lessons thereof (4.2.3.3).

The exposition on developing countries (4.3) exposed management development approaches in Malaysia (4.3.1), Zimbabwe (4.3.2) and Namibia (4.2.3). This exposition highlighted their historical backgrounds, current provision and lessons from their approaches.

The exposition of education management development in South Africa (4.4) presented the historical background (4.4.1), the National Institute for Education Management

Development (4.4.2) and the current management development provision (4.4.3). Current management development provision exposed the roles of the national and provincial departments of education (4.4.3.1 & 4.4.3.2), tertiary institutions (4.4.3.3), NGOs, the private sector and professional associations (4.4.3.4).

Chapters 5 and 6 presented the research design and the data analysis and interpretation respectively. Chapter 5 detailed the research instrument's design and administration as well as the method of research. Chapter 6 presented the data analysis and interpretation by means of tables detailing frequencies, rankings and tests to examine differences in responses among various categories of data collected.

Chapter 7 presented the educational management development model for Gauteng Schools. First, the linear model as an example of a closed model was exposed (7.2.1) and two open models, namely, the Critical Events Model (7.2.2.1) and the problem-solving approach (7.2.2.2) were discussed. The Commitment Approach for use in Gauteng schools was then designed and presented (7.3.1& &.3.2). The CA presented a readily usable instrument for use by SMTs, *viz.*, the Quality Assurance Framework of the GDE.

The next section deals with findings in accordance with the stated research aims so as to indicate how each aim was achieved.

## 8.3    FINDINGS FROM THE RESEARCH

### 8.3.1    Findings on research aim 1: The need for a new approach to management development in South African schools

The following findings regarding the need for a new management development approach in South African schools were made:

- The new vision and direction of the education system with its concomitant changes in education policy and new innovations make it imperative that there be a change in approach to both school management and education management development (2.2). This is made even more imperative by transformation initiatives and innovations like, the introduction of, *inter alia*, the NQF, OBE, SASA and the ELRA as well as the decentralisation of education management, which include the concept of self-managing schools. All this locates management development efforts in a school-based approach that will empower SMTs in specific management areas necessitated

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by the change and transformation process.

- The legacies of the past education system (2.2.2) exert an influence on the process of change and transformation (2.2). This implies that, while efforts are focused on changing the education management system and vision, embedded old management practices, styles and attitudes continue to exist, thus the actual change in the educational management ethos is slow and somewhat not visible. The need for pursuing change in educational management vigorously, especially at school level, is of the utmost essence (2.2).

- A new educational management approach is clearly taking shape in South Africa (2.3). This is a result of needs generated by educational transformation. There is a prominent need for capacity building at all levels of educational management (2.3.1). Of major significance is the need for transition into the emerging education governance and management paradigm (2.3.4), which advocates participative educational management. This, in essence, implies the application of the democratic principles of governance and management as propounded by the SASA. There is a need, therefore, for educational managers to work in democratic and participative ways to build relationships and ensure efficiency and effectiveness. This implies the need to conceptualise education management strategies relevant to South Africa by developing a shared understanding and appropriate strategies about the new needs and priorities by developing:

- Implications of the new education direction for school management therefore include a new approach to education management development which will entail:

    * *a new focus on schools* (3.4.2), which will mean educational leaders must be empowered to, *inter alia*,

        - stimulate and encourage professional learning among staff;

        - build a professional culture which fosters collaborative problem-solving among staff and with the parents;

        - create structures for wider participation in decision making by all stakeholders.

*   *achieving self-management* (2.4.3), which entails decentralisation of decision making about resource allocation to the school level and a significant process of democratisation of school governance and management. To achieve this, a new management approach is needed. This approach must be dependent on planning according to a *value-driven mission, managing through participation and collaboration, developing schools as learning organisations* and *drawing upon other levels of the system for support.*

*   The new approach to management development needs to be based on strategies that aim for consensus and commitment, confidence and trust, contextual relevance, co-operation and co-ordination, creativity and coverage of a large number of people responsible for managing and leading education transformation in all parts of the country (2.5).

*   An all-embracing and holistic framework for education management development is needed to address school managers' needs for capacity to manage school democratically. This calls for all levels of the education system to play a role in management development. Most important is the role of the provincial and district levels to create conditions for a holistic approach to management development, thus enabling the school level to continuously strive for management improvement (2.4.3). The school level's focus areas have to be specific to development needs of school managers. This should be within the context of the building blocks of the holistic approach to management development (2.5).

*   The new approach thus has to be holistic and be characterised by the following components:

    *   *Strategic direction*, which is premised on improved access and quality, building awareness of management development as a basis of transformation, provision of leadership from many points in the education system, inclusive and collaborative governance and management and research and development (2.5.1).

    *   *Organisational structures and systems*, which involves delivery in quality education, a centre for management development in each province, management systems, information systems and quality assurance systems (2.5.2).

    *   *Human resources*, which entail empowering people by developing appropriate competencies, recognising competence and training and support techniques

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(2.5.3).

* *Infrastructure and other resources*, which include developing material and physical resources, improving the allocation and use of thereof, accessing additional resources and development and collection of resources (2.5.4).

* *Networking, partnerships and communication*, which concern linking institutions, people, organisations and interest groups inside and outside South Africa through a web of support, a vibrant non-governmental community evolving partnerships and communication (2.5.5).

### 8.3.2 Findings research aim 2: The nature and scope of management development

The following are the findings regarding the nature and scope of management development:

- Management development is an organisationally or self-initiated process aimed at educating, training and developing school managers in their management skills, management abilities and knowledge, and can take place in a planned and systematic manner or incidentally in order to achieve organisational and individual managerial effectiveness. The ultimate goal thereof is, therefore, school effectiveness through whole-school development (3.2.4).

- Management development is a process that is future-directed and entails learning as it relates to adults. It purports to develop managerial staff in schools to better, improved and effective performance of their duties. Management development thus thrives on support from education authorities and external support like, among others, tertiary institutions (3.2.4).

- Educational transformation brings about change in the education system. On the other hand, management development capacitates school managers to deal with the management of this change by providing them with appropriate management skills to do so (3.3).

- The effectiveness of management development is premised on its intended outcomes, *viz*. helping school managers to deal with specific job issues that are of current orientation and continuous and sustainable programmes of

development, which should include external support, local needs assessment, mechanisms for evaluation and feedback and inclusion in the school's staff development programme.

- Educational leaders' management development needs include time management, team building and management, organising and planning, financial management, motivating others, communication and understanding human behaviour (3.4.6). These management development needs are grouped into:

  * interpersonal needs;

  * personal and individual development; and

  * the development of the school as an ( a learning) organisation.

- The variety of management development needs espoused above allude to the need for a holistic approach to educational management development. This entails all aspects of educational management such as management tasks (3.4.7), management areas (3.4.8), a thorough understanding and use of management development techniques (3.6), methods (3.7) as well as some specific approaches to management development (3.5).

- School-based management development (3.5.3.4) is essential in South African schools because of its location within its target group of school managers. Being located thus, ensures that it is needs driven, focuses on specific and current management development needs, and encompasses a focus on the school's vision, mission and values.

### 8.3.3 Findings on research aim 3: Management development practices in international and national perspective

The major findings in this regard are:

- The management development approaches in the UK (4.2.2) and the USA (4.2.3) reveal valuable lessons for South Africa.

  The TTA's role (4.2.2.2) emphasises the necessity of preparation for school management. First, there is provision for training of newly appointed heads.

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Second, the NPQH is designed to ensure that school managers are adequately and relevantly qualified for school management before appointment. A prominent feature of the approach in the UK is the introduction of national standards of excellence for school leadership and management as well as the delineation of key areas for school management, *viz.* strategic direction and school development, teaching and learning, leading and managing staff, effective and efficient staff and resources deployment and accountability.

Another feature of the UK's approach is the emphasis on a school based management development approach (4.2.2.2), which is a lesson for South Africa's advent to self-managing schools. This is supplemented by the roles played by LEAs, HEIs, professional associations and trade unions, NGOs and the private sector.

Assessment centres (4.2.2.2) present a unique feature of providing individuals with a means to learn about their skills and development needs by providing support programmes to individuals through, *inter alia*, a mentoring programme.

- The USA approach (4.2.3) exposes the need for the training of educational leaders for their jobs before they are appointed to managerial positions. In fact, most literature outlines pre-service preparation programmes for school managers. The evolution of programmes to the present attest to the importance with which preparation of school managers is regarded. This is an important lesson for South Africa. Features of pre-service preparation for school managers include experiential learning, internship and mentoring (4.2.3.2).

In-service programmes in the USA are at a developed and co-ordinated stage. This indicates that the USA expends much effort and resources to ensuring effective school management and leadership. This is foregrounded by meticulous and vigorous recruitment and selection processes, which ensures that relevantly skilled potential school managers gain admittance to school management (4.2.2.2).

Prominent in-service programmes include the Principals' Centres and Academies, Networking, Management Profile, LEAD programme, Project ROME, NASE, PAL, PEP, NASSP and the ASCD. All these programmes indicate that school management is regarded as a career pursued by school managers themselves. This is an important aspect of management development outcomes.

Both the USA and UK's approaches espouse the value of all stakeholder-involvement in management training and development. This includes the involvement of the national and provincial ministries of education, tertiary institutions as well as business and industrial sector.

- The Malaysian experience (4.3.1) reveals many similarities with South Africa (4.3.1.1). The pre-independence era shows similar education provision policies with South Africa (4.3.1.1). The education structure post independence also shows similarities with the post independent South Africa. Education management development in Malaysia has important features. First, the programme of management development of educational leaders is situated within the education system's mission.

  Second, the certification of educational managers is an important lesson. This would go a long way in ensuring that educational leaders are well equipped for management and that their professional growth and advancement are relevant to their positions.

  Third, Malaysia's twinning programme with national and international universities ensures that the education system is in line with current world trends in management development. This is valuable in the ever-changing educational scenario worldwide.

- Zimbabwe (4.3.2) experienced similar colonial educational policies of separatism like South Africa. Zimbabwe's management development efforts highlight among others, the importance of partnerships in education. This includes the role that can be played by NGOs and the private sector. This would place the financing of especially educators' salaries on par with world trends. This is also a lesson for South Africa where most of the education budget goes to educators' salaries, thus incapacitating delivery programmes like educational management development.

  The roles of the school and district level management development in Zimbabwe (4.3.2.2) highlights the importance of bringing management development programmes as near to their target populations as possible. This offers opportunities for hands on programmes as well as after-care services. The district level is also strategic regarding induction programmes of educational managers.

  School principals are given the responsibility to identify management development

needs of their management teams and provide the necessary development programmes (4.3.2.2). This is beneficial in so far as it brings management development to the school level and makes use of any available training expertise in the school. However, this could present difficulties for the principal who may be unskilled in identifying development needs, facilitating training or identifying skilled staff members. The school itself could not be having financial resources to fund such programmes, and training and development incumbents could be unwilling to pay out of their own funds. This approach could be suitable to schools that are at an advanced stage of development and management disposition.

- Namibia's educational management development efforts (4.3.3), highlight the need for well-considered and well-planned programmes. Problems associated with the zeal to deliver on especially electioneering promises are highlighted in Namibia's management development experiences. The need for rationalisation (4.3.3.1) as is the case in South Africa, is revealed in a way that provides lessons for South Africa. The importance of seeking solutions based on the country's educational needs is exposed clearly in Namibia's situation (4.3.3.2 & 4.3.3.3). Finally, the institution of a National Institute for Management Development is one of the most important highlights of Namibia's educational management development programmes.

- South Africa is currently undergoing educational transformation. Consequently, the management development approach is being developed to be in line with the new education management vision that advocates democratic principles, *inter alia*, participation of stakeholders in school management. Therefore a holistic approach to management development (2.5) is pursued.

The first significant step in this direction is the envisaged establishment of a National Institute for Education Management Development. The Institute will be charged with, among others, formulating a national education management strategy (4.4.2). There is a national strategy for education management development (4.4.3), which foregrounds the work of the Institute. This comprises the national and provincial departments of education. The national department of education is involved on a macro level in supporting education management development in line with the new education management vision (4.4.3.2).

Provincial departments of education are engaged in various management development and training activities (4.4.3.2b). It is noted that, although these

activities are supposedly pursued in line with the new education management development approach, provincial departments differ regarding progress, delivery and impact of programmes they offer.

Tertiary institutions provide various courses in education management through degrees and diplomas (4.4.3.3). It is noted that many universities are currently redesigning their courses to suit the changing nature of educational management in South Africa. It is noted, however, that university programmes tend to be heavily academic, rely heavily on resource materials of foreign origin, are menu-driven and once off and few recognise prior learning.

NGOs and the private sector also play a role in the management development of school managers (4.4.3.4). A number of NGOs work in collaboration with provincial departments of education as service providers for management development, while the private sector assists financially to fund many NGO-provided management development and training workshops (cf. 2.5.5).

Professional associations also play a major role in the management development of school managers. EMASA is one such association aiming at promoting management development through, among others, professional upgrading through conferences, workshops and newsletters, liaison and co-operation through networking inside and outside the South Africa, promoting research in educational management and providing resource materials (4.4.3.4).

The role of trade unions in education management development (4.4.3.4), while invaluable, needs to be co-ordinated in such a way that it is not self-serving, but focuses on education transformation and builds capacity for its members to manage schools within the transformed education management system. This is especially because trade unions can play a role of advocacy and popularisation of the new education management direction.

## 8.3.4 Findings on aim 4: The empirical survey

### 8.3.4.1 *Findings regarding management development needs*

School managers regard most management development in the identified needs as being of high priority (6.3) which confirms literature study findings about these being management development needs of educational leaders (3.2.6).

Performance appraisal (6.3.1), management tasks (6.3.2), financial management (6.3.3), delegation (6.3.7), team building and motivation (6.3.8), and communication skills (6.3.9) are all regarded as being of high priority by respondents. It is, however, noteworthy that in all these needs, fewer deputy principals than principals and HODs indicate a high priority. It is observed that the roles of deputy principals as managers in schools are not well defined. They often find themselves managing on a delegated basis as against principals and HODs who seem to have specific roles, i.e. managing the school and own departments respectively. This projects the need for the empowerment of deputy principals in schools so that they feel professional growth and self-confidence in their managerial potentials.

Principals regard conflict management (6.3.4), managing interpersonal relationships (6.3.5), change management (6.3.6) and management of a multicultural environment (6.3.10) as being of higher priority than both deputy principals and HODs. All the four management aspects could be seen as the school principal's responsibility and domain. This actually is how the present set-up in schools is observed to be like. The principal is seen as the person responsible for managing all aspects of management and is supposed to ensure the school's stability. This finding has far-reaching implications for educational management development of all school managers so that they regard themselves as managers in the real sense.

### 8.3.4.2 *Findings regarding management development experiences*

Less than half of school managers indicated having had an accredited management training (6.4.1.1). However, a significant number of school managers indicate diplomas and degrees that are not educational management-related as their accredited management training. This casts a doubt as to the validity of the responses. It can be concluded that most managers in schools have a need for professional advancement in educational management so that they gain knowledge relevant to their positions, and this is projected in their understanding of educational management language and terminology.

INSET in educational management seems not to have been experienced by most school managers in the last two years (6.4.1.2). This indicates the necessity of an aggressive approach to management development for school managers.

There is a need for management development at school level (6.4.1.3). This suggests that school managers are aware of the need for a school-based and hands-on management development programme. This challenges the education system to come up with

programmes of management development that will be school-accessible so as to ensure that school managers are themselves able to enact programmes for themselves. This emphasises all the more the need for a school- and needs-based user-ready model that is proposed in this study.

Staff development courses are conducted more by principals than deputy principals and HODs in schools (6.4.1.4). This suggests that deputy principals and HODs do not really know how to conduct their managerial functions in addition to their teaching functions. This shows the need for development in, *inter alia*, self- management and time management.

School managers seem willing to attend management development courses with other staff members who are not school managers themselves (6.4.1.5). This suggests the realisation of the value of participative management and collegiality as a way of enhancing whole-school development, especially in the light of feelings of ownership of school improvement processes.

Most school managers indicated a willingness to observe other school managers in their schools for a day or longer (6.4.1.6). This bodes well for mentorship as a management development method. There is thus a willingness to learn from other school managers.

Almost all school managers indicated a willingness to act as mentors for other school managers (6.4.1.7). This is an encouraging sign that implies an awareness of assisting other school managers. This means that management development programmes of provinces and districts can make use of available expertise in schools to develop other managers.

There is a willingness to attend a management development course conducted by a staff member who is not a school manager (6.4.1.8). This concurs with the fore-going findings, which suggests a bridging of the "them" and "us" divide between principals and other school managers and educators in their departments who are not managers.

Most school managers indicated a willingness to pay for a management development course (6.4.1.9). This is an indication of the realisation by managers themselves that they have to be responsible for their own management development, which is an indication of commitment to their management functions and an acknowledgement of the need for management development. Education department can therefore motivate school managers to go for their own management development at institutions of higher learning.

However, this would have to be recognised by the department through recognition awards of some form and be within the department's framework of management development.

Most deputy principals and HODs agree to the involvement of parents in management development from the planning to the implementation stage (6.2.1.10). This suggests a willingness to be inclusive and the realisation of the supportive role parents can play in whole-school development. Fewer principals, however, agree to this. This could stem from the tensions resulting from parent "interference" in professional management issues observed since the South African Schools Act was enacted.

### 8.3.4.3 *Findings regarding management development activities*

The most important finding regarding management development activities is that there are possibly no planned, co-ordinated and coherent management development activities in schools in Gauteng. This is premised on the observation that in almost all instances, principals indicate a positive response to management development activities than deputy principals and HODs. The following findings attest to this observation:

- Almost half of school managers indicated that no policy statement regarding management development and training of the SMT existed in schools (6.5.1).

- More than half of the HODs against almost four fifths and three fifths of the principals and HODs respectively indicated that whole-school and individual needs are not identified (6.5.2).

- More than half of school managers indicated that costing and budgeting for management development is not done (6.5.3).

- Most principals and deputy principals indicated having procedures for the implementation of management plans and experiences (6.5.4).

- More principals compared to HODs and deputy principals indicated that management development plans are monitored and evaluated (6.5.5).

- Fewer HODs than principals and deputy principals agreed that management development activities focus on all areas of school management (6.5.6).

- Most principals compared to deputy principals and HODs agreed that management development programmes are conducted in the context of the school's mission and aims (6.5.7).

- Though marginal, principals indicated staff involvement in management development planning and implementation (6.5.8).

- Most principals compared to deputy principals and HODs agreed that management development activities are regularly evaluated (6.5.9).

- Fewer deputy principals and HODs compared to principals agreed that management development activities focus on continuous improvement (6.5.10).

- More princlpals compared to deputy principals and HODs indicated that management development activities focus on key strategic issues (6.5.11).

- Fewer deputy principals compared to principals agreed that the management development programme was supported by and had the commitment of staff and parents (6.5.12).

- More principals than deputy principals and HODs indicated that there are systems and procedures for needs identification (6.5.14).

- Most HODs as compared to deputy principals and principals did not agree that action plans for management development programmes are used (6.5.15).

- More principals and deputy principals compared to HODs agreed that management development plans indicate expected outcomes and success criteria (6.5.16).

- About two fifths of deputy principals and HODs compared to three fifths of principals agreed that indicators of good practice are used to rate management development needs (6.5.17).

- Most principals compared to deputy principals and HODs agreed that management development programmes are flexible enough to accommodate changes or external interventions (6.5.18).

- Though not very significant, most principals compared to deputy principals agreed that management development programmes make programmes make use of external expertise (6.5.19).

- Less than half of the school managers agreed that staff reports on the content and value of management development activities. However, more principals than deputy principals and HODs agree to this statement (6.5.20).

### 8.3.4.4 *Findings from the rank order of needs prioritisation*

The rank order of the prioritisation of management development needs indicates a difference among principals, deputy principals and HODs (6.6). Once again HODs differ in their ranking of needs prioritisation as compared to principals and to a certain extent, deputy principals. A surprising finding is the low ranking of managing and a multicultural environment by all school managers. This seems to be an anomaly in view of the integration brought about by the education transformation in South Africa. A point is made that this could be due to lack of understanding of what multicultural issues involve as against a widely-held and erroneous notion of their being "black" and "white" issues.

### 8.4.3.5 *Findings regarding differences in responses between SMT members*

There were significant differences between principals and deputy principals' prioritisation of the following needs:

- performance appraisal;

- financial management;

- conflict management;

- managing interpersonal relationships; and

- managing change.

There were significant differences between principals and HODs regarding the prioritisation of the following management development needs:

- conflict management;

- managing change; and

- managing a multicultural environment.

There were significant differences between deputy principals and HODs regarding the prioritisation of the following management development needs:

- management tasks; and

- financial management.

There were significant differences between principals and deputy principals regarding the following management development experiences:

- attending any accredited in-service training in the last two years;

- conducting any development course for staff in 1998; and

- parental involvement in the school management development programme.

Principals and HODs differed significantly regarding the following management development experiences:

- conducting any development course for staff in 1998;

- willingness to attend a management development course with another member of staff who is not in the school management team;

- willingness to observe other school managers for a day or longer in their schools;

- willingness to attend a management development course conducted by a member of staff who is not in the school management team; and

- parental involvement in the school management development programme.

Deputy principals and HODs differed significantly regarding the following management development experiences:

- the need for management development at school level;

- willingness to attend a management development course with a member of staff who is not in the school management team; and

- willingness to attend a management development course conducted by a member of staff who is not in the school management team.

Significant differences were also noted between principals and deputy principals regarding the following management development activities:

- the focus of management development activities on all areas of school management;

- regular evaluation of management development activities to identify needs for reinforcement and or corrective action;

- the focus of management development activities on continuous improvement;

- the use of indicators of good practice to rate management development needs; and

- the flexibility of the management development programme to accommodate changes caused by external interventions.

Significant differences were noted between principals and HODs regarding the following management development activities:

- a policy statement regarding the development and training of the school management team;

- identification of whole-school development and individual development and training needs;

- costing and budgeting for management development programmes;

- attendance of school-based and external in-service training by the school management team;

- procedures that ensure the implementation of management development plans and experiences;

- careful monitoring and evaluation of implementation of plans;

- focus of management development activities on all areas of school management;

- management development programmes being conducted in the context of the school's mission and aims;

- regular evaluation of management development activities to identify needs for reinforcement and corrective action;

- identification of key strategic issues upon which management development activities must focus;

- support and commitment of staff and parents for the management development programme;

- use of action plans for management development programme implementation;

- indication of expected outcomes and success criteria by the management development plans;

- use of indicators of good practice to rate management development needs;

- flexibility of the management development programme to accommodate external interventions; and

- management development programme's use of external expertise.

There were also significant differences between deputy principals and HODs regarding the following management development activities:

- procedures to ensure the implementation of management development plans and experiences;

- support and commitment of staff and parents for the management development programme; and

- use of action plans for the management development programme implementation.

The main conclusion drawn out of these findings on significant differences is that while principals see management development programmes and activities as being of high priority, deputy·principals and, to a large extent, HODs in schools express opposing views. However, it was found that, none of the differences were of practical significance.

8.3.4   **Findings on research aim 5: A management development model for school managers in Gauteng**

The following findings are made about the management development model for Gauteng schools:

- An open model of management development is ideal for a transforming education system in that it allows for changes and new inputs from various sectors (7.2.2.1).

- The management development model must have strong evaluation and feedback features (7.2.2.2).

- Action teams are a valuable feature of the management development model (7.2.2.3).

- The management development approach for Gauteng schools must be co-ordinated from the provincial level to the school level. The district level must play an active and supportive role to the school level (7.3.1).

- The Commitment Approach ensures commitment via the involvement of school stakeholders and its focus on whole-school development (7.3.2)

- The Commitment Approach avails a readily usable tool for the needs analysis, evaluation and feedback (7.3.3). The approach's strong point is its reference to the school's vision throughout (7.3.3) as well as the built-in evaluation and feedback. This will ensure that there is commitment to the achievement of the school's vision, mission and aims through the use of strategic priorities or issues as well as the setting of indicators of good practice as related to the mission statement (7.3.3).

- The use of performance indicators or indicators of good practice and the translation of plans into implementation action plans ensures that the management development programme is always directed (7.3.3).

- The Commitment Approach makes use of scanning indicators as measures of success criteria and to evaluate outcomes (7.3.3).

The Commitment Approach provides a school-based and needs-based model to management development in Gauteng schools.

## 8.4    RECOMMENDATIONS

In the light of the literature and the empirical studies the followings recommendations are made:

### Recommendation 1

*There is a need for South African literature on educational management and management development.*

### Motivation

Most literature sources available and in use are American and British. As a result, their context is sometimes difficult to apply in the South African context. It, therefore, can be difficult for educational managers to contextualise information from these sources in the South African situation. The British education system, which is structured differently to the South African education system, is articulated in the British literature on educational management. It may, for instance, be difficult to locate the provincial and district levels of the education system in South Africa within the British system and the LEAs.

## Recommendation 2

*It is necessary to encourage educational managers to study educational management or be exposed to educational management terminology. It is necessary that educational management be presented as an educational career just like Human Resource Management in the corporate world is regarded.*

## Motivation

Educational managers seem not to understand and relate with insight to information that uses management terminology. This is evident in the types of responses relating to, *inter alia*, further fields of study in educational management. Most educational managers mentioned courses, diplomas and degrees not relevant to educational management. This would also induce feelings of confidence in them. This will make them see themselves as managers and thus make them carry out their managerial functions with confidence.

## Recommendation 3

*School management teams need to know their job descriptions and be made to perform them.*

## Motivation

It is clear that the roles of deputy principals and heads of departments are not well defined. School management is still seen as a responsibility of the principals. Deputy principals and heads of departments seem to manage on a delegated basis. This is seen in the somewhat neutral stance that seems to be taken by deputy principals and heads of departments in management aspects like conflict, change, finance, interpersonal relationships and multiculturalism.

## Recommendation 4

*The institution of a provincial education management development programmes for school managers should be established as a matter of urgency. These programmes must be co-ordinated from a single point in the department so that management development activities are co-ordinated and well structured.*

## Motivation

There are presently a number of education management development activities from the provincial department. These rely heavily on being cascaded by district officials to schools management teams. These programmes are cascaded with the assumption that district officials have the necessary training and facilitation skills. As a result, these programmes do not seem to reach schools effectively. This is seen in a variety of management development courses mentioned by school managers, e.g. quality assurance, strategic planning, development planning and whole-school development. The co-ordination of management development programmes would have ensured that, for instance, concepts like development planning, quality assurance and strategic planning are situated within whole-school development. There would be no need then, to conduct all these programmes separately. This would also avoid duplication as seen in quality assurance, strategic planning and development planning and thus, save financial resources.

## Recommendation 5

*Attention should be paid to the pre-service training and induction of school principals before they assume their appointments. A few weeks or days in schools similar to the ones in which they are to take appointments would be immensely helpful.*

## Motivation

School principals in South Africa are not trained for their management duties and assume these duties without knowledge and skills in educational management. This is why they cannot conduct any management development for their deputy principals and heads of departments except to instruct them to perform certain duties while their management styles become and remain authoritarian. On the other hand, shadowing other school principals would encourage collegially, collaboration and networking.

## Recommendation 6

*Management development programmes regarding new policies and legislation should be instituted as a matter of urgency.*

**Motivation**

The implications of new policies and legislation such as the South African Schools Act, the Policy on School Governance and the Labour Relations Act have necessitate management development of school management teams. These policies and legislation have immediate implications for school managers' proficiency in dealing with matters like, educators' misconduct, learners' rights and parents' participation in school governance, *vis a vis*, school management. Some form of management development and training in the application of these new policy measures, is necessary in the immediate instance while comprehensive management development programmes are being put in place by the Department of Education.

**Recommendation 7**

*An advocacy programme concerning the new vision of education and its concomitant focus on the holistic approach to educational management and management development should be initiated through information dissemination by way of seminars, workshops, symposia, conferences, circulars and newsletters.*

**Motivation**

People accept changes and innovation better when they are adequately prepared. It therefore is essential to prepare school management teams for the implementation of the new education management development approach while plans for the implementation are underway. This should indeed prepare and level the necessary groundwork for intensive training in order to encourage a paradigm shift from the old practices to the new approach.

This will also ensure that NGOs, professional associations and trade unions provide management development programmes that are informed by the new education management direction and vision. This will also be a powerful means of ensuring that management development is aimed, not only at serving school managers, but educators who might be aspiring to be school managers at some stage or another. This will also promote the culture of co-operative and shared learning, which in turn, will encourage co-operative, flat and participatory management in schools.

**Recommendation 8**

*Minimum qualification standards in educational management should be made mandatory for appointment into school management positions.*

**Motivation**

There are presently many school managers who, although adequately qualified by way of the Required Educational Qualifications Value (REQV), are not exposed to any form of educational management or leadership and are thus not suitably qualified for management posts they hold. It is thus necessary that a certificate, diploma or licentiate in educational management be a condition for appointment in a school management position.

**Recommendation 9**

*Partnerships must be formed between tertiary institutions and the Department of Education regarding education management development diplomas or degrees with recognition of such diplomas or degrees on successful completion thereof.*

**Motivation**

The REQV for school managers is presently matric plus a three-year teachers' diploma. Consequently, most school managers do not possess any educational management qualification. Studying further implies studying for a bachelor's degree before studying for an educational management-related degree. A degree with specialisation in educational management would be an incentive since this research has shown that school managers would be willing to pay for their own management development. The Department of Education would have to recognise these qualifications.

**Recommendation 10**

*School management teams must be adequately trained in training and facilitation skills.*

**Motivation**

Most provincial education management programmes assume that school managers are proficient in conducting and facilitating training. This is one of the reasons why the

cascade mode of training does not achieve the desired ends. Very often the cascading training ends up being a mere information sharing session or ends up not being done at all.

## Recommendation 11

*The management development programme at school level should form part of the whole-school development and staff development programmes and should make use of strategic priorities, thus focusing on the school's vision, mission and aims as well as make use of indicators of good practice.*

### Motivation

Management development at school level should focus on continuous improvement of the whole school and staff development. The management development programme should thus be costed and budgeted for, hence the inclusion in the whole-school development and staff development programme. The use of strategic priorities and performance indicators will ensure that there is commitment and a continuous reference and identification with the school's vision, mission and aims.

## Recommendation 12

*School Development Teams or Circles should be used in the implementation of the Commitment Approach.*

### Motivation

The Commitment Approach relies on teamwork for its success and induction of commitment. The Commitment approach can be applied to various school development areas through the activities of various teams that would ultimately be accountable to the main team, i.e. the School Development Team.

## 8.5 RECOMMENDATIONS FOR FURTHER RESEARCH

In the light of this research's possible limitations the following recommendations for further research are made:

- The length of the questionnaire has limited the entire scope of educational management development that could have been covered. Therefore, other modes of research may be used to collect data, *inter alia*, interviews and observations in schools.

- Due to the unique South African education dynamics, research may be conducted to formulate educational management development concepts that will have a South African context. For instance, terminology in educational management sources must be South African, e.g. school manager against school administrator and headmaster.

- Research on the current management roles of deputy principals and heads of departments is needed. This will explain the roles they play and maybe why in most instances, they seem to differ in perceptions with the school principals regarding educational management and management development experiences and activities.

## 8.6 CHAPTER SUMMARY

This research has outlined the stage at which South Africa is regarding management development. The new direction brought about by the new education vision has far-reaching implications for management development of school leaders. It has also become clear that whole-school development calls not only on the school principal in terms of management development, but the entire school management team to be actively and conscientiously involved in inducing commitment of all stakeholders to school improvement.

Effective education management development has emerged as an invaluable educational investment that needs the participation of all education stakeholders, from the National Ministry of Education through to tertiary institutions and business.

It is concluded here that while the nature and scope of education management development has been exposed, it has been revealed also that there is a dire and urgent

need for management development at school level to be implemented. After all, it is at school level that educational managers are charged with the arduous task of ensuring an effective and efficient school management system. This will indeed ensure the effective culture of teaching and learning.