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Managerial Effectiveness and School Performance. Case Studies of Four Schools with similar developmental contexts and levels of resources.

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A research report submitted to the Faculty of Education, University of Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education.

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Abstract

This research has investigated whether the variation in learner results in schools from similar developmental contexts with similar levels of resourcing can be explained by differences in school management of its resources (both physical and human). The research explores the links between effective management and effective schooling.

The research established that there is not a necessary link between statistical analyses of school performance and school effectiveness both from a productivity perspective and a socially constructed perspective. A finding of the research is that performance variation in schools can be attributed to differences in management. This justifies the use of a statistical indicator of school performance as an operational tool. However, its use needs to be tempered with additional statistical indicators, such as learner through put rates measured over time, which are indicators of learner redress and equity.

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Key words:

school management
statistical indicators
resourcing levels
performance differences
learner differences
different developmental contexts

Declaration

I declare that this research report is my own, unaided work. It is submitted in partial fulfilment of the requirements for the degree of Master of Education in the University of Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.

A Arnott

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June 1999

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List of Abbreviations

DEC.....District Education Co-ordinator

HOD.....Head of Department

SGB.....School Governing Body

SMT.....School Management Team

SRC.....Student Representative Council

Chapter One: INTRODUCTION

1.1 Introduction

This research report aims to answer the question, can differences in school performance which take into account the schools developmental context and level of resources be explained by managerial effectiveness? More specifically it first hopes to establish whether schools statistically identified as "over-performing", as defined by Crouch and Mabogoane (1998a), are in effect schools that are effectively managing their material and human resources as they suggest in their analysis. In the process, it will discuss the nature of the link of effective management to effective schooling.

Crouch and Mabogoane (1998a) calculated school performance on the basis of actual grade 12 pass rates relative to "expected" or "predicted" pass rates that took into account a school's level of resourcing (both physical and personnel) as well as socio-economic factors. A school that significantly achieved an average pass rate well above its predicted pass rate is an over-performing school. This report intends to investigate whether the "unexplained" variation in school performance between what was expected and what was achieved can be explained by a school's effective management of its resources and environment. The research tests this by using four case studies of over-performing schools in the hope of interrogating or complementing Crouch and Mabogoane's findings.

This study seeks to discuss organisational systems that address the issue of school monitoring and evaluation at the school level. With education consuming some 40% of provincial budgets and approximately 23% of the national budget, significant public attention is given to the political promises of educational delivery. It is particularly important for national and provincial departments to develop and manage public accountability systems to help monitor and evaluate educational improvement and control. As Donahue (1989) notes," accountability is a central attribute of almost every definition of 'good society', and a central desideratum of almost every moral code". A special burden of accountability accompanies

public authority. Donahue (1989) argues that this is so for three reasons. First, some of the most crucial functions of society must be carried out collectively. Because critical choices are at stake, we worry about accountability in public tasks. Second, the public - because it is so large and diverse a category - there is a tendency for public authorities not to take into account its interests. Third, the individual is inherently vulnerable before the powers of government and countries' constitutions often seek to address that vulnerability in terms of accountability of public authorities to the individual. While accountability is a fundamental aspect of social existence, it is often a specific problem in the area of government.

Because of the size of inherited resource backlogs in schools, inadequate education resources is likely to be a feature of the South African education system for at least the next decade. Methodologies that allow the monitoring of school level performance would be invaluable in allowing education departments to target their resourcing efforts specifically where they are needed. Presently, there is no rigorous systematic method practised by departments in determining whether a school is performing in terms of its resourcing levels. There is little understanding of how well resources are being managed - whether a well resourced school is under performing or a poorly resourced school is over performing. Quality education seems to occur randomly and haphazardly with little or no reference to the level of resources used up. Increasingly however, public fiscal constraints are forcing departments to pay more attention to managerial efficiencies.

But is not managerial efficiency, an aspect of accountability, an abstract basis for assessing educational quality? Are there not other issues at least as important? Are there not some values inherent and intangible in notions of effective education management that escape the rational view? Obviously there are such issues and for that reason it is useful to bring in a constructivist perspective in understanding perceptions of effectiveness. But however much the cultural and ideological dimensions and values bring to an understanding of effective education, there are pragmatic grounds that exist for comparisons of efficiency in educational delivery. The efficient alternative need not be the cheapest. As Donahue (1989) notes,

accountability covers a lot of ground. It means evaluating alternative arrangements for carrying out educational delivery by the yardstick of "fidelity to the public's values", whatever they may be.

South African education is also facing renewed efforts to introduce school level accountability in a number of ways. Political community opposition in the 1980s largely destroyed the bureaucratic system of supervisory activities by inspectors. Classroom visits and educator performance appraisals by management are still highly contested means of accountability in schools. These mechanisms and organisational systems are slowly being reconstructed through negotiations with stakeholders in the system. The South African Schools Act (1996) and the School Funding Norms address issues of efficiency by empowering school management to form collaborative arrangements with the community in delivering the mandate of education. This arrangement heightens the schools accountability to both its clients (parents, students) and its agent (the department) in a way never before experienced in the South African education system. But these systems of accountability which focus on the effective management of inputs and mechanisms for assessing quality and productivity are yet to be institutionalised.

Planners and decision-makers are increasingly seeing decentralised school management of educational resources as a financially and managerially viable answer to the delivery of quality education in schools. The introduction of school governing bodies to share the responsibility for the governance of schools, the proposed decentralisation of funds to schools to manage their own expenditures, the encouragement for schools to seek private sector partnerships are all indicators of this thinking.

The initiatives addressing public management accountability systems vary across education directorates nationally and within provinces. At the school level, departments are currently engaged in upgrading school-level management skills by targeting school management teams, school governing bodies and representative councils of learners with management

training. The training ranges from clarifying management roles and responsibilities, developing financial management planning and vision building. At the district level, a recent initiative by the department of national education aims at improving management systems and practices in thirty "development" districts across the country (Department of Education, 1998b). The rationale provided for this intervention notes that current "management at district level lacks coherence, capacity and the authority to change the performance of the system" and that effective schooling tends to be a matter of chance (Department of Education, 1998b; 3). At the classroom level, the COLTS campaign, the introduction of the development appraisal instrument, the development of Codes of Conduct are also initiatives by government to resuscitate the professional accountability of educators as well as that of learners and schools as a whole.

In order to address issues of accountability of effective school performance the relationship between these management mechanisms and the output of learner results needs to be understood. The relationship between quality education and effective management of schools is relatively unexplored in South African schools research. The debate about whether the amount of money provided for schooling matters more or less than its wise usage has yet to begin. This study seeks to explore the link between school-level academic performance (a proxy of quality education) and effective management of school level resources.

The most recent works in this area, (Christie and Potterton (1997), Jansen (1995), Meyer (1994), Archer (1995 and 1997), Gilmour (1997) to mention some key authors) have tried to identify the critical mix of "school effectiveness" indicators and processes that are specific to our schools. The national Department has recently initiated an attempt to measure the quality of education in schools by piloting a series of "effective schools" criteria in 198 schools in nine provinces. The conceptual framework used relies heavily on orthodox indicators drawn from international literature on effective schools (Department of Education, 1998a). The proposed model is largely quantitative because it is concerned with national monitoring and evaluation of indicators that have a yet to be confirmed link with learner achievement. In view of this, it

is urgent for further research on the indicators and processes associated with effective schools in the South African context to be undertaken.

1.2 Objective

The research intends to cover the following areas:

- Distinguish what is meant by effective school management. Two approaches to effective management will be explored. An economic rationality perspective, with a focus on productivity, will assess whether quantitative indicators and determinants associated with high learning outcomes in schools are necessarily a reflection of effectiveness. A constructivist approach will explore stakeholders' perceptions of the effectiveness of their school's management. The two approaches will provide a basis of comparison for school case studies.
- Investigate a few schools that over-performed to understand how effectively they manage resources (external/internal/human and material) in order to identify characteristics of effective management as identified in context by stakeholders.
- Explore how, according to stakeholders, effective management contributes to school performance.
- Discuss the usefulness of both the indicators proposed by Crouch and Mabogoane's statistical analysis of school performance and those perceived by stakeholders to reflect management effectiveness.
- Pursue whether the statistical calculations of school performance would be appropriate as a tool for districts in managing school accountability.

1.3 Rationale

This research study hopes to make a small contribution to the construction of that knowledge by testing whether stakeholder perceptions of managerial effectiveness concurs with inferences made from a statistical analysis of that school's performance. Furthermore, a key purpose of this research is to provide intellectual support for the use of statistical methods for identifying the reasons behind performing and non-performing schools so that some of the

conditions for schools to improve themselves can be developed through appropriate external support (mainly from the district). It is not about introducing universal conditions for school improvement but identifying where support is needed and rewarding schools for performance. As Hopkins, Ainscow and West (1994; p7) note,

> "Schools have the capacity to improve themselves, if the conditions are right. A major responsibility of those outside the school is to help provide these conditions inside".

As briefing documents for the District Improvement Project note (Department of Education, 1998b), non-performing and under-performing schools remain unidentified and/or unsupervised. The quality of learning and teaching is in effect left to chance. Results are being achieved with little account on understanding of how the resources are being expended.

Finally, recent reviews of management systems (Arnott and Shindler, 1998), (Jansen, 1997) and audits of quality assurance in the provinces, (Naidoo, Motlala and Khosa, 1998) indicate that there is a vacuum of implementation policy guidelines in these areas of management and quality assurance systems. Further, current practices of these systems are fragmented, inadequate and poorly monitored. District level management systems of school performance are being developed in a number of provinces, usually on an ad hoc basis and with often inadequate theoretical substance. There is a need to create information systems of management that can quickly identify "troubled" schools that then allow further diagnostic analyses and subsequent school improvement strategies to be implemented.

Chapter Two: LITERATURE REVIEW

The concepts of effective "school performance" and "management" cut across a number of bodies of educational research theory. This literature review will be eclectic, as it believes in drawing on various theoretical approaches on effective schools, school improvement, management theories and information management theories to inform this study's frames of reference. The literature review will firstly, cover the theoretical debates on the value of management information systems in improving education quality at schools. Secondly, it will develop a conceptual framework for analysing the functioning of schools by exploring the debates on effective schools; and thirdly, it will review the conceptual relationship between school management, organisational processes and school performance.

2.1 Education Management Information Systems (EMIS)

As Crouch and Mabogoane (1998b) argue, for any system to become a learning system - (that is any system that wants to grow based on internal feedback's about its own performance) it needs to have information not only about its under-performers but also about over-performers, so that the lessons of the latter may spread to the former. But in order for the correction mechanisms to be applicable, the system must also have information about what it is reasonable to expect in terms of performance increases by the under-performers. This requires statistical analysis, as well as, of course, qualitative and process-orientated analysis. A key management tool for a system is to develop effective Education Management Information Systems (EMIS) that process value-added data and produce statistical analyses of the performance of the system. An EMIS is a necessary part of a departmental system's control both for effective management and improvements in the quality learning and teaching.

Scheerens (1992) argues that school reform must tackle both operational levels of the system - management and the primary process of teaching. He suggests the use of various levers for

encouraging change such as providing well-targeted incentives, training and organisational development and school self-evaluation. Such a comprehensive approach is seen as necessary since every aspect of school functioning is connected with every other aspect. He argues for a careful sequencing of the various improvement activities. Scheerens (1992) proposes that a global school diagnosis might be a likely first step. The results of this diagnosis could then be used for the planning of further interventions. While it is technically possible to collect as much information as is desirable, this diagnostic information and any follow-up action which may occur will not automatically solve the problem. However, in order for a system to take interventionist actions, it needs the information and feedback on the utilisation of resources relative to performance.

Chapman and Mahlck (1993) point to four principal ways in which information can be used to improve educational quality: (1) providing data that are used to support or secure resources (2) constraining "bad" decisions; (3) detecting inefficient resource use; and (4) supporting mechanisms that offset the impact of resource loss. The most direct use of information is to support decision-making to allocate resources; to describe the status, identify trends and develop projections. This is the cornerstone of the rational decision making model and the central tenet of most arguments for improving information systems. Advocates point out that understanding the basic dimensions of an education system is prerequisite to meaningful planning. A more frequent use of data is to limit bad decisions. Political or professional adversaries may use information to counter a decision they regard as unfavourable. This is often a more likely use of information than by policy makers in formulating a policy in the first place (Chapman and Mahlck; 1993). Information can be used to discover inefficient resource use - to clarify the relationship between different inputs and subsequent learner performance. As will be discussed later in the review, research suggests that the relative impact of such interventions such as teacher training, instructional materials and supervision differ across countries (Verspoor 1990; Fuller, 1987). Education managers need to monitor the impact of these inputs within the context of their own countries. The fourth use, Chapman suggests, is the potential of the information system as a supporting mechanism to help offset the impact

of resource loss. He gives the example of an education ministry offering non-monetary incentives, such as subsidised housing or additional training, to counter the high turnover of teachers using their professional qualifications to seek employment elsewhere. This requires a data system to match teachers with incentive opportunities.

Chapman and Mahlck (1993) note, however, that the prevalence of EMIS in many developing countries has not lead to more effective management of school performance.

> "While considerable creative thought has been put into the design and operation of information systems for central ministry planning, far less has been given to ways the resulting information can be used to actually affect practice at the school level." (1993;p1)

This is the case in South Africa where district and school personnel have little or no access to the wealth of information collected on an annual basis by the provincial and national EMIS units. Even if the information was available to decision-makers at these levels, there is no incentive to use it as the system is not required to use the information to monitor and assess performance. An advocacy of the role of information in management systems needs to be balanced with the understanding that resource and allocation decisions are always made within a larger social and political context. Crouch (1997) notes that, despite its prevalence in the private sector, the demand for information systems in the public sector are low. Further, he argues that supply of data will not induce demand in the public sector. Demand for information in the private sector is driven by competition for markets and for resources. The conditions that encourage competition and efficiency in the private sector are largely absent in the education sector of developing countries. The public sector demand for data use is low. Crouch suggests that information systems have the greatest use in education management when education officials are managerially accountable and committed to raising school-level performance. In particular, he observes that the demand and use of data are greatest in countries in which the education authorities are clearly accountable to other divisions of government (e.g. the finance ministry) in a politically competitive system.

In South Africa, as the pressures of the state's fiscal crisis deepens and the impending 1999 elections loom with grade 12 results continuing in their downward slide, the education system is moving towards increasing financial and political accountability. However, these conditions are not necessarily sufficient for decision-makers to feel the need to improve the basis of better information systems. The present accountability pressures are largely confined to the macro-policy level. As a result South Africa 's EMIS is collected and maintained at these macro levels of aggregation, and strategic school and classroom level information that could be strategic to their improvement is seldom sought systematically. Adams and Boediono (1993) in their case study of Indonesia, argue that information systems fail because the centrally collected information they provide is not closely linked to school level initiatives. They identify five reasons why EMIS has had little impact on improving school practice: (1) The choice of indicators gives low priority to information on classroom process; (2) Basic educational concepts such as quality, are often unclear and subject to a variety of interpretations. (3) Teaching and learning are complex processes, which are not readily transparent. (4) Classroom dynamics are time dependent; data systems cannot respond fast enough to be useful. (5) Technology is context dependent. However, they assert that information can have more impact on school practice if it is put in the hands of those closer to the school. Adams and Boediono present a model, which identifies types of information (financial data, enrolment changes, community income levels, etc) needed by different stakeholders if they are to be meaningfully involved in improving school practice. Such a model illustrates how an information system can be used to strengthen educational performance at the school level.

Ahlawat and Billeh (1993) extend the argument of the importance of decentralised information access and use in improving school performance. They suggest improvements in quality and efficiency at classroom and school levels can be made by sharing information using easily quantifiable indicators on teaching and learning conditions with decision-makers at these levels. A checklist designed to assess whether the fundamental prerequisites for

learning to take place would be the basis of this information. This microanalysis would require the collection of detailed information on individual learners, educators, classes and subjects within schools. Since such a wealth of information would clog most current centrally co-ordinated EMIS units (and lead to breakdown and non-use of EMIS), they advocate decentralising the data collection, storage and analysis to keep micro-level data available to schools and districts. Greater aggregation of data would take place at regional and provincial levels of the system. A key constraint to this proposal would be the necessary technical skills to support this decentralisation at the district level. They note that, in the Jordan experience, highly visible dramatic displays of findings convinced managers of the necessity of taking on board those skills (Alhawat and Billet, 1993).

This review of the potential role EMIS can play as a management tool in improving school performance will inform the kind of recommendations this study hopes to make. There are strong indications that some districts' management in Mpumalanga (Arnott and Shindler 1998) and Gauteng (Patel, 1998)[1] regularly use rudimentary quantifiable information to support decision-making and strategic planning and would benefit with further conformity of design and content. As Chapman and Mahlck (1993) note most countries formal information systems do not support the information needs of managers at the lower levels of the education system and yet these lower and intermediate-level administrators and managers are key gatekeepers to schools

2.2 Effective Schools/Schools Improvement Theory

A key concept in this proposed research is the notion of an effective school, a school that is performing at its best given its resources, a school that is delivering quality education. It is a notion that has generated considerable theoretical debate, which can be broadly, clustered

[1] Three districts in Mpumalanga manually collected learner and school examination results and awarded prizes to individual learners, teachers, schools and circuit officers.

into two approaches, namely the School Effectiveness and the School Improvement Approach. Put crudely, School Effectiveness studies are concerned with "top-down" quantitative outcomes-based research which focuses on the school organisation, whereas School Improvement approaches are more "bottom-up", qualitative, process and practitioner-focused, with less concern for outcomes (Hopkins, Ainscow, and West, 1994). The quantitative dimension of this research study and the focus on learner results places it epistemologically in the Effective Schools camp. The rationalisation for using this approach will be clarified by relating the historical shifts that the Effective Schools approach has undergone from a crude linear model to multi-dimensional interactive model.

The first studies of school effectiveness investigated whether high examination scores were due to socio-economic factors or school factors. The initial findings favoured socio-economic factors as determining learner performance. However, subsequent studies, especially those in developing countries, indicated that school factors did make a critical difference to learner results. The focus then was to identify differences between schools in terms of variations among the range of inputs they received. The effective schools paradigm started off as a simple input-output model. These inputs included teacher qualifications, pupil/teacher ratios, pupil/textbooks and teacher salaries. The most commonly cited factors for effective schools are summarised as follows:

- Strong leadership of the principal
- Emphasis on mastery of basic skills
- An orderly school environment
- Frequent assessment of learner progress

Over time different researchers have suggested different emphases. It was then recognised that school effectiveness was dependent not merely on the range of resources that a school received but how well they were used (Hanushek, 1998). A new focus on organisational and process variables became pertinent to the study of effective schools. Studies indicated that the interaction of inputs and processes were critical to the quality of schooling learners received (Gilmour, 1997). Effective characteristics were embedded in process and

organisational factors and could not be viewed in isolation. A spate of interest in these factors dominated schools research in this field.

More recent approaches to school effectiveness emphasise the unique organisational forms of schools and warn of abstracting schools from their social and cultural contexts (Rutter et al, 1979, Reynolds 1976, 1982 and Mortimore et al, 1988 mentioned in Reynolds and Cuttance,1992). Schools are seen as organisations made up of a set of hierarchical sub-units in which decisions in one cascade and effect quality in other units. This research points to the strong possibility that a school's effectiveness may vary over time and is not necessarily consistent. The advocates of this approach propose that differences of pupil outcomes between schools do not appear to be connected to differences in physical circumstances or administrative organisation but are systematically related to their characteristics as social institutions, which vary over time.

The three studies mentioned in Reynolds and Cuttance (1992) which adopt this approach attempt to look beyond academic achievement to other process variables as measures of outcome. In addition to examination scores, delinquency rates, attendance levels and pupil behaviour are viewed as outcomes of effectiveness. The implication of this approach is that schools are units of change and there is a need to negotiate structural and cultural change affecting pedagogical practices. It is an attempt by the school effectiveness approach to acknowledge the importance of school culture and adopt the broader qualitative focus of the school improvement approach.

This qualitative emphasis gives additional credence to the school effectiveness approach but, as Scheerens (1992) argues it does not lend itself to a prescription for school practice. However, the advantage of the school effectiveness approach is that by focusing on generic indicators and processes it allows planners and decision-makers to translate system-wide change across schools to some degree. This is particularly necessary in the South African education system where schools have wide resource variations and management capacities.

The debate covered to this point is to provide justification for using the effective schools paradigm model as the conceptual framework for the statistical analyses, which identify "over-performing" and "under-performing" schools.

It is notable that there is not much academic support for the applicability of the paradigm of school effectiveness to South African schools. It has been argued (Schofield, 1996; Carim and Shalem, 1997) that the propositions of the effective schools movement are likely to fail to improve South African schools significantly for three central reasons. The first is that the theory does not give sufficient acknowledgement to the primacy of schools as semi-autonomous social institutions within culture-specific contexts. Secondly, there has been insufficient research in identifying what the critical organisational and process variables are that impact on the effectiveness of schools in South Africa. To apply those identified in industrialised countries would be problematic. Thirdly because of the fragmented nature and varied context of South African education there is a need for a nuanced approach. Attempting to achieve universalist criteria in all schools ignores the specific inconsistencies and contradictions of the change process. At best these propositions may achieve structural reform but are unlikely to result in cultural and pedagogical school change.

Clearly there are problems with a traditional top-down approach to educational change and many theorists have commented on its failure to deliver real change (Fullan, 1994; Aspin and Chapman, 1994; Hopkins, Ainscow and West; 1994 to name a few). This is a criticism that this research faces necessarily by its focus of interest on indicators and processes linked to academic results. Qualitative school-centred research using constructivist techniques to analyse school change is currently the dominant paradigm in South Africa (Christie and Potterton, 1992; Meyer, 1994) and to a large extent internationally (Cornblith; 1990; Dalin, 1994). Much is made of the unique organisational forms of schools and their differing developmental and cultural contexts. This is an important construct that this research study will try to integrate as part of its conceptual framework. However, the conclusion reached by Schofield (1997) a protagonist of the School Improvement approach in South Africa, that

systemic school effectiveness strategies will merely result in structural changes and not pedagogic improvements, is rejected. Indeed, recent approaches to school effectiveness are acknowledging schools as dynamic social institutions located in different developing contexts (Carron and Chau, 1996, Heneveld and Craig, 1996). Schofield (1997) and others need to note that recent approaches to effectiveness acknowledge schools' context and cultural specificity. What the School Improvement approach never engages with is the need to develop an approach to systemic accountability - especially since schools in similar developmental contexts with similar resourcing patterns perform differently. Because developing countries need to make hard financial decisions about levels of resourcing and targeting of effort, it is critical for them to develop a monitoring and evaluation system which identifies "performing" and "under-performing" schools.

Further, the schools improvement approach is not engaging with the important challenge of improving and transforming schools system wide. As Lusi (1997) notes, although the school improvement movement has produced examples of successfully restructured schools in which teaching and learning are qualitatively "different" from traditional practice, these examples are not widespread and are often short-lived. This is because of their belief that schools are specific context based organisations and that school improvement strategies can't be generalised to develop systemic reform of schools countrywide. For Lusi, Smith and O'Day's (1990 in Lusi, 1997) systemic school reform approach is a useful conceptual framework for analysing the role of state departments of education in complex school reform. Systemic school reform is about reforming the education system *as a system.* It looks for policy coherence across the system's components and it strives to support school-based efforts at redesigning teaching and learning with the goal that "significantly higher levels of student achievement can be brought about for *all* students in *all* schools." (Lusi, 1997, p7, emphasis in original).

Most studies on developing countries reviewed agree that expensive inputs such as class size; educator salary level and science laboratories have a lower correlation with pupil achievement than in developed countries. What is not well known, according to Fuller (1987) who reviewed 60 multi-variate studies in the Third World, is the relative magnitude of effects from different school factors. We know very little about the efficiency with which school factors raise or lower achievement. Fuller concludes that material factors in schools - such as more textbooks, desks or writing materials - exercise more influence on achievement in developing countries than in industrialised countries, particularly in the subjects of mathematics and science.

Hanushek (1997) reviewing 400 international studies of learner achievement argues that there is not a strong or consistent relationship between variations in school resources and learner performance. He argues that simple resource policies hold little hope for improving learner outcomes because learner performance does not respond to resources given the lack of incentive structures for effective management of those resources. The assumption is that given better incentives, school personnel can be motivated to search out what will work in their specific situations. Under current incentives, they appear to devote more of their attention and energies elsewhere. Hanushek argues that even if the details of what will bring about more effective schools is unavailable before the fact, policy can be described in terms of outcomes and good outcomes can be rewarded. He does not suggest that resources never matter or that resources could matter. His analysis indicates that the current organisation and incentives of schools do little to ensure that any added resources will be used effectively. Hanushek's emphasis on the management of school resources is a theme of this study that will be expanded further in the review of school management theories.

Researchers of school change in the developing world tend to highlight the inter-relatedness of factors and processes. As Lockheed and Levin ((1993:8) cited in Christie et al (1997)) note, schools in developing countries lack even the basic minimum inputs necessary for them to function as schools at all, whereas schools in developed countries are adequately

provisioned. They identify a checklist of different effective school factors and an understanding of their inter-linkages. They suggest the inter-related factors can be analysed under basic inputs, facilitating conditions and the will to change. Heneveld and Craig (1996) suggest that the inter-linkages occur between groups of effective characteristics clustered under the headings of supporting inputs, enabling conditions, school climate and the teaching/learning processes. However, the indicators drawn from international research on effective schools in developed countries are not as open-ended and universal as some researchers suggest. Indicators such as strong parent and community support as being a key factor in supporting inputs are contested by researchers of effective schools in developing countries (Carron and Chau, 1996, Christie and Potterton ,1997, and Lolwana ,1995)

The notion of contextual specificity of schools led Fuller (1987) to argue that school effects in the Third World seem to be stronger in rural areas and among lower income learners, than in urban middle class areas. Heneveld and Craig (1996), in their research of quality primary schooling in sub-Saharan Africa, propose that cultural and social norms influence schools' functioning a lot more in developing countries than in industrial countries. Carron and Chau (1996), in their research of quality primary schooling in Mexico, India, Guinea and China, argue that there is no universal or typical school, because schools are located in differing development contexts. A detailed analysis of the school environment is therefore required in order to understand the processes taking place in schools and consequently the variations in the results obtained.

Carron and Chau (1996) also draw attention to a rural/urban split that creates a dual education system in developing countries. There are significant differences between rural and urban schools in terms of levels of administration support, material teaching and learning conditions and the availability and quality of teaching staff. Their work highlights the necessity of developing effectiveness indicators derived from the differing development contexts in which schools find themselves. Pertinent to this study is Carron and Chau's (1996) additional finding that, in spite of a strong correlation between the level of development of an

area or zone and the average learner achievement scores, variations between schools within the same zone are extremely large. They derive the following generalisations about the difference between a high performing and a low performing school.

1. Material conditions of teaching are important even if the impact is mediated through the interaction of these inputs with other factors, and in particular human ones.
2. Teacher competence is important even if it is not a sufficient condition for an efficient teaching-learning process to take place. Teacher quality is more a question of motivation than of competence.
3. The amount of learning exposure and the efficient use of learning time in pursuit of clearly defined goals are also important.
4. A more efficient teaching-learning process depend to a large extent on the availability of proper control and support structures at the school level, and on the level of interaction between the teacher and the parents. The necessity of proper control and support structures is closely related to the interactions prevailing within schools and, more specifically the role of the principal which is one of the main reasons for the variation in results between public and private schools in India and Mexico (Carron and Chau,1996).
5. The teaching and learning processes tend to more efficient where there are good communication channels between parents and the school. Parental involvement in pedagogical aspects of their children's education makes a significant difference to school performance.

In conclusion, the authors argue that restoring a system of school supervision and rethinking the roles and responsibilities of head teachers, local communities and inspectors from an integrated perspective are essential for any improvement in the quality of basic education. Effective management of the interaction of material inputs, teacher interactions, the teaching process and parent/school interactions make the difference between a high performing school and a low performing school.

Crouch and Mabogoane's (1998a and 1998b) research on the academic performance of secondary schools in two South African provinces supports some of Hanushek's and Carron

and Chau's conclusions. The availability of resource materials in general and for media centres (libraries) specifically, the availability of computers and the qualifications of educators show extremely high correlation's with performance of academic results. Crouch and Mabogoane argue that between 20% and 30% of variation in school academic performance can be attributed to managerial factors.

Crouch and Mabogoane (1998a) find that schools in very poor areas tend to have matriculation pass scores some 20 points lower than schools in richer areas, even if statistically one makes resources "equal". They suggest, that education can not achieve much equality until the worst aspects of poverty are dealt with. Another finding related to poverty, is that a school's location in a township (or just being ex-DET) also appears to decrease matriculation pass rates by about 20-30 points. In both Gauteng and Northern Cape, whether a school is a township or rural school of non-tricameral origin was the single most important factor in explaining examination results, even after taking into account resource inequality and poverty. This suggests that managerial and culture of learning and teaching issues are more important than resources per se.

Crouch and Mabogoane propose that their methodology (within certain parameters) could offer the basis for education departments to hold schools accountable for specific levels of performance given the school's resources and environment. Their model is by definition a statistical tool reliant on quantitative indicators of poverty, academic performance, educator skills and material resources: it is necessarily limited in its scope as an explanatory tool. As the authors acknowledge:

- not all schools have data and therefore are not included in the analysis;
- The grade 12 examinations are a poor measure of learning outcomes;
- The measure of poverty is too broad and focuses on whole areas rather than schools or individuals;
- The measurement of learning is not value-added i.e. does not rely on a pre- and a post-test.

- The study cannot detect the independent influence of individual versus school factors.
- The study focuses on the overall pass rate, not individual subjects.

It's worth lies in its ability to make predictions of the likely performance of a school given its resources and its environment.

Crouch and Mabogoane compared the characteristics of the top 10% performers of schools. They noted that if they took schools' poverty levels and resourcing levels into consideration, most of the over-performing schools achieved 30.5 percentage points above what one might have expected. The "straight" achievers are also over-performers but only by 12 points. Among the "straight" performers there are no township or ex-DET schools, but among the real over-performers 43% fall into this category. Additionally, the average poverty level is 43% in the latter group and only 15% in the straight performer schools. The over-performing schools are much less provided for with computers and media centres, and the qualifications of the educators are considerably lower. Since these are factors that on the whole strongly predict pass rates, their relative deprivation of these factors, yet their ability to achieve nonetheless, makes them stand out as over-performers.

In summary, this research's conceptual framework is informed by the literature reviewed on effective schools in the developing world. It assumes that school factors do raise learner achievement and have to be seen as dynamic, interactive and interrelated, especially the influence of managerial competencies. Although material resources matter more in schools in developing countries than in industrialised countries in improving performance, there is not a strong or consistent relationship between variations in school resources and learner performance but rather how the former are used. This interaction between inputs, enabling climate and teaching and learning is determined to a large extent by the developmental context of a school. The differences between a "low" performing and a "high" performing school in similar developmental contexts and with similar resource patterns has a lot to do with a school specific organisational and managerial characteristics and tendencies.

2.3 School Management Theories

During the past decade there has been an increasing emphasis on the systemics of schooling as the means to improvement (Hopkins, Harris and Jackson, 1997) and more especially the management systems and structures of schools. The aim of this section of the literature review is to develop the conceptual tools to identify the development capacity of the school or the "arrangements that enable it to get work done" (Hopkins et al, 1997, p402). It is important to review those managerial arrangements in schools associated with high performance to see if there are core effective management strategies.

Hopkins, Harris and Jackson, (1997) argue that the school internal conditions are the key management arrangements associated with a schools development capacity for sustained improvement . These conditions cover:

- A commitment to staff development
- Practical efforts to involve staff, learners and the community in school policies and decisions;
- 'transformational' leadership approaches
- effective co-ordination strategies and a commitment to collaborative planning activity
- attention to the potential benefits of enquiry and reflection;

These dimensions informed the design of the research's analysis.

Managerial/organisational organisational effectiveness depends not only on theories of how effective organisations are put together but also on the position of the "factions" posing the effectiveness question. There are five possible theoretical approaches to organisational effectiveness.

Organisational effectiveness models

Theoretical Background	Effectiveness criterion	Level at which effectiveness question is asked	Main areas of attention
Economic Rationality	Productivity	Organisation	Output and its determinants
Organic System Theory	Adaptability and flexibility	Organisation	Acquiring essential inputs
Human Relations Approach	Involvement	Individual members of the organisation	Motivation
Bureaucratic theory; systems and homeostatic theories	Continuity	Organisation and individuals	Formal Structure
Political theory of organisations	Responsiveness to external stakeholders	Sub-groups and individuals	Interdependence and power

Scheerens (1992) p6

The economic rationality model where the management of the organisation is the main "actor" posing the effectiveness question most easily fits with the information management tool developed by Crouch and Mabogoane (1998a and 1998b). This perspective sees the primary task of managers as being one of control and direction, and also of motivation. The systems theory views organisations as comprising of systems that can largely correct themselves, so that managers' work became that of problem solving rather than control. School work culture is rooted in the concept of systems culture, and is described as a subset of systems culture (Johnson et al, 1998). Here it is the organisation that is posing the effectiveness question. The last two perspectives take an essentially rational view of the responsibilities of management although one stresses development and planning and the other control. The human relations approach to organisational effectiveness focuses largely on the job satisfaction and levels of motivation of personnel in an organisation. The importance of consensus, collegial relationships and human resource development are emphasised. The actors posing the question of effectiveness are the individual members of the organisation. The bureaucratic model looks at how social roles are formalised in order to ensure stability and growth of organisations. Continuation is seen as an effective criterion in this approach. Lastly, the political model is focusing on the power relationships of groups within and without the organisations and the extent to which they co-operate or conflict in delivering outcomes.

All of these approaches illuminate different organisational dynamics and structures. Two organisational models are adopted in this research. The first is an economical rationale

perspective, which focuses on the productivity of the organisation as it informs the statistical approach and is embedded in the conceptual framework of the case study analysis. The case studies are influenced by the political model sees power relations (both external and internal) as the driving force shaping schools' ability to perform. Two groups are asking the effectiveness question. The first is the organisation itself - how well it manages itself at the macro level given its inputs. The second is key school stakeholders within the organisation - namely the principal, deputy principal and educator representatives of either the senior management head or school governing body who are asked to reflect on the organisational culture and leadership of the school from their perspective.

Johnson, Snyder, Anderson and Johnson (1998) in their "Work Culture Productivity Model" attempt to integrate the economic rationality model and the political theory of organisation. This model is very useful for the conceptualisation of the research's framework of enquiry because it links school cultures with the productivity of the organisation. It rests heavily on Deal's (1987) proposition that the effect of developing a culture that supports school effectiveness is essential to school success. School culture refers to the "collective work patterns of a system (or school) in the areas of system wide and schoolwide planning, staff development, programme development, and assessment of productivity, as perceived by its staff members "(Johnson et al, 1998;p140). According to Johnson et al, a productive organisation needs the following:

1. School wide planning

"Productive organisations are driven by goals identified through shared decision making. Goals are then subdivided into tasks and assigned to both permanent and temporary work groups and teams. The groups co-operatively develop action plans to accomplish their tasks." (Johnson et al, 1998; p141). This constancy of purpose, reinforced by senior management, fosters a culture of continual improvement and assessment. This dimension of the model is driven by the premise that the intensity of management's commitment to organisational goals was the chief difference between great and not-so-great organisations. Indicators of school-

wide planning practices include - parent participation in identifying school goals; staff members participate on school-wide task forces or committees; the schools budget reflect prioritised school goals, among others.

2. Professional development

"In productive organisations, plans are made for the knowledge and skill acquisition important for achieving goals... An important finding is that educators' development processes are creatively stimulated when some form of coaching follows a workshop. "(Johnson et al, 1998; p141). This dimension of the model is driven by the premise that collaborative forms of quality control are viewed as developmental and provides opportunities for organisations to adjust themselves on a continual basis. Indicators of professional development practices include - staff members sharing their ideas and concerns for improving work productivity in their work group; staff members functioning as a resource to each other. The staff development programmes among others, builds the school's capacity to solve problems..

3. Programme development

"When educators examine the student learning challenges they face, better solutions emerge from making use of the knowledge base. "(Johnson et al, 1998; p141). Conditions for effective learning exist when (a) instruction is matched with the readiness levels of learners, (b) the teaching procedures and expectations are structured (c) the deliberate management of the involvement of learners with tasks is sought and (d) reinforcement and remediation are used to ensure mastery is attained by learners. (Bloom, 1976 quoted in Johnson et al, 1997.) The model values organisational structures and processes. It also endorses the instructional leadership role of principals and supervisors (Heads of Departments (HoDs), district personnel) who convey instructional standards and norms of professional practice (Coulson, 1977; Hocevar, 1994 , Vanesky and Winfield, 1979 quoted in Johnson et al, 1998; p142). Indicators of programme development practices include: learners provided with sufficient time to succeed in learning tasks; instructional programmes planned co-operatively by the

professional staff; supervision to help educators to solve instructional problems, among others.

4. School Assessment

Work groups assess the results of their work. Educators are assessed for their contribution to organisational outcomes and learner assessment data is used for improving the instructional programme. This dimension is based on the premise that assessment data in productive organisations provide a feedback loop for planning and meeting long range growth targets (Brookover and Lezotte, 1979; Ordiorne, 1979 quoted in Johnson et al, 1997). Accountability systems drive assessment activities in productive organisations (Klitgaard, 1991).The model also supports the notion that those closest to the work have the greatest opportunity to understand the work and know what needs to be done for improvement (Stratton, 1991 quoted in Johnson et al, 1997). Indicators of school assessment practices include: school evaluation as a co-operatively planned system; learners provided with reinforcement and feedback on their performance; learners achievement information used to assess each learners performance; work groups being monitored through periodic assessment of the progress made toward goals, among others.

This research found this conceptual framework particularly useful because of list of management practices covering these four dimensions. These indicators inform the structure of this research's interviews of school stakeholders. However, all indicators were not appropriate to the South African context, as the language and the sophistication of the concepts being investigated do not easily fit into a developing country milieu. Concepts such as participative management, professional accountability, peer professional review are ideal school practices, and have not been systematically institutionalised. The model, however, was found useful for linking school culture, from a productivity perspective to managerial effectiveness. Structural arrangements and processes are to be grouped under dimensions associated with the productive delivery of school effectiveness. The model also gives

substance to Ngoma Maema's (1999) contention that the mapping of power relations of a school's organisational configuration gives insight into its capacity to be effective.

Most South African schools operate within the bureaucratic model, which is derived from classical and scientific management theories (Ngoma-Maema, 1999). The cultures of these organisations emphasise hierarchy, rules, procedures and regulations as the basis for organisational effectiveness. It is argued by Ngoma-Maema that this model served the interests of the previous government who used it to manipulate organisational continuity and stability in a potentially hostile environment. Hence South African schools have inherited a culture of managerial dominance, non-questioning professionals, and marginalised school communities or as Ngoma-Maema (1999; p8) "a culture of. isolation, passivity, apathy and dependence". The new political dispensation has, however, revolutionised the context and structure of education through its policies (White Paper on Education and Training, 1995; The South African Schools Act, 1996; and the introduction of Outcomes Based Education in 1998). This change has created a shift in the balance of power in schools. A key innovation is the use of increased participation by school stakeholders to overcome and be part of the power structures. This study recognises that South African schools have a history of managerial dominance and bureaucratic organisational cultures. An effective South African school needs to transform its bureaucratic culture and extend stakeholder participation in its management. Ngoma Maema (1999) argues that an analysis of school effectiveness must consider a school's inherited culture of power relations and understand organisational transformation on a continuum between the past and the future.

Hanson (1985) notes power relations in schools are shaped by two very different sources; one rooted in the classical bureaucratic tradition of centralised authority and the other based on the informal prerogatives and professionalism of the educator. He makes the important point that traditionally, all public schools have been organised bureaucratically and management functions flow from that framework. A school is not governed by a monolithic power structure but a multitude of semi-autonomous power centres that contribute

significantly to the directions taken by the organisation. This bureaucratic model has been challenged by power relationships, both informal (such as educator groupings) or formal (school governing bodies). This is because schools, unlike most other formal organisations, are loosely coupled systems and its core activity, the teaching and learning process is in the hands of the educators who are subordinates in the institutional hierarchy. School governing bodies, in the new South African context, have constitutional rights to govern the policy of the school and thus in theory constitute a challenge to bureaucratic dominance.

Carron and Chau (1996) note that effective bureaucratic supervisory structures tend to be largely absent in schools in developing countries, despite their significant role in effecting quality. An effective school in a developing country context, they would argue, should aspire to have at a minimum efficient bureaucratic management. Bennet (1993) suggests there are four basic bureaucratic management functions one should find in a well-functioning school. These are production, finance, marketing and personnel (or human resource management). The work of production and marketing management is required with appropriate quality control and effective publicity strategies. Schools have to allocate finance, however small that may be, for the material and human resources to bring about learning. They will need to see that what is taught and learned within the school is seen as satisfactory by all those with a legitimate or potential interest in it, both inside and outside of the school. This is a combination of production and marketing functions. Managers also need to ensure that the staff involved in the work are motivated to continue working, that they are competent to do what is needed and have whatever assistance is needed to continue: that is human resource and production management. Although this perception of management roles is atomistic, this research found the definitions of management functions useful generic categories to frame a line of inquiry and checklist that covered the minimum areas of management responsibilities.

A problem with bureaucratic models of management is that they do not recognise a central characteristic of managerial work - its uncertainty and ambiguity. Mintzberg (1990 in Bennet, 1993) argues that management consists of a mass of fragmented activities, constant

interruption, pressure for immediate answers and a heavy reliance of word of mouth. This raises the issue of what is an effective role for managers in schools.

Any analysis of managers' roles must also engage with the concept of leadership. The concept of leadership is elusive and complex. Two meanings of leadership were found useful. The first assumes that leadership involves interaction among people to initiate new goals and procedures, which contribute to the ability of the organisation to meet current and future demands. These social processes emphasise participation as the means through which leaders obtain the consent of followers to be influenced and led (Lipham and Hoeh, 1974 in Atkinson,Wyatt, Senkhane, 1998). The second leadership definition focuses on vision and involves the leader in setting a direction for the school, linking the work of the organisation to achieving goals and establishing performance standards to guide organisational efforts (Bolman and Deal, 1991 in Atkinson et al, 1998). This latter point is what distinguishes a leader from a manager. Managers are concerned with short-term issues of how, what and when things get done and by whom. Leaders are concerned with the longer term - where is the institution going. Principals who exhibit both high task-orientated leadership (a focus on meeting the needs of the organisation) and employee-centred leadership (a focus on the needs of employees) were generally viewed as more effective leaders (Blake and Mouton, 1964 and 1985 in Atkinson et al, 1998). Principals with these leadership characteristics were found to be associated with schools with higher examination performance (Keeler and Andrews, 1963 in Atkinson et al, 1998)

But leadership needs to understood as a dynamic and situational concept. As Hopkins, Harris and Jackson (1977) propose, different quality management strategies are required at different phases of an organisation's performance development cycle. Situations in organisations differ; they are complex and often change. These circumstances require principals to employ leadership styles that fit the situation rather than to try to force all situations to fit a particular style of leadership (Hanson, 1985). Situational leadership theory identifies maturity as a key characteristic. Maturity refers to both the job maturity or

competence levels of individuals required to perform assigned tasks, and psychological maturity or motivation levels of individuals to achieve and accept responsibility. Situational leadership theory contends that the maturity level of an individual or group can be increased over time, and that the leadership style needs to shift from task-orientated to relationship-orientated.

Hersey and Blanchard (1977) and Blanchard, Zigarmi and Zigarmi (1987) (in Atkinson et al, 1998) propose four leadership styles based on the orientation of the leader and the maturity of those being led.The situational leadership styles are directing, coaching, supporting and delegating.

- The "directing style" is high task-orientated and low relationship-orientated and is best used when staff lack both job and psychological maturity. Principals who use this style must set goals, define and direct activities and supervise the work closely. As staff groups increase in maturity, principals should change to a different style in order to maintain effectiveness.
- The "coaching style" which is both high task-orientated and high relationship orientated, is most effective when staff have low job maturity, but high psychological maturity. Principals using this style help educators and staff acquires the skills needed to carry out assigned tasks successfully.
- The "supportive style" is a low task-orientated, high relationship-orientated style that is most effective when staff have high job maturity and low psychological maturity principals may wish to use this style with highly creative educators who have attained competence and self confidence.
- The "delegating style" is characterised by its low task and relationship-orientation. It is used most effectively when educators have both a high levels of competence and motivation to go beyond acceptable levels of job performance.

The key to effective leadership is the ability to understand and then match a leadership style to the staff member's level of maturity. The principal's leadership role must be relational and

contextual. Depending on what the circumstance demands, a particular style or frame may be preferable to others.

Consideration needs to be taken of how the school's environment impacts on the mediation of the internal dynamics of the organisation. This requires not only a scan of the school's adaptability to its socio-economic context but the demands made on it by its supervisory and support structures external to the school. Ngoma Maema (1999) notes that external and internal forces shape schools. The external forces can be typified as political, economical or social forces. She notes that in the South African scenario, schools have actively challenged the state on issues of policy, curriculum, management systems, physical resources and educator working conditions. Schools in the mid-1970s and mid-1980s became battlefields of struggle between learners and the state, between learners and educators, educators and principals, school authorities and the state. The level of violence associated with these political contestations varied across schools and provinces. but were largely focused in the urban schools. The outcomes were, however, to leave a significant majority of black urban schools in a dysfunctional state. Economic and social factors too have created major disparities in the allocation of resources to schools. Many public schools are struggling with shortfalls of personnel, classroom space, equipment and vital learning resources. In additions, schools located in poor socio-economic contexts must face issues associated with poverty, such as learner behavioural problems and parental involvement. Priorities such as the malnutrition of learners, worm infestations in learners, lack of infrastrutural resources - to mention a few challenges facing schools in developing countries, may mean school work cultures need to devote themselves to accessing sufficient resources (in an economic sense) to survive in a hostile environment. They often do not have the luxury to indulge in some of the reflective professional and management practices schools in the developed world engage in (Harper, 1999).

Hanson (1985) proposes a systems theory for understanding how schools engage externally with their environments. The external organisational environment is composed of many

converging forces that can be categorised on a number of poles - stable/turbulent, diverse/homogeneous, clustered/random, scarce/plenty - and by a number of characteristics - economic, technical, physical, cultural and political. The cycle of events that occur within organisations gravitate towards relatively stable state of equilibrium. An organisation in order to become effective must acquire enough stability to promote equilibrium. However, if the equilibrium becomes fixed and rigid in its patterns and predictability any attempts towards change will be thwarted.

The developmental context of a school is a critical variable in shaping a school's capacity to be effective managers and producers of quality education. This implies that the research must engage in understanding how the developmental context of a school impacts on the organisation as a social institution and also on the managerial work of its head.

In summary, some key dimensions drawn from the literature reviewed on school management theories inform this research's conceptual framework. The first is the premise that one of the key factors to school improvement lies in the management systems or structures of schools. An analysis of the organisational arrangements that enable the school to get work done is a useful way to understand a school capacity to perform effectively.

Second, that judgements of organisational effectiveness are dependent not only on theories of how organisations are put together but also on the position of the "groups" posing the effectiveness question. This research proposes to ask the effectiveness question from the point of view of the organisation itself - how well it manages itself at the macro level according to its inputs - and it proposes to elicit from some of its critical stakeholders what the internal and external power relations are that influence the school's performance.

The review provided a model by Johnson, Snyder, Anderson and Johnson (1987) that integrates both the economic rationality model and the political theory of organisation, two models that this research favours. It combines a focus on productivity and management

practices and structures associated with a high work culture. It proposes that examining the structural arrangements and collective work patterns of a school will shed light on its developmental capacity to perform productively. This rests on the proposition (Deal , 1987 in Johnson et al, 1998) that a productive work culture supports school effectiveness.

Ngoma Maema (1999) argues for the applicability of a political theory approach to organisational models in South African schools. An analysis of school effectiveness must consider a school's inherited culture of power relations and also reflect that organisational transformation is on a continuum between the past and the future. South African schools are predominantly bureaucratic in organisational style but are being pressurised to shift into being more responsive to stakeholders.

An insight obtained from the literature review it that even within schools that are largely bureaucratic organisations all power relations are not hierarchical. Certain organisational characteristics of schools provide educators with the opportunity to govern from below - the looseness of system structures, the tradition of autonomy, professionalism, collegiality and a low level of visibility in the classroom by bureaucratic authority.

An effective school in a developing country context must aspire to have at a minimum efficient bureaucratic management. Four basic bureaucratic management functions are production, finance, marketing and personnel (or human resource management). These dimensions were used as a checklist in the development of the research's instrument

The literature reviewed highlights the critical role of the principal in producing an effective school. Two meanings of leadership were found useful. The first emphasises the interaction of stakeholders and the second, focuses on the vision an effective leader provides. Leadership needs to understood as a dynamic and situational concept in order to be effective. Different quality leadership styles are required at different phases of an organisation's

performance development cycle. The study will test whether leadership in terms of these definitions are correlated with effective and well managed schools.

Finally, the literature review suggests that the school's environment significantly impacts on the mediation of the internal dynamics of the organisation. An organisation in order to become effective must acquire enough stability to allow flexibility and adaptability. The degree to which a school manages its environment will be assessed through the case studies.

These dimensions framed the structure of the questionnaire developed for the case studies.

Chapter Three: RESEARCH METHODOLOGY

3.1 Introduction

This research has two distinct parts – both a quantitative and qualitative dimension. The quantitative angle is used to identify schools as high performers by analysing school's resourcing variables and socio-economic status relative to the academic performance of their grade 12 pupils. This was achieved by running regression analyses on quantitative indicators and ranking schools according to the size of the difference between predicted results and actual examination results. The qualitative dimension of this research is to look in-depth at whether resource management of the quantitatively defined high performing schools contributes to quality schooling. Semi-structured interviews of key school managers and district managers were the primary source of data collection. They were supplemented by obtaining where possible, school-specific documents on codes of conduct, class evaluation instruments, mission and vision statements. In some cases press clippings on these were also obtained.

The two complementary research approaches were used to substantiate and verify Crouch and Mabogoane's proposition that variation in learner results of schools within similar developmental contexts and with similar resourcing levels can be explained by differences in school-level resource management. The case studies of schools were used to triangulate the quantitative findings of these schools. Because the proposition is part of emerging theory rather than existing theory, efforts were made through these two methodological approaches to verify "ground" the theory with qualitative data (Glaser and Strauss,1967).

3.2 The Quantitative Methodology

The quantitative methodology was primarily used to identify the sample of high performing schools. The 1997 Gauteng secondary schools database was obtained from the Crouch and Mabogoane (1998) study. It consisted of four databases integrated into one :

- school by school data from the grade 12 examinations database,

- school-level information on educator qualifications, learner/educator ratios, learner/classroom ratios, etc. from the 1997 Annual School Survey.
- information on the physical conditions of schools and the availability of specialist rooms, such as media centres, etc from the School Register of Needs.
- data from a socio-economic database commissioned by the national Department of Education, that allowed an assessment on the poverty of the school's environment.

The database was loaded onto to Simstat, a software programme that allows a variety of statistical analyses to be run. Once the sample was decided upon a quantitative profile was developed on each school.

3.2.1 Sample Selection

The researcher ran a series of stepwise regression analyses on the Gauteng schools database exploring a variety of indicators in trying to obtain a good statistical fit. The best statistical fit was the regression formula used by Crouch and Mabogoane's study (1998) with an R squared explanatory value of 75%. Schools were then ranked by the size of the difference between their actual grade 12 examination results and their statistically predicted results. As the poverty variable accounts for some 41% of the variation in grade 12 pass rates, disadvantaged schools (where there was the largest room for change) tended to cluster near the top of this list.

The next step involved identifying the top 20 public ex-DET schools on this list. Independent and non-DET public schools were excluded for two reasons. Firstly, the intention was to look at school performance in adverse circumstances and non-DET schools and private schools were usually well-resourced suburban schools. Secondly, the intention is to propose a system of monitoring of public schools by district departmental personnel and this precludes independent schools. From this list another selection was made based on geographic proximity to the centre of Johannesburg. (See Address list of High Performing ex-DET secondary schools in Gauteng Province in the Appendix.) Six schools were "purposively" identified as a sampled cross-section of high performing disadvantaged secondary schools.

The purpose was to obtain a range of performance within the top twenty high-performing schools.

Sample of Schools Chosen

Rank of School in Top Twenty Performing Schools	School Name	Actual Average Grade 12 Pass Rate	Residual between Actual Pass Rate and Predicted Pass Rate
The top two ranking schools chosen were:	Aha-Thuto Secondary	89.5%	54.5%
	Motsupatsela Secondary	71.8%	49.6%
Middle ranking schools chosen were:	Seana Marena High	52.8%	24.7%
	Lofentse Comprehensive	55.6%	23.3%
Lowest two ranking schools chosen were:	Mokgome Secondary	41.9%	14.2%
	Orlando Secondary	25.6%	14.0%

Application was then made to the Gauteng Education Department for research access. This was granted under the proviso that a school could refuse permission for the research if it chose to do so. One of the six schools, Mokgome Secondary, turned down the request to participate in the research. Another school, Lofentse Girls Comprehensive School, was dropped from the final sample because the researcher visited the school three times and was unable to interview the deputy principal on each of those occasions for unforeseen reasons. The interviews with the principal and educator were weak as they were emotionally exhausted from having come from a staff right-sizing meeting.

3.3 The Qualitative Methodology

A core proposition as discussed earlier is that a school, scoring substantially higher results than statistically predicted, is likely to be a well managed school. This informed the need to collect a rich body of qualitative data from a number of key school actors.

3.3.1 The research instruments

Initially, the research instruments began as structured interviews but as field work progressed, they quickly shifted into more open-ended semi-structured interviews. It became obvious that, since truth is socially constructed and notions of effectiveness are dependent on its construction within its context, the latter approach was more likely to elicit rich qualitative

data that the earlier approach would ignore. As Walker (1985; 178) notes, the instrument should be flexible enough to allow unexpected lines of inquiry, while retaining its rootedness in issues identified in the literature review. The instrument employed in this research to enable such flexibility was the in-depth semi-structured interview.

Kahn and Cannell (1957; p149) describe the qualitative in-depth interview as " a conversation with a purpose" – the purpose being to obtain valid and reliable information. Marshall and Rossman (1989:p82) argue that this technique offers advantages. Large and wide variety of data can be obtained quickly obtained from a spectrum of informants and because the technique is interactive, immediate follow-up questions are possible for clarification and expansion. They also outline the disadvantages: Interviewees may be untruthful or unwilling to disclose certain information or injecting personal bias into the interaction, interviewers may not be skilled questioners or listeners and have difficulty in manipulating the copious data obtained.

The field work research experience also indicates that the contextual timing of the interviewing can also have had a significant impact on the quality of information gathered even if the interviewing method allowed contextual sensitivities to be addressed. Since the focus of the study deals with complex, intangible phenomena such as effectiveness and performance, a highly interactive research tool like interviews was essential. Marshall and Rossman (1989) also indicate that the in-depth interview is particularly useful for discovering complex interconnections in social relationships, a key dimension of the research. Four stakeholders were identified as the primary sources of information - the principal, the deputy principal or a head of department, a grade 12 teacher and the district education co-ordinator for that school because they are at a different locations in the management hierarchy and are likely to have different perceptions on the meaning or nature of the school's effectiveness. By triangulating their beliefs and perceptions, it is hoped to arrive at a socially constructed version of the effectiveness of the school. Some documentary evidence from the school provided a secondary source of verification of that reality.

The interviewing schedule was constructed under the following themes:

1. School's Biography – This includes its size, its history, its previous successes. This enables the research to reflect on the schools socio-economic location as well as the political cultural processes that impact on an organisation (Hanson, 1989; Maema-Ngoma, 1999). It acknowledges the primacy of schools as semi-autonomous social institutions within culture-specific contexts (Carrim and Shalem, 1997). It also allowed for confirmation of some of the statistical data obtained from the Gauteng database.

2. Respondent's Biography – This included the length of tenure at the school, role in management and comparisons with previous school experiences. This enables the research to gain some understanding of where the respondent stands in relation to management structures and processes, their understanding of the internal dynamics of the schools and previous teaching experiences which might colour their perceptions (Cornblith, 1990).

3. Management of External Dynamics of the school – This is the developmental context of the school and its relationship with its broader community, with its district office and other educational institutions to provide an insight into the degree of disadvantage a school faces in meeting its mandate to educate. It also contributes to an understanding of the unique organisational response of the school to its development context (Carron and Ngoc Chau, 1996). Parental support for education is usually associated with effective schools. Frequency and level of district support is seen as a key dimension in supporting an effective school (Poliah, 1998 quoted in Sheppard, 1999).

4. Internal organisational dynamics and work culture of the school. An analysis of the structural arrangements and collective work patterns of a school will shed light on its developmental capacity to perform productively (Johnson, Snyder and Johnson, 1993) . Critical issues according to Johnson et al (1993) are in the areas of school-wide planning, staff development, programme development, and assessment of productivity, as perceived by staff members.

4.a School-wide Planning – Management's commitment to organisational goals is the chief difference between great and not-so-great organisations (Johnson et al,

1997). An effective school's management focuses on the following goals : (1)The determination to achieve better results. (2) Maximisation of actual net learning time. (3) Structured teaching. (Scheerens, 1996). The development of management plans or whole school planning exercises are indicators of effective school-wide planning. Other management practices would include other stakeholder involvement in developing school goals, educator work teams reflection on their progress to school development goals; and a school budget that reflects these goals.

***4.b* Management structures and controls** - The establishment of transversal structures of accountability and decision-making processes is indicative of the degree of stakeholder participation and involvement in the management of the school. The school's organisational model and work culture will reflect how adaptive and flexible it is to its environment; it should be inwardly focused on creating favourable preconditions for effective class instruction and externally focused to safeguard favourable preconditions for effective instruction. (Scheerens, 1996). Assessment data of educators and learners' work in productive organisations provide a feedback loop for planning and meeting long range growth targets (Johnson et al, 1987) **4.3**

4.c Leadership – It is critical to assess the role of the principal and the senior management team in developing the capacity of the school to perform. It important to distinguish between types of leadership styles and staff's perception of how appropriate these styles are (Blanchard, Zigarmi, Zigarmi, 1987).

4.d Staff Development – This includes staff appraisal, professional development, and working relationships among staff. Collaborative forms of quality control and vision-building are viewed as developmental and provide opportunities for organisations to adjust themselves on a continual basis (Johnson et al, 1997).

4.e Managing Materials and Financial resources – This includes the collection of fees, the school's financial priorities, community contributions and participation in financial decision-making especially since the level of resources available for learning and teaching affects the effectiveness of the organisation in delivering effective education.

4.f Managing Information – This includes management information systems and record-keeping systems and the degree to which this formal information informs decision making. Indeed information systems are a pre-requisite to the assessment of an organisation's performance. Organisations that are productive have accountability systems largely dependent on integrated information systems (Klitgaard, 1991).

4.g Managing Operations – This includes assessing the school culture of teaching and learning by assessing School Rules and Discipline, rate of absenteeism, number of lost school days, and limitations to teaching and learning. Attitudes and management practices and learner behaviour on a range of School Rules and Discipline issues will reflect how focused the school is on its mandate of delivering quality education.

5. Recent education system changes and issues of implementation - The noting of respondent's perceptions on the organisational response to top-down system change, such as the introduction of school governing bodies, right-sizing and other impending changes impacting on the school [2]. This allows the research to assess how the school is managing change. There is both a subjective and a collective understanding of change that needs to be integrated if meaningful improvement is to take place in an organisation (Fullan, 1994).

From these categories a final grouping of themes was derived for the analysis of the findings. These were Management of External Dynamics (the community as the school context and community relationship to the school), Management of Internal Organisational Dynamics (includes school-wide planning, leadership, management structures, school assessment and evaluation), and finally Management of School Work Culture.

3.3.2 Development of the Interview Schedule

The pilot interview focused more on effectiveness indicators of school performance than work culture and management systems. It was also a highly structured questionnaire which did not

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[2] (Curriculum 2000 has not yet significantly impacted on secondary schools).

allow for flexibility or follow-up of issues. The researcher piloted this instrument at a Model C school and found it lacking. The instrument was discarded for not capturing data appropriate to the issues under investigation. Another less structured schedule was developed that linked management practices and systems more closely to effective schooling performance. These schedules were modified slightly after the first case study interviews to cut down on many of the inappropriate structured details. This allowed more effective and efficient use of interviewing time. Each interview took at least an hour or more of the respondent's time.

3.3.3 Validity, Reliability and Objectivity

The research methodology used in the case studies is largely constructivist. Qualitative case studies were used to give another dimension to a statistical analysis of the same subjects. The quantitative research findings were used to formulate propositions andto be verified and substantiated in qualitative case studies, but no firm claims are made in terms of transferability. Notions of objectivity and reliability were pursued by attempting to standardise instruments, interviews and analysis where possible.

Any research study should aim to be internally and externally valid, as well as reliable and objective. Validity refers to whether a study tests what it claims to test. It refers to the appropriateness, meaningfulness and usefulness of the findings made based on the data collected. The internal validity of a research study is the most critical measure of credibility. Validity touches on the other dimensions or reliability and objectivity. Reliability refers to the consistency of these findings over time. Miles and Huberman (1994) add that reliable qualitative research is characterised by the clear specification of "basic paradigms and analytical constructs", and on "connectedness to theory"(op.cit., p278). Judgement on the reliability of the research is dependent on whether the inquiry could be replicated. The key issue here is whether the same data collection could be used by another researcher to obtain the same findings. Objectivity is linked to reliability and refers to the absence of subjective judgements. It alerts the researcher to the possibility of personal bias but it is unlikely ever to be attained completely.

3.3.4 Internal Validity

The construct of internal validity suggest that a researcher must, "demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described" (Marshall and Rossman, 1989;145). Miles and Huberman (1994) add that the descriptions should be "context-rich and meaningful", that the account should "seem convincing or plausible" , that concepts should be "systematically related" in pursuit of "internal coherent" findings, and that the data presented should be "well linked to the categories of prior or emerging theory". (Marshall and Rossman, 1989; p279).

A few problems related to internal validity were experienced:

i. A bias in the data is likely to have crept in the sample of the stakeholders interviewed on their perceptions of the efficacy of the school's management of its resources. The stakeholders interviewed were largely drawn from the senior management team with the exception of the grade 12 teacher and the district co-ordinator. The grade 12 teacher was not randomly sampled but selected by the principal. It is unlikely the principal would have chosen a disgruntled teacher to comment on school management. However, in defense, the timing of the field work during the examination period meant that the principal was usually forced by circumstances to allow whichever grade 12 teacher was free to sit for the hour long interview. Further, given the nature of the questions asked, it was difficult to hide discontent with management, despite the intention to do by at least one of the grade 12 teachers interviewed.

Interviewing primary and secondary school clients (learners and parents) would have substantially validified the research findings. However, the time and opportunity costs did not allow for this in the study. As it was, an average of two days, at two different locations - the school and the district office was expended on each case study. In three of the five schools studied, a follow-up visit was required to catch those interviewees unavailable the first time around. The names and (where possible) phone numbers of the School Governing Body chairperson was obtained from each school. Consideration was given to further validate the

findings by telephonic interviews with these stakeholders but the difficulties experienced in locating these individuals forced the researcher to relinquish the idea.

Furthermore, the researcher was faced with one of the interviewees, a principal, who refused to be interviewed but insisted on filling in the semi-structured interview form as if it was a questionnaire. The reason became apparent when interviewing his deputy and a grade 12 teacher at the school. The principal felt insecure at being interviewed on a subject which was highly contentious in the context of his school. The encounter with the principal was, however, written up and included as part of the case study.

In order to address the issue of data bias, the researcher attempted to triangulate data by interviewing different management role players on the same topics. Where possible, the interviews were standardised. They were on a one-on-one basis in a closed office at the school site. They were conducted within two weeks of one another and hence within the same time frame. All schools were engaged in two major events - the examination process and the right-sizing exercise.

ii. The loss of two schools from the sample could represent a threat to the sampling of a cross section of performing schools. The sample was constructed so that the six schools chosen represented a cross-section of high performing schools - the top two schools, a pair in the middle range and two from the lower range of schools on the list (See Appendix for list of High Performing ex-DET Secondary Schools in Gauteng). However, this loss of two schools, would not arguably affect the verifying of perceptions of effectiveness in four high performing schools.

iii. A feature challenging research's validity is the issue of data collection bias. In this study the researcher, white and suburban, experienced a cultural gap in attempting to capture and accurately gather data on subjects, who were black and from township or squatter environments. In the researcher's favour, she was middle aged, dealing with professionals of

a similar age range in an educational environment with which she was familiar. She is also an experienced researcher and used her understanding of the research experience to allay fears of exposure. Her knowledge of departmental procedure and initiatives, hopefully, conveyed to her respondents the professionalism with which she tackled the subject matter. A tactic in winning over respondents' trust was to introduce the interview by mentioning that the school was in the top 20 over-performing schools in the province.

A limitation in the methodology which lends itself to data bias is the limited time the researcher spent at schools - six to seven hours stretched over two to three days. Since interviews were largely once-off the researcher was limited by a superficial scanning of perceptions and understandings of the study's respondents. The researcher attempted to prevent unconscious distortion of the data by using a tape recorder but it had to be abandoned in many of the interview sessions when either the respondents refused permission or became increasingly uncomfortable with its use. Of the 15 school level interviews conducted, five were taped. All interviews were written up within days of the field work from field notes and answers marked off on the interview schedules. Finally, the researcher collected data on the history of the school, the respondent's history at the school and the community that feeds the school so as to contextualise the perceptions obtained.

3.3.5 External Validity

This relates to the extent to which the research findings are applicable to other contexts. This is traditionally seen as difficult to achieve in qualitative research given the complexity and variety of possible social situations. This study cannot answer whether its findings are transferable or generalisable, partly because notions of "effective performance" and "management" are socially constructed and context specific. Also as noted earlier, schools are not static entities but dynamic and shifting constantly.

Chapter Four: ANALYSIS OF QUANTITATIVE FINDINGS

4.1 Comparison with Crouch and Mabogoane's Analysis

Crouch and Mabogoane (1998a) noted that school resources, by themselves explained the largest proportion of variation (67%) in school performance. However, they were surprised by the weakness of the relationships between factors such as the conditions of buildings, school platoons and the experience of educators and school performance. Variables that highly correlated with pass rates were the availability of materials (textbooks), media centres (libraries), and specifically the availability of computers and the qualification of educators. Interestingly enough, these resource factors did not significantly vary across the four schools sampled in this study. There were no patterns of resource variation that could be linked to variation in school performance of the schools in the sample. This is not to question the findings of Crouch and Mabogoane (because of the size of the sample) but to note obvious pattern is not always observable.

Crouch and Mabogoane note that despite the size of variation explained by resource variables, they tended to be displaced by the poverty and socio-economic ("ex-DET school) variables (see table below). Being in the poorest township school, the pass rate is likely to be 47 (25.5 +21.5) points lower than would be the case in the best-off suburban school. The resource variable that seems to significantly affect pass rates is the qualification of educators: every additional year of qualification among educators is associated with a 16 point increase in the pass rate. The presence of a deputy principal - an important factor in reality - only contributes 2.74 points to a school's pass rate, all other things being equal. As Crouch et al note, it is noteworthy, given its policy attention, that learner/educator ratios do not show up as a factor in the regression equation.

Table: Factors affecting pass rate, Gauteng schools, 1997

Variable	Coefficient	t-value
Constant	-127.1	8.3
Township	-25.5	8.3
Avg. qualification of educators	16.3	7.9
Media centre resources	-7.2	4.8
Avg. post of educators	-12.0	5.2
Computers	.3	3.8
Poverty index	-21.5	3.4
Deputy principals	2.7	2.5
	n = 401	R squared = 76%

4.1.1 Four Sampled Schools assessed against the Regression Variables

In the four schools sampled in this study, these factors, on the surface, did not affect significantly the schools' pattern of learner performance.

Table 2: Availability of Variables

Variables	Aha Thuto	Motsupasela	Seana Marena	Orlando
Township	Orange Farm	Kagiso	Soweto	Soweto
Avg. REQV qualification of educators	13.5	13.9	13.6	13.4
Media centre resources	InAdequate	InAdequate	InAdequate	InAdequate
Avg. post of educators				
Computers	0	0	0	0
Poverty index*	.73	.53	.57	.57
Deputy principals	1	2	1	1
Actual Pass rate	90%	72%	53%	27%
Performance diff #	54%	50%	25%	14%

Source: Calculated from databases

*Poverty index: the higher the figure the higher the poverty levels.

#Performance diff: the difference between actual pass rates and predicted pass rates.

All schools were located in townships ranging from newly established "squatter" townships, such as Orange Farm to more established townships, such as Soweto. There was little difference in the average qualifications of educators at the school. Interestingly, the better performing the school the younger the average age of the educators

Table 3: Average Educator Profile

School	Average Educator REQV Qualifications	Average years of Educator Experience	Average Educator Age in Years
Aha Thuto	13.5	7.1	32
Motsupatsela	13.9	9.9	35
Seana Marena	13.6	14.4	39
Lofense	14.2	19.4	43
Orlando	13.4	15.8	41

Source: calculated from databases

All schools have libraries (media centres) but staff interviewed commented that they were inadequately resourced and therefore underutilised. Computers were only recently introduced in three of the schools in 1998 but were not an influence on the 1997 results. Poverty levels were high in all the communities servicing these schools. Interestingly enough, it was Aha Thuto, surrounded by the poorest community, that produced the highest examination results and the highest rate of over performance. There seems to be a counter-intuitive relationship - the poorer the poverty index of the community surrounding these schools the better they seem to perform both in real and in statistical terms. The poverty index is, however, an averaged income level for a magisterial district and does not account for the nuances of smaller enumerator levels. The three schools that fall into the Soweto area were located in particularly poor socio-economic areas of Soweto. As they share an index calculated for the whole of Soweto and parts of Lenasia their poverty index could be inaccurate.

In conclusion, the resource pointers that featured in Crouch and Mabogoane's regression equation were not helpful indicators of school performance at the micro level of these schools. However, there was a significant variation on other resource variables among these schools.

4.2 Sampled Schools assessed against other quantitative variables

4.2.1 Size and Location of the Four Sampled Schools

The four sample schools were drawn from four educational districts - Vanderbijl Park (S3), Krugersdorp (N5), Central District (C1) and Soweto (C3). Two of the schools - Aha Thuto and Orlando - were medium in size with between 700 and 800 learners. The other two - Motsupatsela and Seana Marena - were relatively large with just over 1400 learners. These two schools catered for an additional grade 8, as did Orlando Secondary, one of the medium sized schools. There was wide variation in learner/educator ratios across the schools. Aha Thuto, the best over performing school, operated with the highest number of learners per teacher, while Orlando, the worst over performing of the sampled schools had the least number of learners in front of its teachers. This is an interesting finding and lends support to Crouch and Mabogoane's assertion that learner/educator ratios have a weak link with academic performance.

Table 4: Basic Statistics of Schools Sampled

School_name	District	Learners	Educators	Learner/ Educator Ratio	From Grade	To Grade
AHA-THUTO SECONDARY	S3	758	23	33	9	12
MOTSUPATSELA SECONDARY	N5	1409	51	28	8	12
SEANA-MARENA HIGH SCHOOL	C1	1403	50	28	8	12
ORLANDO SECONDARY	C3	745	29	26	8	12

Source: Derived from Annual School Survey, 1997

4.2.2 Material Resources of Schools Sampled

Table 5: Educational Resources: Physical Plant

School_name	Building Conditions	Classrooms	Special Classrooms	Learner/ Class. Ratio	Learner/ Toilet Ratio	Electricity in all classrooms
AHA-THUTO SECONDARY	Good	38	4	20	17	All
MOTSUPATSELA SECONDARY	Minor repairs	46	15	31	29	All
SEANA-MARENA HIGH SCHOOL	Good	40	5	35	39	All
ORLANDO SECONDARY	Minor repairs	37	7	20	25	Some

Source: School Register of Needs, 1996

All schools sampled were well provisioned with classrooms in school buildings of relatively good condition. Aha Thuto and Orlando were particularly fortunate with their learner/classroom ratios. Motsupatsela learners had access to a large number of specialised classrooms, such as laboratories, music rooms, sewing rooms and art rooms. This is in contrast to Seana Marena, a school of the same size, who had only a third of this provision. Orlando Secondary, a highly urbanised school, could not boast of electricity in all its classrooms. The finding here is that both the worst over performing and the best over performing schools, Aha Thuto and Orlando had similar material resource provi[illegible]n. This supports Crouch and Mabogoane's finding that physical resource provision has a weak relationship to academic performance.

Table 5: Educational Resources: Learner Materials

School name	Textbooks Per learner	Staff per lea[illegible]	Materials Per learner	Special Subject Equipment	Resources in Library	Media Equipment
AHA-THUTO SECONDARY	Adequate	Adequate	Inadequate	None	Inadequate	Inadequate
MOTSUPATSELA SECONDARY	Inadequate	Adequate	Inadequate	Inadequate	Inadequate	Inadequate
SEANA-MARENA HIGH SCHOOL	Inadequate	Inadequate	Inadequate	Inadequate	Inadequate	None
ORLANDO SECONDARY	Inadequate	Inadequate	None	None	Inadequate	None

Source: School Register of Needs, 1996

Learner materials have been said to have an impact on learning by a number of theorists (World Bank, 1990 in Fuller, 1997). Crouch and Mabogoane (1997) note that inadequate or non-existent library resources could mean a difference of 7.2 points in a school's average grade 12 pass rate. All four of these schools had relatively inadequate learner material resources, particularly in their libraries. Only Aha Thuto felt they had sufficient textbooks and stationery per learner. Only Motsupatsela and Seana Marena felt that they had some, albeit inadequate, specialised equipment to support subjects such as science and physics. The other schools reported no provision. In all, the issue of inadequate learner resources was perceived as a key impediment to effective teaching and learning by respondents in the sample.

Table 6. Educational Resources: Teaching Aids

School_name	Photo-Copier	Overhead Projector	Radio	Film Projector	TV Set	Tape Recorder	VCRS	Computers
AHA-THUTO SECONDARY	1	1	0	0	1	0	1	0
MOTSUPATSELA SECONDARY	1	12	1	0	2	1	1	0
SEANA-MARENA HIGH SCHOOL	2	4	0	0	1	0	1	0
ORLANDO SECONDARY	0	8	0	1	0	1	0	0

Source: School Register of Needs, 1996

Schools with inadequate learner material resources rely increasingly on access to teaching aids. Orlando school, for example, suffers in its teaching and learning from inadequate provision of textbooks and learner materials with photocopies from its own photocopier. It has to rely on outside providers or the kindness of nearby Lofentse Girls High to share its resources. Motsupatsela seems relatively well provisioned relative to other schools.

In summary, the resource variables (textbooks, libraries, computers and the qualification of educators) - significant in Crouch and Mabogoane's regression equation and other resource indicators that were available to the research (school size, learner/educator ratios, learner/classroom ratios, building conditions, instructional equipment) did not shed light on the performance differences of the sampled schools at the micro level. These resource variables did not covary with pass rates in schools in a systematic way. However, Crouch and Mabogoane's findings about the weak relationship of resources to schools' academic performance was verified by both Aha Thuto and Orlando Secondary which had very similar physical resource profiles but performed very differently academically.

4.2.3 Learner Throughput[3]

Apart from grade 12 results, another indicator of school effectiveness is the efficiency with which learners move through the grades. Effectiveness would be measured by a high level of retention of learners in the school as well as a low rate of repetition of grades by learners.

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[3] Learner throughput technically speaking should be calculated on time series data for an accurate reflection of efficiency but a crude ratio of current grade 9 to grade 12 is a near approximation of the pattern.

The graph below illustrates that all four schools studied have in fact low efficiencies in this area. They have a massive drop-off in enrolment in the later grades indicating that the schools' grade 12 results are not a true reflection of the age-grade performance of learners in that school. Aha Thuto, Seana Marena and Orlando are losing between 71% and 65% of their grade 9 learners by the time they reach grade 12.

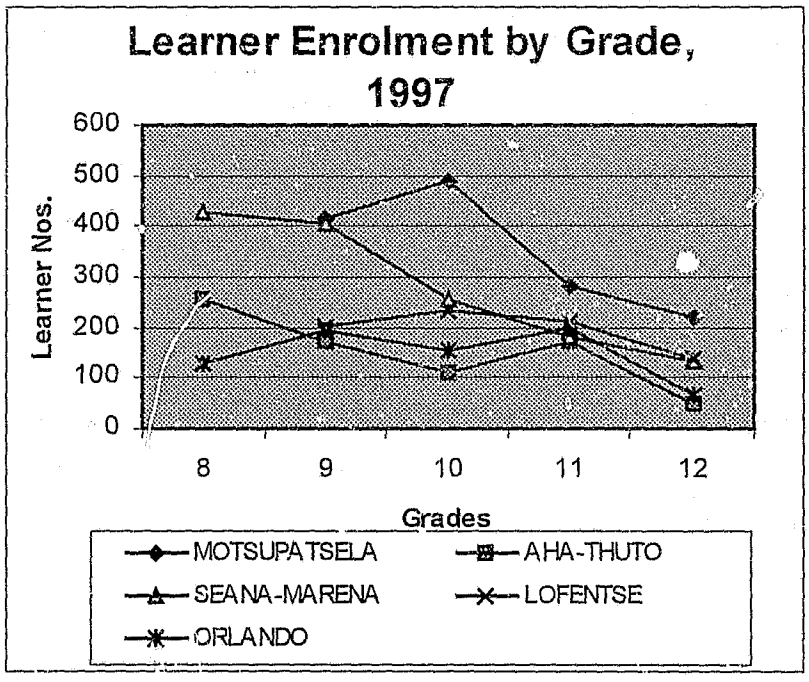


Table 7: Learner Enrolment by Grade, 1997

school_name	Grade 8	Grade 9	% Diff	Grade 10	% Diff	Grade 11	% Diff	Grade 12	% Diff	Grade9/ Grade12
AHA-THUTO	256	172	-33%	109	-37%	171	57%	50	-71%	-71%
MOTSUPATSELA	0	415		490	18%	282	-42%	222	-21%	-47%
SEANA-MARENA	429	408	-5%	254	-38%	179	-30%	133	-26%	-67%
ORLANDO	129	196	52%	155	-21%	197	27%	68	-65%	-65%

Source: Annual Survey ,1997

Table 7 and the graph illustrate that Aha Thuto seems to be using closure mechanisms to prevent inadequate learners from graduating from grade 11 to grade 12 and by doing so manages its internal inputs to retain its reputation as a high performing school. Only 29% of

its grade 11 learners are reflected in the numbers enrolled in grade 12 [4]. This school's high grade 12 results are likely to be largely explained by this selection process. Motsupatsela is a much more efficient school as it loses a significantly smaller percentage of its learners by grade 12 (47% over the four year period)while retaining relatively high academic results in grade 12. All schools have peaks of learner enrolment in the earlier grades which indicates that they all practice some form of social closure or gatekeeping to a greater or lesser degree.

Thus grade 12 results alone are a poor indicator of school performance. Such an indicator of a school's academic performance may mask inefficiencies of learner retention in the lower grades. A school that has high examination results may be weeding out poor candidates before hand. This throws in question the indicator's usefulness. If it were to be used as an operational or analytical tool, a school performance indicator would need to be supplemented by other indicators and with previous years' data.

4.3 Conclusion

Although there are some problems with the school performance statistics of Crouch and Mabogoane (1998), this does not negate their usefulness. The first is that the quality of data, a point they acknowledge, affects the accuracy of the calculation. The poverty data is too generalised to be a useful reflection of the socio-economic status of a school community. Once the Census data is available at the enumerator level and/or once education departments undertake their own poverty surveys[5], this data problem will be largely rectified. In addition, the data on the Schools Register of Needs (1996) on school physical resource provisioning is now out of date. It inadequately reflects variation of schools resources as it relies on three and four point scales to rank indicators. This range, some education department officials argue, are not sufficient to clearly map resource differences.

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[4] This is a pattern that occurs again in 1998 - from the data obtained from the school in the case study fieldwork.

[5] Gauteng Education Department is currently engaged in such an exercise.

Secondly, the resource variables identified as significant in the calculation of the school performance indicator - the availability of textbooks, libraries, computers and the qualification of educators - do not significantly vary among the schools sampled. It is surprising that there seems to be no difference of resource provision among schools with large differences in performance variation. According to Crouch and Mabogoane's regression, school resources explained 67% of the variation in school performance. Aha Thuto with similar resource provisioning to Orlando Secondary was statistically predicted to obtain a 35% pass rate whereas Orlando was predicted to expect an 12% rate. Yet Aha Thuto achieved a 54% above predicted rate and Orlando Secondary 14%. Aha Thuto's learners came from a community as poor if not poorer than Orlando's school community. The message is not to read anything into the indicators that make up the regression statistic at the micro-level. Perhaps it is as Heneveld and Craig argue, the interrelated of groups indicators that are key in understanding effective schools.

Crouch and Mabogoane (1998a) found that there was a very weak link between school performance and the years of teaching experience of an educator. Educator qualifications, however, came up as a highly significant variable in the equation. The opposite relationships were found in the schools sampled. There were very small differences in educator qualifications - most of the educators were reasonably well qualified. There were large differences in number of years of teaching experience of staff. The two ends of the performance pole had very different profiles. Aha Thuto's and Motsupatsela's staff had relatively fewer years teaching experience to Lofentse and Orlando Secondary. This suggests that schools with older educators are associated with schools with poorer results.

In sum, beyond the differences in learner results, there are very few indicators other than the slight resources differences to explain the variation. There are no discernible patterns of quantitative indicators to either endorse the performance formula or dispute it at the micro case study level. The next section on the case studies will substantiate if the performance

variations illustrated by Crouch and Mabogoane's statistic can be explained by variations in management.

Chapter Five: Qualitative Findings

5.1 Case Study of Aha Thuto

Aha Thuto Secondary School is the best over performing school of those sampled. It was statistically predicted to obtain a 35% pass rate in 1997 but actually achieved an average of 90%. Indeed, it has been the top performing ex-DET school in Gauteng for the past two years.[6] It is located in a newly established township called Orange Farm, near Vereeniging. As seen in the previous section, it is a medium sized school with approximately 800 learners enrolled in grades 9 to 12. Its educator qualifications do not differ significantly from the other schools sampled. However, the staff at this school are significantly less experienced as teachers than at other schools. Of the schools sampled it has the highest learner/educator ratios. The school has similar resourcing levels, in terms of learner materials and teaching aids, to the other schools sampled, which are poor compared to ex-TED or ex-HoD schools.

5.1.1 Management of External Dynamics

How does Aha Thuto school management control and manage the dynamics of its environment? According to Hanson (1987) an organisation in order to become effective must acquire enough stability to allow it to be flexible and adaptable to its environment. Aha Thuto provides a very good example of how school management can understand the constraints and opportunities of its environment and develop appropriate strategies to address these.

5.1.1.1 The Community as the School Context

The Orange Farm settlement is a relatively new squatter township established in the early 1990s. It is a poor community with inadequate infrastructure. The transitory features of its

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[6] The school's success has had high coverage in the media for the past two years. They have featured in Kagiso TV Educator Express show and in a number of newspaper articles. The principal has been invited to speak at a number of workshops including a national Department's conference on Quality Assurance in August 1998.

population exacerbate the poverty of the community. Influx into the area has slowed down since the settlement's first years. However, the community is not stable with parents often living elsewhere while their children live in shacks to maintain ownership of property in the settlement. There is also a high pregnancy rate among female learners. "Already this year we have had 4 girls drop out because of pregnancy. This is a big issue in the school and the main reason for dropout in grade 12." (Deputy)

School management has addressed this situation by inviting Family Planning to give talks to learners. However, as parents use their children to stake their claim to ownership of a shack site while they live elsewhere, the perceptions is that this is not very effective.

Another variable that impacts on the school is the low nutrition levels of learners. Learners collapse in class from hunger. School management have decided to use their own resources to alleviate the worst cases. "The community is very poor. I have a list of 27 children who are really destitute - starving. I have made an arrangement with the tuckshop to feed them. We use to use the primary school feeding programme to feed them until it closed." (Principal)

Another feature associated with a poor socio-economic environment is the issue of community theft. This, however, was not seen as an issue for the school by the interviewees even though the school was recently burgled. "Vandalism is rife in the community. The police station is on outskirts and there are no telephones. The police are not visible among the community. Burglars are having a field day. " (Principal)

The school has worked hard to establish good relations with the community as a whole. The community shares the schools facilities when necessary. "When Orange Farm has no water the community draws water from us." (Deputy). The community also uses the school and other surrounding secondary schools as a way of creating employment for themselves. "The groundsmen are volunteers from the community. This is an initiative by organisers to push the Department to provide jobs in the community. It's a way of pressurising the Department.

There are about 20 people who come and garden and clean the offices. They service all the secondary schools in the area. " (Deputy)

Poverty in the community was identified as the biggest constraint to teaching and learning in the school on a list of some twenty indicators by all interviewees (See Appendix Two). As a result there are large class sizes and learners with learning barriers (e.g. physical, psychological or cognitive needs) which Aha Thuto school management views these two conditions as being outside of their resources. Indeed These learning barriers often can not be addressed adequately in communities with no resources. Schools barely get sufficient support to address this issue.

The developmental context of Orange Farm is a dynamic one. In the early 1990s it was a sea of shacks and now there are signs of stability appearing; the municipality is building a large modern railway station; main roads are tarred, some houses are brick and there are some signs of affluence. The school no longer platoons across two schools but is now housed in a brand new double storey building with newly laid grass and flowerbeds. Although there is surrounding poverty there is not that sense of pessimism that generations of poverty in an area sometimes attaches to surroundings. The school management, where possible has developed innovative strategies to address some of the constraints of the school's context. It has exploited opportunities to develop good relations with its surrounding community by opening up its facilities to them.

5.1.1.2 Community relationship to the school

Learner Intake

A key external problem the school has had to face from its inception is the quality of its learner intake. Its initial learner cohort was an assortment of children from various parts of Soweto and the newly established squatter shacks of Orange Farm. Many of them arrived without any transfer papers and the school was obliged to accept their word that they were entitled to be placed in the various grades. They were perceived as being rejects from other

schools. "The community is quite aware that when we started we had a mixed bag. Most of the children who came to our school came from Sebokeng Zone 7 and the good-riddances from Soweto. So whoever enrolled their children did not take their credentials so children enrolled themselves in whatever standard they wanted. So when they fell by the wayside the community were aware that was because of self-promotion." (Principal)

All three staff interviewed raised this as critical external problem that negatively impacted on the teaching and learning in the school. School management made some of its most far-reaching decision-making around this issue. A key strategy was to address the quality of learners in feeder primary schools. "We find that kids are scoring high at primary schools but low when they get here. This is what kills us is the supply of kids from other schools. The kids expect to do well here but because they are used to the standards of the primary school they tend to fail when they get here." (Deputy) " We have engendered a competitive spirit among the primary schools in our area. They seek advice from us ; invite us to come and talk to their learners on guidance. Every month we send them information on the top 10 pupils with the name of the school next to the learner. This has served to uplift the performance of those primary schools." (Principal). Aha Thuto has been so successful in engendering a competitive spirit among its feeder primary schools that the principals of these schools are, in some cases, giving extra tuition to ex-learners, so as to improve their primary schools placing in the top ten lists. The principals have also been known to come to the school to harangue their ex-pupils for not performing well enough.

A second management strategy has been to control learner intake into grade 12. Grade 11 is a particularly problematic class for Aha Thuto. It tends to lose a lot of its learner cohort who "have a tendency to transfer out after grade 11" (Deputy). It also tends to have a large influx of newcomers into the grade because of its reputation as a high achieving school but they subsequently find that the academic standards are too high and leave. "It is a problem that we don't keep our own people in grade 12. They often go off to "private" schools. These are not well managed and pupils are taken without school reports. Sometimes they go there to

get promoted quickly through the grades and then they come back here for grade 11. Grade 11 kids repeat at least twice; the majority of kids in the Humanities stream have repeated three times. We have about 180-200 grade 11 pupils and 60 grade 12 pupils." (Deputy)

The school has adopted two measures. One is to raise the academic standards of grade 11 so that incompetent candidates do not sit the examination. The other: "There is a policy that no new learners can be admitted in grade 12 from outside. How can we trust the genuineness of the results if newcomers are admitted? " (Principal). As a result the number of candidates sitting the grade 12 examinations in the school has dropped in proportion to the increase in learner results. In 1993, 210 candidates obtained an average 16% pass but by 1997, only 39 candidates wrote and achieved a 90% average pass rate. Since 1996, management admits that there was a deliberate strategy to control learner intake into grade 12.

This management policy is reflected in the current enrolment patterns of the school.

Enrolment	Grade 8	Grade 9	% Diff	Grade 10	% Diff	Grade 11	% Diff	Grade 12	% Diff	Grade9/ Grade12
1997	**256**	**172**	-33%	**109**	-37%	**171**	57%	**50**	-71%	-71%
1998	**190**	**207**	9%	**150**	-28%	**190**	27%	**60**	-68%	-71%

Source: 1997 - Annual School Survey, GDE; 1998 - Case Study fieldwork

This points that Aha Thuto's success is, to a large extent, a result of managerial manipulations. There was a 71% loss of grade 9 learners by grade 12 for two years running. It was much higher than in the four schools surveyed where the average retention rate for the same grades was 56%.[7]

[7] Note this calculation is a very crude estimate of throughput, as one really needs to calculate the rate across a cohort of learners over the four years from grade 9 to 12. Time series data was unavailable so static data was used o represent this indicator.

Parent- School Relationships

School management has carefully managed its relationships with its parent community by winning considerable respect and esteem from their community for their achievements. Part of its strategy has been to use the admissions process as a way of information sharing and establishing the boundaries and responsibilities of parents. The compulsory prospectus outlines school policy, code of conduct, and more importantly, learner academic requirements (See Appendix 3). Newcomer learners and their parents are also required to attend a workshop, which school management uses to get parents to buy-in to the school's mission and ethos. Its purpose is, "to pep up the parents to realise their responsibilities." (Principal) The school prospectus indicates that parent meetings are held once a quarter. It also indicates the intention to issue a quarterly newsletter to inform parents and learners about trips, planned activities and school developments.

The community has responded positively to the school from as far away as Sharpeville, over 100 kms away. The school formally advertises a date for new admissions in the school and two days later closes against new acceptances, as it is full.

Community Contributions

School fees (R70 per annum) are slightly higher than the average black public school and in most cases collected. Faced with parents who cannot afford school fees or uniforms, school management has identified innovative strategies for dealing with this. "Parents can't afford school uniforms or school fees... We meet with the parents and discuss options such as finding them temporary employment with the school e.g. gardening or a part-time job with a teacher, etc. We prefer most to interact with the parent and not only with the learner on this issue. We accept that some parents cannot pay. " (Deputy) In addition, the school fundraises from the community once a term. They usually raise about R4000-R5000 per year, which is relatively substantial amount for that community. This is likely because of the high profile of the school as an effective school in the media and the community.

"This year alone Standard Bank donated us 8 computers, 10 overhead projectors; Lucern Technology gave us a photocopier and fax machine. PG industries gave us another fax machine." (Principal)

School funds are spent primarily on improving instructional and extra-curricular equipment and resources. The HoDs send in their budgets; they are consulted and the SGB makes the final decision on how funds are spent. "Resources are very well managed. All money comes into one fund; different departments make different requisitions as well as different committees and the SRC. The SGB will send them a memo inviting them to listen and participate in discussion." (Educator)

5.1.1.3 Gauteng Education Department relationship

Another key dynamic is the school's relationship with its district education co-ordinator as the school management is accountable for its activities to the district official. The relationship was seen as positive by all interviewees. The school is visited at least once a week by the district education coordinator (DEC). One of the participants, however, complained about the lack of support the school received from the district's subject advisory service.

A challenge facing many schools currently is the right-sizing directive from the provincial education Department. Aha Thuto has not been directly affected as its learner/educator ratios are too high. However, the moratorium on posts has meant that a large proportion of the school's educators are temporary and face job uncertainty This has led to a lowering of morale. " We have not being affected by right-sizing as we are understaffed. However we find that redeployed teachers don't satisfy our requirements. We prefer new teachers but they unfortunately hold temporary posts." (Deputy). "We have 11 temporary teachers whom we would like to see remain in the school. This uncertainty over 11 temporary teachers created a problem in June with the promise of a strike - those teachers were not giving their best" (Principal). School management have had to wait on the Department to grant their temporary educators post. There were no managerial solutions to this.

In conclusion, Aha Thuto's poor developmental context, which is largely shaped by economic and social forces, contributes to the high teenager pregnancy rates, the low levels of nutrition among learners, the high proportion of learners with physical or psychological learning barriers, low community respect for property rights, and high learner expectation of admittance to the school with no legitimate transfer documents. Aha Thuto's management has recognised these challenges and found some solutions to these problems. They are feeding their destitute learners with their own funds. They encourage learners to use contraception. They share their school's facilities with the community in cases of crisis. These are all managerial solutions for achieving organisational equilibrium with their school's context. External challenges closer to the core activity of the school, such as the poor quality learner intake or parents unable to pay fees or buy uniforms, are also being solved through managerial policy. Parents without resources work for the school or individual teachers to raise money to pay fees. Similarly school management has applied it mind to finding solutions to the learner quality problems it faces, which affect grade 12 results. Feeder primary schools are encouraged to compete with each other. Academic standards are raised in grade 11 and no newcomers are admitted to grade 12. In conclusion, Aha Thuto manages its external environment relatively well.

5.1.2 Management of Internal Organisational Dynamics

An analysis of the organisational arrangements that enable the school to get work done will through light on the school's capacity to perform effectively.

5.1.2.1 School-wide Planning

Senior management in Aha Thuto relies on tight internal organisational arrangements, processes and opportunities to achieve the school goal, defined as high learner results. School management has used the school motto, the vision and the mission statement as exercises to refocus stakeholders and re-prioritise tasks in line with the school's goals.

The school motto is "First things First", a reflection of the school's developmental goal of always being first in learner achievement. The mission of the school is threefold:

- "to provide basic educational needs of individual learners, by providing life-long education, through helping and guiding them to establish and enhance their careers to their fullest potential
- to provide excellence and quality education whilst striving to be the pace-setter in all educational disciplines
- to be a highly regarded leader in the educational field in Southern Africa/Province/Region/District." (Appendix Three)

Management has engaged all critical stakeholders in the development of the school's developmental goals and planning. All interviewed indicated a sense of ownership of the process. Each constituency was asked to draw up ideas for the school vision and submit them to the school governing body (SGB). The SGB reviewed these and developed a vision which they presented to staff for ratification. School staff have found the vision very useful in focusing their priorities. "The vision is very useful as it gives us a focus. These are our targets. It equips people with objectives and priorities. Success is continuous and requires striving." (Educator)One interviewee mentioned that it is not " fully internalised in our teachers." (Deputy)

The school's management has used school-wide planning strategies to identify solutions to achieving school development goals and back them with structural arrangements. Goals to improve the school are identified each year and tasks are identified for accomplishing school development goals.

The history of the school's variousl successes over a five year period are related to the effectiveness of its school-wide planning. Faced with resource shortages, Aha Thuto began its first year with 841 pupils and 14 teachers - a pupil/teacher ratio of 60:1. It was platooned across two schools some 1,5 kms apart. Textbooks were only available if borrowed and used during the school holidays, so school management decided that the school should operate during the holidays. This innovation was seen to be effective and became institutionalised

into the operations of the school. Complex time-tabling skills were developed to address the issue of being split across two schools.

"This meant we had to juggle time-tabling of teacher times carefully to allow them sufficient time to travel from one school to the other. We had no textbooks - we borrowed from other schools - or school stationary -until August of that year. In order to overcome this problem we taught our grade 12s in the June and September holidays. In doing so we created a tradition which we continue until today. (Classes run from 7.30-11.30am during school holidays)". (Principal)

5.1.2.2 Leadership

The principal has been a critical force in driving the school to its success levels. He has a very strong directive hand in articulating the school vision and the tasks that need to be attempted in order to reach the school development goals. He also attempts to hear the staff feelings about decisions as well as their ideas and suggestions about how to solve problems. According to Blanchard, Zigarmi and Zigarmi (1987) this principal plays a directive role which is appropriate for young staff who have high enthusiasm and commitment but often lack professional competency. Aha Thuto has always had a very young profile of professionals. Only 3 of the 14 staff of the school had any teaching experience prior to their posting at the school.

"My staff have been affiliated to my vision of making the school what it is. For example. The school starts at 7.45 am these days but at 7.00 am for grade 12s ...I wanted to punish my grade 12s - the ones that I teach geography because they had not done 1,2,3. I told them to come to school tomorrow at 7 am. I was aware that I was also punishing myself, as I also had to be there at 7 am. After 3 months of this they asked if they could continue at this time. They felt that they absorbed better at this time. Eventually all the pupils and teachers fell for the idea. I did not say to them start at 7.00. I have been in a position to influence my staff." Staff had very positive perceptions on the leadership style of the school principal.

"The principal is part of the whole and can't withdraw himself. He is easy to work with; there is active involvement. He doesn't point the way he leads by example.....He is very approachable and knows what is happening in the school quite closely." (Educator)

5.1.2.3 Management Structures

The school has put in place a number of organisational structures that serve to reinforce cross accountability of staff to each other and allow maximum participation and integration of ideas in decision-making and goal setting. Central to the management of the school is the senior management team, consisting of four HoDs, the deputy and the principal. The school governing body is viewed as key partner in school management. Internally, educators reporting to their learning area heads of department (HoDs). There are also educators, called block managers, who are responsible for the pastoral care of a particular grade. All educators teaching subjects in that grade will refer to the block manager to deal with issues related to that grade - provisioning, learner problems, etc on a monthly basis. The principal and the deputy indicated that these structures mean increased accountability. Both of them as educators have to account to their HoDs and the same HoDs must account to the deputy and principal on a range of administrative issues.

The HoDs have all been allocated additional responsibilities in the school. There is an HoD responsible for pupil attendance, an HoD responsible for stock taking, an HoD responsible for the disciplinary committee, and an HoD responsible for pastoral care and a the deputy is responsible for monitoring teacher attendance.

There is a high level of participatory decision-making in the school. Staff members have opportunities to develop skills for working successfully in teams. "When we have to prioritise decisions we consult each other in staff meetings. The SMT and the SGB agree on final policy." (Principal)

The School Governing Body

The school governing body is viewed as an integral partner in achieving the effectiveness of the school. "The PTSA (Governing Body) is the pulse of the school. Without an active committee the school will not be able to function effectively. " (Prospectus) All interviewees rated it quite highly. "As a rep on the SGB I must say it is working very well." (Educator) "All the posts are filled on the SGB. We have the same chairperson who started the first SGB in 1994. Previously it was called the PTSA... Our SGB is very effective. Last year when the SGB was newly constituted we met monthly now we meet once a quarter." (Principal)

5.1.2.4 School Assessment

Senior management in this school is very focused on fostering a culture of continual improvement and assessment of its core goal, high learner results. The school management has put in place effective quality assurance systems and information systems. The most basic information it uses is the management's monitoring of average learner performance over the years. " From the start we were the best - number of one. In our first year we achieved a 15,5% pass with 210 registered candidates. Next best school in Orange Farm achieved a 9,7% pass rate. It was a good percentage considering the obstacles....In 1994 we boosted our pass rate by more than 100% we obtained 37.7% with 188 registered candidates. That year we were number three in our district.....In 1995 we bettered our pass rate by more than 100% we obtained 76.6%. We had 55 candidates. By 1996 we were controlling the intake into grade 12. In 1996 we had 80% pass and 67 candidates. Last year we had 89.5% with 39 candidates. " (Principal)

Management has developed a multi-faceted quality assurance system that closely supervises and monitors the instructional work of its educators through planning in work teams and through class visits. Educators meet with their heads of learning areas on a monthly basis to review instructional programme work books and learner tests. "We conduct class visits - by both the SMT and the HoDs. We designed our own evaluation form. It was an innovation that

came from staff not from the management. We call the teacher after a class visit and share the findings. The teacher signs the form and it is kept in the files. We can recommend follow-up visits. We also encourage teachers to ask for demonstration lessons from the HoDs or other teachers who are expert in certain areas. Our intention is to professionally develop the teacher. We implement class visits 2-3 times a year." (Deputy) (see Appendix Three for protocol) In addition, there are "butterfly visits" by the principal to check on instructional assurance.

Staff Appraisal and Development

A strong element of the quality assurance system in the school is staff appraisal. Supervision is seen to build and maintain professional self-esteem in Aha Thuto. "The HoD also invites us to his classes to visit and learn from demonstration lessons." (Educator)The organisational structural elements of the school reinforce the accountability of staff. "I am appraised by the principal and by my HoD. Our respective HoDs evaluate both the principal and myself in our subject area. My HoD is very young but when he demands my workbook I must deliver my update on how I am keeping to the programme agreed to. Similarly when I ask him for information in my role as deputy principal he delivers. This cross-accountability helps us." (Deputy)

In conclusion, the school's management is very focused on its goals and uses a variety of innovative strategies to achieve these goals. Both internal organisational structures and processes are geared to assessing and reflecting on school performance .Standard school effectiveness strategies, such as starting the school day early, extra lessons during the holidays, class visits - are trialled and implemented institutionally.

Internally, the school has a well-organised management structure that effectively integrates educators, learners, parents, governing body members and senior management into a coherent team focused on school developmental goals. The leadership of the principal is recognised as visionary and accountable. The transversal organisational structures - the senior management team made up of subject heads, the teams of educators within subject

departments, the block managers per grade, the school-wide task forces or committees, the representative constituencies in the school governing body - affirm reflective and evaluative decision-making processes in the school. They also strengthen professional accountability in manner that cross-cuts the usual hierarchical arrangements found in schools. This allows the school management to be effective at school-wide planning and assessment, as educators who are involved in decision-making will be more motivated to collaborate with the implementation of decision making. This is one of the most frequently found feature of effective schools (Rutter 1980, Reynolds ,1992,as cited in Sheppard, 1999).

5.1.3 Management of School Work Culture

Culture has been defined as an understanding of "the way we do things around here" and is characterised by shared assumptions, values or norms, rituals and networks of communication (Deal and Kennedy, 1983 p 14 in Johnson et al, 1987). All that has gone on before in this case study touches on the organisation's work culture. Nevertheless, this section was separated out artificially to look at the the school's management of school culture, as a means to an end.

5.1.3.1 Working relationships

Staff has opportunities to work collaboratively as teams. Their contribution to decision-making is acknowledged. As a result there is a good ethos of collegiality in the school. There is acknowledgement of the dynamism of working relationships and that they needed to be constantly reviewed. The loci of power that Hanson (1985) refers to, bureaucratic and professional, are well managed through the cross accountability relationships management has institutionalised. The most senior management, the deputy and the principal, must in their capacities as educators report to their heads of departments, who are otherwise their subordinates, on issues of programme instruction. This creates a sense of team and collegiality.There are pockets of resistance to the management's highly directive style but these are seen as small and do not constitute a threat to the core activity of the organisation. "My teachers work as a team. Each organisation has pockets of resistance. A good organisation can count on 80% of its members to work for the good of the school. The

majority can influence 20% therefore we do not need to worry about those fallen leaves." (Principal) " There are issues that divide staff e.g. there is a difference on opinion on how to run things. But it is not a major issue but very minor...We are always reworking our relationships." (Educator)

Staff motivation is extremely high and focused to the school's developmental goals. There is a sense that the school is a learning organisation using feedback to constantly review its direction. "The following year the teachers were determined to beat their own record - there was a feeling of there is potential in us. " (Deputy)" Our success has been to allow staff to come up with ideas e.g. the class visits was an idea that came from the staff and not from us." (Deputy) "Nothing surpasses motivation. It is best to lead by example. I call teachers in individually to ask them about their performance and put the question to them: " are you performing to the best of your ability - if not what do we intend to do about it?" (Principal)

5.1.3.2 School Rules and Discipline

The principal and his SMT pride themselves on being disciplined and flexible in working for the school's development goals "Our school is strictly run but we use our own judgement. For example, the promotion rates recommended by the district may not be listened to as we use our own judgement." (Deputy)

The school management uses tight adherence to a code of conduct as a key structure in its operational framework. There was almost complete correspondence of perceptions of all three respondents that learners strictly adhere to this code of conduct. (See Appendix Two) No school days were lost in 1998 for whatever reason. Learner and educator attendance rates are excelllent. "I have low absenteeism. Our policy is that if a child is absent we must be informed prior to the absence; no false reasons. We encourage our kids not to have headaches without prior warning." (Principal) "We have a HoD who is charge with pastoral care. If a child becomes frequently absent then we ask the child to fetch the parent to find out exactly what is going on. This has lessened absenteeism. We insist that the parent must come." (Deputy)

Thus, because of the newness of the school, the learner culture is not rooted in the political upheavals of the late 1980s. There was no school history of opposition to authority. Further, the newness of the educators allowed flexibility of attitude to service conditions. The principal was able to suggest innovations such as working during the holidays and starting school an hour earlier than the norm. The educators themselves according to the deputy, suggested class inspections. This indicates high commitment to the school's vision and goals. High educators' motivation and morale are said to be positively correlated to school effectiveness in developing countries (Rutter (1980) (in Shepherd, 1999). The school has spent considerable energy and effort in aligning the school culture with its mission of being the best achieving school possible. School Rules and Discipline and learner behaviour is tightlyl managed with follow-up when there is deviation. Because educator and learner attendances rates are excellent, there is maximum time spent on instructional learning. In this sense Aha Thuto's has exercised an effective managerial control and influence over the school culture.

5.1.4 Conclusion

Aha Thuto is both a statistically high performing school and an effective school in terms of the conceptual framework. Over time it systematically improved its learner performance in leaps and bounds. Average grade 12 results have improved by 84% within five years. Those interviewed perceive the school to be successful and well managed. Aha Thuto is like a textbook classic of the successful school making it against all odds. The enormous managerial effort and dedication that has gone into its achievement needs to be acknowledged. A problem, though, it that its managerial vision is limited to achievement at all costs. To this purpose it manipulates its environment by screening out inadequate learners. This case study, however, illustrates the shallowness of using statistical predictors of performance as m[illegible] of effectiveness.

5.2 Case Study of Motsupatsela

Motsupatsela Secondary School was the second best over performing school of those sampled. It was statistically predicted by Crouch and Mabogoane's calculations to obtain a 22% pass rate in 1997 but actually achieved an average of 72%. Motsupasela has a reputation of a well performing ex-DET school in Gauteng for a number of years. It is located in a well established township called Kagiso, outside Krugersdorp, a small town on the West Rand. As seen in the previous section, it is a large school with approximately 1400 learners enrolled in grades 8 to 12. The average educator qualifications in the school were a bit higher than the other schools sampled. The school's professional staff were young with an average of less than 10 years teaching experience. This was relatively lower than the other schools sampled whose staff had between 14 and 16 years professional experience. Of the schools sampled it had a relatively low average learner/educator ratio (28:1). The school was fortunate to have a high number of special classrooms (such as laboratories and work rooms) as well as adequate classroom space for learners. The school had poor resources in terms of learner materials but relatively good resources in teaching aids compared to the other schools sampled.

5.2.1 Management of External Dynamics

Motsupatsela Secondary, a school established in the early 1950s, has developed a management resilient to its environment. In the words of Vaillant (1993, quoted in Christie and Potterton, 1997), "Resilience conveys both the capacity to be bent without breaking and the capacity, once bent to spring back"(1993;p284). The developmental context of Motsupatsela, like many the schools, had its equilibrium torn apart by the political contestations of the 1970s and the 1980s. School management was rejected and the principal forced to leave in the mid 1980s. Through its cultivation of community relationships and the marketing of its activities, the school recovered and management reinstalled. The school presents itself a beacon of well managed stability in a context wracked with poverty and unemployment.

5.2.1.1The Community as the School Context

The community is well established with small brick houses, paved roads and one set of traffic lights in the whole township. Children, unlike in the other schools surveyed, seem to be living with their parents (instead of grandparents or other relatives) making easier parental involvement in the school. However, poverty and unemployment is high. The school experiences vandalism on a monthly basis. Although poor learner nutritional levels was recognised as a problem for the school, the general consensus by those interviewed is it not as problematic as other factors in limiting teaching and learning in the school (See Appendix Two for table on Conditions Limiting Teaching and Learning in Motsupatsela Secondary). "80% of our kids come from destitute families. Hunger is a huge problem. We haven't come up with any solution. Kids faint from hunger in the classroom. We tend to neglect the emotional aspect of children because we have no time." (Deputy)

Large class-sizes, learners with learning barriers were also quoted to limit teaching and learning in the school. "Children with psychological problems is a big issue in this school." (Deputy).The education departmental support for learners with special needs is extremely inadequate. When social workers are called on to intervene with help, their support was thin and inadequate.

Another feature of the school's context outside of managerial control is the high incidence of teenage pregnancies."Teen-age pregnancy is an issue in the school and it averages between 1 in 8. For example we have about 10 pregnancies this year in a school of 800 girls." (Deputy).

The poor performance of surrounding schools makes the community feel strongly about having access to this school :"If other schools don't perform then it impacts negatively on us as it increases the demand on admissions. Although our admissions are closed we can never really turn anyone away." (Principal)

The establishment by the Department of the Kagiso Adult Centre within the same offices as the school management has also kept relations with the community healthy. A broad section of the community accesses the school facilities in the afternoons. The developmental context of Kagiso is presently relatively stable. It is a small township, but a stable population. However, learners from this community face deprivation on a daily basis - basic necessities such as food, parental care are often absent. The high unemployment rate and rivalry over scarce resources in the surrounding community have contributed to social problems such as theft and vandalism of school property. School management views its developmental context as a given, and has not really been proactive about managing some of its constraints. However, it has recognised those constraints and has been flexible enough to work within them.

5.2.1.2 Community relationship to the school

The school has a long and proud history well known in the community. It was established in 1952 and originally called the Bantu High School, Krugersdorp, and then renamed Muncieville High at some point. Finally in 1964 it was renamed Motsupatsela Secondary School. Old photographs of the original pupils were displayed on the walls of the principal's office. The school has a history of achieving good learner results dating back to the 1950s. Nevertheless, the school was badly affected by the political upheavals of the mid 1980s. "The school underwent turbulence that was affecting all the schools in Kagiso. Authority was seen as something to rebel against and the principal was targeted with threatened violence." (Educator)

The principal, was identified as an agent of the state because of his hierarchical position in the school. The community attitude towards state representatives during this period was not selective. Despite the principal's reputation, activist youth included him as part of the establishment and he was forced to leave his post. He was invited to come back as principal by the school governing body (SGB) in 1988." I was forced to leave the school between 1986 to 1988 because of the political upheavals. I was really the only casualty of the time as it did

not really affect the other teachers. " (Principal) The school suffered during those years as the senior management team were not in control of the running of the school. The academic results deteriorated and the return of the principal was seen as a way of reestablishing equilibrium.

Admissions

Community pressure has to a degree forced school management to open up its admissions. Learner enrolment has been climbing steadily over the past five years (12% from 1997 to 1998). Those interviewed believe that the larger the class sizes the poorer the learner results. In order to prevent grade 12 learner results from deteriorating school management has come up with a two-fold strategy. The first is that there are no new admissions in grade 12. The second is to raise the academic standards at grade 9 so that quality improvements can be achieved earlier rather than later. This strategy makes the repetition rates to be high in the early grades where learners are less likely to drop out of school.

Motsupatsela has one of the most effective throughflow rates of the schools sampled. An analysis of learner enrolment over the past two years demonstrates that proportionately less learners are lost each grade as compared to the other sampled schools. As a rough indicator of efficiency, there is approximately a 46% learner loss between grades 9 and 12. This is in contrast to Aha Thuto, which loses approximately 70% of its learners by grade 12. Mosupatsela has also the lowest dropout of learners between grade 11 and grade 12, a notable achievement for a school scoring good grade 12 learner results.

Enrolment	Grade 9	Grade 10	% Diff	Grade 11	% Diff	Grade 12	% Diff	Grade9/ Grade12
1997	415	490	18%	282	-42%	222	-21%	-47%
1998	476	472	-1%	363	-23%	266	-27%	-44%

An administrative advantage of stable enrolment patterns is that educator workloads and time tabling do not need to be completely renegotiated at the start of every year. School wide planning on personnel utilisation can be managed more smoothly.

Parent-school relationships

Parental involvement in the school seems to be high even if there was a lack of parental interest in learners progress. The school has an effective communication strategy with parents. " Parents meetings happen once a month sometimes twice every 3 months depending on the issue. Issues covered include rules, regulations and fees." (Principal) School management has a policy of induction for new parents and learners to share information and inform parents on school expectations of their responsibilities. " We have an Open Day at the beginning of the year and invite new parents and teachers to hear about the school, the code of conduct, etc." (Educator) "The community appreciates us." (Educator) " We have a healthy relationship with the community. " (Deputy)

Community Contributions

The school management is relatively successful in collecting school fees and raising additional funds from its community. The annual school fees is R50 per learner per annum and another R3000 per year are raised through donations in equipment and other funds from external sources. Most fees are collected for the school coffers. The money raised from fees pays for an additional educator employed by the school governing body. The SGB is considering raising the fees to R100 so that the school could employ another educator out of their own purse.

The SGB is primarily involved in managing the schools funds and disbursing monies. There is a system for resource decision-making: - HoDs submit their budgets to the SGB who review it and make recommendations. These are then followed up with smooth and quick disbursement of monies.

The school obtains resources from sources outside of their parent by exploiting past and present relationships with the community. An ex-learner was contacted at Iscor and asked to approach his management for funds. Iscor agreed to contribute some monies. School management also approached another nearby company, SAMACO, which had a number of its employees with children enrolled in the school. The company agreed to fund textbooks. School management has also identified South African Breweries as a potential supplier of science equipment.

5.2.1.3 Relationship of school to Gauteng Education Department

The relationship with the district office seems relatively positive in the school although interviewees feel they would benefit from more support.The biggest external challenge the school is currently facing is the right-sizing of its staff by a departmental directive. In terms of the Department's rationalisation model the school is in excess of six post level one educators. Because many of their educators took the retrenchment package in 1997 the school has had to rely on temporary educators." The teacher provisioning issue is the most challenging. We have had to request 10 temporary teachers this year alone... There's going to be chaos next year when there are no teachers to put in front of classes." (Deputy)

The way the senior management articulates its thinking around this issue is a reflection of the strength of the management system in the school. Of the four schools interviewed this was the only school who had strategically worked out the options: " We have 3 options: (1) Admit new children so that the ratio comes down to 1:35 (2) Cut back on children so as to balance the ratio (3) Get rid of certain subjects. The last option is not always possible as for e.g. subject attendance for vernacular South Sotho is low but we are still obliged to offer it as only school in area offering it. Also home economics has very low attendance." (Deputy)

Faced with a similar challenge, after the loss of numerous educators in 1997, school management has come up with some innovative solutions to personnel shortages. They identified that there were a number of unemployed educators living in the community who

wanted posts in the school. School management has employed one of the unemployed educators to work at the school on an unpaid voluntary basis. The other educator has agreed to be employed by the SGB at a salary considerably less than what the Department would pay if a post was offered.

"We identified that we needed to do something about loosing teachers to the redeployment process. The senior management came up with the idea of using unemployed teachers. We have a free volunteer teacher and one teacher paid R1500. Money for this derived from school fees of R50 a year. We are considering raising it to R100 so that we can employ another." (Principal)

In conclusion, Motsupatsela's school management has a very astute sense of what factors it can leverage in its context. It has focused its energies on managing its immediate surrounding environment and community. It has not dissipated much effort on redressing poverty associated problems. However, it has worked on developing trust and commitment with its parent body by regular information sharing. It has acceded to community pressure to open its doors to all learners but ensures that quality control is maintained through standards and access into the later grades. In doing so, the management has enhanced its ability to forward plan its personnel workloads and to some extent its timetabling. Fees and funds are effectively raised and managed by the school governing body. Strategies for accessing additional resources are sought and have been successful. Faced with an external dynamic of loosing further staff through departmental policy, school management has been particularly innovative in identifying unemployed educators in the community who are willing to be employed on a voluntary basis or a reduced salary in the school. They are planning on replicating this strategy as they are faced with further staff losses. In sum, having been nearly destroyed by the political dynamics of the mid to late 1980s, the school has recovered its stature in the community through sustained management strategy.

5.2.2 Management of Internal Organisational Dynamics

5.2.2.1 School-wide Planning

Although the school has not yet developed a vision for the school or undergone a school planning exercise, it is planned. The school has produced a complex 12 paged document on the learners code of conduct (see Section on Discipline and Appendix 3) which had to be endorsed by the school governing body. "We are planning to do whole school development. Our SGB has been revamped. We have developed a Code of Conduct (but)... We have no prospectus for new parents and students. We have no money for newsletters or magazines." (Deputy). However, there is a collective vision from participants interviewed :"We believe in every kid, we take every kid as they come... This school improves every year. We are learning to do better each year." (Educator) and the Deputy: "We have a duty to make every child succeed".

The development process of the learner Code of Conduct was very participative. Each constituency in the SGB as well as the SMT have contributed to it. A draft code, which will be ratified by the SGB, is being presented to a parents and learners meeting. This process characterises the school-wide planning of the organisation - both parents, learners, as well as more formal structures such as the SGB and SMT have input into school development goals.

Another example of management's planning capacity is the innovative solution to the school's shortage of educators. It is commonly viewed by the school that the biggest constraint to effective teaching and learning and learner performance in the school is large class-sizes (see Appendix Two: Conditions Limiting Teaching and Learning in Motsupatsela)."Our class ratios are high - usually 1:45 and in grade 12 there are 43 pupils on average in a class. We work with children not statistics." (Deputy) "The high ratios are a problem especially for language teachers whose subject require individual attention as we inherit problems from the primary schools." (Educator). Together with the SGB, the SMT proposed exploiting the unemployment problems of educators in the community by offering them posts with no or low salaries

attached. These educators are on short-notice terms with the SGB and give one week's notice if a better opportunity arises. In the meantime, the solution temporarily satisfies both parties.

By using its organisational arrangements and external relationships, the school has used school-wide planning to identify solutions to achieving school development goals.

5.2.2.2 Leadership

The staff perceives the principal as playing a facilitating role in creating conditions within which learners learn most effectively. In terms of Blanchard, Zigarmi and Zigarmi's (1987) typology he could be described as playing a "supportative" role. "I do not have a problem with criticism. I find it constructive and something to learn from." (Principal) The locus of management control is spread across the senior management team and the school governing body. "Our principal is integrative. He is always making efforts to involve teachers, learners and parents in school decisions. He does not keep himself aloof from staff. He needs to know our problems." (Deputy) He has confidence in the expertise of his staff to make professionally competent decisions in the day-to-day running of the school. Leadership is a collaborative concept in this school. Staff can be depended upon to be accountable and competent.The principal's style is appropriate for the level of commitment and competency found in his staff. He has a very consultative style but does not neglect his bureaucratic responsibilities.

5.2.2.3 Management structures

The school has a large senior management team with eight HoDs, two deputies and the principal. This allows for close supervision of educators in their learning areas. The school governing body is very active and integral to the school's decision-making processes. In addition, educators have been appointed as pastoral caretakers of different grades. Educators teaching in those grades meet with these block managers to discuss learner related issues. "I teach grade 9 and 12; I am a block manager for grade 12 so I meet once in two months with grade 12 teachers formally, although we meet lots informally. " (Educator)

There is a high level of participatory decision-making in the school. Staff members and school governing members have opportunities to develop skills for working successfully in teams. "We use our structures to discuss and problem solve. We may decide on a strategy but we always refer it back to the staff or SGB" (Deputy) The school has strong management structures that allow considerable participation of staff in determining goals and strategies. Like Aha Thuto, it has developed a very integrative and cross accountability of staff across structures. It also has a principal who teaches and sees himself as accountable to his head of department and block managers in the grades that he teaches.

The School Governing Body

Those interviewed saw the school governing body as an effective partner in the governance of the school."The school governing body takes its role very seriously. They have come up with some good ideas" (Deputy)."I would say that we have an effective school governing body. They are always here for us. They have been with us for a long time in helping make this school work" (Educator). However, it was noted that some educators in the school do feel nervous about the role of the SGB in monitoring their performance. The educator mentioned that occasionally members of the SGB would spend time at the school during school hours. They have been known to visit classrooms. This has bees seen as problematic by some: "Some teachers fear the SGB - think that they are spying on them." (Educator).

5.2.2.4 School Assessment

School management is very focused on assessing its academic performance and has structured its internal organisational structures and review processes accordingly. Although the school has a reasonably good system of record keeping, their management information systems, however, are underdeveloped. They were not able to easily access past grade 12 results or class sizes or other information this researcher asked for.

Senior management, however, do reflect on the critical factors contributing to the school's performance in terms of its development goals. According to the principal : "Our success is

the result of the co-operation of a few hard working teachers, teachers giving more than 100% of their dedication... We are successful for the following reasons:

- We have had a history of good results.
- We believe in strict discipline particularly in the areas of dress code and attendance.
- We have a committed governing body
- We introduce innovative solutions e.g extra hours teaching, using volunteer teachers."

"We were quite pleased with those first results (50% in the first matric year, 1978) as most of the teachers involved were then only experienced as junior secondary teachers' (Deputy). Average learner results increased steadily since then rising to between 70 - 75% in recent years. Over the past four years there has been a 34% increase in the number of learners registered as candidates for the examinations. The recent decreases in the pass rates was explained by the larger class sizes. "In 1997 we got 72%. This achievement has dropped (on the previous year) but that is because of high class numbers. The bigger the classes the more problems with children passing as we don't have enough teachers" (Deputy). School management has come up with some innovative solutions to improve learner performance by giving grade 9 and upwards extra lessons from February onwards throughout the year.

The school's quality assurance system relies on the heads of departments monitoring programme quality and staff performance within their own learning areas. The frequency of supervision is high with meetings happening on a weekly basis. In addition the deputy principals meet with HoDs for subject meetings where programme development and educator performance is evaluated and supported if need be with feedback. "We keep in constant touch with teachers' work programmes. We follow what they are doing. We meet on a weekly basis to check if their work is in line with programme objectives. Learners also write and review monthly tests - a high risk area." (Educator)

Staff Appraisal and Development

Educator supervision is a central element of the school's organisational culture. The learning area educator teams (or departments) are small and meet frequently. Individual staff

members are assessed on their contribution to meeting the objectives of the work group. They are also provided with feedback on their performance. Learner results are analysed to assess the educator's effectiveness. When educators fail to consistently modify their work behaviour when it is suggested the following practice happens:"If a teacher is consistently not performing well (something that will come up in the subject meetings) then the SMT calls a meeting for an indaba and invites that teacher to attend. The teacher is then counseled about their behaviour. The HoD then reports back to the SMT on the teacher's progress. If the behaviour persists then we call the DEC to advise the teacher." (Deputy)

The staff appraisal processes form the basis for staff development. Staff form collegial relationships within their learning areas and support professional development through sharing subject knowledge and demonstration lessons. The school is supported with mathematics and science subject advisory services from the district on a regular basis. There were mixed perceptions on the effectiveness of Departmental support."We have subject meetings with the HoDs and the progress of each teacher is discussed. Teachers here share subject knowledge, do demonstration lessons or taking over a particular class over a specific subject. We are in a developmental change mode." (Deputy). School management uses staff appraisal to reinforce educators' strengths on job performance. Staff members are expected to alter their work patterns in response to feedback.

In conclusion, the school has a coherent and integrated management body with organisational arrangements and processes facilitating the organisation's strategic direction and systemic review of its outcomes. The leadership of the principal is seen as facilitative and purposeful. The senior management team is large - the largest sampled - and well integrated with the school governing body. The block managers' line structure enhances professional accountability and allows the review of performance to be viewed from another perspective. School performance is thus viewed from the learning area perspective, the grade perspective and the management perspective. There is a school work culture of critical constructivism in the school.

5.2.3 Management of School Work Culture

A prevailing feature of Motsupatsela school is its sense of continuity. It has been successful in the past, despite hiccups, and it will be successful in the future. The size of the school, the competence of the senior management team, and their managerial attitudes, according to those interviewed, give a sense of control and permanence. A core value of the school, since the 1980s, is stakeholder participation and building community relationships. "During the 1980s the senior management had little say in the running of the school. Even to get teachers to submit work books was a problem. Our principal was strict and gave us a tradition of discipline...Now we have a strong SMT and SGB...The change is better for the school as a whole" (Deputy).

5.2.3.1 Working relationships

The school has a professional and productive work culture. Staff relations are viewed as positive and tolerant of social differences. "There are two levels of interaction at the school: (1)At the professional level working relations are good - everybody pulls together. (2) At the social level, there are different groups who do not really move together.However, this does not impact negatively on the working relationships at the school" (Deputy). There is a sense of belonging to the family, a team."Staff and the principal are very supportative when another staff member is facing a crisis in the classroom or even outside the classroom.. We have two clerks and two service workers. We are one family in this school - there is no distinction made." (Educator)

However, There were mixed feelings from staff interviewed about their professional or managerial roles. Despite staff motivation, the work culture of the school is constrained by gender differentiation, with female educators having less of a say in critical decision making than males. "I will reserve judgement on whether I am being used as effectively as I could be. There is a gender ceiling in the schools. For example there are only two ladies in the SMT against nine men. We are not always included in real important decision-making. It could be culture or tradition. It is noticeable that we are excluded." (Educator)

5.2.3.2 School Rules and Discipline

School rules and discipline is recognised by management as a critical variable in its success. The school has developed a complex code of conduct for learners that covers issues such as unacceptable conduct of learners, the rights and responsibilities of learners, responsibilities of parents, school disciplinary processes, punishment, dispute resolution and hearing procedures (See Appendix Three). These are displayed in every classroom. The code also notes that educators are covered by the SACE Code of Conduct which is displayed in the Staff Room.

The three respondents were in agreement that the school has excellent learner and educator attendance rates: "We are very strict. Follow-up is dependent on the number of days a pupil is away. We communicate with the parents. Pupil late-coming is a daily problem. We use to beat students who were late now we talk to them. It is less effective. However, we do close the gates and make them clean the grounds..."Teacher attendance is not really a problem. If the issue is persistent then we meet with the SMT. Our approach is tactful." (Deputy)

Learner morale and interest in learning seems to be relatively high (See table on Learner Behavioural Issues in Motsupatsela in Appendix Two). All three respondents were in agreement on general learner conformity to current school rules. Learner behaviours are on the whole positive, except for arriving late at school (a daily occurrence) and unjustified absences (a weekly occurrence) . It was also noted by two of the respondents that vandalism is an issue that occurs monthly. However, there was a strong difference in views on the issue of class disturbances. Both the principal and deputy felt this was a rare event whereas the educator perceived it as a daily occurrence.

In conclusion,this school has a resilient culture as described by Potterton and Christie (1997). School management has a strong sense of responsibility and willingness and ability to take initiatives. There is a strong work ethic and an adherence to close supervision of both educators work and learners behaviour. The school culture is not progressive as gender

discrimination is experienced among management and other levels. Staff and learner morale is reasonably high. High stakeholder participation and strong community relationships are key values in the culture. The power relations in the organisation are used to affirm the school's developmental goals.

5.2.4 Conclusion

Motsupatsela has a school management that carefully manages its strengths to their full potential. It overcomes the social and economic constraints of its environment by fostering good relations with its parent community. It actively seeks out ways of accessing additional resources in the community by developing partnerships with business interests that have links with the school, however tenuous. It made the link between needing additional personnel and being able to interest unemployed educators with posts at the school with no or very low salaries attached.

The management uses its organisational structures to manage and facilitate both bureaucratic and professional authority through close supervision and high participation of all concerned. School management projects an ethos of critical constructivism . Although there are reactionary elements that discriminate on the basis of gender, motivation levels among staff are high. Learner culture is reasonably stable and conformist. This school is both an effectively managed school as construed by its stakeholders and a high performing one given its physical resources and developmental context.

5.3 Case Study of Seana Marena

Seana Marena ranked third in terms of over performing schools of those sampled. It was statistically predicted by Crouch and Mabogoane's calculations to obtain a 28% pass rate in 1997 but actually achieved an average of 53%. Seana Marena is considered by its local district officer to be one of the top performing schools in Soweto where it is located. It was awarded a wooden shield for most improved school in district C1 for 1997. As seen in the previous section, it is a large school with approximately 1400 learners enrolled in grades 8 to 12. The average educator qualifications in the school were high but no more so than the

other schools sampled. Unlike AhaThuto and Motsupatsela, the school's professional staff had considerable teaching experience - an average of 14 years. It had a relatively low average learner/educator ratio (28:1) but a reasonable learner/classroom ratio (35:1). Of the schools surveyed, Seana Marena had the worst profile of learner resources with inadequate textbooks, inadequate stationery, materials, specialised equipment, media equipment and library resources (School Register of Needs, 1996).

5.3.1 Management of External Dynamics

The school has influenced by its history and its socio-economic context. The educational crises of 1976 and the mid 1980s did not leave the school unscathed. Education was severely disrupted, learners fled and authority was rejected. Seana Marena was faced with the political disaffiliation and community disaffection that most schools in the townships faced during that period. Despite this experience, the school has had sufficient management flexibility and vision to accommodate the new shifts in the balance of power. However, in attempting to manage these externalities, school management has tended to ignore some basic bureaucratic efficiencies around learner throughput and personnel utilisation. This situation has been worsened by new departmental directives to right-size personnel.

5.3.1.1 The Community as the School Context

The school is located in Phiri, an old location within Soweto. Houses are tiny facebrick structures built in the 1950s. Many of the children's' caregivers are elderly pensioners or single parents which limits the parental support the school can hope to achieve. " Our community, Piri is very poor with many children living with their grandparents or single parents in two-roomed houses. Often they are left with their maternal grandmother and have to survive on their pensions. Some grandmothers have a number of kids from their own children to look after. This is a problem when we call parents meetings, as they often don't come. The education gap is also huge because of the generation gap. It also impacts negatively on discipline." (Principal)

A critical environmental constraint on effective learning and teaching and learner performance is lack of nutrition among learners. School management alleviates low nutritional levels by feeding the particularly destitute learners but the size of the problem is proving to be overwhelming. "In the past we used to use petty cash to buy bread, but the numbers are growing that require feeding." (Deputy).

An environmental dynamic often associated with poor socio-economic contexts is the high teenage pregnancy rate in the community. Although the problem is not as serious as at Motsupatsela, in 1998 there were three fourteen year old girls pregnant in grade 8. The principal noted the lack of parent care was at the heart of the problem. "We always have an pregnant girl in grade 12. This year there is one pregnant student in grade 12, two in grade 10 and 3 in grade 8 (all of the latter are living with grandmothers)." (Principal) School management has invited Family Planning and Health to give talks on contraception to learners.

Communities, such as Phiri, with scarce resources have little respect for school property. "We have a supportive community but they lack a sense of ownership of the school property. We often have theft of school property. We have a nightwatchman but the fence is inadequate, as there are holes all over. Even during the day the community passes through the school daily. There is intimidation if we stop them." (Deputy). Nevertheless, the school seems to enjoy a reasonable relationship with the community. "The relationship with the community is quite good. Volunteers are also sent by the Ipeleng Community Centre to keep our grounds clean. Pupils also must clean and pick up litter." (Educator)

However, poverty in the community was not seen as the critical constraint on effective schooling (See Appendix Three: Conditions limiting effective teaching and learning in Seana Marena). Threats to personal safety or the safety of the learners was seen as mattering a lot

more.[8] School management, since the abolition of corporeal punishment, has involved social workers in dealing with learner discipline problems.

The suburb of Phiri is depressed and dilapidated. There are few signs of economic growth and according to respondents most of the breadwinners are pensioners. The environment impacts on the school in terms of incidences of theft, lack of respect for school property, violence, destitute learners and teenage pregnancies. School management is largely overwhelmed by the school's external problems but has faced the situation with managerial strategies such as involving the Social Welfare and Family Planning.

5.3.1.2 Community relationship to the school

The political turbulence of the 1976 student riots caused a number of the school's prominent learner activists to flee the country, (some of whom have recently returned in the 1990s and visited the school.) Learning was disrupted and examinations not written. The current principal, who held this post at the time, noted that that experience prepared them for the next round of upheavals. As a consequence the political upheavals of the 1980s did not have the same impact on the school. "In 1980s we were not disrupted and we were able to contain pressure. There was this feeling of how to guard education. It was important to be part and parcel of the whole struggle but the priority was education. " (Principal). Schooling was disrupted by learners from other schools but not internally. However, the school did not write grade 12 examination in 1986. "We were very fortunate in the 1980s as we were not disturbed by our students. Our learners are serious about academics. Over the past four years our SRC chairpersons have been getting matric exemptions... We have experienced problems from outsider schools." (Deputy)

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[8] The principal and the deputy, with many years experience in the school, viewed it as mattering "quite a lot" whereas the educator, with a years experience in that school, felt it did not count as a factor.

Admissions

Like Motsupatsela, Seana Marena has difficulty managing its learner admissions. Community pressure forces the school to accommodate any learner that arrives at its gates. "Our admission policy is difficult to maintain. Our enrolments fluctuate depending on pressure from the community. We get big problems if we do not accept kids and parents want them here and it is difficult to turn them away." (Principal) "Admission policies are meaningless here as many families want their kids here because of the history of the school. The image is very good despite the sub-economic environment of this community." (Deputy)

This is both a strength and weakness for school management. Although it enhances the school's standing in the community, it creates major administrative problems in personnel utilisation, timetabling and learner material resourcing. Learner numbers, particularly in grades of 8,9,10 and 11, fluctuate as much 130 learners year on year on average. (see enrolment table). This lack of managerial control is at the heart of the school's difficulties of personnel shortages.

Enrolment	Grade 8	Grade 9	% Diff	Grade 10	% Diff	Grade 11	% Diff	Grade 12	% Diff	Grade9/ Grade12
1997	429	408	-5%	254	-38%	179	-30%	133	26%	-67%
1998	328	265	-19%	434	64%	281	-35%	118	-53%	-55%

Source: 1997 - Gauteng Database; 1998- Principal

These statistics also highlight poor efficiencies in retaining learners in the school system; 63% less learners in grade 12 than grade 8 and

Parent-School Relationships

Parent-school relationships are problematic as learners as whole lack close parental care as they tend not to live with their parents but other older relatives. "Grandmothers are mostly coming to parent meetings. Most parents are single mothers who have got pregnant before being married. They leave the child with their mothers. Often they then go and establish a new family with a different father who does not want this child." (Educator)

The community has, however, a sense of pride in the school and some play a role in keeping the school grounds clean and attractive."Parents keep the school clean on a volunteer basis; make flower beds, clean classrooms." (Principal)

Prior to the 1980s the school used to issue a school prospectus. Although this no longer happens it was noted by the principal that the school governing body is considering resuscitating this communication tool. General parent meetings happen a few times a year. These meetings are used to inform parents on current issues facing the school. The first meeting of the year is also used to inform new parents of school expectations. In addition to these meetings, there is an annual reportback meeting on school performance.

Community Contributions

School management struggles to bring in school fees from parents. "Most parents are unemployed and most kids are raised by pensioners and they can't afford the fees we ask." (Deputy) Nevertheless, school management met with parents and agreed to charge a R30 annual school fee per learner, the lowest charge of the schools sampled. As a result the school was relatively successful in collecting school fees in 1998. They have also been successful in raising additional funds from its community. Some R300 to R400 is fund raised per quarter for educator reference books and needed textbooks. Additionally between R900 and R1000 is raised by the school for the matric ball for grade 12 school leavers.

The school governing body plays a decisive role in managing these funds. No strategy has been developed to increase access to resources from donors outside of the immediate school community despite the fact this community has very limited access to resources.

5.3.1.3 Gauteng Education Department relationship to school

The school has a very weak relationship with its district office and if the school saw the Department more than once a year it was unusual. However, the district were instrumental in facilitating a school strategic planning exercise. Part of this poor perception of the

Department was the previous neglect the school experienced at its hands under the old government. The school building, built in 1969, deteriorated so badly that the school had to be temporarily housed in prefab buildings in a nearby location, Protea. The two years spent in these buildings, 1993-19995, put a severe strain on the school's ability to manage itself as not only did very few grade 12 learners write the 1994 and 1995 grade 12 examinations but only a quarter passed. However, the Gauteng Education Department gave the school ten or twelve computers and trained four educators in recognition of the school's academic improvements last year. The school is planning on offering computer training to grade 12s' next year.

In conclusion, Sea[illegible]a Marena has a particularly difficult development context as it is poor in both human capital and physical resources. A high proportion of its learners lack basic parental care and food. Violence and theft features of the environment spill over into the school. There is not strong parent support for the school as the parent constituency (pensioners) is old and not very literate. School managerial strategies take the school's externalities seriously:it feeds destitute learners, shares information on family planning, engages with the community in the care of its grounds and has an open admission policy to learners. Experiences such as the political turbulence of the 197Os and the 1980s forced school management to come to terms with the interests of the community. However, management's concern for the school's survival as an institution has led it to undermine its efficiency in not effectively managing its learner intake. The mismanagement of its relocation to temporary premises in the late 1980s and early 1990s by learners performing very badly in this period indicates a lack of management resilence.

5.3.2 Management of Internal Organisational Dynamics

5.3.2.1 School-wide Planning

School management recognises the importance of school-wide planning in improving school performance. At the beginning of the year, with the help of their district, the school engaged

in a SWOT analysis and the development of a school mission and vision. All stakeholders, the SGB and DEC felt it was a productive exercise and gained the school a new focus: " We did a SWOT analysis with them. The staff were very positive and their attitude good. They want to succeed." (District Education Co-ordinator) "A school vision is very useful as it gives us direction instead of simply coming to school and teaching because that's your job. Our school vision is to help kids to cope in the real world." (Principal) "The SGB developed the vision with us; every SMT member has a copy of it but not all teachers. The vision rallies people around a common thing." (Deputy) " A vision is useful as it raises expectations and everyone tries to reach these goals. It increases motivation...It is displayed in the corridors." (Educator). Although, school management has been successful in focusing its staff efforts around a vision, there is no evidence yet of it using its structural arrangements to effectively implement these new goals.

The loss of personnel and the subsequent large class sizes, viewed as critical constraints (Appendix Two) have not been effectively addressed by school management. "In 1996 seven teachers took the retrenchment packages. No substitutes were offered. Teachers then had to teach extra classes. In grade 8 there are 6 classes with no class less than 50 learners." (Principal). "Most teachers face about 150-200 pupils a day. I'm in three classes in grade 10 and see 113 pupils; in grade 12 I have 55 pupils, in total 168 pupils almost every day. This is too much to give individual attention to pupils." " (Deputy). This problem is being exacerbated by the Department's current right-sizing initiative where the school is poised to loose seven more staff. An issue which school management seems not to be dealing with is the difference between the statistics the Gauteng Education Department (GDE) is using those offered by the school in calculating excess posts. There was a difference of 4 educators and 22 learners less than the GDE reckoned on. Another variable that the management is not addressing is that one of its educators, the principal is not teaching any classes. Further, the information provided by the school on class-sizes in the table below seems to indicate that personnel are not being utilised effectively. These class-sizes are too large for the number of educators employed in the school.

Average class sizes in Seana Marena, 1998

Enrolment	Grade	Number of Learners per Class
328	8	53,54,56,54,54, 57
264	9	41,41,40,48,57,37
434	10	26,42,30,42,50,49,52,57,43, 43
281	11	49, 43, 31,35,30,19,21,15,38
120	12	45,22,38,15

Source: Principal

School management have not really come up with a solution. They are feeling demoralised. They have not got to grips with the information differences between their numbers and the Departmental statistics. School management has suggested two options: " (1) Juggle teachers and classes (2) Enlist the SGB to pay teachers from funds." (Deputy) Neither of these are real options as class sizes are already too large and the community struggles to pay the current annual learner fees of R30.

In addition, the school's admission policies allow grade enrolment to fluctuate dramatically. The grade 8 enrolment in 1997 dropped 38% the following year - 164 learners were lost in that year. The pattern was not repeated in grade 9 and 10 - in fact there were small increases in enrolment year on year. These swings impact on how personnel are used. School management has not effectively dealt with this issue through school-wide planning.

5.3.2.2 Leadership

The principal, perceived as playing a "coaching" role in the management of his school (Blanchard, Zigarmi and Zigarmi, 1987), provides a great deal of direction and supervises the staff closely. He has attempted to move with the times and become more consultative with decision-making. He listens to the staff feelings about decisions as well as their ideas and

suggestions about how to solve problems: "Principals must work hand in hand with staff. It is not appropriate in this era to be aloof. I have had to shift my management style." (Principal) "The principal would have no boundaries. The school is us together; he is part of us." (Educator) and Deputy : "He is a team player". The principal involves the appropriate stakeholders when critical policy or resources decisions need to be made: "When we want to prioritise decisions or have a crisis we hold a meeting with SMT if professional related issues or call the district official or call a meeting of SGB." (Principal).

5.3.2.3 Management Structures

In recent times, the management structures of the schools have undergone significant change. There was a shift from the old bureaucratic model to one of social control by a number of structural bodies. The two key decision-making bodies are the senior management team, consisting of eight HoDs, the deputy and the principal and the school governing body. Internally, there are educators, including the deputy, reporting to their learning area head of department. The deputy then co-ordinates the activities of the HoDs in terms of instructional programmes. "We work as a school whole: We divided ourselves into departments in 1994 - social science, natural sciences, etc. We immediately noticed an efficiency in the terms of the running of the school. Problems were decentralised, more easily to identify. We could not operate like this prior to 1994 as school management was being politicised." (Principal) "We have just introduced a block management system whereby a teacher is identified as being the pastoral caretaker of a particular grade. It has improved learner discipline." (Deputy)

In addition, to these structures, the teachers have grouped themselves into committees and nominated an executive for those committees. There are the following committees:

- Guidance and counselling committee, Condolence committee, Sports committee, Exams committee, Textbook committee, Entertainment, Library and Assembly and Devotions

Monitoring of these committees is the job of the school management team. One of these committees, the library committee, is not operational; the committee has not yet met.

There is considerable cross accountability generated by these organisational arrangements. The structures have also enhanced resource efficiencies: "An HoD will submit a list of needed books to the Textbook Committee who will review funds and make financial judgements and order the books if possible. Each department raises funds to acquire books. We don't just wait for the GDE. We raise on average R200-800 per term for buying reference books for teachers. These are not put in the library but controlled by the HoD." (Educator)

A feature, unusual in public secondary schools (which tend to have male dominated management), is that the majority of HoDs are women - five women and three men.

The School Governing Body

A school governing body has been elected and the posts filled. "We develop policy with the SGB. The SGB is quite active and effective." (Educator). The SGB plays an active role in the financial management of the school, particularly in the area of textbook provision. Each department in the school develops its own budget, which is then agreed to by the SGB. A procedure is followed whereby requisitions are made through the HoDs for resources to the textbook committee. This is then taken up with the SGB, which make the final decision. A managerial strategy to use school funds to supplement textbook provision and instructional equipment, the percieved biggest constraint to effective teaching and learning (See Appendix Two) has been adopted. "We have a big problem with textbooks. The district office does not send them. Our kids are then asked to buy them but they can't afford them." (Educator)

5.3.2.3 School Assessment

School management has assessed that the school is not performing at its full potential as prior to 1983 learner results were substantially higher. Over the last fifteen years (excluding 1986) the school has had an average of 49.8% pass rate. This is attributed to a deterioration in the culture of teaching and learning in the school. All three respondents, the principal, deputy and HoD, had higher expectations for learner results in the 1998 grade 12 examinations.

List of Grade 12 examinations results in the School

Year	%	Candidates	Comments
'81	31%		
'82	82%	22	1 distinction
'83	63%	101	Many distinctions and won top Soweto pupil
'84	44%	200	
'85	40%	188	
'86			Didn't write because of political upheavals
'87	43%	200	
'88	63%	108	
'89	44%	150	18 exemptions
'90	49%	107	
'91	56%	98	16 exemptions
'92	43%	150	14 exemptions
'93	55%	190	No exemptions
'94	38%	Unknown	Move to Protea disrupted results
'95	24%	Unknown	Lacked a qualified teacher
'96	45%	112	
'97	54%	118	

Source: information provided by Principal

In recent years, school management has attempted to revamp the school's assessment systems by introducing a number of strategies to assess educators, departments and learners on a monthly basis. Educators are required to submit their programme workbooks on a monthly basis to their department heads. Learner tests are used to assess each educator's performance. Individual staff members are required to alter their work patterns in response to feedback from their HoDs. "For the past two years we have tried to give pupils continuous assessment and therefore not rely on year end exams but monthly tests so as to provide pupils a sense of how well they are doing. The promotion rate is high in grade 9 then in grade 10 it catches up as we are lacking quality intake from our feeder primary schools." (Deputy). "We quality assure by giving recognition to effort. We check the teachers work exercises and the monthly tests on a monthly basis. We analyse the results on how a class performs. We also address complaints we get from the kids on a teacher's performance." (Educator)

Staff Appraisal and Development

The school relies on the supervision of its HoDs to monitor educator performance. If an educator fails to modify suggested work practices consistently then the issue is raised with

the deputy principal, who may if necessary pursue it further with the senior management. "If the issue is raised formally in the SMT we deal with it there by advising on a strategy. I will often talk directly to that teacher." (Principal). "The HoDs do class visits informally and offer professional advice. They also assess how well staff are doing by looking at their work books and learner work books." (Deputy)."We are appraised by class visits by the districts. We are revising this procedure through the introduction of developmental appraisals." (Educator)

School management uses a number of organisational arrangement to assess whether educators are meeting programmatic goals. In addition, to educators working in teams with their respective heads of departments, the deputy co-ordinates all heads in a team focused on programme development and assessment. Staff have opportunities to develop skills for working effectively in their learning areas with their HoDs. The school prioritises supplementing curriculum reference books for educators from their limited resources. However, staff perceptions were that it was insufficient, particularly with regard to what is provided by the Gauteng Education Department. "We are trying to connect with Ngos but have not been very successful. We do not get sufficient support from GDE inservice. It does not expose us sufficiently to new trends in content and teaching styles." (Deputy)

In conclusion, over the past two years, the school's management has proactively sought to restructure itself into new organisational arrangements and decision-making processes so as to enhance school performance. This shift has been supported by a change in the management style of the principal from being highly "directive" to more "coaching" of staff. An assessment of the school's weaknesses and strengths has been undertaken. A school vision and mission were collaboratively developed with all stakeholders. Accountable and transversal organisational structures have been put in place. New ways of assessing learner and staff performance have been institutionalised. Resources have been prioritised in the light of perceived shortages of learner materials and instructional equipment. All these indicate the seriousness with which school management is attempting to improve its effectiveness. There are, however, critical areas of school-wide planning around the effective

use of school personnel that still need to be tackled. The inefficiencies of learner throughput and the lack of appropriate planning on the use of staff are issues which detract substantially from the effectiveness of the management of the school.

5.3.3 Management Dynamics around Culture

Seana Marena has undergone a shift in its organisational culture. This has to a large extent been generated by external stimuli to change, such as the introduction of school governing bodies, new management styles, and initiatives such as staff right-sizing.. The principal with 30 years experience in the school commented: "I have had to shift my management style from the old one principals used in the past where their word was law. Now we have to be more open and involve staff and students in decision making." (Principal) Other issues mentioned include: "Corporeal punishment was very difficult to leave immediately. Now the HoDs work hand in hand with social workers. In the past we would cane them. Now we refer pupil discipline issues to two HoDs; one for career and counseling for learners and the other for professional guidance for educators." (Deputy). New organisational values and networks of communication have developed which reflect the organisation's work culture.

5.3.3.1 Working relationships

The school management has been successful in developing collegiality among staff. There was a perception that working relationships in the school were effective and professional: "The success of this school is from hard work and cooperation with teachers..."We work together quite well. I can ask for professional help and substitute for you in class. We do practice peer teaching when the occasion demands it." (Educator) The organisation was viewed as being flexible, disciplined and responsive to problem solving."We like to be both flexible and disciplined in terms of our organisational procedures." (Principal) The school is run strictly according to rules but there is a lot of flexibility" (Educator)

Staff motivation levels were reasonably high and there was a sense of collective ownership of the schools goals. "I started extra lessons twice a week in the study session with the grade 12s." (Educator) Efforts have been made by school management to cement the team spirit.

"We promote out image by honouring our commitment as teachers." (Principal). "We meet informally with groups outside of school hours to build morale among staff at functions such as graduation parties for teachers. Makes us feel as a family." (Deputy).

5.3.3.2 School Rules and Discipline

School rules and discipline are a key value in the school culture: "We pride ourselves on being a good school. Parents know when they send their kids here it will be a disciplined environment. We are very strict on dress code. We also keep the kids here in the afternoons from 2.30 to 3.45pm. The teachers supervise them on Monday, Tuesday and Thursday they do homework. Wednesday they have sports. Friday they leave early...This helps with learner results as they are not out on the streets getting up to mischief. Parents like this...In the Easter holidays and June holidays the grade 12 teachers give extra lessons." (Principal)

Learner attendance is rated as being between 90 - 100% by the respondents. If a learner is absent and returns without a note they are then obliged to stay after school. The parents are then called to the school. Learners were perceived as being relatively well behaved although both the deputy and the principal noted that bullying and verbal abuse of learners by learners is a daily occurrence. It was also agreed that late coming to school was a daily occurrence. (See Table in Appendix Two). The school lost two weeks or ten school days in 1998 through late registration of learners.

Educator attendance is rated very high by all three staff interviewed:"If they are absent we make them fill in leave forms. Sometimes we write a report on the teacher. We sometimes involve the district officer who advises the person on his/her performance." (Principal)

In conclusion, school management has been successful in transforming the school culture to one that values high levels of participation and cohesion among stakeholders. The principal has been proactive in endorsing a new work culture. Collegial relations among staff have been promoted by the organisation's internal arrangements. Management has made attempt to develop a team spirit among staff as they are recognised as being a critical element in the

success of the school. School rules and discipline are used as a managerial strategy to ensure conformity and control of learners and educators in the delivery of teaching and learning. School management recognised the challenge of learner discipline by extending learner time on task to school hours in the afternoons and the school holidays.

5.3.4 Conclusion

The economic, political and social dynamics of Seana Marena's developmental context has thrown up enormous challenges for its school management. The school's context has historically and currently deprives it of material and human resources to handle some of these management challenges. Often in pursuing its goal of achieving equilibrium with some of these external dynamics, school management has undermined its own effectiveness. Despite this, the school has undergone substantial internal organisational and cultural change in order to refocus its efforts on being a successful and effective school. Its learner results are improving substantially each year over the past three years indicating that school management is attempting to improve school performance in the face of challenges like the loss of seven educators in 1996. Management is exploring solutions to work arrangements and planning in order to realise its objectives. This is both a high performing school and a contextually effective school.

5.4 Case Study of Orlando

Orlando High School is the worst over performing school of those sampled. Crouch and Mabogoane's calculations predicted a 12% pass rate in 1997 but the school actually achieved an average of 26%. Despite these low absolute scores, it was ranked twentieth out of the top over-performing ex-DET public schools in Gauteng. It is located in the township, Orlando in Soweto, outside of Johannesburg. As seen in the previous section, it is a medium sized school with approximately 750 learners enrolled in grades 8 to 12. Its educator qualifications do not differ significantly from the other schools sampled. However, the staff at this school are significantly more experienced as teachers than at the other

schools. Of the schools sampled it has the lowest learner/educator ratios. The school has similar resourcing levels, in terms of learner materials and teaching aids, to Aha Thuto.

5.4.1 Management of External Dynamics

Orlando High is an example of school that has been badly affected by its external dynamics. The 1986 Soweto community riots impacted on this school severely - learner riots closed the school temporarily. During this time the community from a nearby squatter camp ransacked the school for doors and roofing transforming the school into an uninhabitable shell. The school was relocated and housed across two primary schools and one high school. The library was vandalised in 1987 and has not been restored. In 1989 when the Department rebuilt and refurbished the buildings, the school move back to its location. This experience has shattered the school ethos and left a legacy of fragmented management confidence. The economic and social forces of the school's developmental context have compounded school management's perception's of their lack of control of their environment.

5.4.1.1 The Community as the School Context

Poverty is seen as a critical factor limiting teaching and learning in the school (See Appendix 2 for detailed table on rating scales). The community surrounding the school is very poor and under-resourced. Children are seldom living with their real parents but caregivers - "aunties and grannies" or alternatively with single parents. Many of them are living in shacks in yards of established houses. Houses tend to be two-roomed with inadequate facilities for the number of people living in them. "The kids come from disadvantaged background - parents are poor and illiterate; the community is without role models, except criminals. There is high unemployment. Most kids are looked after by aunties and grannies."(Deputy) There is also the perception that there is a high incidence of AIDS deaths in this part of Soweto.

A challenge, recognised by staff in the school, is that starvation is a reality for many of the children attending the school.. "The kids are very hungry - they go home during school breaks just to be away from kids that are eating (their packed lunches). The kids tend to walk

far to get home and then decide not to return." (Deputy) "Most kids are starving - the majority here. Almost 50% go home during break. This is not a good thing because it lessens our control over them. They return late and sometimes not return at all. Something could happen to them during school hours. We discussed this as teachers but never came to a conclusion as the kids don't have any spending money and maybe they can get something to eat at home." (Educator) Unlike other schools sampled, which feed their destitute learners, here the problem seems to overwhelm the school management's capacity to come up with a solution, perhaps because it is so large an issue

The turbulent developmental context of Orlando High poses a difficult managerial challenge for the school's management. The school community is rapidly changing as new migrants, tenants of the backyard shacks, are continually arriving and departing. This shifting population affects the school's stability as every year the school looses learners to the rural homelands and gains new arrivals. Crime is high in the area and the school is affected - "We have a vandalism or theft incidence every three months" (Deputy). During school hours a number of school-aged youth can be seen to be hanging out on street corners. Although the school buildings look in relatively good condition, no attempt has been made to cultivate the grounds. There was no community thoroughfare through school property as was the case with Seana Marena. The school management had not readily identified opportunities in its environment that it could use to strengthen the school's position in the community.

5.4.1.2. Community relationship to the school

In the past the school was esteemed by the community. Since it was first established in 1939, the school has had a long history of producing political and sporting illuminaries. More recent ones include Frank Chikane, Siphwe Nyanda (SANDF) and a various academics that now reside at many of the South African universities and other international universities. Additionally it was argued by the principal that, " The school has produced the greatest number of professional soccer players both nationally and internationally than all the other high schools in Soweto put together."

However, there were no trophies, newspaper clippings, certificates or other displays in the principal's office, unlike all the other schools surveyed. Presently, there seems to be no reflection on the part of the school's management of what the community perceptions are of the school.

Parent-school relationships

There is a perception that parents of the school lack interest in their children's learning and progress (See rating scale in Appendix two). "90% of parents are not interested in their children's learning and progress" (Deputy) "In the past even if parents were illiterate they would help and support us. In this community the parents just relax." (Educator).An explanation for this lack of involvement was that most learners were not living with their primary family but a relative who would not have the same vested interest as parents in the child's progress. This profile of the school community means that school management has a particularly difficult challenge in developing relations of trust and commitment with learners' caretakers and maintaining school rules and discipline. An innovation introduced by school management as way of meeting parents and caregivers on school grounds was to insist that they fetch their child's end of year report card from the school office.

The school has no real communication strategy of involving parents in school-related issues. It depends solely on communication through the learner to the parent, and because of lack of resources, this is often verbal.

Community Contributions

Community contributions, both financial and non-financial are minimal in this school. Despite an agreed annual fee of R100 per child per annum, (a fee the principal says, was agreed to by parents in an open meeting in 1998) over the past two years the school has not received any payment from parents except from three who have contributed. However, the school did raise R750 in 1998 from renting out their facilities. There was no clarity on how these funds were spent as there is no structure or agent, other than the principal, dealing with financial decision-making. He could not comment on how expenditure had gone. Despite this, the

principal felt that parents and learners have a role to play in making resource decisions for the school.

5.4.1.3 Gauteng Education Department relationship to school

The biggest change with which the school was coping, was the dropping of grades 8 and 9 from the school by the Department in 1997. This change meant that educators in the school were forced to take the retrenchment package or move on to another teaching job. The principal also noted that they now no longer had a primary feeder school, as there were alternative secondary schools that offered grades 8 and 9, as well as 10,11 and 12.

The management strategy is to open up admission to any new learner wanting entry so as to ensure that more jobs were not lost. Unlike the other four schools interviewed, Orlando West accepts new entrants into grade 12. The policy is being reviewed as there is the perception this poorly reflects on the overall school performance."Teachers are afraid of losing their jobs and therefore are willing to take on anything so that the teacher/pupil ratio secures their job. That's our downfall as far as the expected results for this year. If you don't get the correct intake in the earlier grades then it impacts (negatively) on grade 12." (Deputy)

Enrolment	Grade 8	Grade 9	% Diff	Grade 10	% Diff	Grade 11	% Diff	Grade 12	% Diff	Grade10/ Grade12
1997	**129**	**196**	52%	**155**	-21%	**197**	27%	**68**	65%	-56%
1998	none	None		305		118	61%	65	45%	-79%

The enrolment statistics reflect this management policy. Grade 10 enrolment jumped 96% in 1998 on numbers enrolled in the previous year. A glance at the school's enrolment patterns indicates learner retention is low the higher the grade.

The organisational anxiety caused by the dropping of the two grades has been exacerbated by a new directive from the Department to right sizing of the school's learner/educator ratios

in line with the recommended norm. In terms of the Department's rationalisation model the school is in excess of seven post level one educators. The average educator/learner in 1998 was 23 learners per teacher, whereas the recommended ratio is 35:1. However, as the table below illustrates actual class sizes, as reported by the school are significantly higher. These class sizes either indicate that all 21 educators are not being time-tabled effectively or the rationalisation model is not accounting for all the time-tabling variables. The inclination is to go with the former view.

Average class sizes in Orlando High

Enrolment	Grade	Number of Learners per Class
305	10	53,54,56,41,57,44
118	11	54, 36, 28
65	12	35, 30

Source: Class registry book

Management's response to this directive has been ad hoc and non-consultative. The principal was given the directive that seven posts were in excess by his DEC. The next day without reference to his deputy, (who he nominated as being in excess) or his senior management team or his staff as a whole, the principal put forward seven names of educators in excess. This reflects a low participative and non-reflective management approach. It was also surprising that the principal, who saw himself as a manager and did not teach classes, suggest that he would join the other educators in teaching classes.

The relationship with the school's district education co-ordinator (DEC) seems to be positive in this school. The DEC visits the school on weekly basis. The school has also been visited by the Culture of Learning and Teaching and Services unit a couple of times. However, it was commented that the level of support that the school used to get from the subject advisory services in the 1980s no longer exists. "There is a lack of direction from the Department on how new systems should be put in place. Teachers on the ground don't know how things work."This year the support from C3 (our district) was huge. I was impressed. They invited teachers to workshops, kept us informed of their plans and involved our teachers in setting

questions for the exams. We also visited schools on their developing school management teams."(Deputy)

Relationships with other institutions

Although senior management were unaware of any relationship with other institutions, some of the educators at Orlando Secondary have developed a close relationship with nearby Lofentse Girls High School, through the sharing of resources. Orlando is particularly poorly resourced in terms of learner materials (textbooks, library) and office equipment such as photocopier, fax machines and more recently their telephone does not work. Lofentse Girls School has many of these resources. " We have a relationship with Lofentse. We share exam questionnaire papers and sometimes meet with the English teachers there. " (Educator) Efforts were made by some educators to link up with external resources:"There is an English project NGO (SSERP) that we have a relationship with. This is why the English grade 12 results are better than the other subjects are. We get materials and tuition from them once a month. We sometimes also go to JCE for English meetings." (Educator)

In conclusion, Orlando's developmental context is not well managed by the school. No real efforts are made to address issues of vandalism or theft. Destitute learners are left to sort out their own problems. There is no management strategy to tackle the issue of parental involvement and commitment to the school. Both its admission policy and the principal's response to the right-sizing directive, indicate a lack of managerial vision. Management practices are reactive and ultimately do not seek to deal with the organisation's external dynamics in a constructive way.

5.4.2 Management of Internal Organisational Dynamics

An analysis of the organisational arrangements that enable the school to get work done is a useful way to understand a school capacity to perform effectively.

5.4.2.1 School-wide Planning

School-wide planning is largely absent from this school as manifested by the lack of structures dealing with planning, both administrative and instructional. It is also reflected in the school organisation of instructional programming and curriculum planning. Central to school-wide planning is sense of the school's goals. The goal most consistently articulated is that of retaining jobs.

There was disagreement among the interviewees, whether the school had a vision and mission statement or had undergone whole school development planning:"We have not got a vision, mission or done any strategic planning." (Educator) "We have done nothing on this. We should be planning this." (Deputy) "The vision of the school is learning and teaching... A vision is useful to give school a focus. I understand quality education to mean equal education...Yes; we have undergone a strategic planning exercise."(Principal). This tension reflects a fractured management team. In addition, parents are not asked to participate in identifying school goals. There seem to be no school-wide task forces and/or committees - for administrative or developmental tasks, other than the heads of department committee.

A clear manifestation of the school's poor planning is the inappropriate number of curriculum subjects offered at grade 12 level. Consequently there were 16 educators designated to teaching a mere 65 learners enrolled in that grade The subjects offered were six languages (including English and Afrikaans), Economics, Business Economics, Accounting, Mathematics, Biology, Physical Science, History, Geography, Biblical Studies and Home Economics. In the latter two subjects there were approximately 10 learners enrolled for grade 12 in 1997. In that year four of the ten learners failed Biblical Studies. There is clearly an oversupply of curriculum offerings and misuse of staff at the grade 12 level.

Another area, where school management has made no attempt to effectively use its resources is the library.: I would rate this school as average to poor. We have a library but

we don't use it, as the books are in bad state and very old. There is no librarian or committee." (Educator) There is no management plan or structure to deal with this issue.

5.4.2.2 Management Structures

The school has few transversal organisational structures. The school management team consisting of four HoDs, the deputy and principal did not meet frequently: "We should meet every six weeks, but the meetings always get shifted" (Deputy). The school governing body had a very weak presence in management structures. Although there were heads of departments managing teams of educators teaching in their learning area these were not perceived as being uniformly effective. The meetings of the HoDs with the deputy purportedly were more effective.

The School Governing Body

There were contradictory perceptions from staff on how effective the school governing body was: "The SGB has been elected and meets once a month at least." (Principal) "The SGB is not in place. They were elected but they have not had a single meeting this whole year. (Deputy) "I don't think that they have met this year." (Educator). These differing perceptions reflects the lack of cohesion in the school's management.

5.4.2.3 Leadership

Factional groupings within the school either support or counter the leadership style of the principal. The impression gained was that it was politic for the educator and deputy principal not to comment directly on the role of leadership in the school. The principal seems to veer between playing a highly autocratic role in not engaging any consultation on critical issues to delegating decision-making and authority to supportive staff members. Staff are allowed to "run their own show" with low support and/or direction from the principal. This delegating leadership style may be appropriate for staff who are both competent and motivated but these were not characteristics of educators at Orlando Secondary.

The principal saw himself as being a "hands on" leader - as being closely involved with staff in the delivery of education and not a principal who manages at a distance, despite not

teaching any classes. He saw himself as a manager flexible enough to bend the rules when an occasion demanded it(giving an educator leave of absence for a funeral of a friend) in spite of it being against the regulations. He also perceived himself as being the source of motivation to staff to get them to go beyond the targets that they set themselves.

The principal's leadership style is at the heart of the dysfunctionality of the school's management. He has not formalised staff participation in the management of school operations. He has not pushed for the effective establishment of the school governing body. He has not allowed the development of a coherent school policy on discipline. (This latter point will be explored further under the section on School Rules and Discipline.) He has not created any structures for the managing the schools financial and material resources:
" When I need textbooks, I approach the principal and request the books and then wait. I hardly get a response, as there is no money. We have no committee dealing with this. " (Educator)"It is the duty of the principal to order textbooks but nothing ever arrives. We have no equipment either." (Deputy)

An example of his leadership style is the manner in which he dealt with the school's right-sizing directive. On receiving the Department's directive stating seven posts in excess, the principal forwarded nominations from the staff without consultation on to the district office. In the list he nominated his deputy who represented an alternative power source in the school. "The principal has unilaterally with no consultation decided which seven teachers must go. It was indicated that there are seven post level one teachers in excess. He has nominated me as one of the seven to leave. This is illegal as I am not a post level one teacher and the school is entitled to a deputy." (Deputy). The deputy saw this as a personal attack and attributed it to a clash in management styles. He blamed the principal for lacking accountability in his job responsibilities.

The timing of the interview (having interviewed the principal first) did not allow me to pursue further investigation of the issue. At the time the principal had merely noted that the right-sizing process was a challenge to the school. The principal felt threatened by this research and refused to be interviewed for very long. He promised a follow-up interview and took the schedule away with him to peruse it. The follow-up interview was cancelled but he submitted the returned schedule with pencilled in answers to the items not covered previously. He obviously felt uncomfortable about discussing the issues raised by this research. In fact, he arranged for the educator to be interviewed in his office and proceeded to disrupt the process on a number of occasions by coming in on the pretext of getting something. This made the educator exceedingly nervous.

5.4.2.4 School Assessment

Despite a history of past academic success, the school does not currently engage in school-wide assessment of its performance. School management could not supply any information systems for monitoring performance. The deputy was sceptical about the use of formal information in decision-making in the school: "Information is not used for decision-making at Orlando". (Deputy) The principal noted that in the 1950s this school produced grade 12 results that were compared to the elite white schools of St Johns and Jeppe Boys High. However, he was not able to comment on why things had changed so drastically. He could not remember what the grade 12 results were for the previous year.

The educator interviewed, with 16 years at the school, stated that there has been a steady decline in academic performance since the mid 1980s. She noted that systemic issues such as the doing away of the standard 8 examinations had contributed to the decline in standards in the school. A further factor impacting on the academic performance of the school is its policy of automatic progression. The Deputy commented that many of last year's students were "undeservedly" promoted into grade 12 from grade 11. The educator endorsed this view. She declaimed the fact that many students who fail two out of the six subjects are admitted into the next grade: "During the 1980s when there was still the Std 8 exam we did very well. The results were in the 50-60% range. 1984 was the last year we did the Standard 8 exam. Now

we have automatic progression and even if a student fails two subjects out of the six they still progress."(Educator)

Educator expectations for learner results are low. All three interviewed were expecting worse results for 1998. Two of them predicted a 24% pass for 1998. An analysis of the grade 12 examination results by subject for 1997 reflects some interesting anomalies (See Appendix 3). Learners performed extremely well in the language examinations - on average obtaining 98%. However, in subjects like Biology, History and Physical Science the grade 12 results in that year were in the 30% range. The worst results were achieved in mathematics where only 8 candidates out of 53 obtained a pass. However, in Accounting, a very similar learning area, more than half (13) of candidates (from 23) passed this examination. If learners have the capacity to pass in majority numbers in the language subjects why are they failing so badly in other subjects? Why are only 15% of learners passing mathematics when 57% are passing accounting? School management has, according to those interviewed, not unpacked these performance differences across subjects. There has, however, been some analysis of learner results within certain learning areas by educators and their respective HoDs.

A further outcome of offering so many curriculum choices is a subsequent oversupply of personnel to learners: sixteen educators taught 65 grade 12 learners and in spite of the low learner/educator ratio obtained a 26% pass rate in 1997. If it was not for the fact that the school lost educators through the closure of grades 8 and 9 it is likely that there would still be that number of educators teaching in grade 12. In 1998 there were fourteen.

Quality Assurance

The quality assurance system in the school rests on the HoDs monitoring performance within their own learning areas. "The HoD takes some books and the tests of her subject teacher once a month for all grades. We also look at learner test results to see whether we are being effective in the classroom." (Educator).The deputy principal, responsible for curriculum development meets with the HoDs once a month to review instructional programme

development. An anomaly facing the researcher, is that the deputy principal teaches history to grade 12 learners. In 1997 only 28 learners of the 76 who wrote history passed the examination. This is a poor reflection on the instructional head of the school when other educators teaching that grade achieved 98% (English) and 94% (Afrikaans) pass rates.

Staff Appraisal and Development

Staff appraisal is not a systemic or integral feature of the school. The principal proposed that the HoDs appraise and monitor staff performance. The educator however, was less convinced that all HoDs actually play this role: "Some HoDs practice some kind of performance appraisal by advising teachers on their performance. Some do not. We have 3 HoDs, out of staff of 21 teachers including the deputy and principal. " (Educator) Since there are so many curriculum offerings and only three heads of departments it is likely that this structure is ineffective in managing staff appraisal. Staff development provision is an external feature of the school usually provided by the GDE or an occasional workshop held be an NGO. English teachers sometimes met and shared examination papers with Lofentse Girls school, nearby.

n conclusion, the school's management is fragmented with no coherent leadership, management plan or quality assurance systems. The school's management team is divided by tensions between opposing camps - the deputy and the principal. The attempt to oust the deputy through the right-sizing directive reflects the depths of the managerial divisions. This tension among staff undermines the effectiveness of most management initiatives as there is no collective vision and consensual agreement on school goals. Critical management structures, such as the school governing body have not been established. Additionally, the leadership style of the principal is inappropriate for the competency and motivation levels of the staff where there is little collegial spirit and staff appraisal and quality assurance are on an ad hoc basis. Textbooks, key learner resources, are not available (or ordered) and educator expectations of learner performance are low. The management focus is less on the core activity of teaching and learning and more on ensuring job security. As a consequence operational management is not reflective or evaluative and school-wide planning tends to be reactive rather than proactive.

5.4.3 Management of School Work Culture

Deal (1987) (in Johnson, Snyder, Anderson and Johnson, 1997) argues that the effect of culture on productivity is so powerful that developing a culture that supports school effectiveness is essential to school success. As indicated in the previous section, Orlando's school work culture is unproductive and working relationships among management poor. Schools in a failing situtation are likely to be a state of cultural stasis (Hopkins, Harris and Jackson, 1997). Symbolic of the cultural stasis in a failing school is the lack of attention to tangible school morale- such as school attendance and uniform. School discipline is lackadaisical. The school lost 18 school days in late registration and 12 days in finalising the timetable in 1998.

5.4.3.1 Working Relationships

The poor working relations across staff in the school as a whole, contribute to the lack of strategic direction in the school. There was deep distrust of on the part of the staff interviewed with respect to the principal. The deputy was outright critical of the leadership and felt that the principal could play a more proactive role in the management of the school. The deputy felt betrayed at being a nominated candidate for redeployment: "I am angry and will take legal action against the principal for putting me forward as a teacher in excess. This is illegal and I will take it up with the DEC tomorrow." (Deputy) Subsequent conversations with the DEC proved the deputy's position as correct.

The educator noted that there was a positive working relationship with teachers and Head of Department in her learning area. "As a school it is difficult to say (relations are good) but we work as a team with our HoD." (Educator)

5.4.3.2 School Rules and Discipline

This was a critical area of contestation of power relations in the school as there are two factions promoting different school cultures and ethos. One the one side, the principal and supporting educators take a laissez faire attitude to school rules and discipline - dress code

is not insisted upon and late coming ignored. The other faction led by the deputy has instituted its own system of accountability in areas where it has professional control. " We do not have a real culture of discipline in the school but certain individuals in the staff insist on a dress code being observed, time keeping, etc. Some individual teachers are strict. I lock the gates at 8.30 am and learners who are late must stand outside until break at 10.00am " (Deputy) The ethos articulated by the deputy was one of establishing learner and educator expectations and then holding them accountable to them.

Both the deputy and the educator felt that current school discipline was inadequate as both pupil and teacher attendance was not as it should be. On the rating scale they ranked pupil attendance as being 90% and 85% respectively. The deputy qualified his ranking by noting that a sizeable proportion of learners skipped classes. The principal felt that learner attendance was excellent and in the 90-100% range. Similarly, teacher attendance was criticised by the educator and the deputy whereas the principal felt that teacher attendance was excellent. "The school has no coherent school policy. Some responsible individuals act as professionals... The principal does not develop accountability. There are no punitive measures for teachers not doing their job, not reporting for duty. Staff meetings are shifted on a weekly basis - and often never happen. The HoD meetings happen every 6th week instead of monthly. " (Deputy) The principal indicated there is monitoring of educator attendance as absence is noted in the time book and leave forms are issued. In attempt to address the inadequate monitoring of educator attendance by the principal, the deputy introduced educator attendance registers in classes: "...Because the teacher register (managed from the principal's office) is so poorly attended to I introduced class registers where the class rep gets the teacher to sign a register of attendance for that period...If a teacher gets out of hand I refer the matter to the principal but it never goes further. I referred a HoD to a disciplinary hearing...but nothing happened." (Deputy)

Both the deputy and the principal felt that low morale among educators affected effective schooling whereas the educator felt this was not such an issue. Perhaps the educator was

reflecting on educators within the English department, which seems the most effective department in the school. The deputy, when asked to comment on the inexperience of the school's educators in limiting effective teaching and learning, commented: "We have a problem not with inexperienced teachers but uninterested teachers. 25% of our teachers are disinterested. Staff arrive late at school... Only two teachers follow up on pupil absenteeism...Some teachers don't mind if pupils skip classes" (Deputy).

This poor culture of educator's attitudes is reinforced by low learner morale. "If I compare my teaching experience with that of the Eastern Cape I would say that the culture of learning and teaching is not here. In the Eastern Cape you could teach the way you want. Unlike here you give class work and the students may not do it, never mind doing their homework. The motivation is poor. "(Educator). Another dimension of learner morale, is the prevalence of disruptive learners, an issue that contributed "quite a lot " to limiting teaching and learning in the school. The deputy thought this factor mattered "a great deal". Other learner related factors that were identified as important were the different academic abilities of learners and to a lesser extent learners with learning barriers (physical, psychological and mental). .(See Appendix Two).

Arriving late for school, absenteeism, and skipping class are common features among learners in this school on a weekly basis. The use of narcotics, tobacco and alcohol was not seen a common problem of learners in the school by the educator and principal. The deputy, however, felt it was a daily or weekly occurrence but it was not sufficiently addressed by the school. "There are no punitive measures for smoking, drugs or alcohol - it is usually ignored." (Deputy) On the positive side, none of the respondents felt intimidation, injury, verbal abuse and the carrying of weapons a feature of learners in the school. Further it was rare to encounter inappropriate sexual behaviour between learners. However, both the educator and deputy felt that there was an issue of sexual harassment among learners and educators. He felt that male teachers get sexual harassment from female learners.

The deputy noted that developing an effective culture of learning and teaching is not a simple as it was in the past."Dealing with learners is very different now as you need to negotiate all the way." (Deputy). The difficulty of transforming a school culture without the full support of management is a particularly difficult task as learners tend to play one management faction off on another.

In conclusion, the culture of resistance, a feature of the school in the 1980s, has turned into a culture of alienation. The destruction of the school buildings by learners and the rejection of school authority by both learners and educators during this period, left the school with an identity problem. The rejection of authority has become a deep-seated value in the culture of the school permeating managerial and educator attitudes to professional accountability, and learner attitudes to learning. The fragmented management styles of the school leadership has likely added to educator and learner confusion of what is expected of them. Educators have divided themselves along organisational and personality lines. There is a lack of trust and respect between different parts of the school body.

5.4.4 Conclusion

The minimum bureaucratic functions of an effective organisation - managing operations, managing information, managing finance and managing people (Bennet,1993) - are poorly attended to by management in Orlando High. Although relations with the district office seem to be good, system-wide directives from the department are either ignored (such as the establishing of SGBs) or subverted to personal agendas (right size the deputy). The school management makes no real attempt to manage its community relations in winning commitment and support for the school. No parent meetings are held. Morale is low both among staff and learners. Working relations among educators are fractured with some adhering to fragments of a disciplined school culture and others ignoring their professional accountability. Educator expectations of learner performance are not high and school discipline is low. Thirty school working days were lost by mismanagement in 1998 – 18 days on late registration and 12 days in finalising the timetable. This school may have a statistical

ranking as a relatively high-performing school. It is, however, not perceived by some of its key management stakeholders as not an effective school.

Many of the problems faced by the school could be laid at the door of the principal and his management. However, one wonders if the principal has the social authority and skills to deal with these problems. In some respects he has abdicated authority and responsibility. The deputy principal has attempted to introduce a more disciplined approach to educator and learner behaviour. He too is faced with resistance and rejection of disciplinarian approaches that are rooted in the school's history. Since the mid 1980s there has been a deterioration in academic results, in parent commitment to the school, and in the culture of learning and teaching in the school. The social conflicts and problems in the school have spiralled way beyond the current management's capacity to deal with them.

Chapter Six: ANALYSIS OF QUALITATIVE AND QUANTITATIVE FINDINGS

This research study argues that there is not always a corresponding relationship between school over-performance and school effectiveness, both from the perspectives of the economic rationality model and the constructivist model. In the case of one schools, Orlando, stakeholders did not view it at all as an effective school, although it was ranked in the top twenty over-performing ex-DET schools in the province. In the case of another school, Aha Thuto, which stakeholders ranked as very effective was found to be lacking from an productivity perspective, in that it provided education to the elite and not all learners. The Crouch and Mabogoane's statistic of performance, as the authors admit, is thus a rough system wide guide. It will need to be contextualised and complemented by other indicators of effectiveness calculated over time. Finally, showed in support of Crouch and Mabogoane's argument, that the performance variation in schools with similar developmental contexts and resourcing levels depends to a large extent on the managerial competencies of the schools at managing their external, internal and school culture dynamics.

6.1 Management of External Dynamics

Hanson (1985) argues that an organisation must acquire sufficient flexibility and adaptability with its environment to be effective. This research indicates that understanding how the developmental context of a school impacts on the organisation as a social institution and the managerial response of the school to its context contributes to an explanation of a school's capacity for improvement.

The research's analysis discusses the impact of the school's environment on the internal dynamics of the organisation by distinguishing between the community as the school context and the community relationship to the school. The former reviewed the socio-economic and cultural dynamics of the community by focusing on its impact on learner behaviour. Issues

such as levels of nutrition, teenage pregnancy and violence gave one a sense of the learners' context. Other externalities like the community attitudes to school property, the transience/stability of the surrounding community, unemployment and age profile of the community provided insight into the burden of disadvantage a school as an organisation experienced.

The findings show that it is often beyond the capacity of school's management to deal with most of these contextual issues. A number of schools, Aha Thuto and Seana Marena, tried to address nutritional problems by feeding destitute pupils. Family Planning was called in to try and lessen teenage pregnancies in two schools. Social Welfare worked closely with Seana Marena in dealing with learner discipline issues. A critical issue in two of the schools, Motsupatsela and Orlando was the high incidence of learners with psychological problems with which schools have very little resources to deal (Chisholm and Vally, 1996). Overall, there was a general perception that these challenges were beyond the resources of the school management. In most instances schools with effective management were able ameliorate these influences but not ward off their negative impact on a school's performance.

On the community relationship to the school, the ways in which school management engaged with the community were investigated. The school management strategies in terms of admissions policy, parent-school relationships, communication strategy and reliance on community contributions, gave a measure of the level of community support it enjoyed and was able to access.

The findings showed that there was considerable scope for management to improve the effectiveness of the school by adopting proactive initiatives aimed at fostering strong community relations. When implemented coherently, these practices increased the school's access to financial, human and material resources. Aha Thuto was a particularly good example of how these practices can work despite a highly disadvantaged context. Orlando was an example of a school that has not seriously engaged with its school community and is

suffering the consequences. Seana Marena was an example of a school anxious to meet community needs and pandering to it with an open admissions policy to the detriment of its overall effectiveness.

The schools relationship to externally imposed change from the Gauteng Education Department (GDE) was investigated, especially since a particularly challenging dynamic facing schools was the right-sizing directive from the Department. The school's response to these policy changes illustrated the school's capacity to manage changes. The school's practices of seeking out partnerships and relationships with other organisations gave a measure of the degree to which it was being proactive in extending its resource base.

The findings show that schools' perceive departmental directives as imposing burdens that are not supported with resources or capacity building. This perception is supported by similar findings from Potterton and Christie, (1997) who report that schools did not rely much on Departments for concrete support of instructions. One of the schools, Aha Thuto reacted to undesirable departmental directives – such as learner promotion rates – by ignoring them. This research study indicates that although most reported positive relations, schools were largely isolated from their district offices. Schools who have developed relations with external organisations and business have improved their access to financial resources, such as Motsupatsela.

In conclusion, it is clear that schools' development contexts affect the dynamics in schools. They present school management with constraints and opportunities for managing schools effectively. These limitations and opportunities need to be read and understood effectively and strategically by school management so that it can effectively exploit the environment to the advantage of the school.

6.2 Management of Internal Organisational Dynamics

A number of theorists, argue that school improvement cannot take place without an equal focus on the managerial capacity to develop schools as productive organisations. The key management arrangements associated with a schools development capacity for sustained improvement were clustered into three organisational categories.

1) School wide planning which includes a commitment to collaborative planning activity and effective co-ordination strategies (Hopkins et al, 1997) and the development of associated structures and process s that enhances these activities and strategies (Johnson et al, 1997)

The findings showed that most schools (except Orlando) had developed complex transversal internal structures that enhanced professional accountability and participation in decision making. These structures included grade managers, learning area teams and managers, curriculum managers (of all the heads of departments), the senior management team and the school governing body. All schools sampled, except Orlando had developed their school goals with high participation from all stakeholders and strong managerial commitement which influenced their management practices, as was exemplified by Aha Thuto and to some extent Motsupatsela. Some schools, like Seana Marena, had created appropriate structures to allow participative planning process to take place but because management lacked clarity on its school goals, school wide planning was inadequate. The more transversal the internal structures, with accountability being demanded from a multiple levels for different functions, the more focused the school was in translating its goals into reality.

2) 'Transformational' leadership involved a commitment to participation as the means through which leaders obtain the consent of followers to be influenced and led (Lipham and Hoeh, 1974 in Atkinson,Wyatt, Senkhane, 1998). It included a focus on vision, which involves a leader setting a direction for the school linking the work of the organisation to achieving goals and establishing performance standards to guide organisational efforts (Bolman and Deal, 1991 in Atkinson et al, 1998). Transformational leadership also meant

situational leadership styles that lead and adapt according to the competency and motivation of staff (Blanchard, Zigarmi and Zigarimi, 1997)

The findings show that the school principal played a critical role in the school's management. Three of the four principals interviewed seem to show some form of situational leadership styles appropriate to their schools. They set the tone of the school climate, the involvement of the school governing body and the direction of the school goals. Those principals who taught (at Aha Thuto and Motsupatsela) were instrumental in setting high standards of excellence. Schools with younger staff, like Aha Thuto and Motsupatsela, tended to be more flexible and adapt to innovations pursued by their school principals. At Orlando, the principal lacked the social authority and skills to pursue new strategies with his staff even though these were well qualified and more experienced than those in other schools. His leadership style did not encourage high stakeholder participation. As this was a particularly politicised school, it is likely that the roots of the difficulties lie in particular problems principals have faced by the changes in their roles post 1990 (Chisholm and Vally, 1996; p26). As Hopkins et al (1997) note principals in struggling schools may become effective leaders in other setups but usually do not have the capacity to resurrect a failing school and therefore is potentially part of the problem. Failing schools need new principals.

3) School assessment approaches include a commitment to various assessment systems that measure the success of goals (Johnson, Snyder, Anderson and Johnson, 1997). It includes the use of information systems to support decision-making and accountability (Donahue, 1989) and a commitment to staff appraisal and development (Hopkins, Harris and Jackson, 1997)

The findings show that school management, through constant assessment and improvement on school goals, can come up with effective strategies to improve school performance. The innovations indicated in the schools sampled include extended learner hours, class visits (both formal and informal), close supervision of educators by heads of .partments,

collaborative and demonstration lessons by colleagues and the prioritising of instructional references books for educators out of school funds. All these practices have arisen out of the schools' looking for ways to improve on performance. Very few of the schools, except for Seana Marena, had adequate information systems in which to make these evaluations. The most comprehensive seemed to be Seana Marena. (Yet they had not picked up the challenge of their statistics on personnel and learner numbers differing significantly from that of the Department.) As Hopkins et al (1997) argue, the process of data collection is an important step for effective improvement strategies. The degree to which schools made teaching and learning their primary purpose was reflected in their organisational arrangements. In the case of Aha Thuto, this focus was sidetracked to focus on school performance as its major purpose.

In conclusion, school management must develop management systems and arrangements that enable it to get work done. Schools that created transversal internal work arrangements within accountable management systems were most able to evaluate and adjust their strategies so as to more easily achieve school goals. However, as Hopkins et al (1997) argue, different management strategies are required at different phases of an organisation's performance development cycle. This requires situational leadership styles on the part of the principal that promote a focused school vision and collaborative participation in school-wide planning and assessment. However, as Seana Marena demonstrates, effective school management can only occur when all components of this composite of internal organisational arrangements and leadership are present.

6.3 Management of Work Culture

The "Work Culture Productivity Model" developed by Johnson, Synder, Anderson and Johnson (1998) attempts to link school cultures with the productivity of its organisation. It rests heavily on Deal's (1987) proposition that the effect of developing a culture that supports school improvement is essential to school success. School culture refers to the "collective work patterns of a system (or school) and includes:

- Working relationships among staff reflect management's ethos and vision. Educators' motivation and morale are positively correlated to school effectiveness in developing countries (Rutter, 1980 as cited in Sheppard, 1999)

The findings showed that those schools where there was continuous dialogue among stakeholders their school's work culture were also the most productive. Schools whose organisational model favoured social control rather than bureaucratic control had the better working relations among staff. In Aha Thuto and Motsupatsela, were highly participative organisations with much more motivated staff than for example, Seana Marena which tended to be more bureaucratic. Power contestations and conflict were predominant features of Orlando's working relations among staff.

- School Rules and Discipline. Power contestations among staff and learners negatively affect the equilibrium of school's effectiveness (Hanson, 1985)

Schools that clearly define and articulate learner expectations and educator performance are better managed than those who do not and have better learner results. This was true of Aha Thuto and Motsupatsela. In these schools management uses School Rules and Discipline as a tool to enforce commitment to its standards. Seana Marena uses its policy on School Rules and Discipline as a way of cutting itself from its turbulent context. A school, such as Orlando, with incoherent policy and little adherence to school rules and discipline is wracked by power contestations among staff and low morale among learners.

In sum, school management which articulate their ethos and culture and ensure adherence to it were more effective than those that did not. The findings show that school work culture can be used as a guide towards understanding a school's capacity to improve itself.

6.4 Crouch and Mabogoane's Statistical Tool

This research tested whether the school performance indicator calculated by Crouch and Mabogoane would be a useful tool for district management in monitoring and assessing school performance. The problems associated with the statistical tool have been covered in the previous chapter. The first problem is the quality of the data currently available which does not allow more complex indicators of poverty levels and school resourcing levels. This is something that will soon be addressed by education departments as they are obliged to rank schools in quintiles of need in order to comply with the South African Schools Act Funding Norm requirements. The second problem is that the resource variables identified in the calculation of the school performance indicator do not significantly vary among the four schools which have substantially different results. Aha Thuto with a very similar development context and resource provisioning levels to Orlando performed 41% better than the latter. However, as Crouch and Mabogoane suggest these differences can be attributed to differences in managerial effectiveness. This indicates the value of the tool as a rough measure of school effectiveness.

However, an over-performing school according to Crouch and Mabogoane's calculation is not necessarily an effective school from a stakeholder point of view and an organisational point of view. If this tool were to be used as an operational tool for school accountability, a number of other statistics should be used in conjunction with it. The learner through rate is a vital statistic reflecting both equity and redress over time (Sheppard, 1999). Currently it is not an easily accessed statistic, not because the data is unavailable but because the incentives to measure it are not present. If statistics can not easily approximate the power relations and dynamics of schools, and cannot give true reflections of its internal processes and culture, they can however, measure performance and identify inefficiencies systemically so that appropriate actions can be taken.

Chapter 7: Conclusion

This report has established that differences in school performance which take into account the school's development context and level of resourcing can largely be explained by managerial attributes. The manner in which the school engages with its developmental context, the way in which it structures its internal conditions to focus on its goals and uses its culture to reinforce that constancy of vision, will determine in a large part on how well it will perform.

Because schools are loosely coupled organisational systems, with sources of organisational control dispersed between school management and educators, power relations are not hierarchical (Hanson, 1985). The findings of this research show that it is critical that the bureaucratic authority of school management give recognition to the autonomy and professionalism of its staff by both involving them in governance and being accountable to them professionally. The more involved the school principal in instructional leadership the more effective the school is in achieving high learner results. Those schools where the principal did not teach had less effective school management and poorer results. Management systems that encouraged cross-reporting structures that placed staff at different levels of responsibility in different work areas, such as curriculum, governance, grade management or other work task areas, were associated with more effectively managed schools. School management teams that regularly reviewed and evaluated information, formal and informal, were more able to broaden stakeholder participation in decision-making. Schools deliberately developing close relations with their school governing body were more capable of tapping additional resources and ensuring community support for the school. As Davidoff, Kaplan and Lazarus (1994) argue a healthy school is one in which leadership capacity is being developed in all staff members and other constituencies.

The research confirms other South African schools research (Christie and Potterton, 1997 and Carim and Shalem, 1997) that the contextual and cultural specificity of schools matter. The specificity demands that leadership from school management in understanding both the

limitations and opportunities of the school's environment and its staff and aligning its governance and management strategies accordingly, if it is to be effective. The research indicated that the degree to which a school management had shifted from bureaucratic to social control the higher the performance of the school, a finding supporting Ngoma Maema's (1999) propositions. School management that used social control to create interdependence among stakeholders could access greater resources and motivation to improve school performance.

In conclusion, school management needs to be understood within a sociological understanding of the school - within the education system, in the broader South African context. A sociological approach is one which views the individual-school-society relationship in a dynamic way emphasising the social construction of individuals and organisations and highlighting issues relating to conflict and power relations. Davidoff, Kaplan and Lazarus (1994) would argue that evaluation in this context is biased towards a school's cultural and contextual specificity. Does this then substantially reduce the potential of system-wide applicability of effective school management practices?

The position argued here is that it does not. Whilst evaluation can be based on different sets of values or models, it is generally agreed that evaluation involves gathering information to help decision-making. In teaching, as in many other professions, a commitment to critical and systematic reflection on practice, is at the core of what is means to be a professional (Schon, 1983). This research supports the finding that institutions that engage in both external and internal evaluation are more likely to set into motion a critical debate on what the school is trying to do and lay the groundwork for a closer look at how well the school is actually doing it. Its is critical that the innovations used by the school do reach schools in other parts of the country. Currently, there is no wider sharing of good practice in self-evaluation nor is it integrated into a wider systematic approach. There is a need to construct a widely shared, or even national framework for school self-evaluation. Such a framework could suggest a range of ways of going about the process and it might evaluate those that

appear to be the most promising and most cost-effective. Crouch and Mabogoane's statistical analysis of school performance is the beginnings of such a framework.

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Appendix One: Research Instruments

School Resource Management Questionnaire

Principals Questionnaires

Biographical Details

School Name	
District	
DES Responsible	

PRINCIPAL QUESTIONNAIRE

1. Biography

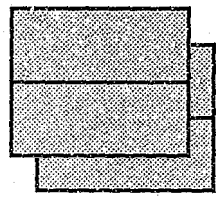
1.1 Schools Biography

1) What is the number of pupils at your school this term?

(Please write the numbers in the boxes below).

Grade 12 pupils

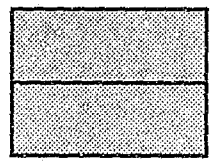
Total pupils



2) How many teachers are there in your school this term?

Grade 12 teachers

Total teachers



3) What is the history of this school? When was it established? By whom? Why?

4) How successful has it been in the past in terms of matric results?

5) What were the

1996's matric results?	
1998 expected results?	

1.2 Principal's Biography

6) What is your history at this school? How long have you been a principal?

2. New Changes

7) What have been the most striking role changes during your tenure?

8) There have been a number of innovations in education in recent years. How do you feel about these new changes? What comments can you offer on the following? To what extent would you say they contribute to the effectiveness of teaching and learning in the school?

- The introduction of SGBs
- The introduction of OBE
- The new school funding norms

3. Challenges to implement

9) Which are the most challenging to implement?

10) Has your school been affected by with the redeployment initiative of the Department?

Yes	No

b) If yes, what were they how have you coped? If no, why not?

4. Management of External Dynamics

11) What is the school's relationship with its surrounding community? How has the school addressed community needs?

12) How does the community impact on the school?

13) What is your relationship with your district office? How often is your school visited by someone from the department? What type of support do you receive?

.At least once a week	At least once a month	Once every 2 or 3 months	Once every 6 months	Hardly ever

14) Other schools or institutions? Do you run programmes together or share resources?

5. Internal Dynamics

15) Who would you say you are accountable to? Wh , do ;ou primarily report to?

Department	
Parents	
Teachers	
Learners	
Other	

16) What do you do if a teacher asks for leave of absence (e.g. funeral of a friend) not provided for by the regulations?

17) How well do your teachers work together as a team/school?

18) Some people believe that ..

" The principal must be separate from the rest of the staff. You are part of the employer. You cannot have a close relationship. You will have to distance yourself from the informal relationships which exist in any school".

Others say....

" You cannot step back. You will lose the spirit of the school and its main purpose. You must win the respect of the staff. You have to build bridges and establish relationships with key figures
Which opinion do you support?

6) Vision and plan

19) What do you understand by the term quality education?

20) What would you say is the vision of your school?

21) Is it printed anywhere? Where? How is it communicated?

Yes	No

22) Why do you think a vision is necessary?

23)How do you implement quality controls in your school?

7. Challenge of Implementing Vision

7.1 Leadership

24) How do you communicate information to staff, learners, parents and SGB? How often? And in what form?

25)How often does communication on learning and teaching matters take place between:

	At least weekly	At least monthly	A few times a year	Hardly ever
Yourself and the pupils	A	B	C	D
Yourself and the parents	A	B	C	D
Yourself and other teachers	A	B	C	D

26) Do you have a management plan for 1998/9? Have you drawn up a plan on how you going to allocate resources; additional resources needed, etc for 1999?

27) Whole school development plan? Has the school undergone a strategic planning exercise where they have attempted to express in practical terms the implementation of the schools vision?

28) How do you prioritise decisions? What happens when there is a crisis?

29) Do you find yourself without sufficient time to deal with unexpected problems?

30) What support do you get from your staff or DEC when there is a crisis?

7.2 People Management

31) How do you get your staff to go beyond the targets they set themselves?

32) How do you evaluate how well staff are performing?

33) How do you support or initiate your staff's professional development?

34) How do you maintain and improve working relationships among your staff? Both admin, service workers and educators? (*Issues of interpersonal conflict, trust, grievance procedures, etc can be raised here)*

35) Has the school governing body been constituted?

Yes	No

36) How often do they meet?

Once a month at least	A
Once every three months at least	B
Once every six months at least	C
Once a year	D

37) What has been the main concern/issue of the school governing body this year?

38) How did you solve the issue? What information was used?

7.3 Managing Finance

39) Does the school charge fees?

Yes	No

b) If so, how much per child? R_____

40) Are there any other sources of income?

If so, please list:

Fundraising	A
Renting out of facilities	B
Donations	C

Other *(Specify)*

D

41) How much do you raise from all these sources per year?

R_____

(excluding Community Contributions)

42) What are these funds used for (please give a detailed breakdown, in order of priority):

1_____

2_____

3_____

4_____

43) Do parents or the community contribute in any other way (for example painting, book keeping, driving)?

Yes	No

Please specify:

44) Who is involved in deciding what the school fund is used for?

School governing board	A
Principal	B
School staff	C
Pupils	D
Other	E

45) What information do you review when needing to identify what the schools resource needs are? Please specify:

46) Do you feel it is necessary to involve a number of people in this exercise? If so, who?

47) What strategies have either you or your school come up with for increasing access to resources?

48) In terms of the new funding norms schools that have capacity can manage their own budgets. In your opinion is your school ready to manage its own budget and why?

7.4 Manage Information

49) Does the school keep records of:

Pupil enrolments	Yes	No
Admission records of pupils	Yes	No

Attendance registers for pupils	Yes	No
Reports on pupil performance	Yes	No
Reports on pupil behaviour	Yes	No

7.5 Manage Operations

50) During an average school week, how would you rate the attendance of pupils:

Excellent	Good	Average	Poor
100-90%	89 - 80%	79 - 70%	Below 69%

51) During an average school week, how would you rate the attendance of teachers:

Excellent	Good	Average	Poor
100%	90%	80%	70%

52) How do you deal with absenteeism among pupils?

53) What is the teacher absenteeism like in the school? How do you deal with it?

54) In 1998, how many whole school days have been lost for the whole school in terms of contact teaching time for the following reasons:

Boycotts/strikes	
Late registration	

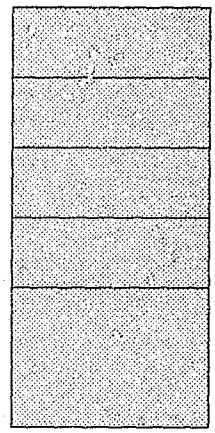
Drawing up of timetable

Pupils working on farms

Unavailability of teaching/learning materials

Cultural /sport activities

Other (please specify)



55) In your view to what extent do the following **limit** teaching in your school?

		Tick one box in each row			
		not at all	*a little*	*quite a lot*	*a great deal*
i)	Pupils with different academic abilities	☐	☐	☐	☐
ii)	Pupils with learning barriers (eg. Physical, psychological or mental needs)	☐	☐	☐	☐
iii)	Uninterested pupils	☐	☐	☐	☐
iv)	Disruptive pupils	☐	☐	☐	☐
v)	Parental disinterest in their children's Learning and progress	☐	☐	☐	☐
Vi)	Shortage of instructional equipment for Pupils' use	☐	☐	☐	☐

Vii)	Large classes	☐	☐	☐	☐
Viii)	Low morale among teachers	☐	☐	☐	☐
ix)	Low morale among pupils	☐	☐	☐	☐
x)	Threat(s) to personal safety or the Safety of pupils	☐	☐	☐	☐
Xi)	Inexperienced teachers	☐	☐	☐	☐
Xii)	Poverty in our community	☐	☐	☐	☐

56) What strategy have you put in place to deal with those factors that happen a great deal?

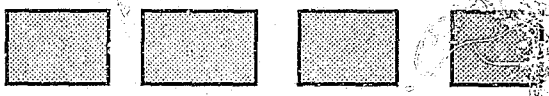
57) How often does the school administration or staff have to deal with the following behaviours among pupils?

Tick one box in each row

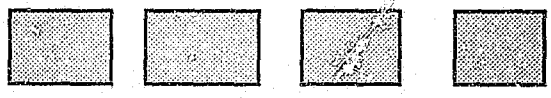
		rarely	*monthly*	*weekly*	*daily*
i)	Arriving late at school	☐	☐	☐	☐
ii)	Absenteeism (ie. unjustified absences)	☐	☐	☐	☐

Iii)	Skipping class hours/periods				
iv)	Classroom disturbance				
v)	Cheating				
vi)	Vandalism				
vii)	Theft				
viii)	Intimidation or verbal abuse of other pupils				
ix)	Physical injury to other pupils				
x)	Intimidation or verbal abuse of staff				
xi)	Physical injury to staff				
xii)	Tobacco use/ possession				
xiii)	alcohol abuse/ possession				
xiv)	Illegal drug abuse/ possession				

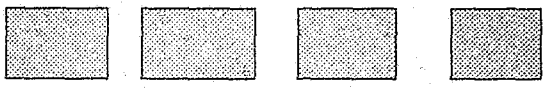
xv) Weapon use/ possession



xvi) Inappropriate sexual behaviour



xvii) Sexual harrassment



58) What strategy have you put in place to deal with those factors that happen a great deal?

What skills do you think an effective principal should have?

Appendix Two: School Tables on Conditions limiting Teaching and Learning

Table 1: Conditions limiting Teaching and Learning at Orlando West School

(P = Principal, D = Deputy, E= Educator)

		not at all	a little	Quite a lot	a great deal
i)	Pupils with different academic abilities		P	E	D
ii)	Pupils with learning barriers (eg. Physical, psychological or mental needs)	P	E	D	
Iii)	Uninterested pupils		E	P	D
iv)	Disruptive pupils		2		D
v)	Parental disinterest in their children's Learning and progress			2	D
Vi)	Shortage of instructional equipment for learners' use			P	2
Vii)	Large classes	P		E	D
Viii)	Low morale among teachers		E	2	
ix)	Low morale among pupils		3		
x)	Threat(s) to personal safety or the Safety of pupils	2	P		
Xi)	Uninterested teachers	P		2	
Xii)	Poverty in our community				3

Table 2: Learner behaviour issues in Orlando West School

(P = Principal, D = Deputy, E= Educator, a number = consensus)

	Rarely	monthly	Weekly	daily
Arriving late at school				3
Absenteeism (ie. unjustified Absences)			P	2
Skipping class hours/periods			D	2
Classroom disturbance	P	D		E
Cheating	E		2	
Vandalism	E	2		
Theft	E	2		
Intimidation or verbal abuse of Other pupils	3			
Physical injury to other pupils	3			
Intimidation or verbal abuse of Staff	3			
Physical injury to staff	3			
Tobacco use/ possession	E	P		D
alcohol abuse/ possession	2		D	
Illegal drug abuse/ possession	2			D
Weapon use/ possession	3			
Inappropriate sexual behaviour	3			
Sexual harassment	P	2		

Table 3: Conditions limiting Teaching and Learning at Aha Thuto Secondary School

(P = Principal, D = Deputy, E= Educator, a number = consensus)

		not at all		a little		Quite a lot		a great deal
i)	Pupils with different academic abilities			2		D		
ii)	Pupils with learning barriers (eg. Physical, psychological or mental needs)	P				2		
Iii)	Uninterested pupils			2				E
iv)	Disruptive pupils	E		2				
v)	Parental disinterest in their children's Learning and progress	E		P				D
Vi)	Shortage of instructional equipment for Pupils' use			2				E
Vii)	Large classes					P		2
Viii)	Low morale among teachers			2				E
ix)	Low morale among pupils			P		D		E
x)	Threat(s) to personal safety or the Safety of pupils	2		D				
Xi)	Inexperienced teachers	E		2				
Xii)	Poverty in our community					P		2

Table 4: Learner behaviour issues in Aha Thuto Secondary School

(P = Principal, D = Deputy, E= Educator, number = consensus)

		rarely		monthly		weekly		daily
i)	Arriving late at school			2				P
ii)	Absenteeism (ie. unjustified Absences)	3						
Iii)	Skipping class hours/periods	3						
iv)	Classroom disturbance	3						
v)	Cheating	3						
vi)	Vandalism	3						
vii)	Theft	3						
viii)	Intimidation or verbal abuse of other pupils	3						
ix)	Physical injury to other pupils	3						
x)	Intimidation or verbal abuse of Staff	3						
xi)	Physical injury to staff	3						
xii)	Tobacco use/ possession	E		D				P
xiii)	Alcohol abuse/ possession	3						
xiv)	Illegal drug abuse/ possession	3						
xv)	Weapon use/ possession	3						
xvi)	Inappropriate sexual behaviour	3						
Xvii)	Sexual harrassment	3						

Table 5: Conditions limiting Teaching and Learning at Seana Marena Secondary School

(P = Principal, D = Deputy, E= Educator, a number = consensus)

		not at all		a little		Quite a lot		a great deal
i)	Pupils with different academic abilities			P		E		D
ii)	Pupils with learning barriers (eg. Physical, psychological or mental needs)	E		P				D
Iii)	Uninterested pupils	D		E		P		
iv)	Disruptive pupils	2		E				
v)	Parental disinterest in their children's Learning and progress			3				
Vi)	Shortage of instructional equipment for pupils' use							3
Vii)	Large classes					P		2
Viii)	Low morale among teachers	E		P				D
ix)	Low morale among pupils	E		P		D		
x)	Threat(s) to personal safety or the Safety of pupils	E				2		
Xi)	Inexperienced teachers	3						
Xii)	Poverty in our community			P		2		

Table 6: Learner behaviour issues in Seana Marena Secondary School

(P = Principal, D = Deputy, E= Educator, number = consensus)

		Rarely	monthly	Weekly	daily
i)	Arriving late at school		E		2
ii)	Absenteeism (ie. unjustified absences)	2			D
iii)	Skipping class hours/periods	P	E	D	
iv)	Classroom disturbance	P	E		D
v)	Cheating	D	2		
vi)	Vandalism	2	D		
vii)	Theft	E	D	P	
viii)	Intimidation or verbal abuse of other pupils	E			2
ix)	Physical injury to other pupils	3			
x)	Intimidation or verbal abuse of staff	3			
xi)	Physical injury to staff	3			
xii)	Tobacco use/ possession	2			P
xiii)	alcohol abuse/ possession	3			
xiv)	Illegal drug abuse/ possession	3			
xv)	Weapon use/ possession	3			
xvi)	Inappropriate sexual behaviour	3			
xvii)	Sexual harrassment	2	P		

Table 7: Conditions limiting Teaching and Learning at Motsupatsela Secondary School

(P = Principal, D = Deputy, E= Educator, a number = consensus)

		not at all		a little		quite a lot		a great deal
i)	Pupils with different academic abilities			E		P		D
ii)	Pupils with learning barriers (eg. Physical, psychological or mental needs)					P		2
iii)	Uninterested pupils			3				
iv)	disruptive pupils	E		P				
v)	Parental disinterest in their children's learning and progress			2		D		
Vi)	Shortage of instructional equipment for pupils' use			P		2		
Vii)	Large classes							3
Viii)	Low morale among teachers	E		2				
ix)	Low morale among pupils			3				
x)	Threat(s) to personal safety or the Safety of pupils	3						
xi)	Inexperienced teachers	E		2				
xii)	Poverty in our community	E				2		

Table 8: Learner behaviour issues in Motsupatsela Secondary School

(P = Principal, D = Deputy, E= Educator, number = consensus)

		rarely		Monthly		weekly		daily
i)	Arriving late at school							3
ii)	Absenteeism (ie. unjustified			D		2		
	Absences)							
iii)	Skipping class hours/periods	3						
iv)	Classroom disturbance	2						E
v)	Cheating	3						
vi)	Vandalism	E		2				
vii)	Theft	3						
viii)	Intimidation or verbal abuse of	3						
	Other pupils							
ix)	Physical injury to other pupils	3						
x)	Intimidation or verbal abuse of	3						
	Staff							
xi)	Physical injury to staff	3						
xii)	Tobacco use/ possession	3						
xiii)	Alcohol abuse/ possession	3						
xiv)	Illegal Drug abuse/ possession	3						
xv)	Weapon use/ possession	3						
xvi)	Inappropriate sexual behaviour	3						
xvii)	Sexual harrassment	3						

Appendix Three: School Prospectus, Mission and Codes of Conduct

MOSUPATSELA SENIOR SECONDARY SCHOOL

CODE OF CONDUCT

1. INTRODUCTION

It is extremely important that an environment conducive to positive disclipine and moral behaviour be created so as to facilitate constructive learning that must equip learners with the expertise, knowledge and skills that they would be expected to evince as worthy and responsible citizens. It thus becomes imperative that ALL learners bear in mind that nothing exempts any learner from complying with the Code of Conduct of the school.

While this Code of Conduct is directed specifically to, and is enforceable only against learners, it is of vital importance that all stakeholders be committed to it. [NB : Stakeholders should know that the educators have their own Code of Conduct as SACE which is displayed in the Staff Room opposite the Principal's office.]

It is also important to note that an educator at the school shall have the same rights as a parent to control and discipline the learner according the Code of Conduct during the time the learner is in attendance at the school, any classroom, school function or school excursion or related activities.

Most importantly, while learners have rights that must be respected by all, the very rights are not absolute. These very rights also places certain obligations on the learners.

2. PURPOSE

1. To promote positive discipline, self-discipline and exemplary conduct, as learners learn by observation and experience.

2. To make known the type of behaviour and commitment from each and every learner.

3. To provide an appropriate mechanism and avenue for stakeholders to air their grievances, and also to provide for legitimate disciplinary measures.

4. To clarify and promote the roles and responsibilities of the various stakeholders in the creation of a proper learning environment in the school.

5. To list things learners may not do, or should do, as well as communication channels, grievance procedures and due process in conducting a fair and equitable hearing.

2. Bringing onto the school property - pornographic material, stolen property, drugs, dangerous or harmful substances or enter school premises under the influence of such drugs or harmful substances.

3. Unfair discrimination against a/other learner\s and educator\s.

4. Disrespect of the dignity of others.

5. Violent and aggressive behaviour.

6. Violation of the rights of others like :-

   a) Right to freedom of expression;
   b) Right to a clean and safe environment;
   c) Right to education;
   d) Right to fair and just administration;
   e) Right to privacy, respect, sexual orientation, religion and dignity;
   f) Right of association;

7. Disruption of school and failure to adhere to school and classroom rules.

8. Victimization (threat/s to this effect) of other learners and/or educators.

9. Insubordination or failure/refusal to obey lawful and reasonable commands from educators and/ or non - professional staff of the school;

10. Disrespectful behaviour towards educators from other schools and the GDE;

11. Absence from classes without any acceptable reason;

12. Failure to return/replace books provided by the school to the learner;

13. Failure to adhere to the demands of the Code of Conduct.

6. RIGHTS AND RESPONSIBILITIES OF LEARNERS

6.1 School and Classroom Rules

(a) All learners have responsibility to conduct themselves in accordance with the School and Classroom Rules as enshrined in the School Policy.

(b) Learners have both a right and responsibility to be involved in the formulation of the school and classroom rules.

(c) Each learner must be provided with a copy of the school rules at the beginning of the year or the day of admission to the school. **It shall be the responsibility of a learner to replace his/her a lost copy.**

(a) support the school in all its endeavours to create an environment conducive to making the school a centre of academic excellence and constructive activies;

(b) require of their children/wards to obey school rules and regulations;

(c) accept responsibility for any misbehaviour on their part;

(d) take an active interest in their children's schoolwork and make it possible for the children to complete assigned homework and interacting with the subject educators in this regard on a fairly regular basis.

(e) ensure the child/ward attends school regularly and timeously;

(f) ensure the school obtains an explanation timeously for the child's/ward's absence;

7.2 Parents should attend meetings that the Governing Body has convened for them.

7.3 Parents have the right to take legal action against any educator, learner or person who unlawfully violates the constitutional rights of their children.

8 DISCIPLINE

8.1 It is the responsibility of all the stakeholders in the school and classroom to maintain discipline in the school to ensure that education of all learners is free of disruptive behaviour and offences. While the Learner Representative Council has a responsibility to see to it that its constituency conducts itself in line with the dictates of the Code of Conduct, it does not have the authority or right to punish other learners.

8.2 Disciplinary process shall be expeditious, fair, equitable, just, corrective, consistent and educative. The parent/s or legal guardian of the learner/s to be disciplined shall be informed of the offence, possible corrective/rehabilitative and punitive measures that could be meted out in the case where the child/ward is found "Guilty". Where possible, the parent/s or guardian must be involved in the correction of the learner's behaviour.

8.3 It should be borne in mind that it is beyond the law to delegate the authority to discipline learners to fellow learners as learners are only partners with other members of the school and are not in charge of the school.

8.4 Every educator is responsible for discipline at all times at the school and at official school related activities. Educators have full responsibility and authority to correct the behaviour of learners whenever such correction is necessary at the school and at official school related activities. Serious misconduct must be referred to the principal of the school in good time. The principal should then inform the learners, the Learner Representative Council and the parent/s or guardian

the learners but the Governing Body must set up a negotiating mechanism involving , where necessary, members of the Kagiso Community Policing Forum.

11. PREVENTION, PROACTIVE ADVICE, COUNSELING, PENALTIES AND CORRECTIVE MEASURES.

11.1 In case of minor offences and misconduct corrective measures may be applied. These measures shall include, where appropriate, one or more of the following :-

(a) verbal or written warning/reprimand by an educator or a principal;

(b) supervised school work that will contribute to the learner's progress at school, the improvement of school the environment. In the latter case the parent/s or guardian shall be informed timeously and the security of the child/ward shall be guaranteed;

(c) performing tasks that would assist the offended person;

(d) agreed affordable compensation;

(e) replacement of damaged property;

(f) suspension from school activities, e.g.. sport, cultural activities, etc.

11.2 Suspension shall only be considered after every effort has been made to correct the behaviour of the learner, unless the offence is of a very serious nature.

12. OFFENCES THAT MAY LEAD TO SUSPENSION.

Offences that may lead to suspension include, but is not limited to the following:

(a) conduct which endangers the safety and violates the rights of others;

(b) possession, threat or use of a dangerous weapon;

(c) possession, use, transmission or visible evidence of narcotic or unauthorized drugs, alcohol or intoxicants of any kind;

(d) fighting, assault or battery;

(e) immoral behaviour or profanity;

(f) falsely identifying oneself;

(g) harmful graffiti, hate speech, sexism, racism, unfair discrimination;

14 THE HEARING

14.1 The Disciplinary hearing is a formal meeting chaired by an unbiased or impartial chairperson and shall normally be held in regard to more serious offences or cases of misconduct, especially those that may lead to suspension and/or expulsion.

14.2 A Disciplinary hearing must be convened timeously as any undue delay may lead to the hearing be regarded as unfair.

14.3 For a Disciplinary Hearing to be regarded as procedurally fair, the alledged offender must be afforded all reasonable opportunity to be protected against unilateral and unbiased action/conduct by the tribunal and all involved people.

15. REQUIREMENTS FOR A FAIR HEARING

15.1 The learner alledged to have violated the Code of Conduct must be allowed to bring along a representative of her/his choice. Such a representative may be a member of the Learner Representative Council, a fellow learner, an educator, a parent/guardian,a lawyer or any other person that she so wishes to have as a representative;

15.2 Such a learner, through an interpreter if necessary, should be asked if s/he understands the charges against her/him and the possible punitive action/s and his/her right to appeal to the MEC if found to be on the wrong;

15.3 Fairness require that a prompt hearing must be convened. Undue delay between the occurrence of the alleged misconduct and the disciplinary response blurs the impact of corrective discipline and avoidance of immediate action may be seen as condonation of the incident of misconduct.

15.4 The learner alledged to have violated The Code of Conduct must be given advance warning of the allegation;

15.5 The tribunal must be unbiased, non-intimidating, open-minded and be prepared to be persuaded otherwise by facts and evidence before it.

15.6 The learner who is alledged to have violated the Code of Conduct must be afforded the opportunity to present her/his side of the story in full and in a language in which s/he is comfortable.

15.7 The learner must be allowed to bring and cross-examine witnesses during the Hearing.

15.8 The learner must be treated with dignity during the process;

learners;

16.2 Appeals must be lodged, in writing, within twenty-four hours, were reasonable to do so, of the learner being informed of the decision to suspend or recommend that s/he be expelled. As punishment is not meted out in vengeance, the principal or any such designated person, shall assist the learner/s and/or parents of the offending learner/s to lodge such appeal/s.

[The Governing Body shall always be sensitive to reasons/ circumstances that may render an offending learner or his/her parents to lodge the appeal within the prescribed period.]

16.3 The minutes of the original Disciplinary Hearing should be handed to the chairperson of the Appeal Hearing to be used in the appeal. Only in exceptional cases will it be necessary for a completely new hearing to be held as an appeal.

17. SERIOUS MISCONDUCT AND THE LAW

17.1 Serious misconduct which may include offences according to the law, shall be investigated by the police and referred to the Court if necessary. The parents of the alleged offender, and were applicable, of the victim, must be informed by the principal or any of his/her deputies, of the decision to refer the matter to the SAPS.

17.2 Should alearner whose case has been referred to the SAPS as in 18.1 above, is released on free on either bail, own cognition

SALE (Ext. as per Govt. Gazette No 16037 of DECEMBER ~~DECEMBER~~ OCTOBER 1994

EXAMINATION AND SUBJECT ANALYSIS

ORLANDO HIGH 1997 STANDARD 10 (TEN)

TEACHER	SUBJECT	CANDIDATES	SYMBOLS									PASS	FAILED	
			A	B	C	D	E	F	G	H				
M.J. TAU	NORTH SOTHO	17				4	13					17	—	
N. MNINTSHANA	SOUTH SOTHO	22				1	15	6				22	—	
NO TEACHER	TSWANA	2					1			1		1	1	
A. KLAAS	XHOSA	38				12	22	3	1			37	1	
T.T. NGOBESE	ZULU	50				1	45	4				50	—	100%
M.J. SEKLATHA	ECONOMICS	23		4	1	6	9	3				23	—	100%
P. MPHAHLELE	B. ECONOMICS	24		1	1	5	3	7	2	3		17	5	79%
J. LANGA	ACCOUNTING	23					1	12	6	4		13	10	57%
N.J. HABEDI	ENGLISH	129			2	20	56	49	1	1		127	2	98%
M.E. NAMAILA	AFRIKAANS	78					14	60	4			74	4	95%
N.B. VAN ROOS	BIOLOGY	106				1	10	22	32	41		73	33	31%
S. MAJORO	P. SCIENCE	20						6	4	10		6	14	30%
M. POYA	H. ECONOMICS	10					5	5				10	—	
M. SHABALALA	MATHEMATICS	53			2	1	2	3	2	43		8	45	15%
A. KUBAYI	HISTORY	76				6	10	12	9	39		28	48	36%
M.J. TAU	GEOGRAPHY	95					12	32	23	28		44	51	
Z SHEZI	B. STUDIES	11					3	4	2	2		7	4	

AHA-THUTO "FIRST THINGS FIRST"

INTRODUCTION

The purpose of this prospectus is to give parent, learners and would be learners of the School some basic information in order for the school to be managed effectively

This will also articulate the values of our school and give parents and pupils a fair idea of what the expectations may be.

We at Aha-Thuto strive to live up to our School Motto:

"FIRST THINGS FIRST"

A * SCHOOL VISION.

To steer provision of life-long quality education to all and to unfold human potential to the fullest.

* SCHOOL MISSION STATEMENT.

- We aim to provide basic educational needs of individual learners, by providing life-long education through helping and guiding them to establish and enhance their careers to their fullest potential.
- We intend to provide excellence and quality education whilst striving to be pace-setters in all educational disciplines.
- We will strive to be a highly regarded leader in the educational field in Southern Africa/Province/Region/District.

*SCHOOL RULES.

1. CODE OF CONDUCT.

The following acts would not be allowed or tolarated:

- Late Coming
- Truancy
- Leaving classes without permission.
- Plagiarism
- Cribbing
- Failing to complete assigned work.
- Possession or use of tobacco
- Using abusive or profane language

AHA-THUTO SECONDARY SCHOOL

MISSION STATEMENT

We aim to provide basic educational needs of individual learners, by providing life-long education, through helping and guiding them to establish and enhance their careers to their fullest potential.

We intend to provide excellence and quality education whilst striving to be the pace-setter in all eductional disciplines.

We will strive to be a highly regarded leader in the educational field in Southern Africa / Province / Region / District.

CLASS-VISIT/EVALUATION FORMS

TEACHER'S NAME: ..... SUBJECT: .....

STANDARD : ..... DATE: .....

SCALE	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	
	5	4	3	2	1	
1. INTRODUCTION						
2. TOPIC						
3. ASSIMILATION						
4. CLASSROOM MANAGEMENT						
5. EVALUATION						

6. RELEVANCY OF SUBJECT MATTER:

7. COMMENT:

H.O.D.'S NAME: _____ SIGNATURE: _____

DATE: _____

TEACHER'S SIGNATURE: _____ DATE: _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

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