

**HUMAN RESOURCE MANAGEMENT**

**AS A TOOL FOR**

**SCHOOL EFFECTIVENESS**

**P.S.S. PHETO**

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## **SCHOOL EFFECTIVENESS**

**BY**

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## **DEDICATION:**

**I dedicate this work to my late (although spiritually ever-living) Comforter, Ntate Frederick Samuel Modise (founder of: International Pentecostal Holiness Church) as a sign of gratefulness for having led me through his gracious teachings, guidance and for providing me with strength. He will always be my lifeline and my soul provider.**

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## DECLARATION

I DECLARE THAT:

***HUMAN RESOURCE MANAGEMENT AS A TOOL FOR SCHOOL EFFECTIVENESS,***

IS MY OWN WORK, THAT ALL THE SOURCES USED OR QUOTED HAVE BEEN INDICATED AND ACKNOWLEDGED BY MEANS OF COMPLETE REFERENCE, AND THAT THIS MINI-DISSERTATION WAS NOT PREVIOUSLY SUBMITTED BY ME FOR A DEGREE AT ANOTHER UNIVERSITY.

THUS SIGNED BY ME:  .....

## Summary

The change from apartheid to post-apartheid society in South Africa has far reaching results for the country in general and education in particular. This places great challenges to educational managers in schools, particularly in in-effective schools and the transformation of such schools. A challenge to principals, deputy principals and heads of departments is to become catalysts of change and to promote democratization of management in schools. They need to develop educators, as key organizational assets, in their schools and to promote co-operation in the management and transformation of especially in-effective schools.

The aim of the study was to show how an insightful and holistic application of human resource management and development, as a sub-discipline of school management, has the potential to make dramatic, meaningful and practical contributions to the rehabilitation of in-effective schools by identifying the successful structural components of effective schools, and then applying these to ineffective schools. The methodology used comprised identifying the causes of school in-effectiveness in specific schools in the Odendaalsrus District, and then indicating how these problem areas could be resuscitated by applying similar structures which were working successfully in effective schools to these in- effective schools.

The role of the principal as a human resource practitioner was investigated, while suggestions were given as to how the principal could improve the effective running of the school by:

- Improving his or her knowledge and skills of human resource management by further self study, as well as using successful programmes used by other schools.
- A participatory management style, where all staff members contribute to the aims and objectives of the school.
- Introducing in-service training programmes, workshops and seminars for staff members.
- Encouraging and promoting further study among staff members.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

The political changes in South Africa, which have affected education, have had far reaching effects on educational leaders, especially a large number of principals, whose autocratic powers have come to an end. This transformation process has not been without its own problems, as is reflected by Bush and West-Burnhman's observation that:

The tensions, stress and frustration often found in some educational institutions in the 1990's have been frequently as a result of imposed changes by educational leaders and their subsequent failure to accept the need to become changed in line with the democratization of the South African society (1994:29).

Thus the present political transformation, which South African education is at present undergoing, is a major factor that is affecting the management of schools in that it is posing many new problems at schools such as: lawlessness, absenteeism, lack of commitment, low morale and a culture of resistance towards those in management.

This political transformation further presents great challenges to the management of educational institutions. This concern is reflected in Teleki's claim that:

In South Africa politics played a leading role in the decline of principals' management and leadership in the schools that were controlled by the defunct Department of Education and Training. (1994:82-83).

South African protest politics has also taken its toll in South African Education. It is further an undeniable fact that South African education has been overly politicized over a lengthy period and patterns of behaviors, especially resistance and questioning of authority, has been the order of the day. Schools, especially formerly black schools remained key sites to resistance to apartheid (Unterhalter, Wolfe, Botha, Badat, Dlamini & Khotseng 1991, p.117).

The urgent need to remedy this situation is imminent. Schools therefore need to be rehabilitated in one way or the other. This calls for effective and relevant educational human resource management on the part of those who are managing educational institutions. This is because subsequent to the dissolution of apartheid government the unionized educators and learners keep on challenging management and leadership of the principals and other educational leaders (Matseke 1997:12).

Many principals, as well as line managers (deputies and heads of departments), do not want to change, and are still clinging to their past autocratic power base. This refusal by educational managers to transform is exacerbating the problems in schools, and is contributing to schools' in-effectiveness. Effective, purposive human resource management emphasizes genuine participation of all the stakeholders in all levels of organizations such as schools (Kreps 1990:85).

Lack of positive interpersonal relations in the schools leads to many schools not being effective. Hence principals as educational managers have the responsibility of optimizing staff members' participation in the activities at schools (Kreps 1990:85).

O'Neill, Middlewood and Glover had this to say:

The commitment of the staff involves active encouragement, support and open commitment to free flowing effective communication on the part of the managers (1994:5).

It is thus quite clear that if our South African educational system is to function effectively, far greater attention must be to the role of educational managers. The importance of the line managers – principals, deputies and heads of departments, in terms of their management styles or approaches cannot be over-emphasized. This relates very significantly to the organization culture of the school and it subsequently influences the school's effectiveness. Through human resource management, collective commitment to agreed-upon organizational goals can be optimized. (O'Neill, Middlewood and Glover, 1993:5).

Thus all line managers should manage their staffs in such a way that they are motivated, guided, and supported. It would thus appear that South Africa at the dawn of the new millennium needs greater development of human resource management, where management styles and the approaches of line managers are given far more serious and constructive attention. Human resource management in the post apartheid era also needs to be carefully reviewed and analyzed, so that all stakeholders can be identified and assisted to render their schools more effective. This study, which is motivated by the rampant in-effectiveness amongst the majority of South African schools, will attempt to critically assess the situation in the hopes of identifying the various causes of this in-effectiveness, and hopefully proposing ways of overcoming the problems identified.

## **1.2 Problem Statement**

It is hypothesized that the establishment of effective human resource management, human resource development and human resource training could contribute towards effectiveness in schools, transformation of in-effective and dysfunctional schools and sustenance of effectiveness in already effective schools.

### **1.3 Aims of Research**

**The aims of this mini-dissertation will be to:**

1. Investigate how human resource management should be managed so as to attain effective management in schools.
2. Identify those factors, which are contributing towards the effective performance of successful schools on the one hand, as well as those factors, which are contributing to an ineffective performance of less successful schools.
3. Investigate the principal's role and contribution, as manager, in the effective management of the school.
4. Examine the role of the line managers (deputy principal and heads of departments), educators, learners, parents and departmental officials in the attaining of school effectiveness.
5. Determine the effects of the style of management on school effectiveness.
6. Investigate the possible ways in which educational human resource management can be used to rehabilitate in-effective schools.
7. Demonstrate the need for a holistic approach to school development if there is to be an effective implementation of a human resource management program.

### **1.4 Research Design and Methodology**

The following qualitative methods of research will be employed during the course of the envisaged research:

#### **1.4.1 Literature Study**

While a comprehensive study of relevant literature sources will be undertaken in order to acquire a broad overview of the essential nature of human resource management, human resource development and human resource training, an attempt will also be made to assess the extent to which these sub-disciplines have contributed to school effectiveness.

#### **1.4.2 Qualitative Research**

##### **1.4.2.1 Questionnaires**

Questionnaires will be distributed to educators in post levels one to three. The purpose would be to gather information from the people on the ground in the schools. The questionnaire is one of the instruments in which the subjects respond to written questions or statements to elicit reactions, beliefs and attitudes (Mc Millan & Schumacher 1997:46). The researcher would therefore construct a set of questions or statements appropriate to the research problem and attempt to find justification of the



existence of such a problem and its possible extent.

The questionnaire would consist of questions or statements based mainly on the management relationships between the principals and other staff members in the mostly ineffective schools. These questionnaires would be distributed among twelve schools, seven of which are in-effective and paying particular attention to five sample schools, all of which are termed in-effective and dysfunctional in terms of the record of grade 12 results for 1998 and 1999.

The results of the questionnaires would be linked to the role human resource management, development and training could play in the rehabilitation of in-effective schools as discussed in chapters 2 to 4 of this study.

### **1.4.2.2 Semi-structured Interviews**

Semi-structured interviews will be conducted with teacher appraisal officers, principals, deputies, heads of department and teachers as regards management and management styles in relation to school effectiveness. An attempt will also be made to assess the perceived role of school staff and their individual contributions to school effectiveness.

Apart from interviews "group discussion will be used to induce data" (Bryman 1995:47). In accordance with House's point of departure in conducting interviews:

An audio-tape will be used during the interviews and group discussion to record the proceedings and notes will also be taken albeit with the permission and understanding of the participants... The researcher will therefore ask for permission from the participants beforehand to use audio-tape and to take notes... This will be in accordance with upholding the three basic principles of qualitative research, which are: respect, non-coercion and non-manipulation and support for democratic values (1990:158-161).

### **1.4.2.3 Case Studies**

A case study of five schools, whose names will not be disclosed so as to protect their identities, will be conducted in an endeavour to determine their effectiveness. After the Grade 12 results of these schools have been analyzed, an attempt will be made to determine the correlation between these results and the information obtained from the questionnaires with respect to the schools' effectiveness or in-effectiveness.

## **1.5 Delimitation of the Study**

The study will be limited to the role which human resource management plays in determining school effectiveness. The researcher will therefore confine his investigation to the effectiveness and/or in-effectiveness of schools in the Odendaalsrus District in relation to their Grade 12 results for the years 1998 and 1999. A proposal based on the findings of the study will attempt to identify the successful aspects of management styles of effective schools. While the researcher will also strive to identify the causes, which render certain schools in-effective, he will also endeavour to make concrete recommendations as to how the management styles of ineffective schools may be improved.

## **1.6 Layout and summary of the script**

“Human Resource Management as a Tool for School Effectiveness” is primarily concerned with the study of how human resource management should be managed so as to attain effective management of schools. It also focuses on factors, which are contributing towards the effective performance of successful schools on the one hand, as well as those factors, which are contributing to an in-effective performance of less successful schools.

The study further investigates the possible ways in which educational human resource management can be used to rehabilitate in-effective schools and demonstrates the need for holistic approach to school development if there is to be an effective implementation of a human resource management program.

Chapter one is concerned with the introduction i.e. aims, scope and research design and methodology.

Chapter two deals with analysis of current school effectiveness in terms of effective and in-effective schools. The following points are discussed:

- Criteria for school effectiveness
- Analysis of the Odendaalsrus Districts’ grade 12 results for 1998 and 1999
- Factors which lead to school in-effectiveness
- Effective schools

In chapter three, the researcher develops a theoretical overview of human resource management. Amongst other things, the following are discussed:

- principles of human resource management
- purpose of human resource management
- objectives of human resource management
- human resource development
- human resource training

Chapter four deals with human resource management in education. The following are briefly discussed:

- utilizing the principles of human resource management as a way of improving the effectiveness of in-effective schools.
- utilizing the objectives of human resource management in education
- human resource development in education
- utilizing human resource training in education

Chapter five is concerned with an investigation into the need for human resource management in schools. The following qualitative methods of research will be employed during the course of the envisaged research:

- literature study
- semi-structured interviews
- case studies

Chapter six deals with conclusion i.e. both findings and recommendations concerning the following:

- the purpose of human resource management
- principles of human resource management
- objectives of human resource management
- human resource development
- human resource training
- whole school development model.

## CHAPTER 2

### ANALYSIS OF CURRENT SCHOOL EFFECTIVENESS IN TERMS OF EFFECTIVE AND IN-EFFECTIVE SCHOOLS

#### 2.1 Introduction

“The transformation in education [which] has gained irreversible momentum under the new democratic government in South Africa” (Ball 1994:28), is a direct response to the legacy of South African apartheid experienced over a lengthy period. This educational transformation, sparked off by the 1976 riots, began in Soweto in protest against the existing education system, which, for blacks in particular, had never provided a stable and productive education. It is against this background that the need for reform and transformation in South African education arose, so as to ensure that schools became effective in the performance of their responsibilities. This has been further evidenced by calls, which have come and are still emanating from many quarters, for the rehabilitation of educational institutions after their numerous years of turmoil.

The struggle by politicians, political parties and members of the teaching fraternity against apartheid education was to ensure equal education for all learners. The educational opportunity to have a better future has often been snatched from mostly the black children” (Ball 1994:33).

This statement is certainly valid if one looks seriously at the situation prevailing in many black schools, which were previously traditionally and historically disadvantaged. When one looks at the organization of many schools, especially the secondary schools, most of them seem antiquated with the legacy of the past years of turmoil (Claxton 1989:159).

While the newly elected government has introduced many democratic reforms and changes in education, these changes were not imposed solely by the government, as all Acts, which were passed by the new government, were initially circulated in the form of White Papers and Bills, so that any person who wished to make an input was able to do so. Consequently these Acts, which represent the views of the majority of the people, are truly democratic. As a result one would have expected that these Acts should have brought about greater improvement in the provision of an effective educational system within a reasonable period.

Unfortunately it would appear that these improvements, which have not taken place in the majority of black schools, might thus still be viewed as ineffective. The question may well be asked why it is that although some (black) schools are functioning effectively, the majority are nevertheless still in-effective. On these grounds the researcher presents the hypothesis that the absence of effective human resource management may be an important contributing and decisive factor as regards the successful functioning of black schools.

## **2.2 Definition of school effectiveness**

It is important at this stage to provide a definition of school effectiveness against which schools will be analyzed. The first aspect of school effectiveness is that the school should have a clearly defined aim and purpose. An effective school is a school with a clear sense of purpose, characterized by a common vision and mission, clear goals and objectives, shared values and beliefs about education as well as purposive instructional leadership (Quinn 1999:7).

The second area, which will receive attention, is the control exercised over the learning process by the teachers and staff members under the guidance and leadership of the principal. Such a school promotes a climate conducive to learning and emphasizes learning as a key area of interest to a school. An effective school is characterized by strong leadership of the principal with high expectation of learners' performance and frequent learners' assessment coupled by effective teaching by educators (Levin and Lockhead 1993:5-7),

Quinn has made the following comments:

An effective school puts greater emphasis on learning through frequent monitoring of the progress of the learners, high expectation from the learners by the principal and other staff members, and educator collegiality and development of focused instruction and curriculum (1999:7).

It is thus obvious that educational activities in such a school are always goal directed and take place within an atmosphere conducive to effective teaching and learning.

The third area to be investigated will be that of the interaction between the learners and the local community: namely parental involvement within the learners' cultural context. Both good teaching and learning are always visible in an effective school because the stakeholders have come to increasingly appreciate that learning in most settings is and must be within a communal activity and sharing culture (Leask and Terrell 1997:130).

It is thus obvious that educators, learners and the parents have a co-responsibility, between and among them, if they are to render their schools effective through their interactions. Thus they are all, individually and co-operatively, responsible for the creation of a climate particularly relevant and appropriate to their educational circumstances. In this regard Quinn has the following observations to make as regards an appropriate educational climate:

Such a climate should include positive learner involvement and responsibility and equally important effective parental and community involvement and support (1999:7).

The fourth aspect, which will be examined, is the present transformation process which is taking place in our schools. An attempt will also be made to assess whether or not the learners are encouraged to develop problem-solving skills or not. Claxton sums up the concept of school effectiveness as follows:

All these impressive, but necessary and valid characteristics of effective schools encompass the definition of school effectiveness and are visibly lacking in many so-called township schools. This is a matter for great concern given the noble role of schools in reconstructing, transforming and rebuilding the post-apartheid South African society. Learners come to school lively with inquiring minds but they unfortunately do not leave them (schools) as developed as they are expected, except from a few effective schools (Claxton 1989:159).

It is against this background that the schools will be evaluated to determine if they are indeed effective or not.

## **2.3 Analysis of current school effectiveness in terms of effective and in-effective schools**

### **2.3.1 Criteria for effectiveness**

This study will draw on grade 12 results as a yardstick to measure effectiveness of the schools. It must, however be remembered that although this is not the only effective way of measuring school effectiveness, it nevertheless does provide a good and accurate indication of the effectiveness of a school.

### **2.3.2 Analysis of the Odendaalsrus District's Grade 12 Results for 1998 and 1999**

The grade 12 results of schools in the Odendaalsrus district (Table 1), which has 23 secondary schools, will be analysed and compared with other schools outside the district in order to measure the school effectiveness in the said district. The current state of affairs in these schools will also be examined to establish whether there is any correlation between the state of the schools and their results as indicated in the following table (Table 1):

**Table 1****ANALYSIS OF THE ODENDAALSRSUS DISTRICT'S GRADE 12 RESULTS FOR 1998 AND 1999**

School	Candidates		Written		SS+M		%		SS		%		Passed		%		Fail		%	
	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999
AA	15	27	15	27	4	8	11	11	11	15	73.33	55.56	15	23	100	85.19	0	4	0	14.81
BB	28	23	28	22	10	7	35.71	31.82	18	15	64.29	68.18	28	22	100	100	0	0	0	0
CC	17	15	17	15	10	5	58.82	33.33	7	10	41.18	66.67	17	15	100	100	0	0	0	0
DD	87	77	87	77	53	32	60.92	41.56	34	42	39.08	54.55	87	74	100	96.1	0	3	0	3.9
EE	31	25	31	25	9	7	29.03	28	20	16	64.52	64	29	23	93.55	92	2	2	6.45	8
FF	12	11	11	11	0	0	0	0	9	8	81.82	72.73	9	8	81.82	72.73	2	3	18.18	27.27
GG	121	156	116	145	13	16	11.21	11.03	79	73	68.1	50.34	92	89	79.31	61.38	24	56	20.69	38.62
HH	14	23	14	23	1	2	7.14	8.7	10	19	71.43	82.61	11	21	78.57	91.3	3	2	21.43	8.7
II	36	44	35	40	8	2	22.86	5	18	8	51.43	20	26	10	74.29	25	9	30	25.71	75
JJ	98	89	94	86	8	8	8.51	9.3	47	50	50	58.14	55	58	58.51	67.44	39	28	41.49	32.56
KK	7	12	7	11	1	0	14.29	0	3	0	42.86	0	4	0	57.14	0	3	11	42.86	100
LL	300	146	295	127	14	5	4.75	3.94	121	37	41.02	29.13	135	42	45.76	33.07	160	85	54.24	66.93
MM	133	95	128	82	2	5	1.56	6.1	55	33	42.97	40.24	57	38	44.53	46.34	71	44	55.47	53.66
NN	227	106	216	89	8	3	3.7	3.37	87	8	40.28	8.99	95	11	43.98	12.36	121	78	56.02	87.64
OO	139	356	136	329	13	6	9.56	1.82	44	32	32.35	9.73	57	38	41.91	11.55	79	291	58.09	88.45
PP	88	134	82	123	3	6	3.66	4.88	28	53	31.71	43.09	29	59	35.37	47.97	53	64	64.63	52.03
QQ	285	136	267	121	5	4	1.87	3.31	76	26	28.46	21.49	81	30	30.34	24.79	186	91	69.66	75.21
RR	313	212	300	197	4	5	1.33	2.54	76	18	25.33	9.14	80	23	26.67	11.68	220	174	73.33	88.32
SS	274	222	260	181	10	2	3.85	1.1	52	31	20	17.13	62	33	23.85	18.23	198	148	76.15	81.77
TT	198	160	192	142	6	9	3.13	6.34	36	50	18.75	35.21	42	59	21.88	41.55	150	83	78.13	58.45
UU	225	149	219	127	4	0	1.83	0	41	29	18.72	22.83	45	29	20.55	22.83	174	98	79.45	77.17
VV	474	450	450	318	7	1	1.56	0.32	71	19	15.78	6.01	78	20	17.33	6.33	372	296	82.67	93.67
WW	196	129	194	119	5	5	2.58	4.2	24	33	12.37	27.73	29	38	14.95	31.93	165	81	85.05	68.07
TOTAL	3318	2949	3194	2571	198	148	6.2	5.52	965	653	30.21	25.4	1163	795	38.41	30.92	2031	1776	63.58	69.08

- To protect the identity of the schools in this district the symbols AA ... WW, as indicated above, have been allocated to the various schools used in the course of the research.
- SS+M stands for Senior Certificate with university exemption.

Although 23 secondary schools in the district are classified as public schools, five of them comprise the former 'Model C' schools<sup>1</sup>. Four of these schools obtained a 100% pass in 1998 with the remaining one obtaining a 93.55% pass. Furthermore it must be noted that these 'Model C' schools also had fewer learners than the other schools, which could partially account for their high rate of success.

The next category, which comprises five 'Model D' schools, is made up of the formerly black and white or so-called mixed schools. These schools came into being as a result of the initial efforts to transform education, which necessitated an egalitarian approach to education. It was an attempt by the past regime to make

<sup>1</sup> A 'Model C' school comprised schools that were predominantly attended by white learners.



provision for the integration of black and white learners in the same schools. Special note should however be taken that of the fact that although an attempt was made to introduce black and white learners into these schools, 'Model D' schools still comprised of schools, which catered exclusively for either white or black learners respectively. These schools' performance as regards their grade 12 results for 1998 ranged from 58.51% to 79.31%. The remaining thirteen schools comprised the former DET schools, which catered for blacks only and fell under a separate ministry from that of the 'whites only' schools. These schools' pass rate ranged from a shocking 14.95% to 57.14%.

These results are very low, when one considers the high number of learners registered at these schools. In one of these schools, 372 out of 450 learners who wrote the grade 12 examination failed, while only a mere 78 learners managed to pass. The picture becomes even bleaker when one is confronted with the fact that out of the 78 learners who passed, only 7 learners managed to obtain university exemption. In summary, only 1 163 out of a total of 3 194 learners who sat for the grade 12 examinations in the district managed to pass, and out of those 1 163 who passed, only 198 attained university exemption. Confronted by these alarming statistics one wonders how many of those learners who succeeded in obtaining university exemption ever managed to reach a university, and if they did, how many actually benefited from the opportunity of going to university. Another serious concern is how many of those learners who were unable to further their studies, are marketable for a job.

The results in the Odendaalsrus District for 1999 were no better, and were in fact worse than the results of 1998 since fewer learners sat for the examinations in 1999 than in 1998. A summary of the 1999 Odendaalsrus District's results indicates that while 2 571 learners wrote the examination only 795 managed to pass. Out of the 795 who passed 142 obtained university entrance certificates, and 653 got ordinary passes, while 1 776 learners failed completely. When comparing the 1999 results with those of 1998 one notices a deterioration in that the overall pass rate for 1998 was 35.41%, whereas the 1999 pass rate dropped to 30.92%. In 1998 only 6.20% of students gained a university entrance pass, whereas in 1999 this figure dropped to 5.52%. One can only conclude from the statistics that while some individual schools have shown a slight improvement, the overall picture for the district looks bleak. This deterioration

is reason for serious concern, as one would have expected improvement in the efficacy of black schools five years after the introduction of a new dispensation.

### **2.3.3 Implications of the grade 12 results**

The analysis of the above grade 12 results clearly points to a deterioration of results in the majority of black schools, and also indicates that many schools are far from being effective. The number of learners who failed and wish to repeat their grade 12, plus those learners who passed grade 11, will obviously exacerbate the already serious problem of the shortage of classrooms and furniture. As a result some schools are platooning by shortening of some periods and the normal school hours, which is not good for effective education. Furthermore, the sharing of facilities by schools often leads to uncontrollable conflicts such as the sharing of facilities and the maintenance thereof.

The deterioration in school effectiveness has also given rise to the promoting of learners who have failed a grade to the next grade. This is reflected in Jeevanantham's observation that:

Repetition rates for Black pupils in urban areas ranges from an average of 14% for the primary school to an average of 24.4% for the secondary school. It is claimed that the figures do not reflect the truth, as figures for "repeaters" are under-reported so as not to influence claims on educational resources (1998:1).

Another reason given for condoning learners is attributed to the problem of accommodation caused by those learners who have failed. The condonation of these learners, which leads to overcrowding of classrooms, is gradually compounded and eventually has an adverse effect on the size and quality of the school's grade 12 classes.

## **2.4 Factors which lead to school ineffectiveness**

### **2.4.1 Lawlessness in the schools**

The fact that many schools are still battling with the scars of the past is echoed by Stanley P Letsoko of Wits University, who points out that, "lack of respect for authority is a problem not unique to particular schools, but on the increase throughout

the country” (Sowetan 16 June 1999:16). The violence, which is a reality still prevalent in many schools in the country, is as Ramusi claims a reality through which, “ black education has been and is still politicized to such an extent that there are disruptions quite often and that change from apartheid South Africa involves not only a political transition but also a mental paradigm shift” (1998:5). This is further validated by the outcry, which followed the broadcast of Yizo-Yizo mini-series on television, in that many viewers feel that the series is affecting schools negatively, especially the historically black schools. Viewers feel that the series is resuscitating violent behaviour by learners against their fellow learners, and also against their educators and school authority in general.

Furthermore it is ironic and sad that the important sacrifices made by learners in the Soweto uprising of 1976 in an attempt to achieve a more just, equitable and better education should be undermined by the current pointless and negative violence in South African schools. For it was through the struggle of these Soweto learners that opportunities for black learners were improved.

Recourse to actual instances of violence will be made in an attempt to demonstrate the negative impact which this post-apartheid violence, as caused by political disruptions, is exerting on South African schools, and thus preventing them from functioning effectively:

- The *City Press* describes how terrified educators at Odi High School in Ga-Rankuwa, north of Pretoria on 23 April 1999 had alerted the police to the fact that three learners were playing with unlicensed firearms on the school’s premises. These learners were arrested (*City Press* 25 April 1999:4). It is also against this background that Minister Kader Asmal stated in his “Tirisano” plan that the department would use fencing to improve security at targeted schools (*Sunday Times* 16 January 2000:2). It would appear that the violence in the aforementioned school, which is similar to that of Yizo-Yizo TV mini series, could have been influenced by those mini-series. This violence has had a negative influence on both learners and educators at the school.
- Other sad incidents of violence in the schools are the hijacking and subsequent killing of a school principal in Soweto, as well as, the brutal shooting of a lady teacher at a primary school in Olifantsvlei, near Eikenhof, in full view of the learners (*City Press* 13 June 1999:3). The emotional and psychological trauma for

the learners and educators is devastating, and is preventing effective education from taking place.

- Another incident of violence occurred at Anchor High School in Soweto where a male teacher gunned down three of his colleagues in the staff-room. This incident traumatized not only the learners, educators who cried hysterically, and school community, but the entire country (Lesedi Stereo : 27 July 1999). Such incidents indicate the degree to which management has been disrupted in certain schools. There is indeed a crisis in the schools.
- In one of the schools in the Wesselsbron Sub-District of the Odendaalsrus District, it was alleged earlier this year that the learners did not want their school principal. This is a further example of what is happening in the schools, where learners are attempting to take over the functions of human resource specialists and consultants. Learners want to intervene in such issues as the appointment of personnel, forgetting that their actual business at school is in the classroom, and that they are there to learn and not to manage the schools. There are, after all, appropriate channels, such as the representative council of learners, which forms part of the school governing body, for voicing dissatisfaction.
- Another similar incident occurred at Kananelo in Kroonstad, where the learners ganged up against their principal, whom they wanted out of the school (Lesedi Stereo: 19 August 1999). The reason given for their actions was that certain learners had been barred from writing the mid-year examinations because they had failed to contribute three rands for a school raffle. In retaliation the learners went on the rampage damaging the school and its property. As a result the school was officially closed for an undisclosed period. These incidents will undoubtedly affect the end of year results because certain sections of the syllabi, which were supposed to have been taught were not taught due to the school's closure.

These instances of violence as illustrated have given rise to numerous problems in South African schools, which are noted by Cooper, Smith and Upton as follows:

Black education is indeed awash with all sorts of problems. The main problem however has been poor results and funding. Poor results have been associated with many learners being preoccupied with politics, intimidation and insubordination. Some educators are perpetually experiencing difficulties in creating effective learning environments and at the same time recognizing and meeting individual emotional needs (1994:16).

These problems are further compounded by non-punctuality and absenteeism of both the learners and educators. This problem was alluded to by the minister of education, Professor Kader Asmal, in his statement after the release of the Grade 12 1999 results. He stated that he would personally insist on punctuality, motivation and professionalism on the part of all concerned with education (Sunday Times 16 January 2000:2). While these factors show a total lack of commitment from both educators and learners, they also affect school effectiveness negatively contributing to further lawlessness. In this self same article the minister indicated that these factors associated with lawlessness also reflect an element of irresponsibility and lack of internal locus of control on the part of school principals and educators. In this respect he claims that “the focus of the national and provincial departments of education would be placed on especially under-performing schools and on the draft plans of provincial departments that would pull those schools out of this abysmal situation” (Sunday Times 16 January 2000:2).

#### **2.4.2 Poor support for teachers**

Another related and prevalent problem in schools is the poor support for teachers. This relates on the one hand to a lack of academic support by the learning facilitators, where there is an apparent shortage of learning facilitators and those who are in practice cannot afford to cater for all the schools. This is especially true of the Odendaalsrus District where this research took place. On the other hand there is a lack of management infrastructures and facility support caused by the financial constraints imposed on schools by the Department of Education. As Claxton points out, “These problems lead to, among others, poor teacher motivation, lack of courage and lack of willingness and ingenuity on the part of many teachers and even principals for that matter” (1989:141).

Some principals are also resisting the transformation process. Educators find in some instances that their principals are not supportive, as they do not change with the times. They are dictatorial, traditional, and conservative and all attempts to change them seem destined to fail or at least to expose them to fierce resistance from the educators (Claxton 1989:146).

Claxton claims that this inability to change is “mainly due to the unwarranted fear of losing power and authority. Such principals try to live under the pretence of living up

to the impossible standard of having all the answers all the time (1989:141). Finally Claxton points out that, "this lack of support retards progress, which is so essential. Principals need to change from the hierarchical form of management to a more participatory democracy" (1989:150). This transformation process is not possible unless school principals abrogate their personal authority, and adopt a democratic approach to school management. Although the involvement of all role players, such as teachers and parents, in the total transformation of schools is necessary, teachers should nevertheless form an integral part of the human resource available to the principal. The teachers need to be involved in the managerial process, which involves decision-making processes as regards their schools. Such a participatory managerial style will motivate teachers, and make them far more committed to the implementation of school programs in which they are an integral part.

### **2.4.3 Low morale**

The effect of the disruptive violence in our schools has resulted in a demotivation among teachers, which as Gregor observes is:

a significant contributing factor towards school in-effectiveness [as regards] the low morale of mostly the black educators. Their morale has been weakened by socio-economic factors and on-going political turmoil in black education since 1976 (1992:173).

Nasson and Samuel also confirm this phenomenon pointing out that:

This has unfortunately led to a laissez-faire kind of attitude in many schools and this has a negative influence. Most educators in black schools, especially since 1976, have been thrown into a collective identity crisis (1990:169).

As a result of this the morale of most educators seems to be at an all time low.

These disruptive circumstances place further pressure on management structures in mostly in-effective school. The undesirable conditions and current occurrences, such as lawlessness put pressure on the principals and their line functions. Principals have to deal with issues such as, staff absenteeism, the problem of poor performing educators, motivation of those who are running out of hope, controlling disruptive learners and to motivate those learners, who have lost hope in education (Dunham 1984:69-70).

All these factors have impacted negatively on the morale of principals, educators and the learners.

#### **2.4.4 Political activism**

Schools have become the battleground for a diverse range of covert political ideologies and hidden agendas, which are preventing South African schools from functioning effectively.

The current conditions in many black schools, especially high schools which are ineffective, indicate that black education is overly politicized and unionized. This is at the expense of the learners who are the primary clients in the schools. This is in part because some educators and even some learners fail to differentiate between their rights as workers and their obligations as professionals and learners. Indeed the crisis of 1976 and later in the early 80's, demonstrate the extent to which educational institutions had become sites of the struggle in South Africa (Kallaway 1984:19-20).

At times it is difficult to discern whether educators are political activists or educational guardians of the learners across the political spectrum. Political activism sometimes precedes the noble aim of education and the role of educators in the schools. A sense of purpose is thus sometimes needed due to too much concentration on party politics in schools. The learners often do not get the education they so much need and deserve to be able to occupy their rightful and respective places in the society (Ball 1994:33). This helps to suggest the harm done to the learners where politics supercede learning.

As a result of this political intervention in schools managerial and academic effectiveness are undermined to such an extent that some schools have been reduced to a state of anarchy where there is no effective tuition. The crucial role of education is then to organize and provide for the economic growth, social harmony and the ultimate fulfillment of individual aspirations, for which it is being made responsible (Ramusi 1998:5).

The problems facing education are immediate problem in the present, and as such must be approached objectively so that solutions can be found. Although there may be contributory problems, which may lie in the past, the problems cannot be eradicated or altered, therefore Jeevanantham's comments about the crisis in education are most relevant:

[There is a crisis in education]. Anybody who denies this would be blind or so dishonest, that they refuse to admit something that is obvious to almost everybody, even those people not remotely associated with education in any way (1998:1).

This sentiment is further endorsed by Ghosh and Tarrow who state that, "the time is therefore now for South African educators, educationists, parents and the learners to stop the popular "blame apartheid" bandwagon" (1993:38) and is finally confirmed by the wise words of Bishop Desmond Tutu, who stated that apartheid cannot be held as an alibi for every wrong in the black community (Sunday Times 31 March 1991:2). This is even despite the fact that. The change from apartheid [education] to post-apartheid [education] in South Africa involves not only a political transition but also a mental paradigm shift, for those involved in change are personally challenged by the transformation process in education (Ramusi 1998:5).

Political activism cannot be allowed to continue interfering with the effective education and with the management of South African schools.

The current situation in many black high schools places an enormous pressure on principals who have to cope with union negotiations, such as time-off for unions' activities, school time-tables, labour relations, such as misconduct, being political scientist, mediators, accountants and entrepreneurs and these all at the same time (Zulu 1997:4).

This tremendous responsibility placed on the shoulders of principals. All these factors put together, cause many principals to be and to be viewed as in-effective. Indeed the noble role of the school, namely of a breeding ground for harnessing human resources for the future, is gradually slipping from its once solid grip (Sowetan 16 June 1999:16).

Unfortunately for some educators teaching has become just another occupation for the sake of earning an income devoid of any professional creativity, integrity or sense of social responsibility.

Most principals who do not belong to particular political or educator structures are often undermined due to their lack of knowledge of happenings in the political arena. Most of them are tossed around by opportunistic educators, who are not prepared to



work. This is evident in most ineffective schools where the crucial roles of principals and even their deputies in the management of schools are often interrupted (Ball 1994:62).

Thus it would appear that there is a definite need for principals and deputies to wield some form of political knowledge if they are to be able to stand their ground in the face of pseudo-political delaying tactics. Moreover there are also certain people within the school system who might attempt to cover up for their reluctance to work by manipulating the political system to their own personal advantage.

Thus personnel management is an important aspect of school management. This suggests that the way people, such as educators, are managed is increasingly becoming an important critical factor. The best way to actually improve the performance of the schools is to improve the performance of those employed in them (Sadler 1995:27).

This relates to the significant role played by the organizational culture of the school and its subsequent influence on school effectiveness. Hence many historically black schools in this post-apartheid South Africa need rehabilitation and sincere transformation to become effective.

The organizational culture of the school plays an important role towards school effectiveness. Thus the effectiveness of a school will depend largely on the organizational culture of the school. This culture refers to, among others, values upheld in the school as well as morals and codes practiced within the school (Tunica 1995:18).

Thus the culture prevalent in the school, will serve as a regulatory framework for the behavior of the educators and the learners.

In his discussion on non-commitment of management strategies Mosoge has the following to say:

Schools with cultures of non-commitment will therefore not be as effective as those with positive cultures of commitment to learning, to perform to the best of their abilities. The organizational culture within a

school will direct and guide events at school and this would be coupled with the school's agreed-upon comprehensive policy (1998:8).

From these comments it is obvious that political activism is a reality in most schools, which must not be ignored since it does have an effect on the organizational culture of the school. The discussion on political activism need not attempt to undermine those educators who are politically active and conscious, nor deny them their constitutional and political rights to belong to political bodies. It is merely a matter of educators getting their priorities right. The fact of the matter is that educators are dealing with young human beings who look up to them for guidance. This, at least, should be borne in mind as regards everything that the educators do.

#### **2.4.5 Lack of motivation**

One of the primary causes of school in-effectiveness is a lack of motivation amongst the management and learners. This sentiment is confirmed by Ghosh and Tarrow's following observation:

Educators and learners in most in-effective schools seem to lack motivation to work hard despite the problems experienced in education in general. This is partly why in some schools every wrong and problem is blamed on apartheid (1993:38).

The problems caused by lack of motivation cannot solely be laid at the door of apartheid. Such schools need, however, to realize that, although apartheid played a leading and decisive role in problems within black education, it is not the only responsible factor. Apartheid per se, is not the only reason for problems and lack of motivation in black education (Broadfoot 1993:36).

The educator's primary aim and concern should be centered on the child, who is placed under the educator's care to learn. This sentiment is supported by Professor Zulu who states it unequivocally and clearly to educators when he says, "having children in your custody should be your motivation to do your best for them, and your class is the system you should ultimately be concerned with" (1997:6).

This idea is further endorsed by Shapiro and Cole who emphatically state that, "after all, the primary goal of education is to actually ensure that learners learn increasingly varied and sometimes complex life skills of self management and survival (1994:1). This then is what should concern educators most. Seasoned educators need to possess

a strong drive to achieve optimism even in the face of the numerous frustrations of this transformation period. Not only should management and the educators remain positive during this transformation period, but a positive stance should be inculcated in the learners as well.

Conditions prevailing in most schools, especially those which are not effective, are both demotivating and demoralizing. This state of affairs is unfortunate because schools are most suited for the mammoth task of transforming the South African society, since they have an impact in the minds of the young. Educators need to provide their learners with positive ethos, which is conducive to effective purposive learning (Lund 1996:3).

For educators to achieve this goal, they need to be motivated themselves. For it is only possible to motivate the learners, if the educators themselves display positive and motivated behaviour.

If school management is to be effective it is essential that the learners be motivated. This motivation is essential, because in most instances, learners who lose respect for education, more often than not, have no motivation and driving force to learn and to do their schoolwork properly and without being pushed. To become the best teachers we have to do certain things. We have to ensure that we are punctual. Classrooms must be made to be pleasant environments (Jeevanantham 1998:3).

The learner, who loses respect for education, develops a negative self-esteem. It is thus the duty of the educator to boost the learner's self-confidence and realistic self-assessment. A lack of motivation thus contributes to school in-effectiveness.

Poor motivation causes the stakeholders in education to forget that one of the main objectives of education is to equip all learners with the necessary life skills to realise their highest aspirations in adulthood, which are, inter alia, to engage in work suited to their capacity, and adequately meet and fulfill the responsibilities of good citizenship. This should be the primary purpose of all education. Everything else should be considered of secondary importance.

#### **2.4.6 Attitudes and lack of commitment**

While it is important to reform schools if they are to be effective, it nevertheless does not help much to continue with reforms unless the school's stakeholders change, and an attempt is made to bring about a suitable paradigm shift. Unfortunately at present these changes in attitude are not being experienced in most schools, and as a result they are a major cause of schools being in-effective. More often than not, one sees educators and learners basking in the sun when they should be in their classes teaching. Such an incident, which recently occurred in Qwaqwa on 13<sup>th</sup> August 1999, was reported on a local radio station. A group of angry learners in one of Qwaqwa's high schools attacked their teachers throwing stones at them, as well as trying to beat them (Lesedi Stereo, 13 August 1999). The learners interviewed alleged that they attacked their educators because rather than teaching them, their teachers were always basking in the sun.

This lack of commitment exhibited by some educators results in many of them not completing their syllabi in time for the examinations. In addition there are many educators who display a total disregard for authority. This has resulted in an alarming number of cases of misconduct. In the Free State it was reported at a meeting in Odendaalsrus that about 800 cases were at present under investigation. Yet another way in which this disregard for authority manifests itself, is reflected in the deliberate refusal by some educators, and even learners, to attend the classes.

Some learners even stay out of school for greater part of the year only coming to school at the end of the year to write the final examinations. In some instances these learners are amazingly even allowed to write these examinations, despite the fact that they have not attended school during the course of the year. As a result these learners are mostly ill prepared for the examinations, and their efforts usually have an adverse effect on the end of the year results, which, in turn, contribute to the high failure rate in many historically black schools. In fact, most of the schools used during the course of the research are victims of this sad state of affairs. Unfortunately such learners are abusing the right of the learner to education, while also creating a number of disciplinary problems for the principals and educators at schools. This practice

impacts negatively on the morale of those learners who have worked consistently throughout the year.

The challenges facing South African schools demand that they should take stock of the numerous transformation processes taking place, and select a clearly defined path with clearly defined managerial aims, and not allow themselves to become ensnared by the multiplicity of options open to them. Nasson and Samuel allude to this danger as follows:

It is appropriate to state that in a post-apartheid South Africa all spheres of life will have to be informed by a completely different set of values and beliefs about the purpose of education as well as positive attitudes (1990:167).

It is thus clearly the duty of these disadvantaged schools to take on the responsibility of rehabilitating themselves. The previously disadvantaged and the presently ineffective schools need to take stock of themselves and of their business. Such schools really need to find some ways through their struggles to life-affirming education and humanization (Freier 1990:43).

UNESCO further endorses this in their article on educational reforms as follows: Such values are evidently absent from many schools, yet educators and educator organizations seek educational reforms (Educational Reforms 1979:103).

It is thus clear that if these reforms are to be successfully implemented in South African schools, there must be a firm and deliberate sense of commitment and dedication to these ideas by all the role players namely: the Department of Education, principals, educators and learners. It is only through this sense of commitment that a quality service can be given on all levels, thus enabling ineffective schools to become effective.

#### **2.4.7 Culture of resistance**

The conditions prevailing in ineffective schools suggest that there is a culture of resistance, which has been adopted by both educators and learners, and that it functions on both an active and passive level. The authority and managerial status of principals is tacitly subverted by educators in that they leave their schools without giving adequate reasons. Other just use the vague and convenient term 'personal' as

an excuse for leaving their schools early. Personal matters should be dealt with after school hours, as such misuse of school time undermines school effectiveness, which, in turn, leads to poor final results at the end of the year.

As Dunham points out, “this culture of resistance leads to considerable frustration and anxiety when the role and authority of the principal and other line managers is being deliberately undermined” (1984:72). If the managerial personnel and educators abuse school time, one cannot expect the learners to be punctual and use their time effectively. Ladd points out:

Resistance by the learners makes things even worse. Some learners have also adopted the culture of non-commitment and willful disregard for authority. They have lost sight of the importance of education as an empowering tool (1996:3).

It is thus difficult, if not impossible, for schools to be effective under such trying circumstances. It is absolutely essential that educators be involved in effective tuition of the learners, and that the learners also understand what they are learning, and why they are learning specific subjects. Hence there is an urgent need to foster positive interpersonal relations among the educators, with those in management and with the learners.

Opposition to management structures in schools causes a breakdown in school effectiveness as is reflected in Dunham’s following observation:

Resistance causes unnecessary stress and frustration to the heads of schools, who are eager to try, test and implement curricular and organizational development in their schools. This becomes even worse when the staff finds itself in an atmosphere of non-cooperation and very silent militancy, to render principals useless and ineffective (1984:67).

This is also applicable to uncooperative learners who “must be taught values and morals for them to value their own education,” (Straughan 1989:93) if they are to develop a sense of responsibility and demonstrate commitment, while refraining from unruly and disruptive behaviour. Thus the learners also have an important contributory role to play in the achieving and maintaining of effectiveness in schools.

#### 2.4.8 Management styles

The transition from the authoritarian to a more open-ended management style is also fraught with problems, which are having an adverse effect on the effectiveness of South African schools.

The management styles of principals and their line managers must also be looked at in relation to the current conditions in the schools. This is often linked to the effects of apartheid structures in education. Many “old order” principals who served during the fierce apartheid era of non-consultation and submissiveness, still hold on to authoritarian attitudes of management. Some of them see educators and learners as mere subjects of management relegated to the status of human resource and nothing else. Under such managers, educators are not involved in the affairs of the schools, except to carry out orders (Ball 1994:62).

As Dunham points out such a closed-door policy,

builds resistance on the part of the educators. Conflict is often reported because of the uncertainty about what the role of educators in the school is and confusion about the expected responsibilities ... One deputy principal e.g. complained that one has to bear the pressure that includes having to deal with the problems beyond one's scope. He actually referred to problems such as having to act as a psychologist, sometimes as a psychiatrist, then as a social worker and even as a marriage counselor (Dunham 1984:72-74).

All these problems arise as a direct result of the authoritarian managerial style of principals, where staff members are not properly empowered and informed as to:

- exactly what is expected of them
- the reason as to why they are doing a specific job
- how their contributions will benefit the school as a whole.

As a result these staff members feel excluded and marginalised, which undermines the school's effectiveness.

Awareness of the needs of staff by principals is thus an important aspect of school effectiveness. Educational leaders such as principals must realize that schools need to transform for the better and the very heart of this transformation, is the stark realization of the importance of people within educational institutions and management (Sadler 1995:27).

It is thus obvious and imperative as Mosoge indicates that, “the principal must as a result consult with the staff on the activities at school. Consultation and exchange of opinions must constantly take place between the principal and educators” (1998:5). It is thus obvious that for a school to be effective there must be constant interaction between the principal and staff in a spirit of genuine and democratic co-operation. It is only through this type of co-operation and interaction that the school activities will be truly co-ordinated.

This idea of the school’s management structures working as an integrated team with a common goal is ever important for schools to achieve effectiveness. The whole staff (under the leadership of the principal) and the school’s management team, the learners and parents have to jointly, but strategically, determine the focus of the school. This is because every one of them has a particular role to play in the development of the school. They must all ascertain what they should be doing to enable the learners to make the desired progress in their schoolwork (Quinn 1999:22).

It is thus essential that a participatory management style be adopted by principals if they wish to have an effective school. The principal has a team of highly qualified specialists in a diverse field at his or her disposal, and by using a participatory approach to management, the principal will be able to harness and draw upon a wide range of skills and creativity, which can but only be of benefit to the running of the school. The old adage ‘two heads are better than one’ is most certainly applicable to this situation.

As the leader of the school’s management team the principal must motivate his staff, as is asserted by Steyn in the following article on Educational Management:

Principals have to inspire their educators and learners to work hard in an attempt to achieve the goal-oriented ideals of the school. They have to be visionaries with visions of better schools (Steyn 1995:6-7).

Educational managers should never become inflexible army officers with rules set and decided upon without any appropriate consultation. The truly democratic managers will effectively and systematically coordinate the activities at their respective schools with committed dedication.

## **2.5 Effective schools**

The central aim of this study is to compare effective schools and in-effective schools from the same township conditions, as well as to investigate the role of human



resource management in both types of schools. The following schools are apparently managing to function effectively despite the political turmoil experienced (Sunday Times, 16 January 2000: 17-21):

- Aha Thuto High School, Orange Farm
- Motswedi High School near Zeerust
- Reasoma High School, Soweto
- Tsoseletso High School, Bloemfontein

These schools seem to have focused on improving the standards and quality of their learners. Such schools are doing their utmost to create trust among educators, learners and their respective communities by making them an integral part of the planned improvements. It is thus no wonder that at the beginning of each academic year parents queue outside these schools in the hopes of registering their children in these schools. The success of these schools has imparted an external accountability and creditability to the public in general, which bears witness to genuine educational commitment and confidence which these schools have developed and attained. These schools have thus successfully adapted to the culture of change required by the transformation processes which the entire country is at present undergoing.

These schools serve to indicate that although the situation would appear really bad in many schools, not everything is lost. This transformation can only take place if the stakeholders in education realize their roles and change accordingly. There are many schools, which despite the adverse socio-economic conditions are managing to perform exceptionally well. The mentioned high schools managed to exceed an 80% pass rate for their Grade 12 results in 1998: Aha Thuto, Reasoma, Motswedi, and Tsoseletso. These excellent results were achieved by these schools despite the similar environmental circumstances shared with those schools which performed ineffectively.

These schools continued to perform extremely well during 1999. Tsoseletso high school again obtained a pass rate which exceeded 80%, while Motswedi and Reasoma's pass rates were in the 60%-79.99% range (Sunday Times, 16 January 2000:17-21). This further demonstrated the level of commitment of these schools.

The aim of this research is ascertain why some schools are effective and others not, despite the fact that they both function within milieu of almost identical socio-economic environments. Furthermore a shortage of funds is a national problem which affects all schools throughout the country, while provincial problems such as a shortage of textbooks, classrooms and in some instances even educators, may vary slightly from province to province, they are nevertheless problems common to most provinces. This affects all the schools in the same way and to a similar degree, so that school operating environments are relatively the same.

Tsoseletso, a high school in Mangaung, is performing very well, while conversely surrounding schools are not functioning effectively. The commitment and dedication of the educators and learners at Tsoseletso High School is reflected in the willingness of both educators and learners, who are always prepared to reopen their school long before the official reopening of the schools in the Free State Province. This commitment and dedication to a culture of learning is again reflected in the fact that they are prepared to go the extra mile in their quest for quality education, teaching and learning, and it is this attitude which differentiates them from the surrounding schools. Tsoseletso High School seems to believe that “one cannot step in the same river twice”, namely, that river where they were previously inferior and underlings (Netzer, Eye, Dimock, Dumont, Homme, Kast & Knezevick 1970:22).

Tsoseletso high school has become the pride of the Free State Education Department and indeed the pride of the so-called township schools, seem[s] to have passed the acid test [as to] whether or no[t] they [will] be able to continue to provide real quality education experiences for every learner (Fourie 1998:56). As the school’s results have been rather consistent over the years, it would seem that they have passed the ‘acid test’ as referred to above.

The school has succeeded in building an effective and desirable learning community on a strong foundation of commitment and dedication, which is guided by a clear vision towards educational goals of excellence and a culture of learning.. The management seems to know and understand what it is that they want for their learners, and indeed seem to be having an integrated plan of development for the school to which all stakeholders display unrelenting commitment. Educators in this particular school, and other equally effective schools, seem to demonstrate “a passion

to work for the reasons that go beyond money or any coveted status or incentives. They merely have the propensity to pursue their school-based set goals with energy and persistence.” (Quinn 1999:5).

This all important goal setting is an important aspect in achieving effective school management as is indicated in the report entitled ‘Beyond Apartheid’:

Such schools seem to have realized that education in the post-apartheid South Africa must meet the qualitative and quantitative needs of the economy at a time of rapid technological change (Beyond Apartheid 1991:73-74).

Educators in these effective schools seem to appreciate that the educational system is vital in the lives of the learners and that they, as educators, have also come to realize how much impact they have on the lives of the learners (Askew 1998/1999:15).

Unfortunately this commitment and dedication to a culture of learning is something that must still be realized by those in ineffective schools.

The dynamic nature of the present transformational processes in education has affected all South African schools. The need for every school to achieve good results has been so relevant and so imminent in the new South Africa. Such schools are best termed moving schools where there is a healthy blend of change and stability (Leask and Terrell 1997:53).

These four schools as mentioned above have all accepted the changes demanded by transformation, and are also committed to a culture of learning where continuous improvement is taking place, even though it is under the same township circumstances. The secret of these schools’ effectiveness is to be found in their strong organizational skills and commitment.

These effective schools are believed to have taken up the challenge of transformation, which has included reviewing the changing role of management in the process from the old order of Apartheid to the new democratic order. The passive resistance to the old order type of management, which was characterized by a one way, top-down line of communication and command, manifested itself in the Soweto riots of 1976. From this revolutionary watershed emerged a new participatory form of management, which is to be yielding some good and creative results in certain schools.

Educators in effective schools are not merely subjects to be manipulated by the management or the principal per se, but are rather actively involved in their schools' strategic planning.

It appears as if their views are taken into consideration since they are important stakeholder and they impact at first hand level in the lives of the learners. This is important because educators are influential in sustaining and maintaining standards in schools. For schools to maintain these standards, they need better educated work forces, which will in turn mean that they (schools) will have to dramatically improve the way in which they educate all the learners (Dimmock and Donoghue 1997:9).

The leadership and management styles of principals also need to undergo a transformation. Principals in these schools have apparently adopted visionary methods of leadership and management, which involve consultation with colleagues. Furthermore, they have some common school-wide policies, which establish clear academic and behavioral expectations, which are realistic and meaningful to both learners and educators (Ramusi 1998:9).

Furthermore as Reynolds points out if an acceptable degree of school effectiveness is to be attained, then it is important that a positive attitude among management be maintained: "These effective schools have climates and cultures that encompass positive attitudes, behavioral and organizational structures which in turn influence school effectiveness" (1985:54).

As Ramusi points out it is also important that the curriculum be designed in a realistic way that meets the needs of the learners without compromising standards: "Effective schools, furthermore, match the curriculum with the needs of the learners being catered for. They set high but not unrealistic academic standards in line with the set benchmarks." (1998:10). This idea is reinforced by Ball who claims that, "with this in mind, these schools promote the national curriculum which is intended to put real knowledge back into the schools and to discipline both educators and learners." (1994:33). These approaches to curriculum demand positive instructional leadership by both the principals and educators.

The role of the principal in the New South Africa, which is undergoing a radical transformation, is no easy task. The role of the principal is multidimensional in the management of the school. It is evident that principals and other members of the management in these (effective) schools are prepared to serve as school-based coordinators acting in concert to keep the South African dream of nation building realizable. They are prepared to act as troubleshooters in the process of transforming their schools. These are people who encourage others and create opportunities for their active participation in the lives of their schools (Askew 1998/1999:26).

Schools of this nature do not make apartheid a perpetual excuse for every wrong in the education system and the provision of education per se. These schools rather count on active participation of all the stakeholders, and as a result there is significant and active parental involvement in these schools.

With the change to an Outcomes-Based education there has been a shift in emphasis from a teacher-centered to learner-centered education. Learners in the effective schools seem more involved with their education and they are more motivated than those in the ineffective schools. One learner in such a school stated that some educators care enough about their learners that they are prepared to tear down the barriers in the educator-learner relationship without forgetting that their main role is to keep the learners interested in learning and self growth (Askew 1998/1999:15).

Obviously this is what is expected, and what should be echoed by every learner about all educators, but it is unfortunately not always the case due to the prevailing circumstances in the various schools. It must be emphasized that just because there is an emphasis on the learner, this does not mean that the teacher's role is no longer pertinent. The teacher must now become a 'facilitator' who nurtures the learners, and must create a positive culture of learning if the learner-facilitator interaction is to be successful. Just as the new management style is participatory, so is the teaching style in the classroom.

## **2.6 Conclusion**

As Education has an important role to play in the transformation of South African society the undesirable conditions, which are rendering many schools totally ineffective, cannot be ignored.

In order to achieve effective human resource management in South African schools, it is important that the inputs of the educators, learners and parents in normalizing the schools be revisited. In the discussion on effective schools it has clearly been shown how these aims can be achieved, if all stakeholders in the educational process play an effective role. Thus educators and learners in particular can bring about great changes in their schools, if they are motivated.

The transformation, which South Africa is at present undergoing, demands a paradigm shift. In this regard Askew has made the following observations:

Post-apartheid South Africa demands of every educational institution to re-examine their mission and functions, to reconsider changing expectations and demands and to rethink their businesses (1998/1999:4).

Educators have to take stock of their roles in educating the youth of South Africa. This means that to be a dynamic educator one should touch and influence the lives of one's learners in every sphere. Educational leaders, such as principals must also re-examine the way in which they manage and lead their institutions. The importance of effective educational human resource management cannot be overemphasized. It is thus appropriate at this stage to start by examining human resource management, development and training in an attempt to show how from an educational perspective they relate to the transformation of schools.

## CHAPTER 3

### A THEORETICAL OVERVIEW OF HUMAN RESOURCE MANAGEMENT

#### 3.1 Introduction

In the preceding chapter an attempt was made to show how important human resources, such as educators and learners, are in the effective running of schools. An attempt was also made to demonstrate what happens when a spirit of commitment, cooperation, mutuality and common drive is non-existent among its stakeholders. Every organization is thus, managed and staffed by people. The importance of human resources is reflected in Casio's comments that:

The challenges, opportunities and indeed the frustration of creating and managing organizations frequently stem from the people-related problems that arise within them ... This is precisely due to the fact that every organization is comprised of people, who perform specialized tasks that are coordinated, such as in the schools. Every one in the school is supposed to enhance the value or utility of some good service in the pursuance of their various duties (Casio 1992:5-7).

The complex, interactive and dynamic nature of the stakeholders in a school organizational structure serves to underline the important role of effective human resource management, as a management discipline, in the success and effectiveness of organizations. This idea is confirmed by Beardwell and Holden's observation that, "management of employees is therefore one of the key elements in the coordination and general management of work organizations" (1994:24).

The way in which people are managed is decisive and calls for purposive human resource management, appropriate staff development and relevant training of personnel. Hence in this chapter attention will be paid to the theoretical overview of human resource management so that one is able to discern its relevance and applicability to schools.

Of prime importance is the potential for diagnosing causes of school ineffectiveness. It is hoped that through effective educational human resources management, schools can be rehabilitated to such an extent that they become as effective as expected. Through effective human resource management, collective commitment to agreed organizational goals can be optimized (O'Neill, Middlewood and Glover 1994:5).

All the managers and the line managers must employ their leadership skills in such a way that their staff remain motivated, guided, supported and encouraged.

### **3.2 Definition of Human Resource Management**

As the dynamic nature of human resource management is demonstrated by the plethora of definitions and sometimes contradicting assumptions on what human resource management is, a selection of definitions by various authors of human resource management will be provided as follows:

- Human resource management is, by definition a specialty field that attempts to develop programs, policies and activities, to promote the satisfaction of individual and organizational needs, goals and objectives (Singer 1990:3).
- It includes the recruiting, selection, maintenance, development and utilization of and accommodation to human resources by the organizations (Gilley & Egglund 1989:7).
- Human resource management is therefore composed of policies that promote mutuality, mutual goals, mutual influence, mutual respect, mutual rewards and mutual responsibility (Singer 1990:15).

The common factor between these various definitions as Walton points out is that: "human resource management stresses mutuality between employers and employees" (1985:2). The focus of this theory is that policies of mutuality will ultimately elicit commitment, which in turn will yield both better economic performance and greater human development. This, in turn, means that effective human resource management does not exist in a vacuum, but must be related to the overall strategy of the organization and people within the organization and is influential in the life of the organization.

The principal, as leader of the school organization, must continuously encourage



his/her staff to attain maximum quality. This is reflected by Beardwell and Holden who stress the necessity of motivating the members of the workforce as follows:

Central to the organization is matching the size and skills of the workforce to the productive requirements of the organization, and by raising the quality of individual employees' contributions to production, organizations can make significant improvements to their performance (1994:74).

Concomitant to the ability to motivate staff members, is the notion that the quality of an organization's human resources represents a critical success factor. As Beardwell and Holden have so aptly pointed out:

human resource management is about the effective management of people in organizations for quality production to the benefit of both the organization and its customers or clients ... [Thus human resource management views people] as assets, to be developed and utilized in a productive way rather than the costs to be minimized or eliminated (1994:376).

The definition of human resource management is characterized by its dependence on integrating the importance of human resources into the organization's strategic policy and planning and, ensuring that all the line managers adopt its principles as part of their everyday's work (Thomson and Mabey 1994:6).

It is therefore important that while human resource policies and procedures make major contributions to the achievement of organizational objectives and strategic plans, it is also important that they need to be closely linked to them.

### **3.3 Principles of Human Resource Management**

#### **3.3.1 Human Resources are key organizational assets**

As people are human resource upon which organizations draw, they are central to the activities and eventual success of organizations. Organizational performance is therefore dependent on the quality of employees efforts towards the success of the organization and their ability and motivation to perform (Beardwell and Holden 1994:74).

The role of the management in this regard is thus to obtain, develop and motivate the human resource required by the organization.

The interaction between the human resources of an organization is important. The management must create a climate of employee relations which develops feelings of mutuality and encourages co-operation and making the best use of the skills and capacities of all those employed in the organization (Seifert 1996:9).

This sentiment is reinforced by Thomson and Mabey as follows:

Hence people are of cardinal significance within organizations. People are indeed the most important resources an organization has. Managing them effectively is the key to organizational success (1994:6).

### **3.3.2 High Level of Commitment**

If an organization is to be successful there must be a high level of commitment among its staff. This principle entails the notion that all managers are responsible for human resource management and thus the culture of the organization needs to value human resources and pervade the organization from top to bottom. This would, to a great extent, ensure that all members of the organization work together with a shared purpose and maximum commitment. They would be committed to the goals of the organization and this would lead to organizational effectiveness. It is then probably true that it is mostly through individual motivation and commitment of all the staff members that the organization will flourish (Fourie 1998:27).

As Beardwell and Holden point out, "The role of the management is to be concerned with both behavioural commitment to pursue agreed goals and attitudinal commitment reflected in a strong identification with the organization as a whole" (1994:18).

Beardwell and Holden further point out that:

What is important therefore, is the way people are managed, which is the responsibility of all the line managers. The management must be concerned with measures to improve co-operation, communication, consultation, participation, job satisfaction and quality of working life of the employees (1994:377).

It is therefore absolutely necessary for the management in an organization to build a sense of ownership of the vision of the organization because this would bring about commitment in achieving the said vision (Arcaro et al. 1995:14).

### **3.3.3 High Quality**

All members of any organization should be truly concerned about the quality of their work. This idea is reflected in Casio's following observation:

All managers and employees need to be concerned with high, quality production in line with the organizational goals and objectives. All managers are, as a result, accountable to their organizations in terms of the impact of their human resource activities such as motivation (Casio 1992:xxv).

This idea is reinforced by Kreps who claims that, "The manager's basic task is, accordingly to create an environment in which all subordinates can contribute their full range of talents to the accomplishment of organizational goals (1990:86). This would bring about high quality service and production within an organization. The manager of an organization, or principal in the case of a school, must make sure that he or she uses the human resources at his/her disposal creatively, so as to make sure that maximum benefits are derived from these resources. As Thomson and Mabey point out: "Successful human resource management therefore, has dedication and credibility as attributes (1994:15).

Thomson & Mabey have the following advice to offer as regard dedication of the members of an organization: Dedication refers to the commitment, which follows vision and empowers itself and enables others to provide quality service. Credibility on the other hand, refers to management and employees taking pride in the quality of work they have accomplished (1994:15).

High quality is thus an extremely important principle of human resource management, as is confirmed by Harris, Nigel and Preedy who state that: "Through striving towards high quality, the organization must be concerned with meeting the needs of their customers or clients." (1997:164).

### **3.3.4 Flexibility**

Flexibility, an important component of management, refers to the manner in which the manager utilizes the human resources at his or her disposal. This [Flexibility] refers to the managers' way of managing. The managers should attempt to continually expand the areas when subordinates exercise self-direction and self-control as they develop and demonstrate greater insights and ability in line with the goals of the organization (Kreps 1990:87).

Managers should not adopt rigid stagnant management styles, which do not allow for flexibility, as the employees internalize the organizations' objectives for themselves.

Beardwell and Holden offer the following definition of flexibility:

Flexibility in this human resource context is further primarily concerned with what is sometimes called functional flexibility but also with an

adaptable organizational structure with the capacity to manage innovation (1994:18).

The following extract from *Developmental Appraisal for Educators* encourages creative and innovative approaches to the stakeholders of an organization:

It must be recognized that some line managers and other lower rank employees have the capacity to be innovative, for the benefit of the organization. They need management, which allows them to exploit their talents, as long as it is in the best interest of the organization and it is within the parameters of the organization's goal and objectives. Flexibility could also help the organization's management to develop and confirm probationers (1999:2).

In his article on human resources Wilson (1992:12) discusses the ability of organizations to integrate human resource management into their strategic plans to ensure the involvement all stakeholders in order to bring about educative teaching and learning and coherence of line managers to incorporate a human resource perspective into their decision making. This kind of flexibility helps to open channels of communication to build trust and commitment. The employees will also be encouraged to accept change as an organizational norm and an opportunity to contribute towards the organization (Thomson and Mabey 1994:7).

### **3.4 The Purpose of Human Resource Management**

Beardwell and Holden have the following to say about the purpose of human resource management:

The purpose of human resource management is principally to develop policies on staff recruitment, selection, appointment, induction, training and evaluation. Human resource decisions based on these key aspects should be integrated with other organization's key business decisions at a strategic level within the organization (1994:74).

Effective human resource management will thus bring about organizational effectiveness since it will ensure that there is a sense of direction and purpose within an organization.

### **3.5 Objectives of Human Resource Management**

Human resource management as a sub-discipline of educational management has a number of objectives, five of which will be discussed in this study. These objectives

are geared towards providing effectiveness in organizations such as schools. They are: fostering corporate identity, improving human resource planning, providing appropriate training, promoting staff performance and influencing the direction of the aims of the organization.

### **3.5.1 Fostering corporate identity**

Fostering a corporate identity manifests itself in the 'ethos' of the school, and it is therefore an important self-image of the school which should include all its ideals and aims. Farnham and Horton have the following comments to make as regards the fostering of corporate identity:

Human resource management is aimed at creating a sense of purpose for all the members of the organization. This is mostly done by treating everyone as respected contributors to the success of the organization and by taking the involvement of every employee seriously (1996:336).

### **3.5.2 Improving Human Resource Planning**

Like any good organization, a school should constantly be improving upon its human resources. Improved human resource planning is necessary to facilitate achievement of the organization's objectives, in terms of its aims and objectives. Employees are therefore informed about the goals and objectives of the organization, its achievements, plans for the future, policies and activities of the people within the organization (Farnham and Horton 1996:143-135).

This would result in better human resource planning for the organization. Training is thus important in this respect.

### **3.5.3 Providing appropriate training**

For any organization to be effective it is imperative that the staff should regularly attend courses to improve their knowledge and skills. Provision of appropriate training and development is an essential objective of human resource management. Such training will help the managers to facilitate the highest standards of work throughout the organization for the best interest of all within the organization (Farnham and Horton 1996:334).

More will be said about this aspect of training and development later.

### **3.5.4 Promoting staff performance**

As in any organization the encouraging of staff is of cardinal importance in schools, if an effective utilization of human resources is to be attained. This sentiment is expressed aptly by Farnham & Horton as follows:

Human resource management is also directed towards the promotion and facilitation of the highest possible level of staff performance, motivation, job satisfaction and commitment to the organization's aims and objectives (1996:334).

This is further endorsed by Arcaro et al. as follows:

Continuous improvement by the employees offers the opportunities for better change and contribution towards the success of the organization. This would lead to total quality management and production (1995:155).

### **3.5.5 Influencing the direction of the aims of the organization**

In their discussion on the aims of an organization Farnham and Horton claim that, "through effective human resource management, the staff is encouraged to work positively towards and influence the direction and implementation of the aims and objectives of the organization" (1996:334). This entails clarification of the statements and the aims and objectives of the organization. Resources related to the objectives must also be clear to the employees, as once the employees understand and subscribe to the aims and objectives of the organization, they will be firmly committed towards the achievement of these objectives.

One method of implementing this strategy is through delegation. The staff could therefore, also be delegated some appropriate responsibilities. Delegation of responsibility must filter down to the lowest possible level moreover all the employees shall have internalized the value, aims and objectives of the organization (Farnham and Horton 1996:335).

Doherty on the other hand asserts that, "it is the ultimate responsibility of the management to develop and sustain a vision that gives the organization a sense of direction in an attempt to achieve its goals" (1994:83).

## 3.6 Human Resource development

### 3.6.1 Definition

As different theorists have laid different emphases on various aspects of human resource development, an attempt will be made to examine the definitions given by different theorists:

- In their definition of human resource management Bryan and Schwart stress the training of staff as follows:

By definition, human resource development is a systematic process that includes training and development, organizational development and career development to enhance individual, group and organizational effectiveness (1998:15-16).

- Beardwell & Holden see human resource development in terms of the integration of employment relationships within organizations as follows:

It is hoped that through human resource development, issues of the linkages between the employment relationship and wider organizational strategies and corporate policies could be brought forward (1994:9).

- Human resource development could also be defined as the strategic management of training, development and of management interventions, so as to achieve the objectives of the organization while at the same time ensuring the full utilization of the knowledge in detail and skills of individual employees ( Thomson & Mabey 1994:20).

- O'Neill, Middlewood and Glover see human resource management in terms of staff development within the organization as follows:

Human resource management is also seen as a generic term for the management and development of staff within organizations ... It attempts to a broader, strategic and more dynamic interpretation of the role of effective staff management in organizations (1994:11).

The one thing in common with all the above definitions of human resource development is the agreement on staff training and development.

### **3.6.2 The Purpose of Human Resource development**

Some five purposes of human resource development will also receive some attention due to their relevancy to this study. They are: inducting people within the organization, improving skills of employees, analysis of job context managing performance and identifying training needs.

#### **3.6.2.1 Inducting people within the organization**

O'Neill, Middlewood and Glover have made the following observations about the induction of personnel into an organization:

Induction is essentially an initiation into the job and the organization. Human resource development is there to recruit and then induct people employed by the organization (O' Neill, Middlewood and Glover 1994:67-68). Any organization committed to effective management of human resources needs to manage quality induction for all employees taking up new posts, either totally new people or existing people in new positions .

It must thus be remembered that induction is also centered on three major purposes. These are, socialization of employees among other colleagues, achieving competence in the new post through overcoming the initial shock of the new immobilization and the new organization and job demands, and exposure to institutional culture, especially to those who are totally new in the organization (O' Neill, Middlewood and Glover 1994:67-68).

Whereas Thomson and Mabey have the following to say about induction: "This task entails effective deployment of employees within the organization to maximize productivity and effectiveness of an organization." (1994:7), Rothwell & Kazanas have made the following observations:

Human resource development is concerned with employee development, which in turn, contributes to organizational learning by cultivating the collective skills of individuals in group settings (1994:397).

Finally O'Neill, Middlewood and Glover have the following comments to make as regard induction through transfer or promotion:

This could, to a greater extent, facilitate the induction of new employees and those taking new jobs through transfer or promotion. Induction will be



most effective if it is planned to begin the moment an appointment is confirmed because this will help to accelerate adaptation and continuity of quality service and production (1994:55).

### **3.6.2.2 Improving skills of employees**

The fact that the educators at a school, as in any other organization, need to have their skills continuously improved, is of paramount importance. Human resource developers need to continually identify and improve the skills of existing and long serving employees so as to establish effective deployment. This process will also serve as motivation to the rest of the employees (Thomson and Mabey 1994:7).

Thomson and Mabey further claim that: "Human resource development creates a general climate of learning and improvement in the organization. Focus, here, is on the learning of new skills, improving and the reinforcing of existing ones" (1994:214). The development of staff skills is done in accordance with the organizational goals and the belief that, within each member of the staff there is a vast creative potential waiting to be unleashed.

### **3.6.2.3 Analysis of job context**

All activities related to job descriptions within an organization are governed by the aims and objectives of that organization. In this respect Thomson and Mabey have made the following observation: "The other purpose of human resource development is to analyze the job context of all the employees in close relation to the organizational objectives and individual skills on a regular basis." (1994:7). If the organization is to be effective, the planning, description and allocating of jobs (work loads descriptions), should be done within the contextual parameters of that organization, so that the staff know exactly what is expected of them, and how they can contribute towards the realization of the organization's broader aims and objectives.

By letting the employees feel they are contributing towards the goals of the organization management can increase employees motivation, dedication and loyalty to the organization as is alluded to by O'Neill, Middlewood and Glover in

their observation that:

“The organization must provide its employees with opportunities to feel that they and their work are valued and developed within an encouraging positive environment” (1994:28).

This can be achieved through an effective analysis of the contextual significance of job descriptions for individual employees within the organization, which it will give them a far better understanding of the various responsibilities, roles and functions expected of them within the context of the broader aims and objectives of the organization.

#### **3.6.2.4 Managing performance**

Performance management and improvement is another purpose of human resource development, whereas Thomson and Mabey point out: “Identification of key tasks is used to manage and measure performance within an organization so that it could be possible to plan programs for staff development” (1994:7). Control of performance in the pursuit of excellence is of utmost importance if an organization is to be effective.

Human resource development serves as a tool in pursuit of quality, cost reduction and some form of enhanced performance. Commitment and performance have to be actively managed rather than simply be assumed or left to chance (O’Neill, Middlewood and Glover 1994:25).

This notion of managing performance should thus be underpinned by a carefully planned and purposive motivation on the part of the management. In other words quality assurance as regards the managing of performance is not something that will just happen of its accord, it needs constant attention and insightful planning.

#### **3.6.2.5 Identifying training needs**

The training needs of an organization, which are an integral part of human resource development, should be identified and the plans drawn up as to how the necessary training will be provided. This process is alluded to by Thomson and Mabey as follows:

Through human resource development, training needs of the employees are identified and plans could be made to provide the necessary training. Training is also provided to improve current performance and to enhance individual careers within the organization. Individuals are afforded opportunities for individual self-development and personal growth (1994:7).

By providing such in-service training programs an organization is able to encourage employees to accept internal changes as well as the socio-political changes, which are at present being experienced throughout the country.

Human resource development is a tool for engineering change within the organization because of the growing recognition that it can be a key device in engineering change as a way of managing people. Riches argues that,

the importance of motivation lies both in the recognition that people are the key resource and an awareness that training and development are key elements in promoting enhanced levels of motivation amongst, and contributions from, staff (1994:25).

The actual basic purpose of human resource development is thus, to prepare people, within the organization, for dealing with the future. Development, as in human resource development, is a long-term process and it helps individual employees to be better equipped, now and for the future (Rothwell and Kazanas 1994:117).

### **3.7 Human Resource Training**

#### **3.7.1 Definition**

In order to define the field of human resource training, recourse has been made to those various aspects highlighted by the following authors:

- For Farnham and Horton the motivating force behind human resource training is the need for competent and qualified employees:

The whole issue of human resource training and of-course, development is crucial to the theme of managing human resources. This is precisely, because an organization requires competent, qualified and committed employees for it to flourish (1996:32).

- For Rae the motivating force behind human resource training is the need for effective personnel: “After all organizations get things done when people do their jobs effectively and training can help them to be as effective as they can” (1994:8).

- For Bush and West-Burnham the motivating force behind human resource training is the need for strategic objectives of the organization which: “can also be promoted through effective human resource development and training” (1994:200).
- For Rothwell and Kazanas the motivating force behind human resource training is the need for narrowing the gap between staff knowledge and skills:
 

Training of employees, in terms of human resource, could be defined as, learning related to the present job, which narrows the gaps between what the individuals know and can do, and what they should know and do (1994:397).
- For Rothwell and Kazanas the motivating force behind human resource training is the need for short term change in the organization: “Human resource training is a short-term change effort for improving the present job performance, hence employee training is closely associated with human resource development” (1994:397).
- For Storey & Sisson the motivating force behind human resource training is the need for set targets which reinforce the aims and objectives of the organization:
 

Effective human resource training affords the organization to set individual performance management targets which are related both to the operating unit and wider organizational objectives since all the employees would be empowered through training (1996:19)
- For Bryan and Schwart the motivating force behind human resource training is the need for the developing of work related skills. For them: “Training thus, helps individuals to gain key workplace competencies to meet requirements for current or future occupations.” (1998:15).

In summary then human resource management training is essential in any organization if one wants effective staff who is competent and suitably qualified. It should also include strategic planning within the broader framework of the organization’s aims and objectives. It must promote efficient production by narrowing the gap between work-related, employee knowledge and skills. The training can be either short or long term related, depending on the requirements of the workplace.

### **3.7.2 The Purpose of Human Resource training.**

#### **3.7.2.1 Leading to improved profitability**

Purposeful, goal-directed human resource training increase both quality and volume of productivity. Human resource training has the capacity to improve job performance of the employees. This, it does, through improving individual abilities, stimulating motivation within the organization, matching individual ability to activity requirements and by matching individuals to contextual requirements (Rothwell and Kazanas 1994:399). This in turn leads to improved profitability and a more positive attitude towards the organization's profit potential.

Organizations depend for their development on the effective practice of individuals within them and as such individuals determine the effectiveness of organizations, to a large extent. Effective communication, on the part of the management and at all levels is therefore of cardinal importance to coordinate the efforts of the employees (O' Neill, Middlewood and Glover 1994:31-33).

This implies that line managers should ensure that all activities within the organization are well coordinated and organized.

#### **3.7.2.2. Creating a better corporate image**

A well-trained and competent staff creates an impression of efficiency, which inspires confidence in the potential customer. Training also helps to contribute to the realization of the organization's strategic plans and strategy for human resource development. These are important for the creation and promotion of the organization's corporate image (Rothwell and Kazanas 1994:398-399).

It also develops a sense of co-responsibility in the success of the organization, as it is primarily through training that employees are able to become competent and knowledgeable.

#### **3.7.2.3 Identification of organizational goals**

While the training of human resources enables these resources to be optimally

utilized, it also stimulates the growth of the organization, as is reflected in the following comments by Rothwell and Kazanas:

Training is an important aid in organizational development. Through human resource training and indeed human resource development, motivational variables of recognition, achievement, growth, responsibility and advancement are internalized and operationalized (1994:399).

Thus the training of human resources benefits an organization in that it fulfils the personal needs of the staff, while it simultaneously satisfies the needs of the organization.

#### **3.7.2.4 Improving the morale of the work force.**

If an organization is run in an efficient and effective manner it promotes confidence amongst its staff members in the organization. Effective human resource training helps to foster authenticity, openness and trust among the employees. The morale of the employees is therefore improved and it is crucial to the success of the organization. Improved morale leads to improved communication and positive attitudes (Rothwell and Kazanas 1994:398).

Such a moral building strategy is essential in organization as it helps to minimize, if not to eradicate conflict and stress through improved interaction skills.

#### **3.6.2.6 Building Cohesiveness in the Organization**

The training of an organization's human resources lead to better communicative skills among staff, which in turn leads to a cohesiveness in the organization, as is reflected in Rothwell and Kazanas following observation:

Human resource training generates employee cohesiveness through the creation and provision of a good climate of collegiality. It provides an avenue for learning, growth and coordination, and as such, makes the organization, a better place to work and live in (1994:399).

This sense of organizational cohesiveness will furthermore lead to improved interpersonal relations, as well as elimination of fear when attempting new tasks, which in turn will also lead to increased productivity and an improved quality of work.

### **3.7.3 Designing Human Resource Training**

The designing of human resource training programs comprises a wide and dynamic field, about which Rothwell and Kazanas have the following comments to offer:

Since the purpose of human resource management, in general, and human resource training and development, in particular, is to ensure effective production by effective and efficient employees, training design and delivery are very important. Granted, there are almost as many ways to conceptualize training and delivery as there are authors on the subject (1994:400).

However as Rothwell and Sredl (1992:40) point out: "Variations exist because authors do not agree on the same philosophy of instruction or training."

For the purpose of this study, the traditional model of training will be used since it is commonly accepted by most researchers in the human resource development field.

#### **3.7.3.1 Identifying the opportune occasions to apply the model**

In general training usually aims at practical problems solving strategies among the employees of an organization, as is indicated by Rothwell and Kazanas in the following extract: "Training is generally used to solve a performance problem, but it can also be used to reinforce and sustain a particular level of performance"(1994:400). Human resource managers must thus start off by identifying their preferred training needs in line with the aims, objectives, policies and programs of the organization. These needs will indicate what are the necessary knowledge and skills, which should be transmitted to the employees, in terms of training and development.

#### **3.7.3.2 Assessing the employees' needs**

An employee's training needs are directly related to the knowledge and skills required of an employee by the organization to be able to do the job allocated to that employee. As Rothwell and Kazanas aptly point out: "A training need therefore is concerned with job performance discrepancy or with attempts to improve and sustain present performance" (1994:403). Knowledge of the employee's training needs is therefore extremely important. If the trainer or trainers are not aware of these needs, the

chances are they may plan for the wrong needs, which could be very costly. Hence these needs must be verified and clarified.

### **3.7.3.3 Clarifying key characteristics of the employees to be trained**

Before an organization attempts to provide training for its employees:

It is of prime importance to know and clarify the characteristics of the employees beforehand. This will help the trainer to know how the employees' characteristics will affect the training, and how the very training should be planned (Rothwell & Kazanas 1994:405).

This will also influence the methodology to be used when implementing the training program. This knowledge will enable the human resource trainer to identify different ability levels of the employees' knowledge and skills who are to attend training. This knowledge will enable the trainer to plan different levels to meet the different needs of the employees attending the course.

### **3.7.3.4 Analyzing the setting**

Effective training needs to be properly planned for it to achieve the intended training objectives. Human resource training, cannot as such, be planned in a vacuum. The trainer must analyze the settings where training will occur, and in which it will subsequently be applied.

### **3.7.3.5 Carrying out detailed work analysis**

Before embarking out on any training program the human resource trainer should first do some needs analysis to determine whether or not there is a need for the envisaged training. The following comments by Rothwell and Kazanas on this process are pertinent:

The human resource practitioner must also ensure that the need for training is really justifiable before carrying out detailed work analysis. Work analysis will help the practitioner to determine what needs to be taught and how. The purpose of work analysis is to clarify the most appropriate way to do the work (1994:407).

Employees' needs vary in terms of their occupational levels, and as a result the employees cannot be taught the same things in the same way. This is why it is crucial to analyze work to be done.



### **3.7.3.6. Preparing training objectives**

For Mager: "Training objectives are, by definition, descriptions of performance the trainer wants the employees to be able to exhibit before he considers them competent." (1975:5). These objectives, which are derived from the work analysis discussed above, are described by Rothwell and Kazanas as follows:

The trainer obtains information about what must be done in order to achieve the desired performance from work analysis; and from needs assessment, he obtains information about what people are actually doing and where discrepancies exist ... These instructional objectives, clarify outcomes to be achieved by the end of training. They serve as blueprints for training design (1994:407).

Achievement of these training objectives should demonstrate the ability of the employees to be able to perform the tasks and / or activities required by the organization.

### **3.7.3.7 Creating tests**

The task of creating tests according to Rothwell and Kazanas, refers to

performance based training, with test items coming from the training objectives. The tests are normally prepared before taking decisions about the methods of delivery of the training. These tests are further used when taking decisions about the content of training, delivery and benchmarks to measure trainee achievement during and after instruction (1994:408).

The trainer can draw on a number of different types of tests, described by Mager as follows:

Tests could be either oral, written or performance, whereby a trainee demonstrates a task. Tests are developed from the objectives. Test items ask trainees to demonstrate the performance called by the objectives, under the conditions called for by the objectives ... Thus the criterion measure what should be, in terms of the objectives. The task is what the trainee is to do on the job; the objective is an instructional outcome linked to the task; and a test item, therefore measures how well the objective has been achieved or is being achieved (1973:3-7).

This demonstrates the close relationship between the job task, instructional objectives and test items.

### **3.7.3.8 Arranging Objectives in sequence.**

When planning training for the employees of an organization the:

Instructional objectives must be sequenced accordingly for training to achieve maximum success. Sequencing objectives means arranging

them so that they will provide a foundation for designing and delivering instruction (Rothwell & Kazanas 1994:410).

Thus the objectives for training must be arranged in a logical sequence by the trainer according to the needs of the circumstances of the trainees and the setting. Hence in sequencing according to Gagne and Briggs:

objectives may be arranged according to, from the simple to the complex, beginning with the simple ideas and progress to the complex ones; from the known to the unknown, by using the employees basic knowledge as a starting point and build on it with new knowledge; and, from the whole to the part, beginning with a simplified model and proceed to explore each part (1979:141).

#### **3.7.3.9. Identifying appropriate delivery methods**

After having finished with sequencing of objectives, the next step is to make a choice of appropriate methods of delivery. As it was stated earlier in the discussion that there is a plethora of training designs, the same of true of delivery methods. The list of delivery is indeed exhaustive (Rothwell & Kazanas 1994:411). This is why it is important for the trainer when selecting delivery methods to take the nature and circumstances of the trainees into consideration. Four delivery methods will be examined in the following diagram:

## A Brief Summary of Four Methods of Delivery

### LECTURE METHOD

- \* speech delivered in a classroom setting
- \* can be assisted with audio-visuals

#### Advantage

- \* can be effectively complemented by visual aids

#### Disadvantage(s)

- \* one way communication
- \* trainees become passive recipients of information
- \* trainees are bored quickly

### BEHAVIOUR MODELING

- \* behaviour is modeled through watchin and practicing
- \* learning takes place through observing and imitating
- \* begins with clarifying expected outcomes
- \* followed by illustrations of actual behaviour
- \* best suited for people in supervisor positions

### DELIVERY METHODS

### BUZZ GROUPS

- \* flexible method
- \* trainees forms small groups
- \* trainees are given topics to discuss
- \* groups report back to the larger group

#### Advantage(s)

- \* stimulates creativity
- \* provides maximum opportunity to participate in problem-solving
- \* individuals accept responsibility for results

#### Disadvantage

- \* it is difficult to know whether all group members participated as expected.

### ROLE PLAY

- \* includes a range of methods due to its flexibility
- \* allows for dramatic situations to be performed by the participants
- \* participants receive instructions about the situation they are to perform

#### Disadvantage

- \* some participants may experience difficulty in making the situations feel realistic

Sources: Gordon (1986:49); Rothwell & Kazanas (1994:411-412)

### 3.7.3.10 Preparing or selecting content

After everything has been said and done in preparing for training, the training content comes into the picture. All courses needed to teach employees to perform their jobs to minimal competency levels constitute a training curriculum. There are at least three ways to develop the curriculum for employee training and it must be noted that the

curriculum is developed from the organization's objectives (Rothwell and Sredl 1994:419).

A description of the three ways in which content is prepared according to Rothwell and Kazanas:

The first of the three ways is when the human resource practitioners prepare instructional content themselves, from the objectives. Secondly, the practitioners select content from materials already published by adapting the material to the organization's goal and objectives and in line with the needs of the employees. Finally, they can prepare the instructional content by taking from what they have designed and what is already published (1994:419).

The biggest challenge is how to transform the objectives into lessons, units or courses. The process of sequencing however comes in handy because it will sort of indicate the needed learning instruction. The objectives and their subsequent sequencing would require that human resource practitioners view the whole fabric of training in its totality, hence individual courses are created from this perspective (Galosy 1983:48).

According to Rothwell & Kazanas:

Each course will in turn, comprise of instructional units and lessons and lessons, units and indeed the whole syllabi, are combined in an instructor's guide for each training course. This will then form part of the instructors instructional package for a course which contains the trainee guide, instructor's guide, course tests and instructions on how the whole package is used (1994:420-421).

Thus the whole package can be used by any member of the staff since it includes everything about the courses, and even with instruction on how to use it.

### **3.7.3.11 Feedback**

In order to assess the effectiveness of the training of human resources it is essential that there be report back by the management on how the trainees fared during the course of their training. Feedback is most important to the employees who attended training and other developmental programs. To move forward, as organizations wish their employees to, they need feedback on their performance. Change management requires a continuous evaluation and feedback relating to the goals set (Ramusi 1998:5).

Thus employees also need some feedback concerning their participation in the training programs as discussed above. It is important for them to know if they are

making any progress and that they are able to sustain whatever level of competence they may have achieved thus far. Feedback can indeed serve to motivate the employees, much to the benefit of the organization.

#### **3.7.4 Conclusion**

While employers depend on the quality of their employees' performance to achieve their organizational aims and objectives, it should be realized that the employees correspondingly have motivational needs for development, recognition and improvement. It is also important to realize that effective human resource management, development and training can help both employers and employees in achieving their organizational aims and objectives.

As effective training aims at achieving the short-term, medium-term and long-term objectives of the organization, it is therefore very important for training to be well planned and well structured, taking into account the needs of the organization as well as, the nature and level of the employees. Human resource management is indeed a management discipline that is intended to foster effectiveness within organization, and is achieved through the development and training of human resource management.

The next chapter will attempt to explore the relevancy, relationship and applicability of human resource management in schools. Schools which need rehabilitation and transformation, stand to benefit from purposive and effective human resource management.

## CHAPTER 4

### HUMAN RESOURCE MANAGEMENT IN EDUCATION

#### 4.1 Introduction

While the previous chapter concentrated on a theoretical study of human resource management, this chapter will attempt to link the theory of human resource management to the pragmatics of education, where the relevancy, relationship and applicability of human resource management in schools will be examined.

The relevance of human resource management for schools depends on the effectiveness of the people employed in the schools, as well as the manner in which they are managed. Human resource management, which is closely related to the provision of quality education, extends from the office of the Minister of Education right through to the schools. The commitment and support of the national government is reflected in the Minister of Education's declaration of 'nine priorities' in his speech on the 27<sup>th</sup> July 1999.

These nine priorities form an integral part of the strategy referred to as 'The Tirisano Plan', which arose as a direct result of the Minister's concern about failures in the present education system, which were impacting negatively on schools – especially in-effective schools. The Department of Education has made the following comments on the breakdown in the education system:

Some failures relate to the low morale of educators as caused by, among others, uncertainty and distress of rationalization and redeployment, failures of governance and management, serious crises of leadership and administration and poor quality of learning, as well as a serious lack of purpose and discipline in many schools (1999:11).

Two of these 'priorities', which are of particular interest to this study, are reflected in the document issued by the Department of Education. The first priority states that "we must develop the professional quality of our teaching

force' (1999:16). The document further indicates that: "The minister intends to start a campaign to improve teacher development in support of outcomes-based education, and also improve the standard of teaching (Department of Education 1999:11). This strategy, which attempts to bring about school effectiveness, is in line with current theoretical approaches to human resource development.

The second 'priority' issued by the Minister indicates his interest in "developing the overall standard in education" (Department of Education 1999:11). Here the Minister is implying that teachers, as vital agents of change and growth, are urgently needed to rehabilitate in-effective schools and to sustain the effectiveness of those schools, which are already performing effectively.

The primary function of human resource management is thus the planning and management of staff, as well as the development of staff potential within the parameters of institutional objectives. By these means management is able to empower educational leaders, so that they in turn are able to create a culture of achievement and effectiveness in their schools by setting high expectations and standards of excellence.

#### **4.2 Human Resource Management as a way of improving the effectiveness of ineffective schools**

Human resource management entails a set of basic principles which influence both the input and output of those in management and the rest of the staff. These principles could help to transform in-effective schools.

##### **4.2.1 Utilizing the principles of human resource management**

The following principles have been identified for the purpose of this study and because of their relevancy.

#### **4.2.1.1. Human Resources as key organizational assets**

The circumstances at present prevailing in most schools, as discussed in chapter 2, indicate that there is an urgent need for rehabilitation and development in these schools, as well as the educators themselves. As both effective and in-effective schools are staffed by trained and qualified educators, it would appear that the problem with in-effective schools must lie either in the way these educators are managed, or within the educators themselves.

The importance of the role of educators in the effective functioning of their schools is reaffirmed by Beardwell & Holden as follows:

People such as educators are central to the activities at schools and the eventual success of schools is thus dependent on them. Organizational performance is therefore closely related to the quality of educators' efforts towards the success of the school (1994:74).

It is thus obvious that through effective human resource management and development, in-effective schools can be transformed by educators.

Educators need to have a high and positive morale, as this can help to change the negative effects of low educator morale, which has been a major and contributory cause of the poor Grade 12 results, as discussed in chapter 2. Acknowledging the fact that the educator is a valuable asset in an organization will help to inculcate a sense of pride in schools, which in turn will help to address the rampant educator absenteeism and poor performance in schools. It will also enable the laissez-faire style of management to be addressed adequately.

Human resource management can also play an important role in influencing and guiding top management structures as Dunham points out:

Principals could also be empowered through human resource management programmes to deal effectively with problems related to staff absenteeism and lack of motivation of educators (1984:69-70).

By providing training programmes for key assets in schools such as principals, problems areas such as absenteeism and lack of motivation can be surmounted, thus promoting effective management in in-effective schools.



#### 4.2.1.2 A high level of commitment

As was stated in chapter 2 conditions in most in-effective schools are both demotivating and demoralizing. As educators need to be motivated to be able to perform their duties effectively, a high level of commitment, as part of the total package of human resource management, comes in handy. The Mpumalanga Department of Education has made the following observations as regards the importance of motivation:

Little motivation on the part of the educators and indeed of the learners, affects school effectiveness negatively. Through the implementation of effective human resource management, educators could be enabled to turn their learners into successful learners and focus on successful learning (1998:15).

The importance of motivation in contributing to effective management and utilization of its human resources in schools is echoed by Van der Westhuizen as follows:

Human resource management is intended to empower those in management to be able to instill motivation in the employees. Motivation, which seems to be lacking in the non-achieving schools, is a prerequisite to high commitment of the educators. Some educators and even learners who have no motivation to do their work without being pushed, lack the necessary commitment to their duties...Motivation is the spark which leads to action and therefore, determines the direction as well as the success of human activity (1991:296).

It is thus obvious that if there is little or no motivation of the human resources in a school it will result in that school becoming in-effective.

As the Mpumalanga Department of Education points out that if this situation is to be remedied then such in-effective schools must be made aware of the fact that it is this very lack of motivation in their schools that is rendering them in-effective:

In-effective schools could learn that such schools should re-define their roles and relationships of those who provide assistance (educators) and those who are assisted (learners) if there has to be hope for them (1998:16).

Beardwell and Holden maintain that motivation can be attained through positive interaction among staff members:

Through effective human resource management, those in management are able to concern themselves with pursuing shared school goals and attitudinal commitment reflected in a strong identification with the organization as a whole (1994:18).

It is thus obvious that if all members of an organization work together towards a common and shared goal a high level of commitment among all staff members will be attained. Thus the effect and role of human resource management in education can thus not be over-emphasized.

This idea of teamwork contributing to a motivated and effective school is reflected in Fourie's observation: "It thus holds water that it is mostly through individual motivation and commitment of all the staff members that the organization, such as a school, would flourish" (1998: 27). This then suggests that if the educators in a school are motivated their enthusiasm will in turn motivate the learners and make for an effective school. The Mpumalanga Department of Education further states that:

"The school as an institution of learning, ought to focus on successful learning for the learners and turn all of its learners into successful learners." (1998:15).

Beardwell and Holden point out that the power to influence and motivate the staff of an organization lies in the hands of educational managers:

Through human resource management, principals and other educational managers could develop and implement measures to improve co-operation among the staff, communication, consultation, participation, job satisfaction and quality of life of both the educators and the schools (1994:377).

#### **4.2.1.3 Effective performance**

The grade 12 results of the schools in the Odendaalsrus District for 1998 and 1999 reflect the poor quality in performance for most of the black schools in this area. Furthermore there was deterioration in the overall results of 1999 as compared to those of 1998, despite that fact that a few schools did improve. These results, which will not change unless drastic action is taken, reveal the extent of the ineffectiveness of the schools in question. This study then suggests that this prevailing state of affairs "could be addressed through effective human resource management. This also suggests that principals and other line managers should hold educators accountable for learner achievement" (Quinn 1999:71).

Quinn also has the following comments to make as regards the role of school principals in achieving effective human resource management:

Most improving school principals provide frequent opportunities for high quality and school based professional development. This supports the ideals of human resource management for school effectiveness (Quinn 1999:109).

As Thomson and Mabey point out it is not only the principal's responsibility to assure effective management:

In terms of human resource management, all the line managers in schools must be seriously concerned with high quality service by all the educators and quality production in line with organizational goals and objectives. In this way, there could be hope for rehabilitation of schools and betterment of the situation in schools. Educators need to take pride in the quality of work they have accomplished in support of their schools' programmes (1994:15).

If the school management team continually motivates and urges its educators to commit themselves to quality education, a high quality of service and production within their schools will undoubtedly be achieved.

Thus as Thomson and Mabey point out: "Human resource management has dedication and credibility as central attributes to organizational effectiveness" (1994:15). This means that through human resource management, improvement in schools is possible since high quality, dedication and credibility are important principles of human resource management. Thus it is obvious that a high level of dedication and credibility among staff members at non-performing schools will do much to remedy the problem of poor results.

Aiming for a high quality of production and performance among staff necessitates closer working relations among the staff in pursuit of the realization of organizational objectives. This will lead to improved interpersonal relations and the elimination of fear in practicing new ideas which, in turn, will also lead to increased productivity and a high quality of work.

#### **4.2.1.4 Flexibility**

The question as to which is the most effective management style for a school, which was looked at in chapter 2 (2.5.6), is an important aspect of human resource management. The reason for this is that the inappropriate management styles, which some schools have unfortunately opted for, are the very causes of the problematic and undesirable conditions prevailing in certain schools, especially those schools that are performing poorly. Hence it is regrettable that some educational managers, such as principals, have not moved towards a more democratic style of management as required by the transformational process which is at present taking place within South African society.

Some management styles, such as the old authoritarian style, cause conflict within schools, and ultimately lead to school in-effectiveness. It is for this reason that human resource management, which concentrates on a more democratic, egalitarian and participatory management, development and strategic utilization of available human resources within organizations, has positive effects. Thus it is obvious that in-effective schools can be rendered more effective, through human resource programmes, where all the educators, including those in management positions can be democratically developed to provide quality and effective service for all stakeholders.

#### **4.2.2 Utilizing Human Resource Management in education**

Some uses of human resource management in schools will now receive attention. These uses could benefit especially in-effective schools. They include, among others, fostering a corporate identity, improving human resource planning, provision of appropriate training, promotion of staff development and influencing the direction of the school.

##### **4.2.2.1 Fostering a corporate identity**

The socio-political milieu in which a school is established will influence the ethos of that school as well as its subsequent corporate identity. Most of the black in-effective South African schools, which were found to be in a state of anarchy, have no effective tuition due to, among others, their heritage, which has left them with a culture of resistance and laxity. This state of anarchy and violence, which is still prevalent in

many schools in this country, and was described in Chapter 2 (See 2.3.3), could be addressed and remedied through effective human resource management and the fostering of a purposive corporate identity. In this way, all stakeholders would identify with goals and objectives of schools, which would then be geared towards effective education.

The creation of a corporate identity, which would address the problem of over-politicization of schools for political gains, would also confine educators to the same shared and mutually inclusive set school objectives, as directed by the schools' corporate identities. This also demonstrates the effect of human resource management in education where: Through human resource management, schools are able to create senses of purpose for all the members of staff in accordance with what they (schools) wish to achieve. This could be eased by treating everyone's contribution with due consideration and respect. This calls for maximum involvement of all the stakeholders (Farnham and Horton 1996:336).

If drawn upon, this mutually inclusive sense of purpose could provide a sense of direction to all the educators in a school and divert their attention from petty party political agendas to the achievement of the overall aims and objectives of their school. As a result of these efforts schools would thus be able to improve and begin to develop for the better due to the effective implementation of human resource management programmes. These programmes would in turn also minimize the problem caused by political activism, which attempt to undermine the noble ideal of education and the role of the educators in the provision of effective education.

All effective schools demonstrate a shared corporate image, which creates a climate conducive to learning and teaching, and where effective learning, as a key area of interest in the school, is emphasized. This is of course an integral part of the definition of school effectiveness, and as such it is what educational leaders, such as principals, should glean from the theory of human resource management, and put into practice in their schools, if they wish to render them effective.

The importance of a school principal, as a democratic leader who inspires a participatory style of management among his line managers is reflected by the Chicago Academic Accountable Council:

These principals, as human resource managers at school level, establish agreed-upon goals and have set tones for their schools. They are responsive to a wide range of interest from educators, learners and the entire school community. They communicate to educators, learners and parents that outcomes as expected by the whole school matter, support is available and progress is frequently and closely monitored ... Principals in these effective schools seem to be visionary leaders who hold educators accountable and they also strive to match their staff philosophies, attitudes, knowledge and skills to the schools' respective needs ... Such educational leaders who are passionate about their work are termed principals who "walk their talk" (1999:67-73).

It is thus obvious that if principals draw upon their human resources effectively by using a democratic, participatory style of management which enables all line managers to contribute to the overall aims and objectives of the school, there will be exciting and dramatic results for both educators, the learners and their parents.

#### **4.2.2.2 Improving Human Resource Planning**

One contributory factor for most schools poor performance, as mentioned in chapter 2, is poor support which educators in the schools receive. Educators lack support in many respects such as the expected support of the learning facilitators, which is almost non-existent. This leads to poor educator motivation, uncertainty, lack of courage and willingness on the part of many educators (Claxton 1989:141).

The theory of human resource management, as discussed in chapter 3, could best be used to tackle these human resource problems. Here appropriate and strategic human resource planning, which is an objective of human resource management, could be used to alleviate the existing situation in ineffective schools. This, in turn, would provide these schools with an opportunity to facilitate the achievement of their organizational objectives.

Strategic human resource planning in a school can be effectively achieved through proper and appropriate sharing of information pertaining to the schools' aims and objectives, plans for the future, as well as the policies and activities of all the stakeholders. Principals could also improve the management of schools by

acknowledging the importance of the involvement of the staff in the total transformation of their schools.

Better human resource planning for the principals should therefore encompass the strategic involvement of the staff in the school affairs such as the:

- setting of school missions and objectives, and
- designing of action plans for various school activities.

The study of human resource management is therefore a necessity for all educational managers, as it can only but empower them with the necessary knowledge and skills to manage their institutions more effectively.

#### **4.2.2.3 Appropriate training**

Through the provision of appropriate staff training, the situation prevailing in ineffective schools can be transformed and rehabilitated. The aim of such training should be to address job discrepancies where they exist, as well as attempting to improve upon the present performance of the educators and learners.

Principals should not identify the training needs of the educators in isolation, but rather in conjunction with the educational needs of the school. Only once these needs have been adequately determined, appropriate training can be offered. This would include all stakeholders in the school organization, but obviously at different levels of development and with different content so as to meet the specific demands of the school as well as the various staff members. It must be appreciated that training, in terms of human resource management, is used to solve not only performance problems, but also to reinforce and sustain particular levels of performance.

It is therefore of cardinal importance that training be planned around the actual needs of the staff in conjunction with the general aims and objectives of the school as a whole. In other words the organizational needs must come first as supported by the Chicago Academic Accountable Council points out:

It is therefore important that those managers, who wish to provide human resource training, have to start off by identifying the actual training needs of their employees in line with their organizational aims and objectives as commonly agreed upon by all the stakeholders. Through the provision of appropriate training, [which has been

outlined at length in chapter 3,] educators are afforded opportunities to refine and improve their skills and they are able to link this and professional development to their schools' priorities (1999:72).

#### **4.2.2.4 Promotions of staff development**

Promotion of staff performance is another important objective of human resource management, which will have a positive effect on the well-being of an organization such as a school. Human resource management is also directed towards the promotion and facilitation of the highest possible levels of staff performance, motivation, job satisfaction and commitment as regards the realization of the schools' goals and objectives.

The planning and implementation of staff development programmes in ineffective schools with a poor performance could help improve the situation. It is clear that schools, which are really effective, have staff development programmes, which are used to develop and assist educators to perform their duties effectively.

Through staff development programmes the entire school capacity can be enhanced. This increase in school capacity will lead to gains in student achievement and that professional development should therefore be designed to boost capacity. This is more so since educators have the most direct, sustained contact with learners and considerable control over what is taught as well as the climate for learning. It is reasonably assumed that improving educators' knowledge, skills and dispositions is by far the most critical step to improving student learning (King and Newmann 1999:80).

In-effective schools could thus be transformed through the implementation of purposive school-based developmental programmes, which focus on the circumstances in each individual school.

The implementation of such purposive school-based programmes could also be used effectively to address such a serious problem as the poor Grade 12 results of the Omdaalsrus District. Similar problem areas in in-effective schools such as poor results and overcrowding caused by learner failures could thus be successfully addressed through such development programmes. This need for development of



human resources and organizational commitment is reflected in King and Newmann's observation that:

Educators in these schools need to develop a desire for continuous improvement to be able to perform as well as those in the effective schools. They ought to display strong organizational commitment. The related assertion is that the quality of instruction and student learning depend on human (educators), social, technical and structural achievement ... Hence professional development should attempt to address all elements of school capacity (1999:80-82).

#### **4.2.2.5 Influencing the Direction of the School**

Influencing the direction of the school is another important objective for members of the human resource management team, such as principals. As leader of the management team principals should make a thorough study of the literature on human resource as discussed in chapter 3. With this knowledge principals will be able to guide their team members through a participatory style of management to formulate a culture of quality management in their schools.

It implies that all staff members should be well acquainted with the school's goals and objectives, and furthermore that they should subscribe to their school's vision and mission. King and Newmann's definition reinforces this idea of an effective school, as a school: "with a clear sense of purpose characterized by a common vision and mission, clear instructional goals and objectives, shared values and beliefs about education at school" (1999:80).

Through the provision of shared school goals, all the stakeholders are able to participate actively in their various ways, knowing that they all have a constructive role to play in the effective functioning of their schools. By addressing the unpleasant and negative conditions in in-effective schools, where there is a lack on commitment among the educators, one could influence the direction of the school so that there is a participatory style of management with a clear goal which involves all the educators in the decision-making processes. By these means the negative attitudes of educators will be channelled into a more positive and participatory direction, which would in turn render the school effective.

By these means principals and other lines managers, through their knowledge of human resource management literature, will be able to strive towards improving conditions in their schools and sustaining the good that is already there. After all principals, as human resource managers, depend on the quality of production of the educators and other stakeholders to achieve organizational aims and objectives.

Through the positive influence of the educators in the context of the overall aims and objectives of the school, the type of lawlessness and violence as discussed in chapter 2 could be averted. Such lawlessness is usually caused by the lack of direction of some educators, and indeed most learners. However once the problem of lawlessness is addressed through the inculcation of a clear direction for the school as well as a commitment to the said direction by all the stakeholders, school effectiveness could be realized.

In schools where there is sense of direction, such as in the performing schools identified in chapter 2, educators, learners and even parents have successfully assumed a sense of co-responsibility between themselves to render their schools effective. Ineffective schools need to share this sense of direction.

### **4.2.3 Human Resource Development**

A well structured human resource development programme could be used to sustain effectiveness in already effective schools and address shortcomings of in-effective schools. This is of-course one of the purposes of human resource management. These (purposes) would include staff induction.

#### **4.2.3.1 The induction and training of people in the organization**

It has already been stated in chapter 2 (2.5.4), that it does not help to introduce school reforms until staff has made the necessary paradigm shift from an authoritarian style of management to a more democratic style of management. The concomitant negativity, which is accompanying the transformation processes which South African education is at present undergoing, is hampering progress in many schools, especially in those which are performing poorly. Such problems could be tackled by implementing what has been learnt from the literature on human resource management, such as staff induction and mentoring.

O'Neill, Middlewood and Glover define the concept of induction as follows:

Induction, which is essentially concerned with initiating people into the organization and their various duties is an essential part of human resource management, which could benefit schools (1994:67).

It is thus clear that an induction programme for new educators and staff at their respective schools would give them an opportunity of understanding the aims and objective of the school, and how they can fit into the organization and contribute towards these objectives. If such induction programmes were to be presented at ineffective schools it would help resolve the underlying causes of poor performances by learners.

Thus through effective induction and mentoring many educators will be made aware of precisely what is expected of them from their schools, and this knowledge will enable them to change their negative attitudes towards the performance of their duties as delegated or assigned by principals. These educators would thus be able to develop a sense of commitment as regards the performance of their duties, which in turn would lead to the realization of the schools' objectives and goals, which will result in an effective utilization of the schools' human resources.

#### **4.2.4 Human Resource Training**

Training offers opportunities to sustain good practice in effective schools as well to develop good practice in in-effective schools. Such training need to be relevant to the needs of the school for the school to enjoy the benefits thereof.

##### **4.2.4.1 Improving profitability**

A school's main asset is its fund of human resources. The degree to which these assets are utilized for the benefit of the organization as whole, is referred to 'improving the profitability', in other words an effective utilization of the school's human resources such as: the educators, administrative staff and ground staff.

Thus the issue of human resource training is crucial to the theme of managing human resources, as schools need competent and committed educators if they are to be effective. The successful utilization of such competencies, as well as the commitment

of educators has been demonstrated by such effective schools as Tsoseletso in Bloemfontein, as mentioned in chapter 2.

The utilization of a school's human resource potential is directly related to the improving of its educational functions: Human resource training gives every educator, regardless of post level, a chance to set individual performance targets which are related to the realization of the schools objectives. This could ultimately lead to school effectiveness, which is intended by human resource management. It is then reasonable to argue that high quality instruction depends upon the competence and attitudes of each individual educator. Educators need then to have a clear shared purpose for student learning, collaboration among themselves to achieve the shared purpose and opportunities for them (educators) to influence the school's activities and professional policies (King and Newmann 1999:86).

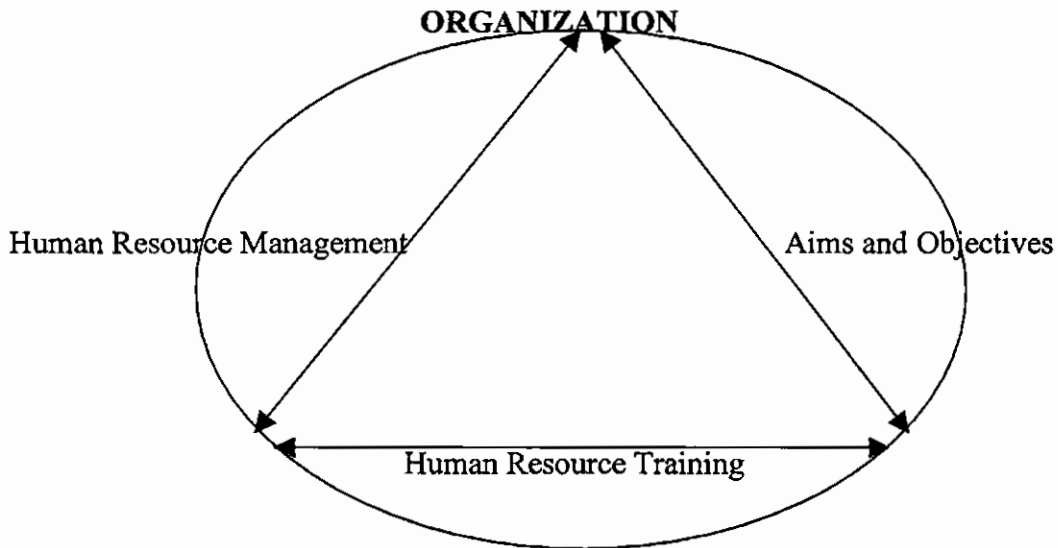
Such capacity building strategies, which can be obtained through effective human resource training, are absolutely essential for the resuscitation of non-effective schools, as such a strategy has the potential to improve the existing standard of job performances, while also making positive changes within the schools. As schools are staffed by qualified professionals, the potential for good performance is there, just waiting to be exploited.

It is thus obvious that through a judicious utilization of the human resources of a school, a principal has the potential of dramatic change in his/her hands. By setting clearly defined goals with high expectancies and standards for both learners and educators, the principal is able to improve the profitability of the school, where there is an effective utilization of the school's assets such as its human resources.

#### **4.2.4.2 Creating a better corporate image**

While the fostering of a corporate image, which is the objective of human resource management, is implemented by human resource training, appropriate training and staff development contribute to the realization and achievement of the schools' organizational and strategic objectives and plans. Thus human resource management, human resource training and the aims and objectives of an organization form integral and interactive model, which is graphically represented as follows:

An Interactive Model :  
**Human Resource Management - Human Resource Training - Organizational  
Aims**



Source: King & Newman(1999: 86)

The implementation of such an interactive model in an ineffective school would provide the necessary training to develop a positive corporate image in the context of the school's aims and objectives. The human resource training needs to take the actual training needs of the stakeholders into account so that appropriate training could be provided to address the real issues in the school.

Human resource training is important because it has the capacity to improve the job performances of the educators. Almost all educators in schools performing effectively derive job satisfaction from their teaching, which is reflected in the impressive success of their learners. Conversely educators in ineffective schools do not experience this selfsame sense of job satisfaction.

It is thus obvious that the educators in non-achieving schools need to be developed to a similar level so that they are also able to derive job satisfaction. This then is one of the ways in which human resource management could benefit schools. If human resource management provides the necessary training and development of its staff members through improving individual abilities, stimulating motivation within the

organization and by matching individual abilities to activities at school there will be a dramatic development in staff performance. This in turn will enable each and every educator in the school to play a decisive role in the school's effective functioning.

#### **4.2.4.3 Helping people to identify with organizational goals**

During human resource training staff members should be made aware of the important aspects of the aims and objectives of the school's policy, so that they are able to internalize them. By these means they will be able to truly identify with their school's aims and objectives. The following observation has been made in the Chicago Academic Accountable Council about the role of internalization of school objectives in ineffective schools:

Educators in both the performing and non-performing school ought to internalize their schools' objectives since this would enable them to be productive and to play significant roles in the implementation of their schools' activities. Their morale would also become enhanced. This would furthermore, help the educators to foster openness, authenticity and trust among the educators (1999:70).

It is thus clear that by internalizing school objectives ineffective schools will be able to enhance the moral and commitment of their teachers, which will promote schools' effectiveness.

According to the Chicago Academic Accountable Council, internalization of school objective by staff can promote cohesiveness:

One other effect of human resource management in education is that training of employees generates employee cohesiveness. This also implies the creation of a positive organizational collegiality and oneness (1999:68).

The resultant unity and sense of cohesion among staff members will do much towards improving the situation in ineffective schools.

Educators and even learners could be helped to develop the same sense of direction and purpose about their schools. This would also minimize, if not completely, eradicate conflict and stress within the schools through improved interaction among educators.

### **4.3 Conclusion**

From the literature on human resource management alluded to in this dissertation, it would appear that some form of rehabilitation is possible in black schools in general, as well the non-performing schools in particular. It is thus important that all educational managers should take note of the positive impact which human resource management can exercise on schools. Educators, as well as all other stakeholders, such as line managers, could indeed benefit from a study of human resource management. This refers particularly to the internalization of the principles and objectives of human resource management within the school, as well as the consideration of human resource development, training, and its implementation.

Through effective implementation of human resource management in education, schools could improve and develop according to their shared organizational needs and objectives. The relevancy and applicability of human resource management and development in education cannot, thus be over-emphasized. While this chapter attempted to indicate the effect and relevance of human resource management in education, the next chapter will concentrate on the empirical investigation of the need for human resource management in education in general, as well as in schools in particular.

## **CHAPTER 5**

### **AN INVESTIGATION INTO THE NEED FOR HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT IN SCHOOLS**

#### **5.1 Introduction**

In this chapter the researcher will attempt to ascertain the actual conditions prevailing in the schools, while also linking the information acquired through the literature overview to the role, which human resource management plays in the rehabilitation of ineffective schools. The main purpose of the questionnaire, which was distributed to ineffective schools within the Odendaalsrus District of the Free State Department of Education, is firstly to determine whether or not there is a link between these stakeholders' attitudes towards the role of human resource management in effective and ineffective schools as discussed in chapters 2 to 4, and the actual reality in these schools.

Secondly it attempts to determine what are the educator's feelings about having a constructive and appropriate share in the running of the school as discussed in chapters 3 and 4. The statements in the questionnaire as well as the interviews questions have been structured in such a way that the researcher will be able to determine from the reactions to the statements made, and the answers to the questions what types of management styles are being implemented in the various schools, and whether or not the educator feels s/he has a constructive role in the running of the school.



## **5.2 Research Methodology**

This is a qualitative study, composed of questionnaires and semi-structured interviews. In order to collect information about the need for human resource management in the developing of school effectiveness, a questionnaire (Appendix A) as well as an interview format (Appendix B and C) were employed. The questionnaires were distributed to five ineffective schools within the Odendaalsrus district of the Free State Department of Education. An explanation on how to complete the questionnaire was given on the questionnaire form, as well as personally at the schools concerned.

All one hundred questionnaires (Appendix A), which were distributed to educators on post levels one, two and three respectively, were returned. The following requirements by Ary, Jacobs & Razavieh as regards a valid and reliable sample were taken into consideration when selecting a sample for this study:

Since the purpose of drawing a sample from a population is to obtain information concerning that population, it is important that the individuals in a sample constitute a representative cross-section of individuals in the population (1979:130).

Thus the sample can be taken as reliable and valid, as it was taken from a representative cross-section of educators on post levels one, two and three respectively in ineffective schools in the Odendaalsrus district. As a result the researcher was able to generalize with confidence with the sample taken.

### **5.2.1 Questionnaires**

The questionnaire comprised twelve questions based mainly on styles of management between school principals and staff, and the style of management preferred. Educators had to indicate their preferences of management styles in terms of their expectations and their inter-relationships within their schools. The scale ranged from one (total disagreement) to seven (total agreement) as follows:

Table:3 An Interpretation of the Seven Point Scale Used for Assessing Responses to the Questionnaire.

Number	Indicates
1	The person strongly disagrees with the given statement in the questionnaire.
2	The person is not so strongly opposed to the given statement as in number one.
3	The person is moderately opposed to the statement
4	The person neither strongly agrees nor disagrees with the statement.
5	The person is in moderate agreement with the statement
6	The person approves of the statement in the questionnaire
7	The person is in full agreement with the statement

The aim of this questionnaire was thus to get the views and expectations of educators on the management of their institutions in relation to effective human resource management.

In general the 12 questions are aimed at determining the influence of the following aspects of school management to school effectiveness:

1. Our principal encourages teachers to take part in the formulation of major school projects.
2. We are kept informed about what is going on in our school.
3. Duties delegated to teachers are clearly and explicitly defined.
4. On the whole, chances are given to us in this school to show what we can really do.
5. Our school is run fairly well.
6. Every teacher in this school contributes towards the achievement of the schools' aims.
7. Teachers in this school co-operate with each other to achieve common professional objectives.
8. Teachers in this school have a sense of belonging and of being needed.
9. I would rather teach with my present colleagues than with any other

group of teachers in another school.

10. I would wish to share in the organization and running of our school.
11. Keeping up professionally is too much of a burden.
12. Teachers in our school feel it is important to pursue in-service or university courses.

By means of these twelve statements the researcher has tried to investigate the prevailing conditions in schools and determine whether or not there are any links with the previous chapters. An attempt will also be made to find out if the results of the questionnaire and interviews have provided any solution to the problem addressed.

### 5.2.2 Interviews

In the twenty-two Interviews which were also conducted at both district and school levels, the researcher tried to find out exactly how the interviewees see the situation in their schools, especially the so-called dysfunctional or ineffective schools. The following table shows the number of educators interviewed on an executive and school level, as well as at effective and non-effective schools:

Table: 2

DISTRIBUTION DETAILS OF QUESTIONNAIRES TO INTERVIEWEES					Total
A	Executive Manager				
	Teacher Developer and Appraisal Officer at District Office				1
	<b>Schools</b>				
B	School Managers	Effective	In-effective	Subtotal	
	• Principals	2	3	5	
	• Deputy Principals	2	1	3	
	• Heads of Departments	3	3	6	
	• Educators	3	4	7	
	Subtotals	10	11	21	21
<b>Total</b>					<b>22</b>

The aim of the interviews was to get the views and expectations of a principals, deputy principals, heads of departments and educators on the management of their institutions in relation to effective human resource management. The interviewees were asked eleven questions based on human resource management in the schools.

These questions were as follows:

1. What style of management is employed in your institution?
2. What is your preferred management style?
3. Motivate your answer to question 2.
4. How is the management style in this institution linked to:
  - 4.1. Strategic planning?
  - 4.2. School objectives?
  - 4.3 School effectiveness?
5. How can you describe the culture and climate of your institution ?
6. How are they related to the management style in your institution ?
7. Can you regard your institution as effective ?
5. Why ?
9. How could that be linked to the management style in your institution ?
10. Are there any differences in the management style(s) of your principal, deputy principal and heads of departments.
11. What do you think needs to be done (in terms of management styles) for the institution to be effective/more effective ?

The duties of Teacher Developers and Appraisal Officers include the developing of educators so that they (educators) are able to render their services effectively. The questions put to this officer during the course of the interview related to what the comprehensive job description of the Teacher Developer and Appraisal Officers is, and what impact, if any, they make on schools. The researcher wished to ascertain capacity building potential of these officers in terms of the education system in general, and schools in particular. The following questions were asked:

1. What are your core responsibilities as a teacher developer and appraisal officer?
2. What programmes do you have in place to achieve your job objectives?

3. How would you rate your success or progress in terms of teacher development for school effectiveness?

### **5.3 Results of the research**

#### **5.3.1 Questionnaires**

Information was obtained from five ineffective schools from the Odendaalsrus district whose identity will remain anonymous due to the highly sensitive and confidential nature of this information. As a consequence of the poor results of these schools' grade 12 results for 1998 and 1999, these schools have been classified as ineffective or dysfunctional. Respondents had to respond to the given statements by placing an "X" in one of the seven spaces provided which reflected their agreement or disagreement with the given statement. The results of the questionnaire were as follows:

##### *Statement 1*

*Our principal encourages teachers to take part in the formulation of major school projects.*

The responses to this statement indicated that 71% of the respondents felt that their principals did not encourage them to take part in formulations of major school objectives. While 7% of the responses fell in the middle (neither agreeing or disagreeing), only 22% felt that they were encouraged to participate in the formulation of major school projects. They seem to enjoy taking part in the activities at their schools.

This statement, which was used to ascertain the level of educators' involvement in the decision-making structures in their schools, is of course part of strategic planning which is used to give people in an organization, particular responsibilities, as well as involving them in decision-making processes. As most respondents were in total disagreement, it would thus suggest that they felt that their principals did not involve them in planning major projects in their schools. If this is indeed the case, then there is little wonder why there is a lack of commitment, poor morale as well as negative attitudes in most of the ineffective schools.

### ***Statement 2***

*We are kept informed about what is going on in our school.*

Here educators were required to indicate the level of communication from the management structures relating to the school's management and organization. Effective communication about the school's management processes instills a sense of ownership and partnership in the school's programmes. Thus communication from the management about the school's aims, objectives and activities will most certainly motivate the school's educators, who would then in turn become fully involved with the implementation of the various programmes at school.

Most respondents (68%) indicated that they were not kept informed about what was going on in their schools. While a small percentage of the respondents (7%) were neutral, 25% of them felt that they were kept informed about developments in their schools. This outcome indicates that in many schools educators, as well as other staff members, were indeed not kept informed about what is going on their schools. It also suggests that some schools principals were still adhering to an undemocratic and autocratic management style.

### ***Statement 3***

*Duties delegated to teachers are clearly and explicitly defined.*

An educational leader such as a principal should be prepared to delegate duties and responsibilities to staff members, provided that they are capable of carrying out the task assigned to them. While such a delegation strategy contains an inherent and important motivating factor, it also imparts a sense of co-responsibility and ownership as regards the school's aims and objectives to the staff. This delegation strategy is in line with human resource development as discussed in chapter 3 (3.6.2.3) dealing with the literature survey where it is stated that: "organizations must provide their employees with opportunities to feel that they and their work are valued and developed within encouraging positive environments." (O' Neill, Middlewood and Glover 1994:28).

Effective delegation, as an integral part of the principal's management strategy, needs to be clear and explicit. When the principal delegates authority and responsibilities to the educators and staff members, they are likely to demonstrate high level of commitment and deliver a high quality of work. This is an important aspect of human resource management which has great potential as regards the promoting of school effectiveness, especially in ineffective schools in that an effective analysis of job requirements will lead to staff having a better understanding of their job demands, as well as their role in the organization.

While the responses to this statement indicated that 66% of the respondents felt that the duties delegated to them by principals were not clearly and explicitly defined, 12% of the respondents were neutral in their responses. Finally only 22% of the respondents felt that the duties delegated to them by the principal were clearly and explicitly explained to them.

#### ***Statement 4***

*On the whole, chances are given to us in this school to show what we can really do.*

Through this statement the researcher hoped to ascertain whether or not there were any effective staff development programmes in the schools.

Staff development programmes that have clearly defined aims and objectives will enable educators to exploit their latent talents, which in turn will lead to school effectiveness. Providing people with an opportunity to show what they can do is an important aspect of human resource management, as it builds up self-confidence and also enables staff to become active participators in the school's activities and objectives.

In terms of the principles of human resource management previously identified (chapter 3:3.3.1.), human resources are key organizational assets. While staff development and human resource training can thus help to improve the morale of the work force, effective involvement and participation can also promote and enhance staff performance, which is one of the main objectives of human resource

management. Although the principal is always accountable for everything which happens at the school, this does not mean that the principal should ignore the contributions of the staff.

Here the responses revealed that 58% of the respondents felt that chances are not given to them to demonstrate their worth, whereas 19% felt content with the status quo and only 23% felt that adequate opportunities were given to them to play constructive roles in their schools. This suggests that the majority of the participants felt that they were not given adequate opportunities to prove their actual worth.

***Statement 5***

*Our school is run fairly well.*

Here respondents were required to indicate their impressions about how their schools were managed in terms of their expectations. This is in line with human resource development where management of performance and the identification of training needs are made possible.

The responses indicated that 58% of the respondents were of the opinion that their schools were in disarray, while 20% felt neutral and the other 22% felt happy with the way in which their schools are managed. Despite that fact that the majority of respondents (58%) indicated that in overall, they were not content with the way in which their institutions were run, they nevertheless seemed confident that the shortcomings in their schools could be addressed if their principals and other members of the management generated the will to change and improve.

***Statement 6***

*Every teacher in this school contributes towards the achievement of the schools' aims.*

If educators are afforded opportunities to participate in determining their schools' aims and objectives, it will create a better corporate image for the school. The school's mission needs to be shared and internalized if it is to enjoy the support of all



the educators. Furthermore it is obvious that all staff members need to be strategically involved in school decisions, if these decisions are going to involve them.

Ironically 51% of the respondents felt that their colleagues were not contributing enough to the well being of their schools, and 25% remained neutral, while 24% felt that they were contributing positively towards the well-being of their schools. The majority of the respondents thus felt negative about the contribution of the educators towards their schools. These negative sentiments suggest poor human resource management and poor utilization of available human resources (educators), which in turn is closely related to causes school ineffectiveness.

*Statement 7*

*Teachers in this school co-operate with each other to achieve common professional objectives.*

Teacher collegiality is an equally important aspect, which can greatly contribute towards school effectiveness. It enhances learning and development and also generates co-operation among the staff, finding its ultimate expression in the common instructional aims of teachers. This sense of mutuality, as already discussed in chapter 3 (3.5.1.), fosters a sense of purpose for all members of an organization such as a school.

An atmosphere of collegiality and co-operation is most likely to nurture and produce a high level of commitment, which as Farnham and Horton point out is: “mostly achieved by treating everyone as a respected contributor to the success of the organization and by taking the involvement of employee seriously (1996:336).

The reactions to this statement indicated that the majority of respondents (59%) felt that there was lack of co-operation among educators (including principals), which in turn implies that there was very little co-operation within their schools. While 20% of the respondents indicated that they were neutral, 21% maintained that they felt that there was co-operation among the staff members in their schools.

**Statement 8**

*Teachers in this school have a sense of belonging and of being needed.*

As Kazanas points out development and training, one of the most important areas of human resource management, entails building cohesiveness within the organization:

Such cohesiveness provides avenues for learning, growth and coordination among the staff and this could lead to better production. This can only be the case if there is a sense of belonging and cooperation among the staff. This could further foster authenticity, openness and trust among the staff (1994:398).

The majority (60%) of the responses to this statement revealed that staff members felt that they still lacked a sense of complete belonging, and as a result felt that this area still needed development. While 20% of the respondents' responses were neutral, the remaining 20% agreed with the statement.

**Statement 9**

*I would rather teach with my present colleagues than with any other group of teachers in another school.*

The discussion in chapter 3 stated very clearly that for an organization such as school to prosper, there is a need to foster corporate identity, improve the profitability of the staff, create a better corporate image, improve the morale of the work force and to build cohesiveness in the schools. All of which could very well led to improved collegiality and unity amongst the staff.

An outright majority (65%) of the responses revealed that these teachers would prefer not to work with their present colleagues if given an alternative, which points to the urgent need for collegiality and the promotion of positive interaction among staff. This breakdown in interpersonal relations also serves to suggest why these schools are ineffective, as the teachers lack motivation. While 19% were neutral, 26% of the teachers indicated that they would prefer to remain working with their present colleagues.

*Statement 10*

*I would wish to share in the organization and running of our school.*

This statement was used by the researcher in an attempt to find out what the expectations of the respondents were as regards the degree and extent of their envisaged personal involvement and contribution to the school's management structures. However, despite the hierarchical and organizational structural nature of their schools, most teachers clearly indicated that they wished to take an active share in the organization, as well as the actual running of their institutions.

The response to this statement revealed that the majority of respondents (65%) opted for a participatory management style where they felt they had a constructive role to play in the running of their schools, and where the maxim 'nothing for us without us' was applied. While 15% of the respondents remained neutral, 25% of them chose not to be involved in the running of their schools. The non-participatory and indifferent attitude of these teachers reflects a poor sense of motivation as well as a low morale, which can only but negatively impact on the effectiveness of the school's organization. If such school is to become effective it therefore is essential that the attitude of these teachers undergo a radical transformation so that they can become effective participants in the school's management structures.

*Statement 11*

*Keeping up professionally is too much of a burden.*

While most participants (51%) responded to this statement by indicating that keeping up to date with contemporary educational trends was too much of an additional burden on them, 21% remained neutral with only 28% of the respondents maintaining that to keep abreast of the latest professional trends was actually beneficial for both themselves and the school. These responses should be read in conjunction with the importance of human resource training as discussed in chapter 3 (3.7.), where the following aspects of appropriate professional behaviour can contribute to the effective utilization and management of the school's human resources:

- improving profitability,

- creating of better corporate image,
- identifying with organizational goals and
- improving the morale of the work force towards building cohesiveness in the organization

If there is no such staff development due to inappropriate professional behaviour of staff members, the school will be unable to initiate development and improvement, which will in turn render the school ineffective as the school will not be able draw effectively upon its human resources.

### ***Statement 12***

*Teachers in our school feel it is important to pursue in-service or university courses.*

Here the responses of the participants revealed that a fair percentage (57 %) value in-service training and education, despite the negative response to statement 11, which indicated that many educators felt that keeping up to date professionally was too much of a burden. The fact that the respondents indicated that they were unwilling to take the initiative to study, but supported in-service training suggests a justification for the need for school based in-service and staff development programmes to enhance the quality of the staff. While 20% of the other respondents remained neutral, 23% felt negative about pursuing in-service training.

### **5.3.2 Interviews**

Semi-Structured interviews were conducted in five schools within the Odendaalsrus District, involving twenty interviewees, who consisted of five principals, two deputy principals, six heads of department and seven post level one educators.

#### **Interview question one:**

**What style of management is employed in your institution?**

Since the style of management influences the direction and programmes at a school, the objective of this research question was to find out from the educators<sup>2</sup> how they

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<sup>2</sup> This includes educators from Post Level 1 – 4.

view the management style(s) in their institutions. Here an attempt was made to ascertain whether or not there was any compatibility between the management styles of the principal and other staff members. Finally an attempt was made to find out whether or not these respective styles of the school's management structures were in agreement with the expectations of the subordinates.

Most of the interviewees (75%) felt confused, and were not readily able to identify the styles of management employed in their schools. In an extreme case in a certain school the interviewees indicated that their principal was so unsure of himself that he was unable to co-ordinate activities at school. As a result of staff despondency and apathy, the school, in turn, also became apathetic and de-motivated, resulting in poor interaction with the other staff members, as was reflected in the reception staff's cold, disinterested and uncaring attitudes

However 15% of the interviewees felt that the management style in their schools was relatively open and democratic and as such acceptable. They indicated that this kind of management was acceptable to them because they had some say, and furthermore they were able to contribute towards what affected them in their schools.

Finally 10% of the interviewees felt that the management style in their schools was participatory and co-operative, as educators were allowed to participate actively in the activities at their schools. The interviewees indicated that they were not only involved in the implementation of the programmes at school, but were also involved in the strategic planning from the initial planning phases right through to their implementation.

**Interview question two:**

**What is your preferred style of management?**

Almost all the interviewees felt comfortable with a participatory style of management. It would appear that the reason for this response was that the interviewees felt that it was important for them to be involved in the affairs of the school, especially those, which affected them directly. The interviewees were unanimous in their preference for consultation in their schools.

Although some principals interestingly enough claimed to prefer a participatory management style, they nevertheless practice a bureaucratic style, which is basically influenced by what has been decided by those in the higher echelons. Surprisingly these principals only became aware of this during the interview. This made them aware of their contributory role as regards the present prevailing conditions in that they had adopted a laissez-faire management style mistakenly thinking it was democratic.

They could then understand why some things in their schools were the way they were and what role they played for those things to be as they were. This appeared to be linked to them using a particular management style such as laissez-faire, believing it to be democratic and in the end achieving opposite and unexpected results.

**Interview question three:**

**Motivate your answer to question two.**

Here the interviewees were given a chance to motivate their responses to research question number two with special reference to the interviewees' expectations and how it would affect the school's effectiveness. It was felt that this strategy would also help the schools' management team to ascertain its own effectiveness and thus improve its approach to planning.

**Interview question four:**

**How is the management style in your institution linked to:**

- Strategic planning?
- School Objectives?
- School Effectiveness?

The main objective of this question was to establish the actual role and link between the planning at schools and the role of the stakeholders such as educators. This emanated from the apparent interest of the educators to have a fair say in the running of the schools. The researcher also wished to establish the link between the schools' strategic planning, setting of objectives and how these were related to the desired school effectiveness.

**Interview question five:**

**How can you describe the culture and climate of your institution?**

Here the interviewees were required to describe the prevailing culture and climate in their respective schools as regards their school's convictions, values, beliefs and attributes. These influences are important as they determine the level of commitment and conviction in schools, and also help to establish the core values enshrined in a school's own, unique and individual culture, which in turn influence and shape the behaviour of its staff members. Every school has a school culture, which informs the behaviour of its staff members, and it also entails the core values of the school.

The school climate is also important in that it informs the tone, mood and interaction among the staff. Against this background the interviewees were required to describe the spirit prevailing in their schools, as this is a reliable indicator of the goodwill among the staff, and furthermore reveals its influence on the school's effectiveness in terms of the management of human resources.

In one particular school the interviewees felt that the laissez-faire culture, which prevailed there, had rendered the school totally ineffective, as the school had degenerated into a 'free for all' where staff and learners were able to do as they wish without any fear of reprisal. This had resulted in an all time low where both the staff and learners felt despondent, demoralized and de-motivated.

Regrettably these interviewees were part of the school's management team, who task it was to motivate and encourage those in the lower ranks, but ironically it was the school's management team which needed to be motivated. These interviewees attributed their feelings of hopelessness and despondency to the management style of their principal, whose allegedly autocratic style of management prevented them from making any positive contributions to the school. These claims were further supported by the observable atmosphere of extreme laxity and poor relationship between the educators and learners.

**Interview question six:**

**How does the prevailing culture and school climate relate to the management style in your institution?**

By posing this question to the interviewees the researcher was attempting to establish the extent of the influence on the schools' culture and climate by the principals and their management teams. The interviewees were required to give their views on the relationship between the management styles and the prevalent culture and climate in their schools.

There appeared to be a strong connection between the management styles and the reality at schools as is reflected by the fact that in 33% of the schools the interviewees indicated that the prevailing culture and climate in their schools were closely related to the management patterns of their principals. This shows the powerful influence which the managers, such as principals, can exert on their schools. It further shows the negative impact of lack of positive influence of the principals since 67% of the schools are ineffective. Lack of the principals' positive influence in the management affairs of the schools is a contributory factor towards school ineffectiveness.

**Interview question seven:**

**Can you regard your institution as effective?**

Most interviewees (70%) felt that their schools were not as effective as they should be, and that not much was being done to exploit the latent talents of the other staff members in the lower post levels, and that as a result these staff members were not being adequately utilized in the affairs of their schools.

One interesting response to this question was given by two interviewees who felt that although their school was extremely in-effective, there was nevertheless immense potential and desire among the majority of educators to develop and to perform. Both these interviewees attributed the apparent lack of effectiveness of their school to their supposedly uncompromising principal, who they felt was not giving them an adequate opportunity to show exactly what they could do for benefit of the school.

Despite the fact that 15% (3) of the interviewees felt that in general their schools were effective because they were able to achieve their set objectives, they nevertheless



admitted that there was still room for improvement and development of their educators.

**Interview question eight:**

**Motivate your answer to question seven.**

This question was set to give interviewees a chance to elaborate on their earlier responses. The main objective was to also try to ascertain the validity and reliability of earlier related responses because some questions asked the same things, but from a different perspective.

**Interview question nine:**

**How could that (effectiveness or in-effectiveness) be linked to the management style(s) in your institution?**

Interviewees were required to indicate and explain the connection (if any) between school effectiveness or in-effectiveness and the management styles in their schools.

**Interview question ten:**

**Are there any differences in the management style(s) of your principal, deputy principal and heads of departments?**

This question was of particular interest since in most schools different approaches/strategies (prescriptive, persuasive, participating and delegating) to management by the same management teams seemed to be the order of the day. Interestingly, the interviewees, especially those on post level one, felt that the different approaches were sometimes confusing because staff members could get the same instruction from the same management team but with totally different emphasis and connotations. As a result these interviewees claimed that they would prefer it if the management teams in their schools were to employ basically the same style, or closely related styles, when communicating with staff members.

**Interview question eleven:**

**What do you think needs to be done, in terms of management styles, for your institution to be effective or more effective?**

All interviewees were of the opinion that there is a dire need for effective well-structured staff development programmes in the schools, and felt that such training should cater for all the stakeholders on all post levels, and that each training programme should be appropriate for the interviewees. Most interviewees agreed that there was an urgent need for an intensive training of principals so as to bring them into line with change management as advocated by the new democratic dispensation in South Africa.

#### 5.4 Conclusion

The results of this study on the need for the development of human resource management gave a clear picture of the real and actual situation in the sample schools. There was a strong measure of agreement on the part the interviewees as regards the need for the effective implementation of human resource management programmes, as well as in-service training in schools in the belief that this would lead to school effectiveness.

An attempt will now be made by the researcher to outline the guidelines based on these findings for the proposed recommendations, which will attempt to narrow the gap between principals and other members of the management, as well as the rest of the school staff. In this process the researcher hopes to give particular attention to the need for the recognition and better utilization of the available human resources. Hence, the next chapter will focus on these recommendations.

## CHAPTER 6

### FINDINGS AND RECOMMENDATIONS

#### 6.1 Introduction

In chapter 1, the researcher discussed the reasons as to why the study of effective and in-effective schools is of such vital importance to educational transformation, which is taking place at present in South Africa. It was also argued that effective human resource management is inextricably linked to school effectiveness, and that furthermore human resources are key assets to organizational effectiveness. It is within this paradigm that particular attention is drawn to aspects such as management styles in schools, the purpose of human resource management in education, objectives of human resource management in education, human resource development and human resource training.

In chapter 2, an attempt was made to critically analyse current school effectiveness in terms of effective and in-effective schools. Here a brief historical perspective and background of the state of the predominantly black schools was given. Focus was placed on the 1998 and 1999 Grade 12 results for the Odendaalsrus District. While these results were also used as one of the yardsticks to measure school effectiveness and/or in-effectiveness, an attempt was made to interpret the implications of the results of this analysis, as well as to identify the factors, which lead to school in-effectiveness.

Chapter 3 on the other hand concentrated on a theoretical overview of human resource management. Particular attention was given to the principles of human resource management, the purpose of human resource management, the objectives of human resource management, and human resource development as well as human resource training. While these were linked to the practice of education in chapter 4 in an attempt to rehabilitate in-effective schools, chapter 5 investigated the need for human resource management in schools by researching the actual reality in the schools, and how could they be linked to human resource management.

The current chapter will concentrate on interpreting the findings of the research by proposing possible pragmatic solutions in line with the aims of this study as outlined in chapter 1. The recommendations reflected here, which have been taken from the findings of this investigation, are grouped under the following categories:

- the purpose of human resource management in education
- the principles of human resource management
- the objectives of human resource management
- human resource development and training
- an integrated school development model for school effectiveness.

## **6.2 Findings and recommendations**

### **6.2.1 The purpose of human resource management**

The purpose of human resource management as discussed in chapter 3 clearly emphasized the importance of developing staff policies such as induction programmes for educators, which would enable them to perform their duties more effectively. Furthermore some of the problems outlined in chapter 2 could be addressed through well-planned induction programmes, training and purposive evaluation. Through such programmes, the management structures in schools would be able to provide the educators with a sense of direction and purpose, which would ultimately filter down to the learners. This is linked to statement 11 of the questionnaire, which refers to the importance of keeping up to date professionally. Since 51% of the participants felt that this is too much of a burden, it would be better to plan developmental programs at school level.

This would satisfy the need for in-service training as supported by 57% of the participants in the questionnaire (statement 12). According to the literature overview (chapter 3 (3.7)), this would enhance the purpose of human resource management through promoting profitability, creating better corporate image and improving the morale of the work force towards building cohesiveness in the schools.

## 6.2.2 Principles of human resource management

In the literature on principles of human resource management emphasis is placed on the importance of human resources as key organizational assets. The principles of human resource management enable management structures to identify problems in their schools as discussed in chapter 2. Thus school principals and other line managers should recognise the potential and latent talents of the educators in their schools, and provide adequate training and motivation so that these educators are able to perform optimally. This is also covered in the questionnaire (statement 4) concerning chances given to educators to show what they can do as well as in question 2 of the interviews (educators' interview questions), which is concerned about the educators' preferred style of management whereby 90% of the participants opted for a participatory management style.

This kind of management allows people to participate in the affairs of the schools at appropriate level and as such, allows them opportunities to exploit their talents as key organizational assets. To achieve these ends management ought to create a caring climate which enables educators to develop feelings of mutuality and co-operation amongst themselves, while also making the best use of their professional skills and capabilities as trained educators.

A high level of commitment among all the educators would also benefit schools since all educators would then be able to contribute towards the achievement of the school's objectives, while also identifying with the school's aims and goals. Thus principals should concern themselves with ways of improving co-operation, communication, consultation, participation and job satisfaction among the educators. Programmes to promote these areas should be implemented in the schools, as this would also help to address the problem laxity and negative attitudes as regards the quality of work and the commitment of the educators. Education managers should therefore endeavour to create an environment in which educators' talents are fully utilized in the accomplishment of organizational goals.

To achieve a high level of commitment among employees, principals should implement a flexible and participatory management style in line with the objectives of

the schools. This would entail giving educators greater freedom so that they are able to exercise self-direction and self-control as they develop and demonstrate greater insights and ability in line with the schools' goals. Rigid and autocratic management styles should give way to participatory approaches, as this desire for a shared and democratic educational process has been demonstrated by the educators themselves when completing the questionnaire (statement 10). Principals need to realize that some line managers, and indeed some lower rank educators have the capacity to be innovative, which is ultimately to the benefit of their schools. If such educators are not motivated by being given a chance to show what they are capable of achieving (statement 4), they are likely to become frustrated and eventually negative.

### **6.2.3 Objectives of human resource management**

In terms of the objectives of human resource management principals, as school-based education managers, should strive to foster corporate identity among the educators and staff by encouraging all staff members to contribute to the aims and objectives of their schools in order to promote improved staff performance. This is further touched in the questionnaire (statement 1) concerning the encouragement of teachers to take part in the formulation of major projects at school and in the interviews (interview question 4) concerning the schools' strategic planning and setting school objectives. Here principals should attempt to facilitate achievement of schools' objectives by keeping educators informed about the goals and objectives of their schools, achievements in the schools, plans for the future and other related school policies. Furthermore appropriate school based training for educators will promote a higher standard of performance, which in turn will result in the achievement of school effectiveness.

### **6.2.4 Human resource development**

Human resource development, which includes training, development and effectiveness of an organization, enables principals to effectively deploy educators in their schools thereby maximizing productivity and effectiveness in their schools. Staff development within the parameters of the school's goals and objectives is of cardinal importance for any principal, if there is to be any effective growth and development

within the school. This will promote the contribution of every educator towards the achievement of the school objectives according to the questionnaire (statement 6). It is thus important to continuously improve the skills of educators in accordance with organizational goals and belief.

For this reason principals are required to continually generate and sustain a general climate of learning and improvement in the schools, as this will effectively address the problem related to statements 11 and 12 of the questionnaire, where educators felt that keeping up to date professionally was a burden. The issue of the school climate and culture is addressed by the interview (question 5) dealing with the climate and culture prevailing in the schools. Most participants (90%) were not happy with climate in their school. Hence it is important for principals to plan developmental programmes which will address the problem of negativity.

To achieve these ends principals should motivate their staff through a participatory style of management, which will encourage them to take part in the upliftment of the school. By these means the principal should be able to inculcate a culture of learning in their schools, which will not only benefit the educators, but eventually the learners as well. Such a strategy will make educators realize and appreciate the importance of keeping up to date professionally and how this could help to improve their teaching skills as well as their relationship with their learners. Even though some of the responses to statement 12 were negative, there was unanimous acknowledgement of the importance of further study. By motivating these educators the principal will be able to address problems such as poor motivation, negative attitudes, a lack of commitment and the culture of resistance as identified in chapter 2 (2.4.5, 2.4.6. and 2.4.7.).

#### **6.2.5 Human resource training**

Human resource training on the other hand strives to relate continuous learning to the realities of the current job situation, which in turn contributes towards human resource development. It narrows the gap between what the educators know (Knowledge), what they can do (Skills: Application of knowledge), and the value of their knowledge and skills in terms of the schools' goals and objectives. It is thus extremely important

that principals should exploit this area of human resource management, since it is geared towards improving the educators' present job performance, as well as helping them to gain key workplace competencies. Hence purposive, goal-directed human resource training increases both quality and volume of productivity and it has the capacity to improve job performance of the employees (Rothwell & Kazanas 1994:399).

Thus training should be goal directed, as it will then help to nurture cohesiveness among the staff, as well as realize that they should be able to work across the curriculum, where there should be mutual inclusive interaction amongst all members of the staff in the performance of their duties. This would most probably lead to the creation of a dual sense of responsibility and commitment on the part of the educators towards school effectiveness. This will lead to school effectiveness, as addressed the interview (question 7) concerning the achievement of common professional objectives.

## **6.2.6 A Holistic Model for School Development**

This model is based on characteristics of effective schools as outlined by Professor Quinn in the attached appendix (Appendix E).

### **6.2.6.1 Common mission**

This model for the effective management and development of human resources in schools is based on the notion that such schools have a common guiding mission, which should be formulated through consultation, as well as active participation of all the relevant stakeholders within the school community. It is thus obvious that clearly defined goals will influence the direction of the school in a positive manner. This, in turn, could also help address contributions of educators towards the achievement of their schools' aims and objectives, as identified in statement 6 of the questionnaire.

Thus by clearly defining the school's goals all the stakeholders will be able to share the school's values and beliefs, which, in turn, would improve the performance of each and every educator, as well as helping to address the problem of the poor grade



12 results as discussed in chapter 2. Staff involvement is not a voluntary phenomenon, and as such needs careful, premeditated and strategic planning by principals, who must endeavour to create an atmosphere of trust and security amongst staff members, which, in turn, will enable them to share in the objectives, values and belief system of the school in a mutually inclusive striving for school effectiveness.

The information as regards the sharing of values and beliefs was obtained from the responses of educators to the issues raised by statements 1, 6, 7 and 10 of the questionnaire, which referred to:

- the role of the principal in encouraging educators to take part in formulation of major projects at school,
- the contributions of educators,
- co-operation of educators to achieve common objectives, as well as
- strategic and appropriate involvement of educators in the running of the school.

Coupled with this creation of a common mission, is purposive and goal directed 'instructional leadership' by principals and other line managers. Instructional leadership is characterized by strong leadership from the principal with high expectations as regards the learners' performance, and effective teaching by equally committed educators. Although principals are expected to instil a sense of communal activity, as well as cultural tolerance among the school's stakeholders, it is essential among the educators since they the professional 'facilitators'<sup>3</sup> who are able to influence the learners, as well as the flow of activities in the classroom.

#### **6.2.6.2 A climate conducive to teaching and learning**

Holistic school development implies that principals need to strive for the creation and sustenance of climates conducive to effective teaching and learning in their schools. This could be further improved by an outcomes-based approach where learners are required to take responsibility for their own learning. Thus learners should be made

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<sup>3</sup> The word 'facilitator' is used here in an outcomes-based context to reflect the nurturing role of the teacher who guides the learner to the envisaged goals and objectives of the school and unit of experience.

aware of the fact that they too have a responsibility as regards their education, and that it is only by doing the school work required of them that they will succeed. Thus to create a climate conducive to teaching and learning both educators and learners must be committed to their respective tasks.

Not only must the management of a school's human resources be effective and functional, but the school's physical environment also needs to be improved as well, as it has a direct influence on a school's activities. This has been demonstrated in chapter 2 where conditions in certain schools were analysed with a number of schools classified as unsafe. In response to this situation the National Minister of Education (Implementation Plan for Tirisano 2000:17 ) has declared that the creation of safe schools is one of his nine priorities which aims at rehabilitating schools, as well as creating a climate conducive to effective teaching and learning in these schools.

Positive student behaviour is also an extremely important characteristic of an effective school, and as such should be fostered in all schools. In chapter 2 mention was made of lawlessness in many schools and how this is adversely affecting effective tuition and learning in many in-effective schools. To remedy this rebellious behaviour codes of conduct for learners as laid down by the South African Schools Act must be adopted, as these will help with the maintenance of good discipline. By these means educators would thus be able to focus on the actual business of the schools, which is effective teaching and learning, while problems such as arriving late for school, absenteeism and drug abuse could also be addressed.

It is also important that parents, as well as the entire community, should be involved in the creating of a climate conducive to effective teaching and learning in their schools, as educators need the support and help of parents and the community in maintaining good discipline among the learners, as it will also help establish effective quality in schools. This involvement in school discipline, which should be co-ordinated and planned by the principal as senior human resource manager, should not be seen as the exclusive function of educators, but rather the interaction between the entire community and the schools' staff.

### 6.2.6.3 Emphasis on learning

The holistic model on school effectiveness is very emphatic about the importance of effective teaching and learning, which indeed constitutes the very essence of the school's existence. As such the principal of a school should ensure that everything that is said and should be geared towards the creation of an environment, which is conducive to effective teaching and learning.

The responsibility for learning in an outcomes-based approach to education is placed on the learner with the facilitator as nurturer in the learning process who provides stimulating activities to guide the learner to a mastery of the envisaged outcomes as indicated in the policy document issued by the department of education. This approach, which requires a positive interaction between the learner and educator, at the school level is thus dependent on:

- the commitment of the educator
  - quality of production (activity/worksheets)
- while the following support is required from the executive management structures, namely the Department of Education:
- necessary support from learning facilitators, and
  - school manager developers.

Principals must also ensure that there is effective communication in the school so as to keep educators informed with curriculum development and change, which is currently being experience with the introduction Curriculum 2005 and Outcomes-based Education.

Apart from the emphasis on the pupil's learning processes, teacher collegiality and development reflect another important area of learning in a school. Educators, who are the human resources upon which the principal must rely in the educational process should work as a team and support one another, as their duties are complimentary.

Hence the importance of open and positive interaction among educators, which will

help create and maintain a positive corporate identity, as well as influence the direction of the school.

Staff development in general is thus also of vital importance, as it enable staff members to sharpen their skills, and further their knowledge to the benefit of the school. As such staff development is not only important for the educators per se, but also for principals themselves. This is reflected by the Academic Accountability Council of Chicago as follows:

Most improving school principals provide frequent opportunities for high quality, school based professional development that reaches into the knowledge base and create schools that reflect a culture of inquiry and continuous improvement. This serves to show the importance of staff development programmes with the aim of rehabilitating, reforming and improving schools and it is hoped that such programmes could help to transform ineffective schools (1999:109).

Principals should take the lead in introducing school based in-service training through well-planned programmes. However before presenting a workshop for educators principals should interact with one another before presenting a workshop in their own school, as this will enable them to exchange ideas and gain valuable information from other principals about the workshops they have presented. This idea of working together is aptly expressed by Johnson and Johnson as follows: "Principals and indeed other line managers could benefit from working together to get the job done and would create caring and committed relationships" (1988:13). Furthermore as Mohr points out principals also need to set an example by learning themselves:

They [principals] could also learn from the Annenberg Institute for School Reform, which showed that principals could gain valuable insights into teaching and learning from peer study groups ... This is supported by the notion that principals probably cannot motivate others, such as educators, on how to be lifelong learners if they do not respect their own need for ongoing learning (1998: 135-138).

It is thus obvious that if principals wish to rehabilitate ineffective school, they must first improve their own management knowledge and skills through learning before attempting to present programmes at their schools to harness the potential of their human resources. This sentiment is echoed by Dalin,

Ayono, Biazen, Dibaba, Jahan, Miles & Rojas who claim that in order to achieve these aims, “Principals need to be motivated, and play more active, co-ordinated and supportive roles. They should strive for well-implemented regular, relevant and practical in-service training” (1994:xiv).

Thus the principal’s first priority is ensure that his or her managerial knowledge and skills have been adequately developed. Only then will the principal be in a suitably qualified position to turn his or her attention to staff development, which Wood and Mc Quarie define as follows:

Staff development is also termed job-embedded-learning, which suggests, learning by doing, reflecting on the experience and then generating and sharing insights and learning with oneself and other (1999:127).

Principals should thus create opportunities in their school settings for educators to improve their knowledge and skills, and ultimately their performance through staff development programmes which should be an integral part of the school’s goals and objectives, while also addressing the real problems at a school level.

Staff development programmes can be implemented by either forming educator study groups, asking questions about teaching practice, and/or action research, which are described by Wood and Mc Quarie as follows:

Educators would come together to learn more about a particular topic, such as, curricular or instructional programmes. In this way, they could be able to share information and increase their own knowledge, which would be relevant to their tasks at school ... Another approach would be through action research which is a process of raising questions about how to improve practice, studying the relevant literature and research on that particular topic and then selecting an approach that might result in improving current practice and then conduct field tests of data collected ... Educators could experiment with action research and choose topics such as using co-operative learning in various learning areas and in accordance with the new outcomes based education, effective teaching methods and alternative approaches to classroom discipline [since corporal punishment has been outlawed.] (1999: 128).

While such strategies could assist principals of ineffective schools improve their academic performances, they could also help principals of effective schools maintain their successful and impressive performances.

Another practical and convenient way a principal can institute staff development in his or her school is through the use of 'Reflective Log Books', which could be used by educators to record particular incidents during their teaching periods such as:

- What insights they gained from the teaching-learning process in which they and their learners were engaged,
- Identify teaching skills, which can help the educator develop into a more dynamic and effective teacher-facilitator.

By these means the educator can be empowered to function within the parameters of the school's objectives, where all staff members by striving in a mutually inclusive and participatory manner are united in pursuit of a common organizational objective.

By these means the school's human resource potential can be fully utilized, as is reflected by Horsely's claim that: "Staff development could thus help educators to develop awareness, build knowledge, translate theory into practice, improve practice teaching as well as reflection" (1999:121). All these strategies, such as workshops, courses and seminars, could be used effectively to implement staff development, which would ultimately lead to the desired school effectiveness. As a large number of educators indicated in their responses to statements 11 and 12 of the questionnaire that they found it extremely difficult to keep abreast of professional and educational trends while teaching, the idea of in-service training by means of workshops, courses and seminars could resolve this dilemma for teachers who want keep up to date with contemporary educational directions.

Not only is staff development important, but so is learner development as there is a continuous interaction between these two areas, as improved staff development impacts positively on pupil development. Therefore a frequent monitoring of pupils' learning progress is also important, as it also impacts upon the staff development of educators. Educators can achieve this by evaluating the performance of their learners, as this will clearly indicate which aspects of their teaching need to be refined and

developed. Such a strategy should result in both educators and learners having high expectations, as well a shared co-responsibility as regards the creating and maintaining of a positive school climate and culture. Such an approach could be of great benefit to ineffective schools, as it would enable them to gradually improve and ultimately become effective.

### **6.3 Conclusion and recommendations**

Human resource management, development and training can indeed play a major role in the transformation of ineffective schools and sustain effectiveness of already effective schools. The recommendations provided above (6.2) serve to indicate how in-effective schools can be transformed through the implementation of purposive human resource management, development and training programmes in schools. These recommendations and findings also highlight the role to be played by departmental official at the executive level, principals, deputy principals, heads of departments, educators and learners as stakeholders in education in transforming in-effective schools and sustaining effectiveness of those schools which have been and still are effective.

In-effective schools can also learn from those schools which are effective by looking at what is happening in effective schools and implementing that in in-effective schools strategically. This implementation of effective strategies of effective schools by in-effective schools, need to consider the circumstance of individual schools so as to implement relevant and appropriate strategies effectively.

Due to the transformation processes, which South Africa is undergoing at present, the education process is also in a state of flux, and is undergoing numerous structural changes, such as Outcomes-Based Education. These numerous and complex changes have in turn precipitated several additional problems, which are too diverse and manifold to be addressed by a single study such as in this dissertation.

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## APPENDIX A

### AN INVESTIGATION INTO THE NEED FOR HUMAN RESOURCE MANAGEMENT IN SCHOOLS.

Thank you for your willingness to complete these questions. Please answer all questions as honestly and accurately as possible. Please indicate your answer by marking the appropriate number with an X.

Questionnaire	Strongly Disagree	Strongly Agree
1. Our principal encourages teachers to take part in the formulation of major school projects.	<u>1 2 3 4 5 6 7</u>	
2. We are kept informed about what is going on in our school.	<u>1 2 3 4 5 6 7</u>	
3. Duties delegated to teachers are clearly and explicitly defined.	<u>1 2 3 4 5 6 7</u>	
4. On the whole, chances are given to us in this school	<u>1 2 3 4 5 6 7</u>	
5. Our school is run fairly well.	<u>1 2 3 4 5 6 7</u>	
6. Every teacher in this school contributes towards the achievement of the school's aims.	<u>1 2 3 4 5 6 7</u>	
7. Teachers in this school co-operate with each other to achieve common professional objectives.	<u>1 2 3 4 5 6 7</u>	
8. Teachers in this school have a sense of belonging and of being needed.	<u>1 2 3 4 5 6 7</u>	
9. I would rather teach with my present colleagues than with any other group of teachers in another school.	<u>1 2 3 4 5 6 7</u>	
10. I would wish to share in the organization and running of our school.	<u>1 2 3 4 5 6 7</u>	
11. Keeping up to date professionally is too much of a burden.	<u>1 2 3 4 5 6 7</u>	
12. Teachers in our school feel it is important to pursue in-service or university courses.	<u>1 2 3 4 5 6 7</u>	

## **APPENDIX B**

### **INTERVIEW QUESTIONS**

- 1.WHAT STYLE OF MANAGEMENT IS EMPLOYED IN YOUR INSTITUTION ?
- 2.WHAT IS YOUR PREFERED MANAGEMENT STYLE?
- 3.MOTIVATE YOUR ANSWER TO QUESTION 2.
- 4.HOW IS THE MANAGEMENT STYLE IN THIS INSTITUTION LINKED TO:
  - 4.1.STRATEGIC PLANNING?
  - 4.2.SCHOOL OBJECTIVES?
  - 4.3 SCHOOL EFFECTIVENESS?
- 5.HOW CAN YOU DESCRIBE THE CULTURE AND CLIMATE OF YOUR INSTITUTION ?
- 6.HOW ARE THEY RELATED TO THE MANAGEMENT STYLE IN YOUR INSTITUTION?
- 7.CAN YOU REGARD YOUR INSTITUTION AS EFFECTIVE ?
- 8.WHY ?
- 9.HOW COULD THAT BE LINKED TO THE MANAGEMENT STYLE IN YOUR INSTITUTION ?
- 10.ARE THERE ANY DIFFERENCES IN THE MANAGEMENT STYLE(S) OF YOUR PRINCIPAL, DEPUTY AND H.O.D'S ?
- 11.WHAT DO YOU THINK NEEDS TO BE DONE (IN TERMS OF MANAGEMENT STYLES) FOR THE INSTITUTION TO BE EFFECTIVE/MORE EFFECTIVE ?

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## **APPENDIX C**

**INTERVIEW QUESTIONS FOR THE TEACHER DEVELOPER AND APPRAISAL OFFICER.**

### **RESEARCH QUESTION ONE.**

**WHAT ARE YOUR CORE RESPONSIBILITIES AS A TEACHER DEVELOPER AND APPRAISAL OFFICER?**

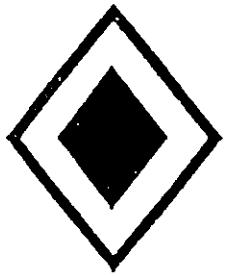
### **RESEARCH QUESTION TWO.**

**WHAT PROGRAMMES DO YOU HAVE IN PLACE TO ACHIEVE YOUR JOB OBJECTIVES?**

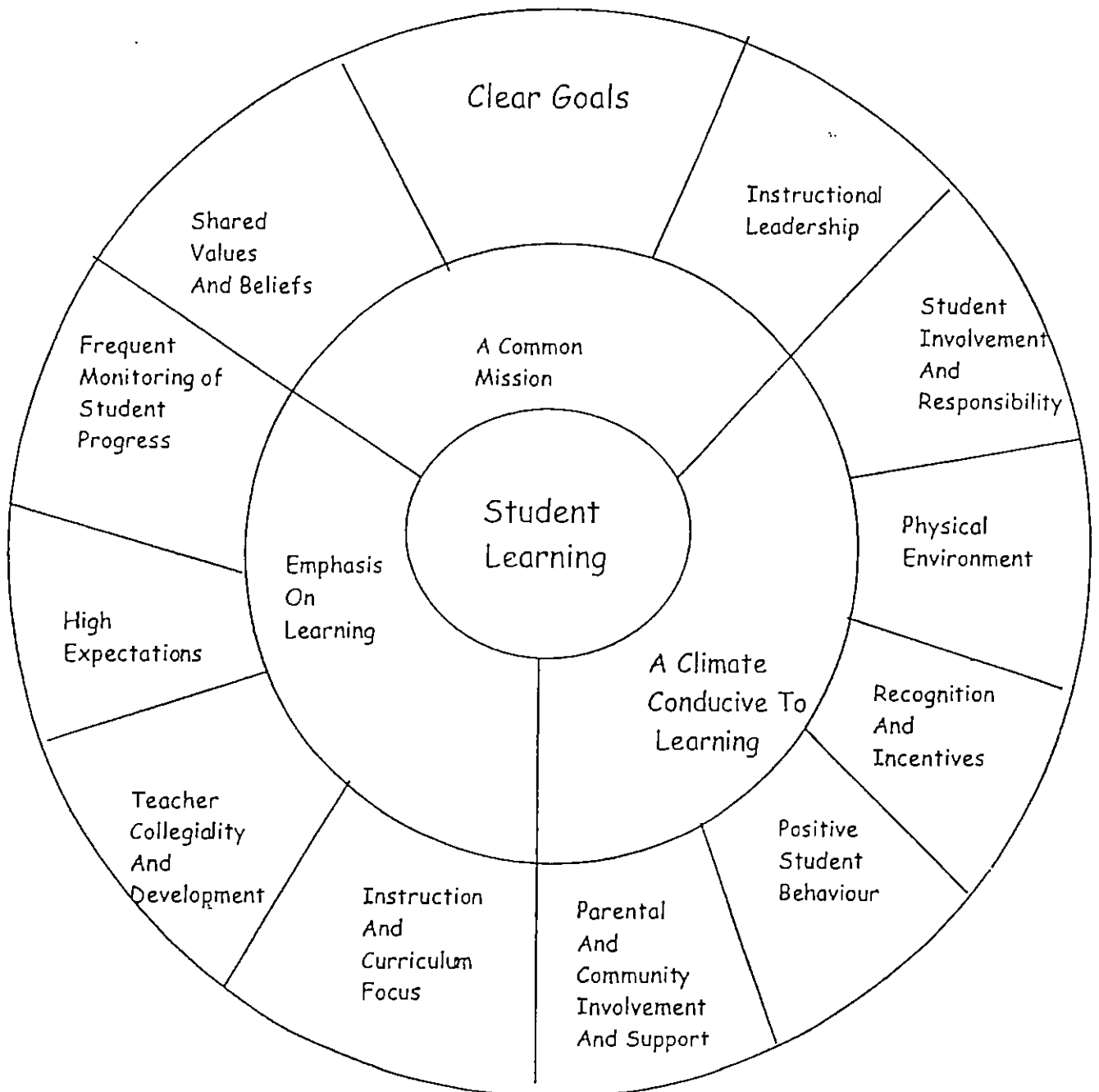
### **RESEARCH QUESTION THREE.**

**HOW WOULD YOU RATE YOUR SUCCESS OR PROGRESS IN TERMS OF TEACHER DEVELOPMENT FOR SCHOOL EFFECTIVENESS?**





# Characteristics of Effective Schools



Effective Schools Task Force, Halton Board of Education

Getting Results, FreeState 1999

Adapted from: Quinn, J. 1999. Managing the process of change and getting results. Ontario: Institute for studies in education.