CHALLENGES AND TRAINING NEEDS OF PROMOTED SCHOOL MANAGERS IN XHARIEP DISTRICT SECONDARY SCHOOLS – FREE STATE PROVINCE

by

THEBE T SEIPOBI

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SUPERVISOR: DR W N SETLALENTOA

CO-SUPERVISOR: DR S R S LITHEKO

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DECLARATION OF INDEPENDENT WORK

I **THEBE T SEIPOBI**, identity number [redacted] and student number 205086865, do hereby declare that this research project submitted to the Central University of Technology for the Degree MASTER IN EDUCATION , is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification

Signature……. **Date 5th March 2012**

DEDICATION

This dissertation is dedicated to the following people:

- My mother, Esther Mapula Seipobi, for her undying love, support and motivation.
- My dearest wife Degratia Seipobi for her caring support and encouragement.
- My two boys, Tshepang and Tiisetso for their patience and understanding

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- The CUT library staff for patiently providing me with the necessary materials for the development of this dissertation
- My family for their love, unending moral and financial support

ACCRONYMS

SMDG	School management developer and governance
HOD	Head of Department
SMT	School Management Team
SGB	School governing Body
Schools act	South African Schools Act
DoE	Department of Education

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Abstract

In Xhariep District, promoted school managers are left alone to find their way out. This exposes the school managers to stressful working conditions such as being unaware of the school policies and procedures.

The overall aim of this study is to explore challenges faced by promoted school managers in Xhariep secondary schools and identify the type of training they would require. The objectives of the study were to identify challenges that promoted school managers in Xhariep secondary schools face and also identify the type of training needs that promoted school managers require.

This descriptive study is quantitative in nature because it collects mostly numeric data and employs mainly quantitative techniques in analysing the data. The population under investigation consists of secondary, and high school principals, deputy principals, and heads of departments in Xhariep District in FSDoe in South Africa. The FSDoe Xhariep district office keep a database of schools under their jurisdiction . From this database, a purposeful sampling method was used to select 80 promoted school managers from the 23 listed schools in Xhariep District. Purposeful sampling method was used in order to prevent under or non-representation of parts of the population (Brynard & Hanekom, 2006:56; Scheaffer, Mendenhall & Ott, 2006).

A structured, Likert-scaled questionnaire with closed ended questions was used to collect information from the respondents. Part one of the questionnaire was used to collect demographic data, part two focused on induction, part three questioned about the role of the mentor and part four zoomed in on nature of support offered by FSDoe.

The results of the study showed that the majority of the respondents (97%) urgently needed induction. There was also a feeling that induction instilled a feeling of belonging by 67% of the respondents. The study also revealed that promoted school managers are offered very little support.

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CHAPTER 1
OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The performance of school managers has been a subject of controversy in South Africa since 1994 (Van der Westhuizen, 2008:78). These concerns may have prompted the National Department of Education, through the various provincial departments of education to intensify the provision of quality training programmes for school managers as a means of improving their managerial performance.

Public schools are facing one of the biggest challenges in educational history. Meeting the central government requirements of educating "all" children is a daunting task facing school managers throughout the country. Because of the impact school leaders have on school improvement (Hallinger & Heck, 2008: 6; Waters, Marzano, & McNulty, 2003:5), this challenge will only be met if schools are led by highly effective school managers.

Following the democratization of education and associated decentalisation of authority, schools are increasingly being held accountable for their performance. This implies that the success of the school is the responsibility of the school governing body (SGB) as much as it is of the National and provincial departments of education. Lemmer (2008:123) agrees and maintains that governments in many parts of the world, including South Africa, are pressing educational institutions to pay more attention to management strategies used to govern the schools.

This chapter outlines the empirical investigation that was conducted regarding the challenges faced by promoted school managers in Xhariep secondary schools and identifies the type of training they would require upon assumption of duty. The outline includes the background to the problem, the problem statement, the aim and objectives, the methodology of the study and definitions of key concepts.

1.2 THE NATURE OF SOUTH AFRICAN SCHOOLS

According to the Van Schalkwyk (2008:14) the education and training system under apartheid was characterised by the following three features: first, the system was fragmented along racial and ethnic lines; second, there was a lack of access or unequal access to education and training at all levels of the system; third, there was lack of democratic control. These features created problems because the majority of the oppressed communities, particularly black people received inferior education.

Following the 1994 democratic elections, a non-racial education system based on the principle of equity was instituted, providing for a central as well as provincial and local organisation of education Botha (2004:79).

1.3 BACKGROUND TO THE STUDY

New school managers face different challenges and responsibilities today than existed just five years ago and districts around the country are struggling to find strong leaders willing to face these increased demands. With the advent of "high stakes" testing, performance mandates, and government sanctions for schools failing to meet provincial and national mandated benchmarks fewer and fewer candidates are eager to enter the political arena of public school leadership (Bradshaw and Buckner, 2004:101).

When a promoted school manager commences work at a new school, he\she is usually expected to portray leadership qualities as if he\she has been a leader before (Van der Westhuizen, 2008:65). At the same time, he\she is expected to come to terms with, and absorb, a set of established rules, relationships, and ways of behaving and understanding that gives his\her new school its unique character. The positions of 'principal' carries with them huge responsibilities, ranging from financial management, human resource management, learner management and school governing body activities (Hopkins, 2006:30). These management position are considered the pivotal figure in the education system.

1.3.1 Study area background

The Free State Department of Education (FSDoE) operates within five municipal districts, namely: Motheo (largest in terms of number of schools); Thabo Mofutsanaya; Fezile Dabi; Lejweleputswa; and Xhariep (smallest in terms of the number of schools). The Xhariep district (see Appendix F) comprises of three local municipalities made up of a total of 17 urban centres and surrounding rural areas, namely, Kopanong, Mohokare and Letsemeng. Kopanong has nine towns and is based at Trompsburg, the biggest municipality in the district, while Letsemeng, based at Koffiefontein, has five towns and the Zastron-based Mohokare has three towns. The area of jurisdiction is approximately 34 13 1 km and accommodates approximately 135 0 00 people – the lowest population density in the Free State Province (Cronje, 2007:9).

The Xhariep district is located in the South Western region of the Free State Province. It is an arid, dry and dusty region and shares many of the Karoo's characteristics. Karoo is a “Quenna” word meaning “dry and hard”. Xhariep is also a “Quenna” word meaning “big water” or river (http://www.sa-venues.com). The main economic sector is agriculture, consisting of stock farming, which is the biggest employer. Industrial development is almost non-existent. The population profile is approximately 73% black, 12% white, 11% coloured and 1% Indian. This translates to a total of almost 39 000 households in the district. About 69% of people living in Xhariep are young, with only 5% classified as elderly. Some 72% of the population is economically inactive, while about 20% of households have no income at all (Cronje, 2007:9).

1.3.2 Background to Xhariep schools

There are twenty-three (23) secondary schools in Xhariep district. Sixteen (16) schools are purely secondary - that is, they offer grade’s ten to twelve. The other seven (7) schools are referred to as comprehensive or combined schools, offering teaching from grade “R” to grade twelve. Included in these seven comprehensive schools is one agricultural school. Six combined schools are Afrikaans medium, while the rest of the schools are English medium. The number of teachers and members of the School Management Team (SMT) per school are allocated based on the number of registered learners (South African Schools Act of 1996).

1.4 IMPORTANCE OF THE STUDY

The study is important because it will provide the baseline information necessary to support promoted school managers in an effort to enhance effective and high quality educational management in the Xhariep district. Information obtained from the study will be disseminated to the district officials so as to make them aware of issues that concern promoted school managers. Findings will also be made known to the other four districts of the Free State Province and as well as the National Department of Education.

1.5 STATEMENT OF THE PROBLEM

School management has been a career path in which the greatest challenges and the most difficult responsibilities are faced by those with the least experience (Glickman, Gordon and Ross-Gordon, 2008:21; Colber and Wolf, 2005:28).

Promoted school managers in Xhariep secondary schools often find themselves struggling with feelings of isolation, problems of time management, the complexity of student/family problems and the unfamiliar challenges associated with working in the political arena of school boards, teacher unions, and state department mandates. Such feelings often expose school managers to stressful working conditions which renders them somewhat bewildered and helpless.

The enthusiasm for school management among promoted school managers in Xhariep district is dampened by government officials who do not seem to care about supporting them, they are simply left to flounder in the midst of extremely difficult assignments. In addition in situations where female managers are recommended for appointed, there is often a lack of respect from fellow teachers.

The above concerns suggest that a need exists to investigate the school management challenges that promoted educational managers face and also identify the type of training they would require, because the profession cannot afford to lose the new members within its ranks.

1.6 RESEARCH QUESTIONS

According to Leedy and Ormrod (2010:22), to make the research problem more manageable, researchers usually divide the problem into sub-problems. Resolving the sub-problem will ultimately resolve the problem. It is against this background that the following pertinent questions have been formulated.

- What challenges do promoted school managers face once placed in a position of authority?
- Are there relevant training programmes in place to support promoted school managers?

1.7 AIM OF THE STUDY

The overall aim of this study is to explore challenges faced by promoted school managers in Xhariep secondary schools and identify the type of training they would require.

1.7.1 Objectives of the study

In accordance with the aim of the study, the objectives of the study are to:

- Identify challenges that promoted school managers in Xhariep secondary schools face once placed in a position of authority.
- Identify the type of training that promoted school managers require to execute their tasks \ duties effectively.

1.8 CONCEPTUAL FRAMEWORK

According to Van der Westhiuzen (2008:19) educational management is concerned with the internal operation of educational institutions. School managers generally play a major role in formulating the aims or goals of a school. They have a particular responsibility for establishing and maintaining an effective management structure. Educational managers are important participants in the process of decision making and they have a major role in maintaining good relationships with groups and individuals in the external environment.

Managerial functions involve a lot of action. Performing these managerial functions repeatedly may not necessarily lead to managerial excellence. Educational practitioners often stress the relevance of practical experience and the remoteness of theory, as Ruggieri (2007:12) points out that theory and practice are uneasy, uncomfortable bedfellows, particularly when one is attempting to understand the complexities of human behaviour in organisational settings.

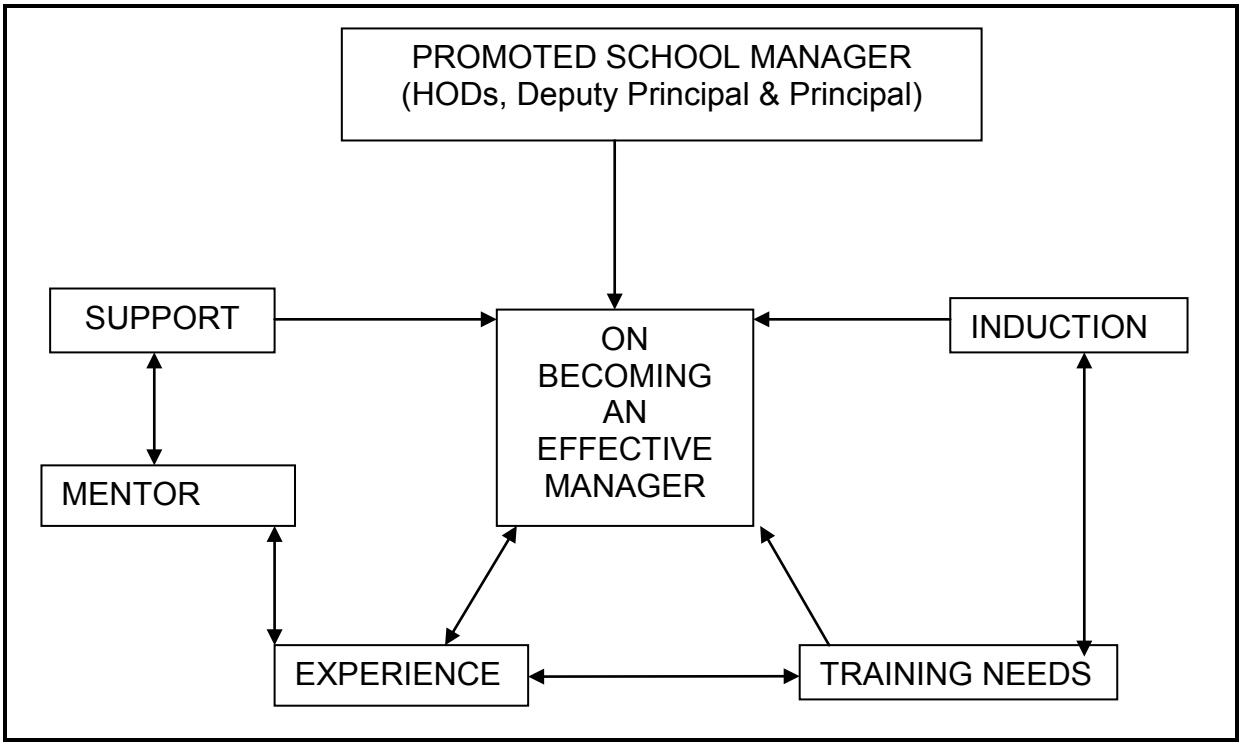
Lunenburg and Ornstein (2004:56) contend that some educational practitioners are dismissive of theories and concepts because they are seen to be remote from the realities of schools and classrooms. If educational managers turn a blind eye to theory, they tend to rely on their experience as a guide to their action. Furthermore, if they are pressed to explain the reasons for their decisions, they are likely to say that it is simply common sense. Hughes as cited in Bush and Middlewood (2005:59) explains that commonsense knowledge carries with it unspoken assumptions and unrecognised limitations as a result theorising takes place unconsciously. Educational managers who operate on the basis of an unrecognised theory tend to have a unidimentional outlook on organisational life.

Bush and Bell (2005:29) explain that theory provides a rational for decision making. It helps educational managers by giving them a basis for action. Without a frame of reference decision could become purely arbitrary. Bush and Bell (2005:29) further states that an appreciation of theory may also reduce the time required to achieve managerial effectiveness.

Figure 1.1 on page 7 illustrates that, in spite of promotion to managerial positions, there is no guarantee that promoted school managers will become an effective educational as well as instructional leader. The road to becoming an effective manager could be based on previous experience or having been exposed to formal training in school management (Ruggieri, 2007:13). Upon promotion, school managers have certain preconceived training needs, which should be realised. The figure also illustrates that promoted school managers need support once placed in a position of authority. This support (in the form of training) should help identify the school manager's strengths and weaknesses. The outcome of such training should equip school managers with skills that will make their management worthwhile (Ruggieri, 2007:23). Figure 1.1 further illustrates that an experienced mentor is also

desirable to provide technical and professional support to a promoted school manager. A mentor usually offers his/her services for free and harbours a genuine wish that the promoted school manager will be able to perform his/her duties well. (NWDoE, 2007:18 and Odell, 2008:26).

Figure 1.1 Conceptual Framework



Adapted from Ruggieri (2007:3)

1.8.1 Transformational leadership

The theoretical management model underpinning this study is based on the principles of transformational leadership. This model is most often linked to building a unified common interest between educational leaders and followers. Transformational leadership occurs when one or more teachers engage with others in such a way that teachers uplift one another to higher levels of commitment and dedication (Lunenburg and Ornstein, 2004:177).

Clay (2009:176) state that the focus of the organisation should be on performance and priority should be placed on group as well as individual performance. The greatest challenge that face promoted educational managers is to generate optimum performance from all staff members of his \her school. Transformational leadership

provides the potential to increase commitment to the aims of the organisation and to motivate staff to perform at their best for the sake of their learners and this requires an approach based on individual needs and aspirations of all staff members (Lunenburg and Ornstein, 2004:136). An approach focused on individuals, however, suggests that personal support, such as that provided by effective induction and mentoring is most likely to be effective.

1.9 CLARIFICATION OF CONCEPTS

In order to gain a clear understanding of the challenges faces by promoted educational managers, particularly managers of rural secondary schools certain concepts should be clarified. This is in line with what Prinsloo (2005:27) suggest, that any terms or concepts that may not be familiar to the reader or those to which the researcher is ascribing specific meaning should be defined and clarified in a way that they are used in the study.

School principal: The school manager who is the administrative head of the school. Amongst other things, the school manager ensures that school accounts and records are properly kept, and that departmental circulars and any other information the school may receive is brought to the notice of the members of staff. In addition, school managers are also in charge of recruiting new staff members for the school (Prinsloo, 2005:27).

Deputy Principal: The deputy principal, where applicable, is next in the organisational hierarchy of the school. In general, his/her main task is to assist or deputize for the principal (DoE, 2008). Some schools may not have a deputy principal, depending on the size of the student population.

Head of Department: The HOD's main tasks are to assist with the control and management of stock textbooks and equipment, as well as budgeting for the academic department(s) of which they are in charge. The HOD is third in the organisational hierarchy of the school (DoE, 2008).

Management:	Management is the art, or science, of achieving goals through people. Since managers also supervise, management can be interpreted to mean literally "looking over" – i.e., making sure people do what they are supposed to do. Managers are, therefore, expected to ensure greater productivity or, using the current jargon, 'continuous improvement' (Stoner, Freeman, and Gilbert, 2003:87).
School Management Team(SMT)	All persons occupying supervisory posts in schools who are engaged with managerial activities regardless of either the hierarchical levels at which such persons are employed or the nature and scale of the tasks assigned to them (Van der Westhuizen, 2008:33)
School manager:	In the context of the study, it refers to HODs, Deputy Principal and Principal.
Educational manager:	In the context of the study, it refers to HODs, Deputy Principal and Principal.
Promotion:	When someone is given a more important job in the same organisation (Oldroyd, 2006:123).
Induction	When someone is officially accepted into a new job or an organisation. (Microsoft Encarta: Electronic dictionary, 2007).
Mentoring:	A sustainable, developmental relationship between an adult and youth, or an experienced professional such as a teacher with a long service history (Kouzes and Posner, 2009:79).

Mentor: A person who provides guidance and support to a mentee with a respect to a wide range of knowledge, skills, attitudes and values. In, many cases the mentor is also a role model for the mentee (Erasmus and Van Dyk, 2008:170).

SETA: Sector Education and Training Authorities

SAQA: South African qualifications Authority

1.10 RESEARCH METHODOLOGY

The research methodology is the general approach the researcher takes in carrying out the research project. To some extent, this approach dictates the particular tools the researcher selects (Mitchell and Jolley, 2007:222). The main task of an educational researcher is to describe, explain, generalise and interpret educational phenomena based on empirical evidence. Cohen, Manion and Morrison (2011:254) defines an empirical research as an enquiry that should, in part, justify any claims that it makes in terms of reference to experience of the field to which these claims relate. Being familiar with the methodology that was used enabled the researcher to identify the kind of questions that were implicit to the research problem.

1.10.1 Research Approach

The kind of research approach that was used in this study was quantitative. A quantitative approach is a process that is systematic and objective in its ways of using numerical data from a selected subgroup of a population (Cohen *et. al*., 2011:378). The quantitative approach was relevant to this study because:

- The researcher sought to establish relationships and explain causes of changes in measured social facts; and
- This type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena.

The quantitative approach relied on descriptive statistical techniques for collecting, organising, and analysing numerical data.

1.10.2 Research Design

Cohen *et. al.,* (2011:321) describes research design as the basic plan of a study. The term *research design* therefore refers to how the study was carried out. According to Leedy and Ormrod (2010:187), the use of surveys in descriptive studies set out to seek accurate, quantitative and adequate descriptions of activities, objects, processes and persons.

Surveys are typically a broad and general investigation into the characteristic, opinions, previous experiences, attitudes, interests, values and preferences of a selected sample of a wider target population (Imenda and Muyangwa, 2006:26). Some researchers use the term survey research to refer to almost any form of descriptive quantitative research (Cohen *et. al.,* 2011: 102).

Surveys are a widely used method to gather scientific information about how people feel about a particular issue. They are useful for identifying relationships between sets of beliefs and perhaps giving hints for cause and effect relationships. Surveys can also dispel myths about how people feel about a popular topic (Mitchell and Jolley, 2007:203).

Mitchell and Jolley (2007:132) present three types of survey research, namely: participant-construct; confirmatory; and projective surveys. Participant-construct surveys are used to measure the strength of feelings respondents have about given situation. This approach facilitates the development of common understanding between the researcher and those whose views are being studied. Confirmatory surveys are commonly used to verify information. The purpose of confirmatory surveys it to assess the extent to which participants hold similar beliefs, possess certain skills or exhibit comparable behaviour. Projective surveys, on the other hand, make use of photographs to highlight participant's opinion or reactions, which enable the researcher to determine patterns of social interactions unobservable in the natural setting.

1.10.3 Population

A population is described as a large group of individuals, objects, organisational units or events identified by the researcher on the basis of selected traits, attributes and characteristics related to the research problem (McBurney, 2006:248 and Bless and Higson-Smith, 2009:63). The population under investigation consisted of 76 school managers in the FSDoE's Xhariep District.

1.10.4 Sampling technique

A sample is defined as the elements of population considered for actual inclusion in the study (Bless and Higson-Smith, 2009:163). The purpose of studying the sample is to gain an understanding of the population from which it comes. Due to the fact that the total accessible population was less than 100, as listed on the database provided by FSDoE Xhariep district office, a sample of 76 school managers from the 23 listed schools in the area was identified.

In situations where purposive sampling is employed, previous information assists the researcher in assuming that the selected sample would be representative of the population. In this study, promoted school managers were purposively sampled. The reasons for employing purposive sampling are twofold.

- The belief that promoted school managers can provide the information needed regarding the topic under study.
- It will enable the researcher to obtain more representative elements relevant to this study.

Representativeness in terms of diversity, background and location of the different schools was considered. According to Burns and Grove (2005:376), sampling is purposefully done in order to capture the richness of a wide range of perspectives.

The inclusion criteria that were used were such that subjects had to be:

- Promoted to school management during the period of 2008 to 2010;
- Employed by FSDoE and stationed within the Xhariep district; and
- Express a willingness to participate in the study.

1.11 INSTRUMENTATION

Following an intensive literature review, the researcher designed a questionnaire to collect data for this study. A questionnaire can be described as a list of questions presented in written format and the participants indicate their responses on a form, either mailed or completed at a specific location (Maree, 2007:152). According to Macmillan and Schumacher (2008:103), questions used in a questionnaire can be open-ended or closed. Closed-ended questions can also be distinguished, including ranking, category, quantity, grid and scale. The closed-ended questions that were used in this study required the respondents to choose the appropriate response from a list of possible answers and also to indicate their responses by choosing answers from a Likert scale.

A five-point Likert scale is seen by Maree (2007:161) as the most practical and easy to respond to, straightforward to analyse and sufficient unto most needs. Bell (2009:143) states that the use of closed-questions in a questionnaire has a high user-value, because they are easy to complete, take little time to read, keep the respondents focused on the topic, appear relatively objective, and are easy to table and analyse.

1.12 PILOT STUDY

A pilot study is a small version of a proposed study conducted to refine the researcher's methodology. It is conducted to determine the feasibility of the study and to identify any problem in the research process (Babbie, 2008: 154; Macmillan and Schumacher, 2008:161). A pilot study was therefore conducted on two (2) school managers who met the sample inclusion criteria. However, they did not take part in the main study. The results of the pilot study were used to refine and modify the questionnaire.

1.13 DATA COLLECTION

To gain entry into the field, written permission was sought from the Free State Department of Education. The School Management Developers of Schools (SMDG) were also requested to grant approval for the identification of respondents who met

the sampling criteria. The researcher personally delivered 76 questionnaires to the targeted schools.

1.14 DATA ANALYSIS

Bell (2009:144) defines data an alysis as an ongoing pr ocess that i s aimed at organising, acco unting f or an d pr oviding ex planation of d ata so t hat s ome ki nd of sense may be made of them. Maree (2007:151), on the other hand, describes data analysis as the process of bringing order, and identifying patterns and themes in the data. T hroughout d ata anal ysis, new dat a w as compared w ith dat a previously obtained so t hat it c ould be explained an d m ade un derstandable. A st atistical package for social sciences (SPSS) for Windows student version (2006) was used to capture the data and analyse the results.

1.15 DELIMITATION OF THE STUDY

This research s tudy w as conducted i n t he field o f management i n educ ation. The main focus of the study was to explore challenges experienced by promoted school managers and al so to identify t he t ype o f t raining t hey w ould r equire upo n assumption of duty. The quantitative approach followed in this study does not aim to generalise findings to the broader South Africa and can thus not be applied without shortcomings.

1.16 ETHICAL ISSUES

The following ethical issues were addressed, as illustrated by Creswell (2008:101):

- Informed Consent

Consent w as obtained from t he p articipants of t he st udy. P ermission t o conduct research w as granted by both t he di rector of quality assurance and as well as the director of the Xhariep district.

- Anonymity

The r ight of participants to be ano nymous was protected, b oth i n t he st ructuring of the questionnaire as well as in the analysis of the results.

1.17 OUTLINE OF THE CHAPTERS

Chapter 1: This chapter provides an orientation to the problem, problem formulation, aims and methodology that was followed.

Chapter 2: This chapter consists of a review of the literature which provides a conceptual and a theoretical framework for the study. In this chapter prevailing theories, educational management practices and challenges are examined. Emphasis is placed on challenges and training needs of promoted school managers. Attention is also given to the solutions to the challenges.

Chapter 3: Chapter three deals with the research methodology and the procedures followed in the study. This chapter discusses how the study is designed and conducted. It describes the selection of participants and the manner in which the data was collected. It also focuses on how data was collected. In short, the chapter looks at all the steps that were followed in order to investigate the research problem.

Chapter 4: In this chapter an exposition of data analysis is given. The analysis of data collected is described and the findings of the research are spelt out.

Chapter 5: This final chapter deals with a synopsis of the findings arising from the study. Finally, problematic areas of the study are discussed and recommendations for further research are given.

1.18 SUMMARY

The role of the school manager is of paramount importance. Thus, in this study attempt is made to investigate the challenges faced by promoted school managers particularly in the context of rural Xhariep secondary schools. The promoted educational manager's needs should therefore, be clearly understood. In this study a quantitative approach has been adopted. The next chapter presents the review of literature.

CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

The business of schooling has become increasingly complex over the last decade and will certainly continue as the new century progresses. There are higher expectations which come in the midst of teacher shortages; unprecedented competition in the workplace for professionals in other fields; and the diverse learning, social, and emotional needs of today's children. This focus has applied unrealistic pressure on those who choose to manage in our schools today (Hopkins, 2006:32).

A school is a complex institution characterised by uncertainty as a result of the ambivalent nature and outcome of its task (Van Schalkwyk, 2008:14). Uncertainty, instability, uniqueness, conflict of values and the lack of a single technology or management method are characteristics of the context of the organization within which promoted educational managers function.

The role of the educational manager is undergoing significant change and complex issues and challenges require that educational managers should acquire new and improved skills in order to cope (Hoberg, 2003:65). Changes in the role and responsibilities of the school principal have transformed the position into a job that is multifaceted, complex, and extremely demanding. The high stakes of the position, the increasing shortage of administrators, and a school district's ability to recruit, train, support, and retain competent leaders, is an issue being debated and studied by many in the field of educational management (Beaudin, Thompson, & Jacobson, 2008; Cunningham & Hardman, 1999). Van der Westhuizen (2008:77) concurs and maintains that traditionally the educational leader (the principal) was merely the head educator and the task of the school (i.e. what the school had to achieve) was of limited complexity. However, changes taking place worldwide have once again put the role of the principal in the limelight. The principal should, therefore, ensure that each individual in the school not only understands his/her new roles, but also performs them effectively. Squelch and Lemmer (2009:12) state that school principals

and educators are under increasing pressure to cope with these challenges while simultaneously building and maintaining effective schools. Van der Westhuizen (2008:146) contends that as a result of the increasing complexity of the school as an organisation, the principal is subjected to changing demands especially in respect of his/her management task. Glasman and Hech (2008:10) add that how the individual principal reacts to these demands may depend on his/her own values and beliefs as well as organisational and political variables associated with the school and community context (e.g. district size, level of schooling, learners' socio-economic status, pressures from district and community, access to knowledge and staff characteristics).

Promoted school managers require special help to ensure that they get off to a good start (NWDoE, 2007:5). The "finished product" concept pertaining to novice school managers shows a lack of understanding of school management preparation programmes as offered by tertiary institutions. These programmes provide students with tools to become good school managers, but they offer limited practical school management experience. The Department of Education (DoE), through officials based at district level, should organise special programmes to help fledgling school managers. Without help of this nature, a promoted school manager cannot hope to become an effective leader (NWDoE, 2007:5). In order to be effective, promoted school managers must be familiar with the school policies and procedures.

In the light of the above, this chapter will explore the contours of school management practices as they occur in educational environments. The chapter will highlight the roles and responsibilities of school managers, the challenges they encounter once placed in position of authority. An approach focused on individuals, suggests that personal support, such as that provided by effective induction and mentoring is most likely to be effective.

2.2 UNDERSTANDING THE NATURE OF SCHOOL MANAGEMENT TEAMS

2.2.1 The Composition of School Management Team

The management team of a school consists of the principal, deputy principal(s) and the heads of the department. Each member of the management team is charged with specific duties involving organisation and decision making, leadership and policy

formulation that would ensure effective education. Educators in the teaching profession are eligible for appointment to senior positions where they will be expected to assume new roles and responsibilities and also be incorporated in the management team of the school. In order for the school management team to be effective, it has to portray and exhibit certain quality features.

2.2.2 Quality Features of School Management Team

The school demands that the management team retain credibility as leading professionals and executive educational managers. At the same time they are expected to promote good public relations between themselves, the staff, the learners and their parents in an effort to promote a culture of effective teaching and learning, and in so doing effective school governance will be achieved (Hoberg, 2003:67).

Valentine and Bowman (2007:2) maintain that the management team occupies unique leadership positions and is first and foremost responsible for creating, nurturing and shaping a positive school environment in which professional responsibilities are accepted and shared collegially among the staff. The management team provides the direction to develop goals and establish expectation (Badenhorst & Scheepers, 2005 :44).

According to Stoner at al (2003:55) members of the school management team must be both educational managers and leaders in order to promote a culture of good governance. As managers they must ensure that fiscal and human resources in education are used effectively for achieving organisational goals. As leaders they must display the vision and skills necessary to create and maintain a suitable teaching and learning environment. The school management team should be adequately equipped to fulfil their roles in such a manner that teaching and learning can take place effectively (Badenhorst & Scheepers, 2005:32). Therefore, all the members of the school management team should be capable of understanding and interpreting the different realisations of the school in order to carry out their duties effectively.

Alan and Paisey (2007: 19) state that the school management team should possess the following q ualities in or der t o be effective i n cr eating a culture o f e ffective governance in schools:

- The management t eam s hould s et high pr emiums on t he v alue o f g ood human relationships within the school.
- They must be prepared to serve the school and the community.
- They sh ould b e abl e to g ive instructions and se e t hat t hey ar e carried out sufficiently.
- They must earn the approbation of their subordinates.
- They sh ould p ut t he s atisfaction of t heir su bordinates' spiritual an d phy sical needs first.

With the South African scenario in mind, the following five values and /or qua lities of educational m anagers are de rived f rom research on p rincipalship and they a re described by (Botha, 2004:244) as the cornerstones of educational management.

- A g ood educational manager v alues reflection. I n r eflection, t he e ducational manager se eks to i dentify ca uses and effects. A ccording t o V an der Westhuizen, (2008: 2 13) r eflection i s important not si mply for l earning f rom the past, but also for thinking about the future.
- A good ed ucational m anager value vision. A ccording to Botha (2004:241), a vision is a "blend our experience from the past and our hope and aspirations for the future". It is a statement of what a group of people want to achieve and is understood by everyone involved (Mestry, 2009:126).
- A good educational manager value commitment and courage. Kilmann (1991) as cited i n B otha (2004:242) s uggests that i t i s i mportant for educational managers to commit firmly to what good schools should be like and have the courage to stand by that commitment.
- A good educational manager values empowerment and the best use of power. Botha (2004: 241) is of the opinion that empowerment involves educators as knowledgeable pr ofessionals in ac tivities bey ond t heir cl assrooms. H e suggests that educational managers should help to create different structures for consultation and decision making.

- A good educational manager values the role of the head learner. In a community of learners, the educational manager occupies a central place and servers as a thinker and a philosopher about the important issues which face his /her school (Botha, 2004:241).

2.3 CHALLENGES WITHIN SCHOOL MANAGEMENT PRACTICE

2.3.1 The Changing role of an educational manager

The role of the school leader has evolved into a growing complexity. New school managers entering schools today face unprecedented challenges and expectations. They enter a dramatically different school system than existed just five years ago. This change has taken place over the last decade during a time of increased accountability and public scrutiny and in an era of high-stakes testing (Glasman and Hech, 2008:10).

The job of the school manager has become nearly impossible (Grubb, 2007:12). School managers are responsible for hiring teachers, disciplining students, soothing angry parents, overseeing the cafeteria, supervising special education and other categorical programs, managing the budget, maintaining facilities, coordinating enrollment and scheduling of students, as well as all other areas of need. Based on a study by Cooley and Shen (2008:451) whereby more than 4000 secondary principals from across United Kingdom, they concluded that, many principals found themselves mired in situations beyond their control that involve labour strife, students, and parents with numerous social problems and school violence. These complexities in schools and communities demand the amount of time that principals must spend on management areas just to ensure the school operates at acceptable levels at the expense of leadership initiatives.

In South African context the role of school manager has changed dramatically and emphasis is now placed on leadership (Botha, 2004:240). Botha goes on further to say that new conditions and expectations in education created new challenges and perspectives for educational managers. While some roles are peripheral to the job of the educational manager, some are central and deserve to be given a high priority (Ngcongo, 1995:31). For example, educational managers should ensure that they perform their managerial roles in such a way that educational reforms are effectively

implemented. The success or failure of educational reforms depends on the roles played by the educational managers. However, no educational manager can be characterised by only the roles they play or should play. Successful educational managers exercise different roles in different circumstances (Smith, Sparks & Thurlow, 2007:10). Thus, for any school to be successful, the educational manager should, amongst the other things, fulfill his/her managerial roles. Terry (2009:32) explained that the role of the educational manager has always been and continues to be crucial to the effectiveness of the school. Squelch and Lemmer (2009:11-14) concur that although the educational manager plays a crucial role in making things happen in a school, he/she alone cannot be held responsible for school improvement and school effectiveness. The educational manager should be supported by an efficient team of staff and the parent community.

Kouzes and Posner, (2009:82) regard managerial roles as the specified set of activities and expectations that define the part played by the manager in the organisation. Everard and Morris (2006:95) regard managing change as an essential function of the managerial role. Thus, the managerial role of the educational manager is that of transforming the staff and everyone in the school so that they are able to transform the school. He/she does this by paying special attention to their developmental needs and encouraging them to put the interests of the school above their own interests. As Fullan in Du Four & Berkey (2005:2) puts it, it is only when enough people within an organisation change that the organisation can be transformed. Terry (2009:28) maintains that the success of the educational manager is measured by the improvement in performance of others. As a result, the educational manager should challenge all individuals associated with the school to identify objectives and create a vision and long-term goals that require their collective, creative efforts to accomplish (Weller & Weller, 2000:8).

Portin, Shen and Williams (2008:6) are of the opinion that the role of an educational manager can be characterised by two trends, namely growing ambiguity and complexity. For example, educational managers are expected to accomplish different things by different groups. Dean (2005:64) explains that all educational managers have to live with other people's views of their role. Everyone connected with the school always has ideas about what educational managers ought to do, as a result they always exert pressure on the educational managers to conform to their

expectations. Therefore, the educational manager should reconcile these views with his/her own view of his/her own role (Dean, 2005:54). Changes taking place in the education system demand that educational managers should know how to deal with these changes. The problem, however, is that most educational managers lack the necessary skills required for success in some aspects of the changing role (Portin, et. al., 2008:6).

According to Murphy and Hallinger (2005:220), the success of local school initiatives and/or departmental initiatives depends upon principals' abilities to adapt their roles to new realities. However, these roles should be understood in the context in which each school operates, thus, Squelch and Lemmer (2009:19) argue that each school is unique and not all schools have the same needs or demands, nor are they faced with exactly the same challenges or problems. The educational manager should take the uniqueness of the school into account whenever performing his/her roles. Problems and development within a particular school need to be analysed and responded to while taking into consideration the dynamics of the school as part of a broader-educational bureaucracy. Issues with which the school is faced must also be understood and responded to within the context of societal dynamics (Davidoff & Lazarus, 2007:34). Dimmock and Hattie (2007: 17) content that while it is widely acknowledged that the part which the promoted educational manager plays in executing his\her management tasks at school is a crucial factor, in-depth studies focusing on promoted educational managers needs to be conducted.

For effective school management in the ever changing educational dispensation, the challenge is to redefine the functions of leadership, since this is crucial for change to occur and to build democratic schools (Gultig and Butler, 1999 as cited in Botha, 2004:241). In meeting the new challenges, the educational manager should accept the realities of these changes and demands, but, even more importantly, they should act in a way that takes account of the character of the world that is changing (Botha, 2004:241). This implies that the educational manager should manage his \her school as an enterprise for the realisation of the functional task of the school, namely teaching and learning. In order to achieve this functional task, Kruger and Van Zyl (2009:9) identified the following cardinal managerial roles that the educational manager should perform:

2.3.1.1 Providing leadership

The educational manager should perform his/her managerial role by providing leadership to the staff, learners and parents and other interested individuals so that the school is able to achieve its objectives. As Gronn (2006:27) puts it, the hierarchy of roles comprises core managerial work (planning, communicating, appraising, setting output targets, finding resources, coaching, selecting and inducting). Squelch and Lemmer (2009:10) concur that good leadership is regarded by many as synonymous with the effective role of the educational manager. Role-players, especially educators and parents, always look to the educational manager for leadership, that is, direction, motivation and guidance. Terry (2009:30) maintains that effective and skilled educational managers are able to create by both example and direction an atmosphere that breeds motivated and successful educators, an excited and energised staff, inspired and stimulated learners in an effective school setting. This also involves other role-players such as parents, the community at large and other individuals that have an interest in the school.

In order that school effectiveness and improvement will be realised, the educational manager should provide the following two types of leaderships, namely, instructional leadership and transformational leadership. Drake and Roe (2009:131) argue that although many approaches to leadership have in some circumstances proven to be positive, no one approach or style is a panacea. Therefore, the leader needs to be armed with an arsenal of leadership approaches to draw from as conditions change.

2.3.1.2 Transformational leadership

The model most often linked to vision is transformational leadership. Bush and Middlewood (2005:11) say that transformational leadership is about building a unified common interest between leaders and followers. The transformational model is comprehensive in that it provides a normative approach to school leadership which focuses mainly on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes (Bush and Middlewood, 2005:11). Through the transforming process, the motives of the leader and follower merge. Transformational leadership provides the potential to increase commitment to the aims of the organization and to motivate staff to perform at their best for the sake

of their pupils and colleagues.

Thus, the role of the educational manager is that of transforming the staff and everyone in the school so that they are able to transform the school. He/she does this by paying special attention to their developmental needs. Davidoff and Lazarus (2007:154) argue that the educational manager needs to be perceptive so that they know when to push and when to leave the situation unchallenged. Being perceptive means being sensitive to the moods of others and to their needs and organisational priorities. According to Hoy and Miskel (2007:189), educational managers as transformational leaders are expected to define the need for change; create new visions and master commitment to the visions; concentrate on long-term goals; inspire followers to transcend their own interests to pursue higher goals; change the organisation to accommodate their vision rather than work within the existing ones and mentor followers to take greater responsibility for their own development and that of others in the institution.

Law and Glover (2007:126) concur that transformational leaders are people-oriented. Being people-oriented, these leaders (educational managers) build relationships with the individuals in schools and help followers develop goals and identify strategies rather than emphasise tasks and performance. These strategies allow educational managers to motivate, inspire and unite educators and other individuals in schools towards common goals (Black, 1998:35). But the educational manager should not take or regard transformational leadership as a panacea. Therefore, educational managers should always provide such a leadership with great care.

2.3.1.3 Instructional leadership

The educational manager's main function is to create conditions in the school that ensure that the learners receive quality instruction both inside and outside the classroom. As Hanson (2006:92) expresses it, principals' efforts to shape a supportive instructional environment within the school (for example, high achievement expectations, participating parents, quality educator selection and educator empowerment) can have an important influence on the teaching-learning process. Therefore, educational managers need to redirect their thinking back to the learners. However, Drake and Roe (2009:170) argue that this is not to say that, in addition to

the many tasks already expected of the educational manager, he/she should now assume responsibility for teaching a class for part of each day. Rather, improving teaching and learning should be the primary focus of his/her time. The educational manager can only improve teaching and learning if he/she knows and understands what the educators and learners are doing inside and /or outside the classroom. Therefore, educational managers must know what to expect from educators if they (educational managers) are to provide effective instruction in the schools.

According to Hanson (2006:78), instructional leadership focuses on the core mission of the school, namely classroom instruction, paying attention to what is happening at the chalk face. Thus, the educational manager as instructional leader should work with educators to promote classroom learning (Drake and Roe, 2009:170). Therefore, the educational manager should always be available to provide guidance and support whenever necessary. Kruger and Van Zyl (2009:9) maintain that the educational manager as instructional leader must ensure that teaching and learning activities are performed well and that any appropriate tools that could enhance the teaching-learning situation are made available to the whole school. This can only be possible if the educational manager is working closely with the educators and knows when his/her assistance is needed.

2.3.1.4 Facilitating meaningful change

Effective implementation of change relies on the active involvement of staff at each stage of the process, otherwise the change will never become fully operational. (Van der Westhuizen (2008:235). Thus, the educational manager should always work with other teachers. According to Erasmus and Van der Westhuizen (2008:235), the educational manager should encourage teamwork among educators so that they take part in the day-to-day decisions made in the school. For Steyn, (2008:255) this would mean a style of consensus and shared decision-making because everyone at school should be or is accountable. Teamwork, however, does not imply that the educational manager should shift his/her responsibility to others. The educational manager is, first and foremost, the representative of the Department of Education at the school level and, therefore, is the first person to account for whatever happens in the school. For the educational manager to facilitate change meaningfully, he/she needs to acquire skills to manage change. Thus, Bradshaw and Buckner (2004:101) are of the opinion

that educational managers and other members of the school community must be taught the specific skills needed to bring about significant change.

2.3.1.5 Maintaining and developing resources

Everard and Morris (2006:97) argue that an educational manager needs to be able to plan, organize and control all his/her resources. Dimmock and Hattie (2007:41) add that the ability to respond immediately to educational problems is best achieved if control of the resources needed to make a response is closest to the problem. The educational manager should, therefore, not only ensure that the necessary and adequate resources are available, but also that these resources are well managed. Everard and Morris (2006:78) classify the tangible resources of an organisation as follows: human (the people employed by the organisation), material (building and equipment) and financial (the funds available to the organisation). The managerial activities particularly concerned with the maintenance and development of resources are as follows: human – selection, appraisal, counseling, career planning, job design, training, project work, couching; material – purchasing, stock control, asset management; and financial – budgeting, cost control, fund-raising, cost/benefit analysis (Everard & Morris, 2006:101).

Of all resources, human resources are the most important. Therefore, the human resources need to be developed and well managed. According to Davidoff and Lazarus (2007:32), the human resources aspect of a school involves issues concerning members of the staff, the parents, the learners, various community leaders and groupings, education administrators, and various education support service personnel providing itinerant services to the school.

2.3.1.6 Building and maintaining a winning team

Teamwork is increasingly advocated, but the acid test of their practical value is whether they operate effectively and contribute to the development of successful schools (Lunenburg and Ornstein, 2004:166). Teams form part of an essentially normative frame-work for school leadership and management, with several overlapping assumptions:

- Educational managers should develop and communicate a distinctive vision for the school;
- Leadership should be transformational so that staff and the wider school community can be inspired to share, and to implement, the educational manager's vision;
- Professional staff are encouraged to participate in teams on an equal basis, despite the hierarchical structures within which they all work; and
- Teamwork is likely to lead to better and more widely accepted decisions (Bush and Middlewood (2005:111).

Teams have become widespread in schools and in many different national contexts. This has occurred because educational leaders and staff feel that teamwork has advantages over individual activity. Lashway (2009:13), identify the following listed benefits for teamwork:

- Clarifying roles;
- Improving communication;
- Sharing expertise and skills;
- Motivating, supporting and encouraging decision-making;
- Maximizing use of resources; and
- Increasing participation.

The educational manager has a very important role in helping educators to form teams that can ensure that there is effective teaching and learning in the school. He/she should ensure that these groups work effectively and collaborate with one another 'synergistically' to achieve the task of the organisation (Everard & Morris, 2006:105). The educational manager should not only build and maintain a winning team, but also ensure that such a team is well managed.

Steyn (2008:264) regards team building as a process that involves the formal work group developing an awareness of those conditions that keep it from functioning effectively and then proceeding to take action to eliminate those conditions. Bush and Middlewood (2005:113) refer to a survey of school principals in Durban whereby 21 respondents mention six obstacles to team effectiveness in South African schools:

- Some teachers are unqualified and lack skills;

- Personality clashes;
- A frequently absent teacher;
- Intolerance by some team members;
- Shy staff dominated by others; and
- Low morale and motivation, caused by increased workload

These responses seem to suggest that teams in South African Schools require development if they are to become really effective. If the team functions effectively it should be in a position to identify and eliminate the challenges \ problems or barriers that may hinder quality educational management. Teams are not the solution to everyone's current and future organizational needs. They will not solve every problem nor help top management address every performance challenge. Moreover, when misapplied, they can be both wasteful and disruptive (Bush and Middlewood, 2005:108).

2.3.2 Barriers to quality educational management

According to Donald, Lazarus and Lolwana (2008:4), a barrier is any factor, either internal or external that causes a hindrance or *barrier* to that person's ability to carry out his \ her duties. Prinsloo (2005:27) concurs and regards a barrier as an obstacle or circumstance that keeps people or things apart. It prevents communication and bars access to advancement. Thus, if barriers are not addressed they can add to the problems already experienced. This can have a direct impact on the quality of educational management that should be provided by the promoted educational manager.

Barriers can be located within the promoted educational manager, within the center of learning, within the education system and within the broader social, economic and political context. These barriers manifest themselves in different ways and only become obvious when the general management of the school fails (Department of Education, 2007:12). Chisholm (2000:4) regard the following as some of the barriers that still hamper promoted school managers: lack of managerial experience, inadequate management training, under-qualified school managers and an absence of induction and mentorship system. In addition to the above Tickle (2007:23), says

the transition from being a novice teacher to becoming an educational manager is exacerbated by the following listed challenges.

- The change in status;
- Tension between expected professional development and learning on the job;
- Change of location;
- The fullness and complexity of new responsibilities;
- New school situation and organisational features;
- Getting to know resources;
- Becoming acquainted with new colleagues;
- Isolation from other novices that could act as a support system; and
- Facing aspects of school management which were never dealt with in training institutions.

These barriers \challenges need to be addressed in order that promoted educational managers could offer quality school management. As Aitken (2006:22) puts it, if schools are to meet their responsibility to educate, the barriers to educational management faced by promoted school managers cannot be ignored.

All employees want better pay and recognition for the work they do, and this is usually associated with promotion. However, there is a catch: a promotion implies a change in responsibilities and this requires making an important career decision. It is important to realise the implications of this decision - if one chooses to become a school manager, the acquired responsibilities become more (McCulloch, 2004:7). Writing in *The Leadership Pipe-line*, Charan (2007:20) makes a strong case by saying that people promoted to managerial positions need to develop new skills, learn new ways of managing their time and adopt new work values at every new step in their career. When school managers are promoted without learning the required new skills, without changing their time allocations or accepting new work values, they block the school's leadership pipeline. The unfortunate scenario is that the Department of Education often promotes school managers without providing training or continuous coaching. New managers then tend to imitate their predecessors, but there are always new challenges and old responses become more ineffectual with time (McCulloch, 2004:9).

Charan (2007:15) m aintains that, " all m anagers, upon bei ng a ppointed t o a n ew leadership l evel, s hould t ake up on t hemselves to define their job. This means defining n ot onl y the s kills, t ime applications an d v alues for t heir l evel, but al so t he performance standards for that level. In most cases, failure does not occur because people are lazy or incompetent. It occurs because the promoted incumbent does not understand his or her role when they move to new leadership levels". Succession to the pr incipalship i s important t o t he e ffectiveness of t he sc hool's mission, a nd promoted school m anager nee ds continuing su pport i f t hey ar e g oing t o b e successful in meeting the challenges of educating all children (Aiken, 2008). Daresh (2008:166) r eported t hat b eginning sch ool managers did n ot t ruly under stand t he school l eader's job, e ven t hough t hey had studied, r ead about, t alked a bout, a nd practiced the school management.

The p romoted school m anager i s not al ways automatically r eady t o m anage t he school; they are the kind of people who are excited about the new job, but may not know where and h ow t o beg in. T his therefore i mplies that promoted sch ool managers need t o be o ffered training by sp ecialised or k nowledgeable p eople (Holloway, 2007:104).

A p romoted sch ool manager's first y ear of managing a sch ool i s a time o f g reat personal st ress. At times t hey ex perience pr ofound feelings of u ncertainty, inadequacy a bout t heir m anagement r ole, they m ay feel di slocated and a nxious (Harrison, 20 03:110). N ovice sch ool managers often f ace a concealed an d unpredictable future (Fisher, 2004:73).

Within their working environment promoted school managers increasingly encounter a fast c hanging a nd confusing w ork space i n w hich t hey hav e to so mehow w ork strategically with pr escriptions. This could pose as a big ch allenge esp ecially t o recently pr omoted e ducational m anagers, b ecause ev eryone at sch ool w ill al ways look to him\her for guidance, direction and assistance.

Problematic teachers present one o f t he t oughest c hallenges pr omoted sc hool managers may face (Deventer and K ruger, 2003:68). Poor p erforming t eachers not only do not br ing t he ex pected r esults, but al so t heir ba d behaviour m ay di stract others from doing their work. They consume much of the educational manager's time

and take the place of other teachers who might be of more help to the school (Bush and Middlewood, 2005:89). Their bad behaviour may damage the school's reputation. For some school managers, moving from the collegial context of being a teacher, a role in which they felt secure and competent, into new arenas in which they are consistently challenged, leaves many feeling isolated, overwhelmed, and disenchanted with the job of school management. Shea (2009: 34) states that the expectation that novice school managers will enter the school with enthusiasm, idealism and optimism is a short-lived one.

Many schooling systems do not fulfil their mandates because of poor management and leadership. Similarly the rigidity that one finds in schools does not only stunt school's capacity to develop, but also leads to schools that are dysfunctional and unproductive (Mulford, 2007:133). According to Mathibe, (2007:523) one reason that has always been advanced for poor school management is that educational managers are not appropriately skilled and trained for school management.

2.3.3 Gender and educational management

Many barriers remain which hinder women in educational management from achieving true parity in relation to their male colleagues with regard to promotion posts. There are many possible reasons for this disparity but there can be little doubt that women are disadvantaged and that this represents an enormous waste of human capital (Aitken, 2006:101). Among the reasons advanced as identified by Bush and Bell (2005:62) is the alleged 'male' image of management which may be unappealing to women. Results of the a study conducted by Tertia King as cited in Van der Westhiuzen (2008: 33) revealed that women made up of no less than 71% of the total teaching population in South Africa, while men only filled 29% of the posts. This statistical proof indicates irrefutably that the South African education system is dependent on the female work force. As a result one would expect that this changed relation between men and women would result in there being an increased number of women in promotion position. Where women have made substantial progress in terms of becoming school principals as in Israel, the more powerful administrators outside the schools are almost exclusively male (Mulford, 2007:133).

A large variety of carrier barriers which prevent women in educational management profession from performing their managerial duties are listed in table (2.1) below in the order of relative importance as identified from a study done by Schmuck, Charles and Carlson as cited in Van der Westhuizen (2008:542).

Table (2.1) illustrating barriers in professional progress of women with regard to educational management adapted from Van der Westhuizen (2008:542).

Barriers	Percentage	Number of Respondents
Lack of experience	56	46
Lack of necessary training	55	45
Family responsibilities	38	31
Inability to be competitive	33	27
Unaware of promotion vacancies	17	14
Lack of encouragement by colleagues	10	8
Lack of encouragement by family members	4	3

It is evident from the table above that female educational managers experience 'hidden' professional barriers in the form of lack of experience and lack of necessary training. The lack of training is not only limited to opportunities for obtaining higher academic qualifications, it also includes all manner of in-service training programmes, and management workshops (Deventer and Kruger, 2003:236). In addition, Van der Westhuizen (2008:532) is of the view that female educational managers are not sufficiently encouraged / motivated by their peers. In this regard Van der Weshuizen (2008:533) mentions that in USA men are still promoted by preference above women with equal qualifications and this discourages women from even applying for promotional posts. In addition, a large number of parents and other stakeholders seem to show a lack of confidence in female school managers, as confirmed by Harrison (2003:119) and Apple (2000:45).

As the new millennium stretches before us, quality educational management is more vital than ever. What is certain is that school management will not get easier for future educational managers. Future educational managers will continue to struggle to manage their multifaceted jobs within the ever changing educational environment.

Botha (2004:240) regards the image of future female school managers to that of becoming an educational strategist in which she continues to be an expert in areas traditionally associated with instructional and transformational leadership, but in which special emphasis is given to the leader being able to formulate strategic intensions. The articulation of strategic intentions necessitates a high level of knowledge and understanding. Botha (2004:242) emphasizes that future female school leaders will have to be knowledgeable about classroom and school effectiveness. This implies that they will have to be supported in order that they understand the implications of adopting various school management strategies.

2.3.4 Financial management barriers

Worldwide (in countries like Britain, Australia and New Zealand), the trend is towards more self reliant schools. The movement towards self-reliance means added responsibilities for all stakeholders, for example the educational manager must manage the budget of his \ her school and thereby the finances of the school (Levacic, 2005:73). In certain developing countries there are concerns with the implementation of self-reliant schools, for example, few educational managers can be considered strong and well-trained professionals (De Grauwe, 2004:12). According to De Grauwe, (2004:9) there is evidence of insufficient measures to strengthen financials skills of educational managers. De Grauwe, (2004:13) goes on further to say in most developing countries, selection and recruitment practices have not changed, capacity-building initiatives around financial management cover very limited scope and educational managers especially in rural areas are isolated and receive little or no support on financial management.

Cranston (2007:3), who has conducted a study on School-based Management and its changes and challenges for educational managers in schools in Australia, states that apart from leadership role, the educational manager also has to fulfill a financial management role. This new added role has resulted in educational managers needing to draw on and develop a broader and more complex set of skills and capacities than those held previously (Mestry, 2009:129).

Management of a school's finances is an integral part of effective school management (Van der Westhuizen, 2008:325). Mestry (2009:129) argues that, there

is lack of financial management training designed for school managers in South African secondary schools. Such training would be beneficial as it will:

- Prepare and equip school managers with financial skills,
- Enable the school managers to be responsible and accountable for funds that have been received for attainment of specific school objectives; and
- Equip them to make a contribution towards the improvement of the overall quality of teaching and learning of their schools.

Section 19 of the South African Schools Act stipulates that the provincial head of departments should provide introductory general training for newly appointed educational managers in order to enable them to perform their functions. Mestry (2009:129) is of the view that training in financial management should be practice-based and should cover the following listed topics:

- The legal framework that underpins financial school management;
- Funding of schools;
- Financial planning \ budgeting;
- Financial organization;
- Financial control; and
- School information systems.

2.4 STRATEGIES TO SUPPORT SCHOOL MANAGERS

2.4.1 Professional development of educational managers

South African education system has undergone major transformation (Botha, 2004:83). As a result various strategies are being explored towards enhancing managerial effectiveness of promoted educational managers. These strategies are being employed because educational managers within their schools are seen as important role-players.

There has been a call in recent years for professional development and in-service support for principals, especially during the first three induction years (Daresh, 2008: 170). Key researchers agree that leadership preparation can no longer end with the awarding of a certificate, degree, or credential. Rather, professional development needs to be embedded throughout the professional career of the school manager.

Leading the school assumes an approach in which leaders model: a preparedness to face and manage the challenges of change, a capacity to exercise critical and creative intelligence in the solving of problems, and a belief in the complex, shared, and incremental process of learning to learn – and to lead (Daresh, 2008:171). Promoted school managers are in special need of assistance when taking on responsibility for a school. Integrated and articulated strategies of professional support, guidance, and development must be available to new principals. These might include mentoring; inter-school and district visitations; peer pairings; network interactions; face to face and online sharing of good practice; and access to modular programs to address specific skills in areas of leadership and responsibility relevant to the particular setting in which principals are located.

Bush and Middlewood (2005:22), claim that professional development is widely accepted as fundamental to the improvement of organisational performance and they define it as:

- An ongoing process of education, training, learning and support activities.
- Taking place in either external or work-based setting.
- Proactively engaged in by professional teachers, school managers and other school leaders.
- Aimed primarily at promoting learning and development of their professional knowledge, skills and value.
- To help them to decide on and implement values changes in their leadership and management behaviour.

Mathibe (2007:523) also notes that where the necessary skills and knowledge are lacking employers of promoted educational managers need to develop a multiple-strategy approach to enable promoted educational managers to fulfil their roles effectively. There seems to be sufficient reasons that promoted educational managers should be exposed to programmes of professional development in order to ensure that schools are managed and led by appropriately qualified school managers.

Since quality in education retracts from effective school management and leadership, the quest for quality in education necessitates that educational managers be up-to-

date w ith dev elopments in ed ucation a nd t raining fields. Lemmer (2008:120) maintains t hat q uality is the ke y feature o f cu rrent educational debates. Q uality schooling, q uality m anagement, q uality t eaching and q uality audi ts are the t hemes that occu r i n policy d ocuments d ealing w ith t he r eform o f education at al l l evels across the i nternational ar ena. H owever, H oberg (2003:55) warn t hat q uality educational management does not flow nat urally f rom t he i mprovement o f ex isting internal pr ocesses such as curriculum m anagement, f inancial m anagement an d human r esource management. Quality ed ucational m anagement also r equires the improvement or r edesign o f ex ternal pr ocesses l inked t o other educational institutions. T herefore, school m anagers should s trive t o f orm co llaborative partnerships that can enhance their managerial skills.

Mathibe (2007:524) r egard pr ogrammes for pr ofessional development for educational m anagers as oxygen t hat ens ures that sc hool managers survive as educated and trained professionals. According to Van der Westhuizen (2008: 324) professional dev elopment m ay take different f orms such as training, on -site processes, net-works and professional development schools. In general, an effective professional d evelopment pr ogramme for sch ool m anagers should hav e t he following characteristics:

- It should be integrated with educational goals to improve education;
- It should be guided by a coherent long-term plan;
- It should be primarily school based;
- It sh ould be c ontinuous and o ngoing, pr oviding f ollow-up su pport for f urther learning; and
- It should be ev aluated on the basis of its impact on school development and effectiveness (Mathibe, 2007:524).

Tickle (2007:42) is of the view that there is plenty of evidence that, throughout the twentieth c entury, de spite persistent attention, s atisfactory opp ortunities for new school m anagers to ut ilise t heir ex pertise and pr ovision for t heir pr ofessional development i n t he first y ear o f sc hool management have r emained v ery el usive. Every pr omoted ed ucational m anager sh ould be su bjected t o a structured su pport during his/her first year on the job (Calderhead and Shorrock, 2007:103). This should

build on their initial training, where strengths and development needs will have been identified, and set the pace and direction of future professional development.

Professional development can be regarded as vital dimension in improving educational managers' professional skills and capabilities. It is an essential part of lifelong learning and is likely to be beneficial for promoted school managers for two reasons. First, effective professional development is likely to improve motivation which in turn, provides the basis for school manager retention (Lashway, 2009:89). Secondly, it also makes direct contribution to performance development in two ways:

- In developing and extending educational managers' knowledge and skills, this in turn provides the essential underpinning for improved school management.
- In developing schools managers' confidence this in turn provides the opportunity to innovate 'transform' their professional work (Mulford, 2007:113).

According to the Department of Education (2007:7) in order to meet the demands of modern day schools, schools need to establish appropriate strategies that will empower and add value to the promoted educational manager. This can only happen in a school where all role-players understand not only the educational policies, but also their respective roles and responsibilities in implementing such policies.

2.4.2 Forms of professional development

Mathibe (2007: 525) states that training is the traditional and still dominant form of professional development and it may include direct instructions, skills demonstration workshops and presentations. In addition, training involves instruction by an expert or experienced employee. The purpose of such trainings is to provide employees with knowledge, skills, values and attitudes to perform a particular job effectively and efficiently. Mathibe identifies the following forms of professional development trainings:

- One-day conference;
- Single-session activities;
- Short courses over a period of time;
- Formal meetings by subject specialists; and

- Membership of working groups

Just as it is necessary for educational managers to have requisite qualifications before they are appointed to headship positions, there is a great need for systematic professional development programmes for practising educational managers. According to Erasmus and Van der Westhuizen (2008:145), workplace learning is a major contributor to competitiveness both of the school and the nation. Literature revealed that on-site learning augments flexible delivery mechanisms since on-site learning processes are characterised by:

- Acquisition of skills and knowledge in the midst of action; and
- Collective action (Mathibe, 2007:526).

On-site learning is essential not only for continuous transformation in the school, but also sustained development of educational manager's competencies and knowledge (Mathibe, 2007:526). According to Kruger and Van Zyl (2009:109), on-site learning processes include joint work that entail shared responsibility tasks such as teaching, curriculum writing, assessment development, as well as creating interdependence and co-operation among educators. In addition, through mentoring programmes experienced educational managers can serve as resource persons for the newly promoted school manager.

2.4.3 Professional development of school managers in the United Kingdom

In the United Kingdom the New Vision programme was developed to meet the leadership development needs of educational managers in the first three years of school leadership. To ensure that school managers attend the New Vision Programme, funds were made available from the Head Teachers Leadership Management Programme (Lunenburg and Ornstein, 2004:593). The programme had an unusual mix of content and process with an emphasis on participants' personal and school contexts. The key learning processes and protocols of the programme covered:

- Coaching and mentoring;
- Diagnostic instruments;

- Leadership learning portfolios;
- Peer coaching; and
- Inter-visitation.

Lunenburg and Ornstein (2004:597) content that New Vision Programme enhanced management and leadership development and consequently participants when they exited the programme after 18 months they were:

- More reflective;
- Reviewing their approach to leadership and management;
- Focusing more on the big picture;
- Improving their people management skills and leadership qualities.

2.4.4 Professional development of school managers in South Africa

Mathibe (2007: 529) notes that in South Africa, unlike in the UK, any educator can be appointed to the office of principalship irrespective of the fact that he \she had management or leadership qualifications. Such openness to appointment to the highest office in a school does not only defeat Frederick Taylor's view of 'getting the right man" for the job (Van der Westhuizen, 2008:215), but it also places the school administration, management, leadership and governance in the hands of 'technically' unqualified personnel. It is because of this problem that attempts have been made to provide skills and professional development programmes for school managers in South African schools (ETDP SETA, 2005: 2).

For example, an advisory body consisting of former principals, union representatives and members of the education department was established to give direction to the Delta Foundation's programme for developing capacity in school management and leadership. Key features of the programme were:

- Ensuring that training programmes conform to the ETDP/SETA/SAQA standards;
- Ensuring that all training has a long term strategic objective;
- Ensuring that all principals' training is a mixture of face to face contact and group work;

- The department of education supports the initiative as a full partner by providing financial assistance to the programme (Mathibe, 2007: 529).

In addition to efforts by non-governmental organisations to build management and leadership capacity in schools, the ETDP SETA (2005:35) notes that in South Africa some of the management development programmes are provided by universities as well as work-shop based training offered by the Department of Education.

Without significant support and continuous learning, it is unlikely that any beginning principal will be able to successfully identify and focus on improving school and classroom practices that contribute to increased student achievement. New leaders are more likely to underestimate the magnitude of changes undertaken and therefore are unable to mitigate the negative influences. If new principals are to be successful in changing schools in order to better address the needs of today's children, additional support and training while in the position of principal will be required.

2.5 INDUCTION

2.5.1 What is induction?

Induction is the planned staff development for new teachers and for those who are new to a district (Clement 2 008:19). A n effective t eacher i nduction pr ogramme should improve teaching performance, increase the retention of newly appointed as well as promoted teachers, and promotes the personal confidence and well-being of new teachers (Dean, 2005: 62). Induction can be seen as an educational opportunity.

2.5.2 Whom is induction for?

Bush and Middlewood (2005:147), says that in England the School Management Task Force recommended that all new members of staff in schools should have an entitlement to induction but this remains an aspiration in many schools. In developed countries, on the other hand, there is considerable emphasis on the need for effective induction for new principals. In developing countries, 'there has been little educational research regarding the entry-year needs and critical skills for beginning principals (Bush and Middlewood, 2005:144).

Lunenburg and Ornstein (2004:556) argue that induction should be arranged even when someone takes up a new post within the same organization, for example, through internal promotion. Dean (2005: 72) reflects how, on being promoted from classroom teacher to deputy principal within the same school, it was assumed that he knew all there was to know about the school and the post, whereas when he had been appointed as new teacher, he had been inducted carefully.

2.5.3 Emphasising the importance of induction

Tickle (2007:25) agrees with the concept of induction by saying "for both new and experienced school managers, where there is room for learning and improvement in practical performance, there is obvious deficit in one sense". Deficits are open spaces for learning, a precondition of education and a foundation for optimism to flourish (Oldroyd, 2006:86). In an educational context, induction is a system, which is necessary to ensure effective school management (Grobler, Warnich, Carrell, Elbert and Hatfield, 2008:142).

Holloway (2007:163) further explains that a planned induction process for new school managers is necessary as this will promote a smooth transition into the new foreign environment. The induction must cover more than a description of the basic tasks and procedures which facilitate the smooth running of the school - it must also assist the promoted school manager to develop or recall the skills learnt.

A study done by Julie (2007:105) revealed that induction programmes play a critical role in the professional development of school managers. Julie further asserts that well-structured induction programmes will result in numerous benefits, which range from addressing the pragmatic needs of the new educational manager to supporting their philosophical development.

The following trainers or groups are needed for the implementation of school-based induction, which targets promoted school managers.

- An advisory committee consisting of representatives from the local education authority and as well as members of the SGB.
- Representative groups or committees set up by the school management developer responsible for the particular school.

- A mentor principal from a neighbouring school who is knowledgeable and experienced, and could orientate the new school manager to his or her school.
- An advisory committee formed of human resource officials from the district.
- Accredited service providers.

2.5.4 Induction pitfalls

Schools and local education authorities differ in their attitudes to induction and their provision thereof. A simple survey conducted by Khape (1997:33), asking whether a designated post of responsibility for overseeing induction existed in schools in and around Qwaqwa, revealed non-existence of formal induction programmes. DoE policy guidelines concerning staff induction in the South African context has remained silent and indecisive.

The central paradox of teacher induction is that so much attention has been paid, over generations, to making the experience positive, or at least less traumatic than it is often reported to be (McCulloch, 2004:7), yet the problems faced by promoted school managers still remain. Notable characteristics, as viewed by Tickle (2007:20), that are tied up in professional culture and circumstances of school environment which tend to have negative connotation to induction may include:

- School management practice is largely isolated and individualised;
- School managers sometimes seek to be, or by force of circumstances become autonomous and private in their work, and carry their responsibilities individually;
- The monumental demands of the job (school management) sometimes make it difficult for school managers to attend induction sessions;
- Shortage of time prevents discussion with others about education and its effectiveness, about the curriculum, or about policy; and
- New managers are expected suddenly, and despite sentiments to the contrary, to perform and deliver just like an experienced colleague.

The arguments for a research-based profession, as illustrated by Mathibe (2007: 528) suggest that promoted school managers see induction as a complex and challenging but beneficial process. Discontinuity between pre-service education and induction is

problematic because of the severe disruptions that come with the shift from studenthood to being a full-time educational manager (Tickle, 2007:23).

2.5.5 Contents of school manager's induction programme

One of the commonest ways in which leaders and managers support members of staff is by devising a formal induction programme which normally consists of meeting, seminars or workshops. The purpose of the programme is to familiarize the inductee with the school and its personnel (Grobler, *et.al*.,2008:157). Once the trainers have been identified, the various components of the induction programme have to be identified. The aspects of the induction programme contents are discussed in the paragraph that follows.

The contents of school manager's induction programme should include the following:

- Improving management skills and knowledge;
- Establishing collaborative relationships premised on trust, collegiality and confidentiality;
- Developing managerial skills;
- Creating long-term professional development plans for new school managers, and understanding their academic, professional and social needs;
- School community relationship;
- Relationship with authorities; and
- Pupil management (Van der Westhuizen, 2008:253-255).

2.5.5.1 Improving management skills

Promoted school managers need to learn to value managerial work rather than just to tolerate it. They must believe that making time for others, planning and coaching are necessary tasks, and are their responsibility (Charan, 2007:16).

Below are some important skills school managers need to learn, as identified by (Grobler, *et.al*. 2008:189):

- New managers need to position their own work and responsibilities in relation to those of their supervisors, subordinate staff and colleagues on the same level.

- As a manager, one has to learn to choose the right people for vacancies and use the right team members for the right jobs.
- A new manager has to have the ability to offer clarity on the roles everyone in his/her team performs so that there are no overlapping responsibilities and thus opportunities for unnecessary conflict.
- A new manager must be able to coach his\her staff in order to ensure that they are successful. Success will be measured not by the manager's expertise, but by the success of the team.

2.5.5.2 Establishing collaborative relationships

Clement (2008:23) holds the view that a school is not an independent or isolated entity. It operates in social context, of which the local community is an important element. The school depends on the community for much of its financial and social support. One of the ways in which the school and the community interact is through the Parent-Teacher Associations (PTA's). Through the PTA, the school informs the parents and guardians about what is going on in the school, and parents in turn are offered the opportunity to air their opinions on the various aspects of school life. Knowledge regarding the existence and functionality of such bodies (PTA) is of paramount importance to the success of the school manager who is just starting out.

The unique situation of the school within the community and the particular service which a school provides makes support for newly promoted school managers essential in order to improve and not disrupt existing relationships (Van der Westhuizen, 2008:124). It may therefore be concluded that school-community relationships are an important aspect of a staff induction programme.

2.5.5.3 Developing managerial skills

Acquiring managerial skills is an important aspect of the staff induction programme. The programme should address the following:

2.5.5.4 Disciplinary problems

A school manager may, at times, be faced with situations where he has to discipline subordinate teachers and as well as learners at the school. It is therefore important

that a school manager must have an understanding of the Employment of Educators Act 76 of 1998 and as well as the Labour Relations Act 55 of 1998.

2.5.5.5 Tuition and classroom management

A promoted school manager is expected to display knowledge and understanding of curriculum and classroom management (Van der Westhuizen, 2008:259). Some schools in the Xhariep district use a dual-medium system of teaching, whereby a teacher uses both English and Afrikaans interchangeably while teaching. Issues of this nature must be well understood by a school manager, as they can be challenging to manage.

2.5.5.6 Teacher-pupil relationships

School environments are unique entities with a particular culture. Teachers and pupils relate in a certain manner, which is acceptable to the culture of that school. A new school manager must study and understand these relationships with the aim of fitting into the school culture rather than changing it (Van der Westhuizen, 2008:259).

2.5.5.7 Handling of behavioural and learning problems

Promoted school managers tend to struggle within their new position because they tend to overload themselves with work. The behavioural and learning problems that learners face can easily be delegated to senior, more experienced and knowledgeable teachers (Van der Westhuizen, 2008:260). Currently, school management teams are faced with a number of challenges due to the fact that they have been promoted to their positions of leadership without having been adequately trained for the eventuality of being an SMT member.

2.5.6 Knowledge skills base

It is generally believed that three skills are needed to be an effective manager: conceptual, human and technical (Nieman and Bennett, 2006:185). These management skills are essential for managers who are responsible for planning, organising, leading and controlling organisational resources. As these general skills

are needed for effective managerial performance, the level of the manager in the organisation's hierarchy will dictate the right combination of skills required.

2.5.6.1 Conceptual skills

Conceptual skills refer to the ability to understand abstract ideas in order to make decisions whereby alternatives are selected to solve problems (Nieman and Bennett, 2006:185). The reason why school mangers need to develop conceptual skills is that the school is not a static environment - it is continually changing.

2.5.6.2 Technical skills

Technical skills refer to the ability to use methods, processes and techniques to perform a task (Nieman and Bennett, 2006:185). In order for school mangers to be successful, they have to use specific knowledge, techniques and resources when executing their tasks. When school managers work on budgets, for example, they may need computer skills in spreadsheet software such as Excel.

2.5.6.3 Human skills

Human skills indicate a person's ability to work with others in a team situation. Communication and supportive human skills are essential - without these, an individual cannot be an effective team member or manager (Nieman and Bennett, 2006:185). Managers must improve their human skills in order to manage workforce diversity, change and conflict among employees. Effective human skills allow managers at all levels to motivate and evaluate the performance of their employees.

2.5.7 Creating long-term professional development plans

2.5.7.1 Why have a plan?

Everyone who has a job needs to sit back and analyse his or her career. Employees need to develop a plan for the route that they want to take to achieve their goals. A career and skills development plan is a bridge that will help a person to get to the next level of his/her career (Grobler, *et.al*.,2008:233). In order to have an achievable career plan, an employee must be realistic about what they want to achieve.

2.5.7.2 Career Development Plan

A successful career and skills development plan needs to be goal-driven. It needs to specify what needs to be achieved and at what point. A career development plan must be divided into short-term, medium-term and long-term goals (Grobler, *et.al*.,2008:217). If it is an employee's goal to be a school principal, for example, he/she needs to develop a plan, outlining how they will become a principal. In order to fulfil such a goal, a short-term goal would be to take a management course. On the other hand, the medium-term goal would be, for example, to become a deputy principal at the school where he/she is currently based (Grobler, *et.al*.,2008:217). While forming a career development plan, an employee must assess his/her skills, abilities and education. This will help such a manager to identify areas that need improvement.

2.5.7.3 Transferable skills training

The mentee is recommended to sign up for transferable skills training such as communication, time management, teamwork or organisational skills. This training is important as it normally gives an indication of the skills that the mentee needs to acquire in his/her job so that he/she can be rated a better colleague or manager (Grobler, *et.al*.,2008:217). These courses focus on practical skills.

Daresh, (2008:172) is of the view that, "We live in an ever-changing world. The ways in which we do things change all the time. To stay current and relevant in your field, attend courses and workshops. This will help you update your skills and knowledge. Updating your skills gives you a better chance of succeeding in the new job."

2.6 MENTORING

2.6.1 What is mentoring?

The concept of mentoring is interpreted differently by many writers. Deventer and Kruger (2003:58), says 'mentoring has become a major mode of professional development in many countries. It is regarded as an important dimension in the preparation and ongoing development of teachers and school leaders'. Tickle, (2007:23) goes further to say mentoring forms significant part of the socialisation

process for school managers learning a new role and he distinguishes between two forms of socialisation:

- Professional – preparing to take an occupational role such as school leadership.
- Organisational – focusing on the specific context where the role is being performed.

According to Fisher, (2004:113) mentoring refers to a formalised process whereby a more knowledgeable and experienced person assumes a supportive role, overseeing, and encouraging reflection and learning with a less experienced, less knowledgeable person, so as to facilitate that person's career and personal growth. Shea (2009:34) says mentorship occurs when a senior person (the mentor), in terms of age and experience, undertakes to provide information, advice and emotional support for a junior person (the mentee) in a relationship lasting over an extended period of time marked by sustainable emotional commitment by both parties. Unlike Shea, Bush and Middlewood, (2005:158) believe that a mentor may not necessarily be an older person. Clement, (2008:20) on the other hand describe mentoring as a process by which the knowledge, skills and life experience of a selected, successful manager are transmitted to another employee in the organisational system so as to grow that employee for greater efficiency and effectiveness.

Alternatively, Fisher (2004:7) describes mentoring as a process where a mentor helps a junior person to develop professionally in an intense manner over an extended period of time by:

- Advising on project;
- Skills development;
- Creation of opportunities; and
- Personal growth.

One retired teacher describes mentoring as a process that opens the doors to the school's community and helps new teachers draw on the wisdom of all the other educators in the building.

Based on the definitions offered above, it can be seen that mentoring is an ongoing process that involves a one-to-one developmental relationship between a more experienced guide and a learner. What is important is to build a relationship. The nature of mentoring is inevitably influenced by the context where the process takes place.

2.6.2 Locating a mentor

Locating a mentor means finding someone who is doing well in the job you are interested in that can share with you their success and knowledge. A mentor will provide pointers on what needs to be done in order to gain the skills required. Once a mentor has agreed to assist, it is important that he/she knows what the mentee wants to achieve. Both the mentor and the mentee need to sit down and evaluate the action plan. When they are both clear on what needs to be done, the mentor will come up with a plan on how to coach the mentee (Clay, 2009:178).

2.6.3 Why bother with mentoring?

According to Fisher (2004:8), the purpose of a mentor is to provide a bridge between the aims and objectives of the specific academic department and its newest employee. Fisher (2004:9) further states that mentors can make a valuable contribution to a promoted school manager's development in the sense that a mentor assists with school routines which the promoted school manager may not be acquainted with, such as where to get supplies, how to order stationery, how to discipline teachers, and for specific help in curriculum management and implementation.

A mentor helps the promoted educational manager make sense of the realities that he/she may face in the new management role, realise their significance, and use what they have learned to improve their management skills (Odell, 2008:27). Ideally, mentoring helps to ensure that new school managers gain access to the accumulated instructional knowledge and expertise of their colleagues. This can be achieved by pairing of a veteran school manager with a recently promoted one (Clay, 2009:176).

2.6.4 Benefits of mentoring

Mentoring has been found to be a most valuable strategy for providing newly appointed school leaders with support. In a study of a structured Mentoring Program in the South East Asian setting Lashway (2009: 89) found that:

- The mentoring relationship seems best initiated in a relatively informal environment, before the protégés begin their attachment;
- It is important for protégés to be aware of their mentors' expectations at the beginning of the relationship;
- The relationship goes through a number of stages: an initial period of definition (formal and cautious stages), intensive interaction (sharing), and dissolution of the relationship where new roles may be defined (open and beyond).

Mentoring programmes have been widely welcomed as a contribution to the professional development of staff at entry points to new or promoted posts (Lunenburg and Ornstein, 2004:557). Mentoring has the potential to produce significant benefits for mentees, mentors and the education system. Ideally these benefits should extend to the schools involved in the relationship. The main benefits for school managers are perceived to be:

- Peer support.
- Enabling school manager to gain in confidence in their new role (Clay, 2009:177).
- A reduction in the isolation experienced by many school heads through the support provided by mentors (Odell, 2008:26).
- Learning about the new role through interaction with the mentor.
- Developing their expertise in a range of areas, including staff management and motivation, and conflict resolution (Bush and Middlewood, 2005:125)

Mentoring holds the potential to help the entire profession of teaching to advance with time (Clay, 2009:176).Teachers and school management teams involved in successful mentoring programmes emphasise that training for mentors must be ongoing. A well-structured programme will provide mentors with ready access to training facilities as well as resources. Other programmes provide mentors with

common office space, which allows them to meet with each other on a regular basis, where they are free to discuss coaching strategies, share instructional resources and plan additional ways to assist their mentees (Erasmus and Van Dyk, 2008:131).

Mentoring has gained prominence in the past few years. Managers are expected not only to develop themselves, but they also need to develop their teams. The role of the manager in the workplace has had to change from that of a hands-on controller to that of a mentor, coach and a facilitator (Charan, 2007:18). The changes in organisational structures are accompanied by changes in organisational cultures. One of the most popular words in organisations is empowerment (of their staff). Responsibilities in organisations are distributed among many levels and that means people need to continuously learn and develop (Clay, 2009:177).

Mentoring is best suited to helping new school managers translate their academic knowledge into meaningful instruction (Erasmus and Van Dyk, 2008:131). This then implies that, without careful planning and sound design, mentoring programmes by their very nature run the risk of reinforcing conservative, traditional practice at the exclusion of all that is new and innovative. Mentoring may not offer the entire solution, but carefully designed mentoring programmes can help in three ways.

- Mentoring can be used as a recruitment tool;
- Mentoring can be used to improve school manager retention rates; and
- Mentoring can help to improve the skills and knowledge of both the new and veteran teachers (Clay, 2009:177).

A good mentoring programme should combine the best new approaches to school management with time-tested strategies known to work well for promoted school managers. Increasingly, school districts should be seen to be working together with their teacher associations, universities, and other organisations to establish mentoring programmes to help promoted school managers (Holloway, 2007:99).

A mentoring programme should be designed based on the premise that stakeholders have a shared vision. That is to say, the school principal, members of the SMT and the teachers have a shared vision of what the learners of their school should achieve and their role in facilitating learner achievement. A shared vision promotes a common understanding of issues. Both the mentor and the mentee will appreciate

the need for support and guidance in acquiring the required knowledge and skills (Erasmus and Van Dyk, 2008:137).

Holloway (2007:104) says that a good mentoring programme will benefit the teaching profession and educational management by:

- Producing well-trained and well-adjusted teachers;
- Developing good networks in the school environment;
- Improving relationships between the staff of the school;
- Early detection of problems in the school; and
- Attracting more people into the profession, and/or retaining them.

The importance of quality support and training for mentors cannot be emphasised enough (Tickle, 2007:45). Even the most effective teachers need help developing the skills required to build a successful mentoring relationship. It should be noted that mentoring programmes need not be limited solely to promoted school managers.

2.6.5 Stages of a mentoring programme

Miller (2009:167) postulates that, when running a mentoring programme, there are certain principal stages that must be adhered to. These stages are listed below.

- Preplanning: involves setting up a mentoring group, recruiting staff to manage the programme and establishing the basic parameters of the scheme. For example, the (SMDG) will be recruited to mentor a promoted school principal.
- Mentor/mentee recruitment and selection: involves referral criteria for mentees, marketing the programme for mentors, thorough checking and selection procedures.
- Preparation of mentees and mentors: includes briefings, induction and training.
- Mentoring meetings: also involves ongoing support for mentors and mentee achievements and mentor supervision.
- Endings: includes preparation for closure, and possible future involvement of mentors and mentees.

- Evaluation and quality review: includes gathering data on the outcomes of the project against its objectives, assessing the quality of the programme and how it can be improved.

2.6.6 Legislative framework for school mentoring

There are several pieces of legislation that deal with the need for employers to acquire knowledge and skills while at the workplace. The paragraph below cites two Acts as examples.

The Skills Development Act No 97 of 1988 stipulates that:

- The workplace should be used as an active learning environment; and
- Employees should be provided with the opportunities to acquire new skills.

The Employment of Educators Act No 76 of 1998 stipulates that one of the functions of the school principal is to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.

2.6.7 E-mentoring

E-mentoring is the merging of mentoring with electronic communications to develop and sustain mentoring relations linking a senior individual (mentor) and a less skilled or experienced individual (mentee), independent of geography or scheduling constraints. (www.mentoring-association.org).

In the South African context, where there is a tendency for well-qualified teachers to move from rural areas to urban areas, E-mentoring can facilitate the acquiring of knowledge and skills by rural-based teachers who may be under-qualified, provided that the rural areas where their schools are located are provided with the necessary infrastructure. E-mentoring can also be used to utilise the knowledge and skills of people who are not at a school where mentees are present. If well planned, E-mentoring can promote collaborative partnerships among schools (Eramus and Van Dyk, 2008:153).

2.6.8 Inevitable challenges for support programmes

Like beginning school managers themselves, school manager induction programs face some predictable challenges. These include identifying and preparing support providers, providing time for support activities, managing the relationship between support and evaluation and securing resources for struggling school managers (Daresh, 2008: 165)

2.6.8.1 Choosing and preparing support providers

Finding teachers mentors to serve as support providers is a constant challenge, especially if few incentives are available and support is provided by volunteers. Preparation of support providers is also an issue (Daresh, 2008: 171). Typically, there is not enough time to provide all the preparation that might be desirable, so induction programs are forced to concentrate on training believed to be most important.

2.6.8.2 Providing time for support activities

Every support activity is more likely to happen if time is provided during regular working hours or if attendees are paid for attendance. Induction programmes manage this challenge by reserving time within the school day or with paid time for activities deemed most important (Daresh, 2008: 172). So any after school support activities further cut into the time left for any personal life.

2.6.8.3 Managing the relationship

Mentorship support programmes focus on improving practice. In contrast, evaluation programmes focus on comparing a school manager's practice to a standard that must be met if beginners are to keep their job. Most induction programmes, however, separate support and evaluation, due to either a belief that evaluation interferes with support or to concerns about losing teacher union support (Daresh, 2008: 168).

2.6.8.4 Getting resources to struggling novice school managers

Daresh (2008: 165), is of the view that while many beginning school managers will perform adequately even with minimal assistance, some will struggle. In such cases, it may be more effective to have a mentor as a coordinator of individualised services for beginning school managers, thus putting him / her in touch with others who can also help.

2.6.9 Leadership and coaching

A somewhat different approach to mentoring is Leadership Coaching (Deventer and Kruger, 2003:158). A "coach" brings a different perspective to the relationship between the "coachee" and his/her context. The coach moves between instructional and facilitative coaching strategies based upon assessment of the coachee's needs and in pursuit of agreed goals. The coach's fundamental commitment is to student success (Mathibe, 2007:526). The program specifically addresses school manager's needs, designed around the challenges that principals face.

There is a tendency to use the terms coaching and mentoring interchangeably. However, it is important to bring out the difference between the two terms. Coaching is the technical, skills-related learning which is provided by another person who uses observation, data collection and descriptive non-judgemental reporting on specific requested behaviours and techniques (Bush and Middlewood, 2005:77). Coaches must use open-ended questions to help the other person more objectively. Although not always the case, often coaching is focused on learning job-related skills, and is provided by a professional colleague. Mentoring is the all-inclusive description of everything done to support a mentee's orientation and professional development.

Coaching is one of the sets of strategies that mentors must learn and effectively use to increase their mentee's skills and success. In other words, both mentoring and coaching are needed to maximise learning and development. For example, mentoring and coaching are often used to match novices with veterans, enabling veterans to share their knowledge and expertise with initiates.

2.6.10 Limitations of mentoring

As with any programme, the first year or so of a beginning school manager support effort is likely to be bumpy, success requires a commitment to learn from mistakes and to identify necessary changes in resources and, policies and practices. Equally important, mentors should understand that, despite their best efforts, not all beginning school managers will be successful because not everyone is suited to school management.

Bush and Middlewood (2005:168), in a detailed review of internship and mentoring, stresses four potential pitfalls:

- Mentors may have their own agendas.
- Mentoring can create dependency.
- Some mentors attempt to clone the mentees.
- Mentoring runs the risk of perpetuating the status quo.

Erasmus and Van Dyk (2008:123), also refers to the problematic nature of pairing: 'a tricky and imprecise part of the process which sometimes breaks down when partnership fails to function effectively'. Despite the potential induction problems identified above, research in several countries shows that the challenges are outweighed by the advantages. It should always be borne in mind that the final responsibility and accountability for successful training of promoted school managers lies with the supervisor(s) of the promoted manager.

2.7 SUMMARY

Educational leaders, play a critical role in school reform. Schools will not improve until we do a better job of enhancing the quality of our school managers (Mawhinney, 2005:15). Increasingly, practitioners and policy makers are recognizing that increasing the quality of school leaders will require providing a continuum of training throughout a leader's career. Professional developers are beginning to zero in on the critical induction period in which the school manager's career choice is validated or undermined (Lashway, 2009:13). The old sink-or-swim model is at last beginning to be replaced by structured experiences in which mentoring or coaching plays an

important role. Effective programs for training and supporting new school managers must have thoughtful structures, a clear focus and strong culture building elements.

In this chapter the composition of the school management team, the changing role of the school manager as well as associated challenges facing promoted school managers were explored. Both the local and international literature has been reviewed in order to determine strategies to support promoted school managers.

The literature survey has led to the identification of topics that can be included in a school manager induction programme, as well as a better understanding of the problem under investigation. Through the systematic analysis of the related literature, the importance of a well-structured induction programme for school managers becomes evident. The next chapter presents the methodology applied to the empirical research.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The previous chapter provides a theoretical and conceptual background to school management practices. Basically, the literature study covered in chapter two served to identify some of the crucial issues pertaining to the topic as well as to indicate gaps in the existing knowledge on the role of the promoted school manager. Chapter two revealed that the ever changing role of the educational manager leaves promoted school managers with complex problems.

In order to investigate the findings in the literature study it was necessary to undertake an empirical survey. The collection of data was through administering a structured questionnaire to promoted school managers in X hariep secondary schools.

This chapter begins with a discussion of research methodology and is followed by a description of the design of the research. Thus, the main steps in the gathering of data for this research are described in this chapter as well as providing justification for the methods of data gathering and the analysis thereof.

3.2 RESEARCH METHODOLOGY

The research methodology is the general approach the researcher takes when carrying out the research project. To some extent, this approach dictates the particular tools the researcher selects (Mitchell and Jolley, 2007:222). The main task of an educational researcher is to describe, explain, generalise and interpret educational phenomena based on empirical evidence. Maree (2007:145) defines empirical research as an enquiry that should, in part, justify any claims that it makes in terms of reference to experience of the field to which these claims relate. This study used a descriptive survey research method that is quantitative in design.

A quantitative approach is a process that is systematic and objective in its ways when using numerical data from a selected subgroup of a population (Burns and Grove, 2005:140). The quantitative approach was relevant to this study for the following reasons:

- The researcher seeks to establish relationships and explain the causes of changes in measured social facts;
- This type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena;
- The researcher seeks to establish relationships and explain causes of changes in measured social facts;

3.3 RESEARCH DESIGN

Cohen *et. al*. (2011:201) describe research design as a basic plan of a study. The term *research design* therefore refers to how the study will be carried out. The descriptive nature of this study required the use of a survey. Descriptive research is not only concerned with fact gathering, but also with identifying and predicting relationships. Burns and Grove (2005:748) and Brink (2005:103) further assert that descriptive studies are conducted when little is known about a phenomenon, and they also provide a picture of the situation as it naturally occurs.

The use of a survey technique was particularly useful in this study because, as will be seen in the results, it revealed how individual school managers have changed over time, perhaps because of lack of motivation or lack of interventions offered by their employer.

3.3.1 Survey research

Surveys are typically a broad and general investigation into the characteristics, opinions, previous experiences, attitudes, interests, values and preferences of a selected sample of a wider target population (Imenda and Muyangwa, 2006:26). Some researchers use the term *survey research* to refer to almost any form of descriptive quantitative research (Cohen *et. al.,* 2011: 212).

Leedy and Ormrod (2010:183), on the other hand, view the ultimate goal of survey research as learning about a large population by surveying a sample of that population. Using surveys requires the researcher to pose a series of questions to willing participants, summarise their responses with percentages, do frequency counts and then draw inferences about a particular population from the responses of the sample (McMillan and Schumacher, 2008:279). Since surveys are used so frequently and are adaptable to a wide range of uses, some researchers develop the mistaken opinion that surveys are easy to conduct. The reason why surveys are so popular is because, if they are done correctly, sound information can be collected from a small sample that can be generalised to a large population (McMillan and Schumacher, 2008:280).

Imenda and Muyangwa (2006:26) present three types of survey research, namely: participant-construct, confirmatory and projective surveys. Participant-construct surveys are used to measure the strength of feelings respondents have about given situation. This approach facilitates the development of common understanding between the researcher and those whose views are being studied. Confirmatory surveys are commonly used to verify information. The purpose of confirmatory surveys it to assess the extent to which participants hold similar beliefs, possess certain skills or exhibit comparable behaviour. Projective surveys, on the other hand, make use of photographs to highlight participant's opinion or reactions, which enable the researcher to determine patterns of social interactions unobservable in the natural setting.

McMillan and Schumacher (2008:280-282) identified a sequence of seven (7) steps to be followed when conducting survey research. The sequence is outlined below.

<u>Define purpose and objectives</u>

- The objectives should be clear and unambiguous.
- The researcher needs to know exactly how the results will be used before the data is collected.

Select resources and target population

- Amount of money available will influence the size of sample that should be drawn.
- The objectives of the study may also need to be modified to reflect the financial constraints.
- It is better to do a small study well than a large study poorly.

Choose and develop techniques for gathering data

- The administration of the questionnaire should be uniform, as in the format and sequence of questions or statements.

Sampling

- Most surveys use a form of random sampling in order to ensure adequate representation of the population.

Letter of transmittal

- This letter is required in situations where a questionnaire is mailed to respondents. The letter should be brief, and should establish credibility of the researcher and the study.

Follow-up

- A follow-up letter should be sent containing another questionnaire in order to improve the response rate.

Non-respondents

- The researcher may need to make additional efforts to check whether the inclusion of these subjects would have altered the results.

Imenda and Muyangwa (2006:178) are of the opinion that it is unlikely that the researcher will personally administer questionnaires since surveys generally cover a large segment of the targeted population. It is against this background that Burns and Grove (2005:423) suggest that questionnaires intended for use in survey research must meet the criteria listed below:

- All questions must be easy for the respondents to understand and answer;

- the questionnaire should be easy enough for anybody to administer;
- the flow or length of the questionnaire should encourage interest; and
- responses should be easy to edit and code.

3.3.2 Advantages of the survey method

Koshy (2005:136) illustrates that surveys have the following strengths:

- Surveys are relatively inexpensive (especially self-administered surveys).
- Surveys are useful in describing the characteristics of a large population. No other method of observation can provide this general capability.
- They can be administered from remote locations using mail, email or telephone.
- Consequently, very large samples are feasible, making the results statistically significant even when analyzing multiple variables.
- Many questions can be asked about a given topic giving considerable flexibility to the analysis.
- There is flexibility at the creation phase in deciding how the questions will be administered: as face-to-face interviews, by telephone, as group administered written or oral survey, or by electronic means.
- Standardized questions make measurement more precise by enforcing uniform definitions upon the participants.
- Standardization ensures that similar data can be collected from groups then interpreted comparatively (between-group study).
- Usually, high reliability is easy to obtain--by presenting all subjects with a standardized stimulus, observer subjectivity is greatly eliminated.

3.4 AREA OF RESEARCH

Out of the five municipal districts of Free State, the Xhariep district is the smallest. It is not small in terms of size but in terms of number of schools it has. There are twenty-three (23) secondary schools in Xhariep district. Sixteen (16) schools are pure secondary - that is, they offer grades eight to twelve. The other seven (7) schools are referred to as comprehensive or combined schools, offering teaching from grade R to grade twelve. Included in these seven comprehensive schools is one agricultural school. Six combined schools are Afrikaans-medium and the rest of

the other schools are English-medium. The schools are located either in town or townships. All the secondary schools are classified as public schools and this implies that they are fully funded by the state.

3.4.1 Population

A population is described as a large group of individuals, objects, organisational units or events identified by the researcher on the basis of selected traits, attributes and characteristics related to the research problem (McBurney, 2006:248). Imenda and Muyangwa (2006:98), on the other hand, describe a target population as the group of subjects to whom the findings of the study will be generalised. Similarly, Bless and Higson-Smith (2009:186) describe a sample as a portion of the whole population, which is being investigated by the researcher and whose characteristics are similar to the entire population. Based on the definitions provided by various authors, as illustrated above, a population sample can be summarised to include the entire group of persons, objects or facilities that is of interest to the researcher or that meets the criteria the researcher is interested in studying.

The researcher has to find a way of studying the identified target population in a more manageable manner with regards to the constraints of the time, geography, numbers and available resources. Furthermore, Cohen *et. al.* (2011:234) offer further clarity by defining a sample population as a population that is near and accessible to the researcher. He goes on further to say that, “an accessible population must be identical to the target population in all the major respects pertaining to the study in order to have the necessary population validity”.

For the purpose of this research study, the size of the accessible population was determined by using a table by Cohen *et. al.* (2011: 310) which states that, “for a small population (with fewer than 100 people or other units), there is little point in sampling. Survey the entire population.” In this research project, the sample size was 76 promoted school managers (less than 100), which constituted the entire population of promoted school managers within the district. This therefore means that the entire population was surveyed. This is also in accordance with Imenda and Muyangwa (2006:112), whose suggestion on sampling a target population is that,

"the fewer, use entire population: the more, use percentages, such as 50% for 500 people or units of study and 20% for 1500 units or people".

3.4.2 Research sample

The quality of a piece of research not only stands or falls due to the appropriateness of the methodology and instrumentation, but also the suitability of the sampling strategy that has been adopted (Creswell, 2008:97). Questions of sampling arise directly out of the issue of defining the population on which the research will focus. The identification of the actual individual to participate in a given study calls for a well thought-out procedure in order to ensure that every member of the accessible population has an equal chance of selection. Sampling therefore means selecting a given number of subjects/participants from a defined population as representatives of that population (Imenda and Muyangwa, 2006:98-99). Furthermore, Burns and Grove (2005:185) state that a sample is a fraction or part of a larger set selected by the researcher to participate in their research.

In this research project, the researcher is investigating a small research sample which shares the following characteristics:

- All schools are classified as public state-aided.
- All schools are situated relatively far (in terms of distance) from the district office as well as the provincial head office.

3.5 SAMPLING PROCEDURE

On the data level, the sample for school managers was purposefully selected. According to Burns and Grove (2005:376), the sampling of school mangers is purposefully done in order to capture the richness of a wide range of perspectives. Seventy six promoted school managers were identified to be included in the study and 2 were identified for inclusion in the pilot study. The sample for school managers was selected as per the staff establishment list supplied by Xhariep DoE district office, as shown in table 3.1. The sampling criteria was done based on the ideas of Gall, Borg and Gall (2006:226), who maintain that the largest possible sample should be used in quantitative research, but financial and time constrains should be kept in

mind. Johnson and Christensen (2004:211) further assert that the use of a smaller sample should not be seen as being less valuable.

To determine the starting point, the following steps, as described by Burns and Grove (2005:368) and Leedy and Ormrod (2010:98), were followed:

- Names of the schools were written on a piece of paper;
- pieces were mixed in a hat and picked; and
- the picked piece of paper with name of a school indicated the starting point. Data collection commenced at township schools and, thereafter, the town schools were visited until all the schools were included.

Table 3.1 DoE Staff Establishment Promoted school managers Xhariep district Jan 2008 to June 2010

School name	Number of promoted school managers
Edenburg	3
Trompsburg	4
Springfontein	4
Philippolis	3
Pellesier	3
Wongalethu	5
Smithfield	2
Thabo Vuyo	3
Zastron	3
Lere La Thuto	5
Koffiefontein	3
Hendrik Potgieter	3
A J C Jooste	3
Ipetleng	4
Reikaeletse	3
Luckhoff	3
Panorama	3
Ikanyegeng	3

School name	Number of promoted school managers
Landbou Jacobsdal	3
Boaramelo	3
Olien	3
Diamanthoogte	3
PT Sanders (pilot)	4

Adapted from: DoE Xhariep District Staff Establishment 2010

Studying a sample is an attempt to understand the population from which the sample comes, with the hope of learning something that can be inferred to the population (McBurney, 2006:208; Yegidis and Weinbach, 2002:179). The kind of sampling used in this research was purposeful sampling. Anderson (2004:124) maintains that purposive samples can be differentiated using four categories, namely:

- A convenience sample, which is quick and easy to pick;
- A typical sample, which seeks to represent people who fit the expected norm;
- A criterion sample, which represents people or cases which meet a set of predetermined conditions; and
- A deviant sample, which represents people who knowingly go against the norm.

The researcher used criterion sampling because the respondents had to be promoted educational managers, as they would be in a position to respond to the questions. Cohen *et. al.* (2011:299) support the above view, by arguing that purposeful sampling allows the researcher to select participants who are rich in information with respect to the purpose of the study.

The inclusion criterion used ensured that subjects were:

- Promoted to school management during the period of January 2008 to June 2010;
- Employed by FSDoE and stationed in Xhariep district; and
- Willing to participate in the study.

3.6 INSTRUMENTATION

Research instruments are an important part of the research process. Research instruments are means by which the researcher gathers information relevant to his/her research problem (Mouton, 2005:137). Imenda and Muyangwa (2006:108) are of the view that research instruments range from equipment in a science laboratory to questionnaires and interview schedules administered to people in various facets of life.

This study involved survey research whereby a structured Likert-scale questionnaire was used to collect data from respondents. The questionnaire consisted of 44 questions and was divided into four parts, namely: part one; part two; part three; and part four. Part one required respondents to provide certain demographic data, part two focused on induction, part three questioned the role of the mentor while part four zoned in on support offered by the FsDoE.

The questionnaire was pre-tested amongst two school managers who were not included in the final sample. The purpose of this exercise was to detect any errors or difficulties, leading to the refinement of the questionnaire and resulting in a 44-item product (Addendum E).

Cooper and Schindler (2003:231) and Cohen *et. al.* (2011:297) agree that validity and reliability are the two main criteria for determining the soundness of an instrument. In other words, the credibility of the research result is dependent on the soundness of the instrument, which, in turn, is determined by its reliability and validity.

3.6.1 Questionnaires

Following an intensive literature review, the researcher designed a questionnaire to collect data for this study. A questionnaire can be described as a list of questions presented in written format, allowing the participants to indicate their responses on a form, mailed or completed in a particular place (Maree, 2007:152). According to Leedy and Ormrod (2010:185), a questionnaire is a technique whereby the researcher believes that an impersonal approach will suffice and, according to which,

the researcher puts the questions on paper and submits them to respondents, asking them, in turn, to write their responses on paper.

In constructing a questionnaire, the researcher must take into account a number of considerations in order for the study to succeed. It is quite common that the researcher may not be there when the information is being collected and, therefore, Allison (2006:123) identifies the following important factors that must be borne in mind when compiling a questionnaire:

(a) Questions should be easy for the respondent to understand and to answer;
(b) The instrument should be easy to administer;
(c) The flow or length of the instrument should encourage interest; and
(d) Intended responses should be easily editable and codifiable.

A questionnaire can be seen as a tool to probe beyond the surface as well as an instrument for observing data beyond the physical reach of the observer (Peterson, 2006:113). The researcher chose to use a questionnaire because of the following advantages, as listed by Mouton (2005:138):

- It permits a wide coverage at a minimum expense of time and money;
- It reaches people who are difficult to contact;
- It tends to yield reliable results because the respondents fill it on their own without interference;
- It is useful when it is impossible to interview individuals personally;
- because of its impersonal nature, the questionnaires may elicit objective replies and therefore more valid responses;
- It permits well-considered and more thoughtful answers;
- It obviates the influence the interviewer might have on the respondent; and
- It allows for uniformity and responses yielding more comparable results.

In order to obtain the maximum response rate, the researcher distributed the questionnaires to the respondents personally.

3.6.2 Assumptions made when using the questionnaire

Imenda and Muyangwa (2006:122) highlight the fact that researchers often make certain assumptions when using questionnaires, namely:

- The researcher knows precisely what he/she wants to find out;
- the researcher can be confident in assuming certain consistencies in the respondents' thinking or in the respondents' capacity to reconstruct certain things; and
- The researcher is confident that the respondents will tell what is needed.

The questionnaire used for this study included closed-ended questions and scaled items, as detailed below.

3.6.3 Closed-ended questions

These are short, clearly stated questions with alternative responses. The alternative items allow the respondent to choose from two or more alternatives. The most frequently used is the dichotomous item, which offers two alternatives only – *Yes/No*. On occasion, a third alternative such as *don't know* is offered (Simpson and Ormond, 2007:59). In this study, closed-ended questions were used to limit the occurrence of irrelevant answers – this was achieved by making use of questions with a clear meaning and allowing the respondents to answer directly (e.g. Have you been mentored into your position? Yes/No).

<u>Advantages</u>

- The answers are standard and can be compared from person to person.
- Qualification and analysis of results may be carried out easily and effectively.
- The respondent is often clearer about the meaning of the question (Leedy and Ormrod, 2010:187).

3.6.4 Scaled items

A scaled response is one structured by means of a series of gradations. The respondent is required to record his/her response to a given statement by selecting from a number of alternatives. (Sarantakos, 2007:69; White, 2002:70).

E.g.: Does your professional training enable you to meet the school management needs?

Fully □

Partially □

Not at all □

Not sure □

Scaled items are used when persons, events or other phenomena are named or categorised into mutually exclusive categories. Even feelings can be classified using scales (e.g. happy, unhappy, and indifferent), thereby enabling the comparison between degrees of happiness of different respondents (Brink, 2005:147 and White, 2002:69). In this study, scaled items were used because the researcher found them to be the preferred method for clarity on the responses given.

3.6.5 Instrument validity

Validity refers to the ability of an instrument to measure the variable that it is intended to measure (Burns and Grove, 2005:145). Validity of an instrument was increased by considering in the following issues.

- The literature review was done thoroughly and it clarified topics to be included in the questionnaire.
- A Pilot study was conducted in one school. The purpose of the pilot study was to test the questionnaire for its clarity as well as identify areas that needed modification, thus giving the researcher experience in the use of the tool (Burns and Grove, 2005:140).

In this study, validity regarding construct, content and face validity of the instrument was addressed as follows.

3.6.6 Construct validity

Construct validity was enhanced by personalising questions regarding emotions (e.g. how did you feel about the support you received from DoE officials), (Burns and Grove, 2005:222). Construct validity is useful mainly for the measures of traits or feelings such as generosity, anxiety, grief and happiness.

3.6.7 Content validity

Bless and Higson-Smith (2009:140) refer to content validity as an assessment of how well the instrument represents all the different components of the variables to be measured. Content validity is used in the development of questionnaires or interview guides. In this study, relevant literature was reviewed and it revealed the essential aspects of the variables that must be included in the content.

3.6.8 Face validity

According to Cohen *et. al.* (2011:235), face validity is the most obvious kind of instrument validity. It is based on an intuitive judgment of experts in the field. In this study, face validity was controlled by the supervisor of this research project. The supervisor evaluated the instrument to check whether the questions were valid.

3.6.9 Instrument reliability

According to White (2002:140), reliability of the instrument refers to the degree to which the instrument can be depended upon to yield consistent results if used repeatedly over time on the same persons, or if used by two different investigators. Reliability in quantitative research takes two main forms, both of which are measures of internal consistency, that is, the split-half technique and the alpha coefficient Cohen *et. al.* (2011:639).

Reliability is also described as a measure of the internal consistency amongst items and is used for multi-item scales. An alternative calculation of reliability as internal

consistency can be found in Cronbach's alpha, frequently referred to simply as the alpha coefficient of reliability (Cohen *et. al.,* 2011:640). The Cronbach alpha provides a coefficient of inter-item correlation. What it does is to calculate the average of all possible split-half reliability coefficients. SPSS calculates Cronbach's alpha at the click of a button (Cohen *et. al.,* 2011:640). In this study, instrument reliability was also assured by conducting a pilot study.

3.7 PILOT STUDY

In reality, a researcher may sometimes need to do a brief exploratory investigation in order to test particular procedures, measurement instruments or methods of analysis (Leedy and Ormrod 2010:110). This helps to determine whether individuals in the sample are capable of completing the questionnaire and whether they can understand the questions. Creswell (2008:367) defines a study test as a procedure in which a researcher makes changes to an instrument based on feedback from a small number of individuals who complete and evaluate the instrument. A brief pilot study is an excellent way to determine the feasibility of one's study (Bynard and Hanekom, 2006: 156).

The participants in the pilot study provide a written comment directly in the questionnaire and the researcher modify or changes the questionnaire to reflect these concerns. Since the pilot group provides feedback on the questionnaire, the researcher excluded them from the final sample study.

A pilot study has several functions - principally to increase the reliability, validity and practicability of the questionnaires (Bynard and Hanekom, 2006: 156). It thus serves:

- To check the clarity of the questionnaire items, instructions and layout;
- To gain feedback regarding the validity of the questionnaire;
- To eliminate ambiguities or difficulties pertaining to wording;
- To gain feedback on the type of question and its format;
- To gain feedback on response categories;
- To check the time taken to complete questionnaires;
- To check whether the questionnaire is too long or too short, too easy or too difficult, to un-engaging, too threatening, too intrusive or too offensive;

- To generate categories from open-ended responses;
- To identify redundant questions; and
- To test the coding/classification system for data analysis.

In short, Bell (2009:188) argues that, everything about the questionnaire should be piloted and nothing should be excluded - not even the type of font or the quality of the paper. A pilot study was conducted in one of the twenty-three schools. Two (2) school managers who met the inclusion criteria were asked to respond to the questionnaire. The sampled school did not form part of the main study as well as the two (2) school managers.

The researcher personally delivered the questionnaires to the respondents for completion. Respondents were requested to complete the questionnaire and in the process:

- Record how long it took them to complete the questionnaire;
- Establish whether the instructions were clear enough;
- Detect ambiguous questions; and
- Indicate aspects that might be missing and/or not well addressed.

The researcher then analysed the collected data. The results of the pilot study did not form part of the main study.

3.8 DATA COLLECTION

Creswell (2008:367), postulates that the data-collection process consists of the following steps: entering into the field; the data gathering process; and leaving the field. These steps are discussed as follows.

3.8.1 Entry into the field

To gain entry into the field, written permission was granted by the Central University of Technology Free State (see Addendum A) as well as the Free State Department of Education (see addendum B). The quality assurance directorate also informed the director of the Xhariep education district (see Addendum C). The SMDG of schools

verbaly granted approval for the identification of respondents who met the sampling criteria and also explained the purpose of the study to participants. Consent from the participants themselves was also obtained (see Addendum D)

3.8.2 Collection of data

Data collection, according to Burns and Grove (2005:461), involves interrelated tasks that occur concurrently - that is, identifying the right subject, collecting data in a consistent way, maintaining research controls as indicated in the study design and solving problems that threatened to disrupt the study. In this study, a questionnaire was used and 76 respondents were requested to respond to questions outlined in the questionnaire.

3.8.3 Establishing researcher's role

In an effort to establish good relationships and to gain the cooperation of the participants, the researcher ensured that the following aspects were taken care of.

- The researcher arrived at the school 30 minutes earlier than the agreed time. This time allowed the researcher to become familiar with the environment, and also arrange the questionnaires and consent forms on the table in the school manager's office.

- The purpose of the study was explained to the participants as well as the fact that the data collected would be kept confidential. The study was explained, namely, to investigate the challenges and training needs of newly promoted school managers in Xhariep secondary schools.

- The researcher distributed consent forms and questionnaires to the participants, and explained the content. Consent forms were then completed and handed back to the researcher.

3.8.4 Leaving the field

Leaving the field, according to Burns and Grove (2005:467) and White (2002:231), is the last step in data collection. The researcher thanked all school managers for their

support and willingness to participate in the study, as well as for making the necessary preparations in order to ensure the smooth running of the research process. The researcher also assured all participants that, due to the fact that no names were written on the questionnaires, their information would remain confidential.

3.9 DATA ANALYSIS

Data analysis consists of deconstructing the data so as to determine individual responses and then putting it together to summarise the information gathered. Analysing and interpreting the data involves drawing conclusions about it, representing it in tables, figures and pictures, and explaining the conclusions in words to provide answers to the research questions (Creswell, 2008:110-111). The purpose of data analysis, according to Cohen *et. al.* (2011:275), is to process the data in an organised way so that it is displayed systematically and establishes the composition of the biographic data of respondents.

According to Henning (2004:127), data analysis is an ongoing, emerging and non-linear process. To analyse means to *break into bits and pieces* or to *break down data*. Henning (2004:128) further describes data analysis as a process of resolving data into its constant components to reveal its characteristic elements and structure. Data had to be edited prior to analysis. The purpose of such editing was to detect and correct any errors in the responses. The editing of data was carried out on site in the presence of the respondents. Where errors were detected, corrections were made. The greatest number of errors were made on items 2.7 and 2.9 (Addendum E), which required respondents to select more than one item. Some respondents were unsure as how many items they should select. Besides these, no other significant errors were detected. All questions except question 1.1 were pre-coded.

The researcher commenced data analysis with reading all the data, and then dividing the data into smaller and more meaningful units. The researcher identified units of information that served as the basis for defining categories. The researcher used coding as a process of data analysis. According to Mc Millan and Schumacher (2008:467), coding refers to the process of dividing data into parts by a classification system. Data was segmented into topics which formed categories. New units of

meaning are then compared to all other units of meaning and subsequently grouped with similar units of meaning (Maykut and Morehouse, 2004:134; Mitchell and Jolley 2007: 1 32). The da ta w as then ca tegorised a nd t he r esearcher r eviewed t he categories for any overlap and/or ambiguity.

The initial dat a-processing w as done by t he r esearcher. A Statistical Package f or Social Sciences (SPSS) f or Windows Student Version (2003) w as used t o ca pture the data and analyse the results.

The r esearcher e ngaged i n t he process c alled *epoche* - that i s, to r emove or t o become aw are of p rejudice, v iewpoints or assumptions r egarding the ph enomenon being studied. Epoche enabled the researcher to investigate the phenomena from a fresh a nd open p erspective w ithout pr e-judgement or i mposing meaning t oo s oon (Maykut and M orehouse, 20 04:123; M itchell and J olley, 2007:132). Data were analysed to provide frequencies and percentages for categorical data.

Richie and Lewis (2007:229) state that data need to be summarised as follows:

- As far as possible, phrases and expressions should be retained as said by the participants;
- Interpretation sh ould be ke pt t o a minimum so t hat there i s always an opportunity t o r evisit t he or iginal ex pression as the m ore r efined l evels of analysis occur; and
- Material should not be dismissed as irrelevant just because its inclusion is not immediately cl ear. I t may w ell be t hat i ssues that m ake l ittle s ense at t his stage o f analysis becomes v ital cl ues i n t he l ater i nterpretative st ages of analysis.

Cohen *et. al.* (2011:440) warn that data analysis does not itself provide answers to research questions, but that answers are found by way of interpreting data and the results. In analysing data for this study, the researcher was driven by the need to find answers to t he r esearch q uestions an d al ways kept t his in mind t hroughout t he process.

3.10 PRESENTATION OF RESULTS

Descriptive statistics serve to describe and summarise observations (Kruger, De Vos, Fouché and Venter (2005:218). Descriptive statistics were used in order to quantify the characteristic of the data, how broadly they are spread and how one aspect of data relates to another of the same data.

According to Richie and Lewis (2007:201) frequency tables and histograms are useful in forming impressions about the distribution of data. Frequency distribution is a method to organize data obtained from questionnaires to simplify statistical analysis. For the purpose of this study frequency tables provided percentages that reflect the number of responses to a certain question in relation to the total number of responses. Histograms and pie charts were also used to portray data.

3.11 DATA-CLEANING

Babbie and Mouton (2009:417) describe data-cleaning as the most important step towards the elimination of errors. No matter how carefully the data has been entered, some errors are inevitable. Walliman (2005:418) recommends two types of data-cleaning that should be done, namely: possible code-cleaning and contingency cleaning. For the purpose of this study, possible code-cleaning was used by examining the distribution of responses to each item. In situations where errors were identified, the source of error was identified and corrections were made.

3.12 ETHICAL CONSIDERATIONS

All people involved with research, that is, the research community, funding agencies, governments and the public, share certain common concerns. These concerns raise several general considerations, which must always be addressed. The specific considerations and acceptable standards for ethical research are as follows, as illustrated by Burgers (2004:31):

- That risks to participants are minimised by research procedures that do not unnecessarily expose them to risks;
- That the risks to participants are outweighed by the anticipated benefits of the research;

- That the rights and welfare of participants are adequately protected;
- That the research will be periodically reviewed; and
- That informed consent has been obtained and appropriately documented.

The most fundamental principle for ethical acceptability is that of informed consent (McNiff, 2007:153). In this research project, participants were informed of the nature and purpose of the research as well as its benefits, and the fact that they must consent to participate without coercion. Participants were made aware that their participation is voluntary and that they were free to withdraw from the study at any time.

The researcher also sought permission from the Free State Department of Education to allow him to conduct the study by presenting a proposal to the relevant authorities. Permission for access to Xhariep Secondary schools was also sought from the Director of the Xhariep district. All subjects were informed that confidentiality will be maintained with regards to the collected information and that their names will not be mentioned.

As depicted in table 3.3 below, conducting educational research requires not only expertise and diligence, but also honesty, integrity (Cohen *et. al.,* 2011: 188) and the protection of the human rights of respondents.

Table 3.2: Research ethics

Ethic rule	**Application**
Planning	The research is thoroughly planned, as described in the methodology.
Implementation	The researcher compiled a usable report at the end of the study by use of guidelines.
Integrity	The researcher took into consideration all ethical aspects according to Burns and Grove (2005:94) and approached the study with integrity.

Ethic rule	Application
Honesty	All aspects promised to respondents were fulfilled e.g. confidentiality and data analysis being conducted in an honest manner.
All findings	All findings were used in the research.
All participants must be acknowledged	All participants were acknowledged after consenting to participate.

(Burns & Grove, 2005:206)

The following ethical actions were adhered in this study.

3.12.1 Protection of human rights

The human rights that required protection in this study included the following:

(i) The right to self-determination

The prospective respondents were treated as autonomous agents by being informed about the nature of the proposed study and allowing them to voluntarily choose whether to participate or not, as well as to withdraw from the study at any time without any penalty.

(ii) The right to privacy, anonymity and confidentiality

Informing the respondents that data-collection would not be made accessible to people other than those involved in the research to protect the respondent's privacy. In addition, the researcher assured respondents that their identity would not be linked with their responses.

3.13 LIMITATIONS OF THE STUDY

This research study was conducted in the field of management in education. The main focus of the study was to explore challenges faced by promoted school managers in the Xhariep district and also to identify the type of training they would

require upon assumption of duty. The quantitative approach followed in this study does not aim to generalise findings to the broader South African context and can thus not be applied without short-comings.

3.14 SUMMARY

This quantitative, non-experimental study is descriptive in nature and includes the use of a survey. The advantage of descriptive research is that it enabled the researcher to examine the practical school management situations as they occur in the field. The use of a survey method was particularly useful in this study because it revealed how individual school managers have experienced their new role(s) as promoted school managers. Twenty-three schools, with a total of 76 promoted school managers, were sampled, and one school with two promoted managers was identified for the pilot study. A pilot study was done to increase the reliability, validity and practicality of the questionnaire. The data was collected from these purposely-selected secondary schools in the Xhariep district. The researcher used coding as a process of data analysis, while the Central University of Technology's statistician analysed the data so as to provide frequencies.

In the following chapter the data obtained from the completed questionnaires will be analyzed.

CHAPTER 4

RESULTS OF THE STUDY

4.1 INTRODUCTION

In this chapter, the data which was collected from the completed questionnaires will be analyzed, findings will be interpreted, and some comments offered thereof. Data analysis entails categorising and summarising data, and describing it in meaningful terms. The aim of these intertwining actions is to clarify the research question.

4.2 THE REDUCTION AND CATEGORISATION OF DATA

Reduction is the process of selecting, focusing, simplifying and transforming the data in the transcriptions (Cohen *et. al*., 2011:378). Therefore, due to the volume of data acquired in a non-experimental design of a descriptive nature, initial efforts of analysis focused on reducing the data to facilitate the analysis process.

4.3 DESCRIPTIVE STATISTICS

The purpose of research is to gain insight into a situation, phenomenon, community or person. Descriptive research is one of the methods of research used to study a person or persons scientifically in the educational situation (Cohen *et. al*., 2011: 219). It attempts to describe the situation as it is, thus there is no intervention on the part of the researcher and therefore no control. Descriptive statistics serve to describe and quantify the characteristic of the data in as far as how broadly spread and how one aspect of data relates to another. (Kruger, De Vos, Fouché and Venter (2005:218).

In this study descriptive research was employed with the aim of describing the challenges experienced by promoted school managers. The researcher was primarily concerned with the nature and degree of existing situations in schools. According to Richie and Lewis (2007:201) frequency tables and histograms are useful in forming impressions about the distribution of data. Frequency distribution is a method to organize data obtained from questionnaires to simplify statistical analysis. For the purpose of this study frequency tables provided percentages that

reflect the number of responses to a certain question in relation to the total number of responses. Histograms and pie charts were also used to portray data.

4.3.1 Name of the school

The names of the schools were merely required to enable the researcher to identify the questionnaires according to the municipal area to ensure proportional representation.

Table 4.1 Number of respondents who participated in the study within the specified Xhariep municipal district

Municipal area	Number of respondents	Percentage %
Letsemeng	24	31.57%
Mohokare	25	32.89%
Kopanong	27	35.52%

Table 4.1 shows that, taking the municipal area into account, there was an even representation of schools. This means that secondary schools are equally accessible in the Xhariep municipal district.

4.3.2 Distribution of schools by area

Figure 4.1 Distribution of schools by area

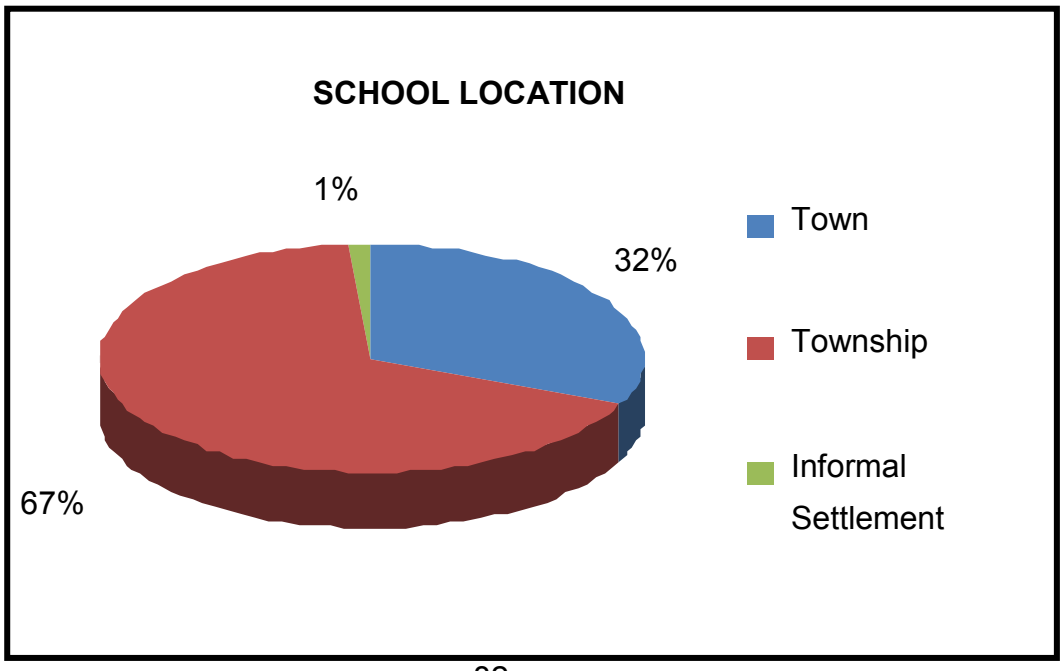


Figure 4.1 on page 82 shows that schools located within the township constitute the largest group 67% (51), followed by schools located in town 32% (24). Only one school is located in informal settlements. The uneven distribution, whilst not deliberate, is not surprising, as there are more black registered learners than white learners – hence, there are more schools in township areas. In practical terms, townships are densely populated, so more schools are required in those areas in order to cater to the high volume of learners.

4.3.3 Age group of respondents in years

Figure 4.2 Distribution of respondents according to age

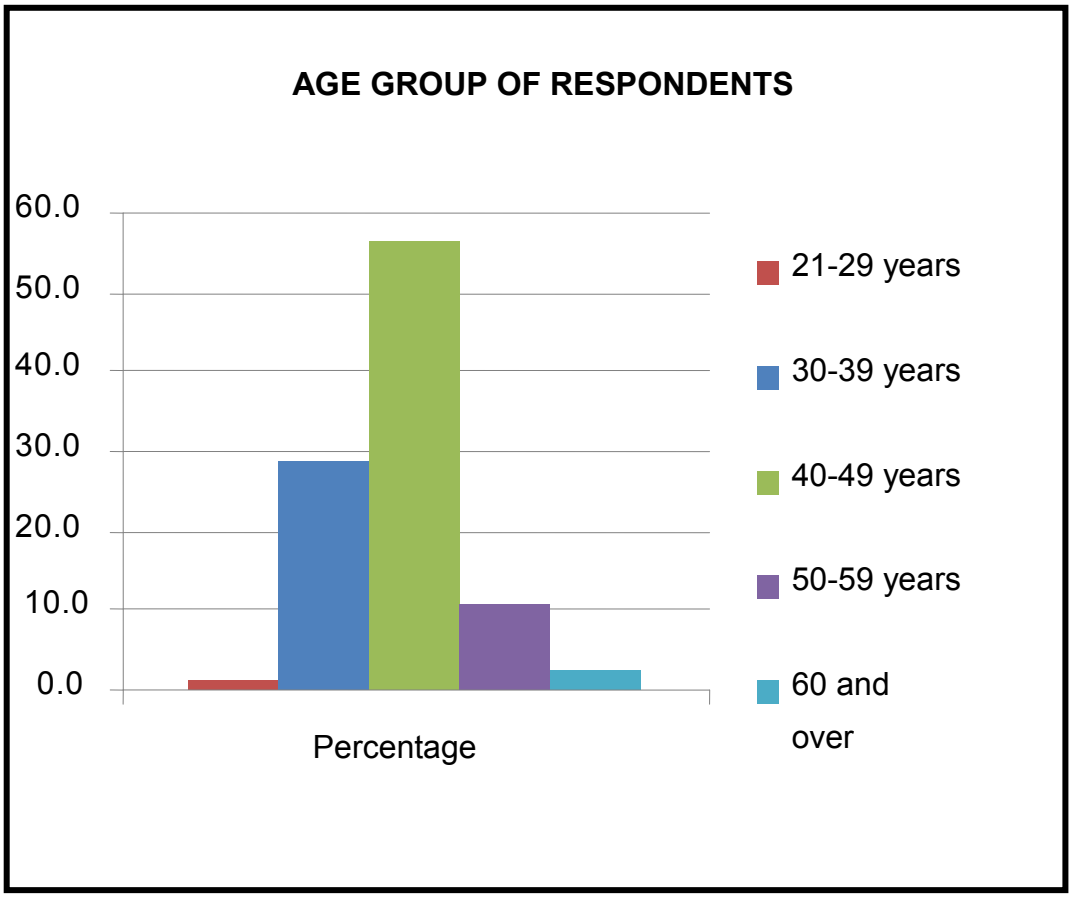


Figure 4.2 shows that 57% (49) of the promoted school managers were middle-aged (40 to 49 years), while 29% (17) were younger (30 to 39 years). The older respondents (i.e. 50 years and above) constituted 14% (10). This may be attributed to the fact that school selection committees consider appointing younger teachers in promotion posts. The possibility exists that the younger promotion post holder may have more to offer in terms of time, energy, productivity and the fact that they may

be at the school for a longer period of time which could ensure long term stability. However, this phenomenon will, in some way or another, disadvantage the promoted manager when he/she is to exert authority over his/her subordinate teachers, particularly if they are in the higher age bracket.

4.3.4 Gender of respondents

Figure 4.3 Distribution of respondents according to gender

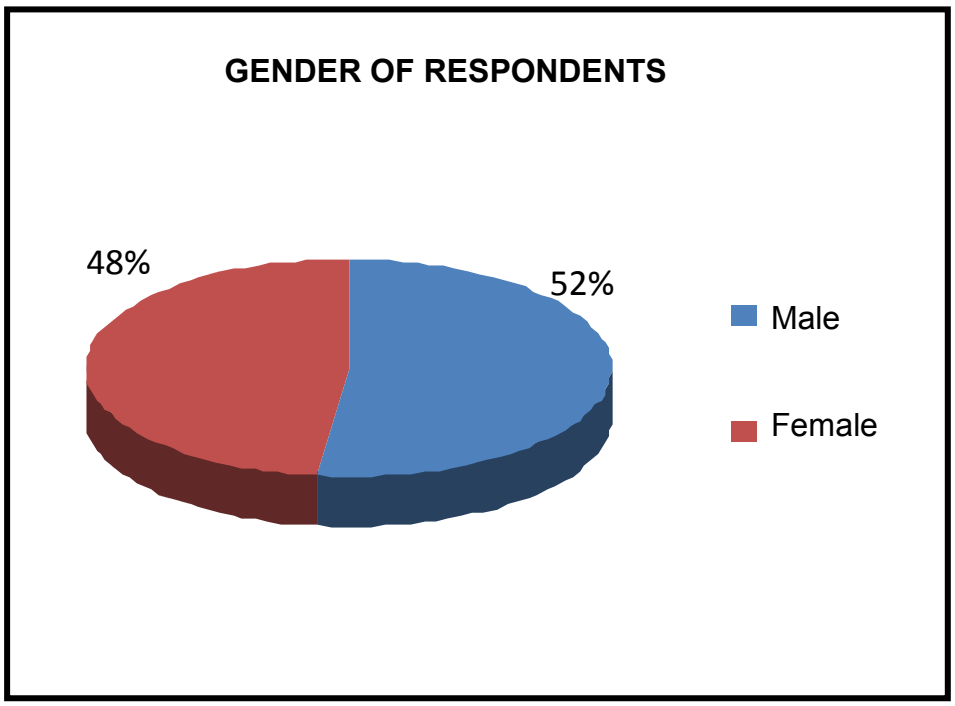


Figure 4.3 shows that the gender of respondents was 52% (39) males and 48% (37) females. Figure 4.3 also indicates that:

- Much has been done to bridge the gap between male and female school managers.
- Governing Bodies have transformed, they have shifted from the traditional school of thought that - males are the best suited for managerial posts.
- The stereotype role of males and females no longer prevails – school management is considered the domain of both male and female teachers.

It is therefore evident from the results that gender equity is being fully implemented in the appointment of school managers in Xhariep district. It is the researcher's opinion that this even gender distribution has been achieved due to the efforts of

South A frican g overnment t o e nsure employment eq uity, as prescribed by Employment Equity Act 55 of 1998.

4.3.5 Respect for female managers

Figure 4.4 Distribution of r espondents a ccording to respect f or f emale managers

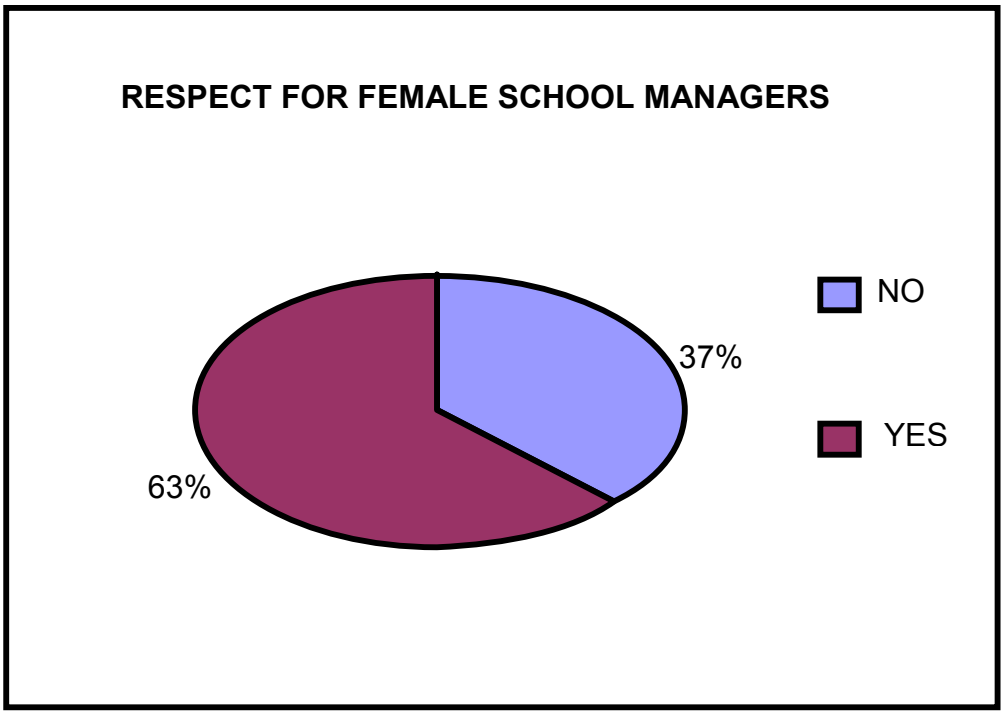


Figure 4.4 shows that female managers, for the most part, were respected 63% (47). It is the researcher's opinion that female managers tend to be more humble, hence the high respect. This is contrary to the statement of the problem, where a lack of respect and confidence were supposedly present from the fellow teachers, parents and ot her s takeholders with regards to f emale m anagers. This then i mplies that female managers will settle into the new school environment much quicker.

4.3.6 Marital status of respondents

Figure 4.5 Distribution of respondents according to marital status

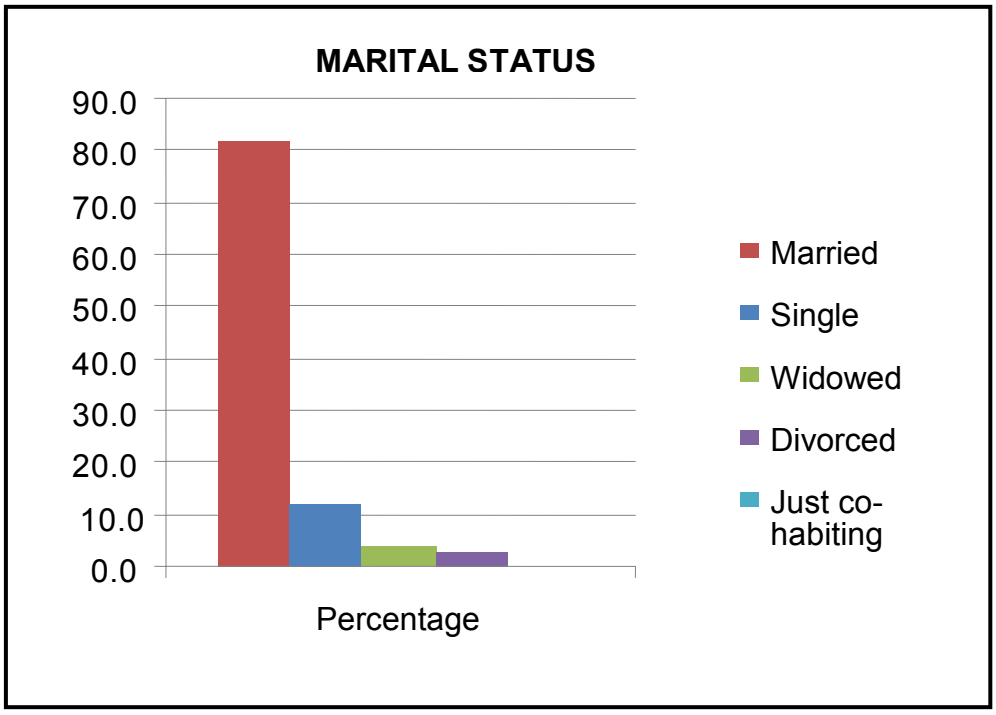


Figure 4.5 reveals that the majority of the respondents 82%(62) were married, while 12% (9) were single. The high figure with regards to married respondents suggests that most of them were of mature age and therefore able to show exemplary leadership. However, attaining age maturity does not guarantee success in managing a school. The challenge will be how the mature promoted school manager conducts himself\herself within his \ her new working environment.

4.3.7 The highest qualification obtained by respondents

Table 4.2 Distribution of respondents according to the highest qualification

Highest qualification	**Frequency**	**Percentage**
Matric	1	1.3
Post-matric certificate	14	18.4
Advanced post-matric certificate	24	31.6
Degree	30	39.5
Master's degree	6	7.9
Post-graduate certificate/diploma	1	1.3
Total	**76**	**100.0**

From Table 4.2 on page 86, it emerged that majority of school managers surveyed possess academic and professional qualifications which in most instances required for a promotion post (a diploma or matric certificate plus three years of training - M+3).The table shows that majority of respondents 60 possessed the minimum qualification to enter teaching profession. While all degrees and master's level teaching qualifications include school management subjects, the same cannot be said about post-matric certificate.

In order to be an efficient educational leader the promoted educational manager has to set an example by developing themselves to their highest potential, both academically and professionally. Lack of suitable qualifications may result in inadequate execution of their responsibilities which may have a negative impact on the governance of the school.

4.3.8 Current position at the school

Figure 4.6 Distribution of respondents according to current position at the school

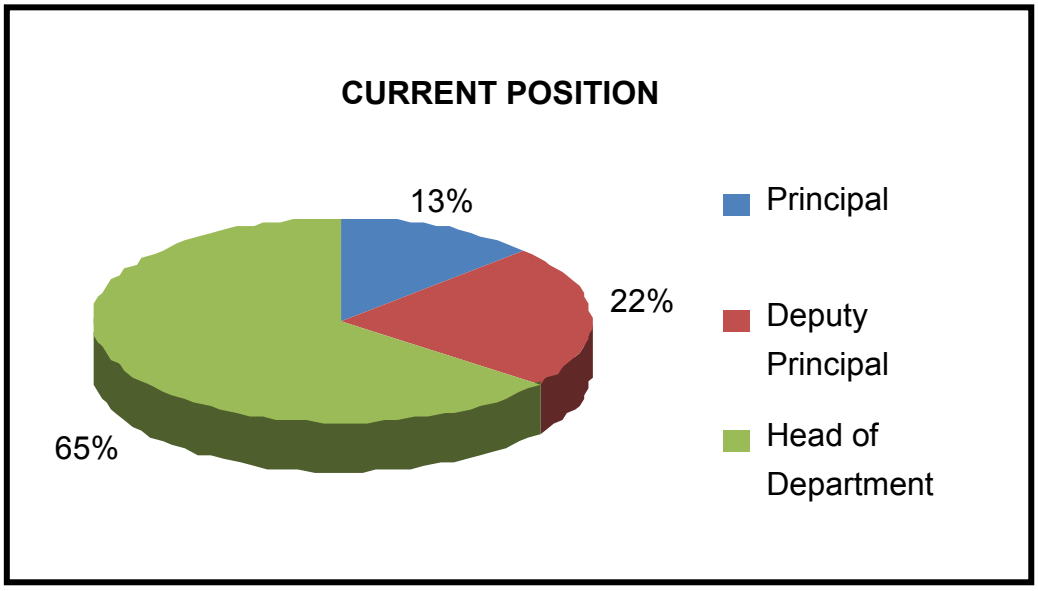


Figure 4.6 reveals that almost two-thirds (49) of the respondents were HoDs, about one-quarter (17) were deputy principals, and only 13% (10) were principals. This is due to the fact that, unlike a principal post, not all schools qualify for a deputy principal post. However, depending on the size of the school, the number of HoDs

could be substantial. Heads of departments create a broad base for normal growth to the deputy principal position and then to the principal position.

4.3.9 Number of years in previous position

Figure 4.7 Distribution of respondents according to the number of years of experience prior to promotion

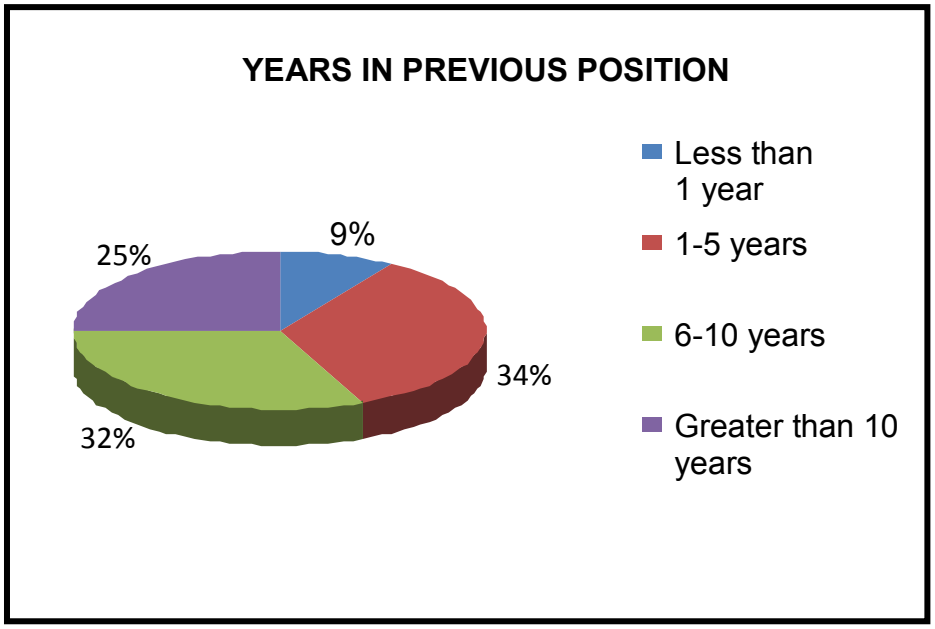


Figure 4.7 shows that 34% (26) of the respondents were in their current positions for 1 to 5 years, while 32% (24) of the respondents spent 6 to 10 years in the current position. It is not surprising to find promoted school managers with less than 5 years work experience because as schools grow, a new breed of managers need to be promoted to higher positions. These results show a normal trend in a succession situation. It shows that, before a manager is appointed to a position, he/she will have stayed acting in that position for some time (that is, 1 to 5 years). During this time, the incumbent gains the experience and confidence necessary in order to fill the position. This implies that less experienced school managers would need extensive support in order to cope with their new roles.

4.3.10 Work experience of respondents within and outside the Department of Education

Figure 4.8 Work experience within or outside DoE

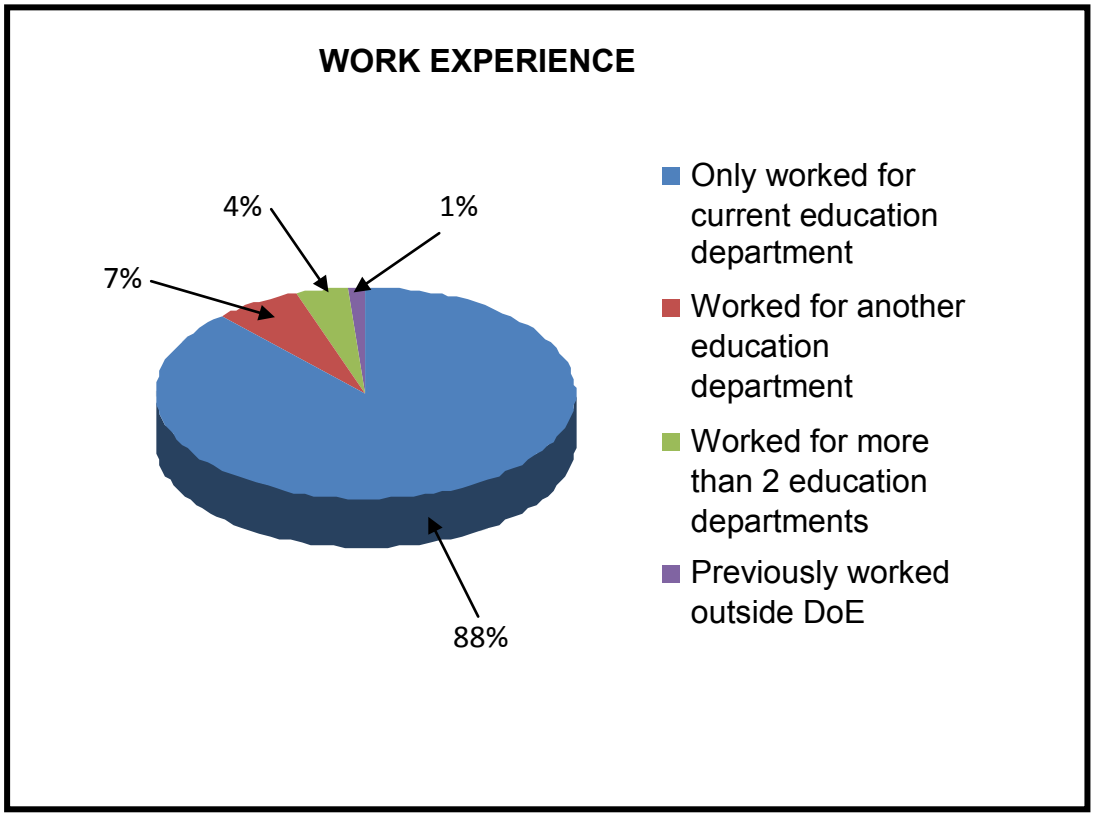


Figure 4.8 shows that a larger number of management members 88% (67) have extensive work experience obtained within the Department of Education. This is not surprising as it is a requirement for any school management position applicant to have teaching experience. Experience together with adequate training is needed for the responsibilities and the demands imposed on teachers on managerial positions. Continuous professional development and experience are prerequisites for leaders to keep up with the rapid pace of change of knowledge, advancement of technology and increasing demands posed on educational leaders. A total of 15% (9) school managers had acquired work experience outside department of education. Managerial experience outside the Department of Education can be an added advantage as it would have offered the promoted manager divergent experience. It is evident that the pull of managerial experience is very narrow.

4.4 Response to questions on induction

4.4.1 Respondents being introduced to their new positions

Figure 4.9 Distribution of respondents on being introduced to their new positions

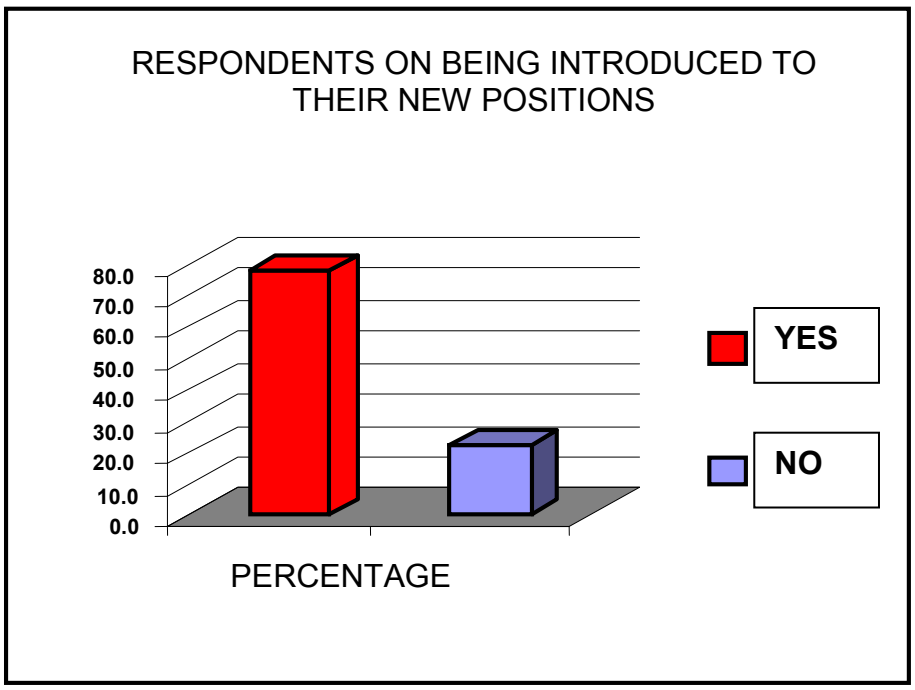


Figure 4.9 shows that 70% (59) of the respondents were introduced to or inducted their new positions. This is appropriate. The promoted school manager will be quickly absorbed in the new school position and, as a result, this makes the new school manager more at ease with new work environment. However, the researcher found it worrying that 30% (17) of the respondents were left alone to fend for themselves.

4.4.2 Persons who introduced respondents to their new position and the level of reception from other teachers.

The person who introduced respondents to their new position as well as the level of reception the respondents received from other teachers is reflected in table 4.3.

Table 4.3 Persons who introduced respondents to their new positions and the level of reception from other teachers

Question	Response	Frequency	Percentage
Person who did the introduction	School management developer	37	48.7
	SGB representative	6	7.9
	Teacher union representative	3	3.9
	A teacher from the school	13	17.1
	No introduction	17	22.4
	Total	**76**	**100.0**
Nature of reception	Welcoming	51	67.1
	Hostile	11	14.5
	Ignored	9	11.8
	Avoided	5	6.6
	Total	**76**	**100**

Table 4.3 shows that school management developers 49% (37) were rated highly as officicials of DoE who introduced the new school manager to their positions and in majority of cases the reception was welcoming 67% (51). This is correct procedural practice for SMDG to be the ones to introduce the new school managers to their positions. In situations where introductions were done by other personnel, the reception of the promoted manager was not positive. Promoted managers who fend for themselves tend to struggle and take longer to adjust to the new working environment.

4.4.3 Is the school the respondent is being promoted new or familiar; did the respondent act in this position before being promoted and, if yes, for how long.

Whether the respondent was new to the school or not, whether they had acted in the position before and, if so, the length of time they had spent in the position, is reflected in Table 4.4.

Table 4.4 Is the school the respondent is being promoted new or familiar; did the respondent act in this position before being promoted and, if yes, for how long.

Question	Response	Frequency	Percentage
Familiarity with new school	Not familiar	25	32.9
	Familiar	51	67.1
	Total	**76**	**100.0**
Acted in position before or not	Yes	30	39.5
	No	46	60.5
	Total	**76**	**100.0**
If yes, for how long	less than 1 year	15	19.7
	1 to 2 years	30	39.5
	3 to 4 years	18	23.7
	More than 5 years	3	3.9
	Total	**76**	**100.0**
Post level before promotion	PL 1	54	71.1
	PL 2	19	25.0
	PL 3	3	3.9
	Total	**76**	**100.0**

Table 4.4 shows that 71 % (54) of the respondents were on Post Level 1 (PL1) before promotion and 67% (51) of the respondents were familiar with the new school. This finding might be an indication that the promoted managers might have been already working at the school. Sixty-one per cent (46) of the respondents did not act in the position before being promoted. However, some 40% of the respondents did act in the position for 1 to 2 years before promotion.

4.4.4 Documents provided upon promotion

Work-related documents provided to respondents upon promotion to their new positions is reflected in Table 4.5 on page 95.

Table 4.5 Distribution of respondents according to work-related documents provided upon promotion

	Variable	Frequency	Percentage
Documents provided upon promotion	Vision and mission	36	47.37
	Admission policy	22	28.95
	School language policy	12	15.79
	HIV/AIDS policy	10	13.16
	School safety and security policy	8	10.53
	Code of conduct for learners	21	27.63
	Code of conduct for educators	18	23.68
	List of elected SGB members	11	14.47
	School time-table	9	11.84
	School finance policy	41	53.95
	List of educators	22	28.95
	Attendance-monitoring system for learners	15	19.74
	Attendance-monitoring system for educators	6	7.89
	None	19	25.00

Table 4.5 reveals that, of the thirteen documents listed to be received by a promoted manager upon promotion, 54% (41) of the respondents received the school finance policy document and 47% (36) received the vision and mission document, while 25 % (19) of the respondents received none of these documents. It is not surprising that the school finance policy document is a popular document because financial management is an area to which the Department of Education has paid particular attention. It is also worrying that 19 out of 76 respondents did not receive a single working document, as education policies and procedures are embedded in these working documents. Promoted school managers should receive all thirteen documents upon promotion, to enable them to function well and become familiar with the school within a short space of time. These documents also serve as a guide and source of information.

4.4.5 Availability of school induction policy

The availability of the school induction policy is reflected on figure 4.9

Figure 4.10 Distribution of respondents according to availability of school induction policy

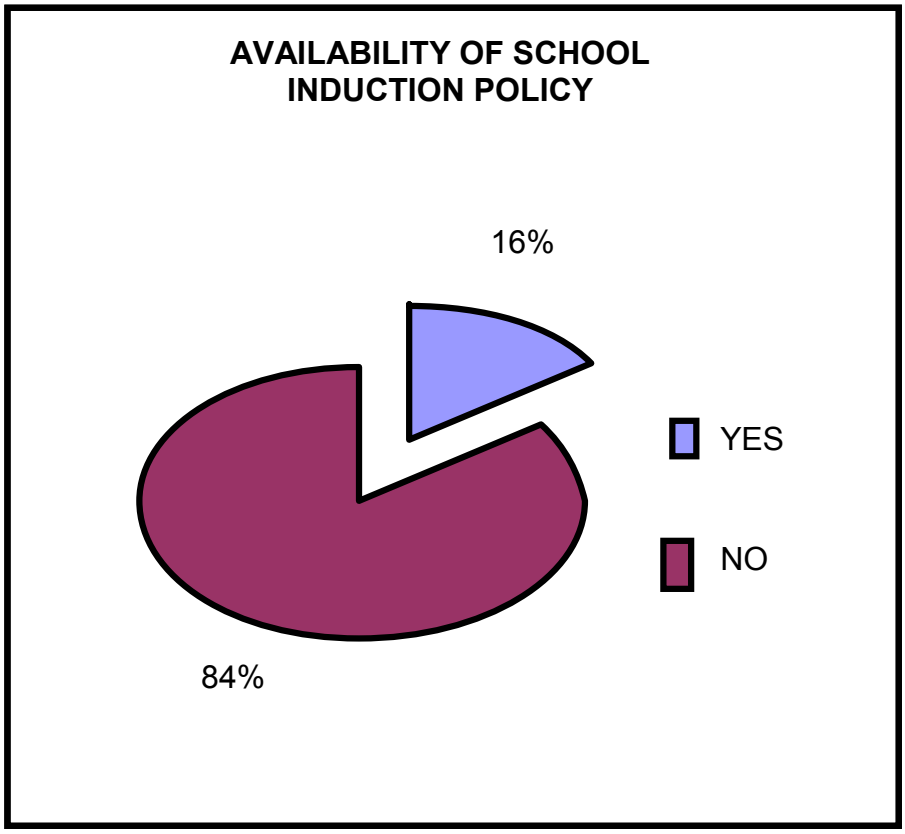


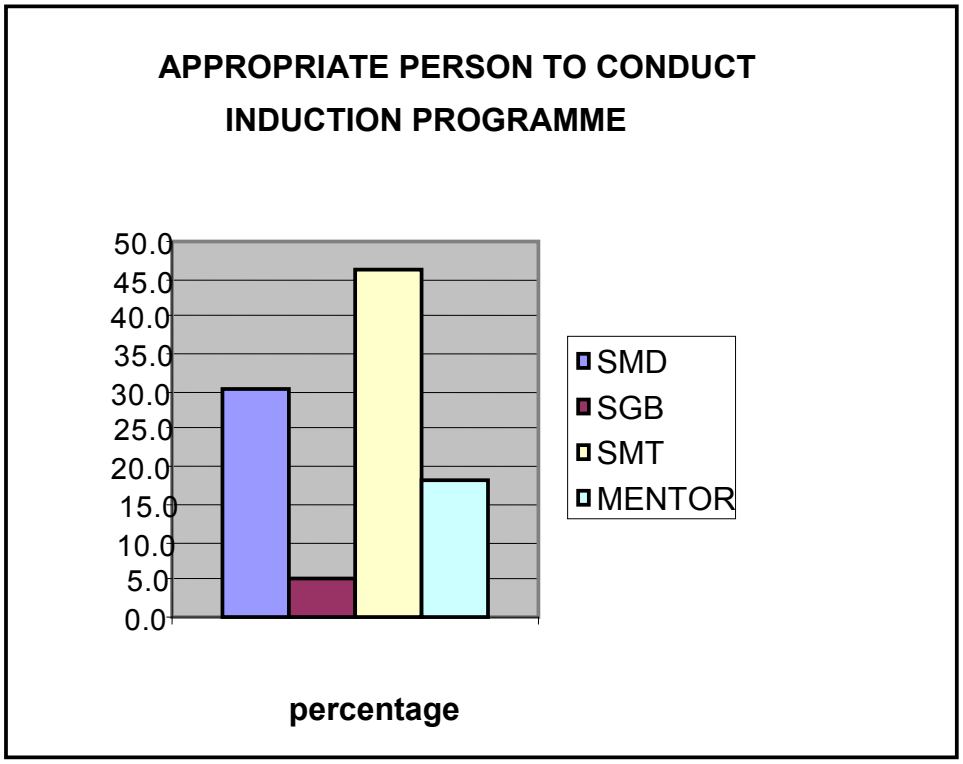
Figure 4.10 reveals that 84% (64) of the respondents mentioned that the school induction policy was not available. Without a school induction policy, this leaves management in the dark with regards to the procedures that need to be followed in order to prepare for a promoted school manager. Unavailability of the school induction policy implies that there is lack of preparedness on the part of schools and, as a result, schools do not know what to do or how to assist a promoted school managers.

Management staff, jointly with the governing body should develop and ensure effective application of policies that could lead to effective school governance. Schools need to establish appropriate strategies that will empower and add value to the promoted educational managers. This can only happen in a school where all role-players understand not only the educational policies, but also their respective roles and responsibilities in implementing such policies.

4.4.6 Appropriate person/body to present an induction programme

Opinions regarding which person/body should be responsible for presenting an induction programme are reflected in figure 4.11

Figure 4.11 Appropriate person/body to present an induction programme



According to Figure 4.11, 46% (35) of the respondents felt that the school management team was the appropriate body to conduct induction programmes. Some respondents 30% (23) chose the school management developers and only a few 5% (4) identified the school governing body as the appropriate body to conduct induction programmes. The researcher is of the opinion that, within the school, the school management team is the most knowledgeable team and should therefore be responsible for conducting the induction programme. Most respondents were able to identify a mentor and the roles of the mentor were highly regarded - this therefore indicates that a mentor plays an important role in as far as induction is concerned.

4.4.7 Topics to be included in an induction programme

The topics that should be included in an induction programme are illustrated in table 4.6

Table 4.6 Frequency table indicating the preference for topics to be included in induction programme

Topic	Preference	F	%
Tuition and curriculum	Yes	71	93.4
	No	5	6.6
	Total	**76**	**100.0**
Pupil management	Yes	69	90.8
	No	7	9.2
	Total	**76**	**100.0**
School community relationships	Yes	69	90.8
	No	7	9.2
	Total	**76**	**100.0**
Staff relationships	Yes	71	93.4
	No	5	6.6
	Total	**76**	**100.0**
Financial Management	Yes	72	94.7
	No	4	5.3
	Total	**76**	**100.0**
Administrative Procedures	Yes	73	96.1
	No	3	3.9
	Total	**76**	**100.0**
Labour Relations Procedures	Yes	69	90.8
	No	7	9.2
	Total	**76**	**100.0**
Communication Procedures	Yes	70	92.1
	No	6	7.9
	Total	**76**	**100.0**

Table 4.6 reveals that more than 97% (74) of the respondents were in agreement that all the listed topics should be included in the induction programme. This possibly indicates that the respondents had not attended any of the induction programmes, hence the need for all the topics to be included. It could also show that they have not been exposed to any induction programme and therefore neither identify nor differentiate one topic from the other. However, this reveals that the respondents regarded all topics to be very important.

4.4.8 Responses to induction statements

The responses regarding statements made on induction are reflected in table 4.7

Table 4.7 Responses made regarding induction statements

Response		**F**	%
Feeling of belonging and acceptance	Strongly agree	51	67.1
	Agree	25	32.9
	Disagree	0	0.0
	Strongly disagree	0	0.0
	Total	**76**	**100.0**
Induction can be regarded as in-service training	Strongly agree	42	55.3
	Agree	33	43.4
	Disagree	1	1.3
	Strongly disagree	0	0.0
	Total	**76**	**100.0**
Induction generates enthusiasm among new managers	Strongly agree	49	64.5
	Agree	26	34.2
	Disagree	1	1.3
	Strongly disagree	0	0.0
	Total	**76**	**100.0**
Induction promotes rapid integration of new managers	Strongly agree	41	53.9
	Agree	33	43.4
	Disagree	1	1.3
	Strongly disagree	1	1.3
	Total	**76**	**100.0**

Table 4.7 reveals that most of the respondents strongly agreed that induction instilled a feeling of belonging and acceptance 67% (51). Induction was also mostly regarded as in-service training that generates enthusiasm by 65% (49) of the respondents, thus promoting rapid integration of the new manager. The findings revealed that respondents regarded induction as an appropriate tool to help settle promoted school managers.

4.4.9 Responses to questions pertaining to the role of the mentor

Responses to questions pertaining to the role of the mentor are reflected in table 4.8

Table 4.8 Frequency table illustrating the role of mentor

Topic	Preference	frequency	%
Identified mentor	Yes	47	61.8
	No	29	38.2
	Total	**76**	**100.0**
Mentor assists in a caring manner	Yes	48	63.2
	No	28	36.8
	Total	**76**	**100.0**
Mentor identifies support needed	Yes	47	61.8
	No	29	38.2
	Total	**76**	**100.0**
Mentor provides support professionally	Yes	48	63.2
	No	28	36.8
	Total	**76**	**100.0**
Mentor ensures your participation	Yes	42	55.3
	No	34	44.7
	Total	**76**	**100.0**
Mentor maintains confidentiality	Yes	45	59.2
	No	31	40.8
	Total	**76**	**100.0**
Mentor ensures transparency	Yes	48	63.2
	No	28	36.8
	Total	**76**	**100.0**
Mentor threatens and/or isolates you	Yes	8	10.5
	No	68	89.5
	Total	**76**	**100.0**

Table 4.8 reveals that majority 61% (47) of the study participants reported a clear understanding of the role of the mentor hence they could nominate such a person. The table further reveals that 63% (48) of the respondents regard a mentor as a non-evaluative, non-judgmental support person who was there to answer questions, clarify thinking, and introduce the new administrator to the district culture. A mentor is resource person rather than a person who is watching or evaluating a mentee. This means that, for the most part, the respondents regard the presence of a mentor to be highly beneficial, as such a person would contribute positively towards the

professional and personal growth of a promoted school manager. Table 4.8 also revealed that slightly over fifty percent 55% (42) of the respondents reported that their mentors ensured active participation of mentees and 63% (48) were readily available and very transparent when discussing educational management issues. When information about the characteristics of the mentor was solicited, it emerged that 90% (68) of the respondents were in agreement that their mentors were none threatening, and 59 % (45) of the respondents reported that their mentors were honest, respectful and maintained confidentiality.

4.5 RESPONSES TO QUESTIONS REGARDING SUPPORT BY DoE

4.5.1 Attended training programmes arranged by DoE

Figure 4.12 Attendance of training programme arranged by DoE

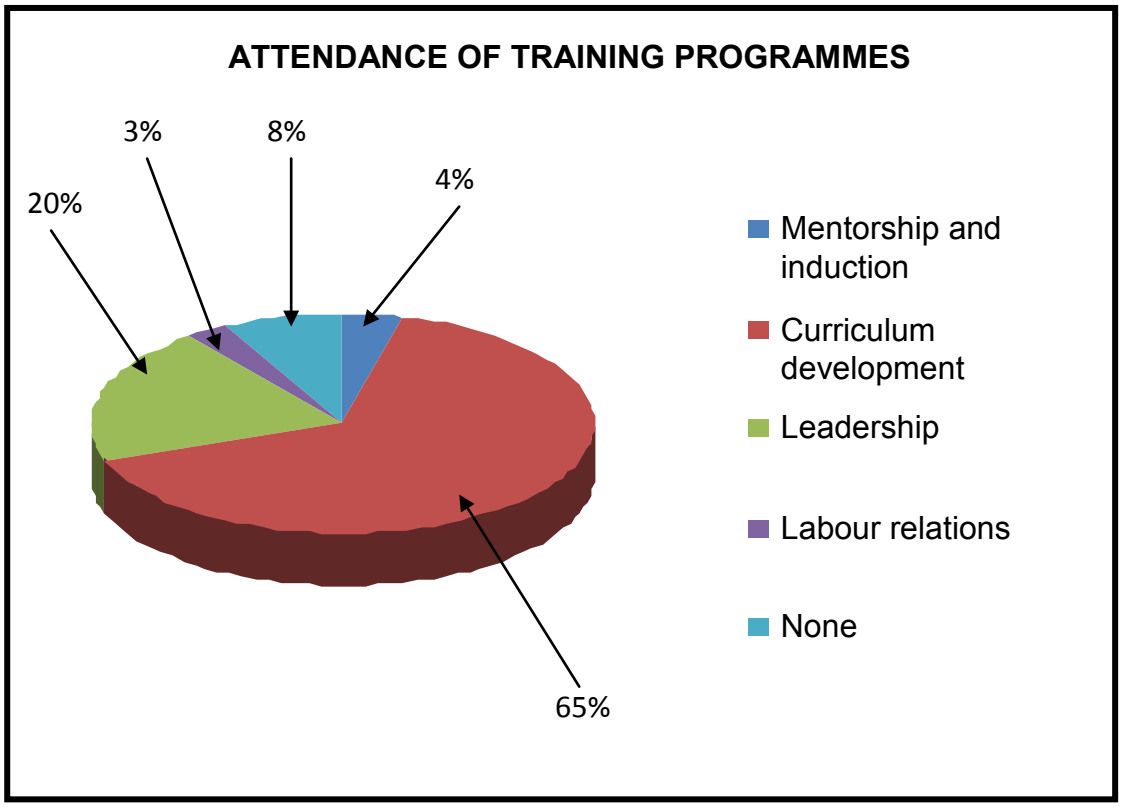


Figure 4. 12 illustrates that 65% (50) of the respondents attended curriculum development training programmes arranged by the Department of Education. The leadership training programme was attended by 20% (15) of the respondents, while 4% (3) of the respondents attended mentorship and induction programmes. On the

other hand, only 8% (6) of the respondents did not attend any of the arranged training programmes. The table reveals that DoE through its district based officials mainly focus on curriculum related professional development. Little attention is paid to other related management areas, such as good leadership practices and labour relations. Promoted school managers are in need of assistance when taking on responsibility for a school. Integrated and articulated strategies of professional support, guidance, and development should be available to them.

4.5.2 Satisfaction with assistance provided by DoE

The level of satisfaction with regards to assistance provided by the Department of Education to new school managers is reflected on figure 4.13.

Figure 4.13 Satisfaction Level with assistance provided by DoE

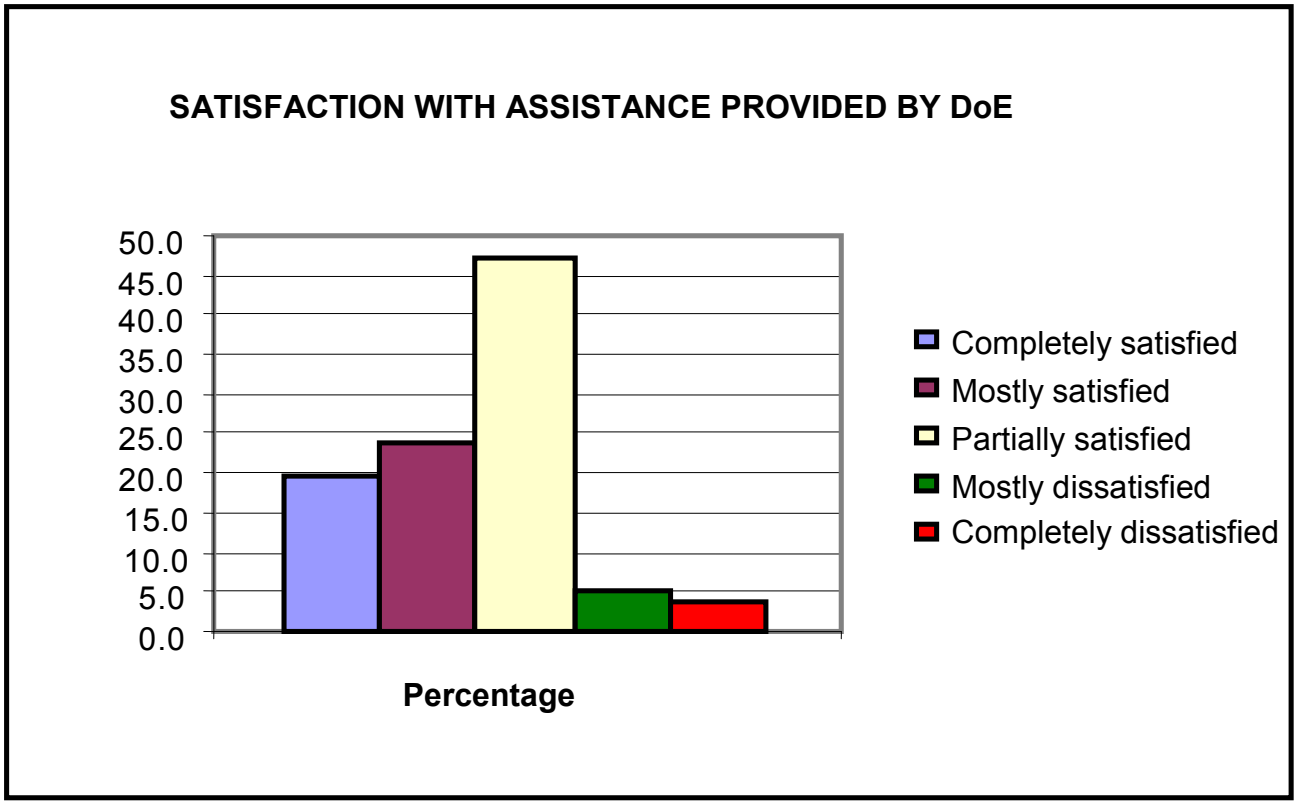


Figure 4.13 illustrates that overall, most of the principals 47% (36) shared a Low level of satisfaction with the assistance provided by the Department of Education. However, only 20% (18) of the respondents were completely satisfied, while 4% (3)

were co mpletely di ssatisfied. The p romoted school m anager i s not al ways automatically ready to manage the school. This therefore implies that:

- Promoted sch ool m anagers need t o be o ffered t raining by sp ecialised or knowledgeable people.
- There is a need for more formalized training for new school managers in the district.

4.5.3 Type of t raining ne eded t o de velop s kills t hat will e nable new school managers to perform competently

Opinions r egarding t he t ype o f training nee ded in or der to dev elop ski lls that w ill enable new school m anagers to fulfil t heir roles more competently i s reflected in figure 4.14

Figure 4.14 Type of t raining ne eded t o de velop s kills t hat will e nable new school managers to perform competently

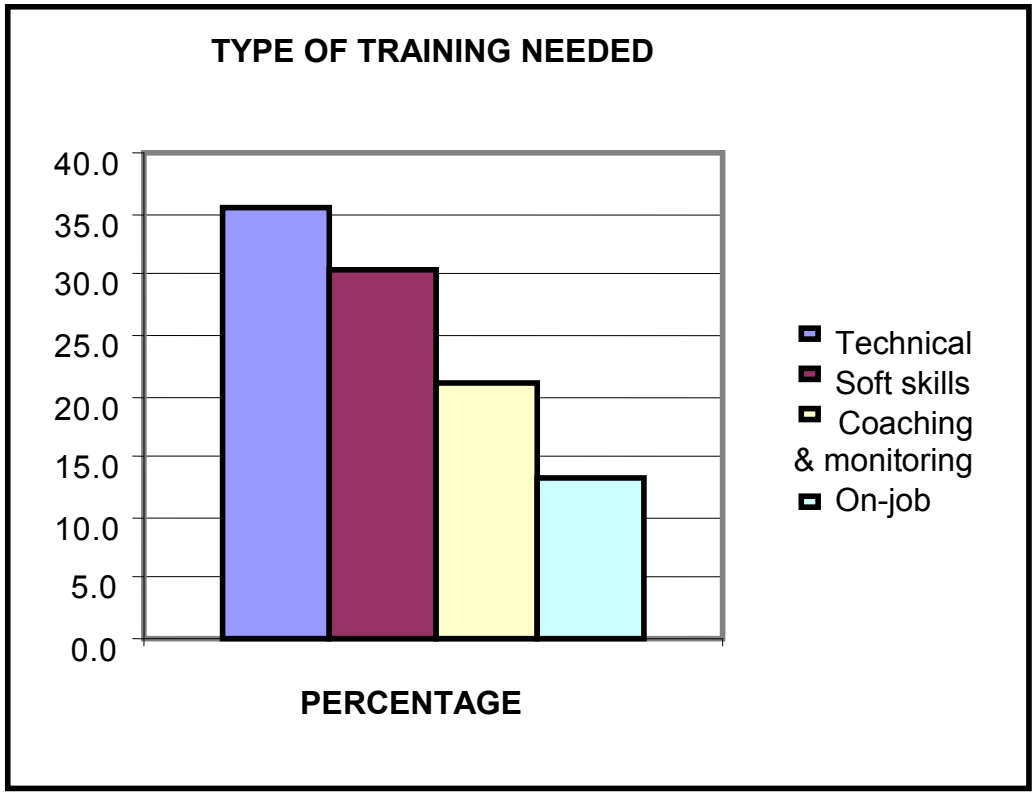


Figure 4. 14 illustrates that 3 6% of t he r espondents needed t echnical ski lls development t raining in or der to e nable them to per form t heir d uties competently, while 13% are o f the v iew that on -the-job t raining was not a pr iority. Figure 4. 14

further suggests that there are indeed differences in the managerial competencies needed to lead different kinds of schools and that district based training offering should match candidate needs and qualifications with the context in which they will be working, including the type of school as well as the school-community demographic, cultural context and economic stability. Technical skills training such as communication, time management, teamwork or organisational skills are important as they normally increase and update the knowledge base of the promoted school manager.

4.5.4 SUMMARY

In this chapter the researcher's aim was to give some order to the range of information provided by promoted school managers in their answers to the questions in the questionnaire. Some of the data collected were of a demographic nature which enabled the researcher to construct a broad profile of the sample selected for the investigation. Data collected was organized in frequency distribution tables, bar graphs and pie charts to simplify statistical analysis. The responses to the questions were interpreted and the findings discussed.

The last chapter of this study will consist of a summary of the literature study and the empirical investigation and certain recommendations.

CHAPTER 5

SUMMARY, FINDINGS, DEDUCTIONS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In this final chapter a summary of the previous chapters will be given. This will be followed by motivations and recommendations on research theme statements, summary of the findings, recommendations for future research, criticism that emanates from the study and end with closing remarks.

5.2 SUMMARY

5.2.1 Statement of the problem

In essence this study investigated the challenges faced by promoted school managers particularly in the context of rural Xhariep secondary schools. There are specific challenges and needs that face teachers entering the school management level. In the Xhariep district, promoted school managers are just left alone at school without any form of support. This may leave the promoted school manager feeling somewhat bewildered and helpless.

The members of the school management team, in their leadership capacity, have an important role to play in promoting a culture of good governance. The only accountable manner in which effective governance may take place is by giving consideration to the training needs of promoted school managers.

5.2.2 Review of literature

In order to undertake an empirical investigation into school managers' challenges and training needs, a comprehensive literature review was done. The main purpose of the literature review was to explore the contours of school management as applicable to promoted school managers. This process led to the identification of three main themes, namely: understanding the nature school management teams, challenges within school management practice and strategies to support promoted school managers.

5.2.2.1 Composition and quality features of the School Management Team

The management team of a school consists of the principal, deputy principal(s) and the heads of the department. Each member of the management team is tasked to perform certain specific duties. In order for the school management team to be effective, it has to portray and exhibit certain quality features (cf.2.2.2).

- The management team should set high premiums on the value of good human relationships within the school.
- They must be prepared to serve the school and the community.
- They should be able to give instructions and see that they are carried out sufficiently.
- They must earn the approbation of their subordinates.
- They should put the satisfaction of their subordinates' spiritual and physical needs first.

The school demands that the management team retain credibility as leading professionals and executive educational managers. Members of the school management team must be both educational managers and leaders in order to promote a culture of good governance. The management team further provides direction to develop goals and establish expectation within the school.

5.2.2.2 Understanding the changing roles of educational managers

The role of the educational manager has undergone significant changes. Complex issues and challenges require that educational managers should acquire new and improved skills in order to cope. Changes in the role and responsibilities of the school managers have transformed the position into a job that is multifaceted, complex, and extremely demanding. School managers are responsible for hiring teachers, disciplining students, soothing angry parents, overseeing the cafeteria, supervising special education and other categorical programs, managing the budget, maintaining facilities, coordinating enrollment and scheduling of students and staff, as well as attending to all other areas of need (cf.2.3.1).

New conditions and expectations in education created new challenges and perspectives for educational managers. While some roles are peripheral to the job of the educational manager, some are central and deserve to be given a high priority. The success of local school initiatives and/or departmental initiatives depends upon school manager's abilities to adapt their roles to new realities. However, these roles should be understood in the context in which each school operates.

5.2.2.3 Challenges encountered by promoted school managers

The promoted school manager is not always automatically ready to manage the school. They are the kind of people who are excited about the new job, but may not know where and how to begin. The greatest challenge that face promoted educational managers is to generate optimum performance from all staff members of his \her school (cf.2.3.1). This situation is made worse by the fact that more often than not new school managers often find themselves struggling with feelings of isolation and the unfamiliar challenges associated with working in the political arena of school boards, teacher unions, and state department mandates.

The challenges can be located within the promoted educational manager, within the center of learning or within the education system. The literature revealed lack of managerial experience, inadequate management training, under-qualified school managers and an absence of induction and mentorship system as systemic challenges that promoted school managers encounter (cf.2.3.1).

The literature further revealed that non-participation of school managers in well-structured induction programmes has the potential to render the promoted school manager non-functional (cf.2.3.3). Based on the aforesaid, it is important to consider the school managers' views when planning and conducting professional development programmes. These challenges need to be addressed in order that promoted educational managers could offer quality school management.

5.2.2.4 Strategies to support promoted school managers

Leading the school assumes an approach in which leaders model a preparedness to face and manage the challenges of change. Integrated and articulated strategies of

professional support, guidance, and development should be made available to new school managers in order to enable them to fulfil their roles effectively. These might include mentoring, network interactions, face to face and online sharing of good practice; and access to modular programs to address specific skills in areas of leadership responsibility.

There seems to be sufficient reasons that promoted educational managers should be exposed to programmes of professional development in order to ensure that schools are managed and led by appropriately qualified personnel (cf.2.4.1). The school management team should be adequately equipped in such a manner that teaching and learning can take place effectively. An approach focused on individuals, suggests that personal support, such as that provided by effective induction and mentoring is most likely to be effective.

5.2.3 Research Methodology

This section dealt with the research methodology and the procedures followed in the study. The section discussed how the study was designed and conducted. It described the selection of participants and the manner in which the data was collected. In short, the chapter looked at all the steps that were followed in order to investigate the research problem.

This study utilised a questionnaire, constructed by the researcher, as a data base. The questionnaire was aimed at promoted school managers of Xhariep secondary schools. The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents. When such a situation exists, the most appropriate source of data is the questionnaire, as it is easily adapted to a variety of situations.

The aim of the questionnaire was to obtain information regarding the challenges experienced by promoted school managers and also identify their training needs. The questions were formulated to establish whether promoted school managers encounter difficulties once placed in positions of authority with regard the following:

- Demographic profile of the respondents
- Induction, mentorship and training needs

- Role of the mentor
- Support offered by Department of Education

5.2.4 Aim of the study

The researcher formulated specific aims (cf. 1.7) to determine the course of the study. These aims were realised through the literature study, together with an empirical survey consisting of a structured questionnaire.

5.2.5 Results of the study

The purpose of this chapter was to discuss data collected from the questionnaires completed by the 76 members of school management teams promoted to managerial positions and to offer comments and interpretations of the findings. At the outset, an explanation and description was provided as to the methods employed in the categorisation of the responses and the analysis of the data. This was followed by the presentation and discussion of the responses to the questions in the questionnaire.

5.3 SUMMARY OF THE FINDINGS

Based on the results of the study as portrayed in the previous chapter, the findings are summarized as follows:

- The schools in the township constituted the largest group 67% (51), followed by schools located in town 32% (24). Only one school is located in informal settlements. The uneven distribution, whilst not deliberate, was not surprising, as there are more black registered learners than white learners – hence, there are more schools in township areas (cf. figure 4.1).

- 57% (49) of the promoted school managers were middle-aged (40 to 49 years), while 29% (17) were younger (30 to 39 years). The older respondents (i.e. 50 years and above) constituted 14% (10). This may be attributed to the fact that school selection committees consider appointing younger mature teachers in promotion posts (cf. figure 4.2).

- The gender was almost equal - 52% males and 48% females. It became evident from the results that gender equity is being fully implemented in the

appointment of school managers in Xhariep district (cf. figure 4.3). It is the researcher's opinion that this even gender distribution has been achieved due to the efforts of South African government to ensure employment equity, as prescribed by Employment Equity Act 55 of 1998.

- Contrary to the statement of the problem, where there is a lack of respect and confidence from the fellow teachers, parents and other stakeholders with regards to female school managers, the results revealed that female managers were, for the most part, respected 67% (47) (cf. figure 4.4).

- The results revealed that 34% (26) of the respondents were in their current positions for 1 to 5 years, while 32% (24) of the respondents spent 6 to 10 years in the current position. It is was not surprising to find promoted school managers with less than 5 years work experience - as schools grow, a new breed of managers need to be promoted to higher positions (cf. figure 4.7).

- The results also revealed that 70% (59) of the respondents were introduced to (or "inducted" into) their new positions. This was found to be appropriate as by so doing the promoted school manager will be quickly absorbed in the new school position. However, the researcher found it worrying that 30% (17) of the respondents were left alone to fend for themselves (cf. figure 4.9).

- The thirteen documents listed to be received by promoted school managers upon promotion were received by 54% (41) of the respondents, while 19% (25) of the respondents received none of those documents. It is worrying that 19% of the respondents did not receive a single work-related document, as education policies and procedures are embedded in these manuscripts (cf. Table 4.5).

- Most respondents 61% 47 were able to identify a mentor. In addition, the role of the mentor was highly regarded. This therefore means that a mentor is an important person and that every newly promoted school manager should have one assigned to them (cf. Table 4.8).

- The results revealed that 84% (64) of the respondents mentioned that the school induction policy was not available at their school. Without a school induction policy, this leaves management in the dark with regards to the procedures that need to be followed in order to prepare a promoted school manager (cf. figure 4.10).

- Training offered by Department of Education is more focused on curriculum development. This is not surprising, as it is the core business of the DoE to deliver a comprehensive curriculum.

- The objectives of the study were realised, as the results analysis shows that majority of the schools did not have an induction policy in place (cf. figure 4.10). Promoted school managers seem to be placed into their new leadership environments with very little support. This implies that schools do not know what to do or how to assist new school managers.

- The overall aim of this study was to explore challenges faced by promoted school managers in Xhariep secondary schools and also to identify the type of training they would require. Through an intensive literature review of the topic, this broad aim was achieved.

5.4 RECOMMENDATIONS

5.4.1 Challenges experienced by promoted school manager

(1) <u>Motivation</u>

The business of schooling has become increasingly complex over the last decade and will certainly continue as the new century progresses. Uncertainty, instability, uniqueness, conflict of values and the lack of a single technology or management method are characteristics of the context of the organization within which promoted educational managers function.

For effective school management in the ever changing educational dispensation, the challenge is to redefine the functions of leadership, since this is crucial for change to occur and to build democratic schools. In meeting the new challenges, the educational manager should accept the realities of these changes and demands, but,

even more importantly, they should act in a way that takes account of the character of the world that is changing. The problem, however, is that most educational managers lack the necessary skills required for success in some aspects of the changing role (cf. 2.3.1).

All employees want better pay and recognition for the work they do, and this is usually associated with promotion. However, a promotion implies a change in responsibilities and this requires making an important career decision. The implication of this decision is that the acquired responsibilities become more. When school managers are promoted without learning the required new skills, without changing their time allocations or accepting new work values, they block the school's leadership pipeline. The unfortunate scenario in South Africa is that the Department of Education often promotes school managers without providing training or continuous coaching so as to equip them for the new challenges (cf. 2.3.1).

Promoted school managers often face challenges that are greater than those encountered by experienced school managers. School management has been a career path in which the greatest challenges and the most difficult responsibilities are faced by those with the least experience.Female educational managers on the other hand experience 'hidden' professional barriers in the form of lack of experience and lack of necessary training (cf. table 2. 1). The lack of training is not only limited to opportunities for obtaining higher academic qualifications, it also includes all manner of in-service training programmes, and management workshops.

A range of critics, including principals themselves, raise a litany of concerns about the quality and effectiveness of the leadership preparation typically provided at university-based programs and elsewhere. That they are disconnected from real-world complexities, the knowledge base is weak and outdated and the mentorships often lack depth or opportunities to test leadership skills in real situations.

Despite the shortage of skillful school managers, educational leadership programs are graduating an increasing number of certified school leaders. Unfortunately, the processes and standards by which many school leadership preparation programs traditionally screen, select, and graduate candidates are often ill-defined, irregularly applied, and lacking in rigor. As a result, many aspiring school managers are too

easily admitted into and passed through the system on the basis of their performance on academic coursework rather than on a comprehensive assessment of the knowledge, skills, and dispositions needed to successfully lead schools

(2) Recommendations

The recommendation is that in order to address the challenges experienced by promoted school managers the Department of Education should convene seminars, workshops and training programmes for promoted school managers in areas of school management with a view to providing guidelines in respect of *inter alia:*

- The role functions of management staff;
- Decision-making;
- Labour relations
- Financial management
- Relevant management approaches;
- Different theories of leadership;
- Leadership in educational management and
- Crisis and conflict management

It is further recommended that educational managers should be appointed early in the first term in order to allow them sufficient planning time to acclimatise to the new school environment.

5.4.2 Induction / mentorship

(1) Motivation

Complex issues and challenges require that educational managers should acquire new and improved skills in order to cope. Changes in the role and responsibilities of the school principal have transformed the position into a job that is multifaceted, and extremely demanding.

A planned induction process for new school managers is necessary as it will promote a smooth transition into the new foreign environment. The induction must cover more than a description of the basic tasks and procedures which facilitate the smooth

running of the school - it must also assist the promoted school manager to develop or recall the skills learnt.

A lot of researchers agree that leadership preparation can no longer end with the awarding of a certificate, degree, or credential. Rather, professional development needs to be embedded throughout the professional career of a school manager. Promoted school managers need assistance when taking on responsibility for a school (cf. 2.4.1). Successful induction may also be promoted by having teachers and principals play greater roles in the hiring process and in selecting their future colleagues. School-based hiring can be an important tool for shaping professional culture and building school capacity.

The aims of induction training is to combat negative influences by co-workers, provide an introduction to a communication channel, and build interpersonal relationships with organisations and the school community at large. Inductions also provide a foundation for long-term development by creating conditions that favour worker effectiveness.

(2) <u>Recommendations</u>

In the light of the motivations stated above, it is recommended that:

- An advisory body consisting of former principals, union representatives and members of the education department is established to give direction and advice on mentorship and induction of promoted school managers.
- A well-structured, planned and timed induction session for promoted educational manager should be designed by the relevant authorities.
- Policy formulation should be considered as the best strategy but in situations where induction policy does exist, induction procedures must be made known ahead of time before the promoted educational manager starts operating in his \ her respective position.
- There is a need for existence of an outside agency charged with responsibility for reviewing school principal performance.

5.4.3 Role of mentor

(1) Motivation

The value of mentors has been widely researched and supported through literature. A mentor is a person who is capable of influencing professional and personal growth in another person (Harrison, 2003:124). Mentoring is a process where there is a transfer of experience and skills from a senior and more experienced person to a sub-ordinate appointed to a new, higher position.

Promoted School managers seldom know who to turn to for advice. A Mentor assists the promoted manager to build confidence, reflect on their practice, and properly access the wisdom and knowledge of experienced colleagues in the school. Schools need critical friends who diagnose difficulties and their possible causes and set out recommendations requiring action. The "critical friend", concept, refers to the developmental relationship between colleagues whose central concern is the provision of better and effective management.

An effective mentor or coach must be highly skilled in communicating, listening, analyzing, providing feedback, and negotiating (2006:134). Careful consideration needs to be given to those who have the disposition and the skills to do the job. A good mentor should be mature, trustworthy, understanding and resourceful. Evidence strongly suggests that mentoring improves the quality of school management and is not an enterprise for those who prefer to work alone.

A mentor helps the promoted educational manager make sense of the realities that he/she may face in the new management role, realise their significance, and use what they have learned to improve their management skills. Ideally, mentoring helps to ensure that new school managers gain access to the accumulated instructional knowledge and expertise of their colleagues. Therefore, mentors should be carefully selected (cf.2.6.4).

(2) Recommendations

In the light of the motivations stated above, it is recommended that:

- In conjunction with selected universities, the Department of Education should introduce a mentoring qualification programme so as to assist in the

professional development of school personnel who are responsible for the mentoring of newly promoted school managers.

- Mentor training program needs to be strengthened by recruiting and training high quality mentors.
- A formal mentoring programme should be intergraded into a promoted school manager's induction programme.
- Use of school expertise through mentors managing the same type of school in a different locality can assist promoted school managers in understanding contextual issues relating to leadership, curriculum management and human resource management.
- Deeper analysis of the strengths and weaknesses of mentor training programs should be done for further improvement.

5.4.4 Support by Department of Education

(1) <u>Motivation</u>

Department of education through its district based officials provide in-service professional development sessions, but neglect to offer pre-service preparation programs or wrap-around programs that help promoted teachers prepare for school leadership and then support their practice once they become school leaders. Every promoted educational manager should be subjected to a structured support during his/her first year on the job. This should build on their initial training, where strengths and development needs will have been identified, and set the pace and direction of future professional development. Without significant support and continuous learning, it is unlikely that any beginning principal will be able to successfully manage his \ her school.

School managers new to the position have different needs for support than principals promoted within the district or changing school districts. When we meet their managerial needs, promoted school managers can reach their full potential, not only by staying in the profession but also by improving learning and teaching environments of their schools. Professional development and support can be regarded as vital dimension in improving educational managers' professional skills and capabilities. It is an essential part of lifelong learning.

Promoted school managers should be provided with clear guidelines as to what is expected of them with regard to professional duties. This implies that such information must be readily available. The literature revealed that the availability of SMDG to accompany promoted school managers was seen as being very important with regards to offering support to the new ward. This supportive role will add value to the performance of a promoted educational manager because they need a contextualised approach to school management with ongoing support as opposed to a generic, once-off session, as is currently the norm.

(2) Recommendations

In the light of the motivations stated above, it is recommended that:

- The department of Education needs to develop integrated and articulated strategies of professional support, such as inter-school and district visitations, peer pairings, network interactions, face to face and online sharing of good practice.
- Professional development activities should be ongoing and career-staged providing follow-up support for further learning.
- Support for new principals should be tailored to meet their particular needs
- There is a strong need for universities to collaborate with districts and schools as equal partners in the design, implementation, and assessment of pre-service school leadership preparatory programs.

5.5 FURTHER RESEARCH

(1) Motivation

Effective school management, leadership and organisational commitment go hand in hand. Organisational problems are indeed complex and principals and members of the management team often lack the necessary management skills to lead effectively and to foster organisational commitment. Management with the emphasis on acquiring leadership expertise and skills should become available to school management staff. Unfortunately high-level management training for school management personnel in Xhariep district is yet to be developed.

However, the researcher is of the view that the provincial government through its district based officials, teacher unions, SGB, and educators are equally responsible

for promoting a culture of effective governance in schools and that this matter needs to be addressed urgently.

(2) Recommendation

The recommendation is that further research of a quantitative and qualitative nature should be undertaken pertaining to the challenges experienced by promoted school managers. A well planned strategy must be implemented to provide school management team members with the necessary skills to promote effective educational management.

5.6 CRITICISM

The research sample comprised only of members of management teams of schools from rural Xhariep secondary schools. Dissimilar responses might have been elicited from school management teams of schools from other rural schools located in another district.

There is no guarantee that the findings of this investigation, restricted to a small geographical area, can be generalised to the whole province and the country at large. A provincial and national survey will have a better generalisability.

5.7 CLOSING REMARKS

This chapter has reinforced the important role induction plays in the field of school management. Analysis of the results, responses from the study and the literature reviewed indicate that there must be a greater focus on the quality of induction and professional support offered to promoted educational managers. If this is done correctly, it will facilitate a smooth transition from being a novice school manager to becoming a knowledgeable asset to the respective school.

There should be an outright agreement among the promoted educational managers, the SMT, SGB and the SMDG in respect to objectives formulation pertaining to induction. The uncertainty that currently exists regarding policy formulation for newly appointed school manager induction should be minimised.

In conclusion, it has been identified that there is an urgent need to develop an integrated policy which is aimed at improving school management and empowering the promoted school manager. Some of the areas that need to be included in this policy are clarification of roles, areas of autonomy and the level of accountability so that promoted school managers feel strengthened rather than overburdened. There should also be a strong and consistent support system, especially for beginning rural school managers, by offering professional development opportunities and strengthening in-service training. In line with the outlined study objectives, the aim of the study has been achieved.

It is hoped that this study will prove useful to all interested stakeholders in education, more especially to educators holding management positions, such as school principals, deputy principals, heads of department, also to teachers aspiring for promotion into management posts and the Department of Education.

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