

CHAPTER 5

THE DATA COLLECTION INSTRUMENTS AND DISCUSSION OF THE RESPONSES

5.1 INTRODUCTION

This chapter contains a description of the questionnaire as a data collection instrument as used in this study as well as a discussion of the responses thereto. The purpose of this questionnaire was to collect data from senior education managers from the level of subject specialists, circuit managers and upwards with a view to establishing their respective views on the senior education managers' right to professional development. Appendix A reflects the format of the questionnaire used for data collection in this study.

A questionnaire is an efficient data-collecting instrument. According to Carrell, Elbert, Hatfield, Globler, Marx and Van der Schyff (1998:82) the use of questionnaires is faster and easier than interviews. Information gathered by means of questionnaires lends itself easily to standardisation. The research may be conducted within a wide area without the researcher having to travel long distances during data collection. It saves costs and minimizes travelling distances. In paragraph 1.6 reference is also made to the advantages of the use of questionnaires in research.

5.2 ADMINISTRATIVE ARRANGEMENTS

Two hundred (200) copies of the questionnaire (Appendix A) were mailed to the above categories of educators in the Mpumalanga and KwaZulu-Natal provinces. The reasons for selecting the Mpumalanga and the KwaZulu-Natal Provinces included the following:

Both provinces appeared to have serious management problems at senior management level revealing themselves in the failure of some senior managers to effectively manage their sections/divisions including the examination functions, resulting in unethical practices. The researcher has been working and living in the Mpumalanga Province

which served as an immediate laboratory of management experiences. KwaZulu-Natal was selected in order to enable the researcher to have exposure to some views of other senior managers outside Mpumalanga.

The Mpumalanga Education Department had 10 education district offices to which questionnaires were mailed in addition to those mailed to the Head office, in Middelburg. A contact person was appointed for each province to distribute the questionnaires to the targeted categories of educators. Appendix B reflects the map of South Africa. A covering letter was attached to each mailed questionnaire (see Appendix C). The covering letter outlined the purpose of the study, the method of completing the questionnaire and the arrangements for returning them to the researcher. Of the 200 questionnaires 79 (39,5%) were received back by the researcher.

The returned questionnaires were put into one pool. In this pool, the returned questionnaires were shuffled and mixed to constitute one pool of questionnaires irrespective of their origin as the emphasis was on the categories and not a comparison of the different provinces to which questionnaires were mailed. The 79 completed questionnaires which were received by the researcher were considered to be adequate to provide information for the analysis, interpretation of results and making reasonably reliable conclusions about the study. The returned questionnaires represent 39,5% of the target population (200).

5.3 DESCRIPTION OF THE STRUCTURE OF THE QUESTIONNAIRE AND THE TYPES OF QUESTIONS

The questionnaire was discussed with senior education managers prior to implementation with a view to eliminating possible technical errors, irrelevance, question construction and other possible errors. In addition to this, the questionnaire was fully discussed with a language expert for language scrutiny as part of the effort to ensure reliability of the results and validity of the instrument.

The questionnaire has six sections. Section 1 deals with biographical data and covers

aspects such as gender, age, position held in the department, work experience (managerial, teaching and others), qualifications and the province by which the respondent is employed.

Sections 2-4 contain questions on professional development and the rights of the senior education manager. These questions cover the degree to which some agencies are responsible for the provision of professional development (Section 2), the degree to which certain activities are believed to be important in the professional development of the senior education manager (Section 3) and the manner in which some activities are provided to encourage professional/staff development (Section 4).

Questions in section 5 seek to obtain the views, opinions or perceptions of respondents on certain assumptions regarding the professional development of the senior education manager.

Section 6 provides a space for additional information or comments on any item/point which respondents consider vital for this study and which they wish to bring to the attention of the researcher. The questions were laid out in a 5 point Likert scale format (see Appendix A) in order to facilitate capturing of levels of responses.

The staff of the Department of Computer and Statistical Services of the University of Pretoria assisted greatly by providing professional statistical computer services which included the finalisation of the format of the questionnaire for data capturing and analysis. Print-outs were fully discussed with the staff of the above-mentioned department for further verification and identification of possible gaps or omissions.

5.4. ANALYSIS OF RESPONSES

5.4.1 Biographical Data

This section contains biographical data and the profile of the respondents in this study.



Table 5.1 Biographical data

VARIABLE	CATEGORY	ITEM	FREQUENC Y	%
V4	Gender	Male	52	65,8
		Female	37	34,2
		TOTAL	79	100
VV6	Age group	2: 25-30 years	7	8,9
		3: 31-40 years	39	49,4
		4: 41-51 years	29	36,7
		5: 51 years +	4	5,1
		TOTAL	79	100
VV7	Positions	1: DG*	0	0
		2: CD	1	1,3
		3: D	10	12,7
		4: DD	4	5,1
		5: AD	6	7,6
		6: CI/CM	8	10,1
		7: SA	22	27,8
		8: I	9	11,4
		9: O	19	24,1
		TOTAL	79	100
VV8	Teaching and managerial experience	1: Less than 5 years	4	5,1
		2: 5-10 years	18	22,8
		3: 11-15 years	20	25,8
		4: 16-20 years	21	26,1
		5: 21-25 years	12	15,2
		6: 31 years	4	5,1
TOTAL	79	100		
VV9	Other Experience, e.g. private sector	1: Less than 5 years	43	62,3
		2: 5-10 years	9	3,0
		3: 11-15 years	6	7,2
		4: 16-20 years	9	13,0
		5: 21-25 years	2	2,9
		6: 31 years	1	1,4
TOTAL	79	100		
V10	Category	1: M+1	-	-
		2: M+2	2	2,9
		3: M+3	20	25,8
		4: M+4	37	34,2
		5: M+5	12	15,2
		6: M+6	7	8
		7: M+7	1	1,4
		TOTAL	79	100

* The explanation of the abbreviations used in 5.1 is given in the section which explains the abbreviations (see page ix)

Table 5.2 Responsibility for professional development

Variables	V12 Employer				V13 Organised profession				V14 Governing bodies				V15 Educator				V16 Management				V17 Voluntary organisation			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
Essential	57	72.2	44	13	42	53.2	28	14	15	19.0	9	6	36	45.6	25	11	43	54.4	21	22	8	10.1	5	3
Necessary	17	21.5	4	13	21	26.6	13	8	26	32.9	17	9	29	36.7	19	10	29	36.7	25	4	24	30.4	14	10
Desirable	2	2.5	2	0	11	13.9	6	5	21	26.6	14	7	14	17.7	8	6	2	2.5	1	1	35	44.3	23	12
Not Necessary	2	2.5	2	0	3	3.8	3	0	15	19.0	10	5	-	-	-	-	4	5.1	4	0	12	15.2	10	2
No response	1	1.3		1	2	2.5	2	0	2	2.5	2						1	1.3	1					
Total	79	100	52	24	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27

With regard to the degree to which some persons or offices should be responsible for the professional development of educators, most respondents believe that it is essential that the employer (73,1%), senior management (55,1%), the organised teaching profession (54,5%), School Governing Bodies (19,5%) and educators (46,2%) should be responsible. This suggests that in order to provide quality education various stakeholders should play roles in partnership with one another.

The importance of partnerships has been discussed in numerous sources, especially in legislation promulgated by the new government.

Karlsson (1998) also made reference to interdepartmental co-operation (collaboration) between the national and provincial departments of education, as well as parastatals such as the Human Sciences Research Council (HSRC). This reference also includes the fact that the National Education Policy Act (Act 27 of 1996) empowers the Minister to define policy for the co-operation of the relevant stakeholders, in an effort to enhance the desired “broad public participation” in the development of education policy and involvement (representation) of these stakeholders in the governance of all aspects of the South African education system (Karlsson, 1998:37).

In terms of the legislation the success of a democratic system of education is better understood within the context of co-operative governance which is the essence of partnership. The employer, management, the organised teaching profession and the School Governing Bodies are the most relevant partners in education. They have to work together in the spirit of co-operative governance. This suggests sharing of responsibilities for mutual benefits.

It is important to highlight some of the reasons for partnerships in education briefly. Karlsson (1998:40-42) mentions the following:

- Statutory partnerships provide the relevant stakeholders with equal access to decision makers who are especially of value to the previously marginalised or disadvantaged communities.

- A need for the sharing of responsibilities politically and materially, especially with regard to social funding, e.g. capacity-building projects for educators funded by the British Overseas Development Agency, the Canada-South Africa Education Management Development Project, etc.
- Public-private sector partnerships aim at building capacity in government institutions by providing technical assistance in the form of funding for the management development project in South Africa funded by the European Union.
- Fehnel (quoted by Karlsson 1998:41) says that partnerships share the “... capacity to reaffirm a culture of community creating a new collaborative base of working together, learning together and earning together.”

It is important to note, however, that in terms of the Skills Development Act (1998) the primary responsibility of the managers' capacity building / empowerment / professional development lies with the employer and the employee himself/herself. Beckmann *et al.* (2000:33-34) observe that the Skills Development Act (SDA) of 1998, provides, amongst other matters, an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the workforce and of the learnership which will lead to recognised occupational qualification. They also refer to the following purposes of Section 2(1)(e) of the SDA: “... to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education...”

This implies that employers now have obligations to incorporate capacity-building plans in their departmental or provincial skills development plans. This is obligatory for the employers in terms of the legislation contained in the Skills Development Levies Act (Act 9 of 1999). This Act provides for the imposition of a skills levy to be paid by the employer to the Commission for the South African Revenue Service (SARS) and SETA and the distribution of these levies; procedures and mechanisms for the recovery of the levy by SETA. This government policy, if implemented appropriately, will ensure that

public servants, including educators, will be empowered through the skills they will be encouraged to acquire through a life-long learning plan financed by government via the National Skills Fund (NSF).

This is logical in view of the fact that quality assurance in any given service is largely the responsibility of the decision-maker / employer. The decisions maker prescribes and defines competencies that are required for effective service delivery. This suggests that partnership is required in the provision of professional development of the educator. Each relevant stakeholder has a role to play.

One of the primary functions of the SACE (Squelch, 1999:31) is to promote the professional development of educators. In the light of this, senior education management is also expected to ensure that senior managers attend courses in their areas of functioning, e.g. subject specialisation. Management makes provision for professional development on behalf of the employer. Attendance of courses by senior education managers should be understood as forming part of the professional development of education managers, which is being encouraged by the SACE in South Africa (Squelch, 1999:30).

The organised teaching profession also plays a role with regard to professional development. This role should be located within the context of self-determination. This means that a senior education manager should have the ability to take responsibility for one's own organisational welfare. This point is highlighted in paragraph 3.2.2.

Senior education managers, as professionals, have the capacity to develop themselves professionally. As professionals they are capable of producing a code of conduct in terms of which they guide, counsel, appraise members and, if necessary, reprimand them or apply disciplinary measures for any act of unprofessional inclination. In this way the senior education managers are recognised as one of the major stakeholders and partners in their own professional development.

With regard to the senior education managers themselves, the responses to the questionnaires suggest that senior education managers also have knowledge of their strengths and weaknesses as indicated in Table 5.2. They know in which areas/skills they fall short. In this sense it is also obligatory for them to take the initiative to upgrade themselves, seek relevant programmes/courses that will address their needs and eradicate inadequacies.

They may not, as individuals, sit back and wait for the department/employer to send them on courses. The employer should play a supportive role, e.g. through study grants. This means that self-development requires commitment on the part of the individual as well. Senior education managers have better chances of building management capacity if they take advantage of the government's commitment to the capacity building of staff which will be supported through the skills development levy (Beckmann *et al.*, 2000:33-34).

Responses to Table 5.2 show that the SGBs are considered to have some role to play concerning professional development of the senior managers.

However, some respondents seem to recognise that other stakeholders ought to recognise the professional autonomy of senior education managers on matters of career development. This perception may be due to a clear understanding of the roles of the SGBs at school level, which includes governance and support in terms of Section 16(1) of the SASA (Act 84 of 1996). This point has been fully discussed earlier in this paragraph.

Although there are differences with regard to the responses in this section, most of the responses range from desirable to essential which confirms that the various respondents acknowledge that the various persons/offices should be responsible for the professional development of the senior education manager. This suggests that a sense of partnership is acknowledged with regard to the provision of the professional development of the senior education manager.

The responses in terms of gender reflect that of the 79 respondents 52 (65,8%) were males and 27 (34,2%) were females. The above figures also reflect that more males were in senior management positions than females. Various factors may account for this tendency. The practice has always been to recruit males to senior positions as they are perceived to be readily available. In some instances the special circumstances of female employees influenced them not to apply for senior positions. In most instances senior education managers are required to be away from their homes on professional responsibilities. For females this is perceived as an inconvenience as they are normally expected to care for their families. In some instances females have to take accouchement leave. Besides this, it also became standard practice in the past for panels and employers/departments to rely on male managers for senior positions.

Responses in terms of age group reflect that the majority of the respondents were in the age group 31-40 years (49,4%) followed by the age group of 41-50 years (36,7%). Very few respondents were in the age group of 25-30 years (8,9%) and 51 years and above (5,1%). Most educators in the 25-30 age group still occupy teaching posts and those of departmental head, deputies and principals. At the time of the study it appeared that most people were applying for severance packages at the age of 55. This was probably due to the fact that the government had embarked on a right-sizing/rationalisation exercise of the Public Service. Most public servants who accepted voluntary packages took advantage of the government offer for fear of losing their jobs at a later stage.

The responses with respect to positions reflect that most respondents were holding positions of subject specialists (27,8%) followed by other categories (24,7%), directors (12,7%), inspectors and circuit inspectors (11,4%). Very few respondents were in the ranks of Deputy Directors (5,1%) and Assistant Director (7,6%).

The researcher anticipated that more respondents would be forthcoming from the latter categories. It is possible that at the time of circulating the mailed questionnaires people had not yet been promoted, nor had they been absorbed into the ranks in their own departmental establishments due to the slow process of right-sizing in the Public Service

in general, and the personnel absorption and rationalisation in particular, which commenced vigorously in 1995. This may also explain why 24,1% of the respondents classified themselves as being in the category of “Others”. This suggests that most of these people had still not been absorbed into the new Departments of Education in the provinces concerned and, as such, were not sure of their new rank designations.

Responses in terms of teaching and managerial experience reflect that most respondents have experience of between 16-20 years (26,1%), followed by 11-15 years (25,8%) and 5-10 years (22,8%). The majority of the respondents have long teaching and management experience. The 5,1% of the respondents who have less than 5 years teaching and managerial experience, explains the fact that the minimum requirement for promotion to a management position is 5 years teaching experience and above. The 5,1% represents the exceptional few who have been promoted to a management position, probably on the basis of meritorious performance.

Those who have between 21-31 years of teaching experience represent the few who occupied the positions of inspectors and directors and above. Those are always fewer in number than those in the lower ranks. It should further be noted that with the process of right-sizing and rationalisation of the Public Service, it appeared that at the time of the study most people at the age of 50 years and above, with 30 years of service were contemplating taking severance packages in terms of Chapter B Special of the Staff Code. It is therefore presumed that they felt that they were no longer affected by any form of intended improvements in management.

Responses in terms of experience reflect that the majority (62,3%) of the respondents had less than 5 years’ other (non-teaching) experience. This means that most of the respondents had more teaching experience than other experience. Those with other experience ranged from the private sector, working with non-governmental organisations (NGOs) as well as having been in exile.

From this table it is clear that only young people have non-teaching experience. Limited teaching experience may be due to the fact that no new posts have been created since

1994. The departments relied on resignations and normal erosion (retirements, etc.) for new posts. Most newly qualified educators remained unemployed or were involved with NGOs or the private sector. Hence most respondents to the questionnaires for this research appeared to have limited experience in education. This means that the young people who joined the Public Service will bring new trends and experiences from the private and the NGO sectors to the benefit of education.

With regard to qualifications, the responses reflect that most of the respondents possess the minimum qualifications for appointment in an educator's post. The majority range between M+4 and M+7 with a strong indication that most had qualifications that are beyond M+4. This may suggest that most of the educators had taken advantage of the upgrading courses offered by tertiary institutions such as Vista, the University of Pretoria and UNISA for post matric diplomas and degrees. From the above responses, very few senior education managers could be classified as deplorably underqualified.

The question which emerges is whether the educators upgraded themselves in their subject of specialisation or in managerial sciences. To what extent were they upgrading themselves for their professional development? In practice, educators followed degrees/diplomas which are offered by the universities such as Vista or Unisa for the upgrading of their qualifications.

5.4.2 Responsibility for professional development

The purpose of this section is to capture information/responses in terms of who is responsible for professional development. Table 5.2 reflects the following:

The female responses range between 35% and 34%, males between 66,9% and 65%. This is consistent with the representation of male and female respondents in the sample. This reflects the proportion of respondents. There are more male than female respondents who participated in this research project, hence the subsequent different responses.

From this section it is clear that the importance of professional development and the respective roles of relevant stakeholders, especially the employers, the educators themselves, the organised teaching profession and management seem to have been recognised by respondents to a certain extent. This also confirms the observation from the sources in paragraph 3.6.

5.4.3 The degree of importance of the professional development of senior education managers of various variables

In Section 2 of the questionnaire information on who is responsible for the professional development of the educators was reflected. Section 3 contains information which reveals to what degree each of the given variables is perceived to be important for the professional development of the senior education manager. This information is reflected in Table 5.3.

The responses to the various variables in Table 5.3 are predominantly in the categories necessary and essential. This suggests that a significantly high value is attached to each of the respective variables in terms of their importance for the professional development of the senior education manager.

With regard to the importance of appraisal for professional development, the majority of the respondents affirm that appraisal by supervisors is essential (67,1%), while 60,8% point out that peer group appraisal is necessary. In addition to this, the responses to the question on the need for a course on performance and appraisal for managers reflect that such a course is important. Approximately 46,7% of the respondents observe that a course on performance appraisal for managers is essential and 36,0% say that it is necessary.

Responses with regard to the degree of the importance of other variables for the professional development reflect that the following are essential, viz. the inclusion of law courses in the training programme for managers (59,2%), improvement of the conditions of service of educators and compulsory attendance (4,6%) of courses.

Table 5.3 The degree of importance for professional development of various variables.

Variables	V18 Appraisal supervisor				V19 Peer group Appraisal				V20 Improved conditions of service				V21 Discipline				V22 Compulsory course attendance				V23 Improvement of qualifications			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
Essential	35	44.3	26	9	31	39.2	24	7	35	44.3	28	7	19	24.1	15	4	40	51.0	28	12	36	45.6	35	1
Necessary	29	36.7	13	16	35	44.3	18	17	23	29.1	13	10	25	31.6	16	9	29	36.7	16	13	20	25.3	12	8
Desirable	9	11.4	8	1	6	7.6	3	3	13	16.6	3	10	9	11.4	8	1	2	2.5		2	13	16.5	3	10
Not Necessary	1	1.3	0	1	0	0	0	0	3	3.8	3	0	18	22.8	7	11	0	0	0	0	2	2.5	2	0
No response	5	6.3	5	0	7	8.9	7		5	6.3	5		8	10.1	6	2	8	10.1	8		8	10.1		8
Total	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27

Variables	V24 Training courses in law				V25 Performance Appraisal course				V27 Induction course for managers				V28 Training in Ethics				V29 Code of conduct				V30 Emphasis on job content			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
Essential	29	36.7	25	4	27	34.2	22	5	35	44.3	26	9	31	59.2	24	7	35	44.3	28	7	19	24.1	15	4
Necessary	29	36.7	13	16	35	44.3	18	17	29	36.7	13	16	35	44.3	18	17	23	29.1	13	10	25	31.6	16	9
Desirable	12	15.2	6	6	10	12.7	7	3	9	11.4	8	1	6	7.6	3	3	13	16.5	3	10	9	11.4	8	1
Not Necessary	6	7.6	6	0	3	3.8	2	1	1	1.3	0	1	0	0	0	0	3	3.8	3	0	18	22.8	7	11
No response	3	3.8	2	1	4	5.1	3	1	5	6.3	5	0	7	8.9	7	0	5	6.3	5	0	8	10.1	6	2
Total	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27

The above frequencies apply to the responses with regard to essential only.

If the responses (frequencies) with regard to essential and necessary are combined for each given variable in Table 5.3, it appears that a high degree of importance is attached to each variable by the respondents, as indicated in the figures given below. The majority of the respondents point out that the following services are very important for professional development, viz. appraisal by supervisors (93,7%), making attendance of courses compulsory for senior education managers (87,1%), inclusion of law courses in the training programme for senior education managers (86,1%), peer group appraisal of managers (83,6%), inclusion of a course on performance appraisal for manager (82,7%), application of disciplinary measures where required (78,8%), the need for the improvement of conditions of service for the teacher (74,4%) and the need for the improvement of qualifications (69,3%).

The responses with regard to the improvement of qualifications reflect the lowest rating (69,3%) of the given variables, which suggests that the improvement of qualifications is not important. It is, however, the view of the researcher that the improvement of qualifications constitutes one of the major long-term strategies for the professional development of the senior education manager. This is more so because improvement of qualifications goes hand-in-hand with acquisition of new knowledge and skills in a given field of learning.

Responses in terms of gender with regard to essential and necessary, combined for each given variable, reflect that almost all the female respondents affirm that appraisal by a supervisor (96,3%) is necessary. The responses from the male group reflect some form of rejection of appraisal by supervisors. It may be argued that female educators have a higher acceptance of appraisal by supervisors than male educators. Male educators view appraisal negatively. The female respondents reflect 81,48% acceptance of each of the following variables: peer group appraisal, making attendance of courses compulsory for education managers and the inclusion of a course on performance appraisal. This suggests that female respondents value all these variables as important factors in bringing about

quality education.

Most female respondents observe that the following variables are more important for professional development than their male counterparts, viz. training education managers in labour relations (77,78%), improving of qualifications (70,3%), application of disciplinary measures where required (66,67%) and the improvement of conditions of service (62,96%).

The responses contained in Table 5.3 also deal with the degree of importance of each variable for the professional development of the senior education manager. The combined responses to essential and necessary reflect that the following is very important for professional development: Training in managerial skills (97,7%), training in ethics (91,7%), induction courses for managers (86,5%), involvement of senior education managers in the design of their courses (84,3%), making the attendance of courses compulsory for managers (82,7%), provision of workshops on labour relations (78,9%), application of a professional code of conduct for managers (78,4%), knowledge of one's right to professional development (73,3%) and lastly emphasis on the need for knowledge of one's job content (62%).

Knowledge of job content has the lowest number of responses in the essential and necessary categories. It may be inferred that respondents do not consider this as important. This may be due to lack of knowledge as to the value of knowing one's job content. However, these responses still seem to confirm that more than half of the number of respondents regard knowing one's job content as being necessary.

Notwithstanding the impression gained from the responses to this variable, it is important to observe that a knowledge of one's job content in terms of the job description plays a significant role in the performance of one's duties. Furthermore, at the heart of efficiency and effectiveness lies the notion of knowledge of what to do and how to do it correctly. In this sense, emphasis on the knowledge of the content of one's job is also critical for the professional development of the education manager. Such knowledge is essential in

performance management in general and appraisal in particular. This state of affairs may be due to a lack of understanding of the need to have a job description as a key to performance management. In performance appraisal, job descriptions may specify the basis on which employees are judged. If employees are told which areas and duties they are responsible for performing, they are forewarned about what will be evaluated (Carrell *et al.*, 1998:95).

Responses in terms of gender with regard to essential and necessary which were combined for each given variable, reflect that the majority of the female respondents observed that each service is very important for professional development. The following responses affirm the above observation:

Training in managerial skills and the provision of induction courses are considered by 92,59% of females as important for professional development. Further observations reflect that the following are important: training in ethics (88,89%), making attendance of courses compulsory (81,48%), application of the educators' code of conduct (62,96%), and emphasis on the job content (48,15%).

Although only 62,96% of the female respondents affirm that the application of the Code of Conduct is important, it should also be noted that the remaining 37,04% observed that this variable is desirable. This means that all the female respondents agree that application of the code of conduct is important. The difference between male and female responses might be due to difference of exposure to the management issues involved as a result of the limited exposure of females to management. Older educators seem to have more experience than young ones. Hence, older educators appear to have a better understanding of management issues than the younger educators. The possible reason for this could be the extent to which older educators are exposed to management issues.

5.4.4 The degree to which services are provided to managers

This section deals with the provision of certain services to education managers. The focus is on the degree to which such services are provided. In this way it is envisaged that

Table 5.4a The degree to which services are provided

Variables	V31 Training in managerial skills				V32 Workshops on labour relations				V33 Involvement of senior managers				V34 Compulsory courses for senior managers				V35 Knowledge of one's rights to professional development			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
Essential	42	53.2	35	7	32	40.5	18	14	50	63.3	30	20	46	58.2	26	20	8	10.0	3	5
Necessary	35	44.3	17	13	30	38.0	17	13	17	21.5	12	5	19	24.1	12	7	50	63.0	30	20
Desirable	2	2.5	0	2	17	21.5	17	0	10	12.7	10	-	13	16.5	13	0	18	23.0	16	2
Not Necessary	0	0	0	0	0	0	0	0	2	2.5	0	2	1	1.3	1	0	3	3.8	3	0
No response	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0
Total	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27

Variables	V36 Induction courses				V37 Involvement in Design				V38 Training in labour relations				V39 Appraisal by supervisor				V40 knowledge of rights			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
More than adequate	11	13.9	2	9	3	3.8	2	1	3	3.8	1	2	12	15.2	5	7	6	7.6	3	3
Adequate	7	8.9	2	5	20	25.3	8	12	12	15.2	9	3	7	8.9	2	5	18	22.8	9	9
Inadequate	38	48.1	28	10	28	35.4	15	13	43	54.4	26	17	28	35.4	22	6	28	35.4	22	6
Not provided	19	24.1	16	3	25	31.6	24	1	16	20.3	12	4	29	36.7	21	8	26	32.9	17	9
No response	4	5.1	4	0	3	3.8	3	0	5	6.3	4	1	3	3.8	2	1	1	1.3	1	0
Total	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27

possible gaps in the provision of these services will be identified for rectification with the result that effective strategies for professional development be established.

Very few responses in Table 5.4(a) reflect that there is either adequate or more than adequate provision of the services indicated under the respective variables. The majority of responses present a general view that these services are either not provided or inadequately provided. From Table 5.4(a) the combined responses to inadequate and not provided suggest that the said services are neither provided nor adequately provided. This assertion is supported by the following responses: Protection of managers against defamation of character (90,3%), training in labour relations (78,7%), induction (74,8%), protection against unfair labour practices (73,0%), involvement of managers in the design of courses for their professional development (71,6%), application of disciplinary measures where required (71,1%) and that a senior education manager should have knowledge of his/her fundamental rights and his/her legal right to professional development (69,2%).

From the above responses it is clear that defamation of character undermines the dignity and integrity of the educator as a person with legal status. Once the good name of a person or manager is discredited, his/her image is tarnished or destroyed. This is so because each person has a right to the protection of his/her dignity and integrity.

Educating individuals and respecting one another enhances the status of the person concerned. This is also true of senior education managers.

According to Neethling *et al.*, (1996:32) dignity is an aspect of personality embracing a person's pride in his moral value, feeling of self respect and honour. Infringing a person's dignity means insulting that person.

People engage in defamatory, libellous or scandalous practices for various, especially, ulterior motives as indicated in paragraph 4.3.2. Some engage themselves in defamatory practices with the deliberate intention to hurt another person, harm his/her reputation or

tarnish his/her image. To regain a good name and a positive image is extremely difficult.

If senior education managers are not given training in labour relations, especially the provisions of the Labour Relations Act (Act 66 of 1995), they are vulnerable to all forms of unfair labour practices which may either lead them to be subjected to lawsuits or have their dignity undermined. Knowledge of this should include the subject of discipline and the application of disciplinary measures within work places. Personnel management, especially in modern society, requires sound interpersonal relations, management skills and knowledge of the fundamental as well as the employment rights of the people they supervise.

In addition it is clear from the above responses that a lack of knowledge of ethics makes the managerial functions of the senior education manager extremely difficult. If managers want to practise their career in a professional manner, they need to do so within the framework of professional ethics.

The induction of staff (Table 5:4(a)), and managers in particular, is a critical factor in performance management. It is during these induction sessions that staff members are introduced to job contents, the respective competencies required and benchmarks or performance indicators associated with their respective jobs. It should be acknowledged, therefore, that performance appraisal is about appraising the extent to which a given responsibility/duty is performed. Appraising performance is based on certain criteria, benchmarks or performance indicators. If an employee has a clearly-defined job description and, as such, fully knows from the beginning what he/she is expected to do, and to what degree, he/she will be adequately motivated to do the work competently and effectively. Such an employee will appreciate the need for an appraisal conducted either by supervisors or peer groups.

Table 5.4b The degree to which services are provided

Variables	V41 Training in ethics				V42 Disciplinary Measures				V43 protection against defamation				V44 Knowledge of legal right to development				V45 Protection against unfair labour practices			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
More than adequate	4	5.1	3	1	2	2.5	1	1	3	3.8	1	2	5	6.3	3	2	3	3.8	1	2
Adequate	15	19.0	6	9	20	25.3	10	10	10	12.7	8	2	19	24.1	9	10	18	22.8	11	7
Inadequate	26	32.9	18	8	38	48.1	32	6	26	32.9	13	13	22	27.8	19	3	28	35.4	19	9
Not provided	33	41.8	24	9	16	20.3	6	10	39	49.4	29	10	32	40.5	20	12	29	36.4	20	9
No response	1	1.3	1		3	3.8	3		1	1.3	1		1	1.3	1		1	1.3	1	
Total	79	100	51	27	79	100	49	27	79	100	51	27	79	100	51	27	79	100	51	27

When the rationale for performance appraisal is properly clarified at the beginning so that it forms part of monitoring, motivation, supervision and performance management at large, it adds value to any form of appraisal offered or conducted by supervisors or peer groups. Its application should thus be acceptable to those whose work should be appraised.

The responses to the effect that there is either inadequate, or no provision of induction and performance appraisal suggest that the Departments do not properly perform their duties. The responses indicate that managers are not involved when courses are designed for them. It suggests that a proper needs analysis is normally not conducted. It is often assumed that managers' needs in this regard are well-known. Therefore they are given some courses designed without their involvement. The Task Team on EMD (Department of Education, 1996:38) advocates a holistic approach to education management development. This means that a comprehensive or total view is adopted when considering a developmental programme. Care should be taken to ensure that professional development takes into account the involvement of senior education managers. The imposition of courses designed without their consultation should be avoided and such courses should be needs-based.

Where a course is designed for, but without the involvement of, the target client, the likelihood is that the expectations and interests of the respective target group will be inadequately addressed or not at all. There is a popular saying by disabled persons: "Nothing for us without us." (By disabled persons is meant the dumb and deaf, the mentally affected and those who have physical disabilities or other forms of disability.)

The above suggests that managers also expect and need to be fully involved in matters of professional development.

Course design is one of the most important areas in which managers need to be involved if such courses are to address their respective professional needs. This is more so because an appropriate training needs analysis (TNA) focuses on, and takes into account

organisational, occupational and individual training needs. It is essential to note that before training is started, the needs of individuals are to be identified as accurately as possible (Sheal, 1994:38).

The majority of the female respondents observe that the provision of the respective services is inadequate. The combined responses to inadequate and not provided confirm this observation in the following variables, viz. training in labour relations (77,8%), appraisal by supervisors (51,9%), knowledge of one's own rights (55,6%), training in ethics (63,0%) and protection against unfair labour practices (85,2%). It is important to note that female respondents perceive that there is a grave shortcoming with regard to the protection of managers against unfair labour practices.

From the above responses it may be deduced that female education managers consider themselves as the most vulnerable victims of unfair labour practices. This is likely to be a valid observation if the fact is considered that very few women occupy management positions. The lack of women managers in senior positions, as is the case in most of the provinces, suggests that they are unfairly treated regarding promotion. It appears that their capabilities are not taken into account when the appointment of senior education managers is made.

When employers/supervisors recruit employees to positions of management they tend to focus on males, especially because of the assumptions that male employees will always be available to perform their duties.

Women have numerous constraints, *inter alia*, because managerial responsibilities involve travelling and sleep over to attend workshops, seminars and meetings. This usually takes them away from their homes. Women are almost always the immediate custodians of children who are required to pay attention to household needs, children's food, school work and clothes on a daily basis. Being absent from home can therefore cause problems. Women may also have to go on maternity leave. These may be some of the factors which cause their exclusion from managerial positions. In practical

employment, women do take maternity leave as per the Employment of Educators Act (Act 76 of 1998), the LRA (Act 66 of 1995) and other relevant legislation. Every female employee (married or unmarried) is entitled to 170 days of maternity leave per year for a limited number of confinements. Organisations or departments normally set guidelines within the policy legal framework (Gerber, Nel and Van Dyk, 1998:218).

5.4.5 Views, opinions and level of agreement on a number of statements

In this section the views of the respondents are examined with regard to a number of aspects. The responses contained in Table 5.5(a)-5.5(b) reflect a very interesting picture. With regard to the role of the South African Council for Educators (SACE), 56,6% of the respondents agree that it should play a role in determining the quality of teaching. This observation suggests that senior education managers recognise the role of a professional body in giving professional direction. It also implies that educators value the importance of setting and adhering to norms and standards for quality education. This affirms that the establishment of the South African Council for Educators could positively enhance the professional status of educators in South Africa. Education managers will be guided by professional principles in their daily operation. Senior education managers are also governed by the SACE's Code of Conduct. This should enhance their professional status and image.

Senior education managers therefore will be required to have a clear understanding of the provisions of the Employment of Educators' Act (Act 76 of 1998) and the Labour Relations Act (Act 66 of 1995) regarding the role of the professional council. This will enable them to apply good principles of management.

It is observed, however, that this will be a difficult process in view of the fact that most black educators in South Africa come from various conditions of preservice training for professional practice. This is more so because a change is always difficult to accept and in most cases it meets with resistance. The establishment of the Public Service Co-ordinating Bargaining Council (PSCBC) in terms of Section 36(1) and Section (2) of

Table 5.5a Views, opinions / perceptions and level of agreement on certain statements

Variables	V46 Need of knowledge of rights				V 47 Managers' legal rights to growth				V48 Needs of situational analysis				V49 Law regulates rights				V50 Labour relations rights				V51 SACE determines teaching quality				V52 Study of ethics required			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
Strongly agree	2	2.5	2	0	0	0	0	0	3	3.8	3	0	2	2.5	2	0	3	3.8	3	0	0	0	0	0	2	2.5	2	0
Agree	10	12.7	7	3	10	12.7	10	0	7	8.9	6	1	34	43.0	27	7	20	25.3	14	6	54.4	23	15	5	6.3	3	2	
Disagree	18	22.8	5	13	30	37.9	14	16	42	32.9	11	15	15	19.0	8	7	22	27.8	12	10	16	20.3	10	6	22	27.8	10	12
Strongly disagree	48	60.8	37	11	38	48.1	27	11	53.2	31	11	27	34.2	14	13	33	41.8	22	11	24.1	13	4	50	63.3	37	13		
Missing	1	1.3	1		1	1.3	1	0	1	1.3	1	0	1	1.3	1		1	1.3	1		1	1.3	1					
Total	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27

Variables	V53 Good working conditions				V 54 Good career Prospects				V55 Improved salary				V56 Improved qualifications				V57 Commitment				V58 Knowledge of one's duties				V59 incompetence			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
Strongly agree	28	35.4	20	8	35	44.3	21	14	31	39.2	25	6	47	60.0	30	17	47	60.0	30	17	31	39.2	21	10	31	39.2	26	5
Agree	31	39.2	29	2	30	38.0	18	12	29	37.0	20	9	24	33.0	17	7	26	33.0	18	8	27	34.2	25	2	29	37.0	23	6
Disagree	12	15.2		12	10	12.7	9	1	4	5.1	3	1	8	6.3	5	3	5	6.3	3	2	9	11.5	3	6	5	6.3		5
Strongly disagree	5	6.3		5	3	3.8	3	0	13	19.5	4	9		1.3			1	1.3	1	-	12	15.1	3	9	4	5.1	3	1
Missing	3	3.8	3		1	1.3	1		2	2.5	0	2													10	12.0	0	10
Total	79	100	79	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27

Variable	V60 Negligence and indolence			
Frequency	28	35.4	15	13
Essential	31	39.2	20	11
Necessary	10	12.7	9	1
Desirable	7	8.9	5	2
Not Necessary	0	0	0	0
No response	3	3.8	3	0
Total	79	100	52	27

Schedule 1 of the LRA facilitates "... the interaction and negotiation between the state as an employer and the public servants including the educators" (Davies, 1999:31). This legislation ensures that there is a uniform approach to governance of educators in terms of their professionalism. Schedule 1 of the LRA facilitates "... the interaction and negotiation between the state as an employer and the public servants including the educators" (Davies, 1999:31). This legislation ensures that there is a uniform approach to governance of educators in terms of their professionalism.

This means that educators who were previously registered with professional bodies, e.g. the South African Teachers' Council (SATC) which was replaced in 1985 have probably found registration with the new council (SACE) to be a smooth transition. Those who were previously not registered with any professional council (e.g. most black teachers) will be required to learn "the rules of the game" and adhere to required professional norms and standards laid down by the SACE.

With regard to the remaining variables in this section, almost all the respondents seem to hold the view that the respective activities do not necessarily enhance the professional status of the educator. Responses to the variables from Table 5.5(a) to 5.5(b) confirm the above observation.

The combined responses in respect of disagree and strongly disagree with regard to the various activities, reflect that the majority of the respondents seem to have the view that these activities do not necessarily enhance the professional development of the educator.

From Table 5.5(a) it is evident that the majority of the respondents deny that the professional status of the educator can be enhanced by the given activities. This observation is supported by the responses discussed below.

With regard to having knowledge of one's rights, the combined responses for disagree and strongly disagree reflect that the majority of the respondents (83,5%) do not believe that having knowledge of one's right may enhance the status of the educator. This

observation could suggest that the respondents might have misunderstood the questions on their respective professional rights and obligations. If they have a knowledge of their rights, they would see a need for the protection of these rights. In this way their legal status would be protected and their professional image and dignity enhanced. From the high level of disagreement as indicated in the responses, it is clear that the majority of the respondents do not agree that the given activities could enhance the professional status of the senior education manager.

The combined responses for disagree and strongly disagree reflect that the majority of respondents do not believe:

- that the senior education manager has a legal right to professional growth (87,2%);
- that a situation needs analysis should precede the provision of professional development courses (87,1%);
- that the law of education regulates the rights and obligations of stakeholders in education (53,8%);
- that the Labour Relations Act (Act 66 of 1995) protects the interest and rights of the employer and the employee (70,5%); and
- that a study of ethics in professional development courses is required (90,2%).

Although almost all the respondents seem to deny the fact that professional status could be enhanced by the above activities, this researcher holds a strong view that the education managers in question might not have been aware of their right to professional development and the fact that professionalism goes hand in hand with capacity building and/or training. The latter keeps the educators abreast of new trends and developments in education. The responses in this table also seem to contradict those regarding e.g. TNA in paragraph 5.4.4 above.

One of the most difficult threats to the reliability of research results highlighted by Mouton and Marais (1990:76) is reactivity. Reactivity manifests itself where human

beings are directly or indirectly involved as sources of data collection in Social Sciences. Human beings as research participants or respondents are aware of the research and that they are required to provide information to the researcher. They therefore tend to react to this interaction in different ways in accordance with their value orientation and norms concerning what they perceive as right or wrong. Their reaction may appear in the form of resistance to interview, completion of questionnaires and supplying of accurate information, as a result of apathy. They thus deliberately misinform the researcher and thus create a better impression regarding the data collection. This phenomenon can easily distort the research findings. The unusual patterns of responses to item 5.5(a), 5.5(b), 5.5(c), 5.5(d) could also be attributed to the problem of reactivity of respondents to the research. These various factors influencing reliability of research findings were discussed in 1.6.

De Villiers and Wethmar (2000:44) observe that the SACE must promote the professional development of educators. This means that the SACE will investigate and seek means of promoting a culture of life-long learning amongst educators. The latter is required to acquire new knowledge and skills in order to contribute effectively to the success of the policies of the Department of Education.

If one plans and wishes to perform one's duties efficiently and effectively, capacity building plays an important role. Without regular refresher courses and on-the-job training courses, efficiency and effectiveness in the performance of duties cannot be guaranteed.

In order to provide relevant and just-in-time courses for the senior education manager, it is desirable to conduct a situational needs analysis. If this is done, the kind of courses that may be designed for the empowerment of education managers will be irrelevant. They will not address the developmental needs of the education manager.

The literature on human resource development emphasizes the fact that any training provided which is not preceded by an appropriate needs analysis is bound to be irrelevant

and ineffective. Nel and Haasbroek (in Gerber *et al.*, 1999:453) refer to one of the assumptions held that a training needs analysis ought to be conducted so that an appropriate training course can be offered to trainees who need the course.

In Chapter 2 the functions of the law in education were discussed. It was established that the law harmonises relationships by clarifying rights, roles and obligations. Conflict of interest or negligence of duties/responsibilities is properly regulated and managed through the application of legal principles in education.

The recruitment, selection, utilisation and the management of personnel are harmonised by the application of appropriate legislation. The Labour Relations Act (Act 66 of 1995) prohibits unfair labour practices which may have negative effects on the productivity of staff. Proper application of the Employment of Educators Act (Act 76 of 1998) and the Labour Relations Act (Act 66 of 1995) will enhance the professional status of the educator.

This will ensure that managers interact with their colleagues in a professional manner which reflects respect of one another's dignity. Such an approach will not only enhance professionalism but will also preserve the integrity of others in the educator's workplace. The high level of denial that the Act can enhance the status of the senior education manager suggests that at the time of this research project many education managers were still uncertain about the value of this legislation. In addition to this, the issue of reactivity cited by Mouton and Marais referred to earlier, in this paragraph could be one of the reasons here. The questionnaire was applied in 1997. Due to serious life-threatening illness the researcher was only able to complete this report in the course of 2000.

Without adherence to appropriate ethics in the public sector, a great deal of violation of human and employment rights would prevail. Ethics forms part of the principles which regulate human behaviour and interpersonal relationships. The high level of disagreement as reflected in the responses to the variables from Table 5.5(a) may be attributed to the issue of reactivity or the ignorance of the respondents about what ethics and the value in

promoting professionalism are. It is affirmed that the inclusion of ethics in courses for professional development of the senior education manager is desirable.

From the responses to item 5.8 in the questionnaire it is evident that almost all the respondents do not believe:

That the professional status of the educator is enhanced by good working conditions (89,8%), good career prospects (80,2%), improvement of salaries and other service benefits (81,4%), improved qualifications (90,9%), a high level of commitment to serve the public (93,0%), as well as a knowledge of, and commitment to one's duties (88,4%); and that incompetence in the execution of duties (87,1%) and misconduct arising from negligence and indolence (81,8%) are factors that negatively affect the professional status of the educator.

The issue of the participant's orientation (reactivity) was discussed in paragraph 1.6. The results which are cited by Mouton and Muller (1990:76) include resistance to being interviewed or inclination to supply inaccurate information. This could also be attributed to the nature of the above responses to the questionnaire. Mouton and Muller (1990:75) refer to the rationality of human beings. Rationality, they argue, refers to the fact that human beings possess the ability to reason about their existence, to make reasoned and free decisions that determine their response or reaction. What is being said here, accounts for reactivity of respondents discussed earlier in paragraph 1.6 and also earlier in this paragraph.

Although the majority of the respondents deny the above statements, it is important to point out the following:

The improvement of the working conditions of the senior education manager by the employer may lead to the improvement of the morale of the staff. When the morale of the senior education managers is improved, productivity in the education work places is likely to increase. This is also true of the improvement of the senior education manager's

salary, good career prospects and high level of commitment. Squelch (1999:6) refers to the purpose of the Employment of Educators Act (Act 76 of 1998) as "... the regulation of conditions of service, discipline, retirement and the discharge of educators". This means that if the conditions of service of senior education managers are improved, they will most likely do their work productively. This was also confirmed by responses to the open ended questions from the questionnaires.

In performance management it is standard practice that employees or incumbents of certain posts have job descriptions which define the job content, performance indicators and other related issues (Carrell *et al.*, 1998:90).

Knowledge of one's duties in terms of job descriptions does not only facilitate job performance but also performance appraisal. This means that managers should know their job very well. This will ensure efficiency and effectiveness in the performance of their of their duties. Efficiency and effectiveness are central to the enhancement of the professional status of educators.

Although the improvement of qualifications (V56) does not seem to be recognised by the respondents as a factor in the enhancement of the professional status of the educator, it is essential to note that when managers study and obtain further relevant qualifications they may learn new trends in management. They may thus be exposed to better management practices which is a priority in service delivery. If managers know the value of exposure to new trends in management and show commitment to job performance, they will realise the important contributions that the improvement of relevant qualifications normally brings about. Studies leading to formal qualifications also enable individuals to have new knowledge and skills required for effective service delivery. From the researchers' experience, many educators who undertook studies have shown remarkable improvement on the approach to their management responsibilities.

Incompetence and negligence in the execution of duties are some of the grave factors which undermine efficiency and effectiveness in the workplace. This means that if

managers neglect the performance of their duties, the image of their respective professions is tarnished. Their status, and therefore dignity, is harmed.

Table 5.5(b) deals with the positive effects of professional development courses. From this table it is clear that the majority of the respondents do not believe that professional development courses have positive effects on the professional development of the education manager. The inclination of respondents to disagree or deny some value of certain of activities could be attributed to the phenomenon of reactivity of respondents discussed earlier in this paragraph. This perception could also be caused by a lack of knowledge about the importance of capacity building in the teaching profession.

The above observation is supported by the obvious high level of denial that the courses improve managerial skills (80,2%), that job performance of education managers (90,3%) increases quality management and therefore education (90,7%) and that they enhance team spirit amongst education managers (76,1%). It is essential to emphasize, however, that the improvement of managerial skills may lead to the improvement of quality management. From the researcher's experience in work places, senior education managers who have acquired new managerial skills, approach their management responsibilities more effectively than during the time prior to their exposure to training. This does not only ensure the co-operation of the staff and the development of team spirit, but also the improvement of job performance. The latter is usually a product of efficiency and effectiveness in the workplace. Lack of support for the above could be ascribed to a lack of knowledge about the value of capacity building in management.

Professional development courses also contribute greatly towards the promotion of staff, in that workshops and other refresher courses are occasions for obtaining more information, new trends, facts and knowledge on one's duties or area of work. This knowledge enhances the manager's performance. When managers perform their job well, the chances of promotion (which is positive recognition) are greatly enhanced. Managers who are regularly exposed to refresher courses, seminars and other workshops have a better chance of remaining abreast of professional development issues. The promotion of

personnel is mainly determined by what and to what extent individual employees know their respective duties.

Senior education managers who have adequate capacity to perform their duties stand a better chance of promotion to higher positions. The latter also forms part of the incentives which employers provide to and in recognition of good work done by their employees. The promotion of staff who do their work well may motivate them to further render quality service. The contrary may demotivate them.

Table 5.5(c) deals with the areas on which the professional development courses could focus and to which they should be linked, the importance of knowledge of the law for professional development and the degree to which managers are perceived to have fundamental rights. From this table it is also clear that, with regard to the focus of professional development courses, the majority of the respondents deny that they should focus mainly on the improvement of the management capacity of the individual (92,2%). 88% of the respondents believe that knowledge of the law is not important. It has also been observed that the majority (84,6%) do not agree that the above should be linked to the goals and objectives of the organisation/ department.

The responses reflect that the majority of the respondents reflect a negative view of the positive effects of the various issues. In practice, the following should prevail:

Professional development courses should focus on the development of the capacity of an individual, the group (occupational) and the organisation (department). Capacity building of all involved in education will promote development of team spirit which will ensure that there is uniform and collective approach to service delivery. Addressing the needs of individual employees, the occupation (group) and the department (organisation) have a better chance of improving the delivery of holistic management services. This is necessary especially because all educational activities are undertaken for, and on behalf of, the public. Everybody who is involved should play his/her role effectively.

The responses on the importance of law for professional development (75,6%) and the notion of education managers as having fundamental rights (72,8%) which must be protected in terms of the constitution, reflect that the respondents do not acknowledge this. This may be attributed to a lack of knowledge of the importance of law and the rights of a person.

Linking capacity building to the goals and objectives of the department/organisation, providing legal knowledge to senior education managers and increasing their understanding that they have fundamental rights, are very important factors for the professional development of the senior education manager. Education managers who know the law and their rights will easily detect instances of infringement of rights and begin to fight for them and protect themselves against infringements. An example of this may include a deliberate attempt by others to defame them. In this way their status will be enhanced. Table 5.5(d) deals with those areas in which education managers are believed to be ignorant of the negative effects of the lack of knowledge of professional development as their legal right as well as the role of the Labour Relations Act (Act 66 of 1995). From this table, the combined responses to disagree and strongly disagree reflect that most of the respondents disagree that:

Education managers are mostly ignorant of the functions of the law (62,8%), their fundamental/human (56,4%) and employment rights (63,7%) as well as their obligations (70,5%).

A lack of knowledge of these rights by senior managers has negative effects on their professional development (92,4%).

Professional development is the legal right of the educators (94,9%) in their various ranks, senior education managers included. The Labour Relations Act (Act 66 of 1995) protects employees and employers from unfair labour practices (96,2%).

Table 5.5b Views, opinions / perceptions and level of agreement on certain statements

Variables	V61 Improves performance				V62 Co-operation of staff				V63 Improve quality management				V64 Enhances team spirit				V65 Improve management skills				V66 Focuses on promotion of staff			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
Strongly agree	3	3.8	3	0	2	2.5	2	0	2	2.5	2	0	1	1.3	1	0	2	2.5	2	0	4	5.0	4	0
Agree	5	6.3	5	0	20	25.3	11	9	5	6.3	3	2	15	18.9	7	8	13	16.5	8	5	18	22.8	7	11
Disagree	22	27.8	10	12	15	18.9	8	7	22	27.8	12	10	15	18.9	10	8	13	16.5	8	5	18	22.8	12	6
Strongly disagree	48	60.8	33	15	37	47.0	27	10	47	60.0	32	15	36	45.6	29	7	39	49.4	30	9	37	47.0	27	10
Missing	1	1.3	1		4	5.0	3	1	3	3.8	3		12	15.2	5	7	3	3.8	3		2	2.5	2	
Total	79	100	52	27	79	100	49	26	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	26

Table 5.5c Views, opinions/perceptions and level of agreement on certain statements

Variables	V67 Courses should focus on future development				V68 Courses should focus on the group				V69 Courses should focus on the individual				V70 Courses should be linked to departmental goals				V71 Knowledge of law for professional growth				V72 Manager have fundamental rights				V73 Education managers are ignorant of function of the law			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
Strongly agree	2	2.5	2		-	-	-	-	2	2.5	2	0	2	2.5	2	0	2	2.5	2	0	2	2.5	2	0	1	1.3	1	0
Agree	8	10.1	3	5	9	11.4	8	1	6	7.6	4	2	10	12.7	8	2	17	21.5	8	9	19	24.1	9	10	28	35.4	15	13
Disagree	23	29.1	9	14	24	30.4	6	18	52	32.0	9	16	21	27.0	6	15	15	18.9	9	6	18	22.8	10	8	6	7.6	2	4
Strongly disagree	45	57.0	37	8	45	57.0	37	8	46	58.0	37	9	15	57.0	35	10	44	56.0	32	12	38	48.1	30	8	43	54.4	34	9
Missing	1	1.3	1		1	1.3	1						1	1.3	1		1	1.3	1		2	2.5	1	1	1	1.3		1
Total	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27

The above responses present an unusual patterns of responses, similar to those discussed earlier in this paragraph. It further shows that the issue of reactivity of respondents referred to earlier in this paragraph is discernible even from the above responses. In addition, it may also be due to the respondents' failure to understand the questions asked.

Although the responses reflect that most of the respondents do not agree with the above statements, this researcher holds the view that in practice, most senior education managers are found to be ignorant or unaware of the functions of the law, their fundamental and employment rights as well as their obligations. More about this observation follows below. This may be attributed to inadequate exposure to, and lack of literature on the subjects of law and educators' rights in the past. This means that senior education managers need to be sufficiently exposed to staff development courses to arm them with information on their rights and obligations.

In practice senior managers are found to be involved in labour disputes with subordinates and the unions who represent workers. In some instances they are unaware of the fact that they have rights too. It is also common to find senior education managers not carrying out their obligations with regard to their professional duties in the various circuits and districts in the Mpumalanga Province. This is sometimes obvious from lack of provision for staff development in the senior education managers' year plans.

In other instances managers suffer a lot of defamation of character from colleagues, the public and others. It is commonly observed that they do not respond to or challenge defamatory acts. It is either due to lack of understanding of the negative effects of defamation or because they lack the technical know-how as to what to do in response hereto. This undermines their dignity and integrity as ordinary citizens and as a body of professionals. This point is discussed in more detail in paragraph 4.3. The question of senior education manager's right to professional development means that employers have to make provision for the empowerment of these employees in order to make them learn their duties well and to have a proper understanding of how these duties are performed. If employees, including senior education managers, are given on-the-job training which

equips them to do their work well, they will need continuous on-the-job training as an effective means of professional development.

With regard to the aim of the Labour Relations Act (Act 66 of 1995), it is important to note that government employees should begin to realise that they can have recourse to the law for the resolution of unfair labour practices. Education managers need a thorough understanding of the Labour Relations Act if they are to manage interpersonal relations constructively and fairly. The nature of the responses may suggest that respondents either did not understand the questions or lack the necessary background regarding professional development, labour law and related issues.

Table 5.5(d) deals with entitlement of education managers, sources of motivation, the question of appraisal and types of courses. The responses reflected in this table show similarities with those of the previous table.

The responses reflect that the majority of respondents do not agree that:

- the senior education manager is entitled to good conditions of service (99,4%) and good service benefits (66,7%);
- improved conditions of service motivate managers (97,5%);
- courses for senior education managers are a popular mode of professional development (96,2%);
- peer group appraisal is an effective means of performance appraisal (85,2%); and
- tailor-made courses are more valued than imposed ones (78,4%).

Table 5.5d Views, opinions/perceptions and level of agreement on certain statements

Variables	V83 Education manager is entitled to service benefits				V84 Improved condition of service motivates managers				V85 Managerial courses are a popular mode of professional development				V86 Peer group appraisal is an effective means of performance appraisal				V87 Tailor-made course are more valued than imposed ones on managers			
	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F
Strongly agree	1	1.3	0	1	-	-	-	-	1	1.3	0	1	1	1.3	1	0	-	-	-	-
Agree	24	30.4	10	14	2	2.5	2	0	2	2.5	2	0	11	13.9	11	0	17	22.0	11	6
Disagree	50	63.3	38	12	26	32.9	14	12	3	3.8	18	16	40	50.6	24	16	40	50.6	27	13
Strongly disagree	-	-	-	-	50	63.3	35	15	41	51.9	31	10	27	34.2	16	11	22	27.8	14	8
Missing	4	5.0	4		1	1.3	1		32	40.5										
Total	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27	79	100	52	27

The above responses, like those in the in the previous tables, reflect unexpected patterns. Most of the respondents do not agree with the assertions. The phenomena of rationality of human beings in terms of which human beings are capable of reasoning about their existence, defining proactive actions in response to stimuli as discussed earlier could be attributed to the unexpected patterns of responses. The researcher, however, holds the view that in terms of the Public Service Staff Code and Regulations as well as the New Labour Relations Act (Act 66 of 1995):

Senior education managers are in fact entitled to good conditions of service and good service benefits that have a greater chance of motivating them to work harder. This includes a service bonus, overtime, merit assessment, assessment for 2nd and 3rd notches, medical benefits, housing and car schemes which are applicable in the Public Service. Responses to the open-ended question also confirm the above observation.

Management courses are currently the most popular means of improving the work performance of managers. During the transition period, (\pm 1995 – 1998) provinces targeted managers to receive management training, though inadequately, to enable them to provide management services effectively to their respective teams and offices. On-the-job training courses provide managers with new trends and fresh approaches to public management. If properly provided, these courses have a positive impact on the performance and productivity of personnel.

With regard to peer group appraisal, it is important to note that this appraisal system of managers has not yet been implemented in education in South Africa. Its merits and demerits have not yet been examined in our country. This suggests that the responses may not be a true reflection of what the respondents are familiar with.

Group members tend to comply with group pressure, norms and standards. This means that peer group appraisal is likely to be perceived by the individual as acceptable and effective. Performance appraisal should be understood as part of performance management. Its purpose should be that of identifying strengths for future development

as well as the gaps which may suggest a need for intervention, such as training and counselling. Negative connotations such as “appraisal for fault-finding and subsequent dismissal” should not be the objective behind appraisal.

It should be noted that the National Education Policy Act (Act 27 of 1996) makes provision for the monitoring and evaluation of educational provision and performance. With this provision on monitoring and evaluation of education and performance, it is aimed at improving the personal and professional development of educators, the quality of teaching practice and education management (De Villiers and Wethmar, 2000:25). Regarding the introduction of the South African developmental appraisal system by the Department of Education in 1999, De Villiers and Wethmar (2000:25) refer to the fact that this instrument (tool) has been introduced on the basis of an agreement in the Educator Labour Relations Council (ELRC). The appraisal system is viewed from a developmental and a non-judgemental perspective. It is said it has been designed to entrench strengths, develop potential and overcome weaknesses. Its implementation is said to leave no room for indolent people.

Madisha, SADTU President (as cited in the Educator’s Voice, 2000:3) observe that the developmental appraisal system is important for the following reasons:

- To promote accountability amongst educators
- To promote quality teaching
- To provide data on the developmental needs of educators to guide the national and provincial policy and strategy on teacher development

The Educator’s Voice (2000:3), however, expresses concern that this important tool has not yet been implemented in most provinces. It may be confirmed that at the time of this research the Developmental Appraisal System had not yet been implemented in Mpumalanga. It may also be argued that success in the implementation of this system requires a mindshift from those who will be appraised and the implementers themselves.

This is more so because implementing an appraisal instrument without adequate clarification of its value, may lead to rejection by those who will be affected by it.

It is the view of this researcher that courses that are designed (tailor-made) and based on the needs of the respective officers have better chances of having a positive impact on their intended job performance. Such courses that are designed after a proper needs analysis are usually relevant and effective. If properly designed, they are likely to improve efficiency and effectiveness in job performance.

5.5 CONCLUSION

It is clear from the data that the need for professional development is appreciated. It is also clear that senior education managers experience a severe lack of opportunities. This state of affairs appears to result in a lack of appreciation of the various studies undertaken on staff and professional development. The researcher would contend that the reasons for deviations from established principles regarding in-service training and development may be sought in the comparison of the management echelon in the mid 90s. Many newly-appointed managers had no management expertise or training, were fast-tracked, e.g. from post level 1 to 5 etc., and some had returned from exile with a consequent lack of knowledge of the reality of the South African education management environment.

The findings and recommendations will be discussed in chapter 6.

CHAPTER 6

OVERVIEW, SUMMARY OF FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

The purpose of this study was to investigate the rights and responsibilities of senior education managers regarding professional development (paragraph 1.4) In this chapter an overview of this research project, findings, conclusions and subsequent recommendations are discussed.

6.2 OVERVIEW

This research project started with an orientation to the study (chapter1) which included the problem statement, purpose of study, hypotheses, target population, scope of the project, method of research and clarification of certain key concepts.

The research project focused on the professional development of senior education managers. The central point is that professional development of senior education managers is a prerequisite for ensuring quality education and effective job performance of senior managers. Providing capacity building in the form of short courses, seminars and related workshops on education management issues, professional activities, education principles and government policies should form part of conditions of service for senior education managers.

Senior education managers who are constantly exposed to a wide range of professional development activities, develop more effective ways of executing their duties than those who do not attend such on-the-job courses. The constant provision of in-service courses, workshops and seminars to senior education managers improves management capacity and service delivery in education.

In chapter 2 the function of the law in education, the senior education manager's rights and responsibilities regarding professional development, the classification and category of rights as well as the right of the senior education manager as an ordinary citizen and practitioner were examined. This chapter sought to establish an understanding of the role of the law and other normative rules (e.g. ethics) in the protection of the rights of the senior education manager as an ordinary citizen and practitioner.

In Chapter 3 the professional development of the senior education manager was examined. This included obtaining an understanding of the characteristics of a profession, the desirability of the development of senior education managers, performance demands and the senior education manager's responsibility for own growth. It was established that a profession is characterized by being service oriented, the possession of specialized knowledge which is acquired through appropriate training and research, autonomy /self-determination, life-long learning through in-service training, a code of practice /conduct and provision of career opportunities.

It was also established that professional development is desirable for enhancing effective and efficient service delivery and that the senior education manager is responsible for his/her own professional growth over and above the financial support from the government through, amongst others, study bursary schemes.

In terms of performance demands, employees (senior education managers included) who desire to perform well are required to have goals with regard to their task to enable them to pursue such a task consistently. They have to have an understanding of the changing nature of settings. New settings provide opportunities and challenges for the application of new knowledge and skills.

In Chapter 4 the nature of status, the legal status of the senior education manager, factors enhancing the positive status of the senior education manager and some problems that affect the manager's professional development negatively were examined. It was established that senior education managers should demonstrate diligence, dedication and

commitment to their duties and responsibilities if their dignity, integrity and status are to be enhanced. This requires that the senior education managers should constantly strive to do their work effectively and efficiently as well as engaging themselves in lifelong capacity building interventions. The status of senior education managers is therefore determined by the level of preparedness in terms of education and training as well as the commitment to their duties and responsibilities.

Continuous relevant life-long learning (education) and demonstrable commitment to effective service delivery will ensure enhancement of the status of senior education managers. Senior education managers should protect their dignity and preserve their integrity. They should not only be perceived to be doing their work well, but should be seen to be practically doing so.

In Chapter 5 the research instrument and responses to the questionnaire were discussed. This includes the description of the structure of the questionnaire, the types of questions and an analysis of the responses. Table 5.1 reflects that there were more males (65,8%) than female (34,2%) respondents. Most of the respondents (86,1%) were between 31-51 year olds.

The focus in chapter 5 was on the views of the respondents in response to a number of aspects regarding the professional development of senior education managers. This includes the respondents' views on the following issues:

- Those responsible for the professional development of senior education managers (Table 5.2).
- The degree of importance attached to professional development (Table 5.3).
- The degree to which services are provided to senior education managers (Table 5.4a-5.4b).
- The views, opinions/perception and levels of agreement on various issues (Table 5.5a-5.5d).

The findings based on the analysis of the responses to various issues referred to above are reflected in paragraph 6.3.

6.3 FINDINGS

The purpose of this research project was to investigate the rights and responsibilities of senior education managers regarding professional development. It sought to establish whether professional development is provided for the improvement of management performance and service delivery of senior managers in the education profession.

Reference to the purpose of the study and the important questions it seeks to address are also reflected in paragraphs 6.1 and 6.2.

6.3.1 Main findings

Central to the findings of this study is the fact that the provision of relevant professional development courses to senior managers is one of the important factors affecting the improvement of management performance and the quality of service delivery in education. It has been found that the provision of these courses is inadequate and not all senior education managers acknowledge their significance and value.

Senior education managers who know their rights to professional development, will participate in management development courses and improve more in their management duties and responsibilities.

This study has also established that professional development is acknowledged as desirable to enable senior education managers to carry out their duties and responsibilities effectively and efficiently. The provision thereof is, however, inadequate. It was further established that the responsibility for own professional development lies with the senior manager himself/herself, apart from the employers' support through, amongst others,

bursary schemes. Various aspects of the finding are discussed below. The findings emerging from this study include the following:

6.3.2 Dimensions of professional development:

This study has established a number of dimensions that are interwoven with, or linked to the professional development of senior education managers, viz. a labourer relations dimension, a human rights dimension, a two pronged developmental dimension in terms of which professional development is viewed as the employer's responsibility (an ethical dimension) and also as the personal responsibility of the senior education managers themselves (a self-developmental dimension). The senior manager is a professional with dignity, integrity and status that are protected by the constitution and other legislation.

Other dimensions which were not necessarily highlighted include the emotional dimension and attitudes.

6.3.3 Findings from literature

The literature review in this project, shows that there are inadequate sources, if at all available, on professional development of senior education managers. The majority of publications (both South African and international), focus on the staff development, in-service training or professional development of principals and teachers at institutional (school) level.

This lack of literature on the professional development of senior education managers constitutes one of the major limitations of this study.

The publication on "Standards of Practice for the Teaching Profession" in Ontario serves as the only source which acknowledges the importance of professional development of senior education managers.

The lack of relevant sources on the professional development of senior managers, was compensated for to an extent by the mailed questionnaires which elicited the useful information on how senior education managers develop themselves.

6.3.4 Partnership in the provision of professional development opportunities of the senior education manager (see paragraph 5.4.2)

This research project has established that the employer, the organized teaching profession, the educators themselves and, to a lesser extent, non-governmental organizations are viewed as being responsible for the provision of professional development opportunities for senior education managers. This suggests that each of the above stakeholders have a role to play in influencing the improvement of the professional quality of the educator. This further suggests that **there should be a partnership in the provision of professional development for the senior education managers**. However, the accountability for ensuring that educators are indeed exposed to professional development courses, lies with the employer who is the custodian of quality assurance in education. The above observation suggests that a sense of partnership be acknowledged with regard to the capacity building needs of educators.

Regarding **power sharing in education**, various sources have highlighted the importance of partnership as the key to education success in a democratic South Africa. Karlsson (in De Groof *et al.*, 1998:37) refers to the RDP White Paper (1994) as the first document to refer to “social partnership” for post-apartheid South Africa. Reference was also made to several authorities that acknowledged, and are in agreement on, the importance of partnerships in education. Karlsson (in De Groof *et al.*, 1998:3) refers to Opler’s statement that “[The basis of partnership must be a recognition by all participating agencies that they have something to gain by working together.” This means that the various stakeholders in education may draw these experiences in order to improve the quality of professionalism in the education arena. The importance of partnerships in education was discussed more fully in paragraph 5.4.2.

Partnerships in education are also provided for in the SACE's Code of Conduct for Educators that stipulates that "An educator recognizes the employer as a partner in education... and acknowledges that certain responsibilities are vested in the employer through legislation" (Madisha, 2000:17; De Villiers & Wethmar, 2000:40). Educators are **required to fulfil their moral obligation of sharing the expertise and knowledge acquired through the attendance of workshops on prescribed themes and subjects** such as learning areas or specific policy issues on Outcomes Based Education. De Villiers and Wethmar (200:40) state emphatically that the educator as a partner has a moral and legal obligation to abide by the prescriptions of education policy.

6.3.5 Training needs analyses (TNA)

It was established that proper needs analyses are normally not conducted prior to the provision of courses for the in-service training of managers (see paragraph 5.4.5). This suggests that on-the-job training courses for managers are given on an *ad hoc* basis and not on the basis of appropriately identified needs for professional development. It is acknowledged, therefore, that a need analysis should precede the development of courses for education managers.

6.3.6 Performance appraisal

The necessity of performance appraisal preceding professional development in education has not been recognized as critical by respondents. It has been established that appraisal by the peer group and supervisors is, however, welcomed. It also acknowledged that provision of this is inadequate (see paragraph 5.4.5). This implies that great efforts should be made to apply such an intervention.

6.3.7 Improvement of the educator's condition of service and his/her qualifications

The improvement of conditions of service of senior education managers and the upgrading of their qualifications are not recognized as important for the improvement of

service delivery, the staff morale and the increase of productivity in education a (see paragraph 5.4.4). In practice it is true that improvement of conditions of service and qualifications do in fact contribute to the improvement of service delivery. When senior education managers receive incentives as part of their service benefits, they will be motivated and work very diligently and with commitment.

6.3.8 Attendance of courses, workshops on Labour relations, performance management and the training of managers in work ethics

This study has established that there is little recognition of the need for education managers to attend the above courses (see paragraph 5.4.4). Attendance of these courses, however, provides participants with the latest trends, approaches and new insights into management which optimise the chances of improving management and productivity in education. All these courses are essential for senior education managers, subject to the appropriate need analyses.

6.3.9 Involvement of senior education managers in course design

It has furthermore been established that senior education managers are not adequately involved in the design and development of the in-service training courses which are meant for them (see paragraph 5.4.5), which may result in imposition of irrelevant course, for their on-the job training.

6.3.10 The manager's knowledge of his/her rights, protection against unfair labour practices, application of disciplinary measures and the code of conduct

This research project has established the following:

- Managers are generally ignorant of their human and employment rights (see paragraph 5.4.5). There is inadequate or no training in labour relations. This results in the violation of these rights, thus undermining the professional and legal status of the

education manager. Knowledge of one's right is essential for the protection of one's dignity, status and integrity.

- There is an inadequate protection of managers against labour injustices (see paragraph 5.4.5). It also established that unfair labour practices and the defamation of character infringe on the dignity and integrity of the teacher. This may obviously tarnish the good name of the manager.
- Very few women occupy senior management positions.
- Training in ethics is necessary, as it has been found to be lacking.
- There is an inadequate application of disciplinary measures in cases of misconduct (see paragraph 5.4.5). This may lead to the deterioration of professional standards of behavior.

6.3.11 Important requirements for the improvement of management quality and service delivery of senior education managers in education

This study has established that there is disparity between theory and responses to questionnaires. The majority of the responses to Tables 5.5(a) – 5.5(d) regarding the views/opinions/perceptions and level of agreement on certain issues, show a high level of disagreement or denial suggesting that the various practices/activities are not important for professional development of senior education managers. This therefore raises the problem of reactivity which manifests itself in a number of ways including resistance to questionnaire completion and giving of inaccurate information.

This may constitute a threat to the validity of results and reliability of the research instrument. The above observation shows the difficulty associated with what research purports to achieve and what may ultimately be achieved.

Although some responses to certain aspects of Section 5 of the questionnaire seem to reflect a high level of disagreement, especially paragraph 5.4.4 and thus perceivable contradictions, it is important to note that the following findings emerging from the study (see paragraph 5.4.5), show agreement:

- The education manager, irrespective of gender, has a legal right to professional development. This means that provision should be made for capacity building of the management training of managers in order to improve their capacity to manage. Such an arrangement will facilitate the senior education manager's performance appraisal.
- Situational needs analyses are necessary for the design and development of the relevant courses for managers. If needs analyses are not conducted, the provision of irrelevant courses will be unavoidable which often has a negative impact on the service delivery required.
- The law of education is necessary for regulating and harmonizing relationship between employers and employees, as well as between employees and employees. Regulating relationships protects the interests of individuals and prevents potentially unfair labour practices. This is also true of the Labour Relations Act (Act 66 of 1995). Senior education managers need knowledge regarding labour law and labour rights as contained in Section 5 of the LRA.

The definition of labour law, its sources and significance regarding the educator's employment rights, were discussed at length in paragraph 2.6.2.

- The inclusion of ethics in courses for professional development of the senior education manager is desirable. This is essential for the improvement of the attitudes of education managers towards sub-ordinates, authority, clients and their responsibilities and duties.
- The improvement of working conditions, salaries and service benefits may enhance the morale of the manager and may result in a high level of commitment and increased productivity.

- Knowledge of one's duties/job description is important for facilitating performance management. In this way performance appraisals will not constitute surprises nor a threat to individuals. It will be seen as part of a developmental strategy.
- Improvement of qualifications is necessary for it exposes managers to new trends in management, which is a key factor in effective and efficient service delivery.
- Incompetence and negligence of duties are grave factors which negatively affect the professional status and dignity of the senior education managers.
- Professional development courses contribute greatly towards the promotion of staff. Managers who regularly attend these courses remain abreast of developments in their profession.

6.4 CONCLUSIONS BASED ON HYPOTHESES

In this research project the following hypotheses were examined:

- In education the professional growth of senior managers is inadequately supported
- Senior managers in education as ordinary citizens and as employees have fundamental rights and employment rights.
- A lack of knowledge of the fundamental human rights and employment rights has negative effects on manager's professional development.
- Senior managers in education have inadequate knowledge of their rights and privileges.
- That provision of relevant professional development courses to senior managers enhances effective and efficient job performance, improvement of professional image, dignity and integrity.
- Senior managers who participate in management development courses improve more in their management skills, duties and responsibilities.

On the basis of the findings, the following conclusions may be made concerning the hypotheses:

This study has established that in education senior managers have fundamental as well as employment rights entrenched in the Constitution (Act 208 of 1996) and in the Labour Relations Act (Act 66 of 1995) respectively. They also have various common law rights. The above rights are necessary for the protection of the professional rights of the senior managers, their professional growth and enhancement of their status, dignity and integrity.

The study has, *inter alia*, established that management is about doing things and working with people to make things happen (in Department of Education, 1996:8). Management supports the development/creation of a true culture of teaching and learning. When management improves, teaching and learning likewise improve. The above comments agree with the observation made by the ILO-UNESCO (1988:7) joint committee on the status of the teacher which argues that “...the status of the teachers depends on the status of education and the status of education depends on the status of the teacher”. The education system is therefore as good as the teachers themselves. The converse is also true. This is also true of senior managers. Any management system is as good as its managers.

The type of service, the position they occupy, the manner in which they execute their duties and their public conduct play a very critical role in determining the status of senior education managers. They have to ensure that they consistently enjoy the public confidence and trust if they want to be held in higher esteem. (See paragraph 4.2.2 for the nature of status).

Professional development as a senior education manager’s legal right suggests that managers as practitioners should receive and undertake lifelong capacity building (training) according to the needs of their duties and responsibilities. They should know their areas of professional inadequacy and seek to do something about them, and should be supported by their employers in their efforts towards capacity building.

Managers, however, normally lack knowledge of their rights and privileges which has a negative effect on professional development, status and integrity.

The study reflects that respondents acknowledged that the provision of relevant developmental courses to senior education managers may enhance effective service delivery of duties and responsibilities. However, the provision of developmental courses is inadequate.

On the basis of the findings it may be concluded that this study was necessary in order to establish appropriate interventions, which will ensure that senior education managers are provided with adequate skills for the effective performance of their duties. It may be concluded that the study confirmed all the hypotheses.

6.5 RECOMMENDATIONS

6.5.1 Recommendations aimed at employers

6.5.1.1 Partnership in the provision of compulsory professional development courses

With regard to partnership in the provision of professional development to senior education managers, it is recommended that the employers should consider making staff developmental courses compulsory for newly-appointed managers, which will accelerate their professional growth. Such compulsory courses should form part of the induction courses provided for newly appointed managers.

6.5.1.2 Training needs analysis (TNA)

It is recommended that all courses designed for the improvement of the professional development of senior education managers should be preceded by appropriate needs

analyses. The latter will ensure relevancy and effectiveness of on- the –job training/staff development. Employers should ensure compliance with conducting needs analysis.

6.5.1.3 Design and development of courses for senior education managers

To derive maximum participation and ownership of courses and motivation, it is recommended that senior education managers be involved in the design and development of courses meant for their on-job training. Such courses should be relevant to the needs of the incumbents in relation to the work they are/should be doing.

6.5.1.4 Improvement of conditions of service and qualifications

It is standard practice that employees continuously urge their employers to improve their working conditions regularly. Improvement of the latter improves the staff morale and increases productivity.

6.5.1.5 Labour relations

Labour relations are fairly new field of study in public education. For managers to supervise their staff well, it is recommended that they be continuously exposed to training on the process and procedures in the application of legal principles contained in the Labour Relations Act (Act 66 of 1995). Employers should urge senior education managers to attend such courses.

6.5.1.6 Knowledge of one's own rights (employment and human rights)

It is recommended that a guided study of the Constitution and the Labour Relations Act be made obligatory for all senior education managers and that regular follow-up workshops be made compulsory in order to master the understanding of the respective acts and their applications. This is required more so because management is about relationships, rights and obligations.

6.5.1.7 Code of conduct

Squelch (1999:28,29) observes that it is common practice and sound management for employers to have a written code of conduct, which regulates the behaviour of employees in the workplace. A code of conduct contains the basic rules which prescribe the standard of conduct required of the employees (e.g. the standard of reasonableness and fairness). These rules are essential for ensuring effective and efficient day-to-day operations.

It is recommended that a code of conduct for senior education managers be drafted in line with the provisions of the South African Council for Educators contained in article vii, paragraph 1.5 of resolution 4 published in the Government Gazette of 17 October 1994 which reads as follows: “The Council shall determine the nature and extent of disciplinary measures it may take against any employee or former employee registered with the council and found guilty of a breach of the above mentioned Code of Conduct.”

6.5.1.8 Establishment of management development centers

It is recommended that management development centres be established provincially by government to cater for the capacity building of education managers.

The Task Team on education Management Development (Department of Education, 1996:57,58) recommended the establishment of a national education management development institute which will foster a network of institutions and resources to improve management in South Africa’s education service.

The institute would have the responsibility for supporting, maintaining and developing the network of relationships which the task team deems necessary for the implementation of the development strategy. In short, it is envisaged that it must meet the development needs of education.

However, the envisaged institute has not materialized. Management development centres could help meet the manifested needs.

6.5.1.9 Workshops on best practices in examinations procedures policies

Honesty in the running of examinations is a key ethical requirement. Senior education managers who are given workshops on the importance of adhering to ethical standards in the performance of their duties would be expected to adhere to best procedures in the running of the examinations.

6.5.1 Recommendations aimed at individual senior education managers themselves

6.5.2.1 Responsibility for upgrading of own professional qualifications

Qualifications are some of the primary indicators that an incumbent possesses the minimum skills/ knowledge about a given function. It is therefore recommended that senior education managers themselves should take initiatives of improving their qualifications in line with the demands and requirements of their work or specialization, which will enable them to become aware of new trends regarding their profession and new methodology at workplaces

6.5.2.2 Responsibility for own professional growth

Senior education managers themselves should take advantage of Government policy, which encourages capacity building for continuous staff development. They should be urged to pursue professional development on their own in addition to those courses prescribed by their employer.

It is thus recommended that senior education managers should take responsibility for their own growth to meet the demands of performance and service delivery. This should

include a demonstration of evidence that such managers regularly attend courses that are relevant to their duties and responsibilities.

6.5.2 Recommendations aimed at other stakeholders

Various stakeholders such as the private sector, non- governmental organizations, and organized educators professions should support senior education managers in various ways, including conducting voluntary workshops for senior managers, development of material, funding workshops towards management development.

6.5.3 Recommendation regarding further research

This study has led to the identification of areas in management, which may be recommended for further research. The following aspects could form part of the topics for further research:

- A management remedial/rehabilitation program in education to assist managers who, at one or another stage, are found guilty of mismanagement or incompetence (paragraph 6.3.8).
- Career paths for labour relations practitioners in education to enable senior managers to specialize in the field of labour relations (paragraph 6.3.6 and 6.3.9).
- Dealing with diversity and the dilemmas of ethics in education/public sector management (paragraph 6.3.6).

6.6 CONCLUSION

This chapter contains a summary of the findings and recommendations regarding the importance of professional development and how it may be enhanced. The main aim of this research project was to investigate the relationship between the provision of

management development courses and the management performance and service delivery of senior managers.

It was stated in paragraph 6.3.1 that this study has established that the provision of professional development courses improves the management performance and service delivery of senior education managers. Professional development courses, if provided correctly, enable senior managers to carry out their management tasks efficiently and effectively. It is the view of this researcher that this study will make a contribution in the field of management in general and in education management in particular. The following areas may constitute important aspects of the contribution:

- It has revealed that success in service delivery and management performance depends largely on proper planning in order to carry out duties and responsibilities which should make provision for capacity building/in-service training/staff development/lifelong learning of the personnel to whom such duties and responsibilities have been delegated.
- Professional staff development is one of the more important requirements with which employers should comply when they employ any person in the respective positions. The lack of continued lifelong learning militates against the effectiveness and efficiency of service delivery amongst senior managers.
- The institutionalization of ethics through a code of conduct ensures that values, aspirations and beliefs are assimilated and fostered by educators and senior managers in education.
- This study will further make a contribution in forming an understanding that the manner in which senior managers perform their professional duties and responsibilities either earns them higher status or displaces the confidence held by the community. The literature has, however, shown that senior education managers are placed in positions of honor as they have a fiduciary obligation in relation to the

learners. If they uphold the values of the community they serve, they are held in high esteem by the community and their professional status is enhanced. Their status declines if they disappoint the confidence and trust, which they enjoy from the community. Further to the above contributions, senior education managers are challenged to do something about their professional development without expecting the government or employers to give handouts in the form bursaries for their studies.