

TOPIC

INSTITUTIONAL EVALUATION AS AN INTEGRAL PART OF SCHOOL
MANAGEMENT

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DECLARATION

I declare that:

INSTITUTIONAL EVALUATION AS AN INTEGRAL PART OF SCHOOL MANAGEMENT

is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at another University.

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SUMMARY

The dawn of the Democratic South Africa has seen a lot of practices, especially in the Education System being shelved or set aside. The main problem was that these practices were associated with the unpleasant past. The institution's performance based on academic achievements of learners or externally evaluated work.

Over the period of time, it has since been established that school is not about external factors like matriculation results and so on. Many countries like England relied heavily on external evaluations of schools and to that effect, bodies OFSTED and HMI were established to ensure that there was provision of quality education as the state invested a lot of money in it. Researchers show that it did not work nor provide solutions to the problem of Quality Assurance within the education systems because such evaluations were externally imposed.

A school as an institution of learning is a very complex environment with a population of diverse groups of people, e.g. staff, SMT, SGB, parents and the greater community. All these people are important role-players who should be taken on board if the system is to succeed and the emphasis is more on participatory and collaborative relationship in order to build a relevant quality education.

Institutional Evaluation seems to be a more comprehensive way of ensuring efficiency and effectiveness in schools. Whereas policies on education are externally imposed by law-makers, the real implementation rests with the school itself. No one, even a diligent inspector or supervisor can probably know as much about the school than its own management, educators, learners and parents of the learners. The school management team is the most relevantly placed to ensure that the school's vision, mission, aims and objectives are realized through interaction and evaluation of the systems and procedures they have put in place to make sure that there is delivery of quality teaching and learning.

The other aspects of Evaluation within schools is that many resolutions have been negotiated in the ELRC, e.g. Development Appraisal System (Resolution No. 4 of 1998) and Performance Measurement Development System (PMDS) with the aim of determining strengths and weaknesses in educators, and more importantly, salary

progression and affirmation of appointments and recognizing excellence through National Teaching Awards.

LIST OF KEYWORDS

Accountability
Control
Development Plan
Education
Effectiveness
Evaluation
Improvement
Institution
Leadership
Management
Measurement
Organizing
Performance
Quality Assurance
School
Standards
Strategic Plan

TABLE OF CONTENTS**CHAPTER ONE****BACKGROUND INFORMATION AND OVERVIEW OF THE STUDY**

1.1	INTRODUCTION	1
1.2	PROBLEM STATEMENT	2
1.3	THE IMPORTANCE OF LITERATURE REVIEW	2
1.4	OBJECTIVE AND AIMS OF THE STUDY	4
	1.4.1 OBJECTIVE OF THE STUDY	4
	1.4.2 AIMS OF THE STUDY	4
1.5	DEMARCATON OF THE STUDY	4
1.6	CLARIFICATION OF CONCEPTS	5
	1.6.1 EVALUATION	5
	1.6.2 SCHOOL MANAGEMENT	6
	1.6.3 QUALITY ASSURANCE	6
	1.6.4 ACCOUNTABILITY	7
	1.6.5 SCHOOL EFFECTIVENESS	7
1.7	RESEARCH METHODOLOGY	8
	1.7.1 QUANTITATIVE RESEARCH TOOL	9
	1.7.2 RESEARCH APPROACH	9
1.8	CHAPTER DIVISION	10
1.9	CONCLUSION	10

CHAPTER TWO**MANAGEMENT**

2.1	INTRODUCTION	12
2.2	MANAGEMENT TASKS	12
2.2.1	PLANNING	13
2.2.1.1	STRATEGIC PLANNING	14
2.2.1.2	DEVELOPMENT PLANNING	15
2.2.2	ORGANIZING	15
2.2.3	LEADING	17
2.2.4	EVALUATION	19
2.3	MANAGEMENT AND EVALUATION	20
2.3.1	EVALUATION OF PLANNING	21
2.3.2	ORGANIZING AND EVALUATION	21
2.3.3	LEADING AND EVALUATION	23
2.3.4	PERFORMANCE MANAGEMENT AS EVALUATION	26
2.3.4.1	SET PERFORMANCE STANDARDS	27
2.3.4.2	MEASURE ACTUAL PERFORMANCE	28
2.4	CONCLUSION	29

CHAPTER THREE
INSTITUTIONAL EVALUATION

3.1	INTRODUCTION	30
3.2	PRIMARY AIM OF INSTITUTIONAL EVALUATION	31
	3.2.1 ACCOUNTABILITY	31
	3.2.1.1 POLITICAL ACCOUNTABILITY	31
	3.2.1.2 MARKET ACCOUNTABILITY	31
	3.2.1.3 PROFESSIONAL ACCOUNTABILITY	32
3.3	IMPROVING AND EDUCATIONAL EXCELLENCE	32
	3.3.1 PROVING	33
	3.3.2 IMPROVING	33
	3.3.3 LEARNING	33
	3.3.4 CONTROLLING	34
3.4	ASSURING QUALITY OF EDUCATION	34
3.5	KEY PRINCIPLES OF INSTITUTIONAL EVALUATION	35
	3.5.1 MISSION AND VISION	35
	3.5.2 INCLUSIVENESS	36
	3.5.3 CONSISTENCY	37
	3.5.4 PROCESS-ORIENTED	37
	3.5.5 DEVELOPMENT AND IMPROVEMENT	37
3.6	KEY AREAS FOR EVALUATION	37
	3.6.1 EFFECTIVENESS OF AN INSTITUTION	38
	3.6.2 ACCOUNTABILITY	39
	3.6.3 STRENGTHENING SUPPORT	40
	3.6.4 INVOLVEMENT OF STAKEHOLDERS	40
	3.6.5 UTILIZATION OF AVAILABLE RESOURCES	43
	3.6.6 LEARNER ACHIEVEMENT	46
	3.6.7 SAFETY AND SECURITY	47
	3.6.8 EDUCATOR DEVELOPMENT AND PERFORMANCE	48
3.7	EVALUATION APPROACHES	48
	3.7.1 MANAGEMENT-ORIENTED EVALUATION APPROACH	50
	3.7.2 CONSUMER-ORIENTED EVALUATION APPROACH	52
3.8	TYPES AND DIMENSIONS OF INSTITUTIONAL EVALUATION	54
	3.8.1 HORIZONTAL EVALUATION	54

3.8.2	VERTICAL EVALUATION	55
3.9	CONCLUSION	57

CHAPTER FOUR
THE EVALUATION PROCESS

4.1	INTRODUCTION	58
4.2	THE POLITICS OF EVALUATION.....	58
4.3	DIFFERENT TYPES OF EVALUATION	59
	4.3.1 FORMATIVE EVALUATION	60
	4.3.2 SUMMATIVE EVALUATION	60
	4.3.3 BASELINE SELF EVALUATION	60
4.4	INSTITUTIONAL EVALUATION AS A MANAGEMENT ACTIVITY	62
4.5	THE EVALUATION PROCESS	63
	4.5.1 PLANNING	64
	4.5.1.1 THE PLANNING PROCESS	65
	4.5.1.2 DEVELOPMENT PLANNING	65
	4.5.1.3 ACTION PLANNING	68
4.6	MEASUREMENT	70
	4.6.1 MEASUREMENT INSTRUMENTS	71
4.7	IMPROVEMENT	73
	4.7.1 GET STAKEHOLDERS' OPINIONS OF FINDINGS	74
	4.7.2 DEALING WITH SHORTCOMINGS	75
	4.7.3 LEADERSHIP WITH THE KNOW-HOW	76
4.8	CONCLUSION	76

CHAPTER FIVE
RESEARCH METHODOLOGY, DATA, AND DATA ANALYSIS

5.1	INTRODUCTION	78
5.2	RESEARCH METHODOLOGY	78
5.2.1	QUANTITATIVE STRUCTURE PLAN TO FOLLOW RESEARCH METHODOLOGY TO GATHER DATA	79
5.2.1.1	QUESTIONNAIRE	80
5.2.1.2	SAMPLING	81
A.	RESPONDENTS	81
B.	LOCATION OF SCHOOLS	82
5.2.1.3	THE STRUCTURE OF THE QUESTIONNAIRE	83
5.3	CRITERIA TO ENSURE VALIDITY TO RESEARCH	85
5.3.1	VALIDITY OF THE INVESTIGATION	85
5.3.2	RELIABILITY OF THE INVESTIGATION	86
5.3.3	OBJECTIVITY OF THE INVESTIGATION	87

CHAPTER SIX
SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1	SUMMARY	95
6.2	FINDINGS	97
6.2.1	TO INVESTIGATE AS TO WHETHER SCHOOLS CAN HAVE THEIR ACTIVITIES EVALUATED BY SCHOOL MANAGEMENT TEAM WITH A VIEW TO IMPROVE	97
6.2.2	TO ESTABLISH THE OPINION ON WHO SHOULD PARTICIPATE IN THE PROCESS OF EVALUATION.....	98
6.2.3	TO INVESTIGATE AS TO WHETHER SCHOOLS CAN FUNCTION WITHOUT TEAM-WORK AND ACCOUNTABILITY.....	98
6.3	RECOMMENDATIONS IN GENERAL	100
6.3.1	THE PLAN, IMPLEMENTATION AND EVALUATION (PIE) MODEL OF EVALUATION	100
6.4	RECOMMENDATIONS FOR SCHOOLS	100
6.4.1	ADMINISTRATION OF RESOURCES AND RECORDS	101
6.4.2	SAFETY AND SECURITY IN SCHOOLS	101
6.4.3	ACCOUNTABILITY	101
6.4.4	CONTINUED ATTAINMENT BY IMPROVING QUALITY OF TEACHING AND LEARNING	102
	REFERENCES	103

LIST OF ACRONYMS AND ABBREVIATIONS

DOE	-	Department of Education
EEA	-	Employment of Educators Act No. 76 of 1998
ELRC	-	Education Labour Relations Council
EMASA	-	Education Management Association of South Africa
EMD	-	Education Management Development
HMI	-	Her Majesty Inspectorate
HOD	-	Head of Department
NAPTOSA	-	National Professional Teachers Organisations of South Africa
IQMS	-	Integrated Quality Management System
NEPA	-	National Education Policy Act No. 27 of 1996
NWDE	-	Northwest Department of Education
OFSTED	-	Office for Standards in Education
PAM	-	Personnel Administrative Measures
PIE	-	Plan, Implementation and Evaluation
PMDS	-	Performance Measurement Development System
RSA	-	Republic of South Africa
SACE	-	South African Council of Educators
SADTU	-	South African Democratic Teachers Union
SAOU	-	Suid Afrikaanse Onderwyser Unie
SASA	-	South African Schools Act No. 84 of 1996
SDT	-	School Development Team
SGB	-	School Governing Body
SIP	-	School Improvement Plan
SMT	-	School Management Team
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Education, Scientific, and Cultural Organisation
UNICEF	-	United Nations Children's Emergency Fund
WSE	-	Whole School Evaluation

FIGURES, TABLES AND ANNEXURES

Figures

Figure 1: Evaluation circle	56
Figure 2: Outline of the evaluation process	64
Figure 3: Quadrant on SWOT analysis	67
Figure 4: Quality evaluation process	70
Figure 5: Graphical representation of data responses	91
Figure 6: Management plan (based on PIE model)	100

Tables

Table 2.1: Attributes	18
Table 5.1: Golaganang Circuit	82
Table 5.2: Gender	88
Table 5.3 Home language	88
Table 5.4 Type of school	88
Table 5.5 Post-level	88
Table 5.6 Age of the respondents	88
Table 5.7 Years of teaching experience	89
Table 5.8 Academic and professional qualifications	89
Table 5.9: Diplomas and Technikon Degrees	89
Table 5.10: Nature of appointment	89

Annexures

Annexure A: Letter requesting permission	109
Annexure B: Letter explaining the purpose of the questionnaire	110
Annexure C: Institutional evaluation questionnaire	111

CHAPTER ONE

BACKGROUND INFORMATION AND OVERVIEW OF STUDY

1.1 INTRODUCTION

From the researcher's experience and personal observation as a practicing educator, our Education System in South Africa prior to 1994 was characterized by elements that made it an "enemy" to its citizens, including educators and learners. The powers accorded to the school inspectors and curriculum observers did not help in any way. Most of their evaluation was based on performance criteria such examination results and pass rate produced by schools or individual educators.

Zuber-Skerrit (1992:122) stated that in other quarters, evaluation is seen as a way to conduct action research that is consisted of group processes of National reflection generating a critique of social and Educational milieu in which the members operate. The main aim being improvement of social context in which this personal and professional development takes place.

Presently, the emphasis in the new dispensation is more on self-evaluation for educators and institutional evaluation which will then give rise to self-managing schools or institutions that are more accountable to all its clients starting from ordinary taxpayers, parents of learners, state, business and learners with the purpose of instilling professional accountability, public accountability and market accountability.

"There are a range of concepts that have been used in education both locally and internationally to describe the ways in which performance of educators have been viewed. In "judgemental" approach "inspection" or "policing" of educator performance tend to be quantitatively evaluated by focusing on aspects of teaching and learning". (ELRC Resolution No. 4 of 1998).

According to Nixon (1992) "Most educational institutions engage in some kind of evaluative activity, often as a component of development planning or of a specific

aspect of the school's work, e.g. performance of learners, communication with parents". (West-Burnham, 1994a:165)

1.2 PROBLEM STATEMENT

Institutional Evaluation is the cornerstone of the quality assurance in school. It enables a school and external supervisors to provide an account of the school's current performance and to show the extent it meets national goals and needs of the public and communities. This approach provides the opportunity for acknowledging the achievements of a school, on occasions through commendations and for identifying areas that need attention (Whole School Evaluation Policy, 2000:5), institutional evaluation seems to be a reasonable alternative to "inspections" or "external evaluations", but schools are still not doing it. Without the use of valid and proven institutional evaluation techniques, school management cannot function optimally. The problem can therefore be formulated in the following three questions:

- Can schools really assess and evaluate themselves?
- Who should participate in the process of institutional evaluation?
- Can teachers and schools really function without teamwork and accountability?

1.3 THE IMPORTANCE OF LITERATURE REVIEW

Knight (2002:11) posits "A knowledge of the literature gives you ideas about what you would be alert for; the changes that other people have had success with; the ways in which those changes might best be introduced; and methods for evaluating the outcomes".

Lofthouse and Whiteside (1994:186) also support the use of literature in a sense that it can help in:

- Delimiting the research problem
- Seeking new approaches
- Giving insight into methods
- Providing recommendations for institutionally based evaluation and further research on the topic.

For the purpose of clarifying the concept of institutional evaluation, literature is important. McMillan and Schumacher (2001:109) also posit that a literature review is seen as revealing investigations similar to your own in historical perspective.

Nixon (1992) argues that Institutional Evaluation is about understanding, developing insights and encouraging reflection. He further goes on to state that evaluation is an integral component of heuristic processes of school improvement, however, there are significant constraints on the management potential of the process. (West-Burnham, 1994a:165)

It cannot be assumed that all members of an educational organisation ... share a common view about purposes, priorities or practices and if they do not, their responses are likely to be coloured by their perceptions of the likely impact of the Evaluation on their interests (Aspinwall et al 1994).

West-Burnham (1994a:167) argues that "If Evaluation, as a formal process in school management, describes, analyses and explains phenomena that have already occurred, and if implementation is problematic, then its place in the effective management of learning must be questioned".

Evaluation needs to be seen as an integral part of the management process. It must be a continuous subject of attention and must be soundly embedded in the structure and culture of the organisation. If it is a stage in the process, it can be put off; if it is integral to the process it cannot. (Aspinwall et al 1994:14)

A major task for any school's management team is that of establishing a climate in which staff view Evaluation positively. This is more readily achieved when teachers have been fully consulted about the development plan. (Rogers and Badham, 1994:104)

1.4 OBJECTIVE AND AIMS OF THE STUDY

1.4.1 Objective of the study

According to Van Damme (2000:11), management is usually regarded as practical activity. The tasks of defining aims, making decisions and evaluating effectiveness all involve action. Simply repeating these actions might be thought to lead to management excellence, hence the saying “practice makes perfect”. Therefore, the primary objective of this study is to formulate strategies and also propose guidelines for effective self-evaluation and institutional evaluation by which schools can critically look at their practices with a view to develop and improve.

1.4.2 Aims of this study are:

- To investigate as to whether schools can have their activities evaluated by School Management Team with a view to improve.
- To establish the opinion on who should participate in the process of School Evaluation.
- To investigate as to whether schools can function without teamwork and accountability.

1.5 DEMARCATION OF THE STUDY

The schools that will be scrutinized in the study will be selected from Golaganang Circuit schools in the Temba District of the Northwest Education Department. Sampling will be done across all the levels of educators in a school, i.e. Principal, Deputy Principal, Heads of Departments, Educators and all those involved in that particular institution.

According to the National Education Policy Act (Act No. 27 of 1996), the Minister is mandated to direct that standards of education provision, delivery and performance are monitored. Evaluations need to be carried out under the Aegis of the National Department or at specified intervals, with the object of assessing progress in complying with the provisions of the Constitution and National Education Policy.

1.6 CLARIFICATION OF CONCEPTS

This study is based on institutional evaluation and the role of the school management. Although these are the key concepts, concepts like quality assurance, accountability and school effectiveness are basically at the core.

1.6.1 Evaluation

Rogers and Badham (1994:101) define Evaluation as the process of systematically collecting and analyzing information in order to form value judgements based on firm evidence. These judgements are concerned with the extent to which particular targets are being achieved and should therefore guide decision-making for development.

Evaluation refers to the means of judging success of a school's performance based on the criteria in the Evaluation framework. (WSE Policy, 2000:23)

The researcher is of the opinion that evaluation is about attaching value to a particular product. It is the responsibility of those who are in position of management in an institution to ensure that there is quality in the ultimate product. The SMT cannot work in isolation, they need to enlist the services of those that they work with in order to succeed.

1.6.2 School management

School management is about holding a position of responsibility in a school, establishing certainty, confidence and security and allowing for rest and reflection. (Davidoff and Lazarus, 1997:66)

Gultig et al (1996:66) emphasize that management is the function which, ensures that:

- things are operating smoothly;
- structures are in place to support forward movement
- process are contained;
- the school is operating efficiently

The opinion of this research is that school management is about being able to plan, organize, lead and control the processes within a school. The processes within a school include decision-making, delegating, co-ordinating activities and communicating effectively. All the tasks should be carried out in a harmonious environment.

1.6.3 Quality assurance

Quality assurance represents the planned and systematic action necessary to ensure that the education provided by schools meets the expectations of the stakeholders and is relevant to the needs of South Africans.

This research is of the opinion that quality can be defined in terms of certain attributes, e.g. reliability, performance in terms of certain standards, conformance to certain needs, requirements and specifications. These standards, requirements or specifications are mostly determined by the consumer or client to a product or service, for example, the learners or their parents may prefer a certain school A to school B based on their pass percentages, sports participation or cultural diversity. This is generally based on the variables which they use to measure conformance to their needs.

The fundamentals of quality assurance are meeting the specifications through a system designed to ensure prevention of product or service that is actually wrong. (Bush and West-Burnham, 1994:168)

1.6.4 Accountability

Bush (1994:309) asserts that “accountability is a multi-faceted concept which may have several different interpretations”:

The trouble is that people understand different things by accountability ... (It) can be of many kinds: personal, professional, political, financial, managerial and contractual.

According to this research, accountability is about taking full responsibility for one's actions. When a teacher for instance, assumes duty, he immediately becomes

accountable to the employer; he is responsible for the learners in his care and should rightfully earn his salary.

Socket argued that Accountability has both simple and complex meaning. At its most basic, it is 'to hold someone to account'. He goes on to suggest that accountability means being obliged to deliver an account as well as being able to do so. He also says that the principle usually means being able to account for outcomes and results, but in certain professions, it has come to mean responsibility for adherence to codes of practice rather than outcomes.

He further asks three central questions in delineating forms of Accountability.

- Is the school or teacher accountable?
- To whom is the school or teacher accountable?
- For what is the school or teacher accountable?

(Bush and West-Burnham, 1994:310)

1.6.5 School effectiveness

Researchers in school effectiveness have proposed that:

- Schools differ from each other in their achievements.
- It is possible to "adjust for" prior attainment, or social factors and rank schools according to how successful they are in promoting students' progress.
- It is possible to relate these rankings to internal features of the schools.
- School Effectiveness and Accountability cannot be separated.

The guidelines of National Framework on WSE point the following as a typical list of "features of effective schools":

- Professional leadership: strong, purposeful, involved
- Shared vision and goals
- A learning environment
- Concentration on teaching and learning
- Explicit high expectations
- Positive reinforcement

- Monitoring progress
- Pupil rights and responsibilities
- Purposeful teaching
- A learning organisation
- Home-school partnerships

1.7 RESEARCH METHODOLOGY

Bush (1999:9) posits “Educational research has been the subject of severe criticism in the late 1990’s. It stands accused of superficiality, irrelevant and methodological weakness. While these structures are not addressed specifically to educational management, it is important to take account of them in developing a research agenda for the discipline. Because it is a relatively new field, research is vital to establish its theoretical base and to link theory to the practice of management”.

According to Cordingly (1999:223), the role of high quality education research is to probe the gap between common sense accounts of classroom practice and interaction that lies beneath it and to make the implicit explicit. Research which reveals detailed key factors to be considered in the process of developing and improving teaching practice which meets the standards would no doubt set incremental research and evidence based management and leadership in a school.

Johnson (1994:116) points out that “to give a comprehensive definition of Action Research at this stage is difficult because of usage varies with time, place and setting”... By looking at a few examples of the use of method in research literature, research may further identify other tangible features: it is situational, collaborative, and participatory and it is self-evaluative.

1.7.1 Quantitative research tool

Quantitative research design tool that will be used in this research is a structured questionnaire. A questionnaire is a useful tool to gather information. Johnson (1994:37) has this to say about a questionnaire:

- It is generally regarded as a reliable instrument to collect data.

- It is an economically viable way of collecting data for both the researcher and subjects.
- A questionnaire can help subjects by focusing their attention on significant items.

Wireman (1995:176-177) supports the use of questionnaire for the following reasons:

- Confidentiality of the respondents is guaranteed which will provide more honest and reliable responses.
- The absence of the researcher's personal bias will elicit more truthful responses.
- A larger target population can be reached with minimum effort.

A questionnaire is a tool for gathering and recording responses from individual. The questionnaires will be distributed through the help of the circuit office in Temba. The researcher will personally see to it that all the questionnaires distributed and also administer that they are returned.

1.7.2 Research approach

For any research or study to proceed, careful consideration should be taken with regard to approaches to be utilized. Researchers normally base their findings on approaches they employed in a study. In this research, a quantitative approach in the form of questionnaires is applied. Sampling of educators across post levels and schools will be used. This study tries to link Institutional Evaluation and those who are supposed to implement it, viz. school management teams. It is also an earnest attempt to develop understanding of the relationship between school- (Institution) based management and school effectiveness. Sampling of subjects across Golaganang Circuit in the Temba District (Northwest Education Department) will be a focal point.

For any research study to succeed in yielding outcomes, a specific phenomenon should be under investigation. Rogers and Badham (1994:104) state that "Evaluation is the process of systematically collecting and analysing information in order to form value judgements based on Evidence".

The phenomenon under investigation in this regard is Institutional Evaluation as a major task for school management teams.

1.8 CHAPTER DIVISION

The research will be divided into six individual chapters clustered as follows:

Chapter 1: Introduction, problem statement and background study.

Chapter 2: Literature review on Management and Research

Chapter 3: Literature review on Institutional Evaluation

Chapter 4: The evaluation process

Chapter 5: Research methodology, data and data analysis

Chapter 6: Summary, findings and recommendations

1.9 CONCLUSION

It is true that for an Institution to grow and improve, there should be means and ways through which some kind of reflection can take place. It is also incumbent upon those in position of Management and Leadership to allay the fears of those that they lead in order to improve and implement Institutional Evaluation without any hindrance. Evaluation can only help the school and the educators to be reflective and confront their shortcomings and eliminate weaknesses, but it can only succeed if educators are involved. It has the potential to maximize performance and increase job satisfaction, raise standards and provide support for everyone involved.

CHAPTER TWO

MANAGEMENT

2.1 INTRODUCTION

Bush and West-Burnham (1994:33) stated, "Management is usually regarded as a practical activity. The tasks in management involve defining aims, making decisions, solving problems and evaluating effectiveness. Theory in management helps managers by giving them the basis for action".

In an institution of learning like a school, a principal is expected to be a visionary and be in a position to inspire trust in educators, parents, learners and other key role players. A role of the principal in educational management is that of directing the process of developing well-defined vision and mission statements for the school.

Bradshaw and Buckner (1994:79) state, "Principals and other members of the school community must be taught the specific skills needed to bring about significant change".

The following skills are included:

- The ability to plan.
- The ability to organize.
- The ability to lead
- The ability to evaluate.

2.2 MANAGEMENT TASKS

The school management teams are required to be committed practitioners who can lead and manage people and processes in a school. Dzvimbo (1996:15) argues that the democratic imperative in the wider society requires that management should move towards a new paradigm that is participatory cross-hierarchical, empowering and committed.

"Management in education is not an end in itself. Good management is an essential aspect of any education service, but its central goal is the promotion of effective teaching and learning in schools. The task of management, at all levels in the

education system, is ultimately the creation and support of conditions under which educators and their learners are able to reach the outcome of learning. Management should not be seen as an activity in which all members of educational institutions engage. The extent to which effective learning is achieved, therefore, becomes the criterion against which the quality of management is to be judged". (Gultig et al 1999:4)

Glutting et al (1999:4) further advocates that at the centre of the new policy initiatives is a process of a centralizing and decision-making about the allocation of resources within a school. Decentralization and devolution of power is the starting point of the process of building a powerful management.

The South African Schools Act (Act No. 84 of 1996), places the power on the school-based system of education management; whereby with time schools will increasingly come to manage themselves. The extent to which schools are able to transform and make necessary changes depend entirely on the kind of the school management team. In improving the quality of teaching and learning, the school management must take a more supporting role than directive one. They should get the understanding, mandate, inputs, as well as suggestions from the larger school community made up of educators, parents of learners, learners and other stakeholders.

2.2.1 Planning

For any institution to function optimally, is simply means that planning is no longer an option but a prerequisite. Morgatroyd and Morgan (1994) identified a range of responses to the notion of planning which will become increasingly untenable. Amongst the identified were:

- Short-range from planning (one year or less).
- Plans without troth.
- Planning as a political process rather that a learning agenda.
- Excellent planning poorly communicated.

(Bush and West-Burnham, 1994:84)

Leask and Terrell (1997:155) maintain "The planning process offers a framework which you can use to guide your analysis of problems, your thinking about solutions

and the monitoring of any changes you decide to put into place". They further argue that the manager should provide the foundation upon which plans for the development of your area of responsibility.

2.2.1.1 Strategic planning

The model of strategic (private) planning was developed during the world wars. Army generals to ensure that they won the war mainly did this. Slowly, this kind of planning was adapted by business, and now even educational institutions engage in this type of planning to make sure that they achieve their goals.

Leask and Terrell (1997:156) state that the items in this private plan are introduced over the time, as appropriate, to discuss the institution's development plan. Those in the management of senior positions may plan strategically for the following: (material resources, curriculum, communication strategies, and staff development). The plan is used to guide the work.

Fidler (1996:59) posits, "A strategic plan is a complex document and form in which it is to be produced and used needs fore thought. With some agreement on format, all contributors know what the document should look like and a first draft can be produced. How the plan will be used in implementation and who will be involved in implementation needs discussion".

Management is always held accountable for activities within an institution, e.g. supposing the educators given the responsibility of facilitating certain grades or standards are not doing their work, there is a serious drop in results. In the ultimate end, the management will have to take responsibility even though a democratic approach to decision-making can be helpful in giving the staff "ownership" of both failure and success. The school management team carries the final responsibility; as a result they must have a final veto on decisions.

Bridge (1994:192) extends this notion of location of responsibility with an emphasis on relevant processes: "One difficulty in using the strategic planning process is a scepticism in the minds of many staff that the plan really is a serious statement of the purpose of the corporation and particularly of the chief executive's real intentions and

priorities. The staff should feel that their contributions to the plan and their familiarity with it really got to the heart of what is in the mind of the principal, chairperson and other decision-makers”.

According to Leaks and Terrell (1997:157) there is a very thin line between strategic plan and development plan. The major difference comes with the purpose, which guides the management to develop. It is a tool by which the management can take a leading role in development planning. Boisot (1995:33) argued “When turbulence is low and understanding is high, strategic planning is possible and appropriate, being the setting for medium to long term plans on the basis of an environmental scan”.

2.2.1.2 Development planning

Van der Merwe (1998:22) states that “Planning encompasses the setting of objectives and day-to-day decisions on how these objectives can be best achieved. Hence it involves the determination of both ends and means. Planning can be defined as ‘thinking before you act’, from which we may infer that it is a thought activity.

Effective planning requires that those who plan must adhere to the goals and objectives as stated in the acronym SMART.

S	-	Specific
M	-	Measurable
A	-	Attainable
R	-	Relevant
T	-	Trackable

This researcher is of the opinion that if one plans thoroughly on work on achieving all what has been planned, there will be on need to work very hard.

A lot of elements needed in the institution, e.g. improvement in learner achievement will not just come accidentally, and developmental planning is necessary.

- A development plan focuses attention of the aims of education, especially the learning and achievement of all students.

- A development plan provides a comprehensive and is coordinated to all aspects of planning. It covers curriculum and assessment, teaching, management and organisation, finance and resources.
- A development plan captures the long-term vision for the school within which manageable short term goals are set. The priorities contained in this plan represent the school's agenda for action.
- A development plan helps to relieve the stress on teachers caused by the pace of change. Teachers with the help of management, come to exercise greater control over change rather than feeling controlled by it.

According to the framework of quality assurance, development planning focuses on the school's culture, management and the organisation as a whole. Most importantly, the partnership between the teaching staff and the governing body is strengthened and the task of reporting on the school is made a lot easier.

Leask and Terrell (1997:158) emphasize that originally the planning process itself was seen as a means of involving the staff, parents, learners and the governing body in decisions about the priorities for school development. In this activity, the school management's role must be seen to be that of coordinating, and not dictating on what is to happen. There are many advantages in development planning, e.g. it provides a tool for team building, for developing consensus about priorities for development and the means of achieving and evaluating development.

2.2.2 Organizing

Thorn hill and Hanekom (1995:157) define organizing as "the activity of formally establishing a structure (or a framework or a structural arrangement)". The product of organizing they maintain, an organizational structure could be utilized for the allocation of authority, responsibility and accountability in the performance of the functions.

The allocated functions are also decided upon formally with a view of achieving the mission and objectives of an institution. In an organisation, duties are allocated to workers in a specific pattern of relationships, hence the common saying that people

do not have to be friends in order to work together, but at the same time the aims and objectives of an institution should not suffer.

Bhaubiri (1975) then maintained that organizing means designing the structure, thus bringing into one systematically different, independent parts or units to form a unified whole, with a view to achieving specific outcomes. (Thornhill and Hanekon, 1995:157)

Learning organisations are organisations where:

- People continually expand their capacity to create the results they truly desire;
- New and expansive patterns of thinking are nurtured;
- Collective aspiration is set free;
- Where people are continually learning how to learn together. (Gultig et al 1999:33)

Roux et al (1996:8) posits that organizing with reference to the process in an organisation, may be regarded as the system used by people in arranging or ordering separate units or entities. Organizing is all about people working together to achieve a common goal. It is not only about people forming units or sub-units, but interaction, relations as well as cooperation and coordination, including matters such as leadership and authority.

Cooperation between people to achieve a particular objective could entail three possible concepts:

- The establishment of an orderly hierarchy.
- The ordering of behavioural relationships between superior and subordinates.
- The allocation of activities (functions) to particular individuals.

Organizing, which is an inherent duty of management, is expected to bring about an orderly function of an institution, e.g. school; therefore predetermined aims and objectives of such an institution can be achieved. The function of an institution is highly dependent on effective organisation.

2.2.3 Leading

Leask and Terrell (1997:110) agree that the task for management is to work with staff as individuals and to forge them into an effective working group or team. This aspect of management involves the emotions of the people. In this case the manager should also be a leader. At this stage, the manager will be dealing with staff may be new in the field of teaching, those whose prospects for future are unknown, and those that are facing difficulties in life.

This is where the aspect of leadership comes in. Educators need to be motivated, assured that their uncertainties will soon pass by, that they can do much better than they are doing and propose strategies for development like being lifelong learners, etc. The skills, knowledge, attitudes and values of educators are keys to the success of a learning institution.

Van der Merwe (1998:51) posits "Leadership is not easily definable as it involves complex behavioural patterns and characteristics that are influenced by situations and differ from one person to the next. Leadership is an attempt to influence the behaviour of a person or group of persons for a particular reason. It is aimed at convincing people to allow them to be guided by the leader and to accept his decisions".

In motivating staff, the one who is in the leading role needs to establish what factors and conditions are necessary to encourage staff to what to achieve more. Leaders are more people-oriented than work-oriented. They believe that a happy workforce will produce good outcomes.

Leask and Terrell (1997:75) believe that shared leadership presupposes qualifying leadership arenas for teachers. Teachers are by virtue of their work leaders. They must be given an opportunity to share leadership both at class or at grade or even at school level. Qualifying for teacher leadership has to build on tasks important for teacher's lesson presentation in the classrooms.

McKenna (1991) stated that while the terms managing and leading are likely to be confused or used interchangeably, management is more about being concerned with

the maintenance of routine activities and tasks, of organizing, planning, scheduling and communicating information, leadership is more about the capacity to influence a group of individuals to achieve specific goals.

Managers can be a positive force for change and improvement within an institution if they are indeed leaders, rather than managers who are only concerned with the daily routine tasks. Table 2.1 below lists the attributes one must have to lead:

Table 2.1 Attributes

<ul style="list-style-type: none"> • Celebrates the achievements of others • Makes others feel valued • Cares for people • Charismatic • Inspirational • Works with you • Has a vision that can be shared • Clear direction • Respect staff for their knowledge • Articulate • Has strong moral values • Clearly defined boundaries • Good memory for detail • Creative • Listens to ideas • Trusts • Is positive • Is enthusiastic • Values people • Will admit lack of knowledge 	<ul style="list-style-type: none"> • Can do the job • Welcomes constructive criticism • Praises and thanks • Empathetic • Pays attention to detail • Works as hard as you do • Visible • Builds self-esteem • Earns respect • Respects others • Supports the development of others • Supports the participation of others • Approachable • Strength of character • Honest • Will take advice • Dependable • Ethical • Empowering
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Adapted from Leask and Terrell (1997:98)

The researcher is of the opinion that people in management positions should be reflective practitioners who should be able to work with a team. In order to motivate the team to reach their true potential, the managers should be able to lead, make others feel valued .etc

2.2.4 Evaluation

Hardie (1998:163) defines evaluation as a means to select appropriate strategies and to assess progress to achieve them. Given that business and industry have had a longer period of engagement, it is not surprising that there is far more generic literature linking evaluation and strategy. It is only through inclusiveness; by involving staff and their understanding in the process will evaluation be effective.

The term 'Evaluation' encompasses formative processes and summative processes, but it also goes beyond these when it is used to describe a more formal process of collecting and analysing data and reporting of findings. In this form, the evaluation process is akin to the research process, a major difference being the purpose of the exercise – evaluation is undertaken in order to provide information on which professional judgements are based. Collaborative action research, classroom action research and reflective practice are activities, which fit within this definition of evaluation. (Leask and Terrell, 1997:169)

Clinton et al (1994:54) believes that collaborative action research may provide an effective way of examining the work of an institution. Within this approach, a team of staff undertakes mini research projects targeted on specific area. Evaluation carried out in this way may mean that staff themselves identifies ways of improving practice rather than changes having to be imposed from top-down.

Educational Evaluation may on occasions provide definitive answers, but, usually, only in response to questions, which ... appear fairly simplistic.

Nixon (1992) argues that Evaluation is about understanding, developing insights and encouraging reflection. As such it may be categorized as a central element in professional learning and an important element in the heuristic process of school improvement.

This research is of the opinion that evaluation is a means of putting value to something, assess or even appraise performance. In an institution of learning like a school, it is very important to constantly check the work done, monitor progress and identify areas that need attention.

2.3 MANAGEMENT AND EVALUATION

Oosthuizen (2002:99) believed that basic management tasks conducted by all managers irrespective of their level, nature of specialization or whatever role they play, affect the organisation in many ways. The fact remains that ideal managers must continue to acquire skills and continuously develop his/her management skills in order to be able to plan, organise, lead and evaluate progress.

People in management positions must further their human relation skills in order to manage workforce diversity, change and conflict among employees. This also goes for managers in education. Good human relations allow managers at all levels to motivate and evaluate the performance of their sub-ordinates.

2.3.1 Evaluating the planning

Institutions need strong managers who are capable of taking a first step in management, namely planning. Strategic planning deals with the very first step in developing mission and long-term objectives of an organisation as a whole. Planning can only be successful in terms of goal achievement based on the appropriate strategies and tactics, if the allocation of resources, for example (human, capital and material) is well planned.

According to Oosthuizen (2002) “planning allows the management to identify opportunities, anticipate and avoid problems (threats) and develop course of action with the related risks involved”.

The importance of planning is based on various factors:

- Planning gives direction to the organisation and its employees.

- Planning ensures that all related departments, teams and groups interact effectively in order to synergies in practice and strive to achieve set goals.
- Planning helps all management team members to remain focused and look forward to the bright future.

In order to ensure that the management never lose focus, it is important for them to know exactly where they are, where they need to go and have a back-up plan or an alternative plan, which they will resort to if all fails. When developing and selecting the appropriate plan which will take the institution forward, it is equally important that implications pertaining to external factors, strengths and weaknesses be taken into consideration. A plan can only be considered appropriate if upon implementation which involves the development of a framework for its execution, it is mandatory that the management exercise some kind of monitoring and control to check whether the performance has according to the set standards, been achieved.

2.3.2 Organizing and evaluation

Organizing entails structuring the activities of the organisation to facilitate the attainment of its objectives. It entails separation of tasks which make clear who should do what, and integration of tasks indicates how efforts should interact and interrelate. The major determinant of organizing as a management task with planning, leading and control is based on the following as determined by (Oosthuizen, 2002:107).

Schools are in a way forced to organise they as they have all the attributes and they meet all the universal and general requirements of organisations. For instance, in a school, people like educators are grouped together in an orderly manner in order to attain common objectives, namely educative teaching.

According to Van der Westhuizen (1996:73) "Schools have their own individual characteristics that distinguish them from other organisations. Schools are structures qualified by educational factors and they cannot, like an industry or business, be explained in terms of input-output process or profit notice. Schools are exclusively concerned with people who are associated with one another in a teaching and learning situation.

There is also a chain of command in organizing any institution. It is clear that this kind of management is vertically separated whereby those at the top of the management team, especially principal, deputy principal and heads of departments are responsible for monitoring and checking the work of educators. All the members of the staff are in the knowledge of the reporting protocol. The chain of command also identifies communication lines within the formal structure.

According to Oosthuizen (2002:106), as part of organizing, management has a responsibility to inform the junior colleagues of the flow of reporting system. In education, the school is divided into departments that are managed by the Head of Department. Another management function in organizing an institution is ensuring that there is coordination of activities. The departments and sub-committees within a school should work together to accomplish the strategic, tactical and operational objectives and plans.

In order to accomplish set objectives, it is important that the management should delegate some of its duties and responsibilities to those in lower level. In an educational institution like school, the principal may delegate any work to educator but he remains accountable.

The management needs to be flexible in order to accommodate the changes or disruptions that are not in the plans. There should be an exception to the rule because organisations function in a continuously changing environment. This can only be achieved if the management from time to time review their strategies, monitor progress and revise rules, guidelines, practices and policies. Evaluation is a key to check as to whether set objectives have been achieved or not.

2.3.3 Leading and evaluation

Management has always been confused with leadership. A person can be a manager without having good leadership skills. There are also good leaders who are not managers. Leaders are individuals who utilize their power to influence people's behaviour through motivation.

Reviews of literature and literature research on leadership were moving from the premise that leaders are born, not made. There are certain leadership characteristics that distinguish ordinary leaders from effective leaders:

- Motivation (a power to influence others positively)
- Integrity (being honest and truthful)
- Self-confidence (being decisive and assertive)
- Knowledge (knowledge of work, institution and staff)
- Intelligence (problem solving skills and being able to communicate)
- Drive (being able to initiate to influence success)

(Adapted from Oosthuizen, 2002:114)

Van der Merwe (1998:51) states that “There are also those who are leaders because of their skills and the fact that they influence others even though they have no power or title. In the school situation, for example, the principal leads when he motivates teachers to achieve good results, but when teachers encourage pupils to do their best, they are leading, as does the sports coach when he challenges the team to win”.

In leadership, individuals rely on their power to influence other people's behaviour. By means of power, those in leadership use their power to encourage and influence their subordinates to carry out their duties efficiently and effectively. The power they have should not be abused or used as a threat, but to motivate members of the staff to achieve a particular objective.

Oosthuizen (2002:113) mentions the following as major types of leadership power:

- **Legitimate power.** This is based on the person's position which goes with the responsibilities, e.g. The position of a principal or school manager is a very powerful position as the powers are delegated by the employer through Employment of Educator's Act (Act No. 76 of 1998). It reflects the authority within the institution.
- **Coercive power.** In a school, the principal has got coercive powers, which are safely guarded, in the SACE code of good practice and the disciplinary procedure for educators. Educators simply do their work for the fear of reprimanding, probation, suspension, dismissal or even humiliation.

- **Reward power.** Managers can use reward power to get the work done with incentives such as praise, recognition, pay progression and promotions. Educators can excel in their work because there is National Teaching Award that goes with recognition.
- **Expert power.** If a manager has skills and knowledge, teachers will depend on his expertise for knowledge, skills and information. People often respect a knowledgeable person and the fewer the people with expertise, the more the power to the one with knowledge.
- **Referent power.** It is normally a kind of leadership based on the power relationship with others: People normally associate themselves with a person or what that person represents.

Davidoff and Lazarus (1999:66) further agree, “Leadership, then is about moving forward and having a sense of direction. It is about ensuring that a school does not get stuck in a rut, or become stale and reactive. Good leadership will be aware of the school in relation to its immediate and broader context and will constantly be seeking ways of making the contributions of the school more relevant, more purposeful. Leadership should be visionary, looking towards the future and nudging and challenging people within the organisation to be alert and awake to the challenges”.

West-Burnham (1994c: 26) points out “Leadership in schools carries a particular onus, heads and principals are acting “in loco parentis” and therefore bear the responsibility for the experiences of the students in the school. It is perhaps the nature of this responsibility that identifies educational leadership as different in kind from other types of leadership”.

Gitlin and Smyth (1989, viii) acknowledge in the preface that teacher evaluation processes predicated the type of thinking that affected the way teachers approach their thinking. This brought some tendency for teachers to rely on others to analyse the strengths and weaknesses of their classroom practices. The solution suggested was that of teachers collaborating with one another so that they can understand their teaching and workout collective change based on carefully examined assumptions.

'The source of authority for leadership is found neither in bureaucratic rules and procedures nor in personalities and styles of leaders, but in shared values, ideas and commitments'. (Sergiovanni, 1998:26)

Monareng (2001:2) also emphasized that a leader is a change agent who must be someone who understands an organisation, its politics, its culture and its resources. An agent of change may be an individual or a group from within or without an organisation.

The use of different types of power by leaders can lead to inherent behaviour borne out of the situation, i.e. commitment or lack of it, compliance without much enthusiasm or resistance with intention to sabotage, delays based on influence.

Evaluation plays many roles in ensuring that leadership in achieving whatever it set out to achieve. The control and monitoring process (evaluation) is a continuous process which involves the following basic steps:

- Set of performance standards according to formulated objectives.
- Measuring of actual performance using an instrument applied commonly and equally to all.
- Comparing actual performance to standards.
- Coming up with remedial or corrective action if necessary or alternative plans.

2.3.4 Performance management as evaluation

Performance management is often referred to as performance appraisal. Managers, even in institutions of learning, do not like or support the idea of appraising their subordinates. They simply liked the idea of giving judgements on the performance of others without involving the people concerned. Performance appraisal accords the managers the opportunity to evaluate and take stock of its human resources. It also helps the management to formulate strategies by which further development of staff can take place. Performance management helps the management to get an opportunity to communicate with the staff, to clarify expectations and to take part in the development of each and every member of the staff. (Dorris, 1994:161)

Gerber (1998:169) defines performance appraisal as directly linked to the intrinsic motivation of the worker, his self-image and status among staff members. Performance appraisal is also defined as the process of identifying, measuring and developing human performance.

It is the basic task of the management team to appraise the performance of individuals within the institution. As performance appraisal is an activity that determines the employee's future in the institution, such a system must be characterized by fairness, accuracy and openness.

2.3.5 Integrated Quality Management Systems as evaluation

The three major teacher formations in the country, namely NAPTOSA, SAOU and SADTU raised a serious concern about the use of many evaluation systems on educators, and proposed for integration of the systems so as to avoid duplication. An agreement was reached in the ELRC to integrate the existing system on quality management in education. The ELRC Resolution No. 8 of 2003 became known as IQMS.

The Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Measurement System that was agreed upon on 10 April 2003 (Resolution 1 of 2003) and Whole School Evaluation (WSE) were integrated and became known as IQMS, which is informed by Schedule 1 of the Employment of Educators Act (Act No. 76 of 1998), which states that the minister of education is required to determine the performance standards for educators in terms of which their performance is to be evaluated.

In terms of IQMS; Developmental Appraisal, Performance System and Whole School Evaluation are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of all the systems. For clarity purposes,

- DAS helps in determining the areas of strength and weakness, and helps to draw up programmes for individual development.
- Performance measurement helps in evaluating individual teachers for salary progression, grade progression, rewards and incentives.

- WSE helps in evaluating the overall effectiveness of the school as well as quality of teaching and learning.

All the three systems include observation of the teacher in classroom practice and this was seen as very disturbing because it meant that one teacher would be visited by a number of panels. Resolution No. 8 of 2003 ensured that classroom observation outcome can be used for all the three systems; thus minimizing duplication and disruption of classes.

The purpose of IQMS as determined by quality assurance sub directorate of the National Department of Education:

- To evaluate an educator's performance;
- To provide support for continued growth;
- To promote accountability;
- To monitor an institution's overall effectiveness; and
- To identify specific needs of educators and schools.

2.3.4.1 Set performance standards

According to ELRC collective agreement No. 1 of 2003, performance standards are mutually agreed criteria used to describe how well work must be done. There are different performance standards for all the post levels within a school, namely: educators, heads of departments, deputy principals and principals. The collective agreement mentions the following as performance standard for all the educators:

1. Lesson planning, preparation, presentation and management
2. Creation of a learning environment and classroom management
3. Monitoring and assessment of learners
4. Professional development in the field of work
5. Human relations and contribution to school development
6. Knowledge of curriculum and subject matter
7. Leadership, communication, and servicing the governing body
8. Extra-curricular and co-curricular participation
9. Administration
10. Personnel

11. Decision-making and accountability
12. Strategic planning, financial planning and education management and development

The Employment of Educators Act (Act No. 76 of 1998) contains the regulations for educators' terms and conditions of employment. It provides the law for the appointment, promotion and transfer of educators. It also says under what conditions service may be terminated and spells out how the department will deal with educators' incapacity and/or misconduct.

It has already been established that planning and controlling are inseparable Siamese twins. When one plans, planning is done with outcomes in mind. Objectives must be considered before standards can be developed. Standards set must be able to measure whether the institution is meeting its objectives. Both quantitative and qualitative standards are measurable standards, which can be expressed in terms of quantity, quality, time and cost. (Oosthuizen, 2002:117)

As part of planning, the management must involve the staff to ensure ownership of the process.

2.3.4.2 Measure actual performance

The ELRC collective agreement No. 1 of 2003 states that "Performance against each performance criteria under each performance standard is evaluated using a rating scale of 1 – 4".

The scale descriptors are as follows:

1	-	Unacceptable
2	-	Satisfies minimum expectations
3	-	Good
4	-	Outstanding

Management and staff should be aware that poor performance is not acceptable. Where poor performance is identified, corrective action should be planned with the educator concerned and commence immediately.

Performance management is useful in reflecting how successful an organisation is, or, if it is unsuccessful. The reliability and validity of the instrument in use linked to the objectives must lead to remedial work where necessary. Evaluation is a necessary step, which should lead the institution to excel.

2.4 CONCLUSION

Educational management discussed in this chapter reflects a very complex approach represented by a combination of tasks. Without planning, organizing, leading and evaluation, the basic management task cannot be achieved. All these tasks are very interdependent and cannot be implemented in isolation. An effective and efficient school management team uses primary management tasks together with secondary tasks to analyse and consider the processes of transforming an institution into a successful one. Managers must be able to change in order to lead change, and this they can achieve by developing further in order to remain competitive. In simpler terms, an educational institution like a school, can only function optimally if there are right people doing the right job in order to meet the standards and achieve the aims and objectives of that particular institution. This can only be achieved if they value the inputs and thoughts of important stakeholders.

CHAPTER THREE

INSTITUTIONAL EVALUATION

3.1 INTRODUCTION

Institutional evaluation is such a broad term and before proceeding with its aspects, it is of utmost importance that there be a clearly well defined theoretical framework. The concept of institutional evaluation can also be referred to as quality assurance within an institution.

Nixon (1992) identified that most educational institutions engage in some kind of Evaluative activity, often as a component of developmental planning or of a specific aspect of school's work, e.g. a Maths scheme, communication with parents. Most such activities would meet one or more of the purposes of evaluation.

- Creating a context of shared understanding within which can begin to realize the need for change.
- Improving the quality of classroom practice and of the wider organizational structures of schooling.
- Countering some simplistic expectations that are too often imposed upon educational institutions from the outside.

Thus the purpose of Evaluation might be summarized as changing perceptions, serving as the basis for action and informing on the basis of evidence. (Bush and West-Burnham, 1994:165)

Middlewood and Lumby (1998:164). It is necessary to have a periodic evaluation which is more in-depth, thoughtful and considered, to find out the answers to the questions:

- Did we do what we set out to do?
- If not, why not?

3.2 PRIMARY AIM OF INSTITUTIONAL EVALUATION

The challenge of this study is that very little has been written about Institutional Evaluation in South Africa. It is important to emphasize that this is not a literature review in the traditional sense of describing, summarizing and analysing all the available material on evaluation.

The literature survey revealed different aims of institutional evaluation and the following concepts seem to dominate the reasoning for its implementation:

3.2.1 Accountability

According to Bush (1994:312) “the sharpness of accountability in description that its capacity to account for in many countries is allocated a bigger share of the budget, thus accountability remains the key”.

3.2.1.1. Political Accountability

- Schools must be accountable to government because the system is largely supported by public funds, it must be accountable in a managerial sense for the best possible use of those funds.
- Government has a right and even a duty to determine the broad character of the schools and colleges which it supports, so that they contribute fully to economic development, social progress, cultural conservation, individual fulfillment and other goals which enjoy widespread support. (SASA Act No. 84 of 1996:343)

3.2.1.2. Market accountability

Scott (1989) elaborated that in the market accountability, the role of a customer, whether student, government or employer, is emphasized. The market will operate effectively if the customer can be placed in a direct relationship with the supplier of the services they need. Some of the important limitations of the market accountability the researcher identified are:

- Who is the real customer? The learners or their parents? Or is the government the customer for as long as they fund education through allocation of budget from taxpayers?
- Is it a managed not a free market system? There are regulations regarding norms and standards for school funding, admission policies, school going age for learners and qualifications that educators should have. In a free market system these control measures would be lifted. (Bush, 1994:313)

3.2.1.3. Professional accountability

In terms of the South African Council of Educators (Act No. 31 of 2000) the educator must be registered with the professional body (SACE) in order to practice as an educator in the country. The educator is compelled to pay monthly fees and observe the following regulations under professional ethics:

- An educator acknowledges that the exercising of his professional duties occurs within a context requiring cooperation with and support of colleagues.
- An educator behaves in a way that enhances the dignity and status of the teaching profession and that he does not bring the profession into disrepute.
- An educator keeps abreast of educational trends and developments.
- Promotes ongoing development of teaching as a profession.

An educator accepts that he has a professional obligation towards the education and induction into the profession of new members of the teaching profession.

Beerens (2000:45) asserts that with the push for school and teacher accountability in the political landscape, the focus has been on the relationship between teacher performance and student achievement.

3.3 IMPROVING AND EDUCATIONAL EXCELLENCE

Gray and Wilcox (1995:3-4) argue that "It is not our intention here to provide a detailed critique of the events that constitute this most politicized period of educational change rather it is to focus on a particular consequence. Schools have clearly become the focus of intensified surveillance and interest. A major claim has been to assess the quality of education which schools provide, to identify in particular

those schools where standards are seen to be inadequate and to reap as models those whose performance is more exemplary”.

According to Easterby – Smith (1994:16-17) the primary aim underlying Evaluation are proving, improving, learning and controlling.

3.3.1 Proving

The emphasis on proving the worth and impact of Evaluation in an Institution began in the United States of America during the Second World War. The main purpose was to assess the value of a programme. This was labeled as formative evaluation, which is aimed at improving whatever product, is under investigation. (Easterby-Smith, 1994:16-17)

3.3.2 Improving

Easterby-Smith (1994:17) further states, “The primary purpose of gathering evaluation and data is to get information which will help increase subsequent effectiveness”. He further comments that the purpose of Evaluation is not to determine if desired changes did not occur but rather to determine what should happen next.

There is a vast support for improving as a valid purpose to evaluation although one suspects that but for technical difficulties. Many authors would have preferred this to have been a purpose subsidiary to proving. Nevertheless, in a more positive sense there has been a considerable amount of work conducted recently, which views evaluation as an aid to decision-making.

3.3.3 Learning

The possibility that evaluation may contribute directly to the learning process has received less attention in the literature. One researcher, Dennis Pym is rather stronger on the correct purpose of Evaluation: “Evaluation is the backbone of learning and change process”. (Easterby-Smith, 1994:18)

3.3.4 Controlling

As a key aspect of Evaluation, has not received a great deal of attention in the literature. However, Bramley (1991) has shown that control is something that organizations or institutions might well impose. Finally, with the increased competition between organizations there is a strong possibility that it will be used as a means of controlling the quality of teaching inputs. (Easterby-Smith, 1994:19)

3.4 ASSURING QUALITY OF EDUCATION

West-Burnham (1995:13) defines quality as a philosophy with tools and processes for practical implementation aimed at achievement of a culture of continuous improvement driven by all the employees of an organisation in order to satisfy and delight customers. These are the key features of quality as identified by (West-Burnham, 1995:22)

Quality of Education is currently an important issue in countries all over the world. In this context, special attention is given to measuring the quality of Education both at national and international level. The Education for All Conference in Thailand in 1990, which was organized by UNESCO together with UNDP, UNICEF and WORLD BANK, stressed the importance of National assessment studies for monitoring changes in school, quality (Vedder, 1992:1)

It is on this score that my argument for Institutional Evaluation to be put in place so as to remove that stigma which views External Evaluation as "Policing" and fault finding rather than developing and improving.

On a global scale there is a steady increase in participation in formal schooling reflecting trust and belief in the value of Education. Schools are seen as instruments contributing to social and economic progress; they are to produce more and more well-educated individuals, which are to lead to higher incomes, not only for individuals concerned, but also for the community of which they are part. Moreover, schools help individuals to become self-supporting in society, which becomes increasingly demanding (Vedder, 1992:2).

The more successful schools are in making people self-supporting, the less resources need to be made available for welfare organizations that take care of those who are unable to support themselves. People in countries with high rate of participation in Education, however, have lost something of this trust and belief in the virtues of Education. Many have started to doubt the efficiency and effectiveness of schools.

Lewis and Smith (1994:64) posit "Improving the quality of teaching is (or should be) an important goal of any leader in an educational institution. Total Quality Management is a management philosophy that solicits participation and commitment from all levels of employees to improve quality of goods and services that the customer of the organisation needs. This is not a one time activity; rather, it endeavors to continuously improve quality".

Rogers and Badham (1994:36) argue "when getting started on evaluation, it may be advisable to avoid initially the use of observation and open-ended interviewing. Where a school is seeking to embed a systematic approach to evaluation in its practice, it should make the process acceptable to staff".

3.5 KEY PRINCIPLES OF INSTITUTIONAL EVALUATION

According to National Policy on whole-school evaluation of 2000, the following are the basic principles for school evaluation.

3.5.1 Mission and Vision

The core mission of schools is to improve the educational achievements of all learners. The vision of a school (institution) should change with the realization of set objectives.

Bush and Coleman (2000:71) posit, "Whatever the scale of a plan and whatever the size on an institution, the planning process requires the posing of four questions:"

- Where are we now?
- What changes do we need to make?
- How shall we manage those changes over time?

- How shall we know whether our management has been successful?

The researcher saw it necessary to link vision and mission to institutional evaluation because the two provide a vehicle by which the school can develop and improve. A vision is about what the institution would want to achieve over a period of time and mission statement is a way or means of achieving that.

Gerber et al (1998:503) describes that any organisation belief and strategize looking at the vision and mission is nothing more than rhetoric unless employees make it their own and learn to live with it.

Lewis and Smith (1994:117) state, "The mission of an organisation is the basic purpose it sees to accomplish. The first critical step in setting and maintaining the direction of an institution is the collaborative development of an institutional mission statement. A vision defines what is to be created as opposed to what is to be accomplished. A vision should be clear, positive, credible, engaging, challenging, and shared collective image for the future".

3.5.2 Inclusiveness

Earley (1998:150) also argues for the involvement of all staff because it has become increasingly apparent that for organisations to survive in an increasingly turbulent time, staff members at all levels need to be involved in decision-making.

In terms of the South African Schools Act (Act No. 84 of 1996) Section 19, the parents are the most important stakeholders in a school, and they should form a bigger percentage in the decision-making process of schools.

All members of school community have responsibility for the quality of their own performance. All evaluation activities must be characterized by openness and collaboration.

3.5.3 Consistency

Good quality whole-school evaluation must be standardized and consistent. The guidelines, criteria and instruments must ensure consistency over periods of time and across settings. For the school to ensure that there is equal handling of educators' evaluation, there must be instruments used. Consistence in handling evaluation should be emphasized.

3.5.4 Process-oriented

Arcaro (1995:41) stipulates, "The students are part of evaluation process as well. Evaluation must extend beyond the traditional tests, which only evaluate how many facts can be remembered. Learners must also start to take stock of how much did they learn".

The Evaluation of qualitative and quantitative data is essential when deciding how well a school is performing. For this reason, whole-school evaluation is concerned with a range of inputs (process) and outcomes (products). This includes the provision resources, human and physical, the quality of leadership and management, learning and teaching and the standards achieved by learners.

3.5.5 Development and improvement

Staff development and training is critical to school improvement. A measure used by whole-school evaluation is judging a school's performance is the Amount of Quality of in-service training undertaken by staff and its impact of learning and standards of achievement. Schools are inevitably at different stages of development. Many factors contribute to this. (Adapted from Whole School Evaluation, National Policy, 2000:7)

3.6 KEY AREAS FOR EVALUATION

One obvious reason evaluation is needed (Stoner and Freeman, 1992) is to check on progress and correct mistakes. But evaluation also serves other purposes. It helps managers take account of changes and their effects of the organisation's progress. (Middlewood and Lumby, 1998:165)

3.6.1 Effectiveness of an institution

Research on school effectiveness has something to contribute here. There are basically two ways in which the quality of a school's performance can be judged. The easiest way is to compare this year's performance with last year's and the year before that and so on. On the assumption that the intake has remained much the same over the years, how do the results compare?

The approach is to compare like with like. How much progress has the pupils in this school made compared with pupils at similar starting points in other schools? (Gray and Wilcox, 1995:17)

Gray and Jesson (1991) assert that the most important consideration relating to the construction of Performance Indicators is that they should directly measure or assess school's performance. They further suggest that performance indicators should:

- Be central to the process of teaching and learning which we take to be school's prime objectives;
- cover significant parts of schools' activities but not necessarily all of even most of them;
- Be chosen to reflect the existence of competing educational priorities; a school which did well in terms of one of them would not necessarily be expected to do well in terms of others;
- Be capable of being assessed; we distinguish assessment here from measurement, which implies a greater degree of precision that we intend;
- Allow meaningful comparisons to be made over time and between schools;
- Be couched in terms that would allow schools; by dint of their own efforts and the ways in which they choose to organise themselves; to be seen to have changed their levels performance.

The concern to link the findings of school effectiveness research strategies for improvement has been around for sometime. In practice, however, remarkably few studies have attempted to link the two paradigms directly. (Gray and Wilcox, 1995:217)

3.6.2 Accountability

Accountability in education refers to the notion that schools, schools boards and educators are held responsible for what they achieve or fail to achieve in schools. In order to inform administrators or financers about school outcomes, school boards and educators should perhaps be obliged to compile reports on their own functioning or allow others to do so... (Vedder, 1992:2)

Vedder (1992) further explains that accountability seems a fairly simple concept, based on a clear distinction between those in power and those that respond to the demands of power. In practice Accountability is a much more complex process, and those who respond to the demands of power is not always clear.

Rogers and Badham (1994:3) state that “accountability to prove quality for example to demonstrate that funding is being properly deployed to maintain and improve standards: development to improve quality for example to assist in the process of improving curriculum development and delivery”.

Accountability is a central thread running through most of the changes enshrined in the 1988 Education Reform Act in England. It has been suggested that the various school base evaluation initiatives of the late 1970s and 1980s were in general disappointing because they seldom functioned as appropriate instruments of accountability.

The primary function of all this accountability is to raise standards. However a major task facing any school’s senior management is that of establishing a climate in which staff views evaluation positively. This is more readily achieved when teachers have been fully consulted about the development plan and have had a major say both in determining the evaluation criteria and in agreeing how the information collection is to be used. (Rogers and Badham 1994:4).

According to Bush (1994:310) at minimum, accountability means being required to give an account of events or behaviour in a school or college to those who may have a legitimate right to know. One of the central aspects of accountability relates to establishing which of the individuals and groups have that legitimacy.

Socket (1980) argues that accountability has both simplex and complex meaning. He goes on to suggest that accountability means being obliged to deliver an account as well as being able to do so. (Bush and West-Burnham, 1994:310)

3.6.3 Strengthening support

“The District Support Services, which need to be teams comprising expertise in general school management, leadership, governance, curriculum, staff development and financial planning, will take responsibility for: monitoring and supporting schools in their efforts to raise standards and the quality of Education provision”. (WSE, 2000:18)

Gray and Wilcox (1995:103) emphasize that “Knowing that a school is/is not adding value is, of course, just a starting point for further work”. The challenge for the individual is to understand and group levers of change. To do so requires insights into the causes of the school’s effectiveness and analysis of how improvements in performance might be brought about. There is likely to be an element of trial and error.

3.6.4 Involvement of stakeholders

The move to participatory management is an attempt to develop and to share responsibility with them. Participatory management is the most effective contemporary management practice because it begins with a belief in the potential of people. (Beerens, 2000:19)

Schlechty (1990) emphasized that a participatory leader is not authoritarian, laissez-faire or democratic, but rather is “strong enough” to trust others with his or her fate, just as he/she expects their trust in return. An effective leader does not view control as the issue, but trusts the wisdom of the group.

“Teamwork is a group of individuals working together towards some common purpose and, in so doing, achieving more than they could alone”. (Bell, 1997:121)

Bush (1994:40) emphasizes, “In many schools and colleges, more open approaches, which might be regarded as collegial, are increasingly prevalent. When staff meet to determine policies or to engage in development planning, they are collaborating in decision-making process. Its effectiveness depends primarily on attitudes of heads who have to cede power in order to liberate the creative talents of their colleagues”.

“Communities are efficient developers of social, academic, intellectual, professional and other forms of human capital ... The only way to beat the complexity, uncertainty, and continuous change that schools face and still maintain order is by creating local communities of responsibility that are able to cultivate higher levels of disciplined self-management among students, teachers, heads, parents, and other members of the local school community”. (Sergiovanni, 2001:47)

In terms of South African Schools Act (Act No. 84 of 1996, Section 19), parents and community involvement is central to restructuring in the education system. The act is very vocal on the issue that parents should be involved in decision-making at school level and in the implementation of change. Consequently, the Act advocates that the parents get the majority in the composition of the school governing bodies.

To ensure maximum participation the following strategies should be employed:

- Parents through community structures should be involved in decision making in a meaningful way.
- Enlightened parents can be identified and be used for sharing ideas with other parents and community members.
- Parents can also help in administration of extra-curricular activities like sports and so on as laid out in the South African Schools Act (SASA) of 1996.
- Learners also need to be actively engaged in become responsible for their own education in a changing environment: in fact the gap that exists between the learners and educators need to be bridged.
- At all costs, learners should be involved in setting school and classroom rules and restructuring efforts.

The issue of participation and involvement of stakeholders is also clearly outlined in the South African Council for Educators Act (Act No. 31 of 2000) whereby members of the Organised Teaching Profession are to be involved in any decision-making including Institutional Evaluation.

According to Dzvimbo (1995) the democratic imperative in the wider society requires that management should move towards a new paradigm that is participatory cross hierarchical, empowering and committed to educator and learner active involvement in the school's activities. (Monareng, 2001:2-3)

“Not only will people need to learn more, they will need to be involved more. This is where democratic participation comes in. Grassroots participation can harness the talent and will of locals. Localism is, I submit, the only way schools will be able to successfully adapt to a changing world; the only way schools will be successfully responsive to diversity and complexity, the only way learning needs, interest and requirements of each child we teach can be successfully met”. (Sergiovanni, 2000:2)

He further argues that ‘the image of school as community is important and can be used by principals to help make schools caring and productive places for both teachers and students’. (Sergiovanni, 2000)

Middlewood and Lumby (1998:168) suggest that alongside suitability and feasibility is the third criterion, acceptability. This can be a difficult area, since acceptability is strongly related to people's expectations, and therefore the issue of ‘Acceptable to whom’ requires careful thought.

Nixon (1992) suggests, “self-review is likely to be more cost-effective (i.e. both cheaper and more effective) than some of the more elaborate accountability mechanisms, but through it schools can truly become learning organisations”.

Work on Internal Evaluation has led to the conclusion that any effective evaluation of contemporary schooling must involve the willing participation of the whole staff or school. Without active participation of any, an evaluation programme is likely to be severely limited.

The central goal outlined in the White Paper for Education and Training is the development of a democratic, development and service-oriented education and training system.

- Participation of stakeholders and the broader community: in general the various systems have been managed in ways, which exclude major stakeholders. This problem was one of the root causes of the education crisis whereby the institutions of learning were not in anyway linked to the needs of the society.

3.6.5 Utilization of available resources

For an institution of learning like a school to serve the purpose for which it was established, it must utilize all of its available resources effectively and efficiently. There are various kinds of resources in a school, namely: human resources, infrastructure like buildings (physical resources), financial resources (money) and other resources, which make a school to run properly. The available resources should be used maximally to ensure a delivery of quality education.

- **Human resources**

According to Riches and Morgan (1994:1) "Human Resource in any organisation – Educational or otherwise is part of the process of management seeking to ensure that the objectives of the organisation, whether factory or hospital, school or college, are met. Indeed, many see management as the art of getting things done through the key resource – people".

They further state, "Of all resources at the disposal of a person or organisation, it is only people who can grow and develop and be motivated to achieve certain desired ends. The attaining of targets for the institution/organisation is in their hands and it is the way people are managed so that maximum performance is matched as closely as possible with satisfaction for the individuals doing the performing, which is at the Human Resource Management and optimum management. (Riches and Morgan, 1994:1)

“It is rightly said that labour (human resources) is the only resource in an organisation that reacts when acted upon. This means that with the exception of human resources all resources of an organisation are static. Other resources derive their dynamic character from Human Resources”. (Gerber, Nel and Van Dyk, 1998:3)

Bell and Rhodes (1996:152) also emphasize that the most valuable resource in any school is its staff. Teachers and staff make the most significant contribution to the success of any school. If the staff are to give their best to the school and its children then as much care has to be devoted to managing them, the human resources in the school, as was taken over appointing in the first place.

According to Gerber et al (1998:3) “In South African context, the efficient and effective management and utilization of human resources cannot be overemphasized. South Africa has a shortage of skilled and professional human resources, and its labour market is characterized by imbalance between skilled and unskilled human resources.

Coleman and Anderson (2000:186) also emphasize that there is no doubt that the staff in any school or college is its most expensive resource. The successful management of staff therefore, vital part of the overall management of the institution, particularly in relation to cost-effectiveness.

Riches and Morgan (1994:18) recognised differences between industrial and educational context but they do so in ascribing the lack of interest in management shown by British teachers to failure of most management courses to conclude that ‘a management course for people concerned with schools must relate to schools and their staffs and clients first and foremost’. (Riches and Morgan, 1994:18)

- **Material Resources**

According to Shutte (2001:1) “Whether under a tree in a rural village or in a bustling city centre, there is a need for every school to deliver quality education. Adding value to the learners, the school and the wider community is a reliable measure of whether a school is moving towards providing quality education. While the concept of quality

education will differ in various communities, it is the value-added component that is a golden thread”.

He further goes on to emphasize that “It is the core business of every school management team, irrespective of particular circumstances, to professionally develop every teacher to be able to add value to learners, the school and the wider community”.

According to the Report on Guidelines for Change “Participants at Task Team Colloquia suggested that the primary purpose of education management is to ‘create an environment for effective teaching and learning’ – that is, to improve performance in the education service according to three criteria”:

- **Effectiveness:** achieving the objectives of the school, institution or education system.
- **Efficiency:** improving performance at equivalent or lower cost; using resources to best effect.
- **Relevance:** sustaining the ability to learn and adapt.

Material and physical resources usually refers to the basic conditions under which teaching and learning takes place, the school and classroom environment. In many schools, attention must be given to very basic needs like water and electricity. How can governing bodies and educators alike be effective without access to photocopying facilities, phones or transport?

In other schools, basic amenities are taken for granted and attention will focus on the quality of the schools workplaces, equipment and fittings. Telecommunication, computer hardware and software and other technologies that underpin modern management are only distributed in disparity. It is a common-practice and knowledge that the separate Departments of Education in the apartheid South Africa were allocated funds across the colour lines. The disparity is still prevalent even six years later. (Education Management Development, 1996:38)

Caldwell and Spinks (1998) use the term “resources” broadly to include the following:

- People - the management of human resources

- Power - the Authority to make decisions
- Finance - the allocation of money
- Time - getting the best out of the use of the resource at disposal

Institutions now need to plan their development over a period of time, utilizing resources to meet long-term objectives in order to continue to attract student numbers. This strategic planning is now a fundamental skill in Education Management. (Coleman, Bush and Glover, 1994:2)

“Finance is particularly significant, however’ because it provides the wherewithal to secure the other resources required to deliver high quality teaching and learning”. (Caldwell and Spinks, 1998)

According to Caldwell and Spinks, there is an important distinction between financial and real resources. Financial resources refer to the money available to purchase real resources. The latter are the human and material resources, which are basically needed by any school management to ensure educational service. Material resources include buildings, equipment, furniture, books and teaching materials. Human resources include teachers, support staff and volunteers. All these resources need good financial management from school management.

3.6.6 Learner achievement

In terms of Curriculum 2005 by the Department of Education (1997:2) “Education is always the key to change. For South Africa this is no different. For most South Africans, their values and attitudes were formed in the old, divided South Africa. Education is the key to changing many of the commonly held values and beliefs. Critical thinking, rational thought and deeper understanding – Central principles of the new education system – will soon begin to down class, race and gender stereotypes”.

The new approach puts more emphasis on learners’ activity. Assessment is ongoing. Learner achievement is measured in terms of critical thinking, reasoning and reflection. The educator is the facilitator and s/he constantly uses group work and

teamwork to consolidate the new approach. Learners take responsibility for their learning. (Curriculum 2005, 1997:7)

Most of the research to date on value-added approaches has concentrated on aspects of academic progress. Whilst examination results and similar measures are undoubtedly important, there are clearly other outcomes, which need to be considered alongside them. Amongst issues which would merit further attention are:

- Pupils' attitudes towards education and their interest in continuing beyond the compulsory stages;
- Aspects of pupils' achievements which do not lead themselves to assessment through public examinations;
- General levels of pupil satisfaction with their educational experiences.

(Adapted from Gray and Wilcox, 1995:102)

Institutional evaluation seeks to ensure that there is learning going on in our schools. And this can only be possible if the SMT is working with the educators and the SGB to maintain certain standards within a school. All the planning, implementation and evaluation is aimed at learner achievement.

3.6.7 Safety and security

"South Africa is a country with unusually high levels of violence, many educators and learners have to deal with the terrifying and constant threat of gangsterism, assaults on teachers and brutal rapes of school girls". (Department of Education, 2000d:8) Despite these violent realities, corporal punishment continued to be used in schools as a means of discipline.

According to the (Department of Education, 2000d:8) there is growing body of international evidence which suggests that "corporal punishment can be directly associated with the levels of interpersonal and community violence in a society". In the past, corporal punishment was used excessively and taught learners that the use of violent force is normal in society. In order to ensure safety and security in schools, schools should discontinue the use of corporal punishment.

Sammons, Hillman and Mortimore (1995:8) posit that all learning environment should have an orderly atmosphere and an attractive working environment. There should be high pupil self-esteem, clear and fair discipline.

It is the opinion of the researcher that no one, even a genius can achieve outstanding results under a seriously threatening atmosphere. All the people including educators and children want to feel protected, safe and secured in order to perform their duties.

3.6.8 Educator development and performance

The school has a variety of educators who possess different skills, knowledge, talents and attitudes. It is entirely up to the school management team to utilize its available human resources to the maximum, to achieve its plans. Participation by all the educators based on planning, collegial problem-solving and constant information can produce job satisfaction and increased learning by learners.

Marx (2002:264) acknowledges “Development is a systematic, planned experience to provide employees with knowledge, skills, abilities, insights and attitudes to prepare them to perform duties that the organisation will need in the future. Development therefore refers to improvement of competencies over the long-term, not only for current job, but also beyond that”.

The South African government puts a very high premium on development and performance, hence the enactment of Skills Development Act (Act No. 97 of 1998). The workplace, e.g. school, should therefore be used as an active learning environment to acquire new skills and to provide opportunities to grow and develop.

3.7 EVALUATION APPROACHES

Sergiovanni and Starratt (1993:164) posit, “Evaluation is a growing concern in Education. From the federal government, state governments down to local taxpayers groups, one finds an increasing demand for Evaluation”. Much of their argument arises from the desire to find out;

- What is wrong with the schools?
- Why schools cannot take care of its resources, control violence and vandalism?

There are two main approaches to evaluation, namely: objectives approach and process approach. Objectives approach is summative, external, formal, product-oriented, analytical and judgemental, whereas process approach is formative, internal, informal, process-oriented, descriptive and holistic in nature.

Lofthouse et al (1995:41) posits that “Evaluation is largely formative in that, however it is initiated, the feedback from it may provide an institution with the opportunity either to reinforce good practice, or make improvements to existing practice”.

Huber (2002:3) argues “Approaching schools with external education policy measures is not automatically an efficient school improvement strategy. If changes are meant to have any significant influence on pupils’ success, strategies need to be developed from within schools; that is through the design of school-based programmes offering internal in-service training for teachers and encouraging self-evaluation”.

Aspin, Chapman and Wilkinson (1994:10) affirm that in Denmark, the evaluation of institutions is in line with the decentralization and was left to the local management of schools.

“Given the essentially ‘Democratic’ orientation of the move towards the greater school-based management in Denmark, deliberate steps were taken by the Danish Government for those aspects which might promote competition between institutions”. (Aspin et al 1994:10)

Sergiovanni (1993, 1998, 2001) emphasizes that Evaluation can be prepared for different settings or scenarios. For instance an evaluation of an experimental programme might be above the level of understanding for ordinary citizens. Recent research on the politics of evaluation reporting indicates that what is evaluated and conclusions drawn from such evaluation depends greatly on the target audience for whom the evaluation is prepared.

This research is of the opinion that the external evaluators are human too, and thus their evaluation will always be caught in between the feelings of those that they

evaluate and satisfying the mandate of their masters. This researcher's proposal would be to involve the immediate stakeholders of the institutions so as to have a representative and conducive type of evaluation.

Aspin et al (1994:16) acknowledge that in many countries, increasing emphasis is being placed on the responsibility of the school to develop mechanisms for internal evaluation. In many Scandinavian countries particularly Denmark, it is up to individual school to evaluate the quality of its activities, to set up its goals and plan of procedures and to assess the outcomes of such endeavours to improve the functions of the institution.

3.7.1 Management-oriented evaluation approach

Coleman, Bush and Glover (1994:37) posit, "Schools may prepare for external demands through planning and forecasting where likely changes and future pressures may occur. The move towards having an institutional development plan may be seen, in part, as a response to the demands and influences from outside the institution.

According to Coleman et al (1994), "The management of external relations, like any aspect of management, will be in the context of the values and mission of the school..."

Bush (1994:314) asserts that evaluation can be done internally, horizontally, vertically and externally in "adherence to codes of practice". The author further goes on to look at Kogan's model of self-control. "Teacher accountability may lie within an institution, both to colleagues and to pupils, but it may also be to individuals and bodies external to the school such as parents, the community, etc".

Kogan's Model

This model as proposed by Kogan in 1986 is a normative model of accountability. It is normative because descriptions of potential relationships and their consequences are given whether or not they exist in an observable world. The model is based on conceptual distinctions rather than research evidence. They are:

- Public or state control
- Professional accountability
- Partnership
- Free market

Kogan's arguments that advocates for this model are seeing to meet two objectives:

- To protect schools from demands for product-oriented outcomes. Self-evaluation by teachers forms the basis for lay judgements of school effectiveness.
- Responsiveness to clients. The stronger the professional autonomy of teachers and schools, the more the responsive to their clients they will be.
(Adapted from Bush and West-Burnham, 1994:316-317)

In our case in South Africa, the South African Council of Educators' Act (Act No. 31 of 2000) was promulgated to ensure code of good practice and professional conduct amongst educators.

"Evaluation makes teachers aware of the parameters in which they are working. Raising awareness in this way helps them to analyse the context for possible openings for innovation or for constraints. It illuminates the effect that society has on the personal behaviour of the teacher and learners and on the classroom interaction".
(Rea-Dickins and Germaine, 1992:20)

Middlewood and Lumby (1998:14) maintain "The key management issue which emerges for autonomous schools and colleges is the need to put in place policies for each of the above areas which reflect the aspirations, priorities and circumstances of the institution. These relate not only to the interpretation of the statute in terms of employment law and equity of opportunity, but also to the broader ethical and social responsibility, aspect of the employment and management of staff".

Lofthouse et al (1995:46) states "The whole staff look at the whole school so that everyone feels equally involved and committed to the review, but the focus is on the curriculum in individual classrooms. The aim is to combine staff ownership of the

programme of review and development with a commitment to the improvement of classroom practices throughout the whole school”.

3.7.2 Consumer-oriented evaluation approach

Nixon (1992) identifies the following activities as of vital importance for the purpose of evaluation:

- Creating a context of shared understanding within which schools can begin to realize the need for change.
- Improving the quality of classroom practice and of the wider organizational structures of schooling.
- Countering some of the simplistic expectations that are too often imposed upon educational institutions from outside.

The whole essence of quality assurance is to prevent the product or service going wrong. For this purpose, the issue of institutional evaluation is all about total quality management (TQM) and accountability (responsiveness to the needs of the consumer).

Bush and West-Burnham (1994:171) posit, “Total quality can be seen as a logical extension in terms of organizational autonomy and maturity in that it focuses all aspects of management on its core purpose – the provision of appropriate services and products to customers. West-Burnham identified the key features of total quality as follows:

- Quality is defined by the customer, not the supplier
- Quality consists of meeting stated needs, requirements and standards
- Quality is achieved through continuous improvement, by prevention, not detection
- Quality is driven by senior management but is an equal responsibility of all those involved in any process

(Bush and West-Burnham, 1994:173)

Gray (1991) stated that “A marketing orientation in an educational organisation is, therefore, one in which the interests and needs of the pupil or student as customers

are central. Other clients – notably employers and parents – are also recognised and due attention is given to their concerns and needs. The needs are regarded as the central reason for the organisation's existence and are recognised as even more important than the needs of the enterprises staff or owners". (Gray and Wilcox, 1995:27)

Coleman, Bush and Glover (1994:45) also point to the fact that "the view of parents and students as customers emphasizes the importance of the market and the 'spending power' implications of it. The accountability of an institution is to the parent or student, as customer, is to choose the institution, thereby 'buying' an education shaped by consumer demands.

Kogan (1986) and Bush (1994) both agree "Whilst the accountability of the school is still to the market-place, within the notion of mutual expectations, there are also elements of the consumerist partnership model".

Consumers are an integral part of an institution or an organisation. This simply means that the consumer response is the baseline criterion of decision-making and the customers are fully incorporated into activities. It is better to involve from the onset than to decide, consult and then have to change. (West-Burnham, 1994:38)

According to total quality management theorists, there are few differences between customers and their ability to influence the nature of services. Total Quality Management advocates assumption, without question, that all 'customers' have equal access to resources and services and ignore power differences that would enable and constrain customer decisions. (Greenwood and Gaunt, 1994:26)

The researcher thinks that there is a direct link between the institutions and the consumers of the education system. They may come from inside the institution, learners, departments and the school. There are also external consumers of the system, namely: institution of higher learning, employers, state, community and accrediting bodies like Umalusi, South African Qualifications Authority.

The school management team undertakes institutional evaluation; school community and learners often aim at development planning, improvement and some kind of quality management.

3.8 TYPES AND DIMENSIONS OF INSTITUTIONAL EVALUATION

There are various types and dimensions of evaluation. The research will be confined to those that affect the day-to-day activities of an institution. For the purposes of clarification, the researcher will refer to this evaluation a horizontal and vertical and also classify the two as internal or institutional evaluation as a management activity.

3.8.1 Horizontal evaluation

In horizontal or what can also be referred to as “peer evaluation”, the teacher through his/her own determination and a need to improve invites a colleague for discussion or even crosschecking of work, the aim being to reflect on professional improvement. This is very important for a reflective teacher who wants to develop professionally and be accountable to the School Management Team (SMT).

Evaluation can serve a variety of purposes in the lives of teachers. This chapter examines the extent to which teacher evaluation can promote professional growth and goes beyond minimum competence.

“Internal evaluation may take place at any level, individual group or institution, and should be an essential element of school or college management. It works successfully within a collegial style of management. There is some evidence to suggest that even internally initiated evaluation can be seen as summative or threatening if imposed by senior management within a bureaucratic structure. Evaluation is therefore an important part of the management of change”. (Lofthouse et al 1995:57)

3.8.2 Vertical evaluation

In vertical evaluation, those who are appointed in senior management position are tasked with the responsibility of overseeing, checking, monitoring and evaluating the work of those that they are leading/managing. This is done mainly by virtue of appointment to a management position.

The Minister of Education in terms of Employment of Educators Act (Act No. 76 of 1998) through the **Personnel Administrative Measures** (PAM) document of (1997) stipulates, “the principal and the management team have a responsibility to check and monitor the work of educators within an institution”.

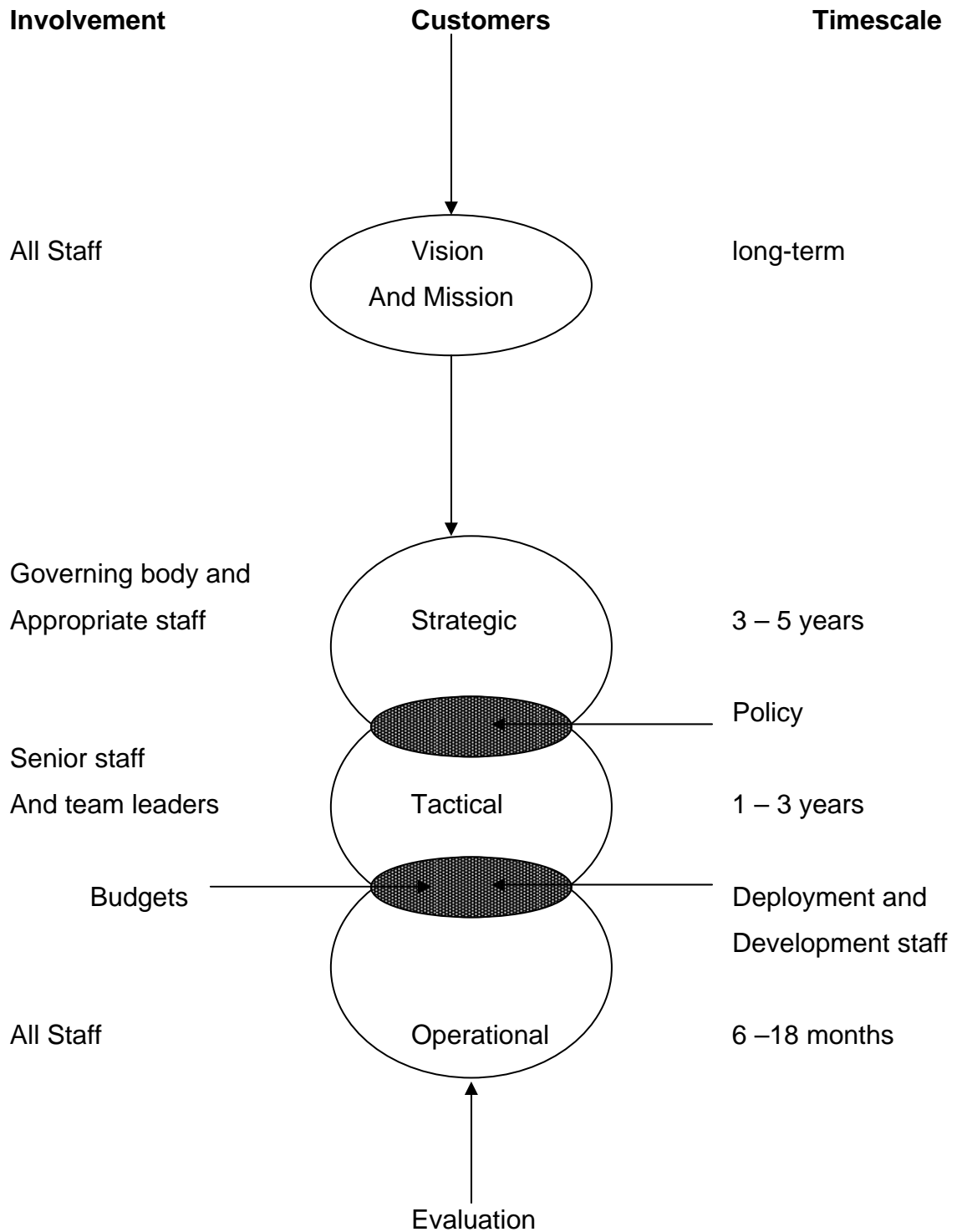
According to the PAM document, the Head of Education in a province, as the employer is legally liable for all actions executed in the Department of Education. S/he has the authority vested in his/her post to delegate the power to the subordinates (in this case, School Management Team headed by the principal/school manager).

One of the many duties and responsibilities of the school principal and the **School Management Team** is to evaluate work of educators and the school in general on regular basis in order to bring out a change and improvement. Keep a clear record of such activities in their files and record books. Development and improvement within a school can only take place if the school management involves teachers, governing body and other relevant stakeholders in strategic planning.

Figure 1 outlines the evaluation circle, which starts with the involvement of relevant stakeholders, namely all the staff members, school governing body and the school management team. The customers of the school, namely the parents, learners and the entire school community are to be involved in drawing up the vision and the mission of the school. This will ensure the timescale to observe adherence and achievement of set objectives on a long-term or short-term basis. An institution should have objectives, which strives to guide the direction it is taking.

FIGURE 1: EVALUATION CIRCLE

(Adapted from Bush and West-Burnham, 1990)



3.9 CONCLUSION

Institutional Evaluation in South Africa is a new concept and very important for schools to develop and improve. Countries like England, Denmark and USA have already gone deeper into this aspect with a view to ensure that national norms and standards in education are met. In England, in particular, the office for standards in education (OFSTED) has been established to ensure success in school evaluation. South Africa is now following suit by establishing the quality assurance directorate within the Department of Education, but emphasis is more on institutional evaluation because of its participative and unthreatening nature.

CHAPTER FOUR

THE EVALUATION PROCESS

4.1 INTRODUCTION

In this chapter, an attempt will be made to cover the whole context and real reasons to try and encourage Institutional Evaluation that is driven by the school management through a direct Negotiated Mandate from the National Department of Education under the aegis of Tirisano, which means working together. The focal point will also be on different types of Evaluation that can be carried out in an institution and most importantly direct areas for Evaluation that can be done from time to time by school management with a view to improve.

In terms of National Policy for (Whole School Evaluation 2000:24) 'school self-evaluation is a process by which a school determines, at a given point, to what extent is it succeeding in attaining its stated aims and objectives, taking into account the priorities set and the full range of available resources'.

According to Arcaro (1995:41) evaluation must begin to consider process as well as product. It is of utmost importance that some forms of evaluation existed in the past for the South African Education System, but then it brought about a lot of dissatisfaction amongst important role-players in Education. There was an absolute abuse of power amongst inspectors, supervisors, principals and the powers that be.

4.2 THE POLITICS OF EVALUATION

Gitlin and Smyth (1989: 42) posit, "the struggle is between two paradigms – on the other hand, a process of control and surveillance exercised through hierarchical and bureaucratic means, and on the other hand, a process of creating educative relationships in which teachers, students and parents can develop the space within which to create self-knowledge. Among other things, the contrast is between the managerial relations of inspection, domination and quality control, versus the educative relations of collegiality, reflection and empowerment.

In countries like USA, Australia and England, externally driven and bureaucratic form of evaluation was seen as intrusions into the classroom. The school was constantly becoming corporate entity (derived from business and industry), thus making institutional evaluation some kind of political agenda.

This researcher is for the idea that the teacher should be part of the process of evaluation. Having the liberty of choosing his developmental support group ensures that he becomes comfortable with the process. The questions for clarifications and the discussions before and after evaluation that the teacher might have should encourage the teacher to move from the notion that he is the object of evaluation and not part of the process.

4.3 DIFFERENT TYPES OF EVALUATION

For an institution to exercise some kind of control over its operations, it needs that from time to time it should evaluate itself. There are various types of evaluation.

Beerens (2000:9) poses the following questions:

- Why evaluate teachers?
- What approaches have been tried?
- Which proved successful and which have been abandoned?
- What limitations do principals face in the Evaluation process?

These questions have been basically to investigate different types of Evaluation in schools and to what extent did Evaluation succeed. My assumption, based on the study is that Institutional Evaluation is not done for the fun of it. It is a clear attempt for staff development, quality assurance and school improvement.

National Policy on Whole School Evaluation (2000:6) states "Effective quality assurance can be achieved through schools having well-developed internal self-evaluation".

4.3.1 Formative evaluation

Beerens (2000:9) acknowledges that one of major reasons for teacher Evaluation is helping the teacher to improve. The manual from Quality Assurance directorate (Northwest Education Department, 2003:5) also stipulates that “Formative approach to evaluation acknowledges positive aspects/strengths of educator performance. It is qualitative in nature and emphasizes on the process not the product. It basically ensures that the educator evaluated is part of the process and he can also contribute to ways and means that may help in improving his own practice.

4.3.2 Summative evaluation

Quality Assurance Manual (2003:5) from the Northwest Department of Education recognises this type of Evaluation as “Information and data collected and used for administrative purposes, e.g. Promotion and Merit Awards”.

It is quantitative in nature and basically product or output-oriented. The efforts of the educator and those that he is teaching are evaluated in the end. The learner achievements are checked to put it in par and linked with what the Educator is done. It is basically focusing on monitoring the end result in a summary form.

4.3.3 Baseline self-evaluation

School self-evaluation is about schools asking themselves:

- How are we doing?
- How good is our school?

The National Policy on Whole School Evaluation has prescribed Internal Evaluation of Schools set of criteria. These concepts on self-evaluation of schools tend to be harmless, insignificant and a non-judgemental activity.

Van Niekerk (2002:4-5) outlines the following definition on self-evaluation:

- Self-Evaluation is a process.

It is not focused on an evaluation report, but on the improvement that should be brought about as a result of Evaluation. It should be part of the process for improvement.

- Self-Evaluation is basically initiated by the school itself. If the initiative driving the process is situated within the school staff, it will have much more value than if it is initiated from outside the school as part of quality assurance.
- School Self-Evaluation is conducted by participants who are elected by the staff. Participants should be elected from the stakeholders involved in the school.
- Self-Evaluation encompasses both description and adjudication. After the description of the chosen aspects of Evaluation, an analysis and Evaluation thereof needs to take place, the analysis should be according to measuring instruments or agreed upon criteria for comparison.
- Self-Evaluation is done in a systemic way. It is not based on incidental information, but rather on well-grounded information gathered in a systemic way.
- Self-Evaluation relates to the functioning of the school. The focus will be strictly and cautiously chosen and should relate directly to the effective functioning of the school.

Herselman, Hay and Fourie (2000:2) argue that it is extremely important for schools to identify mechanisms and procedures. It is their firm belief that schools will benefit from reflecting on aspects such as:

- What are we trying to do?
- Why are we trying to do it?
- How are we trying to achieve it?
- Why are we doing it in this specific way?
- How will we know we are successful?
- How can we improve our current practices?

These types of questions encourage increased self-awareness and ensure connections between the broader goals of a school; the strategic management as well as planning frameworks, which will give rise to vision and mission.

According to RSA DOE (2000 b: 1), the school must form its own Self-Evaluation team to evaluate its own internal aspects led by the School Development Team (SDT) and the School Management Team (SMT).

Hall, Woodhouse and Jermyn (1997:420) emphasize that Self-Evaluation should form part of the planning cycle of an institution. They all agree that teamwork is an essential part of the quality assurance process. By implication, this means that each and every person involved in that particular Institution must participate. They all believe that the culture of learning and teaching can only be achieved if all-important stakeholders are involved in the process. The problem, however, is that people perceive quality differently. If there is involvement of the people, self-evaluation can be easily implemented in all the institutions comfortably led by the school management.

4.4 INSTITUTIONAL EVALUATION AS A MANAGEMENT ACTIVITY

The principal is mostly regarded as a critical role-player in ensuring the success and accountability of the institution. Other roles include “Effective leadership”, a predominantly democratic leadership style and competent management. The policy on duties and responsibilities of educators within a school clearly stipulates that the principal as the accounting officer of the school should be at the forefront and also providing effective leadership within the school. (ELRC, Resolution No. 8 of 1998)

In terms of Education Labour Relations Council (ELRC), Resolution No. 8 of 1998, the principals, deputies and Heads of Department (HOD) are the most important role-players in managing the school efficiently and competently in order to create a culture of teaching and learning, but without the involvement of the staff their efforts will be in vain. Management, however, is about people, structures and procedures.

Involvement of teachers in various levels of planning, policy-making, problem-solving and for management tasks to happen both effectively and efficiently, one must

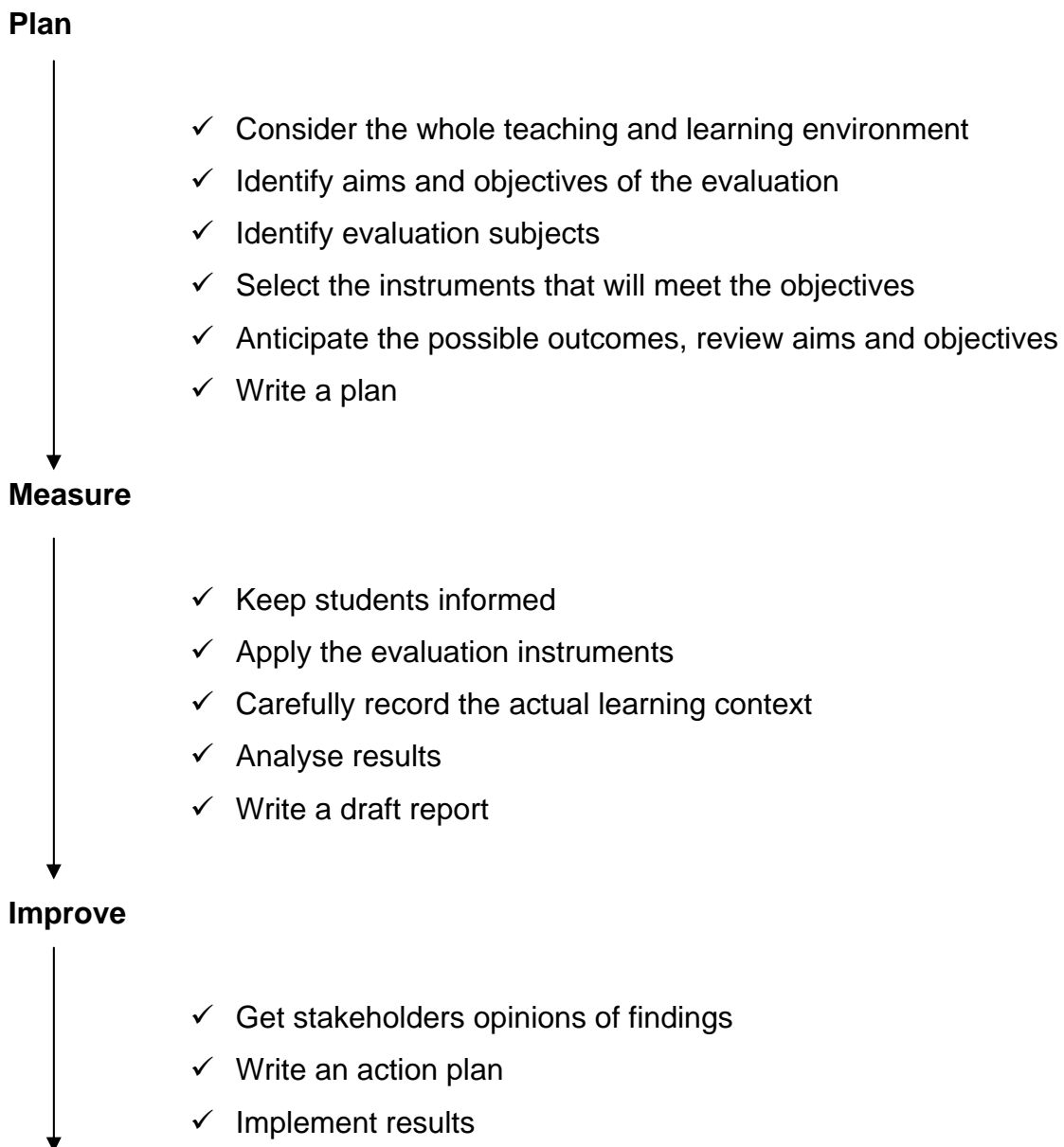
delegate, co-ordinate as well as evaluate, thus instilling the element of ownership. Evaluation within an institution must be 'owned' by all important role players.

One of the most important roles of institutional management is to oversee the evaluation process, namely: plan, measure and improve. (Bush and West-Burnham, 1994:157)

4.5 THE EVALUATION PROCESS

Evaluation has three phases: **Plan**, **Measure** and **Improve**. The **Plan** phase will help to identify what needs to be evaluated, the aims and objectives of the evaluation, and the design of the instruments (e.g. questionnaires). **Measure** includes the processes of data collection, analysis and interpretation of the results. The **Improve** phase is when the results are used to improve the courseware or the way it is used.

The basic model for the evaluation process is straightforward (Plan, Measure, Improve). However, some issues are not immediately obvious. These are outlined in **figure 2** and discussed in more detail in the following sections:

FIGURE 2: OUTLINE OF THE EVALUATION PROCESS

Adapted from Bush and West-Burnham (1994:157)

4.5.1 Planning

According to Bush and Coleman (2000:69) “There is an implicit hierarchy in consideration of long-term strategic planning and short-term development planning and implementation. For example, in schools, strategy can be seen as the provision of senior management, development planning as involving middle management and operational activities classroom teachers”.

“Development planning is more than just planning the document: it is the process of creating a plan and then ensuring it is put into effect. The plan is a statement of intentions, which reflect the school’s vision for the future. The process involves reaching agreement on a sensible set of priorities for the school and then taking action to release the plan”. (Hopkins, 1994:3)

4.5.1.1 The planning process

The process of planning does not consider size of an institution nor the magnitude but requires responses to the following questions as propagated by Hopkins (1994:3).

- Where are we?
This refers to the Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis.
- What changes do we need?
- How shall we manage these changes over time?
- How shall we know whether our management of change has been successful?

Hopkins (1994:4) identifies the equivalent of four main processes especially for the development planning of schools, but which apply to every planning process.

- Audit: a school reviews its strengths and weaknesses.
- Construction: priorities for development are selected and then turned into specific targets.
- Implementation: the planned priorities and targets are implemented.
- Evaluation: the success of implementation is checked.

4.5.1.2 Development Planning

Development planning is the main responsibility of the school management. Through their visionary thinking and a view to take the school forward, it is imperative that they

include the staff, parents, members of the business interested in the school, learners and other stakeholders with a keen interest in education.

Hopkins (1994) posits, "The role of the school management in the planning process is that of Empowerment of all concerned in the process".

Above all, the role of the management may be to ensure the involvement of the stakeholders in the planning process. "If the staff are not to perceive school development plans as imposed documents, threatening accountability, they need to be involved in the planning and decision-making process". (Davies and Ellison, 1992:71)

Development planning is linked with school improvement and as a means of managing change. "Successful change effects have come about without the formulation of a plan, and ... having a plan is no guarantee of successfully managing educational change". (Hutchinson, 1993:7)

Hopkins (1994) suggests that the origins of school development planning lie in the move towards school improvement and effectiveness. The recognition that schools can differentially affect their pupils, gives strength and purpose to school improvement and development planning. (Bush and Coleman, 2000:75)

Leask and Terrell (1997:158) maintain, "The planning process can in itself, promote discussion which brings about change. However, if staff sees development planning as an administrative duty, then the potential to promote development is lost".

The planning process provides a tool for team building, for developing consensus about priorities for development and the means of achieving and evaluating development.

Figure 3 outlines the necessary pointers that institutions and in particular stakeholders should develop in order to deal with the issues as they rise.

Figure 3: Quadrant on SWOT Analysis

<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • High learner enrolment • Rising performance in extra-curricular • Developing educators with regard to further study • Improving grades of learners • Supportive governors 	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none"> • Learner motivation • Staff motivation • Lack of resources like library and laboratory • Over crowding in classrooms
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none"> • Enlisting parental support • Getting support from business • Creating employment opportunities 	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none"> • External: lack of employment for most parents of learners at the school • Vandalism and burglary • Possible loss of informed SGB members • Educators recruited by other schools

“Much that is written about strategic planning is based on the assumption that there is a clear sequential logic, each element being contingent on the one preceding it and there may on implicit assumption that the outcomes are unproblematic”. (Bush and Coleman, 2000:76)

Bush and Coleman (2000:77) note the increase in pace of legislative changes in many countries as government seek to harness education to a drive in economic growth. There are also changes that are linked to the introduction of self-management for education institutions; hence institutions are at a more advanced scenario to exercise self-control, evaluate and review their practices.

Bush and Coleman (2000) also allude to the fact that change may also arise internally. The switch to self-management locates more levers of control at school level and provides the potential for internally generated change. Change that is derived from internal review but, in either case, it requires effective management.

4.5.1.3 Action planning

Hargreaves and Hopkins (1991) recommend that for each year of the development plan, each of the priorities of the plan should be turned into a set of detailed action plans, where an action is a working document which describes and summarises what needs to be done to implement and evaluate priority. It serves as a guide-to-guide to implementation and helps to monitor progress and success. (West-Burnham et al 1995:3)

If each priority is turned into a set of targets, each target can then be divided into a set of tasks for which one person is responsible. The achievements of targets can be measured by success criteria, which “are a means for evaluating the outcomes of a plan, as well as providing benchmarks for development”. (Hopkins, 1994:5)

Wallace (1991) emphasizes that the most important stage of every plan is evaluation. It is important that evaluation of the progress of the plan take place as part of the circle. The intention is that what has been achieved will be measured against stated aims and objectives before an institution moves on to another step. With strategic planning, this might pose a problem, but schools need to view it as a continuous process of a more continual creation, monitoring and adjustments. (West-Burnham et al 1995:3)

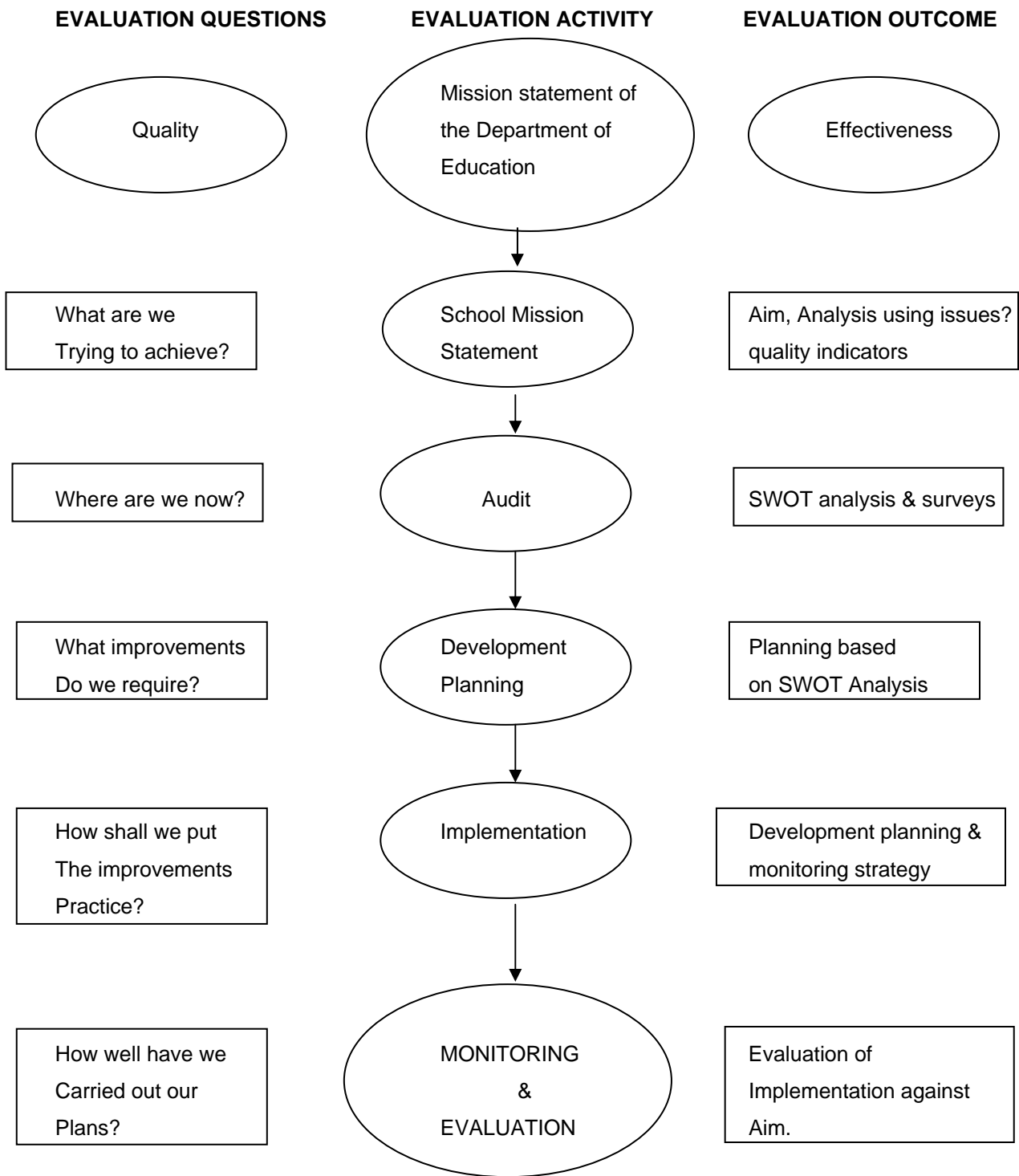
Hopkins (1994) states that Evaluation and monitoring are not synonymous; monitoring takes place throughout the process and Evaluation takes place at the end of a specific period, e.g. a year. They further go on to argue that Evaluation by teachers using their professional judgement and backing up this by the collection of complimentary evidence. This refers to a number of sources providing both qualitative data inclusive of the following:

- Observation of pupils and peers around the school.
- Obtaining views and opinions of parents, fellow educators and learners.
- Written materials such as Teachers’ records and pupils’ work.

Figure 4 on quality evaluation process clearly outlines which questions to ask oneself in order to establish quality, for instance, what are we trying to achieve, where are we now and what improvements do we require?

The second activity is to study the vision and the mission statement of the Northwest Education Department in order to develop an institutional vision and mission aligned to that of the department. The evaluation outcome as envisaged will be the effectiveness of the institution with clear quality indicators like realization of the vision as planned.

Figure 4: Quality Evaluation Process



(Masifundisane, 2003:7)

The above figure 4 on Quality Evaluation process serves as a powerful instrument for Institutional Evaluation process and can only succeed if the School Management Team under guidance of the school manager takes a leading role to ensure that:

- Overall competence is determined.
- Evaluation of strengths and areas of development are curtailed.
- Accountability is promoted.
- The institution's overall effectiveness is monitored.
- Necessary support and opportunities for development are assured.

4.6 MEASUREMENT

Measurement is a means by the school management team to try and check the performance of a school against set criteria. The set criteria might be in a form of norms and standards as set by the state through the Employment of Educators Act (South African Schools Act, Act No. 76 of 1998). The schools should always measure whether they are reaching the standards as set or not.

In the attempt understand what is viewed as quality, many people turn to traditional indicators such as educational outcomes like examination results and comparative tables on previous performance or even using comparison with other institutions. Whatever the measurement used, the validity and reliability will always be questioned.

In order to ensure that measurement is not used to come up with whatever inference, it is of utmost importance to have an instrument that would serve as a yardstick for performance indicators that would apply to all equally.

Bowring-Carr and West-Burnham (1994:79) posit, "Measurement is an essential attribute of a quality institution. Without precise, frequent and comprehensive measurements, the management cannot see where the institution is, cannot see where it is going, and know when, or even if, it has reached a goal or a marker. Above all, without measurement, the institution will not be able to confirm if the standards it has set for itself are being achieved.

4.6.1 Measurement instruments

There are various tools or instruments that are available to schools to find out if what they want to happen is actually happening. There are two temptations though, regarding the issue of measurement, viz. The first is to concentrate on statistical data, which is easy to gather based on numbers assimilated by outsiders, statistics by the Department of Education like Examination Results, truancy rates, etc.

Looking at the statistics is an easy way out for institutions to avoid getting deeper in issues like processes and day-to-day running.

The other temptation in any institution, including schools, is to avoid probing too deeply. If the machinery appears to be working satisfactorily, if there are not too many creaks and squeaks, it is probably a lot easier and conducive to a quiet life, to live it alone, thus taking solace in the common saying "If it is not broken, do not fix it". This temptation however does not help the institution in many ways as identified by Bowring-Carr and West-Burnham (1994:79).

- The school needs to know that, at every point at which a child and the system come into contact, the outcome helps the child to learn more effectively.
- The school needs to know if its human resources are being used in most efficient and effective ways to fulfill its mission statement.
- The school needs to know if every penny that it spends is being spent efficiently and effectively.
- The school needs to know if its non-human resources are being used in the most efficient and effective way.
- The school needs to know where it can go better still.

There is a general tendency by the schools to try to measure up with the set criteria, when they realize that they are in line with what they set out to do, they start to relax. Another issue disturbing schools is that they, like soccer coaches, want to stick to the winning teams. If the school is performing well, then there will be no growth for other educators. For instance, a teacher will be stuck in a particular grade for the entire career.

Measurement can be used for many important reasons but when it comes to children's education, measurement is not simple. Measurement is about what, if anything, if the child is the beneficiary in the whole process.

The Minister of education has in terms of Section 4 of Employment of Educators Act (Act No. 76 of 1998); Personnel Administrative Measures (PAM) determined Duties and Responsibilities of Educators with regard to:

- Teaching

The Educator's planning and work programmes and his expectation of the learners. Under reasonable circumstances the educator's knowledge of the subject and his teaching strategies should be well coordinated to ensure that the learner benefits. The use of resources including books, equipments, accommodation and time should be well managed. From time to time the educator should monitor progress so as to gauge the success of the lesson and also implement their findings.

- Extra-curricular

The learner is not in the school for classroom activities only, there are also various activities and methods of ensuring that every learner achieves something. The role of extracurricular activities is to ensure that learners who are not achieving in class are achieving outside the class and thus making it important for them to continue attending school.

- Administrative

One of the major roles played by the evaluation system is to ensure that there is evidence for every activity taking place, it is important that the educator should have a list of records that will serve as performance indicators for everything that he claims that he has done with the learners.

- Interaction with stakeholders

The school is not operating in isolation. The South African Schools Act (Act No. 84 of 1996) gives the school back to the community, thus ensuring that the school management and the educators are working closely with the communities they are serving.

- **Communication**

The school's vision and mission statement, aims, policies and procedures are not the responsibility of the school management team. The extents to which the staff and the school community as a whole are actively involved in carrying out those aspects of the school are of utmost importance. For effective planning, implementation and review of the plans to take place, effective communication must take place.

The researcher is of the opinion that teachers should be evaluated on specific areas that are contained in their job description. It is very important that evaluation be carried precisely to help the development of individual teachers and the school as a whole.

4.7 IMPROVEMENT

One of the major reasons for the Evaluation process is to come up with ways and means to improve, the factor that was found to be contributing to improving schools was strong, positive relationship between the school and the community. Also, communication with the public is no longer an option, but a necessity. Public perceptions are important to the continued improvement of schools. (Leask and Terrell, 1997:85)

4.7.1 Get stakeholders opinions of findings

For a school to move forward and be able to compete with other schools, it needs to analyse itself in order to determine its strengths, weaknesses, opportunities and threats. The experience and knowledge of parents can play a vital role in the improvement of school's quality of education. The involvement of parents who are from diverse background will help a school to know its customer support. Parents are either poor, rich or middle class; they are educated, illiterate or semi-literate; and they can also be young, old and very old.

All of them will help to give the important background knowledge and what they wish to see happening within a school. Their opinions and thoughts may be invaluable in ensuring positive development of the school.

In terms of the South African Schools Act (Act No. 84 of 1996) the school belongs to the community around it, thus working with people, community involvement, teacher Evaluation change processes, funding and many other roles should be done through negotiated processes. It is the responsibility of the School Management Team to involvement Educators, parents, community and learners depending on their age.

Many institutional improvement programmes failed in the past, the main reason being that everything was dependant upon the school principal. The role of the principal can change, but only with support, trust, knowledge and enthusiasm. Responsibility for institutional improvement is no longer vested in the powers of one person but the entire community.

4.7.2 Dealing with shortcomings

Arcaro (1995:155) emphasized that continuous improvement enables us to monitor our work processes in order to identify opportunities for improvement. The issue of school-community partnership cannot be overlooked if improvement is to be built. Work processes can be continuously evaluated and improved in order to ensure partnership; we move from the premise that:

- There is a room for improvement in the education process.
- Every improvement, however big or small, is worthwhile.
- Mistakes are treated as opportunities to improve.
- Everyone shares responsibility for trying to prevent problems and for fixing problems when they do occur.
- Everyone in the school is committed to continuous improvement.

Parents will always be the custodians of their children's learning. Some might donate their services in lieu of their inability to pay school fund. Some parents might help with their academic or professional expertise. Others might offer to negotiate with the companies they are working for to gather funds and other material resources for the school.

4.7.3 Leadership with the know-how

Coleman (1994:68) emphasizes that literature relating to the school improvement also stress that the less tangible more subtle aspects of managements. At the same time there is a recognition that leaders in Education are expected to both act as change agent and maintain the day-to-day running of the stable institution.

Bowring-Carr and West-Burnham (1994:144) suggested that for schools there are three steps in the improvement process, the first is the audit, knowing very precisely where you are, "warts and all". From the audit, you will be able to see dozens of areas in which small improvements can be made. The small improvements are about getting the very best of out your inputs and processes.

Continuous improvement they maintain is constantly looking for ways to enhance provision rather consolidating the status quo. It is worth developing the view that educators are experts in this area; children's learning is a classic example of continuity. The issue is to extend the notion of progress to every process in the school.

Ribbins (1999:81) summarized what other scholars have learned about leadership as follows:

- Leadership, as measured in the behaviour of school principals, does not exert a measurable indirect effect on school effectiveness and student achievement.
- Leadership, as measured in the behaviour of school principals, is itself influenced by the context of the school and its environment.

4.8 CONCLUSION

Evaluation deals mainly with finding out whether set objectives and targets have been met. The management involving the staff in all aspects can do this. The tools or instruments, which are going to be used, should be discussed and be well known to all the members of the staff to ensure principles of democracy, openness, transparency and equality. Evaluation process is not about the management checking on the staff, but even the staff can do self evaluation or even peer

evaluation to check whether are they in line with the performance standards and objectives of the institution as originally set.

CHAPTER FIVE

RESEARCH METHODOLOGY, DATA, AND DATA ANALYSIS

5.1 INTRODUCTION

Strauss and Myburgh (2003:46) point that in case of a quantitative strategy, the researcher no longer works within the parameters of a conceptual framework. The researcher in his investigation of the literature, his interaction with other researchers, own experience and also other sources of existing knowledge develops this conceptual framework.

In brief: they maintain that the researcher now goes to the field with a conceptual framework and the rest of his investigations are directed by the parameters set by the conceptual framework – when one is conducting an investigation that is quantitative in nature, most researchers commonly accept that three categories of techniques exist, namely: observation, questioning and measuring. Questioning the respondents is the basis of quantitative techniques deducted or anchored within the strategy. In my investigation the main instrument for data collection is questioning in both the questionnaires and interviews.

5.2 RESEARCH METHODOLOGY

Bush (1999:9) posits “Educational research has been the subject of severe criticism in the late 1990’s. It stands accused of superficiality, irrelevant and methodological weakness. While these structures are not addressed specifically to educational management, it is important to take account of them in developing research agenda for the discipline. Because it is a relatively new field, research is vital to establish its theoretical base and to link theory to the practice of management”.

According to Cordingley (1999:223), the role of high quality education research is to probe the gap between common sense accounts of classroom practice and interaction that lies beneath it and to make the implicit explicit. Research which reveals detailed key factors to be considered in the process of developing and

improving teaching practice which meets the standards would no doubt set incremental research and evidence based management and leadership in a school.

Johnson (1994:116) points out that “to give a comprehensive definition of Action Research at this stage is difficult because of usage varies with time, place and setting”... By looking at a few examples of the use of method in research literature, research may further identify other tangible features: it is situational, collaborative, and participatory and it is self-evaluative.

5.2.1 Quantitative structure plan to follow research methodology to gather data

The quantitative research design tool that will be used in this research is a structured questionnaire. A questionnaire is a useful tool to gather information. Johnson (1994:37) has this to say about a questionnaire:

- It is generally regarded as a reliable instrument to collect data.
- It is an economically viable way of collecting data for both the researcher and subjects.
- A questionnaire can help subjects by focusing their attention on significant items.

Wiersma (1995:176-177) supports the use of questionnaire for the following reasons:

- Confidentiality of the respondents is guaranteed which will provide more honest and reliable responses.
- The absence of the researcher’s personal bias will elicit more truthful responses.
- A larger target population can be reached with minimum effort.

A questionnaire is a tool for gathering and recording responses from an individual. The questionnaires will be distributed through the help of the circuit office in Temba. The researcher will personally see to it that all the questionnaires are distributed and also administer that they are returned.

For any research or study to proceed, careful consideration should be taken with regard to approaches to be utilized. Researchers normally base their findings on approaches they employed in a study. In this research, a quantitative approach in the form of questionnaires is applied.

Sampling of educators across post levels and schools will be used. This study tries to link Institutional Evaluation and those who are supposed to implement it, viz. school management teams. It is also an earnest attempt to develop understanding of the relationship between school- (Institution) based management and school effectiveness. Sampling of subjects across Golaganang Circuit in the Temba District (Northwest Education Department) will be a focal point.

For any research study to succeed in yielding outcomes, a specific phenomenon should be under investigation. Rogers and Badham (1994:104) state "Evaluation is the process of systematically collecting and analysing information in order to form value judgements based on Evidence".

The phenomenon under investigation in this regard is Institutional Evaluation as a major task for school management team.

5.2.1.1 Questionnaire

Johnson (1994:37) agrees that whereas a questionnaire as a research instrument or tool is good, it is entirely in the hands of respondents, to complete it or not. Nothing is binding for the respondent to respond to all the questions.

A questionnaire empowers the respondent, who may read all the questions before completing any, may complete and return the questionnaire at a time convenient to him, or fail to complete the questionnaire at all.

Johnson (1994:39) further gives guidance on effective use of a questionnaire as a research instrument.

- Ensuring that the questionnaire will be clear and comprehensible to desired respondents.

- Getting the questionnaire into the hands of the respondents.
- Motivating the respondent to complete and return the questionnaire.
- Making effective administrative arrangements for the return of questionnaires.

Above all the four uses of questionnaires, a good advice is that the researcher should use a simple, unambiguous language that can be easily understood by the respondents. In many cases, researchers cannot be their own judges for simplicity of questions; it is also advisable to get a second opinion. (Johnson, 1994:39)

Knight (2002:51) also advises that it will be easier for both the researcher and the respondent if the questionnaire would have fixed-response items, open-ended and use simple language, as long as the framework is not lost. It is also important to use questionnaire for a fairly large group of educators.

5.2.1.2 Sampling

McMillan and Schumacher (2001:169) explain, "One of the first steps in designing a quantitative research is to choose the subjects. Subjects are individuals who participate in the study; it is from them that data is collected... As a group, subjects are usually referred to as a sample".

The researcher applied the non-probability sampling, that is, Quota Sampling, because it is not costly and easy to administer. The quota used was that of allocating three (3) questionnaires to each of the thirty (30) schools in the Golaganang Circuit to respondents across post levels. Table 5.1 indicates the statistics of Golaganang Circuit as at 1st December 2003.

A. Respondents

The population being investigated is that of educators in the Golaganang Circuit in the Temba District of the Northwest Education Department. Golaganang Circuit is predominantly rural stretching from Mogogelo to Lephengville in Hammanskraal. It

has about 30 schools. **Table 5.1** hereunder gives a clear picture of Golaganang Circuit.

TABLE 5.1 Golaganang Circuit (as at 01 December 2003)

Type of school	Number of schools	No. Of Educators
LSEN	1	5
PRIMARY	19	442
JUNIOR SEC	6	163
SENIOR SEC	4	107

In order to deal with the population, it will be important for the researcher to sample the population so as to come up with inferences that can also support claims making generalization of the findings.

Knight (2002:121) states that researchers who survey a sample, often want to generalize, but they should know how big their samples need to be if their claims are to be convincing at a given level of confidence and precision. Issue of claims making on the representativity of the population is a matter of convenience and all the researchers want to suggest or even propose that their conclusion be taken seriously.

The method that the researcher used is based on theoretical sampling that involved people who meet a certain criteria, e.g. they must be professionally qualified and practicing as educators or even belonging to professional body of educators (SACE). This is also known as multistage sampling. All the respondents are the members of the educator profession in Golaganang Circuit across school type and post level.

Therefore the sample was ninety (90) educators, three from each of the thirty schools across the post levels.

B. Location of schools

All the schools are selected from the Golaganang Circuit, in the Temba District of the Northwest Department of Education. It is mostly rural and semi-urban. It is ± 52 km North of Pretoria in Tshwane Metropolitan City. It is right in the so-called cross-border

municipality territory. The community from their contributions built most of the schools and others were recently built by the Northwest Education Department.

The area stretches from Moditela Junior Secondary in Lephengville to Rapelego Primary in the New Eersterus. Most of the schools do not have the necessary infrastructure that a normal school should have, because they were mainly built by the communities. No libraries, laboratories and administration offices for that matter. L.M. Mokoena is the only LSEN institution in the circuit and it is based in Mogogelo.

5.2.1.3 The structure of the questionnaire

- i. The starting point was that of negotiating access to respondents. This was done through a letter written to Mr E. Semenya (Golaganang Circuit Manager) who approved my request. Another letter was a covering letter to the respondents to explain the purpose of the questionnaire.
- ii. The components of the questionnaire:
 - a. Perceptions on the SMT and Educators (school as a whole)
 - b. Involvement of stakeholders, namely: parents of learners, community leaders, business, teacher formations, and individuals directly involved in educational matters.
 - c. Perceptions on teaching and learning achievement
 - d. School safety, security and basic functionality of the school
 - e. Utilization of school resources (financial, human and physical resources)

Section A of the questionnaire is basically the biographical information of the respondents, namely: educators. For a reason that sampling was done in this investigation and the anonymity of the respondents is maintained it is important to look at the proportions and representativity of the respondents. Sampling was done across gender, home language, type of school, age of the respondents, teaching experience, marital status, level of academic and professional qualifications, college diplomas and technikon degrees and the nature of the appointment of the respondents.

The biographical information is very important in this investigation because it give us an important data on who our respondents are. In the ultimate end, the issue of post level of an educator, qualifications and teaching experience will help strike a balance so that the issue of validity and reliability can be justified. For this reason, respondents are also evaluated in this investigation.

Section B of the questionnaire deals mainly with items that basically trying to establish the general feeling of the respondents (Educators) across the school types and post levels with regard to Institutional Evaluation. The responses are based on their personal experiences as Educators. The overwhelming majority is in support/favour of Institutional Evaluation.

The Likert scale of 1 – 5 was used, wherein the respondents had to tick in the appropriate boxes. For statistical purposes, responses for all the items is indicated and for the generalization of items. I strongly agree and agree will be taken as one category, neutral (undecided) on its own and strongly disagree and disagree will be categorized as one.

Educators' responses to the opening question in Institutional Evaluation were that they strongly agree that for a school to improve, evaluation from time to time should take place. In the items of the questionnaire, much care was taken to ensure that respondents do not just tick without understanding and do some corner cutting, even though questions are aimed at establishing certain areas of evaluation. The questions were not clustered to deal with a particular area at a time. Much care was also taken to ensure that the anonymity of respondents remains intact and as a result I will not have to be called to explain or offer any help or guidance with regard to their responses. In order to satisfy myself on the credibility of the study, that it really does explore my claim greater care has also been taken to ensure use of simple and understandable language. Reliability and validity are also looked into this investigation.

5.3 CRITERIA TO ENSURE VALIDITY TO RESEARCH

“To assure validity, then, the researcher needs to identify assumptions or to make arguments to justify an inference or use for a specific purpose”. (McMillan and Schumacher, 2001:240)

In this case the researcher, through the help of literature review and the research instrument; identified an assumption to use for a purpose of justifying the need for institutional evaluation as an integral part of school management. The evidence to support this assumption was then collected from the sampled population in Golaganang Circuit. See Table 5.1.

5.3.1 Validity of the investigation

McMillan and Schumacher (2001:239) posit, “Test validity is the extent to which inferences made on the basis of numerical scores are appropriate, meaningful and useful. Validity is a judgement of the appropriateness of a measure of specific inferences or decisions that result from scores generated”.

Knight (2002:133) emphasizes that it is not easy to ensure validity in a study but the researcher can always:

- Set out reasons for believing that the design of the study is a fair and honest way of getting good answers to research questions.
- Make the methods of the investigation transparent or clear. For one to ensure that methods applied were clean and conclusions reached are valid, simple and clear language should be used. This in my case, I will apply by keeping an ‘audit trail’ and that others can satisfy themselves that my study was done honestly and carefully.
- Ensuring that trying to direct respondents do not compromise objectivity.

To ensure content validity of the finding a special undertaking has already been done when access was negotiated with the Circuit Manager; that research findings will be checked with the participants and recommendations be made available to the circuit itself.

5.3.2 Reliability of the investigation

Knight (2002:138) posits that both the inquiry and the data analysis should be trustworthy. The notion of reliability comes from positivist science with a long standing pre-occupation that neither the researcher nor the instrument used should skew the result, thus the researcher should always be objective and the instrument too.

In order to ensure that myself as the researcher and the instrument (questionnaire) used are reliable, the items in the questionnaire were meant to measure accurately and exactly what I set out to investigate and nothing more, and to ensure that this was objectively done, the chronology of the items questioning similar area is not constant, e.g. item 25 and item 27 are basically testing one area of learner achievement but they are not following one another.

Books on research methods used to say that reliability was the fundamental requirement for good research because nothing measured subjectively and with defective instruments could be valid. Agreed, the more reliable the instrument or study the better, provided that:

- Reliability is not achieved by narrowing the inquiry so that construct and content validity are jeopardized.
- Reliability is not achieved by restricting the inquiry to highly controlled circumstances that have little relation to normal social practices (unless a good claim is made to justify it in a particular case).
- It is recognized that the concept of reliability assumes that there are fixed realities that can be objectively depicted and understood.

(Adapted from Knight 2002:140)

Again to ensure the reliability of the instrument, some items testing the same areas of evaluation were used in a sort of repeated measure for reliability.

5.3.3 Objectivity of the investigation

In order to ensure objectivity of the research, the researcher informed the subjects of all aspects of the study that might have influenced willingness to participate and respond to the questionnaire, e.g. letter that explains the purpose of the study.

The other critical factor to ensure objectivity is that information obtained about the subject and from the subjects would remain confidential, unless otherwise agreed upon in advance. This means that no one has access to individual data or the names of the participants except the researcher. Confidentiality is ensured, but making sure that data cannot be linked to individual subjects by name; and this was accomplished by collecting data anonymously. The researcher also wrote a letter explaining the purpose of the instrument to the participants, and there was also an undertaking by the researcher to make findings available on request. **See Annexure B.**

The most encouraging factor is that most of the participants were very much interested in the research. This is evident when the sample identified participated in the research without hindrance. The biographical information on the questionnaire gives a detailed description of the respondents. The following information can be viewed in **Tables 5.2 to 5.10.**

- Gender
- Home language
- Type of school respondent
- Post level of the respondents
- Age of the respondents
- Years of teaching experience of respondents
- Academic and professional qualifications of the respondents
- Diplomas and technikon degrees
- Nature of appointment of the respondents

SECTION A: BIOGRAPHICAL INFORMATION**TABLE 5.2**

Gender	
Male	37
Female	50

TABLE 5.3

Home Language	
AFRICAN	75
AFRIKAANS	5
ENGLISH	4
OTHERS:	3

TABLE 5.4

Type of school of respondent	
Primary School	40
Junior Secondary School	24
Senior Secondary School	20
LSEN School	3
Comprehensive	

TABLE 5.5

Post level of the respondents	
POST LEVEL 1	52
POST LEVEL 2	20
POST LEVEL 3	9
POST LEVEL 4	6

TABLE 5.6

Age of the respondents	
20 – 29 yrs	1
30 – 34 yrs	24
35 – 39 yrs	35
40 – 44 yrs	15
45 – 49 yrs	12
50 – 59 yrs	
60 and over	

TABLE 5.7

Years of teaching experience of respondents	
0 – 5 yrs	1
6 – 10 yrs	8
11 – 15 yrs	24
16 – 20 yrs	36
21 – 30 yrs	11
31 – 40 yrs	7
More than 40 yrs	

TABLE 5.8

Academic and professional qualifications of the respondents	
Nil	26
First level degree (e.g. BA)	39
Second level degree (e.g. Hons)	16
Third level degree (e.g. MA)	6
Fourth level degree (e.g. D.Ed)	

TABLE 5.9

Diplomas and Technikon Degrees	
Nil	
M + 3 or REQV 13	26
M + 4 or REQV 14 B. Tech	
One year postgraduate (e.g. HDE)	

TABLE 5.10

Nature of appointment of the respondents	
TEMPORARY SGB	
TEMPORARY STATE	2
PERMANENT STATE	82
POOL / ROVING STATE	3

Section A on the bibliographical information of the respondents is very important in this investigation as it helps the reader to note that the respondents are from diverse level of education, gender, different institutions, different age groups, but they all have one thing in common, namely: they believe that institutional evaluation is very

important in ensuring quality teaching and learning within schools with a view to improve. This is evident in the response in Section B.

SECTION B

Data from the respondents was collected and the results are based on responses from items as presented in the questionnaire. The sampled population was given one unitemised question to get their general feeling on institutional evaluation, and all the 87 respondents seemingly favour institutional evaluation. The instruction was to tick in the appropriate box.

Institutional evaluation is an integral part of school management and the school has to evaluate itself in order to improve.

Based on my personal experience as an educator I would:

Strongly agree

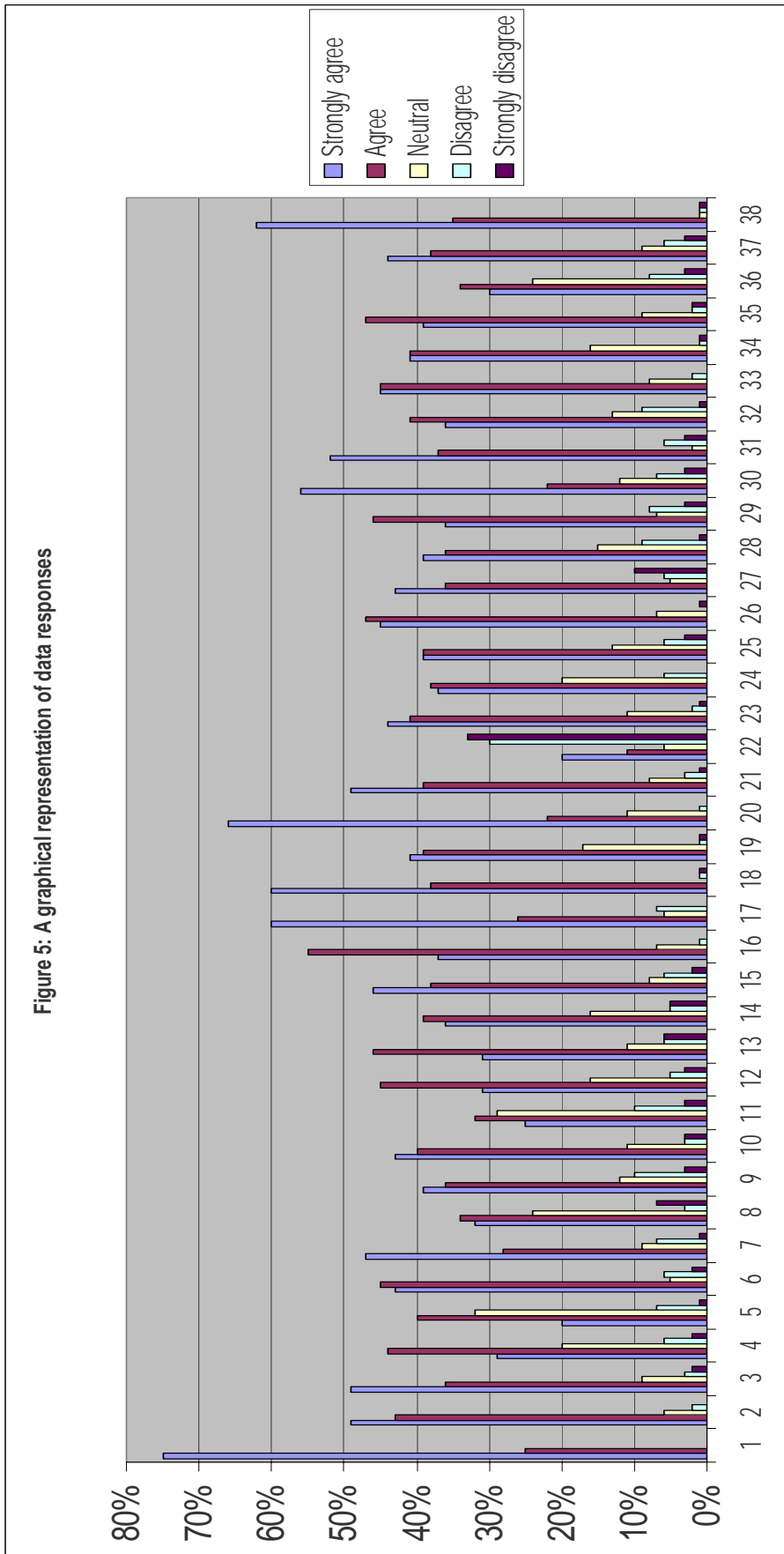
Agree

Neutral

Strongly disagree

Disagree

Figure 5: Is a graphical representation of data responses. The frequencies fairly represent the responses of the sampled schools and educators in particular. The different colours are used to represent Likert scale from 1-5. the respondents were responding to items 1-38.



EDUCATORS' RESPONSES

- The SMT has an important task to check the work of the educators. 100% of the respondents agreed.
- The educators have copies of appropriate policies. 84% agreed, 9% were undecided and 7% disagreed.
- were undecided and 6% disagreed.
- The learners respond positively at school. 73% agreed, 20% were undecided and 7% disagreed.
- The teachers are co-operative. 60% of the respondents agreed, 32% were undecided and 8% disagreed.
- The management team is leading by example. 88% of the respondents agreed, 4% were undecided and 8% disagreed.
- The school's vision and mission statement were drawn by all relevant stakeholders. 77% agreed, 9% were undecided and 11% disagreed.
- The professionalism of the staff is recognized. 68% of respondents agreed, 25% were undecided and 7% disagreed.
- Decision-making takes place by means of open discussions. 77% agreed, 12% were undecided and 11% disagreed.
- The SMT accommodates different perceptions from individuals within the school. 82% agreed, 11% were undecided and 7% disagreed.
- The SGB is properly constituted. 57% agreed, 29% were undecided and 22% disagreed.
- The SGB is fully operational. 77% agreed, 17% were undecided and 6% disagreed.
- The community has a positive view about the school. 78% agreed, 11% were undecided and 11% disagreed.
- Planning is regarded as a key to the realisation of objectives. 75% agreed, 17% were undecided and 4% disagreed.
- The SGB is well-informed of the school activities. 87% agreed, 7% were undecided and 6% disagreed.
- Evaluation of lessons is important. 93% of respondents agreed, 6% were undecided and only 1% disagreed.
- DAS is important for every educator's development. 88% agreed, 5% were undecided and 7% disagreed.

- Educators are guided by policies at school. 98% of the respondents agreed, 1% was undecided and the 1% disagreed
- The school is embracing developmental appraisal. 80% agreed, 18% was undecided and 2% disagreed.
- Teamwork amongst educators is a key to an effective school. 88% agreed, 11% was undecided and only 1% disagreed.
- There are curriculum guidelines for standards to be maintained. 88% agreed, 8% was undecided and 4% disagreed.
- The school has enough resources. 31% agreed, 5% was undecided and 64% disagreed.
- Learners' records are in accordance with assessment policies. 85% agreed, 12% was undecided and 3% disagreed.
- Learners are motivated to perform well. 75% agreed, 20% was undecided and 5% disagreed.
- Learners are given an opportunity to participate in competitions. 78% agreed, 12% was undecided and 10% disagreed.
- Extra-curricular activities are catered for in our school. 93% agreed, 6% was undecided and only 1% disagreed.
- The school award learners in recognition of their achievements. 79% agreed, 5% was undecided and 16% disagreed.
- The school has got appropriate regulations to protect learners from accidents. 85% agreed, 6% was undecided and 9% disagreed.
- The school is prone to burglary. 79% agreed, 11% was undecided and 10% disagreed.
- The learners have copies of the code of conduct. 89% agreed, 1% undecided and 10% disagreed.
- School resources are efficiently utilized to achieve the required outcomes. 78% agreed, 12% was undecided and 10% disagreed.
- Learners are the school's most valued clients. 90% agreed, 8% was undecided and 2% disagreed.
- The school communicates effectively with the parents of the learners. 82% agreed, 16% was undecided and 2% disagreed.
- The school responds promptly to complaints by parents. 87% agreed, 9% was undecided and 4% disagreed.

- School resources are well-taken care of. 64% agreed, 24% was undecided and 12% disagreed.
- Heads of departments hold regular meetings with educators. 83% agreed, 9% was undecided and 9% disagreed.
- Willingness to develop is vital for educators' professional growth. 97% agreed, 1% was undecided and 2% disagreed

CHAPTER SIX

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 SUMMARY

The focus of this concluding chapter will be on how the research findings are related to the objective and aims of the investigation as well as the link between the chapters. It is also the intention of the chapter to try and relate the empirical experience and reflections on it. Proposals will be done for different role-players in Education so as to forge a link between this study and real life situations.

Chapter One is about the importance of Institutional Evaluation. There are various types of evaluations that were done in the past, but it was evidently clear that the manner in which it was applied did not bring about required outcomes. Education legislation in the Democratic South Africa is the order of the day in education, what remains to be seen is whether the enforcement of legislation by external people can really help. No one knows the school as well as its educators, learners and the parents of the learners.

Institutional Evaluation by the School Management Team involving its stakeholders seems to be a reasonable means to ensure improvement within the setup. The Minister of Education has delegated the powers to oversee the functionality of the school on a daily basis to the School Management Team.

Chapter Two is about the researches and findings of other researchers both locally and internationally on the subject of Management. The basic aim of including this chapter was to link the questions with possible claims or inferences to be made at the end of the investigation. Other researchers seem to have done deep investigation into the matter of management. Management tasks of planning, organizing, leading are also important to this study because management is about people doing the work through other people and relevant resources.

Chapter Three is a continuation of the literature review which is making a full background on the issue of institutional evaluation, the aim of institutional evaluation,

which amongst other incorporate terms like accountability, improving educational excellence, assuring quality in education and lastly, the researcher takes a look at principles of institutional evaluation as well as key areas for evaluation.

Chapter Four explores the evaluation process itself, looking at different types of evaluation and a wider view of Institutional Evaluation as a management activity. Other activities like strategic planning and development are also looked into, which give rise to corrective measures like action planning. The difference between leadership and management is also discussed and the main issue of improvement is discussed.

Chapter Five is basically the research design and it also contains methods and instruments used. The choice of the method of investigation in this study was basically founded on the previous studies taken on the subject, which really give rise to the fitness of purpose for my research questions. Also the issue of sampling, generalization, reliability and validity are handled in this chapter.

Schools as institutions of learning, which are basically funded from various points starting from the ordinary parents, tax payers, business and communities at large need to be accountable to all its clients and this only can be evident if there is some kind of Evaluation. Evaluation cannot be to the school, the school must do it.

Institutional Evaluation must be done by the school management team in collaboration with all the stakeholders, namely: SGB's, educators, learners and the entire school community in order to gather important information about the condition, aims, duties and responsibilities, and the end product of the school with a view to improve. No evaluation activity can take place in a secretive and highly classified manner; the principles of Evaluation are openness, team working and coordination.

Instruments used for data or information gathering should be known to all the participants so as to uphold democratic principles. Schools can evaluate themselves and also come up with means to improve their output and practices. The role of coordination and authority remains in the hands of the SMT.

6.2 FINDINGS

After the researcher did the data analysis, the following findings were clearly reached:

- The majority of schools and teachers sampled are willing to have their professional practice monitored by the school management team in order to improve.
- Teachers are willing to make self-evaluation and to be evaluated by their immediate seniors as a means of being accountable to the communities they serve, the department as the employer, the business community and the parents of the learners.
- The educators are also interested in working as a team and also work collaboratively with other schools in order to produce the best outcome for the benefit of the learners.

6.2.1 To investigate as to whether schools can have their activities evaluated by the school management team with a view to improve.

The general question asked at the top of the questionnaire attracted 100% of the respondents who also strongly agreed that institutional evaluation is an integral part of school management and the school has to evaluate itself in order to improve. The other items on perceptions on the School Management Team and educators (school as a whole) are not in consecutive order (see figure 5, items 1, 2, 3, 10, 14, 17, 18, 19 and 38).

Figure 5, Item 1 on 'SMT has an important task to check the work of the educators within a school'; all the 87 respondents agree with that item. On all other remaining items, the respondents' feelings on the aim are encouraging as the least percentage of those respondents who agree is more than 75%.

6.2.2 To establish the opinion on who should participate in the process of school evaluation.

On figure 5, items 9, 22, 30, 31, 32 and 36, more than 75% of the respondents constitutently agree to the components on school safety, security, utilization of resources and the basic functionality of the school. There is strong disagreement on the issue of availability of resources like laboratory, libraries, and computer centres, despite the fact that the overwhelming percentage of respondents are still willing to work despite shortcomings experienced by the school.

The clients' community of the school is normally learners, parents of the learners, and the school governors. It is most encouraging that the community in most areas have a positive view about their schools, thus involvement of stakeholders will have an incremental value on the schools with regard ownership of the schools.

6.2.3 To investigate as to whether schools can function without teamwork and accountability.

The issue of involvement of stakeholders in schools and encouraging team-working is extremely important for educators in order to improve output, namely: teaching and learning achievement because in the ultimate end learners are the beneficiaries of the education system.

On figure 5, items 4, 5, 7, 8, 11, 12, 13, 15, 16, 20, 21, 23, 24, 27, 33, 34 and 35 the least percentage of respondents who agreed was 57% and the highest percentage of respondents who agreed to the aim is 92%. It shows that schools are investing in developing the key resource (people) through encouraging educators to work in a collaborative team, knowing what is going on, working like family and sharing information on performance openly.

The Department of Education through the Quality Assurance sub directorate has put a number of good pointers to a successful evaluation process within schools. The key to this comprehensive Institutional Evaluation process is participation by all-important stakeholders, viz. educators, learners, parents of the learners, etc. In order to ensure

implementation, schools are increasingly becoming more responsible for their own performance and improvement.

The school manager as the head of the institution must work with fellow SMT members, the SDT and the SGB to develop the School Improvement Plan (SIP)

6.2.4 The Plan, Implementation and Evaluation (PIE) model of Evaluation

The PIE model of Evaluation will not work if it is just drawn for the sake of having records. Improvement does not just come by itself, people need thorough planning. The plan should start right at the beginning. Analysing the strengths, weaknesses, opportunities and threats is the first.

If all the important stakeholders are involved in identifying their strengths and weaknesses, which are mostly internal, it will be easier to deal with threats and opportunities which are mainly external, e.g. Threats from external forces such as vandals and burglars. There is also a tendency in institutions of leaving things to happen spontaneously. A clear management plan should be utilized to deal with specific area of need, and monitoring and evaluation mechanisms should be put in place to ensure delivery. Improvement does not just happen by accident, it needs to be planned and implemented. **Figure 6** outlines Management Plan (which emphasizes accountability).

Figure 6: Management Plan (Based on the PIE model)

GOALS	WHAT?	WHEN?	TARGET DATE	WHO?	HOW MUCH?	PERFORMANCE INDICATOR
To employ security personnel	To deal with a problem of vandalism and burglary	13 July 2004	14 September 2004	SMT and SGB	R 24000	Security at school
To improve collaborative working	Workshop on team building	15 August 2004	15 August 2004	SMT educators	R 300.00	More teamwork
Accountability	Workshop on keeping records and performance indicators	03 November 2004	03 November 2004	SMT educators	R 300.00	New record book introduced
Improvement of teaching and learning attainment	Quality assurance on learner achievement	05 December 2004	16 January 2005	SMT educators	R 60.00	Quality of learners' work

The School Management Team is in the position of Authority to oversee all the processes in the school including Evaluation, but it cannot do this in isolation. The issue of ownership of the school must start to engulf everyone involved in the school. The old mentality of 'My school' should give way to the democratic thinking of 'our school' so that all those who are involved start to have a sense of belonging. This can only happen if each and everyone's role and responsibility is well clarified and defined. The issue of regular reporting cannot be undermined. Those who have the authority by virtue of their responsibility have a role to demand explanation and negotiate a renewed mandate for carrying out duties.

6.3 RECOMMENDATIONS FOR SCHOOLS

The investigation came up with very interesting findings to show that both the educators and the schools are willing to have their practices checked and monitored with a view to improve. The process of evaluation simply means action of giving or attaching value to something. Thus, when somebody realizes strong points and opportunities, it becomes easier for that person to capitalize on those so as to deal

with the weaknesses and shortcomings. The main recommendation is to propose guideline for effective institutional evaluation and institutional evaluation with a view to improve.

The following are proposed guidelines for effective institutional evaluation with a view to improve:

6.3.1 Collaboration and collective decision-making

The South African Schools Act (Act No. 84 of 1996) puts emphasis on collaboration and collective decision-making between school stakeholders. This helps and promotes the notion of staff working as a team, which constantly reflects what it is doing. This will enhance a process of evaluation from time to time before and after all the planned activities.

6.3.2 Administration of resources and records

Administration of resources and records of the school is a clear and direct responsibility of the School Management Team. The respondents who were undecided on the issue of books being taken care of are a worrying matter. One of the Heads of Departments in a school should be allocated that responsibility and or in case whereby there are no HODs the responsibility can be delegated to one of the senior educators.

The other issue is that of the provision of resources like libraries and laboratories in schools so as to ensure quality education. The government cannot provide and thus leaving that initiative to the schools themselves. It is up to the schools to come up with development plans and approach possible funders or donors for such major projects.

6.3.3 Safety and security in schools

It is the school management's function to ensure safety and security of learners, educators and resources (property) within the schools. The government does not provide security in schools, which effectively makes schools vulnerable to vandals,

criminals as well as robbers. It is incumbent upon the schools especially the school governing bodies and School Management Teams to ensure safety and security for all those involved in schools, even if it stretches their budgets to engage the services of security personnel.

6.3.4 Accountability

Schools should improve accountability for public property and school performance by:

- Ensuring that schools comply with the requirement to report performance indicators in their school development plans.
- Improving their school audit practices by using a more reflective approach to planning, better coverage of documentation as performance indicators.
- Making greater use of systemic evaluation and prepare for external evaluation by local circuit manager, Education Management Development Unit and supervisors from Quality Assurance Directorate.

6.3.5 Continued attainment by improving quality of teaching and learning

Emphasis in South Africa is on the inculcation of teamwork and collaborative teaching and to enhance spirit of working together (Tirisano). Schools are basically encouraged to improve the learning activity by also giving attention to skills, knowledge, attitudes and values in education. If teachers are willing to work together, this will help transfer the same attributes to the learners they are teaching.

Staff used access to educational resources like laboratories, libraries and computer centres. If schools are working collaboratively, those who have these facilities can always help those who do not have these facilities.

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ANNEXURE A

Letter requesting permission

Enq: J.M. Ramafoko
082 979 9561
(012) 715 5134 (w)
(012) 715 5066 (w)

Persal: 9026 7605

Kgomba Primary School
P.O. Box 278
Hammanskraal
0400
14 August 2002

THE CIRCUIT MANAGER
GOLAGANANG CIRCUIT
PRIVATE BAG X 495
HAMMANSKRAAL
0400

Dear Sir/Mam

RE: PERMISSION TO CONDUCT A RESEARCH IN GOLAGANANG CIRCUIT

I am conducting a research on the topic "Institutional evaluation as an integral part of school management" for the requirement of Master in Education (Educational Management) with Vista University under the supervision of Prof K.C. Mampuru at Mamelodi Campus.

I hereby humbly request your permission to conduct an investigation in the Golaganang Circuit schools. This will be done on or before 22 August 2002 and a greater care would be taken to ensure that this will not in any way disrupt the smooth running of our schools.

Research findings will be made available on request. Enclosed kindly receive a request letter to schools (copy) and a sampling (copy) of questionnaire.

I thank you in advance for your understanding.

Yours faithfully

J.M. Ramafoko (Mr)
Student No. 21361798

ANNEXURE B

Letter explaining the purpose of the questionnaire

1622 Unit C
Mabopane
0190
14 August 2002

Dear Colleague

RESEARCH TOPIC: INSTITUTIONAL EVALUATION AS AN INTEGRAL PART OF SCHOOL MANAGEMENT

I am conducting a research on the feasibility of redesigning school evaluation within our schools. For this purpose a questionnaire on "quality assurance within a school" is included in this letter. It is anticipated that the results of this survey will provide insights into:

- The importance of measuring progress in a school.
- Total quality control and management.
- Encouragement of self-managing schools with direct local accountability and evidence of performance.
- Further pursuit of improvement and educational excellence.

In order that the results accurately represent the views of all respondents, it is important that each questionnaire be completed and returned by 22 August 2002. Responding should be 20 minutes of your time but will be critical to the success of this study.

Research findings will be made available on request.

Thank you in advance

J.M. Ramafoko (Mr)

Student No. 21361798

ANNEXURE C**INSTITUTIONAL EVALUATION QUESTIONNAIRE**

This questionnaire is applicable to all educators, irrespective of post level.

SECTION A: BIOGRAPHICAL INFORMATION

Kindly complete the following questions by putting (X) in the appropriate boxes

1. Gender

- Female
- Male

2. Your home language

- African (e.g. Setswana, IsiZulu, etc.)
- Afrikaans
- English
- Other (please specify) _____

3. The type of school at which you teach

- Primary School (Grd 1 – 6/7)
- Junior Secondary School (Grd 7 – 9)
- Senior Secondary School (Grd 9 – 12)
- LSEN School
- Comprehensive (please specify grades) _____

4. Your post level in the school

- Post level 1 – Educator
- Post level 2 – Head of Dept (Principal)
- Post level 3 – Deputy Principal (Principal)
- Post level 4 – Principal

5. Age in completed years as on

- 20 – 29 yrs
- 30 – 34 yrs
- 35 – 39 yrs
- 40 – 44 yrs
- 45 –49 yrs
- 50 – 59 yrs
- 60 yrs and over

6. Your completed number of years teaching experience in SA schools (including erstwhile T.V.B.C. states)

- Nil to 5 yrs
- Between 6 and 10 yrs
- Between 11 and 15 yrs
- Between 16 and 20 yrs
- Between 21 and 30 yrs
- Between 31 and 40 yrs
- More than 40 yrs

7. Please indicate your highest level of academic and professional qualifications

- Nil
- First level degree (e.g. BA or B Prim Ed)
- Second level degree (e.g. BA (Hons) or Bed (Hons))
- Third level degree (e.g. MA or M.Ed)
- Fourth level degree (e.g. D.Ed or D.Phil)

8. Diplomas and Technikon degrees

- Nil
- M + 3 or REQV 13
- M + 4 or REQV 14 B. Tech
- One year post-graduate (e.g. HDE, FDE, ACE, etc)
- Postgraduate research (e.g. M.Tech in Education)

9. Indicate the nature of your appointment at the school

- Temporary – governing body
- Temporary – state
- Permanent – state
- Pool/Roving – state

SECTION B

Institutional evaluation is an integral part of school management and the school has to evaluate itself in order to improve.

Based on my personal experience as an educator I would:

Strongly agree

Agree

Neutral

Strongly disagree

Disagree

Item	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	S.M.T has an important task to check the work of the educators within a school.					
2.	The school have appropriate policies place to enable it to run smoothly.					
3.	The school has an effective procedure for dealing with absenteeism.					
4.	The learners respond positively at school.					

5.	The teachers are co-operative					
6.	The school management team is leading by example.					
7.	The school's vision and mission statement were drawn by all the relevant stakeholders.					
8.	The professionalism of the staff is recognized.					
9.	Decision-making takes place by means of open-discussion.					
10.	The SMT accommodates differing perceptions of individuals in the school.					
11.	The SGB is fully operational.					
12.	School governing body is fully operational.					
13.	The community has a positive view about the school.					
14.	With a clear financial plan, the school is achieving its aims and objectives.					
15.	The SGB is well informed of all the school activities on regular basis.					
16.	Educators evaluate their lessons.					
17.	Developmental appraisal system is very vital for					

	every educator's development.					
18.	Educators should be guided by policies at school.					
19.	The school is embracing developmental appraisal.					
20.	Teamwork amongst educators is vital for effective school.					
21.	There are curriculum guidelines for standards to be maintained.					
22.	Our school has enough resources, e.g. laboratory.					
23.	Learners' records are in accordance with assessment policies, e.g. continuous assessment.					
24.	Learners are well motivated to achieve					
25.	Learners are given an opportunity to participate in competitions					
26.	Extracurricular activities are catered for at school.					
27.	The school award learners in recognition of their achievements					
28.	The school has got appropriate regulations to protect learners from accidents					
29.	Safety and are in place for opportunistic accidents					

30.	The school is prone to burglary.					
31.	We have a learners' code of conduct as regulated by SASA and learners have copies of it.					
32.	Resources are efficiently utilized to achieve required results.					
33.	The parent community is our most valued clients.					
34.	The school communicates effectively with relevant stakeholders.					
35.	The school responds promptly to complaints and suggestions by parents.					
36.	Resources such as books are well taken care of.					
37.	We normally invite subject advisors to come at our school.					
38.	Willingness to improve is vital for every educator's professional growth.					