

The management challenges in child and youth care centre schools

by

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DECLARATION OF ORIGINALITY

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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Ethics statement

The highest ethical standards were maintained in this thesis. The ethical considerations for this study are discussed in detail in Section 1.7.

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To whom it may concern,
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The management challenges in child and youth care centre schools

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DEDICATION

This study is dedicated to my wife, Mrs Grace Magadze for her outstanding support, care, love, and encouragement. And to my son, Tshanduko Magadze who gave me the joy of being his hero.

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ABBREVIATIONS

CYCC	Child and Youth Care Centre
EBD	Emotional and Behaviour Disorders
FET	Further Education and Training
HoD	Head of the Education Department
MDT	Multi-Disciplinary Team
SGB	School Governing Body
SMT	School Management Team

ABSTRACT

This study focused on the management challenges faced by CYCC schools after the transfer from the Department of Education to the Department of Social Development. The report followed a qualitative approach using a case study. It explored how the management of the recently transferred schools in the Gauteng Province experienced challenges because of the transfer. In as much as there is literature on challenges that special schools face in general, extraordinarily little research has been conducted on management challenges faced by CYCC schools, as they are relatively new in the system. The study also discusses the idea of conceptual framework. Qualitative research methods were used to collect data in this study. A purposive sampling strategy was used to select eight (8) participants. Semi-structured interviews were conducted with two (2) principals and six (6) HoDs drawn from two CYCC schools. The interviews were conducted after school hours and field notes together with recordings were taken during the interviews. The data collected was decoded, analysed, and categorised. The main research outcomes indicated that change of management in the two schools resulted in challenges such as power struggle between the two departments, limited resources that led to workload, and stress on teachers. The findings also indicate that the use of collaborative leadership, where the HoDs played the role of decision makers and principals as supervisors, made it possible for participants in this study to manage the running of the schools. Recommendations to the two departments and for future research are then made.

TABLE OF CONTENTS

CHAPTER 1	1
BACKGROUND AND ORIENTATION	1
1.1. Introduction	1
1.2. Problem Statement	2
1.3. Rationale and Significance	2
1.4. Research Questions	3
1.5. Conceptual Framework	4
1.6. Research Design and Methodology	4
1.6.1. Research paradigm	4
1.6.2. Research approach	5
1.6.3. Research design	5
1.6.4. Data collection	5
1.6.5. Participants and sampling	6
1.6.6. Data Analysis and interpretation	6
1.6.7. Trustworthiness and credibility	6
1.7. Ethical considerations	6
1.8. Conclusion.....	6
1.9. Structure of the dissertation.....	7
CHAPTER 2	8
LITERATURE REVIEW	8
2.1. Introduction	8
2.2. The concept of management	8
2.2.1. Planning.....	9
2.2.2. Organising.....	9
2.2.3. Leading	10
2.2.4. Controlling.....	10
2.3. Management challenges in education – international perspectives	11
2.4. Management challenges in education in South Africa	13
2.5. Managing change in Education	14
2.6. Challenges specific to CYCC schools’ management and educators – an introduction.....	16
2.6.1. Excessive paperwork and lack of administrative support.....	18
2.6.2. Excessive direct contact with learners with EBD.....	18
2.6.3. School structure and culture	19
2.6.4. Problems with role identification and description.....	19
2.6.5. Support for the management and educators of learners with EBD ..	20

2.7.	Summary	20
CHAPTER 3.....	22	
RESEARCH METHODOLOGY AND DESIGN.....	22	
3.1.	Introduction	22
3.2.	Research Approach, Paradigm and Design	22
3.2.1.	Research approach	22
3.2.2.	Paradigm	23
3.2.3.	Research Design	24
3.3.	Data Collection Strategies	25
3.4.	Sampling Strategy, Population and Participants.....	25
3.5.	Data Analysis.....	26
3.6.	Ethical Considerations	27
3.7.	Trustworthiness	27
3.8.	Summary	27
CHAPTER 4.....	29	
RESEARCH FINDINGS.....	29	
4.1.	Introduction	29
4.2.	Overview of Participant Selection.....	29
4.3.	The participants.....	30
4.4.	Presentation of data – layout and format	31
4.4.1	Planning process in schools.....	31
4.4.2.	Organizing process in schools.....	37
4.4.3.	Leading process in schools.....	46
4.4.4	Controlling process in schools.....	52
4.4.5	Emotional experience.....	57
4.6.	Conclusion.....	59
CHAPTER 5.....	62	
CONCLUSIONS AND RECOMMENDATIONS	62	
5.1.	Introduction	62
5.2.	Change of management	62
5.3.	Collaborative leadership	63
5.3.1.	Committees as a decentralisation strategy.....	63
5.3.2.	Meetings as a communication tool.....	64
5.3.3.	Consultative approach	64
5.4.	Challenges	65
5.4.1.	Limited resources.....	65

5.4.2. A lack of communication from school management and Social Development.....	66
5.4.3. The well-being of participants	67
5.5. Findings	67
5.6. Recommendations	68
5.7. Suggestions for further research	69
5.8. Overview and Conclusion	69
Reference list	71
Annexure A: Letter requesting permission to conduct research	73
Annexure B: Permission for research: Department of Education.....	74
Annexure C: Ethics Certificate	76
Annexure D: Invitation letter to participants	77
Annexure E: Interview schedule	79

List of Tables

Table 1: Biographical and Demographic information of participants.....	30
Table 2: The four main themes and sub-themes that emerged from the interview data.....	60

CHAPTER 1

BACKGROUND AND ORIENTATION

1.1. Introduction

Although the majority of public schools in South Africa are classified as mainstream schools, a large number of special schools cater for learners with special educational needs. Before the advent of the new education dispensation with South African Schools Act (Act 84 of 1996), the special schools for learners with severe behavioural and societal disorders were known as industrial schools or, in Afrikaans, *verbeteringsskole* - literally translated as *improvement schools*. These schools would cater for children with severe behavioural problems, conduct disorder, children who are in conflict with the law, and in some instances children who are all of these and orphaned. Most of these children were placed at these schools because of a court order.

There are two of these schools in Gauteng province. The schools face major challenges in terms of teaching and learning. This is because the majority of the learners have behaviour problems and as a result, most of the time teachers and managers at school are busy dealing with these behavioural issues. In most cases, curricular coverage suffers because learners bunk classes. Another major challenge that they suffer is that most of these learners were not at school for a long time, and therefore educators at these two schools need to deal with this backlog before they start with the actual curricular coverage. In terms of management, managers at these schools spend most of their time managing the behaviour of these children instead of focusing on curriculum management.

Most of these children are at these two schools not because they choose to be there but rather because they are forced to be there. Due to these obligations, many of these children display negative behaviour and many reject any form of authority. As a result, these schools are faced with uncooperative learners who are, in many instances, exceedingly difficult to work with.

Recently, two of these special schools in the Gauteng province were transferred from the Department of Education to the Department of Social Development, and are now known as Child and Youth Care Centre (CYCC) schools. Because they are new, there is no legislation that covers them, and not much research has been conducted into how they operate or the challenges they face.

1.2. Problem Statement

Although enormous work has been done in the area of management challenges faced by special schools, as we know them today, investigations into the unique and specific management challenges faced by CYCC schools is limited. As mentioned before, these schools were recently transferred from the Department of Education to the Department of Social Development, and this transfer by itself has created a number of challenges on top of those normally faced by special schools. The researcher is of the opinion that special schools not only experience management challenges that differ from those of more main stream schools, but that the CYCC schools that were recently transferred from the Department of Education to the Department of Social Development face additional management challenges that deserve to be investigated and described. For example, most special schools deal with the specific disability that their learners have and they have mechanisms and resources to deal with these challenges. These two schools deal with many challenges because of behaviour.

1.3. Rationale and Significance

Vithal and Jansen in (Maree, 2012) state that a rationale serves as a statement of how a researcher developed an interest in a particular topic, and exactly why a researcher believes the research is worth conducting. Anecdotally, my interest in this topic arises from my professional experience working as an educator in a CYCC school in Gauteng province. I have come to realise over the years that working in an environment where there are unmet challenges is very toxic to effective teaching and learning. Throughout the years of working in this environment, I have come across many role players who displayed a lack of motivation. Most of my colleagues are demotivated due to the many challenges at work, including a lack of resources and support from the principal and a lack of interest from the district. As a result, we lose valuable educators, and others develop an “I don’t care attitude” which is detrimental to the effective teaching and learning at the school. I am passionate about teaching and helping learners, and therefore find it difficult to function effectively in a school where there is no motivation.

From the literature, we know that educators and managers at the schools of learners with emotional and behavioural disorders (EBD) are more likely to leave their jobs because of high stress levels and job dissatisfaction (Nelson, 2001). This statement, together with the fact that the CYCC schools are relatively new and therefore truly little research has been conducted into the unique challenges they face, has aroused my interest in conducting the proposed research there. As a researcher, I explored management challenges faced by CYCC schools in Gauteng province.

1.4. Research Questions

The following research question emanated from the statement of the problem presented above:

“What management challenges do CYCC schools face after their transfer from the Department of Education to the Department of Social Development?”

This study was guided by the following secondary questions:

- What challenges do CYCC schools face in the planning of educational activities?
- What challenges do CYCC schools face in the organising of educational activities?
- What challenges do CYCC schools face in the leading and guiding of educational activities?
- What challenges do CYCC schools face in the monitoring and control of educational activities?
- What strategies, if any, do CYCC schools have in place to deal with these challenges?

1.5. Conceptual Framework

Maree (2012:30) states that while a theory “is a perspective on events and always exists in the context of competing or rival theories,” a conceptual framework is “a less well-developed explanation for events.” Jabareen (2009:51) defines conceptual framework as a network, or “a plane,” of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena. The concepts that constitute a conceptual framework support one another, articulate their respective phenomena, and establish a framework-specific philosophy.

Conceptual frameworks possess ontological, epistemological, and methodological assumptions, and each concept within a conceptual framework plays an ontological or epistemological role. The conceptual framework served as an anchor for the study and was referred to at the stage of data interpretation. This study investigated and described the management challenges faced by school management team (SMT) of CYCC schools from their own point of view. I analysed the views and experiences of the school management team in CYCC schools. In trying to achieve the research goal of understanding the management challenges faced by SMTs of CYCC schools, I framed my study with a conceptual framework consisting of the concepts that make up the concept management, namely planning, organising, leading and monitoring and control. These concepts helped me understand and describe the management challenges that educators of CYCC schools experience. I have chosen conceptual framework because it is a structure that I believed that it best explain the natural progression of the phenomenon that I have studied, namely the concept of management.

1.6. Research Design and Methodology

1.6.1. Research paradigm

As a researcher, I approached this study from the interpretivist point of view. Okeke and van Wyk (2016) define an interpretive study as one that is based on building a holistic picture, formed with words, and reporting detailed views of the respondents or study subjects. I chose this paradigm because I wanted to understand what the participants were thinking and feeling; and how they communicated verbally and non-

verbally. I also understood that multiple realities exist in any given situation. That is why I had to report holistically based on the participants' point of views. The reason why I chose interpretive research was that my sample is unique and therefore I had to believe that there are many realities in any given case. By doing this, I minimised the distance between the participants and me as a researcher. I understood the problem from the participants' point of view. This paradigm gave me an opportunity to give meaning to the phenomenon being researched as well as to get themes from the respondents. According to Okeke and van Wyk (2016), interpretive research is ontologically subjective.

1.6.2. Research approach

I approached my research from a qualitative point of view. This is because I wanted to conduct an in-depth investigation of management challenges faced by CYCC schools. Creswell in (McMillan & Schumacher, 2010) argues that research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. I have chosen a qualitative approach because it gave the respondents an opportunity to define the world from their own point of view.

1.6.3. Research design

I opted to use a case study for my research. McMillan and Schumacher (2010) helped me to understand this concept when they argued that a case study examines a bounded system, or a case, over time and in depth, employing multiple sources of data found in the setting.

1.6.4. Data collection

The data for my study was collected using semi-structured interviews. The interviews were conducted with two school principals and six HoDs from the two recently transferred CYCC schools. The interviews used questionnaires wherein the responses were recorded using a voice recorder.

1.6.5. *Participants and sampling*

When conducting this research, I had specific participants in mind. Purposive sampling was used to select two principals and six HoDs from the two recently transferred CYCC schools in Gauteng province.

1.6.6. *Data Analysis and interpretation*

I analysed the data using thematic analysis where I identified themes and sub-themes. The data was collected through semi-structured interviews and was grouped according to research questions. The data was also transcribed. The themes were used to structure the analysis.

1.6.7. *Trustworthiness and credibility*

For trustworthiness and credibility, I used questionnaires to ensure validity and reliability as part of enriching the value of data I collected for this study. I also documented the research processes and all the interview recordings will be available for future research. To ensure reliability, the research findings on challenges experienced by CYCC schools were analysed in relation to the literature review.

1.7. Ethical considerations

I conducted this research in a considerable and ethical way. I asked permission to conduct research from the Department of Education. I informed the participants of their right to privacy. For anonymity and confidentiality, I assigned codes to the two sampled CYCC schools.

1.8. Conclusion

Chapter 1 introduced the whole study with a brief description of the study. The discussion on this chapter started with a problem statement explaining the problem. It then gave a brief explanation of rationale and significance of the study. Research questions were also briefed in this chapter, followed by a conceptual framework that gave a brief description of the concepts to be used in the study. The study also gave a brief description of research design and methodology where research paradigm, research approach, research design, data collection strategies, participants and sampling, data analysis and interpretation, trustworthiness, and credibility as well as

ethical considerations were discussed. The chapter was concluded with a brief description of the structure of the study. Below is the structure of the dissertation.

1.9. Structure of the dissertation

To answer critical questions emanating for the research problem, this study was divided into the following chapters:

Chapter 1: General Background and Orientation

Chapter 1 presents the background and the rationale behind the study. It also discussed the methodology, research questions, and purpose of the study.

Chapter 2: Literature Review

This chapter illustrates the review of existing literature on management challenges faced by CYCC schools.

Chapter 3: Research Design and Methodology

This chapter explains all the procedures that were followed in conducting this research.

Chapter 4: Presentation of Research Findings

The chapter presents data analysis as well as raw data. The results of the study are presented based on the case study design.

Chapter 5: Summary, Recommendations and Conclusions

In this chapter, the summary and recommendations for further research is presented. The limitations of the study are also discussed in this chapter. In the next chapter, I present the literature that I reviewed in exploring what is known and yet to be known about the phenomenon under investigation.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This study focused on the management challenges experienced by CYCC schools after their unprecedented change from being managed by the Department of Education to being managed by the Department of Social Development. To this end, this chapter reviewed both international and local literature on the management challenges faced by schools in general. The literature review clearly demonstrated that managers of different types of schools, more especially so-called 'special schools' such as those that are the main focus of this study, indeed face various management challenges. However, this chapter started off with a detailed discussion of the concept of management, which is at the core of the study.

2.2. The concept of management

Kardariah (2019) states that the school manager organizes and manages all the potential of the school through the stages of planning, organizing, mobilizing, and supervising these potentials to support the achievement of educational goals. This view was supported by Van Deventer (2013) who stated that education management is the management of learning and teaching, consisting of management tasks or activities known as planning, problem solving, decision making, policy making, organising, coordinating, delegating, leading and control of school or education events. Management here is under the professional eye of the school principal. I am going to dwell much on the management tasks, since they form the basis of my research. According to Van Deventer (2013) management tasks have broadly been identified as the most important elements in the management process. These include giving direction to people, setting outcomes or needs, and allocating resources.

Van Deventer (2013) went on and argued that management can only take place if there are people whom you must manage. This means that human resources is the most important aspect in the management process of any school. Management tasks form part of the management process (Van Deventer). These tasks include planning, organising, leading and control (POLC). They form part of the interrelated and interactive management process. These tasks need to be taken into consideration when meeting the primary need of any school.

2.2.1. Planning

Hinton (2012) argued that planning involves the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community. Planning should also involve all stakeholders of the school. This means that during the management process in any school, planning is the first management function that needs to take place. It also means that the principal of the school should make sure that all resources allocated to the school, including human resources, are available in order to be able to allocate tasks. This view has been supported by Van Deventer (2013) who believes that planning includes the setting of a vision, mission, aims and outcomes, as well as problem solving, decision making and policy making. The principal here will create a detailed action plan aimed at some organisational goal. This is an ongoing step and can be highly specialised based on the organisational goals, division goals, departmental goals, and team goals. Buchel in (Van Deventer, 2013) indicates certain guidelines for effective planning. He argues that planning should always take place within the limits of the school policy. All aspects of planning should be related flexible. Human limitations should also be taken into consideration.

2.2.2. Organising

According to Scott in (Nordholm, 2004), an organisational field by definition encompasses communities of organisations that participate in the same meaning systems, and are defined by similar symbolic processes. This implies that participants should have a common understanding when organising. This is because they interact more frequently and in good faith with one another.

Organising includes establishing an organisational structure, delegating, and coordinating (Van Deventer, 2013:75). This implies giving direction to the implementation of planned ideas. It entails a systematic arrangement or process of giving structure to activities to enable the school members to work together to achieve school aims. This means that in this management function, the leader determines how to distribute resources and organise employees according to the plan. It will therefore create a platform whereby the leader will identify different roles and ensure that the right amounts of employees are assigned to carry out the plan. The leader will then delegate authority, assign work, and provide direction so that the team can work towards improved performance without any barriers.

2.2.3. *Leading*

Portin (2003) highlighted that regardless of school type, elementary or secondary or public or private schools need leadership in seven critical areas, namely instructional, cultural, managerial, human resources, strategic, external development, and micro-political. If the school is led properly in these areas, there will be effective teaching and learning. However, Van Deventer (2013) states that leading includes communication, motivation, conflict management and negotiation. It helps the management control and supervise the actions of the staff. It also enables them to render assistance to the employees by guiding them in the right direction in achieving organisational goals. At this level, time is spent connecting with employees on an interpersonal level. This is done by communicating, motivating, inspiring, and encouraging employees towards improved performance. Inspiration encourages employees to follow their leader because of what he or she stands for. Leading requires the use of authority and communicating effectively. Leading also involves supervision of employees and their work.

2.2.4. *Controlling*

Ayeni and Akinfolarin (2014) argue that controlling in the school system is a management process that guides both the principal and the teachers in performing their tasks, evaluating the process, and making the necessary adjustments towards ensuring effective teaching and learning activities for the purpose of achieving the predetermined educational objectives. This view has been supported by Van Deventer (2013) who refers to controlling as a management task that includes assessment, the taking of corrective action, supervision and disciplinary measures. This management

task involves measuring achievement against established objectives and goals. Managers identify sources of deviation from successful accomplishment of organizational goals and provide a corrective course of action. Controlling is the final function of management tasks. The manager evaluates the results against the goals.

2.3. Management challenges in education – international perspectives

This literature review also looked at management challenges in education from an international perspective. A study conducted by Ellsworth (2007) revealed challenges faced by management and educators in China. Kim (2013) also conducted the study that revealed challenges in Korea. Fazlagić and Erkol (2015) also conducted a study that demonstrates weaknesses in the Polish education system. The literature also looked at management challenges in education from a South African point of view. Botha (2004) conducted a study that revealed management challenges in South African schools indicating the changing role of the professional principal. Hoadley (2009) took this further and showed more challenges faced by South African schools, such as spending more time on administrative duties, and disciplining of learners. This chapter will also look at managing change in education. Zimmerman (2006) points out why educators resist change in education, pointing out denial as one of the reasons.

This chapter furthermore attempts to reveal the management challenges faced by educators of learners with behavioural challenges in terms of the management of teaching and learning in schools where such learners are enrolled. It also revealed that recent research indicates that learners with emotional and behavioural disorders (EBD) have the poorest educational, behavioural, and social outcomes of any disability group, with no apparent improvements across time. Kern (2009) and Nelson (2001) affirm that the growing number of children needing special education services is forcing schools to hire more educators, but schools have not been successful in retaining these professionals. Albelson, in (Nelson, 2001) states that management and educators of learners with emotional and behavioural disorders (EBD) may be more likely to leave their jobs because of high stress levels and job dissatisfaction. This means that if these educators receive the necessary kind of support from different stakeholders, it will reduce their stress levels and increase their job satisfaction (O'Neill, 1993).

Learners with severe behaviour problems present particular challenges for educators attempting to support the social and educational integration of such learners. The chapter revealed several challenges experienced by management and educators of learners with severe behavioural problems. It also revealed the kind of support these management and educators get from different stakeholders of such schools.

As my study is focussed on the challenges faced by management of CYCC schools, I will first look at the study conducted by Ellsworth and Zhang (2007). The study compared special schools in China and their counterparts in United States. They state that one of the common characteristics of the schools visited was that the special education class size was similar to what could be found in the United States (1–12 students) and would vary according to the needs of the children. The teachers seemed to have a much heavier instructional and management workload than their counterparts in the United States because paraprofessionals or teacher assistants were not employed (Ellsworth, 2007). This study revealed that the workload of teachers in special schools in China was a challenge. Another challenge revealed by this study is lack of paraprofessionals or teacher assistants. This places a huge burden on managers of these schools. Teachers are overworked and this affects their performance.

A study conducted by Kim (2013) revealed challenges faced by special schools in Korea. He alluded to the fact that a lack of leadership from the principals of schools is a challenge that hinders the progress of special education. Although inclusive education started about 35 years ago, regular educational administrators still do not understand that inclusive education requires joint consideration and responsibilities. In practicing inclusive education, insufficient understanding and inactive participation from principals of the regular schools act as one of the barriers to inclusion (Kim, 2013). This means that if principals are not effective, it will affect the teaching and learning of special schools in Korea. The same study also revealed the following challenges that needed to be addressed: attitudes toward students with disabilities; the Practice of Cooperative Teaching According to a Partnership between Regular and Special Education Teachers; and the Evolution of Teacher Education in Preparation for Inclusion (Kim, 2013).

A brief description of the Polish system of education reveals that, despite its recent achievements in PISA tests, there are substantial weaknesses in the system. These include the quality of teacher training, cultural factors such as past-orientation, and reactive approach (Fazlagić, 2015). The study reveals that even though the Polish education system is considered to be one of the best, education managers encounter certain challenges. Fazlagić (2015:51) goes on to state the following challenges:

- How to introduce long term focus?
- How to bridge the gap between schools and teachers in large urban areas and rural areas?
- How to reduce the general shortage of highly motivated and well-trained teachers in many schools?
- How to involve parents in cooperation with schools?

These are some of the management challenges faced by managers in the Polish education system.

2.4. Management challenges in education in South Africa

Botha (2004) argued that global trends such as the devolution of decision-making powers from the central to the school level, the devolution of authority and responsibility to schools, increased stakeholder participation, a change in stakeholder values, a general shortage of funds, and disciplinary problems and violence in many schools are some of the challenges faced by South African schools. Portin (2003) added that unpredictable global changes, such as the HIV/Aids pandemic and poverty in many developing countries, are currently posing huge and complex international questions for education. This clearly shows that education management is being challenged by these issues. Botha (2004) went on to state that the legacy of apartheid has left South Africa with an education system that is characterised by fragmentation, inequity in provision, a questionable legitimacy, the lack of a culture of teaching and learning in many schools, and a resistance to changing the way things have been done in the past. This places a huge burden on principals and SMTs of South African schools to deliver under such circumstances.

Hoadley and Ward (2009) has supported this view and state that, the terrain of school management in South Africa has experienced seismic shifts in the post-apartheid period since 1994. A raft of new education policies, some directed towards dismantling apartheid practices and others towards building a new system, effectively reconfigured

the work of school leadership and management. Because of this, principals and SMTs in South African schools find it exceedingly difficult to excel in their jobs. Tsukudu and Taylor (in Bush, 2006) support this view by saying that, in many instances, head-teachers come to headship without having been prepared for their new role. As a result, they often simply have to rely on their experience and common sense.

However, the demands being made upon managers, including head-teachers, are now such that acquiring management expertise can no longer be left to common sense and character alone. Management development support is needed. This simply means that in South African schools, leadership and management is a challenge that needs urgent attention. The new dispensation left the school managers with this huge burden on their shoulders and little or no training to help them with their responsibilities.

Hoadley and Ward (2009) take this argument further and state that the policy around the roles and authority of school principals is contested and in some instances ambivalent, thus rendering the job of managing schools more complex. This clearly shows that school management in South African schools is a difficult task. Because of South African history, managing schools is a difficult challenge.

2.5. Managing change in Education

Muyeghu (2009) defines change reform, reorganisation or restructuring of a system or organisation for the purpose of improving operations. It is often an emotion-laden process which brings about feelings of disquiet, tension, and uncertainty. But it can also bring about unity and harmony in the work environment. Change management also means to plan, initiate, realise, control, and stabilise the change process on both a corporate as well as personal level. However, according to the study conducted by Zimmerman (2006), schools across the country are pressured to reform by federal and state mandates. Because resistance is a major factor in reform failure, it is crucial for principals to discover why teachers resist change.

This study revealed that to effectively manage change in education, school managers need to be able to determine who is resisting change and why. This view was supported by Zhang (in Quoc, 2020) who said that advocacy and change are central to social life, so people must have the capacity to identify and adapt to these changes. Kennedy (in Zimmerman, 2006) argues that to begin this process, principals need to take a systems perspective that recognizes teachers' attitudes and behaviours within

the context of the social norms of their schools. This will enable principals of schools to identify teachers that are resisting change at a school.

The same study also revealed barriers to change. Attitudes towards change has been identified as a barrier to change. This means that when teachers display a negative attitude towards change it hinders the progress of the school. Teachers will react negatively towards change. Greenberg & Baron in (Zimmerman, 2006) states that one of the many barriers to both individual and organizational change documented in literature has been a failure to recognize the need for change. Quoc (2020) maintain that being aware of the need to change is vital, and successfully leading change in schools is among the greatest challenges of our time. When educators in schools fail to recognise the need for change, they resist any change that comes their way. This means that they are satisfied with what is currently happening in their school. Therefore it is difficult for them to accept new changes. The study goes on to reveal that unless teachers understand and appreciate the need for change in their schools, their interest in maintaining the status quo will undoubtedly take precedence over their willingness to accept change (Zimmerman, 2006).

Greenberg and Baron in (Zimmerman, 2006) go on to argue that habit is a related barrier to teachers changing their practices. Rather than working to develop new skills or strategies, it is simply easier to continue teaching in the same way. This means that when teachers and managers of schools are used to do things in a particular way, it becomes difficult to start doing things in new ways. When the principal wants to implement new policies at school, it becomes difficult for teachers to accept them. Fullman in (Zimmerman, 2006) agrees with this and says that because many people feel a sense of security from doing things in familiar ways, disrupting teachers' well-established professional and instructional patterns could result in a fear of the unknown.

Fullman in (Zimmerman, 2006) further argues that similarly, teachers might actually feel threatened in a number of ways by the prospect of change. Their acceptance of change could be affected by perceived threats to their expertise and proven abilities, as well as their belief that they lack the knowledge or skills to successfully implement the change. All this can hinder any attempt to bring change at schools and will definitely affect it. For the authorities to implement change successfully, they need to first address educators' fears and then also develop them professionally so that they are properly empowered to handle change effectively.

Keegan and Lahey in (Kimberly, 2016:240) agree with Zimmerman (2006). They ask the question: “Why do people in organizations not change their behaviour when they have compelling reasons as well as a genuine commitment to do so?” In this book, Kimberly et al. attempt to answer this question by using *immunity to change* theory. Kimberly (2016:240) take this argument further and state that the core insight that underlies the *immunity to change* is accompanied by theory and the interventions that individuals who don't make changes that seem to be in their best interest usually have competing, but unconscious, commitments to their current (dysfunctional) behaviours that are based on unexamined but deeply held ideas about what is in their best interest. This simply means that there are good reasons for failure to change but these reasons are hidden to everyone including the educators themselves.

In discussing how to manage change in the organisation based on the literature, I would first try to define what it means to be committed to organisational change. Herscovitch and Meyer in (Hill, 2012) defines *committed to organisational change* as a force (mindset) that binds an individual to a course of action that is deemed necessary for the successful implementation of a change initiative. This means that for the management of schools as organisations to manage change, they must make sure that there is commitment to change on the part of educators in schools. According to Hill (2012), this has been shown to be an important determinant of employee support for change. Paris in (Hill, 2012) support this and say that gaining employees' commitment is particularly important during radical change because it involves a fundamental, qualitative shift in the firm's philosophy or core perspective and strategic orientation. This means that without the support of educators, it will be difficult for managers to effectively implement change in their schools. A study by Kareem (2019) found that principals were emotionally competent in leading change in schools, as they were able to monitor their own and others' emotions, to discriminate among them, and to use the information to guide their thinking and action in the process of change. This means that leaders are capable to influence the followers to accept change.

2.6. Challenges specific to CYCC schools' management and educators – an introduction

Although the majority of public schools in South Africa are classified as mainstream schools, a large number of special schools cater for learners with special educational needs. Before the advent of the new education dispensation with South African

Schools Act (Act 84 of 1996), the special schools for learners with severe behavioural and societal disorders were known as industrial schools or, in Afrikaans, *verbeteringsskole* - literally translated as *improvement schools*. These schools cater for children with severe behavioural problems, conduct disorder, children who are in conflict with the law, and in some instances children who are all of these and also orphaned. Most of these children would be placed at these schools as a result of court order. It is important also to note that in this proposal, the term *educators* is used to include both teachers (those whose main function entails teaching on a daily basis) and School Management Team (SMT) members (heads of department, deputy principals and principals).

Daily work with children and adolescents with emotional and behavioural disorders (EBD) is a difficult task for management. Several studies report on the complex nature of these youths' problems, revealing the existence of a highly troubled population. Furthermore, these youths' problems seem to be chronic, pervasive and almost as stable as personality traits (Soenen, 2014). Chon (2012) agrees and says that staff including management in residential schools face an enormous amount of challenges in providing around-the-clock care for children with severe emotional and behavioural difficulties (SEBD). This literature review will attempt to reveal the management challenges faced by managers and educators of learners with behavioural challenges in terms of the management of teaching and learning in schools where such learners are enrolled.

The literature review also revealed that recent research indicates that learners with emotional and behavioural disorders (EBD) have the poorest educational, behavioural, and social outcomes of any disability group, with no apparent improvements across time. Kern (2009) and Nelson (2001) say that the growing number of children needing special education services is forcing schools to hire more educators, but schools have not been successful in retaining these professionals. This itself is a challenge that managers of such schools face.

Alberson in (Nelson, 2001) states that educators of learners with emotional and behavioural disorders (EBD) may be more likely to leave their jobs because of high stress levels and job dissatisfaction. This means that if these educators receive the necessary kind of support from different stakeholders, it will reduce their stress levels and also increase their job satisfaction. If educators are not retained to do their jobs, it becomes a challenge for managers to run such schools. O'Neill (1993) agrees with

this and said that learners with severe problem behaviours present particular challenges for educators attempting to support the social and educational integration of such learners. The literature review revealed several challenges experienced by educators of learners with severe behavioural problems. It has also revealed the kind of support these educators get from different stakeholders of such schools. When educators face challenges and lack support from managers, this affects the whole education system in these schools and as a result affects how these schools are run by managers on a day to day basis. Some of the specific challenges faced by educators who teach learners with EBD will be discussed briefly in the sections that follow.

2.6.1. Excessive paperwork and lack of administrative support

Nelson (2001) state that excessive paperwork and a lack of administrative support were consistently cited as sources of stress, dissatisfaction, and attrition, while positive working environments were often indications of satisfied educators of EBD learners. This is because managers in these schools for learners with behaviour challenges need more support. They have to deal with the behaviour of their learners and stressed educators more often than their colleagues in mainstream schools. They furthermore revealed that managers in schools for EBD learners reported isolation from colleagues, dissatisfaction with parent participation, frustration with paperwork, and a dearth of principal support. These challenges can pose a serious threat to the education of learners with behaviour problems as managers will be demotivated to carry out their duties. Managers in these schools find it difficult to manage since they feel forced to operate under tremendous stress.

Albrecht (2009) agrees with Nelson (2001) that workload volume and workload complexity at the classroom level were identified as having the greatest influence on job satisfaction. This means that planning as a management tool is compromised. Managers deal mostly with the behaviour of these learners rather than investing more time in planning for effective teaching and learning.

2.6.2. Excessive direct contact with learners with EBD

Nelson (2001) also revealed that the behaviours of learners with EBD have been implicated in educator stress and attrition. This is a challenge faced by managers and educators of learners with EBD that can lead to dissatisfaction and attrition. This is as

result of the learners failing to make expected progress with their grades. When learners struggle with the demands of the curriculum, they start to display behavioural problems. Managers and educators struggled to deal with such kind of behaviour. The managers of such schools then find it difficult to motivate their staff members, which is one of their tasks.

This view has been supported by Benner (2012) who states that the behaviour intervention is a consequence-based classroom management strategy that is used in response to learners' initial non-compliant response to educators' request for them to stop problem behaviour. In many instances, managers and educators are struggling with the behaviour of learners with EBD and often come up with intervention strategies to try and help themselves deal with the uncontrollable behaviour of these learners. As discipline is a responsibility of management teams in schools, behaviour of learners becomes a challenge for them. They have to deal with it and support their educators at the same time.

2.6.3. School structure and culture

School structure and culture reveals the kind of management in a particular school. Albrecht (2009) state that at the school level, school culture and school structure had a significant influence on the levels of satisfaction of educators. This means that if the structure of the school is not conducive to teaching and learning, it may lead to educator demotivation. As has been discussed previously in this literature review under the four management functions of the school, it is the duty of SMT of the school to make sure that the structure of the school is conducive to effective teaching and learning. They further state that, by setting directions for the school and inspiring a shared sense of purpose, leadership by the principal was identified as being critical to supporting classroom and school level conditions.

These aspects of management are of vital importance for making sure that schools have effective teaching and learning. The above literature review revealed that the nature of these of schools serves to compromise these aspects of management.

2.6.4. Problems with role identification and description

Prather-Jones (2011) states that role problems such as role overload, role ambiguity, role conflict, and role dissonance are also some of the challenges faced by management and educators of learners with behaviour problems. This is because

educators have to act as councillors, psychologists, pastors, social workers and more. These learners require different disciplines for them to survive on a daily basis. This puts a lot of burden on educators and as a result they become demotivated.

Despite all of these challenges faced by managers of special schools, the literature review further reveals that teachers in this study believed that individuals, including themselves, who are able to remain in the profession of educating students with emotional or behavioural disorders need to have, or acquire, certain personal characteristics (Prather-Jones, 2011).

2.6.5. *Support for the management and educators of learners with EBD*

Nelson (2001) state that principals' support and recognition in particular has been found to contribute to the intention of educators of EBD learners to stay in the profession. This means that if educators with EBD receive necessary support from the relevant stakeholders, it will motivate them to stay in the profession.

Dempsey (2012) states that mentoring is another form of support experienced by educators of learners with EBD. Dempsey indicates that face-to-face interaction away from class; scheduled whole group meetings; phone follow-up; online forums or discussion groups and in-class modelling are all examples of mentoring. Conderman and Stephens (in Dempsey, 2012) supported this view and noted that successful mentoring programs encourage the development of a relationship between mentor and mentee, while providing assistance that is tailored to the needs and challenges of the beginning teacher.

2.7. Summary

Several themes that emerged from this literature review. Theme 1 is the concept of management. The literature review discussed the concept of management and four management functions that each school should practice. These management functions are planning, organising, leading, and controlling. Under planning, the review of the literature revealed that as managers in education, they need to plan for effective teaching and learning. After planning, managers need to organise educational activities that are found in schools. Education managers also need to lead the activities that they have planned and organised so that there is effective teaching and learning at school. Lastly, managers need to control all the activities at school so that there is effective teaching and learning.

In theme 2, the literature revealed a number of challenges in the education system. The review of literature discussed management challenges in education from an international perspective. It reveals management challenges faced by schools outside our country. This gave the study a different understanding of management challenges in schools. Examples of international challenges in education include, firstly, heavy workload in the Chinese education system. This places a huge burden on education managers since they have to constantly motivate their educators for them to function effectively under such conditions. The Chinese system was compared with the USA education system. The heavy workload in the USA education system was compensated by the appointment of teaching assistants. Another challenge was the lack of leadership in the education system. Managers of education lack the understanding of inclusive education.

The literature review went on to reveal management challenges in South African schools. This also added on to the understanding about management challenges faced by schools. An example of challenges faced by managers of South African schools is the devolution of decision-making powers from the central to the school level, that is, the devolution of authority and responsibility to schools. Important decisions are left to governing bodies and in rural areas, most of them are illiterate. As a result, managers have to make decisions on their own. Since the study is focused on management challenges faced by recently transferred CYCC schools from the Department of Education to the Department of Social Development, the review also focused on change management. This gave a broader perspective on how to manage change in education.

Lastly, the literature review focused on the challenges specific to CYCC School management and educators. It revealed a number of challenges, including excessive paper work and lack of administrative support, excessive direct contact with learners with EBD, school structure and culture, problems with role identification and description, and support for the management and educators of learners with EBD. In Chapter 3 I present the methods and methodology I followed to collect and analyse the data that enabled me to answer research questions in this study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1. Introduction

The aim of this study was to investigate and describe the management challenges experienced by CYCC schools in Gauteng province after the unprecedented change from being controlled by the Department of Education to being controlled by the Department of Social Development. The previous chapter presented a review of the literature on management challenges experienced by schools in general and CYCC or so-called special schools in particular, especially the management challenges that come with change. This chapter discusses the research methodology, research design, research instrument, and sampling method used in this study.

This study was guided by the following primary and secondary research questions:

- What management challenges do CYCC schools face after their transfer from the Department of Education to the Department of Social Development?
- What challenges to the planning of educational activities are faced by CYCC schools?
- What challenges to the organising of educational activities are faced by CYCC schools?
- What challenges to the leading and guiding of educational activities are faced by CYCC schools?
- What challenges to the monitoring and control of educational activities are faced by CYCC schools?
- What strategies, if any, do CYCC schools have in place to deal with these challenges?

3.2. Research Approach, Paradigm and Design

3.2.1. *Research approach*

This study followed a qualitative research approach to conduct an in-depth investigation on management challenges faced by CYCC schools that were recently moved from one government department to another. According to Creswell (in

McMillan, 2014:344), qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning that individuals or groups ascribe to a social or human problem. He went on to argue that to study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a nature setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflectivity of the researcher, and a complex description and interpretation of the problem. Maree (2012) supported this view and states that qualitative research is based on a naturalistic approach that seeks to understand phenomena in context (or real-world settings). The researcher does not attempt to manipulate the phenomenon of interest. Here research was conducted in real-life situations and not in experimental situations. Babbie (2011), Van Der Stoep (2009), Bryman (2012) and Hennink (2011) took it further and state that a qualitative research approach is aimed at providing and gaining a better, richer and more in-depth understanding of the phenomenon under study as it occurs in a natural setting.

I preferred a qualitative research approach over a quantitative one as the latter was based on testing a theory with the aim of identifying variables. The fact that a qualitative approach allowed for the studying of people in terms of their own definition of the world, made this a relevant approach to this. The participants in this study discussed their own challenges in the management of Child and Youth Care Centre (CYCC) schools.

3.2.2. Paradigm

According to Okeke (2016) a paradigm may be viewed as a set of basic beliefs that deals with first principles. It represents a worldview that, for its holder, defines the nature of *the world*, the individual's place in it, and the range of possible relationships to that world and its parts. The beliefs are basic in the sense that they must be accepted simply on faith, and there is no way to establish their ultimate truthfulness. This view was supported by Denzin (2011) who defines paradigm as a basic set of beliefs that guide action. They argued that paradigms are human constructions and define the world view of the researcher as interpretive.

As a researcher, I approached this study from the interpretivist point of view. Okeke and van Wyk (2016) define an interpretive study as one that is based on building a holistic picture, formed with words, and reporting on detailed views of the respondents or study subjects. I chose this paradigm because I wanted to understand what the participants were thinking and feeling as well as how they communicated verbally and non-verbally. I also understood that multiple realities exist in any given situation. That is why I had to report holistically based on the participants' point of views. The reason why I chose interpretive research was that my sample is unique. I had to believe that there are many realities in any given case. By doing this, I minimised the distance between me as a researcher and the participants and could understand the problem from the participants' point of view. The paradigm gave me an opportunity to give meaning to the phenomenon being researched and also an opportunity to get themes from the respondents. According to Okeke and van Wyk (2016) interpretive research is ontologically subjective.

3.2.3. Research Design

McMillan and Schumacher (2014) state that a research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. It indicates the general plan of the research. Punch in (Okeke & van Wyk, 2016) agrees with this and defines research design as all the issues involved in planning and executing a research project – from identifying the problem through to reporting and publishing the results.

This study employed a case study design. According to McMillan and Schumacher (2014) a case study examines a bounded system, or a case, over time in depth, employing multiple sources of data found in the setting. They went on to argue that the case may be a program, an event, an activity, or a set of individuals bounded in time and space. A case can be selected because of its uniqueness or used to illustrate an issue. Maree (2012) supported this view and said that a case study research is a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest.” This view was advanced by Yin (2012) who defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.

Although this research design gave me an opportunity to use multiple sources and techniques when gathering data, I only used one technique for data collection. The case study was selected for the purpose of this study as it was believed to enable a clear understanding of, and the acquisition of knowledge about, the management challenges faced by CYCC schools. This case was selected because of its uniqueness. There are only two recently transferred CYCC schools in Gauteng Province. It also helped me to understand how principals and HoDs experienced the challenges they face in their day-to-day duties. I was able to get information about principals' and HoDs' experiences and challenges in working in CYCC schools.

3.3. Data Collection Strategies

The data for the study was collected through semi-structured interviews conducted with two principals and six HoDs from the two recently transferred CYCC schools. The interviews were conducted after school in their respective classrooms. The interviews were one-on-one and a voice recorder was used to gather data. Maree (2012) points out that semi-structured interviews basically define the line of inquiry. The advantages of semi-structured interviews include the fact that they require the participants to answer a set of pre-determined questions and the researcher is able to probe and clarify the answers. This strategy was suitable for my study because I wanted to explore a specific line of inquiry, namely the challenges faced by CYCC schools. This strategy also gave me an opportunity to set predetermined questions, so that I could get the answers I was looking for. It also allowed me to probe for more clarity to find the underlying cause of my line of inquiry. The participants were asked open-ended questions to give them an opportunity to share their knowledge regarding management challenges they face every day in their day-to-day duties. In order to enhance validity of the data collected, the interviews were recorded on audiotape and later transcribed. The interviews were audio taped with the permission of the participants.

3.4. Sampling Strategy, Population and Participants

In this study, I have identified my research population as members of School Management Teams (SMT) of all the Child and Youth Care Centre Schools in South Africa. As it would not be feasible to use the entire population, purposive sampling was used to select two principals and six HoDs from the two recently transferred CYCC schools in Gauteng Province. In this sampling, no preference was given to gender,

race, or age. Purposive sampling was deemed appropriate because it enabled me to focus on participants with similar experience. In purposive sampling, a particular set of participants is selected because it illustrates some features or processes that are of interest for a particular study (De Vos, 2011). This sample was drawn from the two recently retransferred CYCC schools in Sedibeng East District, Gauteng province. The principal of each of these schools, as well as six HoDs from each school was included. The participants were selected on the basis of experience at a CYCC school, thus two novice HoDs (less than 2 years' experience), two with moderate experience (2 to 5 years) and two experienced HoDs (more than 5 years' experience).

The above sampling was selected because I wished to understand management challenges faced by CYCC schools. This method of sampling is used in special situations where the sampling is done with a specific purpose in mind (Maree, 2012). The purpose, in this case, was to investigate the management challenges of CYCC schools and answer the research question. Participants were asked questions about management challenges faced by CYCC schools.

3.5. Data Analysis

Cohen (2011) states that qualitative data analysis is used to discover patterns, commonalities, differences and similarities; describe, explore, interpret, and generate themes; understand groups; and examine the application and operation of the same issues in different contexts. McMillan and Schumacher (2010) take this argument further by stating that qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns and relationships among the categories. Qualitative researchers synthesise and make meaning from the data, starting with specific data and ending with categories and patterns through a process.

Data was analysed using thematic analysis following Braun (2006) and Matthew (2010) models to identify the themes and the sub-themes. The data was collected through semi-structured interviews and transcribed and coded. Responses were grouped according to the research questions asked as relating to how educators and management of CYCC schools experience the management challenges that they face in their day to day duties. These themes were used to structure and guide the data analysis and presentation.

3.6. Ethical Considerations

The following principles were observed to do this research in an ethically responsible way:

- School principals and educators were informed of their right to privacy and their identity were protected through anonymity and confidentiality.
- The two sampled CYCC schools were assigned codes for anonymity and confidentiality.
- I explained the context of the interview to them and told them that participation was voluntary and that they had the right to withdraw if they felt uncomfortable. Ethical clearance was obtained from the University of Pretoria.
- Permission to conduct the research, interview the participants, and collect data from the selected schools was obtained from the Department of Education, and access was granted.

3.7. Trustworthiness

To ensure trustworthiness, the participants were not exposed to any acts of betrayal or deception during the research process. In this study, data was collected through semi-structured interviews and participants were asked predetermined questions designed to seek answers from this question: What management challenges do CYCC schools face after their transfer from the Department of Education to the Department of Social Development? The accuracy of the data in this study was ensured by recording the interviews with the participants and after that transcription took place. To validate the accuracy of the transcripts, participants were sent copies so that they could double check whether information they had provided had been correctly coded.

3.8. Summary

This chapter discussed the research approach, paradigm, and design. The research approach used was a qualitative approach. This study was approached from the interpretivist point of view and employed a case study as its design. This was done to try and understand the management challenges faced by CYCC schools.

The data collection strategy used was semi-structured interviews. This strategy was used because the researcher wanted to set predetermined questions and also probe for more clarity on the questions that were asked. Sampling strategy and participants were also discussed in this chapter and it was revealed that purposive sampling was

used. It was also discussed that the study was conducted in two recently transferred CYCC schools in Gauteng Province. This is where the two principals from each school and also six HoDs from the two schools were interviewed. Lastly, in the next chapter, Chapter 4, I presented the data that I analysed using the thematic analysis approach.

CHAPTER 4

RESEARCH FINDINGS

4.1. Introduction

The previous chapter dealt with the research methodology, design and research instruments used in the study. Apart from this, it also discussed the sample method used to select the participants and the protocol for data analysis. The current chapter presents the data collected during the study that focused on understanding the management challenges faced by school management of Child and Youth Care Centres (CYCC) in Gauteng Province. This chapter also presents the analysis of the data collected through semi-structured interviews with the participants. The interview schedule is attached in this report. The aim of this data analysis was to respond to the main research question namely: “*What management challenges do CYCC schools face after their transfer from the Department of Education to the Department of Social Development?*” The conceptual framework developed by Van Deventer (2013) was used to frame the responses of participants in this study. Data was analysed using the process of thematic analysis. This was done in order to highlight the themes that emerged. The themes that emerged were *planning, organising, leading, controlling and emotional experience*.

4.2. Overview of Participant Selection

I opted for purposive sampling because it gave me the option of focusing on participants with similar experiences. In this study, no preference was given to gender, race, or age. Two school principals and six HoDs from the two recently transferred CYCC schools in Gauteng Province were selected. The SMT members were selected because of their experience at a CYCC school, which were thus two novice HoDs (less than 2 years’ experience), two with moderate experience (2 to 5 years) and two experienced HoDs (more than 5 years’ experience). Table 1 below illustrates the demographics of the participants in this study.

4.3. The participants

Table 1: Biographical and Demographic information of participants

School	Pseudonym	Age	Gender	Designation	Experience in years		Professional qualification	Academic qualification	Number of years in this school	Number of years' experience in education
					Current post level	Years' experience in this post				
School 1	Participant 1 (HoD1)	48	Female	Acting HOD	2	4	BA Ed	BA Ed	12	14
School 1	Participant 2 (HoD2)	54	Male	HOD	2	7	HED	HED	8	18
School 2	Participant 3 (HoD3)	59	Male	Acting HOD	2	10	None	Diploma in Wood working	18	18
School 1	Participant 4 (HoD4)	56	Female	Acting HOD	2	11	BA Ed	BA Ed	26	26
School 2	Participant 5 (HoD5)	58	Female	Acting HOD	2	9	BA Ed	BA Ed	29	29
School 2	Participant 6 (HoD6)	60	Female	Acting HOD	2	4	BA Ed	BA Ed	31	31
School 1	Principal 1 (P1)	54	Female	Acting Principal	4	3	BA Ed	BA Ed	13	27
School 2	Principal 2 (P2)	53	Female	Principal	4	4	BA Ed	BA Ed	23	23

4.4. Presentation of data – layout and format

In this section, data was presented in the form of themes and sub-themes that emerged during the analysis process. I analysed the interview transcriptions and the sub-themes and themes were identified. In doing this, I refer to heads of departments as HoD one to six (i.e. HoD 1) and school principals as principal one to two (i.e. P1). I referred to the schools as school one or two (for example, S1). The School Management Team (SMT) is composed of all HODs, the acting HODs, and the principal.

4.4.1 Planning process in schools

Almost all the heads of departments (HoDs) and school principals in this study indicated that they are involved in the planning process of their respective schools. According to them, planning as a management function helps them carry on with the challenging duties that they face at the school every day. Some HoDs indicated that the School Management Team (SMT) conducts meetings every morning to plan for the day.

Describing the planning process of his school, the Head of Department three (HoD3) from school two (S 2) said, *“What I can say about planning is that there is the SMT meeting every morning. In the SMT meeting, we try to see what the plan is, for the day.* In responding to the same question, the Head of Department five (HoD5) from the same school (S 2) saw things in a broader angle from that of her colleague. *“The SMT actually do the planning, but the planning of course comes from the provincial department of education. It is not as though we can plan without their input. So, we plan, and then from there on, it goes down to the subject heads, then the teachers and then of course the plan is implemented in the classroom,”* she explained.

The Head of Department six (HoD6) from the same school (S 2), had a similar experience to those of the colleagues. However, in relating her experience, she begins from when the school was under the management of the department of education. *“Before the school was taken over by the department of Social Development, we normally did a lot of functions and activities at the school. For instance, we used to organise sports days, celebrate special days such as Valentine’s Day, have fund raising activities and many other activities. At this stage, the school does the planning. We however have to consult with the department of Social Development to*

accommodate them in our planning. From SMT side, we first have a management plan meeting where we plan certain functions and then execute our plans.

Head of Department two (HoD2) from school 1 (S1) expanded further from where colleagues in the other school left off. According to him, *“there are two ways in which planning takes place in my school. Firstly, there is formal planning for what we call regulatory planning functions. Here we follow the guidelines provided by the provincial department of education, and that are normally adhered to. The SMT, the school management team, and the process mostly do planning via formal discussions with minutes and goals are outlined.* However, the Head of Department one (HoD1) from the same school (S1) views the planning process in her school differently. Although she acknowledges that there are planning meetings, according to her, these meetings have become a burden because they are fruitless. *“What I see and experience is that we have endless meetings and many decisions and suggestions are said but very little comes to life,”* she stressed.

Hearing the planning process from the principals' side, Principal one (P1) from school 1 (S1) concurred with almost all that was said by the HoDs. She indicated, *“We sit together with the SMT to plan the different functions of the school according to the duty list. Every HoD has a duty list and there are responsibilities. According to these responsibilities, we set certain management plans, for instance the timetable. As the principal, I oversee or I facilitate to see that all the functions and the duties are in place.* Principal two (P2) from school 2 (S2) shared the view of P1. *“Every morning we have a meeting as SMT, which is where we plan for the day and come up with solutions to problems we encountered the previous day,”* she explained.

From what the HoDs and principals in this study shared, it is evident that there was *collaborative planning* involving the relevant stakeholders, including principals, HoDs and officials from the Department of Social Development. According to the participants, *planning meetings* were used as a communication tool to facilitate collaborative planning and the HoDs *appeared to be the drivers* of such meetings.

Having shared their experiences as regards the planning process, the participants were further probed on their role in this process. It transpired that they all have a role to play in their capacity. The SMT Head of Department one (HoD1) from school 1 (S1) indicated that this planning is just window dressing that looks good on paper. *“I am supposed to be involved with planning as the head of department. However, this is not*

the case. The planning process revolves around the school principal and the provincial head of department. We have got planning on paper and it looks beautiful and very professional but it is just window dressing as nothing happens after the planning. The Head of Department two (HoD2) from the same school (S1) sees himself as the “second in charge”. I am jointly the decision maker with the principal with regard to planning process, which I regard as the formal planning or formal management functions. In the less formal planning, it could be that I am the lead planner depending on the topic, otherwise if need be, and then I would consult the principal. Therefore, it could be that I take the lead or an advisory role in the planning process. The Head of Department four (HoD4) from the same school (S1) expressed that she is “responsible for planning for the subject that I am leading, so I am involved in the planning of this subject only.”

The Head of Department three (HoD3) from school 2 (S2) similarly emphasised that *“the SMT have roles that they play in their daily routine. My role in the planning process is regarding the skills classes. These classes are for learners who are not taking academic classes but rather attend classes where they learn skills. I am also responsible for other subjects as the HoD. My biggest role is developing the term programme. This role includes going to each head of department, request their term activities, and then compile the composite plan for the whole school.* In addition, the Head of Department five (HoD5) from school 2 (S2) mentioned that *“As a subject head for English, I see to it that everything pertaining to the teaching and learning of this subject is planned for the department of English. I am also responsible execution of all the planning according to the curriculum set for us and according to the managing plans and teaching plans.*

It was not surprising to find that the role of the school principal differed from that of the HoDs. Principal 2 (P2) from school 2 (S2) stressed that *“As the principal, I make sure that all the activities are planned properly. I act as a supervisor and I oversee all the process of planning.* Principal one (P1) from school 1 (S1) indicated that they have the same role as P2 *“As the principal, I oversee and supervise all the activities at the school.”*

Based on their responses, the HoDs participating in this study viewed themselves as *“decision makers”* in their learning areas that they lead. It was for this reason that they had to initiate collaborative planning meetings with all involved, including school principals for instance. Similarly, school principals viewed themselves as *supervisors*

who oversee that the collaborative planning that HoDs are done in the way expected by the Department of Social Development.

The majority of the participants in this study shared similar sentiments when asked about any changes they discovered in the planning process ever since the school's recent transfer from the Department of Education to the Department of Social Development. The Head of Department two (HoD 2) from school one (S1) was adamant that *"the planning process has changed because of the staff compliment. The staff organogram has changed, as there are no more deputy principals. As the HoD, I then fulfil the role of both the HoD and the deputy principal. It is now as if Social Development have to be engaged or consulted with decisions that affect their functioning, so in that respect it has changed considerably."*

The Head of Department one (HoD1) from the same school (S1) reiterated the views of HoD2. *"Definitely yes, big yes! We cannot have field trips anymore. Subjects such as Business Studies need a lot of practical. We however do not go out and visit businesses. For instance, we no longer have grade seven visit entrepreneurs, we no longer have executives come here and talk to learners about their experiences in the world of business. In order to close what we perceive to be the gap, we avail our own internet to get projects going. The learners' behaviour is terrible and even if you try to invite someone, you would be very embarrassed. We are very limited to what we can expose these learners to and how we can help them develop. Head of Department four (HoD4) from the same school (S 1) agreed, "Planning has changed because when I plan, I need to consider the other department. For example, I might plan to use the staffroom for a certain activity only to find out that the department of social development also wants to use it."*

Similarly, the Head of Department five (HoD5) from school 2 (S2) experienced some changes in the planning process ever since the school has been under the new management. *"I think planning process has changed in the sense that sometimes it is difficult for us to execute our planning because of the unforeseen circumstances that happen at the school. For instance, we sometimes plan for the learners only to find that they do not come to school. In other times learners are taken from the school to psychiatrist or psychologist or dental clinic or wherever and then our program is interrupted."*

The Head of Department six (HoD6) from school 2 (S2) agreed, expressing that unlike in the previous management, *“there is an additional department that I also have to take into consideration when planning my day-to-day activities. For instance, I must incorporate colleagues from the department when I plan for transport for learners to the athletics meeting or departmental meetings.”* The Head of Department three (HoD3) from the same school (S2) viewed the only change to be that of admissions because *“currently the admission of learners it is being done by the department of Social Development.”* Besides this slight change, *“I don’t think planning process has changed. In other words, the planning process remains the same as that of the previous management”*.

Principal one (P1) from school 1 (S1) agreed, saying that the planning process has changed in the current management. *“When department of Social Development took over a whole planning process of the school and the hostels has been affected. The management planning is restricted to the school only and as a result, our boundaries are restricted to only the functions of the school and not the hostels. That is, we are not allowed to intervene anymore with disciplinary procedures at the hostels since it is now the responsibility of the department of Social Development. We are no longer involved in the maintenance of the infrastructure of the school. Importantly, we no longer have the SGB so the whole planning system has changed.”* In agreement with principal one, Principal two (P2) from school 2 (S2) underlined that *“previously the school was under the education department only. Now the department of Social Development needs to be taken into consideration when the planning takes place. Sometimes our planning contradicts their expectations and that negatively affects the planning purpose.”*

It is evident from the above discussions that the planning process was confronted with changes because of the transfer from the Education Department to the Social Development Department and the participants in this study acknowledged them. The Head of Department five (HoD5) in school 2 (S2) pointed out that *“We have to work around the fact that learners are often not in class but always attending Social Development programmes such as anger management, being called by social workers or psychologist, referred to hospital/clinic amongst others. We plan for educational activities as SMT and then Social Development does not give learners many opportunities for doing homework and for studying which is rather difficult.”* Head of Department six (HoD6) from the same school (S2) echoed this saying that, *“We always*

try to be positive. As SMT, we always try to have meetings with the department of Social Development. We always try to accommodate them in our planning processes. We also try to help to change our plans wherever we can to accommodate them so that we can find a way to handle these challenges. As SMT, we are really trying to be positive to see if we can find solutions to suit both parties. However, our amicable initiatives are in vain most of the times.”

The Head of Department one (HoD1) from school 1 (S1) indicated that, *“We now have to seek permission from Social Development if we want to take learners out of the premises. This is because learners need to be supervised by Child and Youth Care Workers when going anywhere. We do not have a problem with that. The challenge is however that the process to obtain such permission drags so long that sometimes we miss the dates for the planned excursions”*. The Head of Department two (HoD2) from the same school (S1) shared the same view that *“The challenge is that now the school has to report to Social Development as an overseeing body over the school. The school is the tenant within the operations of Social Development. This means that decisions have to fall within the constraints of Social Development and education is not their primary mandate.”* The Head of Department four (HoD4) from the same school (S1) mentioned that, *“Communication between the two departments remains a challenge. This is because the two department do not always communicate the challenges that they are facing and as a result, there are frictions.”*

The two principals' views were sought with regard to planning challenges because of the transfer. Principal one (P1) from school 1 (S1) said, *“Yes, the challenge is the shortage of staff. Our staff establishment changed totally and as a result, we have to platoon. We do not have any SGB anymore, we do not have any financial budget anymore, we only have paper budget, everything now is operated from district office or head office, and they determine our post establishment and our finances. This has affected our planning process.”* She explained. Principal two (P2) from school 2 (S2) concurred with this view. She also brought in the element of motivation. *“After the transfer, our school was downgraded from a P3 school status to a P2 school status. This change has resulted in the shortage of staff and lack of resources. This has affected the morale of my staff negatively. In order to plan properly, I always motivate my teachers.”*

Change of *management* appeared to be crucial with participants in this study. This change affected processes and practices in that *teaching and learning space has changed* from classrooms to Social Development space (hostels). There are *long and dragging* processes for approval of planned excursions. The two departments had *different visions* on several issues.

Based on what the participating HoDs and principals in this study said with regards to the planning process, planning clearly forms the central part of teaching and learning in almost every school. But the participants also strongly emphasised the *collaborative planning* between the SMT, HoDs, school principals and the provincial Department of Education. This means that planning is not a one-man task but a shared responsibility amongst all the parties involved. In other words, schools that participated in this study do not consider planning as a top-down process but rather a parallel process where all stakeholders have a stake in the teaching and learning. Participants in this study seemed to agree that *planning meetings* that are mostly organised by the HoDs were the most efficient *communication tool*.

It also transpired from participants' narratives that HoDs perceived themselves as *decision makers* who made it their responsibility that planning in their departments take place. On a similar point of view, school principals also viewed themselves as *supervisors* overseeing to the running of the school in terms of what is planned and how it is planned. Having outlined participants' experiences on the planning process in their schools, the next sub-section presents their views on the organising process in schools.

4.4.2. Organizing process in schools

Participants were also engaged in the question regarding organising as a management function. Head of Department two (HoD2) from school 1 (S1) expressed that, "*According to guidelines that are prescribed by the district office, the day to day organising functions are the responsibility of the SMT or the necessary role players that are then appointed by the principal.*" The HoD4 from the same school had a similar experience, "*Organising and planning goes hand in hand. When I plan something, I also organise it. For example, if we have planned to have a heritage day at our school, all activities that goes along with this day are our responsibility to organise...*"

The Head of Department three (HoD3) from school 2 (S2) had similar thoughts to those of HoD2 from school 1: *“Previously it was the responsibility of the School Management Team to organise activities for the school, but after the transfer, the SMT together with Social Development organise activities. They normally do this by forming an organising committee which organises activities such as catering, transport, supervision of learners and the like.”* The Head of Department five (HoD5) from school 2 (S2) mentioned that *“The school principal as the head of the school and the SMT organise school activities by sharing responsibilities. For example, during examination, SMT draft management plan for exam to guide the subject heads and the teachers. As HoDs, we organise school activities as a group. These include assessment activities like exams. As HoDs, we are also responsible for making sure that exams run smoothly at the school by appointing and paying experienced invigilators.”* The HoD6 from school 2 (S2) recalled that, *“After the planning, we use the management plan to organise school excursions. We draw up the action plan that includes a roster indicating who is responsible for what activity and at what time. For example, the plan of action indicates who the team leader is, who organises transport for learners, supervision of learners, and many other activities”.*

Quite interestingly, the Head of Department 1 (HoD1) from school 1 (S1) had a vastly different view from the rest of the HoDs from both schools. She indicated that there is no organising process at her school. *“No, there is nothing happening, there are no activities, there is nothing being organised. This is because ever since the department of Social Development came on board, as SMT we play blame game. We blame the department of Social Development of not doing their job whereas we are also not doing ours. We are supposed to organise educational trips for the learners, we are also supposed to organise sports for these learners. At the present moment, there are no activities of such nature taking place at my school because no one takes responsibility”.*

School principals also shared their views with regard to the organising process in their schools. Their views appeared to be similar to those of most of the HoDs. Principal one (P1) from school 1 (S1) indicated that organising is mostly done at school level. *“As I said earlier on, organising is more school based, so we are organising activities such as the school program, the classes and the timetable in partnership with the different HoDs. That is, when a teacher is absent, we arrange for a substitute timetable so that learners know exactly where to go to when their teacher is absent. We liaise*

with the department of Social Development. In other words, we inform Child and Youth Care Workers about the substitute timetable so that they follow it and take the learners where they are supposed to be. We do this to avoid instances where learners roam around the school premises and not being in class". This view was echoed by principal two (P2) from school 2 (S2). *"We follow the management plan to organise school activities. We have the committees created in terms of subjects. These committees are responsible for organising activities such as assigning roles to staff members. These activities include amongst others curriculum coverage, assessment tasks, and alignment of Annual Teaching Plan, lesson plans and many more".*

The interviews revealed that, when organising activities, the schools that participated in this study follow *policies from the departments* as their guiding principles. Thus, they do not rely on their experiences. It is also evident that there is a *partnership between the two departments* (The Department of Education and the Department of Social Development) and they work together when organising activities.

According to participants in this study, this partnership keeps the schools running. It also transpired from participants' narratives that schools have established *organising committees*, which are responsible for organising activities of the school. Participants in this study added that, alongside the policies of the departments, the organising policies use the *management plans*. It is important also, to mention that these schools see *teachers as followers rather than organising partners*. The SMT organises activities and comes up with timetables that direct teachers as to what to do.

Participants were probed further to get their views regarding their roles in the organising process. The Head of Department one (HoD1) from school 1 (S1) indicated that she is at the ground level. She went on to say *"My role in organising is related to Business Studies. As a leader of the subject, I make sure that all activities of the subject are organised. Activities such as subject meetings, assessment and moderation."* On sharing his experience on his role in the organising process, the Head of Department two (HoD2) from the same school (S1) said *"My role is to look at what resources I have available in terms of staffing and then assigning the tasks to the different staff members after consulting with them and get them to participate. The tasks I am referring to here include assigning of subjects to be taught and allocation of classes to teachers."* The Head of Department four (HoD4) from school 1 (S1) expressed that she is in charge of exams. *"As I am in charge of exams, my role in organising process include appointment of invigilators and drafting of the invigilation*

timetable, ensure the availability of and enough question papers, collection of such papers after the exams as well as their safe storage”.

The Head of Department three (HoD3) from school 2 (S2) indicated that he is in charge of skills classes:

Skills classes are divided into three categories namely Skills 1 that consists of learners that are new at the institution and their cognitive level is low. At this level, we teach them basic communication and numeracy skills. Skills 2 consists of learners that have been in Skills 1 and their cognitive level is above that of Skills 1. Here we teach them communication and numeracy skills but we introduce basic woodworking and welding skills. In Skills 3, learners are at an advance stage. We teach them numeracy and communication skills. In terms of woodworking and welding, they build items such as chairs, tables, braai stands on their own. I also organise and allocate resources to be used in these classes, their assessment tasks that include tests and exams as well as practical tasks” he comprehended.

The Head of Department five (HoD5) from school 2 (S2) described her role in the organising process as follows:

As the SMT we established a structure that deals with English as a subject. As a subject head, I also teach English in the General Education and Training (GET) and Further Education and Training (FET) phases. It is my responsibility to see that my subject gets its rightful place in the school curriculum. I therefore see to it the budget caters for enough textbooks. I allocate textbooks for each subject. In so doing, I ensure that all the textbooks comply with CAPS requirements. The committee is also responsible for organising assessment tasks such as tests and exams to ensure that learners are properly assessed.

The Head of Department six (HoD6) from school two (S2) said the following about her organising experience: *“I have one on one sessions with teachers to check if they are happy with the subjects allocated to them. If any of them is not happy, I take the matter to the SMT who sorts the matter out.”*

Principal one (P1) from school 1 (P1) described her role in the organising process as follows: *“I am the facilitator and oversee that all the planned activities are implemented. I therefore create a checklist and request every HoD to complete. The checklist helps me to oversee if all the activities allocated to the HoDs have been completed”.* Principal two (P2) from school 2 (S2) said, *“My role is to oversee the organising process and to make sure that we organise everything according to what we have planned. We have*

a meeting as the SMT every morning to debrief about previous day's activities and plan for the day ahead."

HoDs in this study see themselves as the ones in charge of the organising process. They do this by *establishing structures*. The HoDs in this study rely on a *consultative approach* and find that it makes their roles easier. Through this approach they consult teachers as regards their opinions about decisions that are made and make changes where applicable. To be in the loop with what happens in their schools in terms of organising, principals in this study rely on *SMT meetings* every morning as members of the SMT and him or her as head. They believe that these approaches and strategies help them face the challenges that their schools face.

When asked about the changes they experienced in terms of organising process as a result of the transfer from the Department of Education to the Department of Social Development, the Head of Department one (HoD1) from school 1 (S1) explained, *"Previously we didn't have all these red tape and line functions to follow. These include getting permission from Social Department when one wants to take learners to school excursion. It was easy because I only had to get permission from the principal. Additionally, Child Care Workers were on board and they accompanied us to every school excursion. In other words, everybody was willing and available to help in the development of learners."* The Head of Department two (HoD2) from the same school (S1) brought the element of human resources into perspective when responding to the same question. *"Yes, the process has changed. We used to have more than twenty (20) teachers and now we only have nine (9) teachers in the school. This implies workload on the teachers. Moreover, with the department of Social Development on board, we need to communicate and conveyed all the organised activities to them and more often than not, they also make arrangements from their side which sometimes contradict or duplicate ours. For the activities in both sides to complement, we need more time and resources and learners' learning time is compromised."*

The Head of Department four (HoD4) from school 1 (S1) said *"The organising process changed because we sometimes plan and only be disturbed by the department of social development. For example, I once organised an excursion with learners on a Friday only to find out that social development has also organised an activity with the same learners on the same date. This simply meant postponement of the activities organised from the department of education for the other day."*

The Head of Department six (HoD6) from school 2 said, “Yes, *the organising process has changed a lot because we platoon - move between the two schools. That is, due to shortage of the teaching staff, I am obliged to move between the two schools and this makes the organising process far more difficult. For example, we find some teachers having multiple roles such as moderating more than one subjects and the HoD supervising subjects that fall out of his/her speciality and this compromises quality.*”

To some extent, the Head of Department three (HoD3) from school 2 (S2) agreed that there are changes in the organising process. She said “*I don’t think it changed a lot in my opinion. This is because before the transfer, we had structures such as committees that we used to organise our school activities and we still have those committees.*” In her opinion, the head of department five (HoD5) from school 2 (S2) thinks that the academic side of organising process in her school did not change much. However, she blamed the Department of Social Development for changing things. “*I don’t think the organising of the academic programme has changed that much. However, the department of social development gets on our way. That is, we try to organise activities and for several occasions, they change programmes. Such practices do not only hinder the teaching and learning process but also compromises learner development*”.

The participating school principals from the two schools also shared their experiences pertaining to the changes resulting from the transfer from the Department of Education to the Department of Social Development. Principal one (P1) from school 1 (S1) brought back the element of human resources and platooning. “*Yes, the organising process has changed, because we were bound to adapt with the Social Development structures. For instance, due to shortage of staff, there is a platooning system that goes on. That is, the same staff we have in the department of education is also engaged in the department of Social Development and there is a lot and complicated organising process taking place in this regard.*” Principal two (P2) from school 2 (S2) said, “*There are indeed some changes with the organising process. Previously, we organised all the school activities such as school excursions, leadership camps, special days such as Valentine’s Day, etc from the department of education only. Now we are bound to consult social development in everything we do for their approval. If they do not approve, it means change of organising plans.*”

Participants in this study indicated that the organising process as a management function does take place in the two schools and that they are *actively involved*. Some of the participants alluded to the fact that organising as a management function at the two schools changed after the recent transfer from the Department of Education to the Department of Social Development. According to them, the transfer brought significant changes in terms of organising activities of the two schools. The most notable changes were *joint organising plans between the departments*. The other change is the adoption of the *platooning system* due to understaffing for two schools.

It is evident from the narratives of the HoDs in this study that they experienced some challenges in terms of the organising process. Head of Department one (HoD1) from school 1 (S1) indicated that *“Before the transfer, the teacher could get donations from the community to boost a project whereas it currently takes long for such funding initiatives to get approval.”* Head of Department two (HoD2) from school 1 (S1) said, *“Human and financial resources are extremely limited because they are shared between the two departments. All I can say is that we are only tenants within an environment where we used to be autonomous.”* Head of Department four (HoD4) from school 1 (S1) mentioned communication as one of the challenges. *“Communication between the two departments is a challenge. For example, when as SMT want to organise educational trip, we have to follow the line function. That is, from the HoD to the principal, to the Head of the Institution (HOI), and to the management team (of department of Social Development), then get back to the SMT and this takes a lot of time”.*

Head of Department three (HoD3) from school 2 (S2) said, *“We no longer organise sporting activities for the learners but the department of Social Development does. This is a challenge because their timing clashes with most of the teaching and learning activities we organise for the learners. This as a result appears as if we discard the holistic wellbeing of learners, of which it is not the case”.* Communication as a challenge was brought up by Head of Department five (HoD5) from school 2 (S2). *“I find it a challenge organising activities from different and separate destinations. For instance, there is poor communication between the department of Social Development, the school itself and the teacher component. Because of that, we struggle to organise sporting activities”.* Head of Department six (HoD6) from school 2 (S2) also had her own challenging experience. *“Due to lack of human resources, we are forced to move between two schools (platooning). This has affected the teachers’*

negatively in terms of their wellbeing and travelling expenses as well as learners in terms of time lost as a result of relocation of teachers. Teachers are not motivated at all.”

The two participating principals in this study had their own narratives to share regarding challenges they experienced during the organising process. Principal 1 (P1) from school 1 (S1) recalled that *“As I previously said, we are restricted to organise a school section because we don't have any budget or financial account anymore.”* This view was supported by Principal 2 (P2) from school 2 (S2) who said that, *“First of all resources are a challenge. When we organise activities we find that we lack resources. After the transfer the school was downgraded and that led to shortage of teachers. We also do not have a budget.”*

According to the participants, the two schools encounter challenges as a result of the transfer in terms of organising as a management function. According to most of the participants, the transfer left the two schools to run with *shortage of staff and financial constraints*. For example, due to the transfer, the two schools no longer have any budget. This has compromised the organising of educational activities in the two schools. It was also revealed that *poor communication or the lack of communication* has been identified as the single biggest challenge. Poor communication or the lack of brings *confusion* with regard to organising sports as the school and Department of Social Development are not clear as to who should organise sports for the learners.

Participants were probed further regarding the response of School Management Teams of both schools with respect to the challenges they faced after the transfer of the two schools from the Department of Education to the Department of Social Development. Head of Department two (HoD2) from school 1 (S1) indicated that *“We do convey the challenges through to the SMT of Social Development, we do have Multi-Disciplinary Team (MDT) group chat between Social Development and the management of the school. However the response varies from very little or nothing to minimal. This is because when the STM reports issues via the group chat, Social Development hardly responds to these issues. For example, if we report that learners are not attending classes, they don't do anything about it.”* Head of Department four (HoD4) from school 1 (S1) shared the similar view and said *“Every morning, one member of SMT attend the MDT representing the school. In these MDT meeting, the SMT member represents the school. He/she reports class attendance, behaviour of*

learners, learners' progress. However, the challenge is that they hardly do anything about it."

Head of Department three (HoD3) from school 2 (S2) said, *"The response of the SMT to these challenges is to send one of the SMT members to sit in at the MDT meeting. Whether they take what transpires from such meetings seriously, I doubt because things are still the same."* This feeling was reiterated by head of department five (HoD5) from school 2 (S2) who indicated that, *"Sometimes management of Social Development do not pitch for the meetings."* From the same school, Head of Department 6 (HoD6) pointed out that as the SMT, they responded to the HoDs' challenges by writing letters to authorities but to no avail. *"If I can tell you how many letters, submissions and meetings were held in this regard I would need another 4 hours. We have done everything in our power to try and address these challenges, but without success,"* she explained.

The two principals concurred with HoD6 and indicated that they have done all they could in order to try and resolve these challenges but to no avail. Principal one (P1) from school 1 (S1) said that *"The SMT has tried to deal with these challenges, they have tried to adapt to the challenges. They wrote letters to the authorities (district office) but no response."* Principal two (P2) from school 2 (S2) agreed with P1. *"Once again I communicated with relevant authorities, but to no avail. Every time I get the opportunity, I talk to the HoD but our meeting bears no fruits and feel discouraged by this,"* she explained.

Quite interestingly, Head of Department one (HoD1) from school 1 (S1) had a different view from the rest. She said:

I think because our hands are tied up, we are not very urgent, we are not very concerned about it. We feel we are doing what we can but we are not really pressing the issues much. I don't even think we can call ourselves a school, we are basically baby sitting and trying to keep the learners busy by pretending, it is not really professional. Basically, the school and the department of social development are not doing enough to handle these issues.

Participants indicated that the institution has a system where management from the school and social development meets every morning in an MDT meeting, or *Multi-Disciplinary Team meeting*, to try and address the challenges they are facing. However, SMT feels that these meetings are fruitless as there is no progress. They feel that they have tried all they could to try and address these challenges but nothing

is happening. It is clear that according to the SMT, Social Development displays a *lack of interest* in the issues affecting the two schools.

The interview narratives from the HoDs revealed that school 1 *follows prescribed guidelines* from the department of education. Teachers in the two schools are just *followers* as they are told what to do in one-on-one sessions. It is evident that HoDs make use of management plan to organise school activities. The HoDs and principals for both schools also indicated poor communication as a challenge. It is evident that organising school activities becomes a challenge due to lack of communication between the two entities. The limited number of resources was also revealed by the narratives of participants as a stumbling block in terms of organising at the two schools. To try and remedy the situation regarding organising, HoDs and principals resort to consultation through the writing of letters and attending *Multi-Disciplinary Team meetings*. The interview also revealed that in this space, SMT share responsibilities by making use of a management plan. Having outlined participants' experiences on the organising process in their schools, the next sub-section presents their views on the leading process in schools

4.4.3. Leading process in schools

Regarding the leading process, Head of Department two (HoD2) from school 1 (S1) stressed that, *"There is always the principal with her SMT leading the activities at the school. For instance, in cases of examination, she communicates the planned activities to the staff members indicating each one's role."* Head of Department four (HoD4) from school 1 (S1) indicated that, *"The SMT takes the leading role. That is, I hold a meeting with teachers under my supervision and motivate them to carry on with the duties allocated to them. For example, at some stage, teachers were demonstrated discomfort to teach skills classes because of insufficient resources. I therefore held a meeting with them and motivate them to continue teaching with my support until the resources are available."*

From school 2, Head of Department five (HoD5) said, *"The principal leads educational activities together with the SMT. Since we have so many challenges, we are required to lead through motivation and by example."* Head of Department six (HoD6) from the same school (S2) pointed out that, *"As the SMT and HoD, I am at the forefront and lead by example. For instance, when the bell rings after break, I always ensure that I am the first to stand up and go to class so that other teachers can follow."*

Principal 1 (P1) from school 1 (S1) had this to say: “*As the head of the SMT, my leading strategy is that I involve all members to the leading process. That is to say, we all get together, they get divided into teams and are given roles to lead. They then have meetings with staff members under them and sell decisions that were taken in the SMT meeting.*” Principal 2 (P2) from school 2 (S2) said that, “*After we planning and organising processes, we then lead implementation of the plans. I first hold the meeting with the SMT members where we discuss the leading process. They then discuss decisions taken with staff members under their supervision through a meeting forum.*”

However, it is important to mention that whatever the HoDs and principals in this study they do it from the school rather than the departmental level. This view was that of Head of Department one (HoD1) from school 1 (S1) who said, “*The school is a programme under social development, so, we do not lead activities in the department of Social Development. Ours is to suggest and tell them what we need, but ultimately they are the ones to decide whether or not they approve our suggestions. For example, since extra-mural activities fall within Social Development, we do not have a say if such activities take place or not.*” This view was supported by Head of Department three (HoD3) from school 2 who indicated that, “*The leading process has shifted from education to Social Development as they are now part of the leading process. They are the ones that are supposed to lead us in the activities that need to be performed. They are in charge of the children and we are just a programme in the institution.*”

The narratives from the HoDs and principals in this study revealed that the leading process followed a *top-bottom approach* – from the principal to SMT members (HoDs included) and then to the teachers. By implication, teachers are just rubber-stampers and implementers of decisions made by the SMT. Participants in this study consider *meetings* to be an efficient communication platform where decisions are made and presented to other parties. Decisions taken during SMT meetings are thus communicated to the rest of staff members in meetings for their buy in.

SMT also had to *sell* their decisions to the rest of staff members. It was evident through the responses that there is *confusion* as some of the HoDs don't understand their role in the leading process at their schools. They believe that it is social development that has to lead.

Pertaining to their roles in the leading process, Head of Department two (HoD2) from school 1 (S1) indicated that *“As the senior HoD, I am second in command to the principal, when the principal. This means that when it comes to leading educational activities at my school, I am second in charge. I give guidance to other SMT members when executing their roles in the leading process.”* Head of Department four (HoD4) from school 1 (S1) said that, *“As the head of Afrikaans subject, I lead all the activities regarding the subject. Teachers in this department look up to me for guidance in developing annual teaching plan, lesson planning, pre and post moderation of the subject and other activities.”*

From school 2, Head of Department three (HoD3) recalled, *“I help teachers to develop an annual programme. I guide teachers to help learners to design projects by making samples of projects available to teachers”*. Head of Department five (HoD5) from school 2 (S2) said, *“As the head of the English subject, I encourage and motivate staff members to execute their duties effectively.”* Head of Department six (HoD6) from school 2 (S2) stressed, *“I am the SMT member who normally sits in at the screenings of the children at the panel discussions. After the meetings, I share the information with the rest of staff members. I give information about new learners to the rest of teachers so that they have a picture of who the learner is.”*

Principal 1 (P1) from school 1 (S1) said, *“As the principal, I ensure that I am always at school and on time. I always guide my staff members when executing their duties. When I see that one HoD is lacking, I have one on session with him or her to develop and support.”* Principal 2 (P2) from school 2 (S2) pointed out that, *“I delegate where necessary and make sure that all SMT members are leading their departments properly. I also develop my teachers through Integrated Quality Management System (IQMS). Through IQMS I identify where they are lacking and guide and support where necessary.”*

Notably, Head of Department one (HoD1) from school one (S1) specified that she does not have a role in the leading process in her school. *“No, I don’t think I have got a leading role in my school. Social Development is the one that lead activities at my school. All I need to do is to wait for them to point direction and I follow.”*

The narratives from the interviews in this study indicate that HoDs view themselves as *role models* in their respective departments. They motivate, encourage and guide their subordinates. It is also evident that HoDs and principals *pride* themselves on being

leaders at their schools. In school 2, HoDs lead by *sharing information through meetings* and they learn from one another.

Pertaining to the changes that participants in this study experienced in terms of the leading process, Head of Department two (HoD2) from school 1 (S1) said that *“the leading process has changed significantly because the third of the staff members is no longer available. “The school does no longer have deputy principals. I therefore have to perform all the management and the curriculum functions as the HoD and the workload affect my leading process. I must however indicate that regardless the workload, this change gave me an opportunity to grow as a person because now I can lead duties of the deputy principal.”* Head of Department four (HoD4) from school 1 (S1) said something that proved this to be true. *“Before the transfer, I led activities of one phase only and that is FET phase, but after the transfer, I lead activities in the GET and FET phases because of shortage of staff members. That is, my workload has increased and this affects my performance which in the end has a negative impact on my self-confidence.”*

Head of Department five (HoD5) from school two (S2) shared similar sentiments to those of HoDs from school 1. *“Yes, I think the leading process changed a lot. Since the department of Social Development came to our premises, we have lost many teachers. Besides the fact that some of them retired, others have left the school and they are not yet replaced. This shortage means workload to us and it affects work relationships between myself and my subordinates which then impacts on my leading role.”*

However, other HoDs indicated that the recent transfer did not bring any changes. School management still lead the same way as they did before the transfer. According to them, they did not experience any changes in terms of leading. For example, Head of Department six (HoD6) from school 2 (S2) expressed that the leading process existed even before the Department of Social Development took over. *“Even when Social Development were not on board, we still had to lead according to the Child Care Act and the court orders. As SMT we used to lead educational activities such as teaching and learning, we used to pre-and post-moderate our assessments as we still do today after the transfer,”* she said.

The above view was echoed by Head of Department three (HoD3) from school 2 (S2) who said that there are no changes. *“No, I do not think there are any changes that have been brought by the recent transfer in terms of leading. SMT is still at the forefront to lead activities at the school. Social Development has got nothing to do with leading at our school.”* Like these two, Head of Department one (HoD1) from school 1 (1) could not recall any changes. *“Nothing has changed. For example, before the transfer, education management took a decision to abolish drug-free zone hostel and mixed learners irrespective of whether they are doing drugs or not. The same position is maintained by the current leadership from Social Development”*.

Principal one (P1) from school 1 (S1) pointed out that the leading process has changed. *“Previously, it was easy to lead educational activities as there were no external influence. Currently, things have changed completely as we need to consult the other department in whatever we do. In other words as a school we cannot take any leading decision without consulting Social Development for their input and this process is frustrating us,”* she said. This view was resonated by Principal two (P2) from school 2 (S2) who elucidated that the presence of the department of Social Development in the premises changes the dynamics of leading. *“The presence of another department in our premises makes leading a bit difficult. This is because as a school we plan to lead our educational activities this way only to find out that the other department has other ideas. There are no clear guidelines to guide both departments in terms of running the school and as a result, our leading processes suffer.”*

According to participants in this study, change of management resulted in too much workload, which led to unnecessary conflicts that affected the SMT’s self-confidence. However, they saw such *change as an opportunity to grow* since they had to carry out those duties that were previously the responsibility of deputy principals. All they needed were *clear guidelines* on how to operate between the two departments in order to avoid confusion.

Participants in this study expressed themselves differently as regards the challenges they experienced. Head of Department one (HoD1) from school 1 (S1) pointed at different departmental priorities at the two departments as a challenge. *“The challenge is that our priorities are different. As education, we want to develop learners holistically whereas Social Development only cares for the learners’ physical needs and as the school SMT, we cannot do much about it. For instance, the department is supposed to render programmes such therapy, sports, and many others to learners but that is*

not the case. Their concern seems to be around children's food and shelter." Head of Department two (HoD2) from school 1 (S1) emphasised that *"The fact that we are now tenants within the premises is a challenge. We no longer have much of a say. We only play the reporting role. For example, if we want to use the facilities for developmental training to our staff members, we have to request permission from Social Development. These changes are affecting our work in a negative way."* Head of Department four (HoD4) from school 1 (S1) brought platooning into the picture. *"Platooning between the two schools is the single biggest challenge that has been brought by the recent transfer. Teachers are now supposed to teach in school 1 in the morning and after break, they have to go to school 2 without any travelling compensation. We so the travelling between schools at own expenses,"* she explained.

Head of Department three (HoD3) from school 2 pointed out that resources were a challenge. *"Lack of resources is a challenge when leading activities at our school. We have shortages of material to be used in skills classes and also shortage of teachers."* This view was supported by Head of Department five (HoD5) from school 2 (S2). *"Resources in general is a very big challenge, physical resources as well because we don't have a budget for the schools and this affects our work."* Head of Department six (HoD6) from school 2 (S2) brought the element of motivation into the picture. *"The biggest challenge for me in leading is to keep teachers and learners motivated. Because of these challenges, teachers and learners are demotivated. It is very difficult for us as SMT to motivate teachers and learners because we are also demotivated,"* she said.

Principal 1 (P1) from school 1 (S1) complained about the absence of the SGB and lack of resources as a challenge. *"As the leader of the school, I have realised that there is no more SGB, we have got shortage of staff as well as other resources and this makes our leading role difficult,"* she explained. Principal 2 (P2) from school 2 (S2) said, *"The challenge is that neither of the two departments wants to take responsibilities. For instance, when we request resources such as a photocopy machine, department of education refers us to the department of Social Development and the department of Social Development indicates that educational resources is not their responsibility. There seem to be lack of cooperation between the two departments and this has negative impact on our leading roles".*

It is evident from the interview narratives that a *lack of cooperation between the two departments* is affecting the leading roles of participants in this study. As a result, teachers are supposed to teach in between the two schools and contact time is lost in between the movements. Secondly, because they don't have SGBs, no one plays an advocacy role for the two schools. Having outlined participants' experiences on the leading process in their schools, the next sub-section presents their views on the controlling process in schools.

4.4.4 Controlling process in schools

Controlling is one of the management functions in an organisation. The interviews revealed controlling as one of the management functions in the schools that have been recently transferred from the Department of Education to the Department of Social Development. Participants indicated that they are part of controlling process as a management function in the two schools.

Describing the controlling process and her role in it at her school, Head of Department one (HoD1) from school 1 (S1) said, *"There isn't much of a controlling that is happening at my school. I do book control, class visits and meetings in order to control the situation as far as I can. During the class visits, I sample few learners' books and check whether what is in the learner book aligns with what is in the Annual Teaching Plan (ATP). Where there are challenges I assist the teacher."* However, Head of Department two (HoD2) from school 1 said *"Formal tasks have prescribed guidelines. The department of education prescribes these guidelines. They tell you how often you assess, number of tasks and how to assess. Activities would be delegated to SMT members to be able to oversee and to control functions as such where it would either be the principal or a member of the SMT. I control all activities by making a follow up with fellow SMT members to check if they have done all the activities allocated to them."*

Head of Department four (HoD4) from school 1 (S1) said, *"We control the activities of the school by making use of a management plan. At the planning process, we develop a management plan that has dates of class visits, book control and other activities. As the head of Afrikaans, I make sure I control activities of the school by moderating teaching and learning for Afrikaans from grades 7 – 12. I sample few learners' books to do book control. Before formal tasks, I pre-moderate the tasks and after the assessment I conduct post-moderation."*

From school 2, when trying to describe the controlling process and his role at his school, Head of Department three (HoD3) from school 2 (S2) told me that *“In order to be able to control activities at school, as SMT, we make use of class registers. I draft daily register for the learner’s attendance in order to control whether learners regularly attend classes.”* Head of Department five (HoD5) from school 2 (S2) had the same view as HoD2. *“Once again, the SMT has to do the controlling at the school although it is very difficult to execute these duties. Difficult in the sense that we have shortage of staff, therefore I have to teach many periods and do this controlling at the same time. I make use of daily register, check whether files of the English educators are up-to-date and check whether educators’ files reflect what appears on the learners’ work.”* Head of Department six (HoD6) from school 2 said, *“There is usually management plans and according to that management plan, I see to it that everything goes as the educator planned. Where things are not according to the plan, I guide educators and encourage them add more effort to do according to the management plan.”*

The two principals shared the same views as the HoDs when describing the controlling process and their roles in their respective schools. Principal 1 (P1) from school 1 (S1) said, *“There is SMT consisting of HoDs working according to management plans and I check if everything is in order.”* It was not surprising to hear Principal 2 (P2) from school 2 (S2) echo the same sentiments as P1. She said, *“We have put everything in place at the school. We have management control tools and we use these tools to control all our activities at the school. These are tools such as checklist. As the principal of the school, I use the checklist to check if all activities to be controlled are done.”*

Based on the responses of both HoDs and principals from both schools, it is evident that the two schools make use of *management control tools (checklists)* where the SMTs act as supervisors and the two principals act as overseers. The interview responses revealed the *good working system* at the two schools to make sure that teaching and learning at the two schools is running smoothly and effectively. This good working system at the two schools involves managers making use of checklists to make sure that school activities are completed. This ensures that no activity falls into the cracks. The principal will just check on the list to manage the system. The interview also revealed that HoDs viewed themselves as *assessors* and *moderators*. They view themselves in this way because they check and moderate or quality assure the work

of teachers. They do this to make sure that they control the educational activities at their respective schools.

Participants were probed to share if the controlling process has changed significantly since the schools' recent transfer. HoD1 from school 1 (S1) had this to say when it comes to controlling: *"I don't think the controlling has changed because we are still the school and we still managing more or less what is going on within the school. We still manage the same activities and control them like before the transfer."*

Her observations were similar to those of HoD4 from school 1: *"No, not for the curriculum, the Social Department doesn't have anything to do with the curriculum, so it did not change. As SMT, we still control the school activities such as teaching and learning."* Head of department two (HoD2) from school 1 (S1) said *"Yes, it is now more a divided role, in that social development takes care of social issues and the school only takes care of schooling issues. If you say for instance an open day function, Social Development will do their presentation on the behaviour of the child, health issues, and many others. The school will do their presentation based on the educational issues such as the progress of the child at school. During this presentation, we also share our intervention strategies to improve the pass rate."*

Head of Department three (HoD3) from school 2 (S2) shared similar sentiments: *"Controlling has changed definitely, because previously as I already mentioned that when education was the only part we knew exactly the movement of learners. Now it is difficult to keep track of the movement of the learners because Social Development will arrange to take learners to attend programmes such as anger management and send them to hospital during school hours. This affects the planning process since teachers/educators are no longer sure when to apply what control measures."*

Similar views were expressed by the Head of Department five (HoD5) from school 2 (S2): *"Yes, the control process has totally changed. We used to control activities at the hostels and physical appearance of the learners. After the transfer, we only have a say in connection with the education of the learners. This has posed a serious challenge because now the learners come to school without proper uniform and there is nothing much we can do about it."* The Head of Department six (HoD6) from school 2 (S2) brought up the element of two premises (two schools). *"Having to move between two premises makes the controlling process much difficult. That is to say,*

travelling between the two premises with resources makes our job difficult and school activities uncontrollable.”

Quite interestingly, although most of the HoDs indicated that controlling has changed, both principals and the other two HoDs indicated that it did not change. For example, Principal 2 (P2) from school 2 (S2) had a different views about this: *“Controlling has not changed. We control activities that we have planned as the school. We do this by making use of management tools to control activities such as assessments, school excursions and any other activities at school. Because of this, controlling as a management function has not changed.”* Principal 1 (P1) from school 1 (S1) shared the same sentiments: *“Controlling regarding the school has not changed, but regarding the safety and security it has changed because it is now under Social Development. In terms of safety and security of the learners, it now falls under Social Development. This has affected discipline in our school as it has to start from the hostel and we don’t have control there.”*

Participants had differing views on the issue of controlling. However, it has been revealed that controlling is more of a *divided role*. This means that both schools oversee the controlling process of education activities and Social Department controls social activities. There are also divided views pertaining to what changed and what has not changed. While principals in both schools feel that, only the social activities have changed and they still have control over education activities, most of the HoDs view this change differently. According to the HoDs, the change has affected both education and social activities. This implies that there is a *lack of communication* between the management of the two departments pertaining to division of activities. This has affected the controlling process of the schools. The interviews also revealed that school one (S1) has *intervention strategies* to improve the school pass rate. It also appears that *discipline* is a problem in both schools. Both schools are struggling to control the learners and this will affect the day-to-day running of the schools. Both schools are blaming the Department of Social Development for a lack of discipline in their schools.

Participants had to share challenges that they face with regard to controlling because of the transfer of the two schools from one department to another. For example, HoD2 from school 1 (S1) stressed that *“Power struggle between the school and department of Social development. That is, the school has to report to Social Development in each activity involved. We cannot control or act unanimously or autonomously, it always has*

to be with the permission or within the guidelines of the social development and their various acts that schools have to adhere to. For example, sometimes the department of education organise workshops for educators, in order for us to attend, we have to ask permission from department of Social Development.”

From school two (S 2), HoD3 brought in the element of communication as a challenge: *“A lack of communication between the two departments. I think the two departments must come together with some kind of solution to get the communication better. If communication is better, as a school we will know the whereabouts of the learners. This is because Social Development sometimes take learners for their programmes without informing us and we will not know where they are. This affects controlling and discipline is a problem.”* HoD5 from school 2 (S2) emphasised platooning as a challenge. Teachers have to travel in between two schools to teach. *“The fact that we teach at two schools is a challenge. Because of this controlling has been affected. As SMT we can try to control teaching and learning as well as assessment, but if learners are absent controlling is affected and this is beyond our control.”* HoD6 from school 2 (S2) also pointed out a challenge because of the transfer in terms of controlling. She suggested the presence of two departments in one premises as a challenge. *“We are operating in one premises as two different departments. This is a challenge because the two departments have got different priorities. As SMT, we focus on educational needs of the learners and Social Development focus on the physical and social needs of the learners. These priorities are always competing and Social Development always wins as they are in charge. As a result, educational needs of the learners suffers and there is nothing we can do about it.”*

The two principals were also probed with regard to the challenges they experience as a result of the transfer from the department of education to the department of Social Development. Principal 1 (P1) from school 1 (S1) agreed with HoD2 about controlling challenges due to the recent transfer and said *“Post establishment is our challenge. We don’t have the post establishment to suit the needs of the school. The challenge is we don’t have SGB and as a result of that we don’t have enough activities to be able to execute our management functions such as controlling effectively. Platooning between the two schools is one other challenge.”* Principal 2 (P2) from school 2 (S2) concurred with P1 and also complained about the lack of resources as a challenge: *“The recent transfer has brought some challenges in terms of controlling in my school. For example, we do not have our own budget, we do not have the SGB and the number*

of teachers is decreasing every year and this left us with no choice but to share the teachers between the two schools. These changes have affected controlling in a negative way.”

However, HoD1 and HoD4, both from school 1 (S1), had a totally different views from the rest of participants. According to them, there were no challenges in terms of controlling as a result of the transfer. HoD1 from school 1 (S1) said “*There are no challenges regarding controlling. As SMT, we are still controlling teaching and learning as well as assessment at our school. Social development is only in charge of controlling issues regarding social and physical needs of the learners.*” HoD4 from school 1 (S1) was in agreement with this view: “*There are no challenges with regard to controlling because as the school we are still doing things like before. We make use of management tools to control activities at our school. We still maintain discipline, analyse results in order to come with interventions to improve them.*”

The interview process revealed some challenges that participants faced as a result of the transfer of the two schools from the Department of Education to the Department of Social Development. It is evident that the *power struggle* between the two departments as well as between the school and the Department of Social Development affect the controlling process of the schools. *Poor communication between the two departments* also appears to be a challenging factor in the controlling process of the schools. As a result, schools are not sure to whom they report. The issue of a *lack of resources* was evident the narratives of the participants. They indicated the absence of the School Governing Body (SGB), teachers that leave the school, as well as the Department of Social Development’s dependence on the budget. The absence of the SGB leave them to deal with both the *management* of the school and the *governance* thereof, which is challenging. It was also clear from the interview narratives that both schools have a feeling of *hopelessness* as the HoDs felt that there is nothing they could do to address these challenges. Having outlined participants’ experiences on the controlling process in their schools, the next subsection presents their views on their own emotional experience.

4.4.5 Emotional experience

Lastly, participants’ views were sought with regard to their emotional experiences as a result of the transfer. HoD1 from school 1 (S1) said that “*Personally it has been very stressful, very upsetting, very emotionally draining. The most stressful element was*

fear of losing my job, being demoted to a lower level or losing one's benefits. But spiritually it has made me stronger because you really can't survive out of your own power, you need God to help you, so it has been spiritually good with the ultimate goal I suppose. Emotionally I've become stronger but it is very difficult, the stress really gets to you, so personally it is not nice having so much stress, you know, I am not enjoying, wondering what happened again this weekend, what am I going to face, what news will the kids bring." However, unlike other participants, HoD2 from school 1 (S1) looked at it from a positive point of view and said that *"The transfer has affected me in a positive way. Before the transfer I was just a post level 2 educator with no extra duties. I am now responsible for a lot of things that were previously the tasks of the deputy principal. As an HOD I now perform duties of the deputy principal and principal which previously I didn't have an exposure to."* HoD4 from school 1 (S1) shared the same view as HoD2: *"Even though the transfer brought some negative challenges, personally it has helped me a lot because now I have got more responsibilities to do as an acting HOD."*

From school 2, HoDs also shared their own emotional experiences. For example, HoD3 said *"As the HoD in charge of the phase that needs a lot of resources to function effectively, the transfer has brought a lot of stress to me personally since there are no more enough resources to carry on with our day to day duties."* HoD5 from school 2 (S2) also indicated that *"I think to a very large extent it frustrates me, I am a positive person, but I find sometimes that I am very depressed and then I get stressed out because of the circumstances under which I work here at the moment and I was not like this before."* HoD6 from school 2 (S2) concluded the personal views of HoDs as follows: *"You know what it is difficult, in the beginning you see everyone making a mind shift about what is expected from each of them. So we had to make really big mind shift to try and get our heads open and accept whatever challenges come to us. However, my biggest challenge was to let people know that we want to work together."*

We are not there because we were first and the school was run by the Department of Education then Social took over. I think social sometimes think that we were not willing to cooperate, they thought we were stubborn. I think the biggest thing that affected me as a person was to let people understand me that I am on their side, that I want the best for the children and the best for everyone and not being labelled as someone who is stubborn and don't want to go with the changes."

The two principals also shared their own personal experiences with regard to the transfer. Principal 1 (P1) from school 1 (S1) indicated that “*The transfer really tested me. I have to manage the school with limited resources, little support from authorities and also had to make sure that my staff members are motivated. All these has drained me emotionally.*” Principal two (P2) from school 2 (S2) shared the same view. She concluded by saying that “*To be honest with you, this journey has not been an easy one, it is very difficult to carry on with my duties knowing very well that people are overstretched. I have always try to be positive but it is so difficult. But I hope one day we will find solution to our challenges.*”

Based on the emotional experiences that HoDs and principals shared in the interviews, it is evident that participants were *stressed* and *emotionally drained*. It is clear that the transfer has left them with emotional baggage. To most of them, the transfer has left them with challenges that they can’t address properly. However, it was interesting to note that some of the participants revealed a *positive emotional experience*. The transfer exposed them to new and exciting challenges.

4.6. Conclusion

This chapter included the data analysis and the interpretation of the information gathered from the interviews that were conducted with two principals and six heads of department from the two schools that were recently transferred from the Department of Education to the Department of Social Development. The rationale of the interview was to explore their experiences and opinions of the management challenges that they experience as a result of the transfer.

Five distinct themes, consistent with the research question and sub-questions, emerged as follows from the interview data: 1) planning, 2) organising, 3) leading, 4) controlling and 5) emotional experience. Several sub-themes made up each main theme. Table 2 below shows the four main themes and sub-themes:

Table 2: The four main themes and sub-themes that emerged from the interview data

THEMES	SUB-THEMES
Theme 1: Planning	<ul style="list-style-type: none"> a. Decision makers, supervisors, and collaborative planning b. Changes in teaching and learning space c. Longer and dragging processes d. Departments with different vision as well as communication tool
Theme 2: Organising	<ul style="list-style-type: none"> a. Organising committees, management plans and consultative approach b. Platooning system between two schools c. Shortage of staff and financial constraints d. Implementation of the prescribed guidelines
Theme 3: Leading	<ul style="list-style-type: none"> a. Leading through motivation and by example b. Buy-in of the SMT decisions c. Too much workload, conflicts, and confusion d. Lack of commitment from social development e. No SGB and insufficient contact time for learners
Theme 4: Controlling	<ul style="list-style-type: none"> a. Management control tools and good working system b. HoDs as assessors and moderators c. Controlling as a divided role d. There are intervention strategies and discipline e. Feeling of hopelessness
Theme 5: Emotional Experience	<ul style="list-style-type: none"> a. Stressed and emotionally drained b. Positive emotional experience

Planning – The interview narratives revealed that participants view themselves as *decision makers and supervisors*. When planning, education managers in the two schools make use of *collaborative planning*. They collaborate with one another within the school and with managers from the Department of Social Development to plan for educational activities at the school. They make use of meetings as *communication tool*. The interviews also reveal *changes in teaching and learning space*. This is because decisions in terms of planning are now done in consultation with Social Development. It was also revealed that there are now *long and dragging processes* with regard to the approval of planned excursions. This is because of *two departments with different visions* in one institution.

Organising - In terms of organising, interview narratives revealed that the two schools have established *organising committees, which* are responsible for organising activities at the two schools. Here, *management plans* are used to organise educational activities. Managers of the two schools rely on a *consultative approach* to simplify their roles as far as organising is concerned. The narratives also revealed the *platooning system* at the two schools as a challenge. According to the managers at the two schools, *shortages of staff and financial constraints* are also a big challenge. Lastly, the *follow prescribed guidelines* from the department of education were also evident in these two schools.

Leading – it was evident that in these two schools, leaders *lead through motivation and by example*. Before they implement decisions that they took in their SMT meetings, they first *seek the buy-in* of the rest of staff members. It was also revealed that the transfer left the staff members with *too much workload, conflicts, and confusion*. The interview narratives showed that there is a *lack of commitment on the part of department of Social Development*. Social Development is interested in the social well-being of the learners only. School Governing Bodies play a vital role in school governance. The two schools have no SGB and this has resulted in the lack of support from such a body. The platooning system has resulted in a *lack of contact time* with the learners.

Controlling – It emerged that managers of the two schools use *management control tools* to control educational activities at the two schools. These tools revealed a positive way of working in these two schools. It revealed a *good working system*. HoDs here view themselves as *assessors and moderators*. This is because they are the ones who quality assure the work at the two schools. Managers also view *controlling as a divided role*. This is because the Social Development department is also involved in controlling. It was also evident that when managers realised that things are not working well, they come up with *intervention strategies* to remedy the situation. The platooning system has affected *discipline* at the two schools. The majority of staff members suffer from a *feeling of hopelessness*.

Emotional experiences - The interviews also revealed some emotional experiences of participants. The majority of participants claim that because of the transfer, they are *stressed and emotionally drained*. However, for some of the participants, the transfer was a *positive emotional experience*. In the chapter that follows, Chapter 5, I presented and discussed findings in this study and make recommendations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The previous chapter presented the data that was collected during the study that focused on understanding the management challenges faced by the school management of Child and Youth Care Centres (CYCC) in Gauteng Province. This chapter provides an overview of the study with reference to the literature review, research questions and study findings. The objective of the study was to understand the management challenges faced by Child and Youth Care Centre schools that were recently transferred from the Department of Education to the Department of Social Development. In this chapter, I presented the summary of findings, conclusions, and recommendations from this study. The main research question of the study was “What management challenges do CYCC schools face after their transfer from the Department of Education to the Department of Social Development?”

5.2. Change of management

The change of management implied that there was a transfer of the two schools from the department of Education to the department of Social Development. The school would therefore no longer be centre of power in the institution, and school management now has to consult with the department of Social Development when executing their duties. Because of change of management, HoDs now view themselves as assessors and moderators. They view themselves in this manner because they assess and moderate the work of other teachers to enhance quality of teaching and learning. In the same breath, the two principals view themselves as supervisors. This is because their duty is to supervise the work done by the HoDs. They use a checklist to identify tasks that were not done and assist where possible.

The change of management in both schools has affected planning, organising, leading, and controlling of educational activities in some way. There are now long and dragging processes when managers of the two schools want to plan for educational activities, which were not there before the change of management. This compromises the planning process. Organising has also been affected by the change of management. There is now a platooning system which was not there before as a result

of the shortage of staff and financial constraints. The two schools are now experiencing too much workload, conflicts, and confusion that is affecting the leading of educational activities at the two schools. The two schools also don't have SGB after the change of management. The change of management has also affected controlling. HoDs now view controlling as a divided role because there are two departments in one institution.

It was interesting to note one important element that was neglected by the authorities when dealing with change of management in the two schools. Seashore (2009) argued that change is not just applying a top-down mandate, and the same can be said about empowerment and professional development. The interview narratives are silent about this important matter of professional development to deal with change. Louis (1994) said that the image of change that is presented is evolutionary and non-synoptic, and full of unpredictable 'normal crises' and choices that cannot be anticipated ahead of time. This study also revealed crises such as a platooning system, too much in the form of workload, a shortage of staff, and many more challenges.

5.3. Collaborative leadership

According to Hallinger (2010) collaborative leadership focuses on strategic school-wide actions directed towards school improvement that are shared among the principal, teachers, administrators, and others. This view is in alignment with the interview narratives from this study, which revealed that in an attempt to remedy the challenges, the two institutions have opted to use collaborative planning, which enables the two departments to plan together in their combined meetings. These meetings were used as a communication tool to facilitate the collaborative leadership shown by the two departments. The collaborative leadership approach is in alignment with an assertion by Van Deventer (2013) that effective planning should involve all stakeholders. This is how participants see themselves. They are working together with Social Development to try and enhance teaching and learning.

5.3.1. Committees as a decentralisation strategy

The study showed that the two departments work together when organising activities using organising committees as a decentralisation strategy. According to participants, various committees such as the subjects committee, SMT committee and Multi-

Disciplinary Committee (MDT) were established to simplify the organisation of educational activities at the two schools and delegate responsibilities as a form of collaborative leadership. Subject committees headed by subject head deal with issues pertaining to that particular subject. The SMT committee deals with issues of the management of the school whereas the MDT committee deals with school governance. This view has been supported by Weshah (2012:360) who defines empowerment as *"a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems"* and delegation as *"a distinct type of power-sharing process that occurs when a manager gives subordinates the responsibility and authority for making some types of decisions formally made by the manager."*

5.3.2. Meetings as a communication tool

The interview narratives from the study revealed that the two schools used planning meetings as a form of communication. In order for the management of the two schools to communicate decisions taken at their meetings, they arrange meetings with the rest of stakeholders at the school to get the buy-in of the rest of the stakeholders and communicate their ideas. This was done to facilitate collaborative leadership. HoDs appeared to be the drivers of such meetings. These are meetings such as SMT meetings, staff meetings, MDT meetings, subject meetings, and any other committee meetings. The management of the two schools use these meetings to reach all the stakeholders of the school. This trend is in line with literature. For example, Bagire (2015) argued that meetings are a key tool in effective management and a common organizational activity. Meetings provide a forum for decision-making, communication, motivation, interpersonal relationships, and dispute settlement. Van Deventer (2013) has a similar view, saying that leading includes communication, motivation, conflict management and negotiation. It helps the management control and supervise the actions of the staff.

5.3.3. Consultative approach

It also emerged from this study that the two principals rely heavily on the SMT meetings to organise educational activities in their respective schools. The argument that educators are just followers when organising educational activities could not be substantiated. The HoDs indicated that they use a consultative approach when organising educational activities. Teachers attested that they are consulted when the

HODs organise educational activities. They consult them during meetings and individually. This is to involve everyone. This approach had a positive impact on collaborative leadership because everyone had a say and they all cooperated. This view links up well with the literature. According to Oluwatoyin (2006) a consultative approach is when the leader meets with relevant teachers individually, explains the situation, and gathers information and ideas on the decision to be made.

5.4. Challenges

Although the participants in this study demonstrated their commitment in ensuring the smooth running of the two schools, their initiatives were met with challenges.

5.4.1. Limited resources

The study indicated that the transfer of the two schools from Department of Education to Social Development brought about a challenge of limited resources. Teachers who resigned were not replaced. The Department of Education opted not to fund the two schools, thinking it will now be the responsibility of Social Development. Therefore, the two schools were faced with financial constraint and a lack of human resources. Because of this challenge, contact time with learners was affected negatively and the management of the two schools became a nightmare. Workload increased tremendously and some HoDs had to juggle multiple roles. As a result, in order to remedy the situation, the two schools were required to work together to develop a platooning system to enable teachers to be able to teach in both schools.

The literature review also revealed the same kind of trend. According to Nelson (2001), excessive paperwork and lack of administrative support were consistently cited as sources of stress, dissatisfaction, and attrition, while positive working environments were often indications of satisfied educators of EBD learners. In support of this view, Strydom (2012) indicated that a lack of resources and support systems influences job satisfaction negatively supported this view.

In this study, workload, conflicts, and confusion were identified as challenges faced by the two schools in terms of leading process. This revelation is supported by the literature review conducted in Chapter 2. According to Nelson (2001), excessive paperwork and a lack of administrative support were consistently cited as sources of stress, dissatisfaction, and attrition, while positive working environments were often indicators that educators of EBD learners were satisfied. Managers in these schools

for learners with behaviour challenges need more support as they have to deal with the behaviour of their learners and stressed educators more often than is the case with their colleagues in the mainstream schools.

More challenges identified in this study in terms of leading process were the lack of commitment from social development, inadequate support from the SGB, and insufficient contact time for learners. According to the HoDs, the department of Social Development only cares for the physical and social needs of the children. Educational needs come last. It has also emerged that the two schools don't have an SGB. This implies that there is no one playing an advocacy role for the two schools. Again, because of platooning between the two schools, it has been revealed that there is limited contact time with the learners. This simply means that the educational needs of the children in the two schools are not met.

5.4.2. A lack of communication from school management and Social Development

According to the participants, a lack of communication was identified as another challenge facing the two schools, which resulted in the two schools being unable to resolve their challenges. This communication, or lack thereof, was between the school and the Department of Social Development. It has emerged that the two do not communicate with one another when it comes to planning that affects learners. The school will, for example, plan for an assessment task to be carried out on a specific day only to find out that Social Development has already planned to do certain programmes with the same learners on the same day. There is a power struggle amongst the two entities. This has affected the day-to-day running of the school negatively. Certain assessment tasks (such as formal tasks) are prescribed by the Department of Education. To remedy the situation, the institution initiated MDT meetings. This is structure where representatives from the school and Social Development meet to bridge the gap between the two. In this meeting, the school and Social Development communicate their plans regarding the learners. This practise is supported by literature. According to Bagire (2015) meetings remain the essential mechanism through which organizations create and maintain the practical activity of organizing.

5.4.3. The well-being of participants

The transfer of the two schools has affected participants' social well-being. It has emerged that it was difficult for the two entities to trust one another. They could not depend on each other because of the power struggle and this has affected the day-to-day running of the school. There was a lack of communication.

The transfer also affected the emotional well-being of the participants. The interview narratives revealed that participants were stressed, depressed, and emotionally drained because of an excessive workload and a lack of resources. This has affected the daily running of the schools. However, it was interesting to note that other participants were positively affected. They see this as an opportunity to broaden their horizons, and they are now exposed to more challenging duties, such as performing deputy principal duties, that they were not exposed to before.

Participants were psychologically affected by the transfer. This is because in order to have positive psychological well-being, participants need to have positive relationships with others. In this case, the relationship with Social Development has been negatively affected due to a lack of communication. This view is supported by literature. According to Sisask (2013) teachers' psychological well-being and satisfaction with their daily working environment influence their actual behaviour. It has been found that a poor psychosocial climate in a classroom and the misconduct of pupils can have negative effects both on teachers' as well as pupils' general well-being and mental health, as well work-related or academic achievement.

5.5. Findings

The study sought to find answers to the following research question and sub-questions:

What management challenges do CYCC schools face after their transfer from the Department of Education to the Department of Social Development?

- What challenges do the CVCC schools face in planning educational activities?
- What challenges to the organising of educational activities are faced by CYCC schools?
- What challenges to the leading and guiding of educational activities are faced by CYCC schools?

- What challenges to the monitoring and control of educational activities are faced by CYCC schools?
- What strategies, if any, do CYCC schools have in place to deal with these challenges?

It is evident from the data presented that there was a change of management at the two schools. This change of management was because of the transfer of the two schools from the Department of Education to the Department of Social Development. This change of management affected the day-to-day running of the school.

The data also indicates that to improve the day-to-day running of the two schools, SMT resorted to make use of collaborative leadership. In this leadership, managers from the school and Social Development collaborate with one another. They plan and organise together as a team. They established committees as a way of decentralising decision-making powers. They also use meetings as a communication tool to communicate ideas brought up in the meetings. These meetings were used as a means of consultation.

The data indicates that the two schools faced challenges because of the transfer from the Department of Education to the Department of Social Development. The interview data revealed that the two schools faced the challenge of limited resources. To remedy the situation, the two schools started a platooning system whereby teachers work between the two schools. A lack of communication between the two departments also had a negative impact on the daily running of the two schools. It was also evident that participants' well-being was affected. They indicated that they are stressed and emotionally drained.

5.6. Recommendations

The purpose of this research study was to understand the challenges faced by the management of the two schools that were recently transferred from the Department of Education to the Department of Social Development. As indicated in Chapter 1, little research has been conducted on the challenges faced by Child and Youth Care Centre (CYCC) schools. With reference to the findings from both the literature review and the empirical study, I have the following four recommendations:

- The CYCC schools should appoint additional staff members in order to deal with the problem of platooning.
- An effective Multi-Disciplinary Team (MDT) consisting of managers from school and Social Development should be established and meet regularly to discuss issues related to learners. This will enable the institutions to have one vision and one voice.
- The CYCC schools should establish SGB because they lack governance. If not SGB, the schools can establish a board of directors that will take charge of governance and let SMT deals with the management of the school.
- The two departments, that is Department of Basic Education and Department of Social Development, should revise their memorandum of understanding (MOU) so that it is clear who is funding the school at the institution.

5.7. Suggestions for further research

This study focused on the management challenges faced by Child and Youth Care Centre schools in Gauteng province. These types of schools are new in the education system and it is obvious that limited research has been conducted in this area. There is a need for further research related to Child and Youth Care Centre schools.

The focus area for this study was management challenges and the SMTs for only two schools were interviewed. Teachers, learners and the management at Social Development also have some experiences that they can share.

5.8. Overview and Conclusion

This study attempted to answer the question “What management challenges do CYCC schools face after their transfer from the Department of Education to the Department of Social Development?” The purpose of this study was to understand management challenges faced by CYCC schools after their transfer from the Department of Education to the Department of Social Development. The two schools under study were recently transferred from the Department of Education to the Department of Social Development. This transfer has created a number of challenges in addition to those faced by special schools.

This study was approached from the interpretivist point of view because it was based on building a holistic picture formed with words from the interview narratives. The study was conducted from a qualitative point of view because participants were given the

opportunity to define the world from their own point of view. A case study was used as a research design and data was collected using semi-structured interviews where two principals and six HoDs were interviewed. These were selected by means of purposive sampling.

Data were analysed using thematic analysis by identifying themes and sub-themes. Five distinct themes, consistent with the research question and sub-questions, emerged as follows from the interview data: 1) planning, 2) organising, 3) leading, 4) controlling and 5) emotional experience. Recommendations for further research were suggested.

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Annexure A: Letter requesting permission to conduct research



Faculty of Education

17 May 2017

Gauteng Department of Education
111 Commissioner Street
Johannesburg
2001

Dear Sir/Madam,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN INSTITUTIONS OF THE GAUTENG DEPARTMENT OF EDUCATION

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is *"Investigating the management challenges experienced by Child and Youth Care Centre schools"*. This study is therefore concerned with the investigation into the unique management challenges faced by School Management Teams (SMTs) of these CYCC schools.

It is therefore my great honour and privilege to be able to invite you to become a voluntary participant in this research project.

I therefore would like to ask permission to conduct research at Emmasdal and Luckhoff CYCC.

Thanking you in advance.

Mr TT Magadze
Student researcher
072 422 3217

Dr E Eberlein
Supervisor
012 420 5552

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Letopha la Thuto

Annexure B: Permission for research: Department of Education



GAUTENG PROVINCE
Department of Education
REPUBLIC OF SOUTH AFRICA

8/4/17

GDE RESEARCH APPROVAL LETTER

Date:	22 May 2017
Validity of Research Approval:	06 February 2017 – 29 September 2017 2017/104
Name of Researcher:	Magadze T.T.
Address of Researcher:	3226 Shalimaridge 10 Jhelum street Heidelberg, 1441
Telephonic Number:	072 422 3217
Email address:	magadzethomas@gmail.com
Research Topic:	Investigating the management challenges experienced by Child and Youth Care Centre Schools
Number and type of schools:	Two LSEN schools
Districts/HQ	Sediberg East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

F. Tshabalala 22/05/2017
The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted.

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Birnie Road, Johannesburg, 2001
Tel: (0) 11 355 0458
Email: Feth.Tshabalala@gauteng.gov.za
Website: www.education.gov.za

1. The District/Head Office Senior Managers concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Managers must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply in any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Ms Faith Tshabela
CES: Education Research and Knowledge Management

DATE: 20/05/2017

Annexure C: Ethics Certificate



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER: **EM 17/03/01**

DEGREE AND PROJECT

MEd

The management challenges in Child and Youth
Care Centre schools

INVESTIGATOR

Mr Thomas Magadze

DEPARTMENT

Education Management and Policy Studies

APPROVAL TO COMMENCE STUDY

16 May 2017

DATE OF CLEARANCE CERTIFICATE

20 April 2020

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire

A handwritten signature in black ink, appearing to be 'Funke Omidire', written over a horizontal line.

CC

Ms Bronwynne Swarts
Dr Maitumeleng Nthontho
Dr Eric Eberlein

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Annexure D: Invitation letter to participants



Faculty of Education

20 July 2017

Mr/Mrs.....

.....

Dear Sir/Madam,

PARTICIPATION IN THE STUDY ON INVESTIGATING THE MANAGEMENT CHALLENGES EXPERIENCED BY RECENTLY TRANSFERRED CHILD AND YOUTH CARE CENTRE SCHOOLS

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is *"The management challenges in Child and Youth Care Centre schools"*. This study is therefore concerned with the investigation into the unique management challenges faced by School Management Teams (SMTs) of these CYCC schools.

It is therefore my great honour and privilege to be able to invite you to become a voluntary participant in this research project.

Please allow me the opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project by interviewing the principal and three other members of the school management team about the management challenges they face on daily basis. If you therefore agree to participate, I will conduct a one hour long semi-structured interview with you on various aspects of the management of your unique school. The

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interview will take place at a suitable and convenient place and time that does not interfere with school activities or responsibilities. With your permission each interview will be audio-recorded for the purposes of transcription and analysis. The information obtained will be treated with the strictest confidentiality and will be used solely for research purposes. I have included here for your information a schedule of interview questions.

The aim of this research project is NOT to pass judgment, but rather to paint an accurate picture of how the principal and SMT members at CYCC schools understand and deal with management challenges they face every day.

Please understand that your decision to participate is entirely voluntary and that, once you have indicated your willingness to participate, permission for your participation will also be secured from the Department of Social Welfare as well as the Gauteng Department of Education. Please also be assured that the information obtained during the research study will be treated confidentiality, with neither of the above-mentioned departments having access to the raw data obtained from the interviews. At no time will either you as an individual or your school be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations. This research study presents a unique opportunity for you and your school to get involved in the process of research aimed at exploring ways and means to improve the management processes in CYCC schools. If you decide to participate in this research study, kindly indicate this by completing the informed consent form at the end of this letter.

Thanking you in anticipation.


Mr TT Magadze
Student researcher
073 377 0657


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Supervisor
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Annexure E: Interview schedule

Preamble to

INTERVIEW PROTOCOL

Investigating the management challenges experienced by Child and Youth Care Centre schools

PURPOSE OF THE STUDY

The purpose of this study is to investigate and describe the management challenges experienced by CYCC schools in Gauteng province.

SOURCES OF DATA TO BE COLLECTED

Data will be collected by conducting semi-structured interviews with 2 principals and 6 SMT members from the two CYCC schools.

ASSURANCE OF CONFIDENTIALITY

All participants are assured that their identity as well as their responses will be regarded as completely confidential at all times and will not be made available to any unauthorized user. The participation of individuals in this study is completely voluntary. Should any participants wish to discontinue their participation during the course of the research project, he or she will be free to do so at any stage, up to and including after the completion of the actual interview. Precautions will be taken to ensure that no participant will be harmed in any way by this research or their participation therein. No participant will be named or identified in any way – should the researcher wish to quote from an interview transcript, a pseudonym will be allocated to that particular participant.

Every participant will be given an opportunity to verify the transcription of the discussion/ his or her interview.

DURATION OF INTERVIEW

This individual interview should take no longer than 1 hour (60 minutes). Please note that the discussion will be recorded and then transcribed. Every participant will be given the opportunity to validate the transcription as an accurate reflection of the discussion and of their individual part therein.

INTERVIEW QUESTIONS

PLANNING

1. Describe the school's planning process - how does the school go about planning for the various functions and activities of the school?
2. Briefly describe your role in the planning process.
3. Has this planning process changed significantly since the school's recent transfer from the Department of Education to the Department of Social Welfare? If so, in what ways?
4. What challenges, if any, has the recent transfer from the Department of Education to the Department of Social Welfare brought to the planning process at your school?
5. What would you describe as the single biggest challenge in terms of planning brought about by the transfer?
6. What has been the SMT's response to these challenges?

ORGANISING

1. Describe the school organising process – how does the school go about organising various functions and activities of the school?
2. Briefly describe your role in the organising process.
3. Has this organising process changed significantly since the school's recent transfer from the Department of Education to the Department of Social Welfare? If so, in what ways?
4. What challenges, if any, has the recent transfer from the Department of Education to the Department of Social Welfare brought to the organising process at your school?
5. What would you describe as the single biggest challenge in terms of organising brought about by the transfer?
6. What has been the SMT response to these challenges?

LEADING

1. Describe the school leading process – how does the school go about leading various functions and activities of the school?
2. Briefly describe your role in leading process.
3. Has this leading process changed significantly since the school's recent transfer from the Department of Education to the Department of Social Welfare? If so, in what ways?
4. What challenges, if any, has the recent transfer from the Department of Education to the Department of Social Welfare brought to the leading process at your school?
5. What would you describe as the single biggest challenge in terms of leading brought about by the transfer?
6. What has been the SMT response to these challenges?

CONTROLLING

1. Describe the school controlling process – how does the school go about controlling various functions and activities of the school?
2. Briefly describe your role in controlling process.
3. Has this controlling process changed significantly since the school's recent transfer from the Department of Education to the Department of Social Welfare? If so, in what ways?
4. What challenges, if any, has the recent transfer from the Department of Education to the Department of Social Welfare brought to the controlling process at your school?
5. What would you describe as the single biggest challenge in terms of controlling brought about by the transfer?
6. What has been the SMT response to these challenges?

GENERAL

1. How has this transfer affected you as a person?
2. Briefly describe any other challenges, if there are any, which you have experienced as a result of this transfer.