

CHAPTER 1

INTRODUCTION, AIMS OF RESEARCH, PROBLEM STATEMENT

1.1 INTRODUCTION

Transformation in South Africa involves all aspects of our lives. Social institutions, public safety and defence institutions, housing and health institutions, educational institutions as well as the economy are being transformed to promote growth, equity, development as well as optimal utilization of all the resources.

South Africa is faced with the challenges of addressing the imbalances that were created by an educational system that was racially divided and bureaucratically controlled, to a system that is effectively managed, whose educational administration is devolved from the national to the provincial levels (Report of the Task Team on Education Management Development, 1996:11).

Jefftha (1991:46) points out "... transformation, in the South African context, is a process committed to the democratization of society As we engage in transformation, we should develop a different, more critical way of looking at societal values." What happens on the political, economic and ideological terrains within society during the transformational process one must not try to search for solutions that are purely educational.

This research examines the implications of the transformational efforts by the government and other stakeholders and how it will impact on the educational managers or future educational leaders. The hallmark of transformation is to improve the quality of teaching and learning and to achieve equitable access to education.

The transformational process challenges everyone involved in the delivery of educational services to continue to participate in the deliberations that will lead to acceptable educational standards. It is important to continue to encourage communication between the government and educational managers in order to enhance better delivery of services to the people.

The introduction of Curriculum 2005 affects educational managers, educators and learners. While the new curriculum will bring about an irreversible shift from textbook learning and memorization, to a more challenging, enterprising teaching and learning which aims at producing critical thinkers, there hangs a cloud of uncertainty on the part of the educators and learners. It is essential to address their concerns about the availability of learning materials, to the issue of in-service training for the educators.

The issue of whether the execution of the new curriculum will be well-managed also raises eyebrows. The introduction of the new curriculum will determine the environment within which educators will educate, learners will learn, and managers will manage their institutions efficiently. The implementation of transformational principles and policies should be speeded up to operationalize medium and long term objectives preceded by consultations, negotiations and a collaborative effort to bring about wide agreement especially on burning issues in the education system.

1.2 THE DEVELOPMENT OF EDUCATION MANAGEMENT IN SOUTH AFRICA

The educational manager of the past had sole charge of the institution. Only when work seemed to be a burden would he delegate. He was regarded as someone who had the power to pick and choose roles. The appointment of an educational manager was acknowledged by the whole staff to mean someone "in charge". The Top Down structure of management created bureaucratic hierarchies that were inappropriate for school organizations (Buckley & Styan, 1988:117).

The 1994 democratic elections in South Africa brought about new visions, enterprises, hopes and expectations in education to the citizens of this country. New education policies had to be worked out and implemented. The ANC Policy Framework for Education and Training (1995:8) supports the above statement by saying:

“This implies that the groundwork of education and training policy must be very carefully prepared, if the policy is to find broad public acceptance and win the wholehearted support of education and training managers and practitioners.”

This is a stepping stone in the right direction. However, this study cannot provide details of developments in policy formulation and guidelines in the South African education system.

The transformation of educational managers is based on the election of the democratically elected Governing Bodies, called the Parent Teacher Student Association (PTSA). The relationship between the PTSA and the educational manager helps to enhance the realisation of the school’s mission and objectives.

The culture of teaching and learning must be re-built within the democratic school environment. The educational manager as a transformational leader has a duty to perform and the essence of his services cannot be overemphasised. “... The vital role of the principal as a leader in education transformation must be clearly established,” says The ANC Framework for Education and Training (1995:28).

Some of the key elements emanating from the Report of the Task Team on Education Management Development (1996:8) will form part of this study.

- The starting point is that education management is the key to transformation in education.
- Quality management forms the basis from which learning can be measured.

- The school forms a foundational basis in which the teaching and learning environment has to be created.
- Management is the responsibility of all stakeholders in the educational process.
- The competence level of educational managers has to be increased by emphasizing the support and development of all the individuals involved in the educational organization.
- Non-governmental organizations can work closely with the government to harness a diversity of training that will benefit all participants.

The above mentioned efforts to transform education assume that the educational manager is a transformational leader who facilitates the transference of knowledge in the most effective and efficient manner. The task of transforming educational management is enormous but not impossible.

1.3 PROBLEM STATEMENT

The primary question is phrased as follows:

Which environment is conducive to manage transformation in Gauteng secondary schools?

The following sub-questions emanate from the main question:

- Can education managers create conditions which will enable transformation to thrive, permitting optimal functioning of both the educators and the learners?

- Are education managers ready to support and encourage individual development and transformation within the organization?
- Is there interdependence and involvement among all stakeholders in order to accomplish lifelong learning experiences and skills acquisition?
- What is the relationship between the education manager and other employees in the institution?

An attempt will be made to supply convincing answers to these and other questions throughout the study.

1.4 AIMS OF THE RESEARCH

This research has four aims:

- (i) to determine the environment within which education managers have to manage transformation in their schools.
- (ii) to establish the education manager's readiness to effect changes that are compatible with the broad education transformational policies in South Africa.
- (iii) to help the education manager refocus on building relationships among all participants in the institution in order to increase learning outcomes.
- (iv) to increase the competence level of education managers and encourage individual involvement and development within the organization.

1.5 METHODS OF RESEARCH

The following research methods have been utilized by the researcher in this research project:

1.5.1 Literature survey

An extensive literature study of both local and international stature will be studied. The following categories of documents will be critically analysed:

- (i) Government documents
- (ii) Political documents
- (iii) Teacher Organizations
- (iv) Provincial Education documents
- (v) Speeches and media reports
- (vi) Comments

The point of departure of this study is to bring about an awareness of the importance of transforming the management activities in the secondary schools. The results of this study will be generalized to all Gauteng secondary schools in the sample with the hope of transforming management and thus improving the quality of teaching and learning.

1.5.2 Empirical survey

The aims and nature of this research clarifies the complicated answers to the educational complexities experienced in South Africa. An empirical study will clarify the variables. A critical analysis of the responses received will be necessary to give meaning and understanding to the problems that form part of our society.

A list of all Gauteng secondary schools will be drawn which will include all public secondary schools. A random selection will be made with the aim of having a well-selected and representative sample of a population of Gauteng secondary schools.

A written questionnaire will be constructed and posted to educational managers of the randomly selected schools. The inputs made by experts and other stakeholders during interviews and discussions will bear fruit, and thus assist the researcher in realizing the aims of the study.

A combination of both quantitative and qualitative approach to research will be utilised in order to give credibility to the eventual findings.

1.6 CLARIFICATION OF CONCEPTS

The terms: education manager, educational leader, transformational leader and administrator have a common element that link them to broad transformational efforts that take place in South Africa as well as in the broad international world.

MANAGEMENT

It is acknowledged that there are no simple definitions of the terms management and leadership universally. Managers are there to help an organization reach its goals in time. Management is regarded as “the art of getting things done through people” (Stoner & Freeman, 1989:3-4).

It is through delegation of duties that important work is completed timeously to make the organization achieve its goals. Management is also regarded as a process that involves “planning, organizing, leading and controlling the efforts of organization members and of using all other organizational resources to achieve stated goals” (Stoner & Freeman, 1989:3-4).

The Latin word administration refers to administration/management/guidance/control. The term administration is used in “institutional services, public service and other public institutions”. It also refers to structures established within an educational institution with the purpose of achieving educational goals. “Education is therefore a civil service term and management an industrial term for the same activity” (Van der Westhuizen, 1991:33).

The terms “Management” and “Leadership” are used synonymously. A manager handles the supervision of people skillfully. In so doing, predetermined goals can be achieved. Reference is also made of “smart” managers who are productive and focus their efforts around objectives that are clear, simple and attainable (Calitz, 1993:3).

Management is described as “doing things right” while leadership refers to “doing the right things”. Management is further regarded as “efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall” (Rossouw, 1994:12).

Rossouw sums up the definition of management and leadership by regarding the manager/leader as having “stabiliserende krag”. Furthermore, a manager brings about a change in organized structures, while initiating procedures that will lead to goals being attained.

The main ideas in the above definitions are that educational managers, with the involvement and co-operation of everyone, must see that the organization runs as effectively as possible with the aim of achieving the goals set.

For the purposes of this study, the definition provided by Stoner and Freeman (1989:3-4) and that of Calitz (1993:3) relevantly support this study.

TRANSFORMATION

The term transformation is widely used to encompass many activities and concepts. This study will concentrate on the meaning of transformation in the educational milieu and include the following concepts: change, reform, restructure and innovation.

The Oxford Dictionary of Current English (1993:970) defines the word “transform” as: “make a thorough or dramatic change in the form, appearance, character”.

“Transformasie impliseer gedaanteverandering”. Transformation brings about social changes “en die wyse waarop situasies, houdinge, idees en gedrag daardeur beïnvloed word, asook die probleemsituasie waarmee die mens gekonfronteer word” (Boucher, 1992:9, 27, 29).

Transformation is a term originating from the Latin word “Transformare” which means “change shape or form” (trans — across and formare — to form).

Transformation is regarded as a *fundamental*, deep-rooted restructuring *process* in education and not just an adjustment or modification of the status quo or patching-up of some policies. Transformation is not an event; it is a process. It does not only occur once, but is understood as “the maximal utilization of new political space to push the struggle for popular participation and empowerment further” (Blignaut, 1993:5).

TRANSFORMATIONAL LEADER

Transformation leaders are regarded as “those who unite the efforts of all the personnel to change the organizational and community culture and who inspire the followers to great achievements”. This is the type of leadership needed in South Africa, that can be learnt at all levels of the organization (Frankish, 1996:7, 11).

There are specific competencies required with regard to transformational leaders. They are:

anticipating, visioning, empowering, selfunderstanding, investigating, communicating, mentoring, contextually analysing, motivational, political sensitive, trust-building, innovative, capable to create new organizational cultures, and able to cope with ambiguity.

Blignaut's (1993:5) and Frankish's (1996:7, 11) definitions of transformation form the core of this research.

REFORM

Reform often refers to a piecemeal amateurish interference of a major issue; "a strip of band-aid patching a cancerous sore" (Blignaut, 1993:5). It is a process of making something better by removing the faults and errors of the past with the aim of improving the situation.

Among other clarifications of the term "reform" are:

- To form again; to bring back or restore to an original state.
- To change for the better; to free from previous faults.
- To put an end to; to take away or remove entirely.

To sum up, reform implies change, it refers to changing what was, to something better. It aims at making the educational system effective and relevant to the needs of the people.

CHANGE

Educational change is regarded as a socio-political process that is related to the institution's particular values, goals and objectives.

The Oxford Dictionary of Current English (1993:135) describes change as follows:

- making or becoming different
- alteration or modification
- new experience
- substitution of one thing for another.

From the above description, it is clear that change refers to adopting a different idea or approach from the one that existed before.

Change is “the act of making the existing educational system different. The process entails the addition, substitution, alteration and restructuring of certain aspects of the educational system. Change may manifest itself in the form of innovation and reform” (Malope, 1992:4).

The definition of change can be summed up to mean: “die algehele vernietiging van ‘n eenheid en die vervanging daarvan met ‘n splinternuwe eenheid” (Boucher, 1992:29).

The following concepts refer to change:

- if change has to take place in the educational system, a review of the past will help reformulate future policies
- change affects the ultimate goals in the educational system
- change does not occur in a vacuum. It concerns a wide spectrum of human life, for example, social, political, economic and educational viewpoints.

The relationship between transformation and change is that transformation encompasses change.

RESTRUCTURING

Restructuring of the education system is necessary to bring about change. It refers to rebuilding and rearranging the existing structures in the education system. Restructuring is the vehicle of transformation and change.

Associated with the restructuring of the education system is the aspect of Reconstruction and Development Programme (RDP). RDP adopts a broad view of education and training by not only concerning itself with what happens in the learning institutions, but also areas of our society e.g. homes and workplaces.

INNOVATION

Innovation refers to bringing about new creations and ideas with the aim of improving or developing the existing system. It brings about better solutions to existing problems. Related to the term innovation is “creativity” and “risk taking” (Malope, 1992:4).

GAUTENG

The Gauteng Provincial Government is one of the nine provincial governments in South Africa. Gauteng means a place of gold. Gauteng Province has a string of industrial towns to the east and west of Johannesburg.

The backbone of the Province is called the Witwatersrand. Gauteng is the richest in engineering, metal and manufacturing industries developed from the mines.

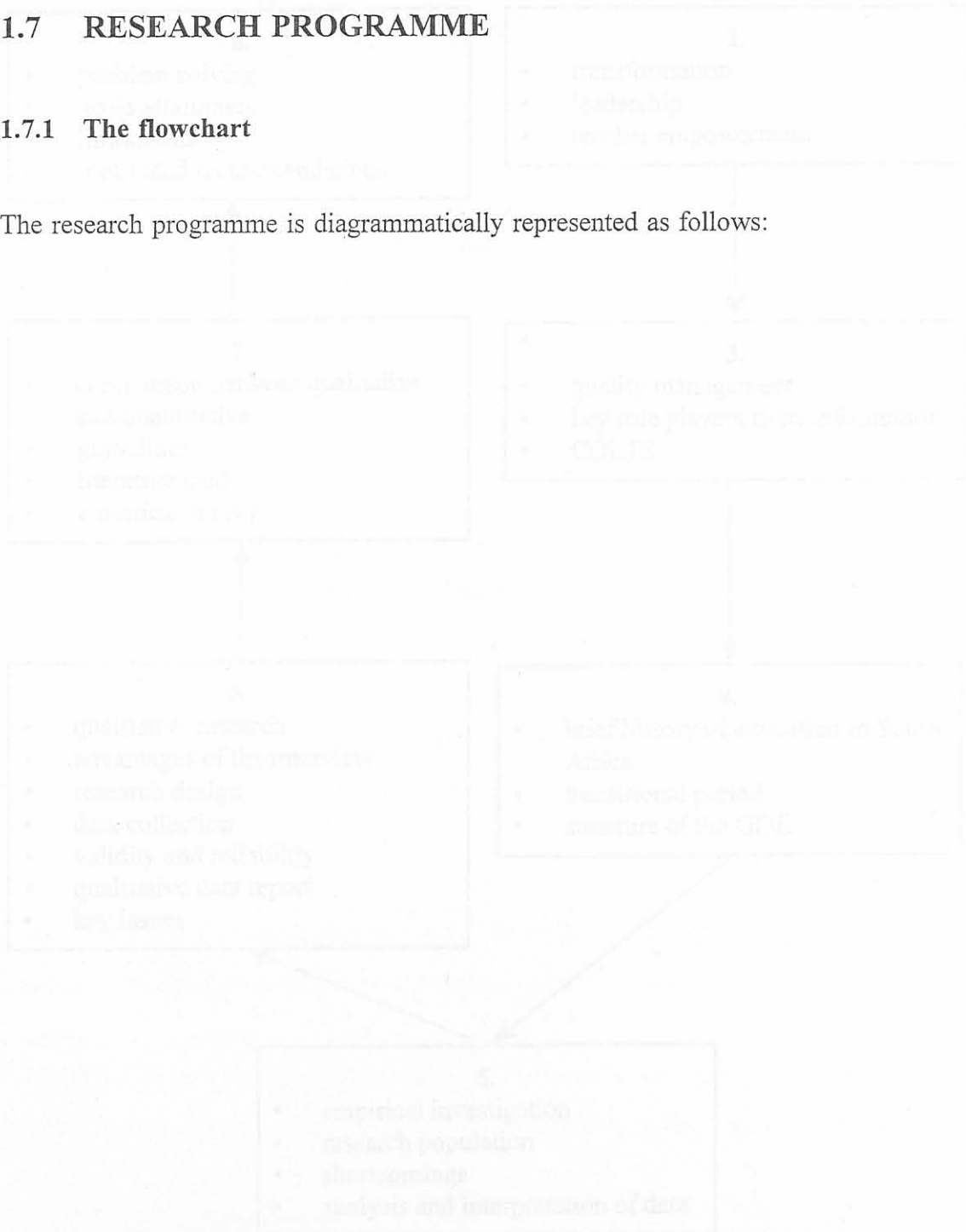
“It stretches just over 110 km, from Springs in the east to beyond Randfontein in the west, and from the engineering heartland of the Vaal, through Johannesburg, to Pretoria in the north” (Pretoria News Supplement, 1997:4). Gauteng Province is home to more than 7 million people.

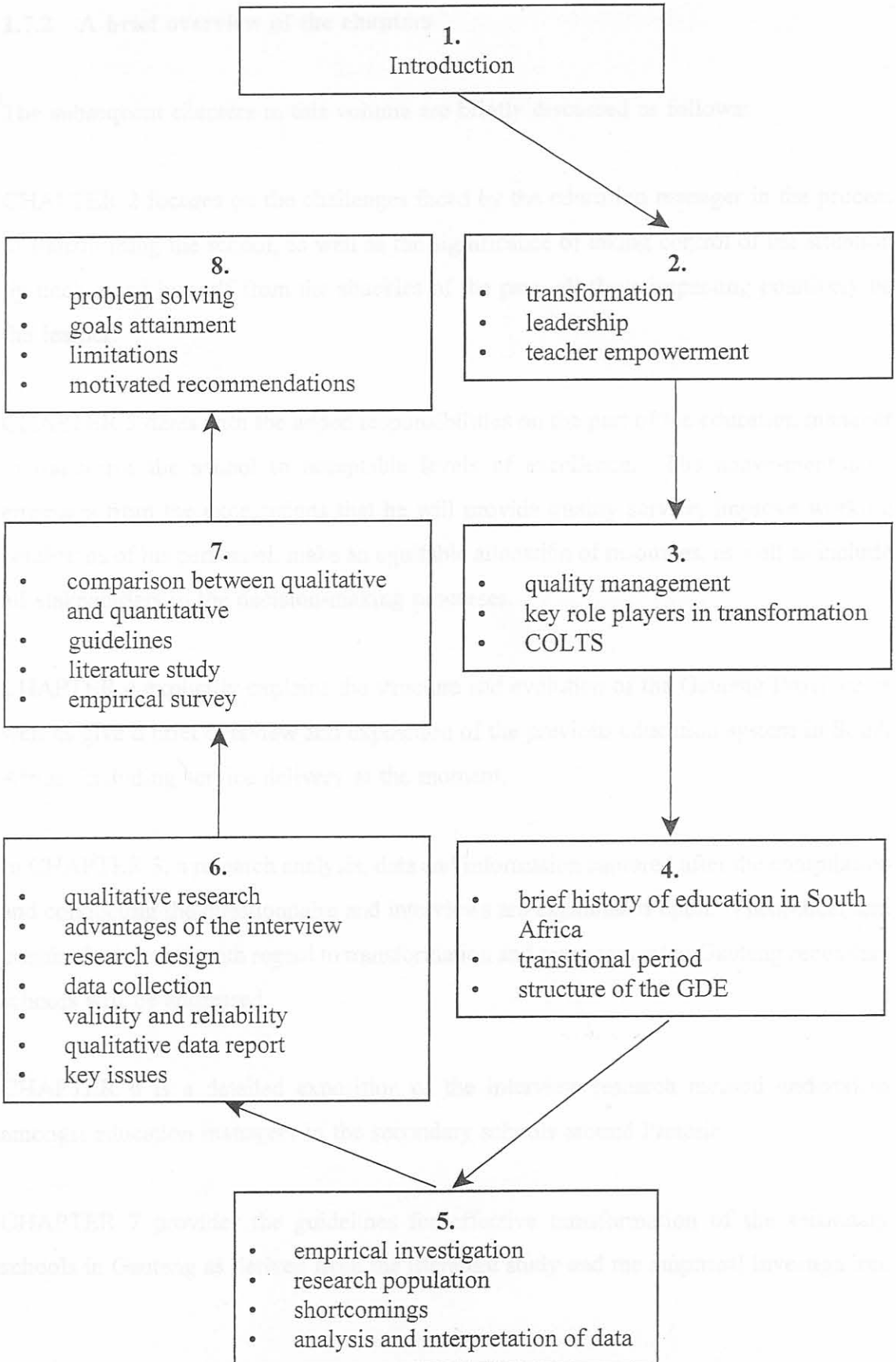
The MEC for Education was Ms Mary Metcalfe who has since been succeeded by Ignatius Jacobs. The main aim of the Gauteng Education Department is to create and manage an education and training system in the province, that will make each citizen reach his full potential.

1.7 RESEARCH PROGRAMME

1.7.1 The flowchart

The research programme is diagrammatically represented as follows:





1.7.2 A brief overview of the chapters

The subsequent chapters in this volume are briefly discussed as follows:

CHAPTER 2 focuses on the challenges faced by the education manager in the process of transforming the school, as well as the significance of taking control of the situation by unchaining himself from the shackles of the past, all these impacting positively on the learner.

CHAPTER 3 deals with the added responsibilities on the part of the education manager to transform the school to acceptable levels of excellence. The above-mentioned emanates from the expectations that he will provide quality service, improve working conditions of his personnel, make an equitable allocation of resources, as well as include all stakeholders in the decision-making processes.

CHAPTER 4 explicitly explains the structure and evolution of the Gauteng Province as well as give a brief overview and exposition of the previous education system in South Africa, including service delivery at the moment.

In CHAPTER 5, a research analysis, data and information captured after the compilation and conducting the questionnaire and interviews are expantiated upon. Theoretical and pragmatic concerns with regard to transformation and management in Gauteng secondary schools will be addressed.

CHAPTER 6 is a detailed exposition of the interview research method undertaken amongst education managers in the secondary schools around Pretoria.

CHAPTER 7 provides the guidelines for effective transformation of the secondary schools in Gauteng as derived from the literature study and the empirical investigation.

The volume concludes (in CHAPTER 8) with recommendations suggested by the author to afford the educational managers and other interested parties an opportunity to transform their schools with the belief that their efforts will be rewarded countrywide to make South Africa a better place to be.

1.8 CONCLUSION

Transformation is one of the core tasks of the education manager which requires urgent attention in the schools. The process of transforming education in South Africa forms an essential part of an overall restructuring of the lives of all its citizens. The prerequisites of addressing the complexities in education focus on its transformation.

Transformation encompasses the general improvements and developments in the social, political and economic terrains. The real challenges facing all present and future education managers is to adapt to changes that occur in the education system. Such changes are necessary in bringing about learning outcomes and an attainment of the full potentials of all the citizens of South Africa.

Key issues dealt with in this chapter include the explanation of the development of management in South Africa, which maps out the important elements in the process of transforming the education system. Other aspects are the layout of the problem statement, aims and methods of the research, as well as the clarification of the key concepts.

Chapter 2 will expose the reader to the theoretical background in respect of change and transformation, with special reference to the road travelled by the South African Education system before and after the first democratic elections.