

SECTION D. EMPLOYMENT EQUITY ACT 55 OF 1998

Table 5.15: The Employment Equity Act

	Mean
Women in SMT	42,2
Men in SMT	57,8
White members of staff	56,03
Non-white members of staff	48,13

- A. There are fewer women in the School Management Team (42,2%) than men (57,8%), probably due to the fact that affirmative action principles is still not being implemented in other sectors of the Department.

- B. There are on average more white staff members in secondary schools in the sample (56,03%), than there are non-white educators (48,13%).

- C. The Employment Equity Act 55 (1998) also aims at, amongst other things, achieving diversity in the workforce by encouraging broad representivity within the labour market.

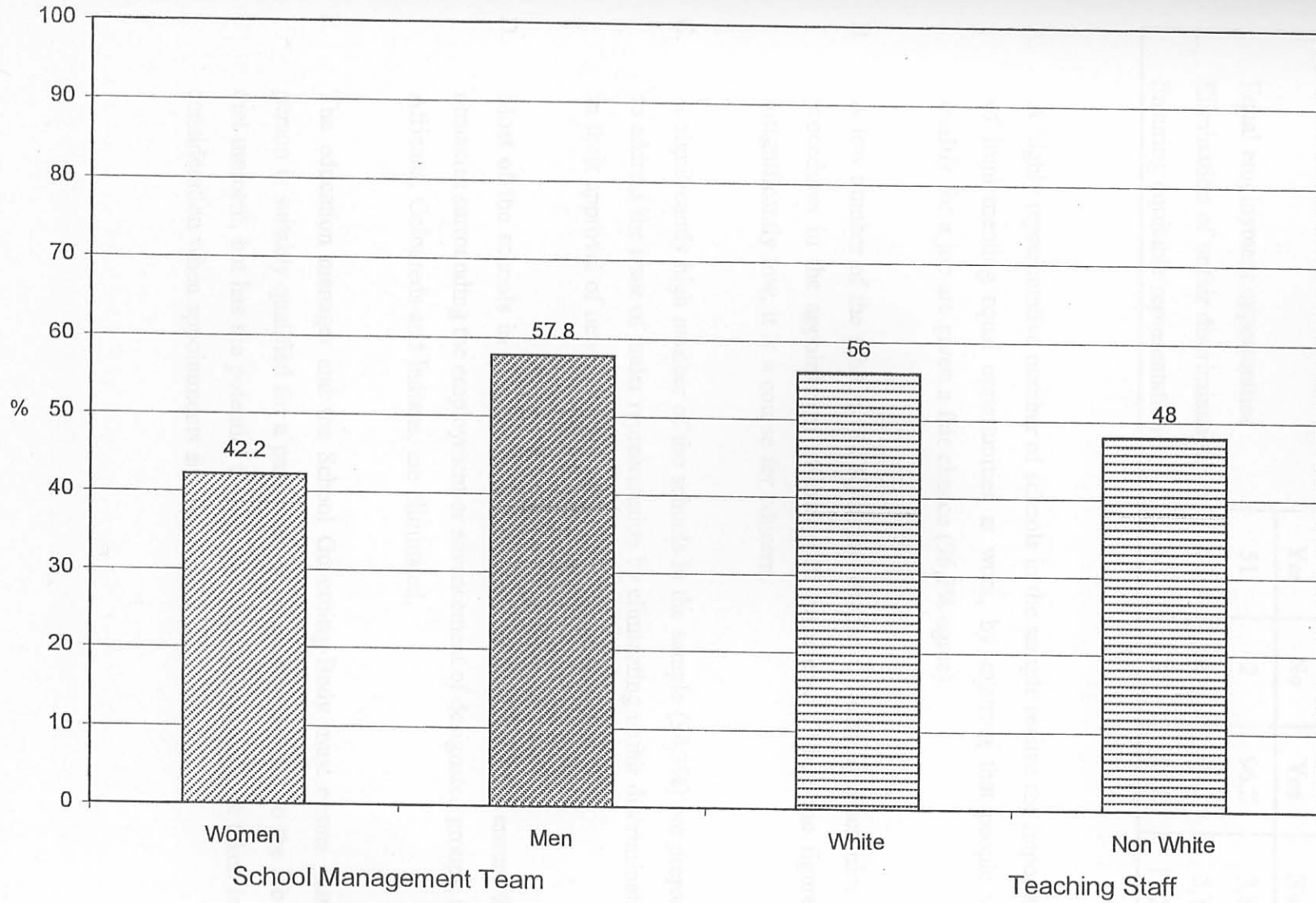


Diagram 5.11: Mean for School Management Team and teaching staff

Table 5.16: Implementation of affirmative action

	f		%	
	Yes	No	Yes	No
Equal employment opportunities	51	2	96,2	3,8
Elimination of unfair discrimination	50	3	94,3	5,7
Ensuring equitable representation	46	7	86,8	13,2

- A. A highly representative number of schools in the sample realize the importance of implementing equal opportunities at work, by ensuring that people who qualify for a job are given a fair chance (96,2% agree).
- B. A low number of the schools (3,8%) in the sample still employ discriminatory procedures in the appointment of new staff members. While the figure is insignificantly low, it is a course for concern.
- C. A significantly high number of the schools in the sample (94,3%) are prepared to address the issue of under representation by eliminating unfair discrimination in their approval of new posts.
- D. Most of the schools in the sample (86,8%), as opposed to 13,2% ensure that obstacles surrounding the employment or advancement of designated groups, i.e. Africans, Coloureds and Indians, are eliminated.
- E. The education manager and the School Governing Body must ensure that a person is suitably qualified for a particular job, even if he cannot do the job at that moment, but has the potential to excel. Such people should be taken into consideration when appointments are made.

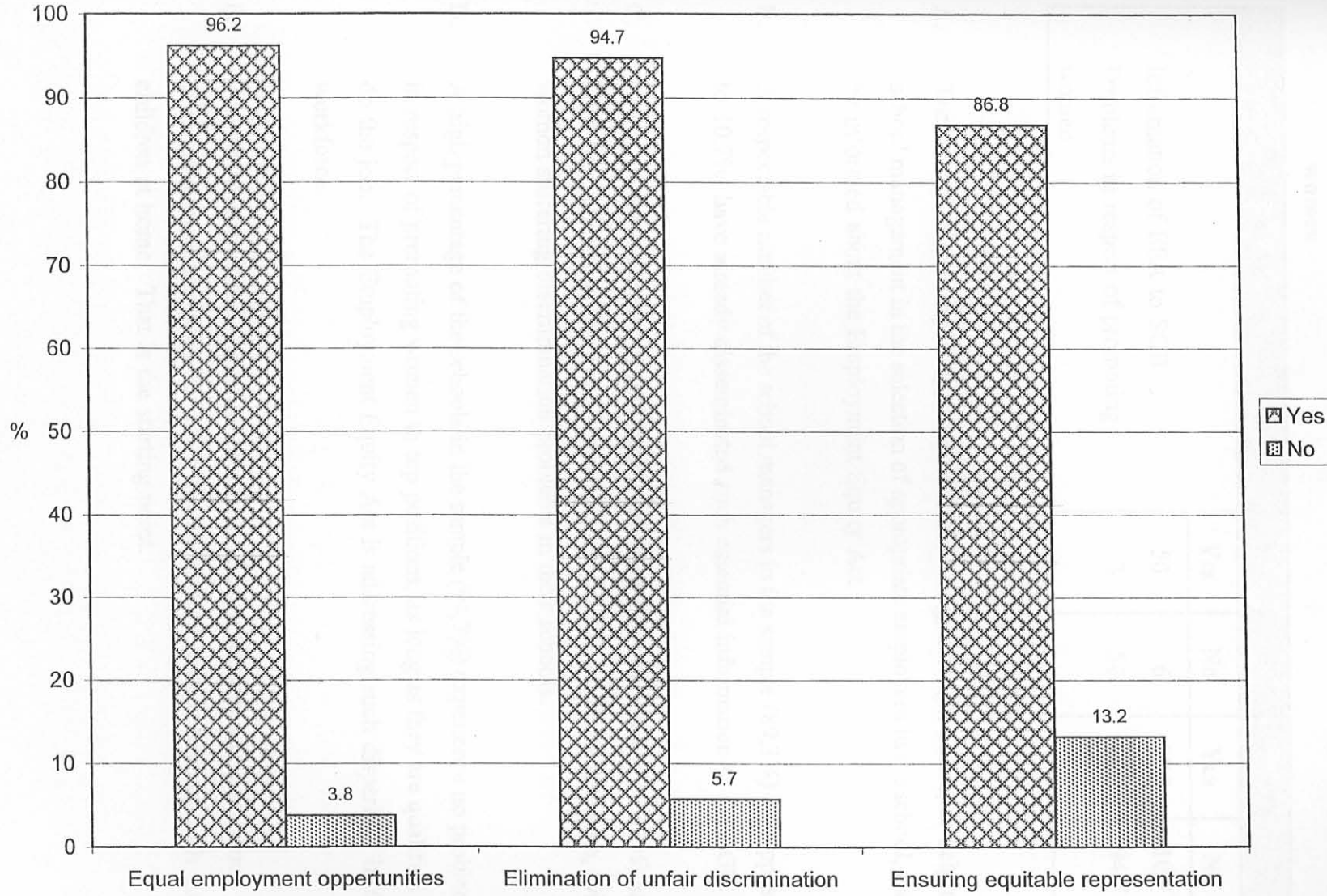


Diagram 5.12: Implementation of affirmative action

Table 5.17: Information of Employment Equity Act (EEA) to the School Governing Body (SGB): Problems relating to the promotion of women

	f		%	
	Yes	No	Yes	No
Information of EEA to SGB	50	6	89,3	10,7
Problems in respect of promoting women	3	54	5,3	94,7

- A. The School Governing Body, with its duties being, amongst others, to help the school management in the selection of appropriate employees in the school, must be informed about the Employment Equity Act.
- B. A respectable number of the school managers in the sample (89,3%) , as opposed to 10,7%, have already disseminated such essential information to the SGB.
- C. A few of the secondary school managers sampled in the Province (5,3%) still hold the belief that educational management is still a masculine arena, with women suffering discrimination problems in their schools.
- D. A high percentage of the schools in the sample (94,7%) experience no problems in respect of promoting women to top positions, as long as they are qualified to do the job. The Employment Equity Act is addressing such disparities in the workforce.
- E. The above-mentioned statistics is of significant educational importance in examining particular ways in which parents explore role behaviour with their children at home. That is the starting point.

Table 5.18: HIV/AIDS school policy, problems relating to people with disabilities, and whether schools are user-friendly for people with disabilities

	f		%	
	Yes	No	Yes	No
HIV/AIDS school policy	36	21	63,2	36,8
Problems with disabled people	5	52	8,8	91,2
User-friendly schools	9	47	16,1	83,9

- A. A sizeable number of schools in the sample (63,2%) have already drawn up a school policy with regard to HIV/AIDS.
- B. The HIV/AIDS policy will assist the schools in regulating discriminatory behaviour and encouraging support towards HIV/AIDS sufferers in the schools.
- C. A large number of the schools in the sample (36,8%), a significantly large number, still have to prepare this important document.
- D. Of the schools sampled in the Province, 91,2% do not experience any problems in working with or communicating with disabled people.
- E. Very few schools managers in the sample (8,8%) find it difficult to relate with such people.
- F. Many forms of disability do not deter them from performing most of the functions that ordinary people do.
- G. 83,9% of the schools in the sample still have to ensure that their schools are user-friendly for the free movement of wheelchair users by, amongst others, altering the physical structures of the school.

SECTION E. STAFF DEVELOPMENT

Table 5.19: Improvement of working conditions

	f	%
	Yes	Yes
Even allocation of resources	53	100
Communication channels for problem solving	54	100
Flexible discussions on school related matters	57	100

- A. All schools in the sample (100%) regard the even allocation of resources, the establishment of communication channels for problem solving expediency, as well as encouraging flexible discussions on matters relating to school as extremely essential.
- B. School managers, by virtue of their position, possess the competence in using oral and written language skills, supporting and understanding their audiences, building consensus, mediating conflict, as well as creating opportunities for staff to develop collaboration. The above mentioned factors are the stepping stones in empowering school managers in the handling of issues that bring about harmony and stability in the schools.

Table 5.20: Understanding the term “staff development”

	f		%	
	Yes	No	Yes	No
Increasing knowledge on innovation	49	9	92,5	7,5
Learning new skills and their use	52	2	96,3	3,7
Enhancement of academic knowledge and professional performance	53	3	94,6	5,4

- A. “Effective staff development is about sharpening professional educators’ skills” (Heyle *et al.*, 1998:127). The above saying is supported by 92,5% of education managers in the sample who acknowledge the fact that staff development is about increasing the level of knowledge of the educators, whereas a mere 7,5% disagree.
- B. Over 90% of the school managers in the sample agree that staff development is also about learning new skills and their use, as well as the enhancement of academic knowledge and professional performance in relation to the institutional needs of the system.
- C. Staff development is indeed a tool that targets the promotion of individual and group self-development which focuses on the needs within a system in order to enhance student performance.

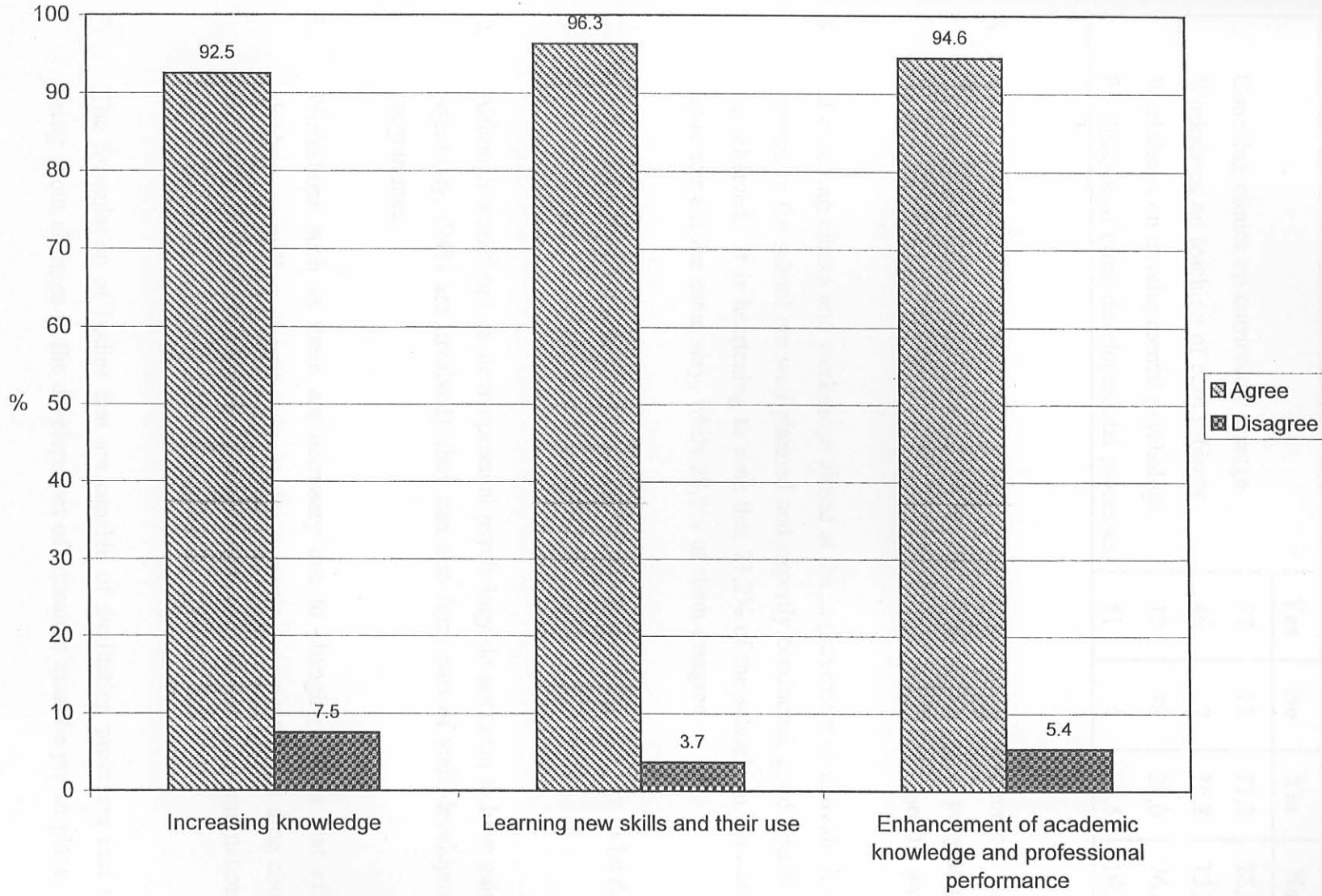


Diagram 5.13: Understanding the term "staff management"

Table 5.21: Staff development programmes

	f		%	
	Yes	No	Yes	No
Coaching clinics on curriculum change	37	15	71,2	28,8
Workshops on teaching of core subjects	46	7	86,8	13,2
Workshops on developmental psychology	12	38	24,0	76,0
Facilitation of other developmental processes	51	6	89,5	10,5

- A. All staff development programmes must be designed to promote self-improvement of every member of the school. Staff development programmes must be well thought of, thoroughly planned and be committed to specific goals.
- B. If coaching clinics and workshops aimed at the improvement of individuals and groups in the school are well planned and expertly conducted, good results can be achieved. It is heartening to note that 71,2% of the schools in the sample understand it the same way, while 28,8% of them disagree.
- C. These workshops should not be once-off training sessions, but have to be done on an ongoing basis, until goals are achieved.
- D. Although workshops on developmental psychology do not seem to have gained popularity, (24% are involved), they can also form part of staff development programmes.
- E. Workshops such as these are necessary due to changing trends that affect children, as well as diverse cultures, for example, crime rates and drug abuse, child abuse, domestic violence, teenage pregnancy (and laws on termination of pregnancy), HIV/AIDS and other diseases, poverty, etc.
- F. The formulation of bodies that are capable of facilitating processes that will bring about changes in the development of educators must be put in place.

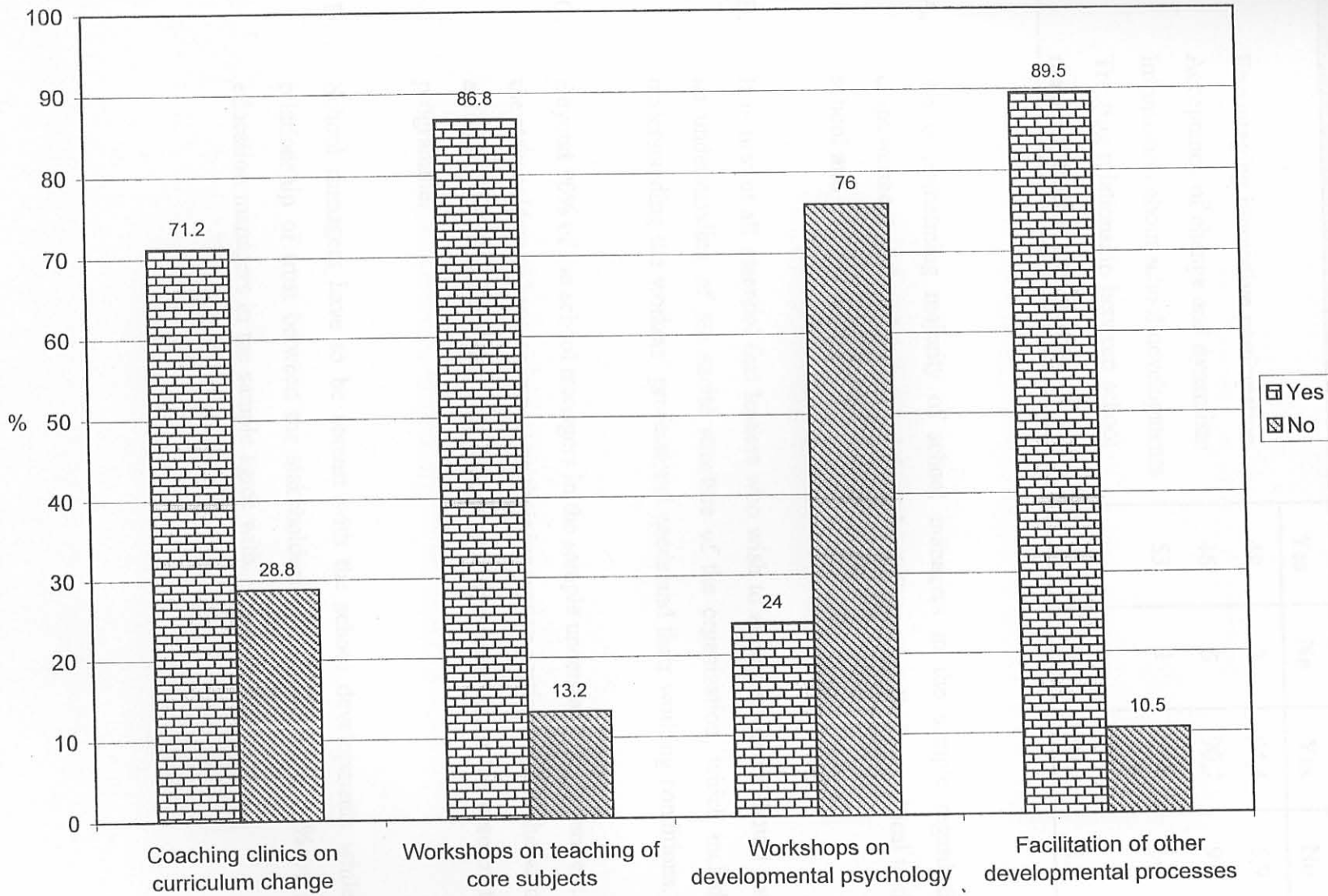


Diagram 5.14: Staff development programmes

Table 5.22: Empowerment of staff and parents (SGB)

	f		%	
	Yes	No	Yes	No
Encouraging innovative participation	48	3	94,1	5,9
Acceptance of change and dynamism	46	5	90,2	9,8
Information about school developments	53	1	98,1	1,9
Trusting relationship between school manager, teacher and parents	51	1	98,1	1,9

- A. An overwhelming majority of school managers in the sample regard the empowerment of the educators and the School Governing Body as critical to the school and its community.

- B. It is first of all essential that leaders who wish to empower others should have an understanding of the social structure of the organization, which includes understanding the workers' professional needs and their working conditions.

- C. Beyond 90% of the school managers in the sample understand empowerment of the stakeholders to have an impact on their innovative participation in the school activities, by first accepting that change and dynamism form the core of the programme.

- D. School managers have to be abreast with the school developments while a relationship of trust between the stakeholders prevails, a factor 98% of the education managers in the sample agree with.

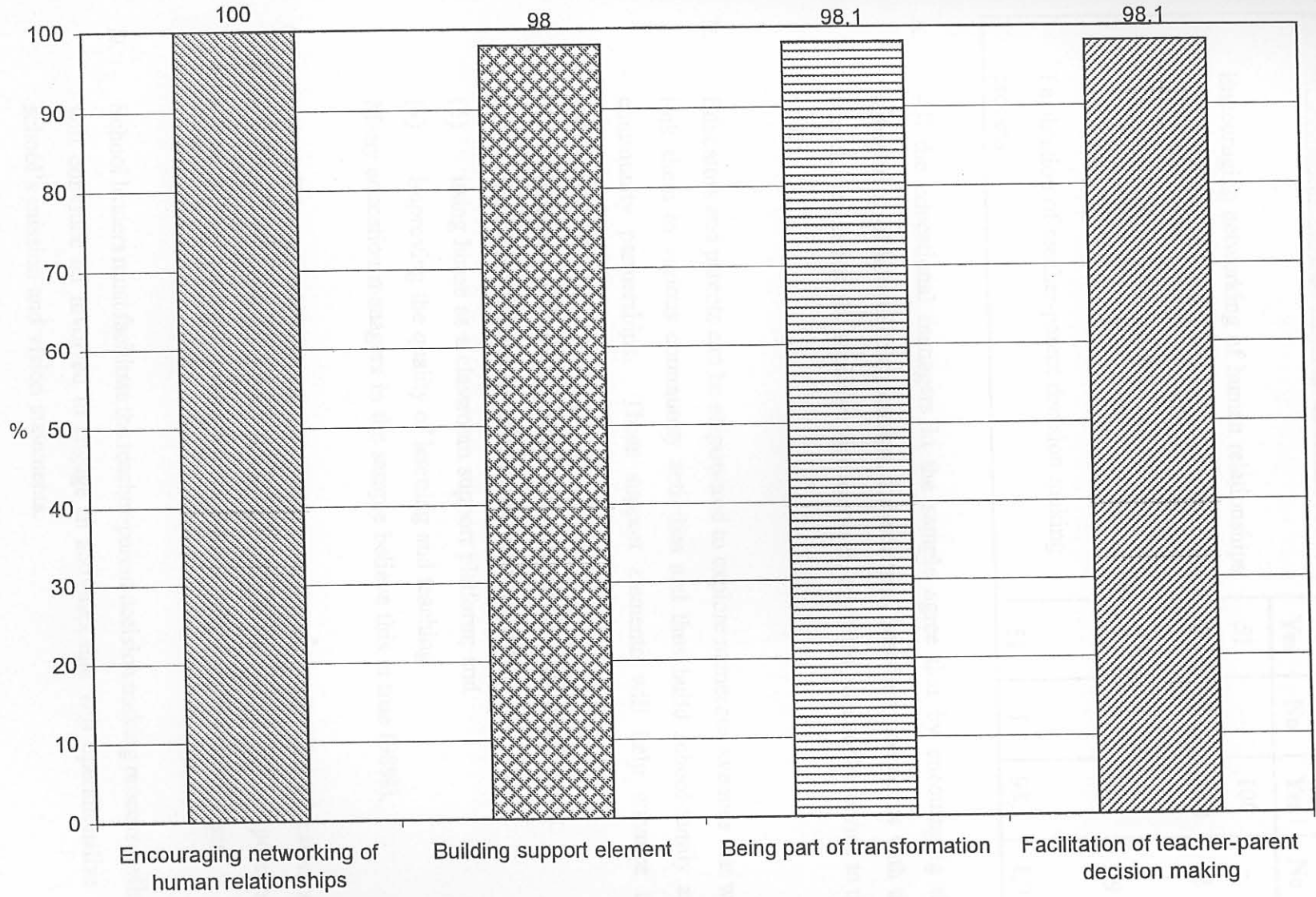


Diagram 5.15: Empowerment of staff and parents

Table 5.23: How educators and parents can be empowered

	f		%	
	Yes	No	Yes	No
Encouraging networking of human relationships	51	–	100	–
Building support element	49	1	98,0	2
Being part of transformation in school and community	52	1	98,1	1,9
Facilitation of teacher-parent decision making process	51	1	98,1	1,9

- A. All the educational managers in the sample agree that by encouraging the networking of human relationships, for example, sustaining networks with the church leaders and the social service agencies, provides invaluable service to the youth.
- B. Educators and parents can be empowered to explore numerous avenues that will link them to various community activities and thus build school-family and community partnerships. These support elements will help enhance the partnership by:
- (1) helping families understand and monitor their children's work;
 - (2) improving the quality of parent-teacher meetings;
 - (3) using home as a classroom support platform; and
 - (4) improving the quality of learning and teaching.
- Many education managers in the sample believe this is true (98%).
- C. Most of the schools in the sample (98%) agree that by allowing educators and parents to assume new roles within the schools and communities, pose new challenges to all stakeholders to be part of the transformation processes.
- D. School leaders must facilitate the teacher-parent decision making processes which will convince all involved to engage in activities that will operationalize the school's mission and vision statements.

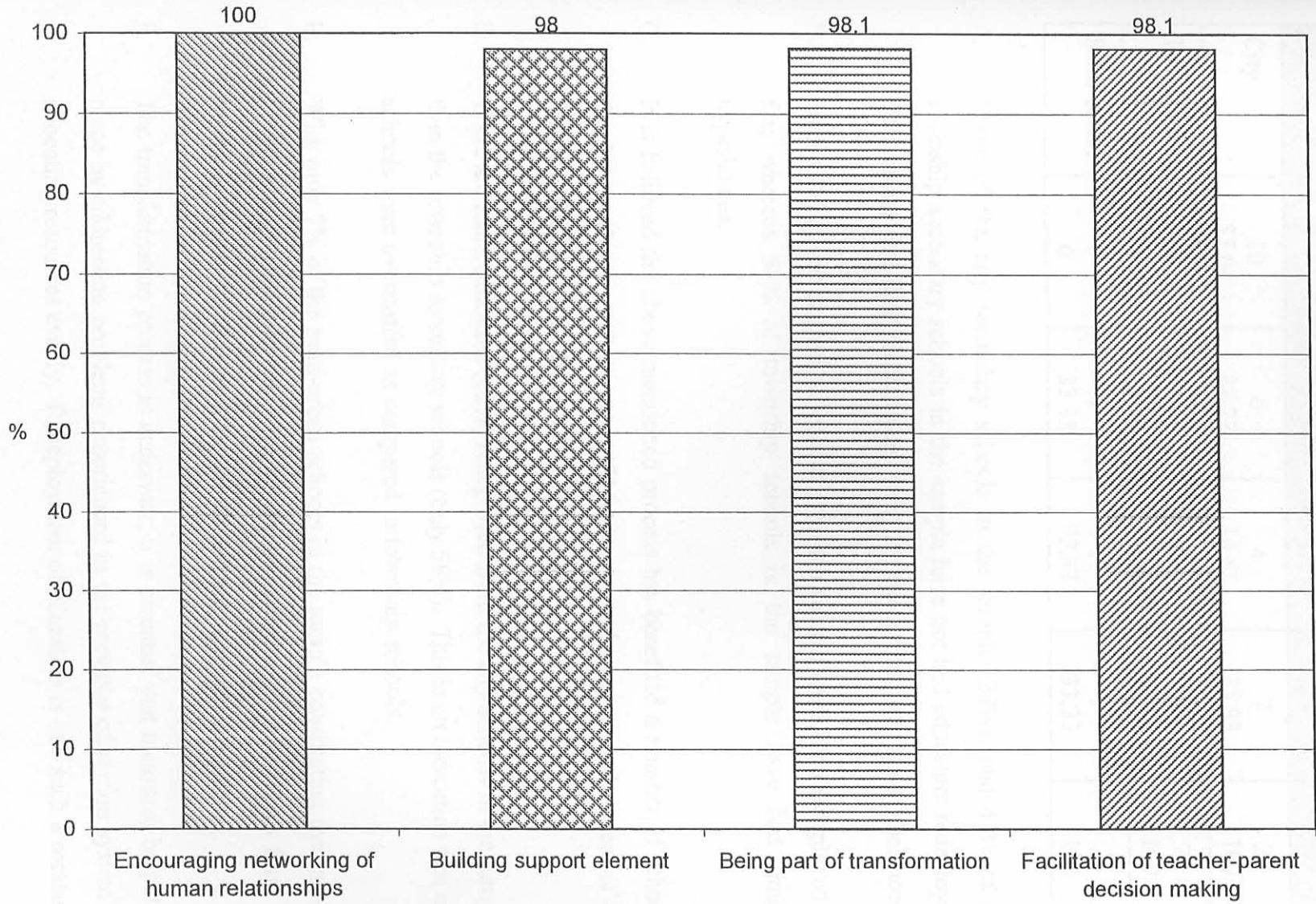


Diagram 5.16: How educators and parents can be empowered

Table 5.24: Redeployment of educators

Frequency Percent	0	1	2	3-28	Total
City	10 37,04	6 22,22	4 14,81	7 25,93	27 100
Township	10 41,67	5 20,83	2 8,33	7 29,17	24 100
Semi-urban	0 0	1 33,33	1 33,33	1 33,33	3 100

- A. Some of the city secondary schools in the sample (37%), and 41% of the township secondary schools in the sample have not had educators redeployed. This means that their teacher-pupil ratio for the current year is well-balanced.
- B. Over 62% of the city school educators in the sample have been redeployed so far; whereas 58% of township schools in the sample have had similar experiences.
- C. It is believed the above mentioned process has benefited a number of schools that have a shortage of educators. This process addresses the imbalances of the past in terms of human resource.
- D. There are more educators (62%) redeployed from the city schools in the sample than the township secondary schools (only 58%). This is an indication that city schools were overstaffed as compared to township schools.
- E. With only 7% of the semi-urban schools in the sample constituting the sample of this study (see table 5.1), it is sufficient to say that their figures form an insignificant percentage of the total population.
- F. The transformation process is underway; it is essential that measures be put in place by addressing problems experienced in the previous education system by allocating resources evenly. Redeployment of educators is one such a measure.

Table 5.25: Skilled and knowledgeable parents prepared to serve the school

Frequency column	Always	Sometimes	Never	Total
City	10 83,33%	18 47,37%	0 0	28 50%
Township	2 16,67%	16 42,11%	6 41,22%	24 42,86%
Semi-urban	0 0	4 10,53%	0 0	4 7,14%
Total	12 21,43%	38 67,86%	6 10,71%	56 100%

- A. A highly respectable number of parents in the city schools sampled in the Province (83%) are always prepared to serve the school in one way or the other. 47% of them are sometimes available. None of the city schools in the sample have never had experiences of parents refusing to serve the school.
- B. Some parents in the township schools in the sample (only 16%) are always prepared to serve the school; 42% of them are sometimes available, while 41,22% of the parents in the sample are never prepared to serve the school somewhat.
- C. A low turnout of parents who are readily prepared to serve the township schools by playing significant roles as School Governing Body or Parent Teacher Association members, or in any other voluntary ways, may happen as a result of the following reasons:
- (1) lack of commitment and interest to participate in school activities;
 - (2) limited time available due to working conditions;
 - (3) lack of problem solving skills especially in disputes;
 - (4) lack of insight and unacceptability of changes in the education system;
and
 - (5) high levels of illiteracy.

- D. Parents or ordinary citizens who do not necessarily have children in the school, should be prepared to be of service to the school without asking for remuneration. This will create an awareness that communities should claim ownership of the schools and protect them.

SECTION G. MANAGEMENT OF RESOURCES

Table 5.26: School policies

	f		%	
	Yes	No	Yes	No
School policy on finances	55	2	96,5	3,5
School policy on buildings and grounds	51	6	89,5	10,5
School policy on stock taking	50	7	87,7	12,3

- A. A significantly high number of schools in the sample have their school policies on key areas handy. 96% have already drawn policies on the school finances; 89% on buildings and grounds; while 87% have a policy on stock taking.
- B. The drawing up of such policies will help put mechanisms in place as well as help create order. There is a need to maintain our schools as well as help the school to arrive at decisions and choices in particular circumstances.

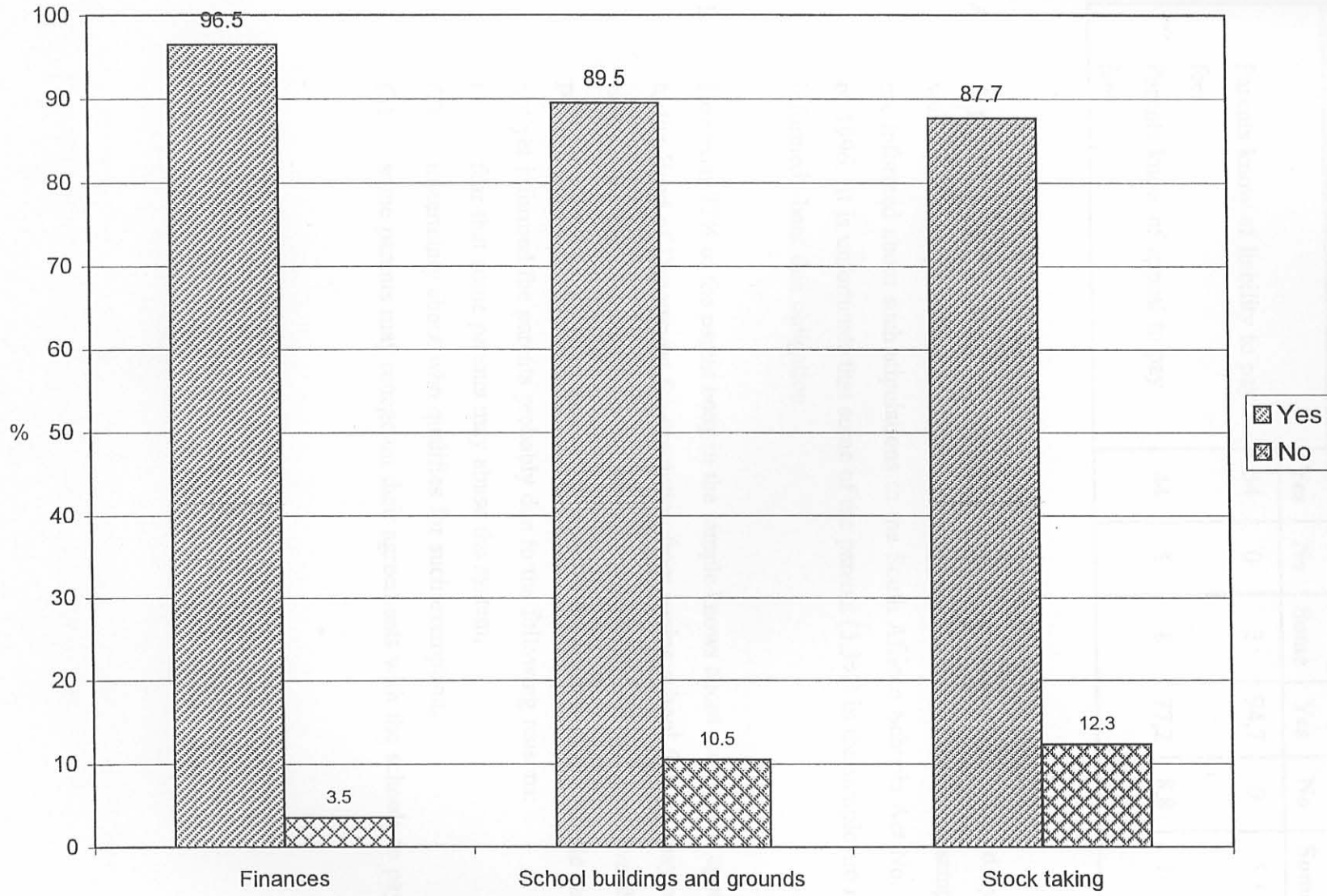


Diagram 5.17: School policies

Table 5.27: Parents' liability to pay fees and the exemption of payment thereof

	f			%		
	Yes	No	Some	Yes	No	Some
Parents know of liability to pay fees	54	0	3	94,7	0	5,3
Parents know of appeal to pay fees	44	5	8	77,2	8,8	14

- A. A parent is liable to pay fees, the amount which has been duly approved by a well-constituted parents' meeting. Fortunately, 94% of the parents in the sample are informed about such stipulations in the South African Schools Act No. 84 of 1996. It is unfortunate that some of the parents (5,3%) in the sample are not informed about this obligation.
- B. However, 77% of the parent body in the sample knows about the right to appeal to the Head of Department for exemption from paying school fees, or may pay part of the fees, depending on the school's regulations. It is imperative that parents have to be informed about this. 8,8% of the schools in the sample have not yet informed the parents probably due to the following reasons:
- (1) fear that some parents may abuse the system;
 - (2) uncertainty about who qualifies for such exemption;
 - (3) some parents may renege on their agreements with the schools to pay.

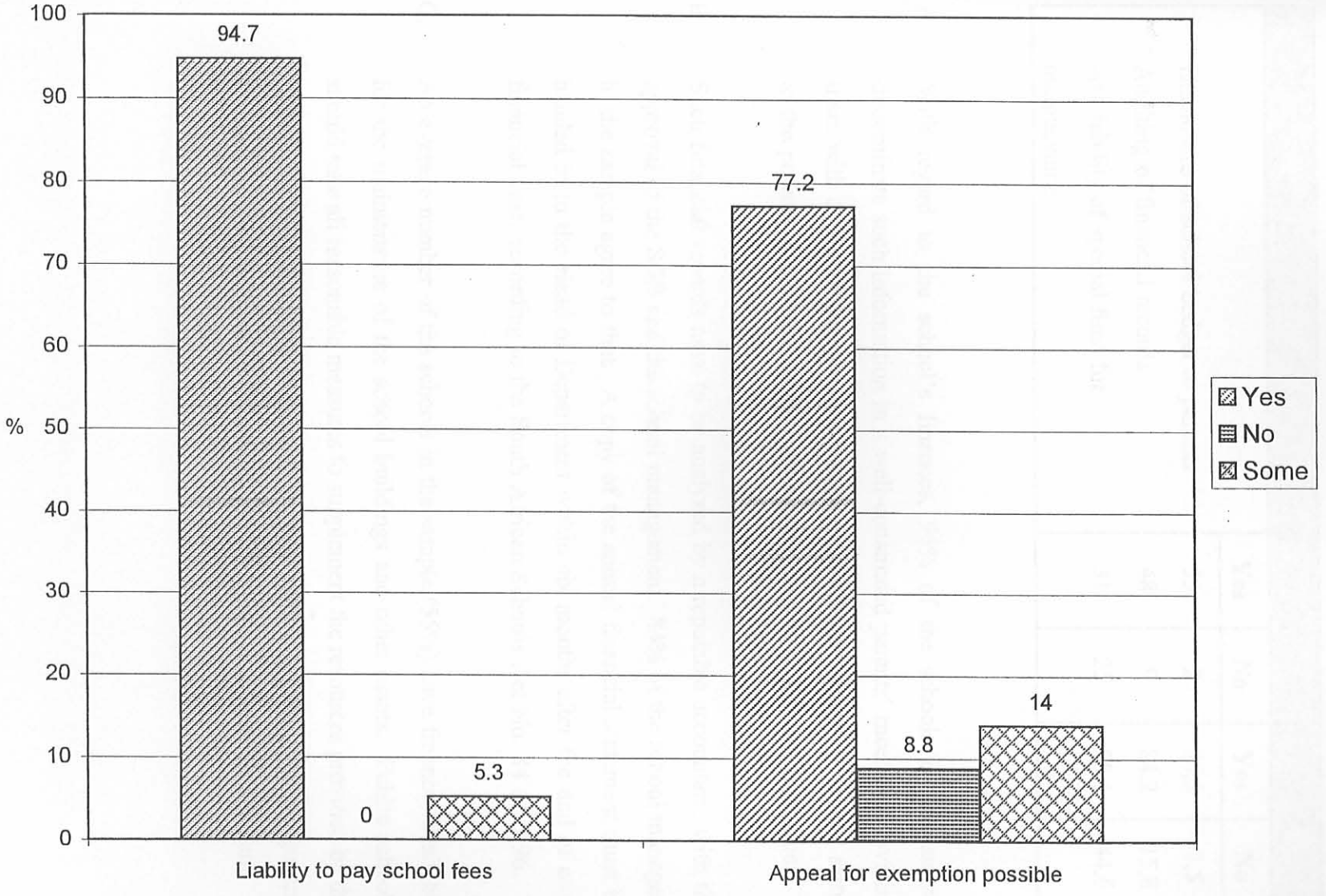


Diagram 5.18: Parents' liability to pay fees and the exemption thereof

Table 5.28: Disclosure of school budget to parents; auditing of financial records and availability of special funds for maintenance

	f		%	
	Yes	No	Yes	No
Disclosure of school budget to parents	55	2	96,5	3,5
Auditing of financial records	48	9	84,2	15,8
Availability of special fund for maintenance	31	25	55,4	44,6

- A. With regard to the school's finances, 96% of the schools in the sample disseminate such information in a well-constituted parents' meeting, providing them with copies, where possible. Explanation of the school's financial status to the parents is essential, as they are largely the school's financial source.
- B. Such financial records have to be analysed by a reputable accountant, with the approval of the SGB and the school management. 84% of the school managers in the sample agree to that. A copy of the annual financial statement must be handed in to the Head of Department within six months after the end of each financial year, according to the South African Schools Act No. 84 of 1996.
- C. An average number of the schools in the sample (55%) have finances available for the maintenance of the school buildings and other assets. Public schools should take all reasonable measures to supplement the resources provided by the State in order to maintain the quality of their buildings. The school's general maintenance should enjoy high priority in the school's budget management.

Table 5.29: Frequency of stock taking

	f			%		
	Once	Twice	4 times	Once	Twice	4 times
Frequency of stock taking	38	11	8	66,7	19,3	14

- A. The higher the frequency of the schools to do stock taking of furniture and equipment, the better. 66,7% of the schools in the sample do stock taking once a year, which is not sufficient, bearing in mind that problems have to be detected as early as possible.
- B. An ideal situation would be four times or more. However, only 14% of the schools in the sample are doing the acceptable thing. The above agreements must be reflected in the school policy for the management of resources.

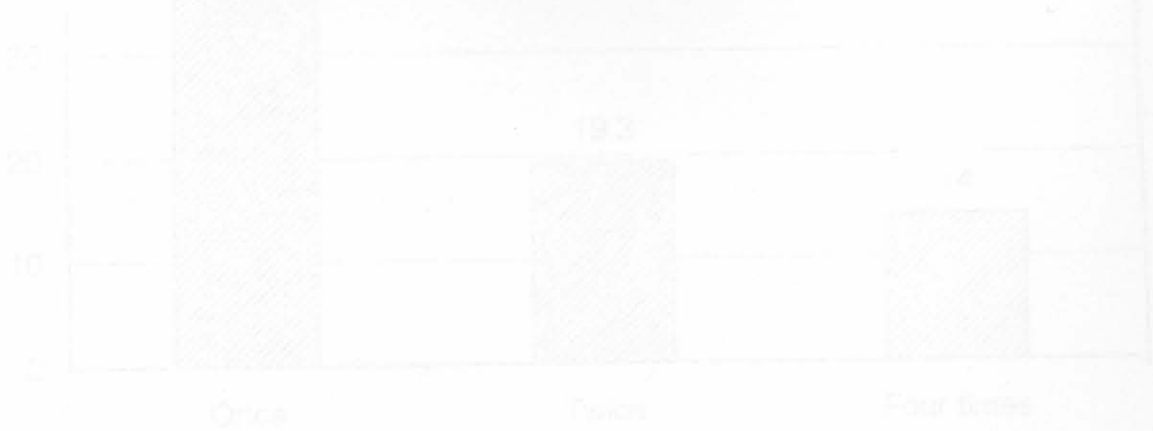


Diagram 5.19: Frequency of stock taking

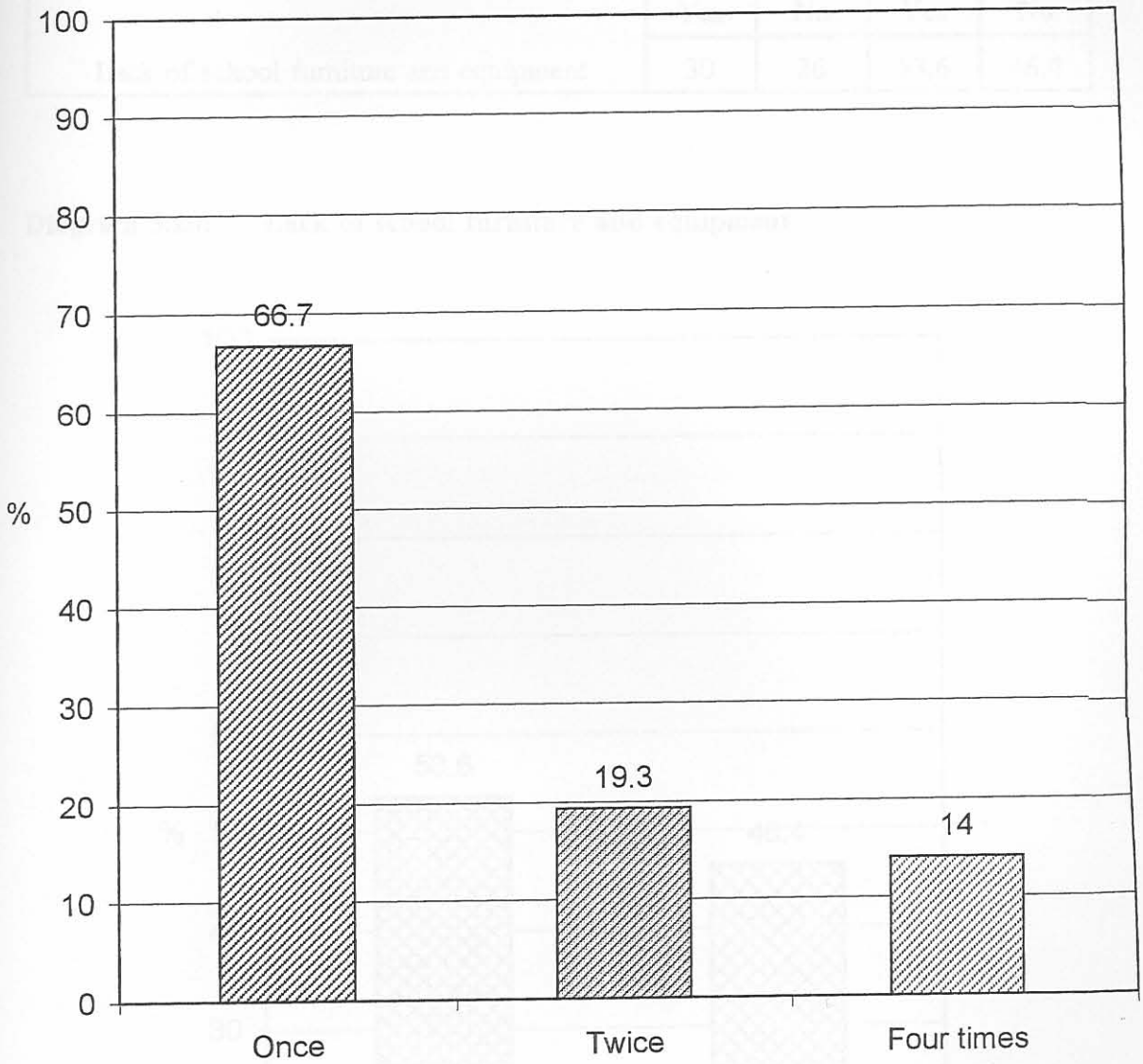
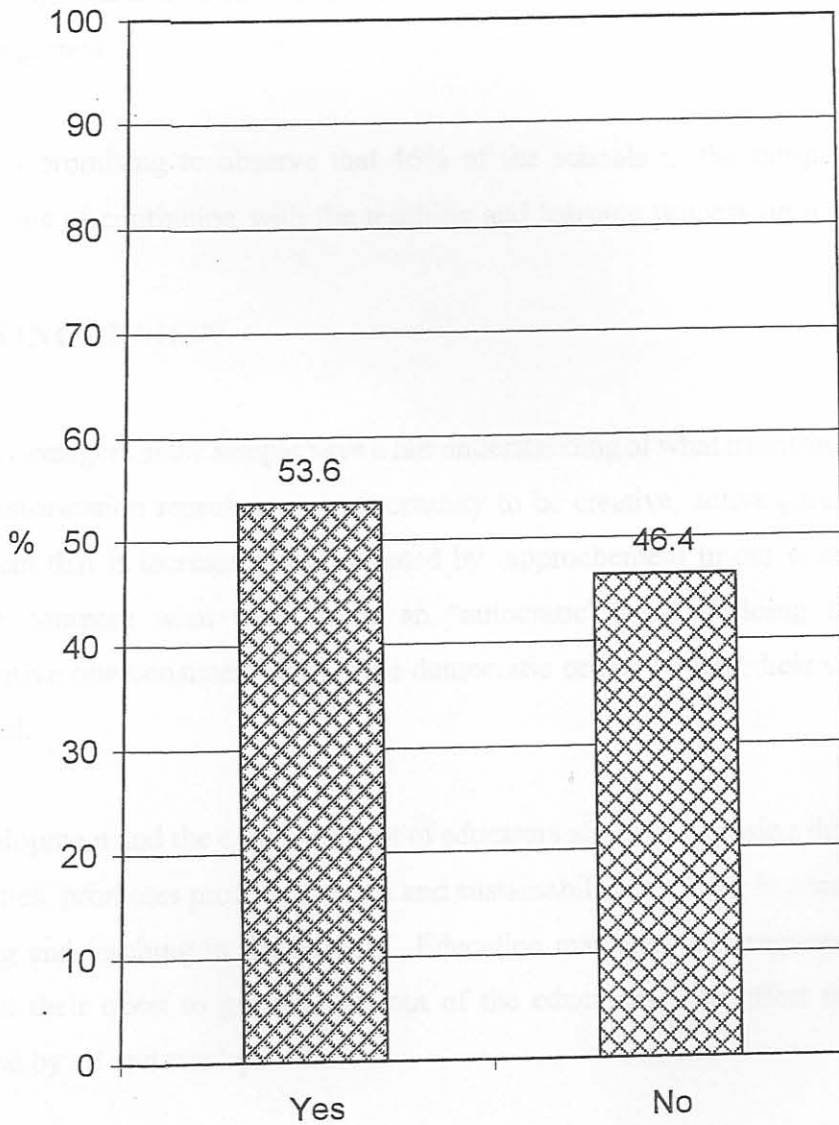


Table 5.30: Lack of school furniture and equipment

	f		%	
	Yes	No	Yes	No
Lack of school furniture and equipment	30	26	53,6	46,4

Diagram 5.20: Lack of school furniture and equipment



- A. If over 53% of the schools experience a problem with lack of furniture and other equipment hampering their learning and teaching programmes then, means have to be made to alleviate the problem. The following arrangements can be made:
- (1) agreement to be reached with neighbouring well-resourced institutions to share equipment and furniture;
 - (2) funds to be raised and facilities be bought;
 - (3) Sponsorship form NGOs to be sought.
- B. Teaching and learning cannot be held to ransom because of lack of furniture and equipment.
- C. It is promising to observe that 46% of the schools in the sample make some means of continuing with the teaching and learning process uninterrupted.

5.7 CONCLUSION

Education managers in the sample have a fair understanding of what transformation is. For them, transformation represents an opportunity to be creative, active participants in an environment that is increasingly dominated by rapprochement in our communities. A chance to compare what used to be an “autocratic” way of doing things to the transformative one consistent during the democratic order, cement their willingness to forge ahead.

Staff development and the empowerment of educators aimed at exposing them to various opportunities, promotes professionalism and sustainability resulting in acceptable levels of learning and teaching in the schools. Education managers are prepared to spare no expense in their quest to get the best out of the educators – an effort that is greatly appreciated by all and sundry.

There is a need to raise the level of optimism in the schools about the essence of understanding and implementing the principles surrounding Curriculum 2005. Ongoing

training and dissemination of information by whatever means will place the country in good stead, the impact of which will be felt in the classroom and the communities.

The essence of encompassing more women and people with disabilities in management and other categories of learning and teaching, cannot be overemphasised. It is encouraging to discover that most education managers in the sample find the inclusion of women in management as an “acknowledgement of their capabilities and potential”, and that women are often “able to cope with change”. The framework provided by the Employment Equity Act No. 55 of 1998 has expedited the broad acceptability of the importance of equitable gender relations in society, as well as the elimination of any other discriminatory practises in the work environment.

The management of resources, especially human resources, creates uncertainties with large numbers of educators being declared in excess. A situation of this nature, although aimed at redressing the past human resource imbalances, should be strategically planned to avoid demoralisation of the remaining teaching corps.

Education managers are meticulously encouraging diversity in the schools, a pattern of behaviour that justifies the very existence of democracy in South Africa. It is worth mentioning that acceptability of this approach is a consequence of one of the reasons to focus on transformation as an implementable reality in the schools.

The next chapter encapsulates the guidelines with the intention of designing a pathway to transform the schools without losing focus on the primary responsibilities encompassed in the learning and teaching environments.