

## CHAPTER 8

# OVERVIEW, CONCLUSIONS AND MOTIVATED RECOMMENDATIONS

### 8.1 INTRODUCTION

Transformation forms an inevitable part of education. It is a necessary ingredient in the whole process of changing, improving and developing the education system and its people. Transformation is not an event, it is a process. Transformation must be well-managed in order for it to survive the test of time. To transform is to take a giant leap, to go an extra mile on the way to bolster a system and make the difference by effecting changes in perceptions. Transformation requires creativity around fundamental issues, while strategising to engage in the attainment of excellence in the workplace and society.

This research has succeeded in yielding essential information that will guide the management of schools in the 21st century and beyond. Approaches to leadership must take a turn, in order for schools and communities to benefit maximally. Plans of expanding the school's borders to include the wider community will play a significant role in combatting the HIV/AIDS upsurge.

Critical outcomes in the implementation of the Employment Equity Act (1998), in particular, the inclusion of affirmative action in the workplace, will impact positively on the elimination of discriminatory attitudes, as well as the creation of a fair environment. Emphasis should be placed on the management of human resources, with particular reference to gender, race and disability. Similarly, the basic principles included in the South African Schools Act (1996) make a tremendous effort to transform the schools.

However, teacher empowerment will remain one of the hypothetical ways of restructuring and characterizing the schools by improving teaching skills and creating efficacy, vigour and motivation among the educational forces. The appropriate meaning of professionalism can be understood by raising the educator's status.

## 8.2 OVERVIEW OF THE RESEARCH

Large scale efforts to transform the education system can be articulated and implemented with the common aim of enabling institutions to undergo major change while adapting to external and internal attempts by the government to formulate policy and principles surrounding it.

With the advent of democracy in South Africa, the need to change, reform, restructure and transform the education system, with the inputs of all the interested parties, has emerged. Policy frameworks, White Papers, researches, task teams and committees were all put in place with the purpose of engaging in what should be called an ongoing process that fundamentally brings about changes to a system that was previously racially divided. The need to transform the education system became unavoidable.

CHAPTER 1 exhausted the key transformation terminology with the intention of clarifying concepts that might baffle the reader. The research problem was phrased and clarified in this chapter. Methods that are to be used in the empirical investigation were simply laid out.

CHAPTER 2 gave a theoretical background to the study. The challenges facing today's education manager are enormous. He is expected to provide quality education with the best knowledge and precision that will benefit everybody who is connected to the school. The education manager as a change agent, is expected to manage conflict, forge relationships with the neighbouring communities, motivate, help redefine the system, support the changes, stimulate decision making, be self-critical, empower, accommodate

cultural diversity, manage resources, all with the aim of transforming an institution that has as its core function the provision of quality education to all South Africans.

Change and transformation have to hit the learner and the educator right in the classroom, with the purpose of improving learner outcomes and developing the educator's service delivery.

Model C schools that were established in the 1990's were later rejected and accused of having perpetuated discriminatory powers to the School Governing Bodies. The decentralization of management and other services has sustained the development and formulation of visionary and transformational attempts to better service delivery, as well as liberate education managers from the shackles of history and intellectual constraints.

CHAPTER 3 attempted to identify and explore the core aspects of transformation, with regard to the state, the citizens, the school manager, the educators and the learners.

Quality improvement in schools is the betterment of service provision by encouraging participation in schools by all the stakeholders, increasing their decision making powers, including accountability, without losing focus on the aims and objectives of education.

The quality of working life affects the improvement of the working conditions of the educators with the aim of reducing stress levels, increasing personal satisfaction while optimising human potential.

Parents, educators, learners, community and civic organisations have an essential role to play in transforming the schools. Their role extends to marketing the schools by building good images. Emphasis is placed on production as well as the management of human and fiscal resources in the schools.

CHAPTER 4 took a glimpse at the road travelled by education in South Africa, from the apartheid era to the post democratic country that has transformed education to the level at which it finds itself at the moment. This was a history of a curriculum which aimed at teaching the “Bantu” no further than to read, write and do arithmetic in his mother tongue, to an education system that endorses quality assurance from all sectors of the community, with the introduction of Curriculum 2005.

The mission and vision statements of the Gauteng Department of Education placed emphasis on quality, redress, accessibility and accountability of all the stakeholders, while promising to empower and deliver to the best of their ability.

The phasing in of Curriculum 2005 has necessitated retraining of government authorities and educators on the ground – a process which is continuing. The change of ministers from Prof. S. Bhengu to Prof. K. Asmal in 1999, will bring about a review of the present curriculum to a more simplified Curriculum 21.

The government’s need to transform the education system and to empower all stakeholders to play an active role in its reform process, has led the researcher to realize the importance of proceeding with an empirical investigation aimed at assisting education managers to provide services that are filled with quality, efficiency and excellence.

CHAPTER 5 was an effort to help the education manager create an atmosphere that is conducive to learning and teaching, as well as assist him to form relationships with the stakeholders while empowering them.

Research relevant to the above mentioned transformation issues has yielded the following responses from the education managers in the sample:

- The learner-population in the township schools is decreasing, probably as a result of the HIV/AIDS pandemic; or the high unemployment rate hitting ordinary

- citizens and resulting in reduced child-bearing activities; or the scrapping of the Group Areas Act which affected the movement of people from one place to the other.
- There is an increasing need to tighten security in the schools, ensuring that both the learner and the educator can maximise their potential without fear of their safety.
- Gender stereotyping is discouraged, giving more women a chance to showcase their leadership potential.
- Efforts will be made to implement the recommendations of the Employment Equity Act (1998).
- Educator and parent empowerment in terms of skills acquisition, more organisational decision making powers, as well as the formation of partners within the communities, must take centre stage.

### 8.3 SOLVING THE RESEARCH PROBLEM

The primary question in the research is:

*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 learners?
- Are education managers ready to support and encourage individual development and transformation within the organization?

- Is there interdependence and involvement among all the stakeholders in order to accomplish lifelong learning experiences and skill acquisition?
- What is the relationship between the education manager and other employees in the institution?

The researcher has made a concerted effort to solve the above mentioned problems, whose explanation is provided as follows:

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

The education manager is expected to play a multifaceted role, as a motivator, a skills developer, a resource manager, a goal achiever, a negotiator, a supervisor, a disciplinarian, a leader, an innovator, a transformation agent, amongst other things. The above mentioned functions, require an education manager who is not only open minded, but dynamic and versatile.

The education manager of today works under extreme pressure to provide quality service to the communities and the education authorities. He must be seen to be willing to carry out the instructions from his “masters” (authorities), which would otherwise create an impression that he is a non-conformist or refuses to transform.

Sometimes difficult decisions are arrived at because of the change in demographics and the politics of the day. Education managers must endeavour to manage diverse cultures in their schools. The questionnaire in this research study reveals that over 47% of the school managers in the sample believe that racial integration in the schools will not bring a solution to our educational problems. That is why some schools suffer from racial tensions resulting in conflict and ending up in court.

Education managers need the support of the stakeholders and people around them, in order for them to function optimally. They are faced with a momentous task of transforming their institutions while calculating their productivity and effectiveness in direct relation to the realization of the success of the school.

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

Matters pertaining to the drawing up of a Security Management Plan, for example, have still not received urgent attention from education managers, with over 31% of the school managers in the sample indicating that they have not yet done so. It all starts with the simple drawing up of classroom regulations to engage the learner with maximum concentration, while adhering to the regulations they have helped draw themselves.

Education managers require a framework from government to help them deal with the problem of drugs in schools. It is with dismay to note that over 65% of the schools in the sample do not engage in drug testing.

However, all the education managers in the sample attempt to allocate resources evenly, as well as create communication channels that will expedite problem solving and flexibility in discussing matters that are related to the school.

★ *Are education managers ready to support and encourage individual development and transformation within the organisation?*

An encouraging number of school managers are ready to support individual development within their schools. Over 90% of the school managers in the sample are able to encourage the innovative participation of both parents and teachers in order to build a trusting relationship between the school manager, the educator and the parent.

By organising coaching clinics on curriculum change, the teaching of core subjects like Maths, Science and other Technological subjects, as well as the education manager's willingness to facilitate other developmental processes that might emerge from time to time, the schools are set to be moving in the appropriate transformational mode.

★ ***Is there interdependence and involvement among all stakeholders in order to accomplish lifelong learning experiences and skill acquisition?***

High percentages of education managers make a concerted effort on their part to encourage involvement of parents and the community in the education of their children in order to accomplish and acquire skills for life (over 98% of the school managers in the sample).

Schools do not exist in isolation. Their very existence is a contributing factor to the betterment of societal values and attitudes in the wider community. Schools and communities, including the corporate world, need each other's support. Schools must supply the corporate world with quality employees that are prepared to work hard and acquire skills. A school that does not interact with its community will develop children that will remain a burden to both its society and the state.

★ ***What is the relationship between the education manager and other employees in the institution?***

Typically, schools are like factories, with everything being orderly and happening according to schedule. In contrast, educators regard schools to be powerful places to work at, places where their emotional, psychological, physical, cultural and cognitive needs are satisfied. This often results in production being adversely affected.

The school manager is expected to be there when things happen, often his presence and resolutions resulting in undue human relations pressures between him and the rest of the staff.



Teacher empowerment could help alleviate such problems. This research has attempted to encourage education managers to engage in teacher empowerment programmes, that aim not only at skills development and upgrading, but also the sustenance of positive working relationships among everybody else. Flexible communication channels, transparency and involvement in decision making will result in less stressful situations prevailing in the schools.

The researcher has solved most of the problems laid out in Chapter 1, namely, explaining the environment which is conducive to manage transformation; expanding on the education manager's ability to create conditions of maximum and expedient functioning of schools; encouraging the readiness to support individual and structural development in a transforming institution; stimulating school-environment interdependence as well as maintain harmonious working relationships in the school environment.

#### **8.4 ATTAINMENT OF GOALS AND OBJECTIVES**

The aims of this research can be briefly summarised as follows: (cf Chapter 1).

to determine the environment within which the education manager is prepared to transform by building relationships and partnerships with people within the school communities. By so doing, the competence level of the education manager will improve and develop him together with the other stakeholders and the institution.

The goals and objectives mentioned above have been attained. The compilation of the questionnaire and conducting interviews containing aspects that directly affect the education manager's ability to transform the school and its community were to the point.

Although responses to the questionnaire did not indicate a general enthusiasm from some of the education managers in the sample, it can be noted that there was probably an unwillingness on their part to face the challenges to transform their schools into the new century.

Most of the education managers in the sample are ready and willing to implement the broad transformational challenges that have resulted from the change of government and the need to restructure the education system that aimed at categorising people according to colour, with little intention of developing the masses to the attainment of lifelong learning skills.

Education managers have come to realize the need to build good relationships among all the stakeholders and ordinary citizens in order to survive. It might be expected that such goals are long term, but with realistic framework and vision, problems might be detected in time and resolved timeously.

The ideal situation would be joint involvement in the formulation of policy framework and other strategic mechanisms for planning, with the understanding that the learner will benefit by successfully exploring ways of thinking critically and performing excellently in order to be able to manage himself.

If ordinary citizens, neighbours and parents are prepared to serve the school in different ways, then the relationship between the school and its community can be strengthened. The community must have ownership and can as a result jealously protect it even against the criminal element and activities. The school manager must at all times endeavour to encourage such involvement. The interconnectedness between the educational institution and the environment by making the institution permeable, will enhance its functioning. The environment within which the education manager has to function include preparedness on the part of government to satisfy the basic requirements for the school to function. Aspects such as cordial communication between the government and the learning institutions, and the provision of resources will help the school visualise its dreams and impact positively on the well-being of the school. Also, the school manager's ability to

create an atmosphere of teaching and learning where all concerned are safe and dedicated to perform, is important.

Another essential factor is the allocation of the human resource element, whose availability and development institutes a critical area of learning and teaching. The atmosphere created by their presence, and the quality functions they offer, is invaluable. The uniqueness of diverse communities and their needs will dictate the ability of the school to meet the external demands and pressures of a changing society. For example, a technologically advanced community whose expectations are that their children receive quality interdisciplinary programs that will advance them technologically in the world of work, will expect the school to meet these demands and proactively search for improvement.

In that way, education managers are expected to be competent in the execution of their management functions. The education manager is expected to take heed of the external forces, put their ears on the ground, be technologically advanced, vigilant and transform.

## 8.5 LIMITATIONS OF THE RESEARCH

The research on: *Managing transformation in Gauteng Secondary Schools*, does not dwell deeply into the primary responsibilities of the state and the parents as key role players in education. Emphasis is reserved for the key role played by the education manager, as well as the importance of establishing partnerships with the school community and the co-workers. No effort was made on the part of the researcher to explain conflict resolution strategies, aspects on fund raising so as to improve the quality of learning and teaching by providing own resources, and how to build capacity in the school. The above mentioned facts are outside the scope of this research.

The researcher is confident that education managers making use of these research findings and its recommendations will improve in the following ways: They will be able to

- market their schools to the communities they serve;

- improve their relationship with other employees in the institution;
- understand the basic principles of the South African School Acts (1996) and the Employment Equity Act (1998) and communicate them to all the stakeholders;
- manage their resources (financial, human and physical) effectively;
- understand the need to upgrade security standards in their schools;
- include more women in the School Management Teams;
- make their schools user-friendly for people with disabilities;
- encourage their staff to develop themselves;
- discover other ways of enforcing discipline without instituting corporal punishment;
- understand what transformation is and how to manage it;
- improve their overall competence in the management of their schools.

Some of the problems encountered during the research were the following:

- lack of sufficient resources, i.e. books, previous research material, relevant to transformation.
- insufficient response to the questionnaire by the education managers in Gauteng Province, (only 38,8% responded).

## 8.6 CONCLUSIONS

### 8.6.1 Conclusions drawn from the research

The following conclusions from the research study are arrived at:

- some of the education managers in the sample are still not clear about what transformation entails;

- there is a need to conduct workshops for school managers to enlighten them about key issues pertaining to transformation;
- the appointment of a second Deputy Principal in some secondary schools requires urgent attention;
- security measures in the schools should be stepped up;
- efforts should be made to maximise the School Management Teams' visits to classes;
- school managers must also be trained for Curriculum 2005 core issues, in order to empower them with the information and skills resulting in efficient management of their schools;
- parents and educators must be informed about the contents of the Employment Equity Act (1998) and other relevant Acts and policies affecting them;
- ordinary citizens are rarely willing to serve the schools in portfolios like PTA and SGB or through maintaining and repairing the schools;
- education managers believe that government must make funds available for the development of staff;
- most education managers understand what staff development is and take the trouble to encourage them to develop themselves;
- some schools are not user-friendly for people with disabilities;
- HIV/AIDS school policies have not yet been drawn in some secondary schools;

- women occupy fewer posts in the School Management Teams than their male counterparts;
- most of the school managers believe that the training of educators on Curriculum 2005 is not feasible and achievable;
- Curriculum 2005 can be successful if it is well-managed;
- education managers in the sample are informed about Curriculum 2005 through the media and by means of Departmental circulars and meetings;
- most school managers believe that racial integration in the schools will not solve the country's educational problems.

### 8.6.2 Conclusions drawn from the literature study

The following conclusive statements are derived from the literature study in this research:

#### 8.6.2.1 *Empowerment is a transformation mechanism*

Blignaut (cf Chapter 1) defines transformation as a *fundamental*, deep-rooted *process* that also aims at *empowering* and encouraging *active participation* from all concerned.

The above mentioned expression explains the essence of transformation in the educational milieu. Strides have already been taken by the democratic government in the form of policies and other documents to give direction to the challenges facing the country. On its way to address the issues of quality, equality, redress and accountability, emphasis must be laid on the fact that phenomenal changes taking place are ongoing, innovative, realistic, challenging and of good quality.

Empowerment of all the stakeholders must aim at creating conditions that motivate them to accomplish the tasks while development and skill acquisition will bring about personal efficacy. Empowerment will clarify the whole meaning of total engagement and involvement in the system whose purpose is to deliver quality service that is sustainable. For empowerment to succeed, it must be well-managed.

## 8.7 MOTIVATED RECOMMENDATIONS

### 8.6.2.2 *Managing transformation* (cf Chapter 3 paragraph 3.5)

The core of transformation management demands that the educator plays more attention to *innovative teaching strategies* with the aim of *enhancing learning*, including *excellent management skills* that will result in *tranquillity* and a *positive atmosphere* of learning and teaching.

From the saying above, it can be concluded that expectations are that educators are to improve their traditional teaching methods which were aligned with the previous education system, where rote learning and memorization of facts were the most popular form of evaluation. Today's teacher-learning programmes must be technologically based and pragmatic by encouraging exploration and sharpening of skills to suit the 21st century and beyond. Learners must be computer literate, use Internet and CD Roms to acquire globally based information. Educators and school managers will thus have to be innovative in their teaching and management skills. Management is also judged by the success of the subordinates.

It is through attending and conducting workshops and seminar themselves, that education managers will acquire new skills and analyse concepts on their way to transform an institution. Efforts by education managers can only be transformation-based if they are integrated across their work teams. Short and long term plans should be identified on their way to communicating direction and priorities to other people. The school manager must champion efforts that are aimed at exploring ways that will satisfy the customer (learner) by enhancing profitability (outcomes) while quality service is fostered. Timely and sound

interventions and decisions made by him and his teams will qualify his pursuance of self-development and new approaches to transformation. This will form part of his attempts to maintain harmony and tranquillity in an institution whose basic aims are to perfect learning and teaching to reach acceptable outcomes.

## **8.7 MOTIVATED RECOMMENDATIONS**

The journey travelled by this research has come to a point where the author finds it inevitable to make the following recommendations in order to give others an opportunity to further develop some of the findings arrived at:

### **8.7.1 Recommendations for education in general**

#### ***Recommendation***

*Schools require the undivided attention of the education managers to transform.*

#### ***Motivation***

It is a fact that schools must be transformed in order to meet the challenges facing the education manager in this century. The undivided attention required from the education manager and his accomplices to restructure and bring about change in their schools cannot be underestimated.

It is also a fact that education managers must receive training to empower them to manage their schools efficiently so that they can improve the education environment by coordinating school activities and absorbing the enormous pressure that go with such changes. Not only will education managers need training, but also their subordinates who will have to change their mind-sets to allow transformation to take its course. Their motivation and development in line with the educational changes, form the core of their presence in schools.



It is also undeniable that schools cannot exist in isolation. The fact that the formation of partnerships with other agencies outside the school as well as individuals, will enhance the quality of the management and services in our schools, cannot be taken lightly. However, care should be taken that expert knowledge and skill acquisition should be the focus of such partnerships. Partners must also develop programmes that will build capacity for both the learner and the educators, while supporting the school with financial or material resources as well. By so doing, the school will benefit by:

- improving the quality of learning and teaching;
- networking with the business world by producing quality workforce;
- being technologically advanced;
- dealing with diverse cultures;
- being involved in community programmes;
- improving the education and training programmes;
- uplifting the socio-economic development of the people on the ground;
- assisting the learners to find employment with the business partners;
- marketing itself to the community.

The concept of discriminatory practices in the workplace is unacceptable as it does not represent the idea of fair representivity, quality, equality, integration and objectivity, denying our schools an opportunity to improve and succeed with the help of quality human resources. School Governing Bodies and other stakeholders must be enlightened about the principles contained in the Employment Equity Act, South African School's Act, Labour Relations Act and other relevant documents through workshops, seminars and information brochures organised by the schools with the help of experts.

### ***Recommendation***

*Schools must display the Transformation Charter.*

### ***Motivation***

Schools must be encouraged to draw up a Transformation Charter, whereupon the school's direction in terms of transformation on educators, parents (community) and the learners be explicitly displayed on the school's bulletin boards for everybody to read.

## **8.7.2 Recommendations in the management of transformation**

### **8.7.2.1 Recommendation**

*A healthy cross-cultural climate must be created to deal with the fundamental principles of non-racialism.*

### ***Motivation***

Racial tensions existing in our schools are a culmination of disrespect and unacceptability of the challenges and changes facing all South Africans.

Basic principles concerning racial integration and tolerance must be incorporated in the Life Orientation Learning Area and future FET (Further Education and Training) programmes, as some of the compulsory measures aimed at ensuring that harmony and co-existence prevail.

### **8.7.2.2 Recommendation**

*Education managers, educators and parents must be empowered to take active participation in the school activities.*

### ***Motivation***

Education managers must encourage educators to go beyond their traditional roles of teaching only, but incorporate functions of management and counselling. By so doing, educators will take credit for the progress and successes enjoyed by the school. It is a fact that educators can assume managerial and leadership positions.

While efforts are generated on restructuring and transformation of governance, management and curriculum, special focus should be placed on educator empowerment, which will benefit the learner. Educator empowerment as a transformation measure should filter through individual learners' lives in the classroom, an exercise that must be sustainable and vigorous.

Parent empowerment will enable parents to move with the tide and assist their children with the problems encountered with regard to school work. Principles concerning Curriculum 2005 and other changes must be clearly articulated to the parents.

### **8.7.2.3 Recommendation**

*Women leaders will play a significant role in transforming our societies.*

### ***Motivation***

The inclusion of women in positions of responsibility in the school setting should be a way of surviving the stereotypical images created by gender inequalities in the society and other structures. Circumstances concerning leadership today demand that images about women, (especially Black women) be erased by affording them opportunities that will advance sheer competence and a strive for excellence.

Schools must design their own development programmes that will empower all members of staff, paying particular attention to gender representivity. Agreements must be reached to accomplish gender equality, especially in middle management and beyond. Schools must modify their traditional management styles to empower people to manage diversity. It takes concerted effort to help women to dump the baggage of the past on their way to achieving the best in their leadership endeavours.

#### **8.7.2.4 Recommendation**

*Schools must be restructured in line with Curriculum 2005.*

#### **Motivation**

The structure of the schools, in line with the curriculum changes, must transform in order to be managed efficiently. Schools catering for the Junior Phase, the Intermediate Phase, the Senior Phase as well as the FET, must be separated. The above will enable a school manager to concentrate on a particular phase and manage it.

#### **8.7.2.5 Recommendation**

*Educators should be given Awards at their schools.*

#### **Motivation**

Schools must arrange for the “Educator of the year award” trophy and certificate to be awarded to a distinctly innovative and hard working educator who is competent, competitive, impeccable and has the interest of the school at heart. The trophy can be awarded on a rotative basis. The above exercise needs objectivity, without which schools might experience conflict that will cause irreparable damage to its integrity and create unnecessary tensions.

### 8.7.3 Recommendations for further research

The following recommendations are meant to be used for further study in the education management discipline:

#### ★ **Managing teacher empowerment in the secondary schools**

How does an education manager establish an atmosphere in which leadership flourishes and encourage further individual and team development?

The following factors can be regarded as the aims of the research:

- motivating educators to be problem solvers, conflict managers and team builders;
- establishing opportunities for peer contacts, communication and interrelatedness with the stakeholders;
- providing recognition and rewards; and
- obtaining the necessary support to sustain the empowerment process.

#### ★ **Management strategies for environmental interaction**

How does an education manager develop strategies to maintain interrelationships in his school environment?

Aims and objectives of the research:

- engaging the school in processes that will affect its environment in a dynamic way;
- strategies that will help redesign the school to facilitate school-environment interactions;
- managing and sustaining external relationships;
- strategies aimed at managing interdependence, cooperation and adaptation between the school and its environment.

It is hoped that further research will attempt to find solutions and direction in the above mentioned areas.

## 8.8 CONCLUSION

It would be desirable for school managers to find mechanisms for cultivating common purpose between the school and its environment. It is also inevitable for school managers to build bridges that will help reconceptualise competent management and quality teaching and learning.

Transformation will enable education managers to be competent and efficient in their efforts to translate reconstruction and recreation of their schools into meaningful institutional harmony and development. Schools require education managers that are prepared to nurture team building and capacity building to allow those who have to deliver services to be excellent and competent. Educators must be empowered to be flexible and respond to complex demands of the external world.

The HIV/AIDS pandemic will cripple the country's human resource as well as learner population, resulting in the closure of some schools. Education managers and educators must resolve to be actively involved in helping the communities realise and understand how the disease will impact negatively on the country's economy and resources.

At the heart of transformation is the ultimate purpose of formulating appropriate processes that will culminate in ongoing and purposeful consultation in order to establish quality and credibility in the governance and the management of schools.