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Secondary school principals' perceptions and experience of
management development programmes

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ABSTRACT

Management development in educational contexts is a relatively recent development in South Africa. The Task Team Report on Education Management Development of 1996 drew pertinent attention to the need for education management development in South Africa, and set an agenda for such development. Since then many management development programmes have been launched by both National and Provincial government.

However, very little research seems to have been conducted on these programmes, especially on how they have been received. This study seeks to address that need. The study is a qualitative phenomenological investigation of how four secondary school principals experienced and perceived the management development programmes they have attended. In line with a phenomenological approach, the study sets aside preconceived ideas and attempts to describe the phenomenon through the eyes of the participants.

Findings suggest that management development programmes are perceived as having a big role to play in the development of school managers, but that the programmes on offer suffer from various shortcomings. These include poor planning, lack of organisational and facilitating skills in presenters, lack of commitment, monitoring and support from the bodies offering the courses, and especially the failure of training programmes to bring about increased confidence and self-awareness among participants. Increased self-awareness can help in personal and organisational renewal and growth, and help to minimise the dependency syndrome among principals.

Particular needs highlighted by the findings include training in the new curriculum (Outcomes Based Education), holistic development by experts in all facets of school management, training of School Governing Bodies and development of all educators in management as future managers. These findings may prove helpful to education departments and other bodies in the planning and delivery of programmes for new and incumbent school managers.

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ACRONYMS USED IN THE RESEARCH

ANC: African National Congress

EDO: Education Development Officer

NGO: Non-Governmental Organisation

NMUs: Natural Meaning Units

OBE: Outcomes Based Education

SGBs: School Governing Bodies

SADTU: South African Democratic Teachers' Union

WSE: Whole School Evaluation

SMT: School Management Team

DoE: Department of Education

FET: Further Education and Training

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CHAPTER 1

AN OVERVIEW OF MANAGEMENT DEVELOPMENT

INTRODUCTION

In this chapter I introduce the research project. I present the context in which the research develops and explain the rationale and motivation for undertaking this study. I also discuss the focus of the study, highlighting the research question and aims and objectives of the study. I outline and justify the research approach and the research process. I also define the terms used in the research.

1.1 CONTEXT

Complexities and diversities of the 21st century seem to create new challenges and opportunities in the management of education worldwide. Globalization, which in this study refers to technological advancement of the countries of the world, demands that school managers should be globally competitive. It seems to increase the demand for the development of education managers to cope with the changes and challenges of transformation. According to Bush & Coleman (2000:7) “education is linked to the economy and all governments recognize that a skilled and educated workforce is a requirement for economic competitiveness”. As early as 1995 Bush (1995:5) drew attention to this phenomenon:

The pressure for developed and developing economies to become more efficient in order to compete effectively on the world stage has led to a heightened awareness of the links between educational capability and economic performance. A skilled workforce depends largely on the outputs of schools, colleges and universities. This has led to a plethora of legislation as governments have sought to raise educational standards.

The implications for education managers are that they need to develop skills to cope with new demands, as well as improve the performance of teaching staff and learners. According to McDade (1988:9) “Both management and leadership development denotes

programmes that develop the capacity of individuals to provide leadership, to be effective in their work and thereby improve the effectiveness and the quality of an institution". For South Africa the challenges are perhaps even greater and more complex because of its political past.

During the apartheid era in South Africa laws like the Bantu Education Act of 1953 brought inequity into the education system based on race and ethnicity. The formerly disadvantaged schools were the most affected because of their poor educational background and because policies of racial discrimination had left a legacy of differential allocations of resources to different racial groups. Management of the school was left in the hands of the school principal with occasional visits by school inspectors who came for supervision without necessary developmental support and mentoring.

Furthermore there were inappropriate management structures and systems support as support for teaching and learning in schools was limited to short in-service courses organized and run by state education departments focusing on content and methodology. The implications for education management were that principals were trained as educators rather than managers and therefore were inadequately prepared as school principals to manage effectively. This has left a legacy of poor management in schools. Moreover, since "principals and educators have consistently been at the receiving end of top down management structures" (Department of Education 1996b: 19), the mindset of mere implementation, or acting on instructions, became firmly entrenched.

This problem has been compounded by developments since 1994 democratic election and the transition period in South Africa during which the education system has been undergoing a rapid transformation process. There have been large-scale restructuring, reforms and re-organisation in the education department. New policy has been laid down and new legislation passed (such as the South African Schools Act of 1996 and the National Education Policy Act of 1996) with the aim of democratizing governance in schools and redressing the imbalances of the past apartheid era. Curriculum 2005 has also presented a huge challenge in the field of curriculum reform, and Whole School Evaluation expects principals to reform structures and procedures within their schools to meet the needs of performance based management (Ndhlovu 2000:61).

The school principals' state of readiness, maturity and development in management to cope with the changes introduced is fundamental. Principals are expected to be "change agents and be empowered to meet the challenges of transformation" (Ndhlovu 2000: 60). Because of the accelerated rate of change in South Africa there is a need for constant training of principals so as to be better equipped, capacitated and to be effective and efficient managers. According to James and Connolly (2000:150) "they have to be experts in the practice of learning and development at all levels. That is, they need to be proficient in the practice of developing themselves and others (including developing their institutions)."

Fullan (1998:60) seemed to share a similar view when he said:

The advice for heads, in a nutshell, is to get into the habit of and situations for constant learning. Skill and know-how are as important as attitude. This means access to new ideas and situations active experimentation, examination of analogous and dissimilar organizations reflective practice, collegial learning, coaching in relation to practice and more.

Principals as key personnel in schools are thus portrayed as needing to lead the transformation process in schools, improve standards, help to inculcate the culture of learning and teaching and help to bring about quality education that will respond to community needs. The Minister of Education in the White Paper 2 (Department of Education 1996a: 3) spelt out the ideal as follows:

New education and training policies to address the legacies of underdevelopment and inequitable development and provide equal opportunities for all will be based principally on the constitutional guarantees of equal educational rights for all persons and non-discrimination, and their formulation and implementation must also scrupulously observe all other constitutional guarantees and protections, which apply to education...

On building capacity for management and governance he wrote (Department of Education 1996a: 15):

The re-organisation of the school system, and the establishment of democratic school governing bodies throughout the country, require a comprehensive programme to build capacity for management and governance, especially at school and district levels.

Democratic institutional management makes considerable demands on school principals and their teachers. It requires the skilful management of the contributions of assertive constituencies of teachers, students and parents in a balanced exercise of leadership and authority. Clearly, systematic programmes are needed to develop such skills more widely, and it is clearly the responsibility of the new departments of education to provide effective in-service programmes on essential administrative processes like record keeping, budgeting, financial control, reporting, staff selection and the running of meetings.

To address the need for better-equipped principals the Minister of Education in South Africa appointed a Task Team on Management Development in 1996 to make recommendations for management development in South Africa so as to achieve equitable access to education and improve the quality of provision in the department of education. The Task Team saw its mandate as follows (Department of Education 1996b: 12):

To make practical strategic proposals for improving education management capacity, make specific proposals for establishing a national institute for education management development, consider matters related to resource mobilisation, co-ordination and management for a country-wide education management development programme and provide an interim education management support service.

Over the past few years the government, clearly acting on the Task Team Report's position, has launched several management development programmes. These programmes are seen as crucial in the on-going development of education managers, a sentiment echoed by *The Education Law and Policy Handbook* (DoE 1999). This research aimed to discover how course recipients experience these programmes.

1.3 MOTIVATION FOR THIS RESEARCH

Most of recent international research and literature I reviewed (such as Daresh and Playko 1992, Dunham 1995, Fullan 1998 and Law & Glover 2001) portray how management development enhances professional growth, which can improve school performance and bring about effective management and teaching. Some of them portray designs and samples of management development programmes, which can be utilized when building

the capacity of principals. There is, however, little reference to the voices of the participants in the programmes, that is what their perceptions and experiences are of the programmes and what their perceived management development needs may be. Furthermore the phenomenon under investigation is, according to Bush (1995:3) a “fairly new concept in the education field” arising as recently as the 1960s in the United Kingdom. In South Africa the recommendations of the Task Team on Management Development in 1996 has helped to highlight the area. It therefore seems to be an area that still needs to be researched.

In South Africa recent research has focused on the need for in-service for education managers (Mataboge 1998), the use of INSET programmes as the modus operandi to empower principals as transformational leaders and the need for support and encouragement from the Department of Education (Panther 2001), the need for co-ordination of the different programmes that are available (Mbatha 1992), and the potential role of mentoring in the development of school managers (Erasmus 1993). Very few researchers seem to have asked the course participants what their experience may be, or what they may regard as areas that require further training in future courses. This research attempts to do exactly that.

My personal experience in the teaching profession and my desire to make a contribution to the field of education management have also prompted me to conduct this research. My personal experience of management started fourteen years ago, first as a high school educator for four years, a head of department for four years and then as a deputy principal for the six years. That was when I gained experience in management and developed an interest in management issues. I started with enthusiasm, which I think emanated from the notion that if I was good at teaching I would automatically be good and successful in management as well. But as the latter proved to be more challenging and demanding I realised my mistake. Managing an organisation (such as a school) is clearly far more complex than managing a classroom.

Although I had attended short courses on management as well as management development programmes I never felt that these really changed me or the school and I found it difficult to implement the ideas presented in these courses. Management problems, conflict among staff members, instability and maladministration resulting in

some instances from poor management continued to exist, particularly in formerly disadvantaged schools and my school was no exception. Thus, although I had learned about management this could not practically help me solve the problems. I could not use the material I had as a point of reference.

Before 1994 there were very few departmental short courses on management on offer. Principals relied for their management on the principals' manuals supplied by the department of education, which contained set policy and rules on how schools should be run. However, as I have explained, after the Task Team Report of 1996, management development programmes for school managers became increasingly widespread.

When I was asked to attend one of these management development programme for the school I was very excited as I regarded this as an opportunity to learn and improve our school management. The programme was on disciplinary procedures for educators, which I thought would help us solve the problems we used to encounter in our management as a school. I also attended two more management development programmes, one on OBE and one on how to use the resource file. These programmes did not yield the expected results as problems like decline of discipline in educators and learners, instability, conflicts among educators, maladministration and financial mismanagement continued to exist. I started to think that something was wrong either with the school managers or with the programmes thus fuelling my interest in investigating them.

The findings of this study might benefit the Education Department, new and the incumbent principals. The findings may help in the improvement of education management programmes, their design and how they are organized and facilitated. Perhaps future programmes can do more than provide knowledge that seems to lead nowhere, and ideas that are impossible to implement.

1.4 RESEARCH GOALS

This study is aimed at investigating principals' perceptions and experience of management development in Grahamstown. It is also aimed at exploring principals' perceived management needs. The rationale for the study is that despite the existence and availability

of management development programmes for school managers they still experience problems like conflicts in schools, maladministration, instability and the decline of discipline in learners, and they still have to cope with the fast pace of change and the demands for transformation. As I have argued, principals are seen as key players, change agents, and their on-going development thus becomes imperative.

1.5 RESEARCH QUESTION

The following two research questions drive this research:

What are the experiences and perceptions of principals of management development programmes?

What are the principals' perceived development needs?

1.6 RESEARCH APPROACH

I conducted this research in the interpretive paradigm. According to Cohen *et al.* (2000:19) it is a paradigm in which the "social world can only be understood from the standpoint of the individuals who are part of the ongoing action being investigated". As I wished to gain insight into principals' perceptions of management development, understand their experiences of it, and their perceived development needs I decided to adopt it as a research paradigm in this research. Cohen *et al.* (2000:19) further explained that in an interpretive enquiry "individual behavior can be understood by the researcher sharing their frame of reference: understanding of individuals' interpretations of the world around them has to come from inside, not the outside". Within this paradigm I therefore wished to examine the phenomenon under study through the eyes of the participants.

Phenomenology is used as a method of research in this study because "in phenomenological research the researcher aims to describe as accurately as possible the phenomenon as it appears, rather than indulging in attempts to explain it within a pre-given framework" (Stones 1988: 143). Since the voices of course participants seemed so silent in previous research, and approach which would privilege their 'voice' seemed appropriate.

I collected data from a sample of four high school principals in Grahamstown. I purposefully selected them as "in purposive sampling, researchers handpick the cases to be

included in the sample on the basis of their typicality...they build up a sample that is satisfactory to their specific needs” (Cohen & Manion 2000:103). Details of the selection procedure are discussed in Chapter Three. I conducted in-depth semi-structured interviews to obtain faithful and complete descriptions of each participant’s lived experience of the management development programmes they attended. I was guided by Markson & Gognalous-Caillard’s (in Stones (1988:152) advice:

The great advantage of a semi-structured or non-directive interview is its flexibility, which allows the investigator to grasp more fully the subject’s experience than would be possible through the implementation of a more rigid methodological technique.

Because of my involvement in education management, which I have explained, I used phenomenological reduction to avoid bias. Husserl in Valle (1977:5) explained, “phenomenological reduction or ‘epoche’ involves the attempt to put all of one’s assumptions about the matter being studied into abeyance, to bracket them.” I come back to this important issue in Chapter Three.

To analyse the data, I read the transcripts repeatedly to get a holistic sense of the protocols. Protocols were then broken down into “naturally occurring units each conveying a particular meaning termed as Natural Meaning Unit (NMU)” (Stones 1988:153). The NMUs formed the basis for the situated descriptions and general descriptions of the participants’ perceptions and experience of the phenomenon under study.

1.7 OUTLINE OF THE STUDY

Chapter Two is the literature review. Selected literature on management theories and management development as well as learning theory relevant to the research question and topic are explored.

Chapter Three elaborates on the research methodology employed.

In Chapter Four I present the data. The interview protocols are reduced to natural meaning units (Appendix A). The NMUs form the basis of the situated and general descriptions that

help to reveal participants' thoughts, perceptions and experiences of management development programmes.

Chapter Five is a discussion of my findings in themes emerging from the data.

Chapter Six is the conclusion. It provides a summary by drawing conclusions from the findings, making recommendations, presenting a critique of the study, and making suggestions for practice and further research.

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

This chapter focuses on three broad areas: one, a brief overview of management theories; two, a look at the thinking underlying management development programmes; three, an argument for the role of management development in South Africa.

The overview of management theories is necessary because it becomes illogical to discuss management development without reference to the theories which form the foundation of management in both the industrial and the education fields. Learning theory is fundamental to how development programmes are designed and facilitated, and thus forms the basis of change in the institutions and their transformation to learning organisations. The rationale for management development provides a backdrop to the main interest in this study.

2.1 AN OVERVIEW OF MANAGEMENT THEORIES

This section provides an overview of management theories as they are relevant and form the foundation in management development in an educational research. Before the development of thinking in management theories is traced it may be helpful to provide a working definition of the concept of management. Many definitions of management exist, but I find the one by Levitt useful in portraying what management in a work environment entails. Levitt (in Sergiovanni, Burlingane, Coombs & Thurston 1999:72) described management as follows:

Management consists of the rational assessment of a situation and the systematic selection of goals and purposes (what is to be done?), the systematic development of strategies to achieve these goals, the marshalling of the required resources, the rational design, organization, direction, and control of the activities required to attain the selected purposes, and finally, the motivating and rewarding of people to do the work.

The above quote reflects school administrators as managers who have a task to accomplish, and makes suggestions about how to do it and what is required. Managers

have to see to it that there is 'best' performance, and efficient and effective operation in schools. To be able to accomplish managerial tasks in education, managers thus have to have certain skills. Zaleznik in Sergiovanni *et al.* (1999:73) further explained that "it takes neither genius nor heroism to be a manager, but rather persistence, tough-mindedness, hard work, intelligence, analytical ability and, perhaps most important, tolerance and good will." For one to be able to match the above characteristics skills acquired through training are necessary.

In this section I discuss phases of management theory development in the twentieth century. Hoy & Miskel's (1996:9) four phases in the development of thinking about educational administration in the twentieth century provide a useful framework:

- The scientific management theory era 1911 to 1920s
- The human relations theory era 1930s to 1940s
- The behavioural science theory era 1950s to 1960s
- Systems theory era from 1960s to 1970s
- Post modernism era from 1980s

2.1.1 SCIENTIFIC MANAGEMENT THEORIES

Researchers refer to scientific (classical) management theory as the first phase of the development of the thinking about educational administration as it began early in the twentieth century. According to Hoy & Miskel (1996: 10) "the development of thinking about educational administration continued even after these eras and had an influence on school management and its development". During the early years of the twentieth century this period was also referred to as a prescriptive era. According to Sergiovanni *et al.* (1999:73) "Frederick Winslow Taylor is credited as the founding father of the scientific management movement." In his *Principles of Scientific Management*, published in 1911, Taylor offered four principles that were the foundation for his science of work and organisation. The principles which revealed his managerial theory are: "a large daily task, standard conditions, high pay for success, loss in case of failure, expertise in large organizations" Hoy & Miskel (1996: 9). These principles formed the foundation of management in the commercial and the industrial field.

According to Lunenburg & Ornstein (1991:5) this approach amounted to a study of organisational behaviour resulting from a “job analysis approach”. Clearly in this period management determines the “one best way” of performing each job at work and scientific selection, training, teaching and development of workers. Educational administrators were seen as “functional” with an emphasis on “supervising”; “managers assumed planning, organising, and decision making activities whereas workers performed their jobs” (Lunenburg & Ornstein 1991: 6).

The scientific management approach depended mostly on observations in the workplace, as the approach is based on empiricism, which is experience and experimentation. Murphy (1992:33) referred to the job analysis approach as “raw empiricism”, implying the gathering of facts without any prior theoretical framework or any critical reflection. Workers had to accomplish tasks given and accomplish set targets under set conditions.

According to Lunenburg & Ornstein (1991:6) Henri Fayol, Luther Gulick, and Max Weber extended the notion of scientific management by focusing on administrative management. Fayol claimed that all managers perform five basic functions: planning, organizing, commanding, coordinating and controlling. He also tabled fourteen principles of management emphasising the chain of command ranging from division of work to teamwork. Gulick augmented them with his seven functions of management: planning, organising, staffing, directing coordinating, reporting and budgeting. Weber’s contribution was the constitution of an ideal structure for organisational effectiveness, namely bureaucracy.

Training programmes in the scientific management era according to Murphy (1992:29) “focused on the technical and mechanical aspects of management without considering different ways of doing”. Campbell, Corbally & Ramseyer (1968:69) argued that under the managerial control principle, “managers should be trained and taught to apply scientific principles of management and control (such as management by exception and comparison with valid standards)”.

While classical theory is/was “a firmly established concept in the world of industry” (Culbertson 1988:9) its applicability to schools is of questionable value. It seems overly prescriptive and law-like in its ontology and epistemology allowing little room for

subjective interpretation and individual action. Furthermore, the tendency to rely on ready-made solutions and routines of operation seems at odds with the notion of growth and development, which implies the discovering and teaching of more effective techniques that are continuous and dynamic. Schools are dynamic and open organisations, and managers will frequently need to confront the new and the unknown as they engage the future. Finally, as Lunenburg Ornstein (1991:7) argued, “classical organizational theories and their derived principles on management emphasised efficiency and ignored psychological and social factors in the workplace.”

It may be fair to argue that some of the principles of the scientific management approach seem to have been embraced in pre-democratic South Africa, judging by the top-down management systems that were in place. But clearly, in an era of transformation and empowerment, a scientific management approach has a limited role to play beyond the obvious need for clarity on roles and role division and basic job expectations.

2.1.2 HUMAN RELATIONS ERA

The human relations era developed as reaction to scientific management (Campbell *et al.* (1968:70). Mary Parker Follett was the first great exponent of the aspect of human relations in administration. She contended,

the fundamental problem of any enterprise, whether it be local government, national government, a business organization, or an educational system is the building and maintenance of dynamic, yet harmonious, human relationships (Campbell *et al.* (1968: 71).

In the 1930s, Mayo and his associates contributed to the human relations approach with their interpretation of the findings of the Hawthorne studies. They studied the relationship between physical conditions of work and productivity. The results of their study surprisingly failed to answer any of their research questions; instead, their findings shed light on the importance of human relations in management. Sergiovanni *et al.* (1999:129) explained this as follows:

The researchers finally concluded that changes in physical job conditions did not result in increased production, rather, such increases seemed to result in

changed social conditions of the worker. Changes in worker motivation and satisfaction were most often credited with increased production. These in turn, seemed related to more democratic patterns of supervision used by the researchers and others during the experiments.

The 1930s and the 1940s were regarded as the so-called democratic era in administration since it was increasingly realised that workers should have a say in administration, that is, they should participate in decision-making. According to Lunenburg & Ornstein (1991:9) terms like *team teaching*, *family grouping*, *open corridor*, *school within a school* and *integrated day* came to the fore as a result of the recognition of the importance of human potential. The human relations era thus contributed to our understanding of employee behaviour in the workplace, showing that harmonious relations at work can improve productivity. Of course, the challenge of how one brings about such relationships remains problematic today. This is perhaps one of the biggest challenges management development providers need to face, since the human element of management arguably remains the most challenging.

2.1.3 THE BEHAVIORAL SCIENCE ERA

Hughes (1985:3) refers to the attempt to develop an explicit theory of educational management or administration in the USA as the behavioural science era. It was initiated in the late 1950s and later developed in the UK. The aim of the movement was to establish the discipline of education management on firm academic ground, and researchers thus sought to tackle the relationship of theory and practice. In the 1950s and 1960s there was a new interest in the individual and the way in which an individual relates to the organization. The approach according to Hoy & Miskel (1996:16) focused on “work behaviour in formal organizations”.

In his book, *The Functions of the Executive*, Barnard developed the theory of co-operation and organisation (Campbell 1968:260). The book emphasized the universal character of formal organisations and stressed the need for a theory to explain their behaviour. Barnard saw an organisation as a complex social organism, “an impersonal system of co-ordinated human efforts, [where] there is the indispensable ability to communicate, always the

necessity of personal willingness, and for effectiveness and efficiency in maintaining the integrity of purpose and the continuity of contributions” (Campbell 1968:261)

Other behaviourists who continued with Barnard’s work were Bakke who viewed the organisation as embodying a fusion of two phenomena: “the individual attempts to use the organisation to further her own goals, whereas the organisation uses the individual to further its goals” (Lunenburg & Ornstein 1991:12). Behavioural science approaches drew heavily on the work of Maslow, who developed a needs hierarchy that an individual attempts to satisfy. Maslow’s theory suggests that an administrator’s job is to provide avenues for the satisfaction of employees’ needs that also support organisational goals and to remove impediments that block needs-satisfaction and cause frustration, negative attitudes, or dysfunctional behaviour (*Ibid.*) According to Sergiovanni *et al.* (1999:157):

It (the so-called ‘theory movement’) dominated the research about theory and training of educational administrators. Using concepts and theories drawn from several social sciences, including sociology, organizational behaviour, psychology, political science, economics, and anthropology researchers studied educational administrators. The theories and findings of these studies guided the curriculum of programs for training new school administrators.

The theory movement represented an advance on scientific management theory, in that it “discarded prescriptions, sets of rules and regulations that tell the practitioner what he [sic] should do” (Curlbertson 1986:3), but its obsession with theory refinement resulted in its becoming increasingly further removed from practice. For educational administrators the goal of research is the improvement of practice, while in the behavioural science movement the goal became the improvement of theory. The movement gave rise to several recipe-driven theories, many of which are still widely known and used today, such Hersey and Blanchard’s Situational Leadership model, and Blake and Mouton’s Managerial Grid. These models present the complex act of management in simplistic ways, and tend to ignore the complexity of the situation. Education management is context-specific, and education managers who ignore South Africa’s political and cultural complexity are unlikely to succeed.

Campbell (1986:3) emphasised the importance of viewing educational administration as a specific field of interest, implying that researchers should exercise caution in borrowing

concepts from other fields as topics to be included in training programmes. According to Cooper & Boyd (1988:260) the theory movement failed to solve the problem of what to teach practitioners, and the problem of the gap between theory and practice remained. As Hughes (1985:1) put it:

Theory and practice are uneasy and uncomfortable bedfellows, particularly when one is attempting to understand the complexities of human behaviour in organisational settings and still more so if the purpose in seeking to achieve such insight is to influence and improve the practice. Practitioners experienced difficulty in applying general concepts of administration in a specialised educational environment.

2.1.4 SYSTEMS THEORY ERA

Systems theory views schools as open systems that cannot operate in isolation. Lunenburg & Ornstein (1991:18) defined a system as a “set of interrelated elements that functions as a unit for a specific purpose.” In it an organisation must be studied as a whole, taking into consideration the interrelationships among its parts and its relationship with the external environment. All schools are open systems, and the wholeness of the school has to be considered in the design of training programmes.

The open-ness of schools as systems is clearly acknowledged in current South African literature and policy. Task Team Report highlighted “networking and partnerships” as key areas for education management and its development, thus reinforcing the belief that schools are essentially open systems that cannot operate in isolation. Also, much of the legislation stresses the importance of parental involvement, such as the legislation on School Governing Bodies in the South African Schools Act. The fact that parents are seen as equal partners in School Governing Bodies, even though they are not integrally part of the school as an organisation, shows that the government also views schools as open systems. According to the *Task Team Report* (Department of Education 1996b: 51):

...working together, and sharing information and expertise, is consistent with an open, democratic education service. Furthermore, real and systemic educational change is costly, and requires the collaboration of policy makers, researchers, administrators and most important of all educators and their parents.

Systems theory suggests that schools need to be open systems in which communities are interrelated and interdependent. The implication for management development is that school managers need training so as to be able to develop the schools to meet community needs, and further their advancement. Training programmes for school administrators should thus enable managers to utilize community expertise for the advancement of learning. Schools need to be open so that a collaborative culture that enhances school performance can be built (Moloi, Grobler & Gravett 2002:93).

Creation of a collaborative culture can enhance stakeholders' commitment in education thus facilitating transformation in schools. To enhance stakeholders' commitment in education they should be encouraged to participate in school governance. A collaborative culture can be created and developed by sharing power and responsibilities, thus cultivating or building school culture with clear norms and values. To build a collaborative culture, stakeholders should be supported to work in new structures in schools.

Systems theory thus begins to address the complexity of the context in which schools operate, and moves beyond the simplistic theorising of both scientific and behavioural science theories. The notion of organisational culture becomes important, and the principal's role in establishing and maintaining a healthy organisational culture is seen as pivotal (Schein 1992:4).

2.1.5 POST-MODERN APPROACHES

In this section I briefly discuss post-modernism theory. Post-modernism is defined by the Oxford dictionary (1995:1068) as "a movement reacting against modern tendencies especially drawing attention to former conventions". Clearly the movement does not subscribe to the modern or contemporary theories of research in educational administration. It does not believe in universal truths or grand narratives of the social science theories.

Post modern theories believe that there can be varied and different explanations for each phenomenon under study. Each is unique and therefore its investigation can have different

interpretation or results from other researchers investigating the same phenomenon. Post modernists do not believe in fixed and ready made answers (Hoy & Miskel 1996:17). New investigations of the same phenomena in different areas can reveal new revelations or findings, and therefore investigations can never be referred as fixed or finished because of the uniqueness of organisations or situations or conditions under which the investigation is done or its locality (Wellington 2000: 1999). The implications for research are that “social research can be done using a variety of research methods including ethnographic, naturalistic and cultural studies, as opposed to a positivistic approach alone” (Sergiovanni, 1991:7).

The implication for management development programmes is that simplistic ‘one-correct-way’ approaches are not likely to lead to developing management capacity. Programmes need to present organisations as unique, multi-cultural and dynamic. *The Task Team Report* seems to acknowledge this fact, and does not provide one single and essential way of developing and building capacity in education. According to the Report (Department of Education 1996b: 31) “the [development] programmes should vary and be inclusive with different strategies like networks and partnerships used for various stakeholders in education”. Programmes should fit into the South African context and the multicultural communities in South African taking into account the different historical backgrounds from which they come. To cope with multiple demands and a constantly changing environment, The Task Team Report suggests the need for South African institutions to be transformed to “learning organisations” (DoE 1996: 40) and for school managers to be globally competitive and technologically advanced.

2.2 THE THINKING BEHIND DEVELOPMENT PROGRAMMES

A brief look at learning theory seems appropriate here, since development programmes are assumed to be based on notions of how people (adults in this case) learn and grow. Both the content and method of delivery of programmes need to be selected to ensure maximum learning, especially transfer of learning to practice. I agree with Hart (1993:340) that “A key problem in preparation programmes for school leaders is the application of research, theory and experience to new situations”.

2.2.1 REFLECTIVE PRACTICE

The over-arching theme in literature on effective learning appears to be to the notion of reflective practice. One of the earliest champions of the anti-scientific approach to management, Thomas Greenfield, argued that “the goal of research in educational administration should be to find out what administrators know, and then assist them to gain a new and inquiring perspective on their knowledge and practice” (1993:155). The reference to ‘inquiring perspective’ suggests reflective practice, since it points to the need to ask questions about practice. According to Bailey (1986:218) “...an experiential learning model succeeds in bringing together, in one model, the two dimensions of theory and practice on the one hand, and experimenting and reflection on the other”. Sergiovanni (1991:7) developed this idea further: “... knowing is in the act of practice, and reflective practitioners become students of their practice”. Reflective practice also lies at the heart of Leithwood *et al.*’s (1992:201) outline of development programmes:

- The modelling/demonstration skill
- The practice of the skill in a safe environment
- Feedback on practice
- Coaching during application in the real situation

Programmes designed to develop school managers should therefore be aimed at developing problem- and experience-based learning. Trainees should be expected to reflect critically and constructively on their practical experiences both before and during the delivery of management development programmes. Critical reflection leads to heightened awareness of both the task at hand (a professional awareness), as well as of ‘self’.

2.2.2 INCREASED SELF-AWARENESS

Osterman & Kottkamp (1993:14) argued that, “...without awareness, there will be no change”. Fromm (1992:37), writing from a psychoanalytical perspective, saw the expression ‘to become aware’ of as “meaning discovering something that was not quite obvious or was not expected”. In other words, awareness is knowing or consciousness in a state of close attention. Fromm (*Ibid.*) saw self-awareness as a key element in personal growth, and argued that learning rests on the following principles:

Personal awareness, which focuses on the opening up of the individual's potential, and on self-awareness as key to being.

Personal formation, in which the spiritual aspect of professional training, as opposed to the academic and clinical.

Awareness-raising of inconsistencies in behaviour, as a pre-condition for learning.

An increase in awareness of these aspects, a heightened self-awareness of these aspects, a heightened self-awareness, can therefore be a liberating experience, and the key to personal and organisational renewal and growth.

The notion of self-awareness is further elaborated on in Daresh & Playko (1995:3), who used the term to refer to "... a set of skills which school principals need apart from technical and socialization skills". Self-awareness refers to a principal's awareness of his/her personal role and his/her knowledge of him /herself. This is according to them, is a critical skill, or as they put it "... knowing oneself is viewed as an even more critical responsibility than knowing how to do the job or fitting into the job". This personal aspect of the principalship necessitates, according to them, "a specific focus on personal formation in management development programmes for school managers" (*Ibid.*)

Daresh & Playko (1995:4), in their research findings about the preparation of educational leaders, referred to the fact that "while the need for training with respect to technical aspects like financial management, staff evaluation remained vital, other aspects needed to be pursued with equal commitment." In this sense, supporting individuals in their personal adjustments to their new roles becomes very important. The crux of the matter seems to be that no amount of technical knowledge, or skills development, can take the place of personal growth, and the key to personal growth is awareness, especially of 'self'. This has significant implications for the design and delivery of management development programmes.

2.2.3 EXPERIENTIAL LEARNING

Another allied theoretical position on learning is the notion of experiential learning. Clearly it lies at the heart of Leithwood *et al.*'s principles outlined above. Other

researchers (such as Whitaker 1995, Wallace 1991, and Daresh & Playko 1995) have similarly emphasised the importance of grounding learning in the participant's job experience, which they refer to as experiential learning. Two cognate fields of learning theory have developed concomitantly with the thinking on experiential learning, namely reflective practice and the theory of adult learning. Life-long learning and self-directed learning are sometimes mentioned in one breath together with experiential learning, indicating how similarly they are conceptualised.

According to Osterman & Kottkamp (1993:20) "... reflective practice belongs within the older tradition of experiential learning." Experiential learning thus needs to form the heart of management development programmes for school leaders in formal training and the informal on-the-job situation. Kolb (1984:25-38), drawing on the theories of Dewey, Lewin and Piaget on learning, formulated the basic characteristics of experiential learning as follows:

Learning is first conceived as a process, not in terms of outcomes.

Learning is a continuous process grounded in experience.

The process of learning requires the resolution of conflicts between dialectically opposed models of adaptation to the world.

Learning is a holistic process of adaptation to the world.

Learning involves transactions between the person and the environment.

Learning is the process of creating knowledge.

The above implies that learning should be viewed as a holistic process rather than cognitive, a process of learning that involves the whole person, including his/her feelings, perceptions, background and even spiritual aspects, and a continuous process rather than a short-term event. As Daresh & Playko (1992:15) remind us:

...the assumption is that one learns by doing, and that people will be best prepared to serve as educational administrators if they are able to participate in hands-on activities that will enable them to play the part of the administrator.

2.2.4 MANAGING CHANGE AND COMPLEXITY

As discussed earlier, post-modern positions emphasise the ‘constructed’ nature of organisations, and of the roles of management and leadership. Meeting the challenge of change is thus a pre-requisite for effective management or leadership. Leithwood *et al.* (1994:11) explain:

Formal school leadership is a socially constructed role, the expectations for which have changed dramatically since its inception. Recently, expectations have changed at a sufficiently rapid rate to create incompetence among some of those with long tenure in the role. That is, at some earlier point in their careers, the performance of these people matched the socially determined expectations for exemplary school leadership. But the social ground shifted from under them and they did not shift with it. Developing leaders for future schools in our view ought to be considered a problem of planned change at two levels: at the level of how school leadership for future schools is conceptualised and at the level of how individual people can be assisted in acquiring those capabilities or qualities needed to exercise leadership in future schools.

Management problems that persist in South African schools, such as financial mismanagement, poor administration, the failure of some school managers to cope with the challenges of transformation in education e.g. the implementation of OBE and WSE suggest that the notion of ‘planned change’ has not been acted upon; management development should run parallel to reforms in education. Theory development should feed into practice and not be mere “lip service” as (Ndhlovu 2000: 51) warned.

The need for learning that is rooted in reflective practice, that raises self-awareness, and that is grounded in experience and practice-based enquiry can hardly be argued against. The climate of continuous change in which South Africa finds itself underlines this need. Since 1994 the period of transition in education in South Africa has brought many changes for school leaders to adapt to, as discussed in Chapter One. The challenges facing principal preparation programmes are both daunting and exciting. As Poole (1998:21) suggested, “... educational leaders need the skills and tools for both incremental and discontinuous change as complementary components of the sort of leadership capable of bringing about organisational learning.”

Coping with ‘discontinuous change’ might seem a tall order, but researchers believe that effective programme design can address this expectation. Commenting on a training programme at Hofstra University, Shakeshaft (1993:213) explained that their vision and mission statement included “...the commitment to prepare reflective leaders for complex educational organizations in diverse, multi-cultural environments.” Their programme was aimed at facilitating the development of change agents and educational leaders by exposing participants to professional education courses, field based experiences and cooperative learning opportunities and reflection. She aimed to develop vision in the participants as “the ability to dream and to take risks in the sense of moving education institutions toward an imagined ideal” (Shakeshaft 1993:213).

2.2.5 INVOLVING THE RECIPIENTS IN PROGRAMME DESIGN

Shakeshaft’s notion of vision, cited above, presents management development as a complex and subtle concept since it hinges upon changing peoples’ mindsets and their way of operation. It follows, therefore, that programmes need to be designed around the perceived needs of the managers themselves. For Griffiths *et al.* (1988:293) “the responsibility for training school leaders should be between the training institution and participants”. According to Murphy (1995:6), a learning community should be built around training courses, implying that all stakeholders should be working together in action research programmes as equal partners, and sharing teaching tasks in the training programmes.

Daresh & Playko (1992:13) advanced a similar argument: “...preparing individuals for future administrative responsibilities has been described as something that needs to be mutually shared by all those who would be identified as legitimate stakeholders in the development of educational leadership”. Shakeshaft (1993:210), referring to training courses at the Hofstra University, argued that “there was less emphasis on the teaching of various courses, and more on the actual skills and knowledge participants need in real life”. This represented a movement away from pre-determined prescribed topics one would associate with training programmes during the 60s and 70s. In a South Africa context, Thurlow (1993:128) has argued for “demand-driven rather than menu-driven” training

programmes, and for “flexibility” in programmes which can obviously only be achieved if presenters really listen to participants.

One of the most coherent approaches to managing change, organisation development (OD), is strongly practice-based and experiential since it is essentially about problem-solving. Schmuck & Runkel (1994:69) present OD as a hands-on engagement with change and improvement by means of short-term objectives such as “communication, conflict management, meetings, establishing clear goals, decision-making and problem solving.” OD has the potential to bring about continuous organisational learning, and building a healthy organisational culture.

Schmuck & Runkel (1994:371) viewed experiential learning as the most important aspect in the design of the training programmes for school administrators. They argued that experiential learning places the responsibility for learning directly on the participant: only by actually trying out new role behaviour and by reflecting on the generalizations and conclusions that it produces can individuals make cognitive or behavioural changes in their interpersonal competences. This approach thus takes the practical involvement of participants in training programmes to its limit, though how ‘practicable’ a province- (or country-) wide OD initiative might be is debatable. Nevertheless, OD contains principles which are in line with current thinking on organisational learning.

2.3 MANAGEMENT DEVELOPMENT IN SOUTH AFRICA

In South Africa management development has emerged in the context of transformation of the education system and society as a whole. Since the first democratic government came into power in 1994 its main objective has been to transform South African society into a non-racial, non-sexist and democratic society. Education has naturally been targeted as an area where major changes and developments can lead the way for change, and the education system has been characterised by a plethora of policies to enable this process (McGregor in Ndhlovu 2000:50).

The drive in management development in South Africa has therefore been a break with the past, not only in terms of management theory, but also social and political issues.

In terms of sheer content (or ‘theory’) Ndhlovu (2000:54) presents this useful overview:

Up to about the middle of the 1990s development efforts in South Africa focused on the quality of teachers, teaching methods and instructional materials. The assumption was that what was needed to improve learner performance was to improve the quality of the learning and teaching of each lesson in each classroom. Development efforts focused largely on improving the teachers’ classroom management and instructional skills. Programmes worked with individual and small groups of teachers formed around subject specializations or groupings of subjects and not with the whole staff ... let alone [whole] school.

Principals in school administration depended on the prescriptive principals’ manuals that were developed and sent to schools and occasional school visits by inspectors that were not developmental in nature. In line with scientific and behaviourist management thinking, management ‘development’ was prescriptive in nature and not developmental. A study by Makhokolo (1990:1) reviews the situation over the last few decades, and refers to a Department of Education and Training series of lectures on school management for principals, deputy principals and heads of department developed in the 1980s. The programme was intended to inform management about rules, regulations, procedures and facilities within the department. According to Makhokolo (*Ibid.*) “It met with limited success”, and he went on to underline:

the need for an empirical investigation to be undertaken to ascertain specific needs of principals and the types of in-service education management training programmes that may be implemented.

The ‘lectures’ referred by Makhokolo (also known as “Top-Downs”) indicated the prescriptive mindset of the Department of Education at the time, as well as its limited understanding of the role and nature of management development.

Thurlow’s (1993:1) plea for a “mentor programme for the professional development of school principals” is indicative of a new, ‘developmental’ approach to management training, since mentorship clearly stresses the role of personal support in contexts that are organizationally unique. For ex-Model C and independent schools training of a developmental nature had been available for decades, chiefly in the form of professional

workshop programmes run by teachers associations, such as the South African Teachers Association. Of course, managers from the DET schools were excluded from these on racial grounds (Van der Mescht 2004: pers. comm.).

2.3.1 DEMOCRACY AND TRANSFORMATION

It is not surprising, therefore, that developments in education management training in South Africa have been broadly guided by democratic principles. The ANC (1995:54) in its Policy Framework for Education and Training document adopted the following principles:

Development of a national system in which the management and professional support of teachers is conceived as a coherent and integrated process.

The support and professional development of teachers shall be a central aim of the management system.

Teacher appraisal, supervision and inspection shall be linked to the professional development of teachers.

Democracy and transparency shall underpin the management system.

The break with the prescriptive ‘top-down’ approach of the past is evident: here all activities are framed within a developmental context. Also reflected is a shift from individual responsibility to shared responsibility. The White Paper on Education and Training (1995) described steps on policy formulation by the Ministry of Education. South African educational policy-making was influenced by demands and calls for excellence and efficiency with provincial governments assuming direct and highly regulatory responsibility for change. Again, the shift towards joint responsibility and collaboration is clear:

The efforts of all South Africans will be needed to reconstruct and develop the national education and training system so that it is able to meet the personal and social needs, and economic challenges, that confront us as we build our democratic nation. The Ministry of Education invites the goodwill and active participation of all parents, teachers and other educators, students, community leaders, religious bodies, NGOs, academic institutions, workers, business, the media, and development agencies, in bringing about the transformation we all seek (Department of Education 1995d:55).

Human resource development is singled out as a priority:

Developing the human resources of the country is both a goal of the RDP (Reconstruction and Development Programme) and a requirement for achieving other RDP goals. Appropriate education and training can empower people to participate effectively in all the processes of democratic society, economic activity, cultural expression, and community life, and can help citizens to build a nation free of race, gender and every form of discrimination (Department of Education 1995d: 17).

The White Paper was followed by the South African Schools Bill in 1996 which became the South African Schools Act in March 1996. The Act calls for the democratization of education, and draws attention to the need to manage change and for schools to play a role in the transformation of society. School principals as key personnel had to be transformed into 'democratic' leaders of the new South African society. They had to be developed so as to lead transformation of their institutions. To address the problem of lack capacity the Minister of Education appointed a task team in February 1996 to investigate ways of institutionalising strategies for education management development in South Africa. The Task Team's (Department of Education 1996b:12) mandate was:

To make practical strategic proposals for improving education management capacity.

To make specific proposals for establishing a national institute for education management development.

To consider matters related to resource mobilisation, coordination and management for a country-wide education management development programme, and

To provide an interim education management support service.

The Report targets five areas for management development, namely strategic direction, organisational structures and systems, human resources, infrastructural and other resources and networking, partnerships and communication. The most significant of the five, for the purpose of this study, is of course human resource development, but the Report stresses the inter-relatedness of these issues in a comprehensive, holistic approach to management development. I therefore focus on human resource development, and touch briefly on the other four.

Human resources is the third major component in the Task Team Report, and refers to developing people, whether they are managers or professionals, technical or support staff, by harmonising their personal interests, their skills, aspirations and learning needs and the needs of the system in transition, and by creating incentives for better performance. Special attention must be paid to redressing racial, gender and other inequalities.

The component also encompasses developing appropriate competencies in participative management and decentralised decision making, which will require new interpersonal, facilitation, leadership and conflict resolution skills, as well skills in the analysis, communication and use of information. The Report stresses the need for development courses for managers, emphasizing creativity and resourcefulness in the design and delivery of these programmes. A variety of techniques including distance education, mentoring, peer group study, cascade training, study tours and exchanges, attachments to industry, serial workshop programmes, cluster and school based support and in service training and several others are mentioned.

It seems feasible to argue that the proliferation of management programmes over the past few years are a direct result of the recommendations of this Report. The vision of training presented here is extremely impressive, perhaps idealistic given the country's back-log in this regard.

It is possible to argue that none of the other aims of the Report are realizable without successful human resource development. Strategic direction, for example, the first of the components, promotes the notion of schools setting a course for the future within the context of agreed values and principles, which will guide them. The Report argues that at the heart of South Africa's new education vision is the intent to democratize the education system and devolve decision making to school level, the baseline for change.

Management development thus provides the basic foundation for change that is an absolute prerequisite for successfully implementing the new education policies. According to the Report all leaders formal and informal need to spend time developing consensus about strategic directions in education. Clearly strategic planning can only be effectively carried out by professionals who have been empowered to provide the visionary leadership needed.

The second key component of the Task Team Report is organisational structures and systems. Delivering quality education refers to managing pedagogical services, involving the ability to plan, implement and monitor the delivery of these services to each school. This component refers to the way in which duties and responsibilities are divided among organisations and institutions in the system, and among units and individuals within each institution and organisation. Here too, the role for empowered managers would be crucial.

Thus the Report recommends a centre for education management development in each province as each provincial department of education, as the employer of personnel and the executive authority over systems and institutions, bears primary responsibility for training and supporting its management teams, for establishing and developing school governing bodies, and for developing its management structures, systems and procedures.

The Report prioritises information as the core of management systems. Education management development will both feed off such an information system (EMIS), and contribute substantially to enhancing its effectiveness. EMIS would assist in identifying and making sense of areas which require capacity building interventions, and in monitoring the impact of training and support, especially if efforts are made very early on to ensure that education management development information needs are incorporated into the EMIS information baseline. The notion of quality assurance systems is also mentioned, again drawing attention to the overarching priority of developing skilled professionals to manage sophisticated systems.

The last two components are infrastructural resources and networking and partnerships. Some would argue that infrastructure is probably the area in which South African schools are most lacking, yet again I would argue that creative and motivated management and leadership could overcome most of the logistical and infrastructural difficulties schools face. Creating and maintaining a network of support and partnerships will require entrepreneurial and human relations skills, which could feasibly be embodied in development courses.

The Task Team Report continues to be a powerful and influential document, and has prompted both Department of Education and other bodies to respond with courses for

school managers. The Imbewu programme is an example of a partnership between the Eastern Cape Department of Education and an international donor.

SADTU also produced a handbook (Operation Fundisa) for its training programme for school management and administration (SADTU 2001:4). The course provided a programme for training of school management and administration where focus areas would be financial management, conflict management, time management and planning as management task. SADTU noted that as a result of the increasing complexity of the school as an organisation, the principal as an educational leader is subjected to changing demands especially in respect of his or her management tasks.

2.4 MANAGEMENT DEVELOPMENT PROGRAMMES FOR SCHOOL ADMINISTRATORS

Lunenburg & Ornstein (1991:478) explained training and development as follows:

Training typically refers to teaching lower level or technical employees how to perform their present jobs. Development refers to teaching administrators and professionals the skills needed for both present and future positions.

They (1991:478) further said:

a needs analysis should precede the planning and execution of a training programme. A needs analysis helps specify training objectives, the criteria for training activities, and the criteria against which the programmes will be evaluated.

Above all management development requires deep commitment to the participants' self-determination. One other important aspect is that management development programmes should not be highly theoretical and lose touch with reality. Management development programmes should be aimed at helping participants to be reflective practitioners.

The following is a list of management development programmes presented in the Eastern Cape department of education from 1997 to 2003.

Training programme on the South African Schools Act

The training programme on the South African Schools Act (SASA) which was passed in 1996 was conducted in February 1997. It was organised by the Department of Education for all the principals of the Western Region of the Eastern Cape. The training programme was held at the Teachers' Centre in Port Elizabeth. The facilitators were from a Non-Governmental Organisation and the programme focussed on interpreting and implementing the South African Schools Act.

Clearly the Department regards policy and governance as important as it made it a priority that principals should know the content, and be able to interpret and implement the Schools Act. The South African Schools Act is an important piece of legislation as it involves school governance in schools and contains the functions of the SGBs. The South African Schools Act is about democratizing the schools and their transformation into learning organisations. The approach used in the training programme was that of seminar and lecture as it was an information sharing session. It appears there was no room for the involvement of participants in the planning of this programme.

Training programme on disciplinary procedures for learners

The management development programme on disciplinary procedures for learners was also organised by the Department of Education for school principals and was held at the Teachers' Centre in Port Elizabeth in April 1997. The workshop focused on the disciplinary procedures and processes for learners. With the passing of the Schools Act in 1996 and the new dispensation after the 1994 democratic elections with regard to learners' disciplinary procedures, more powers were given to SGBs to recommend learners' suspension. The expulsion of learners became the responsibility of the provincial head of department in education and corporal punishment was also abolished. Through this training programme the department sought to familiarise schools' SMTs with regulations regarding administering discipline to learners. SMTs on their return were expected to empower staff at school. Documents received reveal that the training programme was organised as a traditional workshop. It was a one day workshop which outlined steps to be followed in a disciplinary hearing of a learner and further outlined who should be involved in the process and who should lead discussions in the disciplinary hearing.

The training programme emphasised the importance of the disciplinary committee sitting being chaired by the headmaster or headmistress in the presence of the class teacher, learners concerned and their learner representatives. The procedure to be followed in the sitting (such as hearing from both parties involved and from witnesses) demonstrates the new democratic South Africa where everybody's rights outlined in the constitution need to be respected and upheld. Documents reveal that the approach used to conduct the workshop was one in which participants were taken through the disciplinary programme as a group. After that they broke into smaller groups where they role-played the whole procedure, discussed and reported back in small groups and after that there was plenary for the whole group. This practical involvement draws on experiential learning where participants could transfer learning to practice and back in their schools they could implement it, an approach discussed earlier in this chapter.

Training programme on Outcomes Based Education.

The introduction of Curriculum 2005 necessitated the need for training of school managers as they are the key people in its implementation. The new democratic dispensation which was aimed at democratizing education system necessitated the overhaul of the curriculum to meet the economic needs of the country. The focus of the new curriculum was to be on life long skills acquired by the learners and outcomes to be achieved and moved away from content based education. The methodology used in teaching and learning had to change and principals as key personnel in schools had to monitor and support its implementation. The training programme which was aimed at taking school principals on board in OBE was held in one of the local schools in Grahamstown in September 1998. It was organised by the Department of Education and facilitators were former college of education lecturers. It focused on the introduction of OBE and was followed by an assessment workshop on OBE. Training programme material received was amongst others documents on national policy and on OBE assessment.

The approach used in delivering the OBE programme was that of seminars and lectures. Furthermore programmes were condensed into short periods where a lot was done in a short space of time (a week). Workshops on OBE consisted of thick documents on OBE policy which were rushed through in that same week. The training programme consisted

of presentation in a form of seminars, group discussions and report back to bigger groups. Training periods consisted of afternoon sessions and a one-day slot for principals

Education Law and Policy Handbook training programme

The Education Law and Policy training programme was held in the Department of Education offices in Grahamstown in March 1999. Facilitators of the training programme were from the Department of Education in Bisho. The programme was aimed at assisting school heads on how to deal with education law and policy manuals as they contain education laws and policy issues that underpin the South African Schools Act. The content covered most aspects of management, policy on curriculum and labour issues, aspects inside and outside the classroom.

The training material provided in the training programme was a guide that could be referred to by managers. The training programme was a traditional workshop which covered two days for the analysis and interpretation of the document, and one week for further training on how to use the document when dealing with management issues, aspects pertaining to learners, duties of SMTs, and acts of misconduct and the general running of the school. The contents covered various acts that have been passed and regulations attached to the acts and relationship between school management and school governance.

The approach used in the training programme involved participants as they took an active part in the programme. Participants 'got their hands dirty', an example of the experiential learning approach discussed earlier in this chapter. They role-played the laws and regulations on personnel administration, for example the process of interviews and various acts of misconduct.

Training programme on Outcomes Based Education Assessment

This programme was organised by the Department of Education for school principals. As discussed earlier schools heads attended a one day training programme on OBE Assessment in one of the local high schools. The Education Department organised and facilitated the assessment training programme in May 1999. The purpose of the

programme was to enable the principals to manage assessment in OBE. As school heads they would monitor and support its implementation.

The approach used was that of a seminar or lecture where the document was read to them mostly because of time constraints. Former college lecturers from Port Elizabeth conducted the training on behalf of the education department. They explained that another training programme was to be held but that never happened, hence this crucial aspect of OBE continues to be under-developed among school managers.

Training programme on school leadership and management

This programme was attended by SMTs in the education department offices on 19 April 2000. The aim of the training programme was to equip school managers with management and leadership skills as it focused on management duties and how to have effective schools. Its main purpose was to develop the capacity to create a culture of teaching and learning in schools. The training programme was organised by the Department of Education and was facilitated by a school principal from one of the local schools on behalf of the education department. Training material received reveals that it was largely an information sharing session taking the form of a lecture.

The approach used to present in the training programme was that of scenarios being presented to the group and discussion thereafter. Samples of vision and mission statements were presented to the group for schools to develop their own visions and mission statements. In terms of the literature discussed earlier, this approach is unlikely to be effective as a learning experience.

Training programme on the disciplinary procedures for educators

This programme was held in the Department of Education offices in August 2002. It was organised by the education department and facilitators were Education Development Officers. The training programme was attended by school principals, and was aimed at assisting school managers in handling disciplinary procedures for educators. It focused on the steps to taken to administer disciplinary measures in a school environment .With the new Labour Relations Act and Basic Conditions of Employment Act school principals

have to be aware of and conversant with the disciplinary proceedings for educators so as to be able to apply them.

Content as revealed by the documents included cases of misconduct. Differences between serious cases of misconduct and less serious cases of misconduct were outlined. Presentation of cases of misconduct was followed by presentation of steps to be followed in a case of misconduct, as follows: Stage one, counselling; stage two, verbal warning; stage three, written warning and the last stage final warning and dismissal.

Programme design indicates the active involvement of participants using role-playing of scenarios given to them. This approach is likely to encourage learning even though the facilitators were not experts in the field of education law and labour. Theory in the form of training material was provided which could be utilised in the institutions for reference. Whether they could transfer what they have learnt on the programmes into practice depended on the ability and leadership skills of each school principal and their expertise.

Training programme on resource file management

This was a one day training programme organised by the education department in its offices for School Management Teams. The programme was aimed at assisting SMTs to be able to use the contents of the resource file as a guide to their management of resources and as a school asset. The education department sought to familiarise school SMTs with the contents of the resource file so as to be able to use them in the running of the schools.

The approach used was that of a workshop with participants divided into groups to discuss tasks and report back to the whole group. The approach probably encouraged learning as there was direct involvement of the participants. They had to role-play, fill in forms for relevant tasks and practise what one would do in a given scenario or incident. Facilitators were EDOs from the Department of Education.

Training programme on vision crafting for schools

This programme on vision crafting for schools was held for one week in the education department offices in Grahamstown. Principals had to learn to craft visions for their

schools. Content of the programmes included vision crafting and developing mission statements, as well as planning strategically as a group on what needs to be done or developed in an institution. The approach was that of active participation of the principals in the training programme. They had to work individually in pairs and as a group and again had to report to the whole group. Timeframes were set for visions, mission statements and strategic planning for groups.

Summative comments

On the whole, the programmes represent a wide spectrum of areas and processes that are pertinent to the work of school managers. It seems the Department was consciously responding to the challenge set by the Task Team Report, as discussed earlier in this chapter. It is also interesting to note the variety of methodologies used to deliver these programmes. There seems to have been a preference for hands-on, practical activities, though it is difficult to see how the ideal of self-development and personal growth could have been catered for.

However, this study is not an evaluation of these programmes, but focuses on how participants experienced them. I presented them here merely to give the reader a sense of what the participants are referring to in their responses.

I now move on to present and defend my research approach and methodology.

CHAPTER 3

RESEARCH METHODOLOGY

INTRODUCTION

In this chapter I discuss the research paradigm in which the research has been conducted. I further discuss phenomenology as a method of research used in this study and provide a justification and rationale for using it to investigate principals' perceptions and experiences of management development and their perceived needs.

I also outline some of the important features of phenomenology, describe the tool used to collect data, and how I analysed the data.

3.1 METHODOLOGY

3.1.1 ORIENTATION

I conducted within the interpretive research approach so as to be able to probe and understand principals' experience and perceptions of management development and what their perceived development needs are. According to Cohen, Manion & Morrison (2000:19):

In interpretive research, individual behaviour can be understood by the researcher sharing their frame of reference: understanding of individuals' interpretations of the world around them has to come from inside, not the outside.

To understand principals' behaviour and their interpretation of their lived world from 'the inside' and to dig deeply into their experiences and perceptions of management development in education I saw the interpretive paradigm as a suitable approach in which to conduct my research.

This study has a phenomenological orientation. It is a qualitative research approach as it focuses on subjective meaning and explication of descriptions of lived world experiences. After reviewing literature on phenomenology I found it to be consistent with my views and interests, I therefore saw it as an appropriate tool that could help me answer my research question.

3.1.2 WHY PHENOMENOLOGY?

Phenomenology is generally regarded as a suitable methodology for exploratory research in relatively new fields. Management development in the education field is a fairly new concept in South Africa and indeed the rest of the world. Bush (1995:3) argues that “the development of educational management as a field of study in the United Kingdom came as late as the 1960s.” In South Africa the recommendations of the Task Team on Management Development, which was appointed by the Minister of Education in 1996, helped to draw attention to management development to help in developing effective and efficient management in schools, as reported in Chapter Two. It is therefore an area that needs to be explored and researched as it is one of the cornerstones of the transformation process.

In this section I discuss why a phenomenological orientation is appropriate for this study. In this study I was interested in studying the direct experience (or primary experience) and perceptions of principals of management development programmes and what their perceived needs may be. As Creswell (1994:12) has argued:

In phenomenological studies human experiences are examined through the detailed descriptions of the people being studied. Understanding the “lived” experiences marks phenomenology as a philosophy based on the works of Husserl. As a method the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning.

I studied participants’ experiences through the use of open-ended interviews to encourage participants to talk about and relate their experiences. Phenomenology provides the rationale for entering research participants’ lived worlds, and to dig for their experience as these are assumed to shape our attitude and perceptions. To unearth their experiences and perceptions of management development programmes and for participants to open up

further and articulate their experiences I used prompts and probes such as ‘Can you explain more? What do you mean by that? Can you expand on that?’

Thus I was able to obtain descriptions of the experience of the phenomenon under study at face value through interrogating participants’ their lived world, and to develop an understanding of how their world is constituted. According to Van der Mescht (1996:40):

The researcher is bound to attempt to enter the world of the participant in order to gain an understanding of the participants’ *lebenswelt* and gain insight into how it is constituted.

Having entered the participants’ *lebenswelt* through interviews with open-ended questions I was able to gain insight into their experience and understand it from the participants’ point of view.

3.1.3 BACKGROUND OF PHENOMENOLOGY

In this section I give a brief background of phenomenology. Moran (2000:1) traced the origins of phenomenology to 1859-1938 as a movement that was inaugurated by Edmund Husserl. It was first formally announced by Edmund Husserl in the introduction of the Second Volume of the First Edition of his *Logical Investigations* (1900-1901), when, in discussing the need for a wide-ranging theory of knowledge, he spoke of “the phenomenology of the experiences of thinking and knowing” (*Ibid.*).

Valle (1998:5) similarly traced the origins of phenomenology to the existential phenomenology of Husserl, and argued that “experiences are constituted by consciousness and thus could be rigorously and systematically studied on the basis of their appearance to consciousness that is, their phenomenal nature”. Valle (1998:5) in explaining phenomenology further said:

Phenomenology had thus become the reflective study and explication of the operative and thematic structures of consciousness, that is primarily a philosophical method of explicating the meaning of the phenomena of consciousness.

Clearly then, development of meaning from experiences, thoughts and feelings of the phenomenon under study is of primary importance in phenomenology.

Giorgi (1985:8) cites Husserl in explaining that:

the guiding theme of phenomenology is to ‘go back to the things themselves’ and for phenomenological psychologist one interpretation of that expression means to go to the everyday world where people are living through various phenomena in actual situations.

From descriptions of ‘everyday’ experiences by participants we better understand their lived world, how it is experienced and constituted. Research design should therefore reflect a commitment to accessing participants’ lived experience.

3.1.4 IMPORTANCE OF DESCRIPTION

In this section I discuss the nature of *lebenswelt* (lived world) of the participants, which I attempted to enter so as to understand it how it is constituted and understand the phenomenon as it “manifests itself” (Valle 1998:4). I discuss description of the lived world of the participants as an important characteristic of phenomenology. Description in this study is important to present the essence of the perception of participants of the management development programmes attended. As Moran (2000:4) explained:

Phenomenology is best understood as a radical, anti-traditional style of philosophising, which emphasises the attempt to get to the truth of matters, to describe phenomena, in the broadest sense as whatever appears in the manner in which it appears, that is as it manifests itself to consciousness, to the experiencer.

In the interviews participants were able to describe their experiences of the training programmes as they appeared. Their descriptions helped me as a researcher to understand their experiences, feelings and thoughts. Description is thus important, not only for participants, but also for the researcher. Van der Berg in Kruger (1988:143) explained it as follows:

... description is the basic principle of all phenomenology: the investigator remains true to the facts as they are happening. The phenomenological researcher is thus wary of theoretical observations and accepted opinions lest, prejudging that which has yet to be fully known, he fails to be faithful to the phenomena as they appear.

To be able to understand what the participants experienced I thus had to put aside theoretical observations and accepted opinions about management development programmes through bracketing. That enabled me to hear remain true to participants' accounts. Giorgi (in Van der Mescht 1996:47) elaborated on description and its link with bracketing:

Description is the use of language to articulate the intentional objects of experience within the constraints of intuitive or presentational evidence. The key point here is that a descriptive attitude implies necessity demanded by saying that one describes what presents itself precisely as it presents itself, neither adding nor subtracting from it. The description also implies the adoption of the attitude of phenomenological reduction, which implies the bracketing of past knowledge about the phenomenon being experienced as well as the withholding of existential affirmation.

Merleau-Ponty (in Giorgi 1985:43) stressed the importance of 'naïve' description as the basis for data analysis:

Analysis should follow naïve description, and one has to be sure that the categories of analysis or explanation do not enter the initial descriptions.

Participants' descriptions of the phenomenon under study were thus obtained through open-ended interviews and developed to Natural Meaning Units, as will be explained later. From the Natural Meaning Units which I interrogated developed situated descriptions and after my rigorous reflection on them emerged essential themes which formed a general description of the lived experiences.

3.1.5 INTENTIONALITY

In this section I present intentionality as an important aspect of the phenomenological approach particularly of the lived world of the participants. Spinelli (in Van der Mescht 1996:40) explained the term intentionality as

the fundamental action of the mind reaching out to stimuli which make up the real world in order to translate them into its realm of meaningful experience

Stimuli refer to objects which in this study refers to the participants' experience of management development programmes. Valle (1998: 6) argued that:

intentionality is a key phenomenological notion... the originator of philosophical phenomenology Husserl articulated the central insight that consciousness is intentional, that is, that human consciousness is always and essentially oriented toward a world of emergent meaning.

In this study the 'consciousness' of the participants was directed (by the interview questions) to their lived experiences of management development programmes. Participants had to think about the training programmes they attended and how they experienced them and describe them as they appeared in their conscious mind without being analytical about them. This enabled me to obtain their full descriptions of the training programmes as experienced by them.

Giorgi (in Van der Mescht 1996:43) clarifies this:

The phenomenological approach admits to a reality independent of consciousness but claims that knowledge of such reality can only occur through consciousness of it, so it is better to study reality claims made by persons through their consciousness of it. The task here is to understand the reality claims (or non-reality claims) precisely as they are made by the research participants.

3.1.6 PERCEPTION

In this section I discuss perception an important aspect in understanding participants' *lebenswelt*. Perceptions constitute data gathered about the phenomenon under study and from which meaning is developed. According to Moustakas (1994:52):

... in phenomenology, perception is regarded as the primary source of knowledge, the source that cannot be doubted. Intentions, united with sensations make up the full concrete act of perception: the object achieves full-bodied presence.

Through semi- structured interviews with open-ended questions I was aimed to explore participants' perceptions of the training programmes. From the data gathered I was able to understand participants' attitudes as influenced by their experience. Perceptions therefore arise from experience of reality and help us understand 'reality claims' made by participants; reality and perceptions are thus interdependent.

3.2 RESEARCH DESIGN

3.2.1 INTERVIEWS

The semi-structured, open-ended interview is best suited to the purpose of exploring people's lived experience (Moustakas 1994:114). I used open-ended questions with prompts and probing questions so as to dig more deeply in the search for data from participants. Kvale (1996:5) defined a semi-structured as "an interview whose purpose is to obtain descriptions of the lived world of the interviewee with respect to interpreting the described phenomena". Kvale (1996:5) further said:

The qualitative research interview seeks to describe and understand the meanings of central themes in the life world of the subjects. The main task of interviewing is to understand the meaning of what the interviewees say. The subjects describe as precisely as possible what they experience and feel, and how they act.

Semi-structured interviews allowed me as a researcher to move from specific questions like “What kind of management development programmes have you attended in the past? What knowledge did you manage to gain? How has it worked and how has it not worked?” to unplanned prompts such as “Is there anything you would like to add? Can you expand on that? What do you mean by that? Can you give me an example of that?” These prompts were useful in encouraging open communication, allowing the participants freedom to elaborate on responses in whatever manner they wished, and helping me remain with the “concrete”, a vital ingredient of phenomenological interviewing.

Before the interview started I established rapport between myself and the participants. On my arrival before the interviews started we had a brief conversation about educational matters affecting our schools. As the interviews were in October towards the end of the year, which was examination time, we conversed about matters such as preparations for end of the year examinations, planning for the following year, matric farewells, and the implementation of Outcomes Based Education. Topics varied from one participant to another. They in return would ask me to share my experience at on the above topics are concerned. They also asked me about my studies. These conversations were intended to create a relaxed and trusting atmosphere (Kruger 1988:157).

I also asked participants to write brief autobiographical sketches. This was important as it helped to contextualise data gathered. Participants’ autobiographical sketches helped me to understand their lived world in totality. According to Valle & King (in Van der Mescht 1996:55), “an existential-phenomenological view of the world acknowledges the total, indissoluble unity or interrelationship of the individual and his or her world”. Their biographical information allowed me to ‘know’ their historical backgrounds and understand their *lebenswelt* better.

3.2.2 ETHICAL CONSIDERATIONS

I am aware that as a researcher involved in the investigated phenomenon (having myself attended development courses as a deputy principal) and as an educator present to the research situation and having social relations with the participants as colleagues I needed

to be aware of my own bias and possible pre-judgements and presuppositions during the interview. Moustakas (1994:116) explained this step as follows:

... prior to the interview the primary investigator engages in the *epoche* process (bracketing) ...so that to a significant degree, past associations, understandings, facts, biases, are set aside and do not colour or direct the interview.

Valle (1998: 9) explained Husserl's understanding of *epoche* as 'phenomenological reduction':

Husserl's methodology was to begin with the 'phenomenological reduction,' or 'epoche' which involved the attempt to put all of one's assumptions about the matter being studied into abeyance, to 'bracket' them... To proceed without this step when reflecting upon personal experience leaves one open to the 'psychologist fallacy,' namely, the likelihood that one's judgements about such experiences will be biased by various preconceptions, wishes, desires, motives, values, and other influences. It was just this bias of one's uncritical 'natural attitude' that Husserl wished to free himself from in order to view a topic from a position as free of presuppositions as possible.

Of course, as Kruger (1988:142) argued "complete reduction is ... impossible", because the researcher is often unaware of what he or she feels on an issue; but he argues that "through this process the researcher attempts to approach the phenomenon of investigation from position of conceptual silence, in order to open himself [sic] to perceiving more clearly its emergent dimensions". Reduction also does not imply withdrawal as a human being, since it is the human element that makes sense of interpretive research in the first place. The most significant instrument for the interpretive researcher is the person him/herself.

3.2.3 SAMPLING

The sample on which the research focused was four experienced high school male principals. I selected them purposively (Cohen, Manion & Morrison 2000:103) on the basis of their experience as school managers (their experience varied from five years to nine years) as well as their extensive participation in management development programmes. I also selected them because of their willingness to participate. The

participants were all males, simply because all but one secondary school principals in Grahamstown are males; the female principal was the subject on my pilot study. The participants match the criteria suggested by Stones in Kruger (1988:150) namely that they:

Have had experiences relating to the phenomenon to be researched.

Are verbally fluent and are able to communicate their feelings, thoughts and perceptions in relation to the researched phenomenon.

Have the same home language as the researcher since this will obviate the possible loss of subtle semantic nuances owing to the need to translate from one language to another.

And express willingness to be open to the researcher.

On the matter of language, I conducted the interviews in English. Though none of the group (myself included) has English as a home language, I judged their command of and eloquence in the English language as adequate to be able to capture and express their perceptions and experiences.

I initiated the research by writing letters seeking permission for me to conduct the research and asking them participate in the interviews. The central theme of the interview was explained. I then did personal follow-up visits to make appointments and ascertain dates and times for interviews. Before the interviews started research participants were briefed about the purpose and the interview procedure. I explained that the interview would last for one to two hours, as they were concerned about time since they had other managerial tasks to perform. I also explained that I would be taking notes during the interview. Confidentiality and anonymity were guaranteed.

3.2.3 DATA PRESENTATION AND ANALYSIS

After data were collected I read the protocols repeatedly to get a holistic sense of each. Protocols were then reduced to “naturally occurring units, each conveying a particular meaning ...” (NMUs) (Kruger 1988:153). According to Van der Mescht (1996:46) “if one is to be true to one’s data, the temptation to classify, categorize and reject some of one’s raw data must be suppressed until repeated readings have revealed a more holistic sense of experience.”

I reflected on the NMU's and central themes expressed in the everyday language of the participants (Kruger 1988:153), and then explicated each, essentially to bring out implicit meanings by means of "systematic reflection" (Valle 1998: 22). In the process of unlocking the raw data, Significant statements were sorted into theme clusters, following Aanstoos' (1983) recommendation of Giorgi's (1975) procedure of identifying meaning units, specifying their central themes, and then articulating the structural coherence of those themes and the essence of each NMU.

Final comprehensive constituent themes were then discussed to give a sense of participants' whole experience. A synthesis was made of those constituents that were irreducible elements, resulting in descriptions, first at the level of individual, 'situated' description, and then at the level of 'general' description.

The next chapter presents the descriptions, cross-referenced with the NMUs (Appendix 1).

CHAPTER 4

PRESENTATION OF DATA

INTRODUCTION

In this chapter I present the research data in the form situated and general descriptions of the respondents' experiential statements of the management development programmes they attended. These descriptions derive from the Natural Meaning Units (NMUs), as explained in Chapter Three. The NMUs I have drawn on in this chapter constitute the central themes, which represent specific thoughts, perceptions, feelings and experiences as expressed by the participant (Leedy & Ormrod 2001: 153. Each situated description is preceded by a brief biographical sketch to help contextualise each case, and followed by a more detailed description under the generic headings:

- His experience of management
- His management style
- His experience of management development programmes
- His perceived needs

Though only the first two of these categories directly address the research questions, I provide detail on the other two (where appropriate) in an attempt to contextualise each case. I believe that principals' management styles and experience of management would have considerable impact on their response to management development programmes.

NMUs (with numbers) in brackets refer to Appendix 1. This chapter presents the data: discussion of issues raised occurs in the following chapter only.

4.1 BRIEF BIOGRAPHICAL SKETCH OF LINDI

Lindi is a headmaster of a high school in the Eastern Cape. His experience as a headmaster of this institution is eight years. His experience as an educator is thirteen years. He is the head of a high school with an enrolment of eight hundred learners and twenty-four educators. He grew up in Grahamstown and is thirty-nine years old.

Lindi obtained his post matric education qualifications B.A., H.E.D. & BEd. in Cape Town. He is passionate about his job as a principal as he believed it was a chance to realise his potential and skills as a head of the institution. He holds other leadership positions in the community, as he is the ANC branch executive committee member.

4.1.1 SITUATED DESCRIPTION OF LINDI

The essence of Lindi's experience of management as a high school principal and the experience of management development programmes is a sense of conflict. On the one hand there is unhappiness about the problems at school ranging from lack of teaching, disciplinary problems and poor management of schools, and on the other hand the positive expectations about his role as a principal in the institution. He perceives himself as a leader, who can shape the future, transform it and make it an established and recognised school. He feels management development programmes can help to develop better future education leaders.

Areas that emerge strongly from Lindi's NMUs are the following:

Firstly he feels there are problems in schools like poor management, lack of supervision, problems with the school curriculum and the fact that schools are not governed according to the education policy. Secondly, although the above obstacles frustrate him, he perceives himself to be a leader who is transformational who believes in participatory democracy in his school that is proud of his achievements in the school. However he feels management development programmes have a big role to play in improving management in school and enhances their performance.

Thirdly he feels empowered by some of the management development programmes he has attended and as a result he could empower staff and therefore transform the institution although he thinks there are more important management aspects that still need to be covered in the development of school managers, as they were never trained as principals.

4.1.2 HIS EXPERIENCE OF MANAGEMENT

Although he is frustrated by many obstacles to his success as a school principal he feels confident that he has managed to lead the school to where it is, that is as an established and recognised school (NMU 42). He thinks the influx of learners streaming in for admission to his school is a result thereof. He is unhappy with the situation he finds himself in which he feels the Department of Education is aware of. He cites schools not being governed according to the departmental policy, poor management of schools, lack of teaching, lack of supervision by the Department of Education (NMU 5) and added to that is the fact that principals lack training to cope with their managerial tasks.

He perceives the school as lacking the capacity to administer themselves on a day-to-day basis (NMU 8) and he links that to lack of training of school principals. He believes poor management has a direct bearing in the exodus of learners from township schools to former model C schools (NMU 3). He believes keenness of principals to learn and have a positive attitude can improve and develop school managers and help to bring about effective and efficient management (NMU 10).

4.1.3 HIS MANAGEMENT STYLE

Although he believes in democratic decision-making he relies heavily on departmental policy for guidance in management (NMU 24). He believes in participatory democracy when taking decisions and planning. He explains: "If you plan in advance, involve as many people as possible ... everything can be owned by everybody". He thinks the style of management of a principal affects the running of the school. He perceives himself to be a manager who has an open door policy and he thinks teamwork in his school has yielded positive results for his school and enhanced its performance (NMU 3). He perceives himself to be a leader who is prepared to take criticism from his staff for the improvement of the school (NMU 64).

4.1.4 HIS EXPERIENCE OF MANAGEMENT DEVELOPMENT PROGRAMMES

Lindi feels that poor management of schools warrants the need for school managers to be capacitated, as he believes good management produces good results (NMU 45). He sees

improvement in schools with the introduction of management development programmes by the Department of Education. There is a change in their way of doing things as they are working according to departmental policies (NMU 11).

He views the failure of schools to closely follow departmental policy (NMU 12) documents as a major cause of chaos and instability in schools. What comes up strongly is that Lindi feels that for schools to be able to develop their own policies and sustain them, school principals need to be empowered and they in return would empower staff (NMU 47). He thinks programmes have a role to play in the transformation of the institution.

He does not feel training only will be enough to capacitate them as principals: he feels documents should be provided for principals' consultation. His own words "on a daily basis we are able to consult that document" (NMU 34). He believes training enabled them to plan as a school, administer discipline for both educators and learners and improve on their weaknesses after a SWOT analysis. He feels that some programmes were not good enough and as principals they should be globally competitive and be developed holistically. He believes that they should be equipped with technological skills (NMU 56).

4.1.5 HIS PERCEIVED NEEDS

Although he believes management development programmes improve school performance he feels some programmes he attended were a waste of time as they lacked proper planning from the side of the organisers. He considers that as a major problem in their development in which outside help from tertiary institutions should be utilised (NMU 60). He believes that having gained the knowledge from the management development programmes, the Department should do follow-up work by means of monitoring and support for implementation so as to bring about change (NMU 61). He perceives networking and information sharing of experiences can also develop them as principals. He thinks there are some areas like staff development, which are not covered by the programmes in which they need development (NMU 55).

4.2 BRIEF BIOGRAPHICAL SKETCH OF LITHA

Litha is a headmaster of the biggest high school in Grahamstown. He was a deputy principal in the same school for one year and has been a principal for six years. He is the head of an institution with an enrolment of 1171 learners, and has thirty-nine educators in his school. Litha is forty-three years old and obtained his educational qualifications B.A., H.D.E. and BEd. at Rhodes University. His experience as an educator is seventeen years in the same school where he has been appointed as a principal. The opportunity marked the beginning of his career as a head of the institution.

4.2.1 SITUATED DESCRIPTION OF LITHA

The essence of the participant's experience as a school manager and of management development programmes is a sense of conflict between his frustration and anger about the fact that as a school manager he does not feel capacitated to handle management issues properly. Added to that are the demands from the Department like new rules and regulations and his perception of himself as a leader who should uphold the high standards of his institution but also maintain cordial human relations with all the stakeholders in the institution. Conflict thus lies at the heart of his experience.

Litha believes that school managers lack the capacity to handle management issues in their schools while there are big challenges facing them, new laws from which new rules and regulations are formulated. He believes that to handle daily issues at school the principal has to understand these laws and policies.

Despite the fact that he as a principal of a school lacks training, he perceives himself as an open and transparent manager who has been empowered by the management development programmes especially in the area of law and policy workshop, problem solving, building human relations and how to handle labour issues. He feels the training programmes are key to transformation.

He does, however, feel that more training is still needed for principals like training in financial management. He perceives the structure and delivery of management development programmes as problematic as he thinks training in which principals are actively involved would help them learn. He believes principals are not confident enough to handle management issues in their schools.

4.2.2 HIS EXPERIENCE OF MANAGEMENT

The participant believes as a principal he has to do his job adequately but is frustrated by obstacles like lack of proper capacitating programmes (NMU 1), and new rules and regulations from the Department of Education which need to be understood well so as to implement them (NMU 3).

He believes although principals are key personnel in their schools, without proper training they are liable to make big mistakes, which can destroy the image of the Department and bring it into disrepute (NMU 11). He is unhappy about the fact that SGBs lack training, as the Department is not doing enough to capacitate them (NMU 37). He feels principals have a mammoth task of empowering the SGBs.

He believes as a manager of the school he has a duty to build harmonious relationships with all stakeholders and follow correct procedures but that he is handicapped by the lack of proper planned and adequate training of school managers. He perceives management as having a duty to maintain cordial relationship with staff without compromising the standards of the institution (NMU 20). He perceives himself as a manager who has managed to build a tradition of people taking their own work seriously. He feels management development programmes helped to inculcate what had already existed (NMU 41). In his own words “What it has done is to simply reinforce what we have had.”

4.2.3 HIS MANAGEMENT STYLE

Litha believes in an open style of leadership although sticking to rules of the department is important in his management. He believes that as a manager of a school he needs to be conversant with departmental issues. He believes school regulations have to flow from

those of the department and be correctly administered (NMU 3). In his own words: “If you don’t administer discipline correctly, you may actually lose the case and that can be costly as well for the department”.

He believes in strict adherence to departmental policies and their implementation although he is confident in dealing with management issues (NMU 10). Litha firmly believes in having cordial relations in a school which emanate from openness, transparency and consultation with all the stakeholders. He believes in developing trust. For him it is important to understand the people you work with well, even the trade unions. He believes in maintaining good human relations without compromising standards in the institution. He thinks the positive, relaxed, and friendly atmosphere that prevails in his school enhances good performance (NMU 31).

Litha feels in his institution each one knows his or her role and there is mutual understanding and respect and as a result of that the working environment becomes peaceful (NMU 32). He feels good relationships and knowledge of the role of the School Governing Body is important. “What is their role in a governing council situation? Who has more powers?” To him there should be clear distinction between matters of governance and management matters (NMU 28). He thinks everyone involved in governing the school should be taken on board with recent developments in education. He even trained the SGB in his school about the new legislation as the department had failed them: it promised capacity building workshops for SGBs but this never happened.

He believes in collaborative planning and teamwork. He cited drawing up of the Code of Conduct for learners in line with educational policies as an example in which he involved everyone in the institution. How they handle learners’ disciplinary problems is another area where teamwork is displayed in his institution. In his own words: “I think we generally have harmonious relationship as the three elements, educators, parents and learners” (NMU 40). He acknowledges the fact that there are few incidents of misunderstanding as they teach adolescents: “There will be always scuffles and problems ...but they are not problems with such a nature that they cannot be dealt with adequately”.

Litha feels his institution has a long tradition of people who take their work seriously (NMU 41) and work confidently although he thinks one should be careful to adhere to

departmental regulations (NMU 42) He acknowledges the strengths of his colleagues and their skills and pride in achieving high standards of motivation and high morale among staff members. He allows staff to contribute in organisational matters, to feel powerful and important and in the process others get empowered and skilled. In his words: “We are very fortunate to have a person who manages the schoolbooks and finances very efficiently and I got a lot of training through that person and got empowered in a way.”

4.2.4 HIS EXPERIENCE OF MANAGEMENT DEVELOPMENT PROGRAMMES

The participant feels the management development programme on administering discipline (NMU 5) and the one on resource management were good (NMU 6) although he feels some management development programmes were not well planned. His biggest challenge as a manager is to deal with cases of misconduct and to follow the correct procedure. He feels that as principals they need problem solving skills, communication skills and the ability to build cordial human relationships (NMU 20), as there are sticky situations (NMU 19) in schools where as a manager you have to demonstrate your ability as a leader.

He believes labour peace, mutual understanding and respect between the manager and the employees are fundamental in a work situation (NMU 31). Therefore he feels school managers through management development programmes were capacitated in labour matters as that can cause instability in schools.

Although training helped him to manage the school as he has been taken through various aspects of management (NMU 5) he feels there are critical areas that have been ignored like financial management (NMU 47). In his own words “I’ve never been trained in any issues around financial management”. To him lack of training of school managers can cause a lack of transparency, openness and lack of confidence (NMU 44). Clearly that can handicap the smooth running of the school and lead to internal conflicts. In his own words “... a lot of training has to be done in this country especially in this province” (NMU 59). He further said, “problems can be lessened if people were trained properly” (NMU 49).

The participant is frustrated by the fact that within the department there are people who are not very capable of handling management issues (NMU 56). Clearly that indicates that

there is a lack of knowledgeable manpower to train principals in management. In contrast with the above is what comes to the fore that the respondent hears the Department “... hires consultants at the exorbitant fees to do workshops and one discovers that it’s money that could have been used special elsewhere” (NMU 57).

The participant perceives management development as fundamental for school managers as they are not expected to know everything (NMU 50). That clearly indicated that as principals they need training so as to be empowered to cope with their managerial tasks. Although there was lack of proper planning with some management development programmes organised to develop school management.

The participant believes they emerged from the programmes confident and empowered to handle some management issues (NMU 6). Some programmes enabled to deal with practical problems that are pertinent to situations at school (NMU 13). He feels the training programmes are key in the transformation of institutions. He perceives some management development programmes as unnecessary as they are information sessions that could have been dealt with in terms of a circular or a letter to schools or some sort of written report.

4.2.4 HIS PERCEIVED NEEDS

The participant feels that a pool of people is needed to develop both educators and school managers, as they were trained by personnel who did not have deep knowledge of the content of the programmes (NMU 58). That clearly indicates that trained experts are needed in education. He feels educators and principals still need training in Outcomes Based Education and its introduction in Further Education and Training Band. He thinks more training is needed in areas like financial management and other important aspects in education. He feels sharing ideas through interacting with other people are another aspect to be considered for school managers to grow (NMU 63).

4.3 BRIEF BIOGRAPHICAL SKETCH OF RAY

Ray is a headmaster of a combined school from Grade one to Grade twelve in the Eastern Cape. His school has an enrolment of six hundred and thirty one learners with twenty-nine educators. He grew up in Port Alfred and is fifty-one years of age.

He obtained his educational qualifications B.A., N.H.E.D. and B Ed. at Rhodes University. His experience as an educator is twenty-eight years, four years as a head of department, five years as a deputy principal and eleven years as a principal. Besides being a headmaster in his school he holds other management positions in the community. He is a member of Rhodes University Council, a member of Rotary Club and a chairperson of Border Rugby Schools. He is deeply passionate about his job as a principal.

4.3.1 SITUATED DESCRIPTION OF RAY

The essence of his of management development is a sense of conflict between his perceived lack of management skills in school management (which in turn leads to problems in schools) and the failure of programmes to address these needs on the one hand, and the positive and visionary expectations of his role as the head of the institution and future leaders in education on the other.

The participant feels that only one of management development programme he attended capacitated and empowered him in terms of management and leadership skills. On the other hand he is frustrated by the fact that there are so few management development programmes that have been organised for school managers, and that most of those that exist are poorly planned. In the face of constant change and new demands that need developed and capacitated in school managers this is a cause of frustration. Adding to his frustration is lack of support and monitoring from the side of the departmental officials for implementation and sustenance of the programmes.

4.3.2 HIS EXPERIENCE OF MANAGEMENT

Although Ray feels confident enough about his role as a school manager there are many things that cause his unhappiness in the Education Department. In his words: “We share information with my colleagues and you’ll realise they are as frustrated as you feel.” They are frustrated by the way the Department operates, such as the lack of flexibility in the procedures that are followed (**NMU 21**), for example: “You have things to do or forms to fill from the Department of Education. You feel there is a better way of doing it or easier way but you have to follow set procedure”.

Ray feels he is a successful and strong manager but he does not get the necessary support from the Department. He attributes his success as a manager to a powerful school manager he worked with when he started working as an educator and the democratic management style he adopted (**NMU 26**). His previous principal used to delegate management tasks and Ray learned a lot in the process. The participant feels the experience gained through delegated tasks are his best teacher in management (**NMU 13**): “I firmly believe you cannot replace experience, so that’s why I don’t believe that a post level one teacher can run a school. I firmly believe that experience empowers you. It is crucial in one’s management.” He thinks his staff and his wife’s support help him to run the school as they both believe in leadership.

He feels management and leadership are two different things and he sees management as rigid and not flexible with boundaries. He feels he is a leader with innovative ideas and flexibility without boundaries and can do things differently, be successful and grow. He feels it is important to be effective as a principal, as a person and as a husband (**NMU 17**). Ray feels team learning and team building enhance personal growth as his staff, school management team and his wife come together to share ideas and skills about how to manage the school (**NMU 35**). He views networking as fundamental for one’s growth. To him increasing networking with people in the same position or with essential experience empowered him (**NMU 10**).

4.3.4 HIS MANAGEMENT STYLE

Ray believes in participatory democracy. He feels management is about passing on responsibilities to others so that they can learn (NMU 34). In his own words: “I have deliberately tried to pass responsibilities to others for people to be more responsible, take on responsible positions rather than me. In all, “try to share, share the load and empower people in that way.” He believes in sharing responsibilities and experiences for everyone to learn and work as a team for the betterment of the school.

4.3.4 HIS EXPERIENCE OF MANAGEMENT DEVELOPMENT PROGRAMMES

Although the participant had not attended many management development programmes he feels the one on leadership and management entitled “Seven habits of highly effective people” was the best programme. He believes it developed his leadership skills as it focused on his general improvement on leadership (NMU 3). After he attended the programme he had a broader view of leadership and management. He felt transformed and empowered. He believes this programme helped him to deal with problems at school (NMU 6). In his own words: “...if you had a difficult parent coming into your office how would you handle those situations?” The programme empowered him to handle practical situations at school.

The participant feels that some management development programmes were not really worth attending as they were merely information sessions, although they as school managers were able to share ideas on how to lead a school. He feels networking helps one to develop (NMU 11) as sharing of experiences enhances one’s growth. The participant likes documentation or material issued in the training programmes as he uses these to refer to and to refresh himself with knowledge gained (NMU 15).

The participant feels that from the management development programmes he gained management experience and skills both as a school administrator and as a person to help his family and the community (NMU 18). He was developed in totality or holistically with knowledge and skills that he can use as a school manager, as a family man and as a member of the community.

He believes that although some management development programmes did not help him much he learnt something from them no matter how little it is and they provided him with the opportunity of meeting other people to share ideas about school management (NMU 21). The participant is unhappy about the way Outcomes Based Education workshops have been conducted. He feels there was lack of proper planning by the organisers (NMU 22). In his own words: “OBE programmes that have been coming through have not been great. They have not been planned properly.” He feels school managers and educators are not confident enough and not well trained in as far as OBE is concerned and therefore its implementation can have problems.

He feels the Steven Covey leadership-training programme (“Seven habits ...”) he attended enabled him to run the school and boosted the confidence of the people he is working with. He feels the programme boosted his own confidence. Furthermore he feels the training programme on leadership helped him to build good human relations in his school.

From the management development programme he was developed as a school manager and as a person. He learnt logical thinking skills (NMU 28) and life skills (NMU 28), as he believes personal life affects one’s job. So one’s personal growth and development has an effect in one’s work environment.

4.3.5 HIS PERCEIVED NEEDS

The participant feels educators need to be developed in managerial skills in preparation for the future (NMU 36). He perceives aspects like delegation of duties as fundamental for educators to gain experience in school management and develop. The participant feels there are a lot more programmes needed to develop school managers as they still need skills in quite a number of administrative aspects like financial management and building of networks with people they can refer to (NMU 41).

The participant feels some programmes are not given the enough amount of time they deserve and are not communicated to schools in good time; hence he thinks they lack proper planning and preparation. He thinks school holidays should be utilised for training programmes (NMU 45) and that this be done in consultation with all the stakeholders.

The participant feels training of school managers is problematic (NMU 46). He perceives facilitators as lacking skills and knowledge to run the programmes and feels some programmes are a waste of time. He believes even if its not people from the Department of Education should facilitate the management development programmes.

The participant feels educators should not be trainers in the training programmes as they also lack skills to train (NMU 52). That means they should be also trained and be allowed time to concentrate in their schoolwork. He prefers 'few' but 'best' management development programmes (NMU 55), which should enable him to share and implement what he has learnt from the programmes.

He perceives the cascading process of management development programmes as problematic (NMU 47). He feels it contributes to lack of proper training and therefore affects the implementation of knowledge gained from the programmes. He thinks different approaches of training should be used for variety in the programmes and programmes be facilitated with suitable tactics or structures (NMU 50). Here facilitating skills are important.

The participant perceives associations with colleagues as vital for one's development and growth in management (NMU 57). He believes teamwork enhances one's performance.

4.4 BRIEF BIOGRAPHICAL SKETCH OF SAM

Sam is a headmaster of one of the oldest educational institutions in the Eastern Cape. He has been a principal of this school for nine years. His school has an enrolment of one thousand one hundred learners and twenty-four educators. He grew up in Tzaneen and is the eldest son in the family.

He is forty-nine years old and his upbringing is that of a religious background in Christianity. He has post matric qualifications of BSc. in Education and B.Ed. Besides being the principal of a school he holds a management position in his church. He was a

deacon and is now an elder in his church. He perceives himself as a leader with a clear vision for his school.

4.4.1 SITUATED DESCRIPTION OF SAM

The essence of his experience as a school manager and the experience of management development programmes is a sense of conflict between his unhappiness about the state of affairs in his school like lack of discipline in both learners and educators, his inability to handle some management issues and the positive expectations and demand for him to lead the school to be among the best schools and for him to be efficient and effective. The following is a summary of areas that emerge strongly from the Natural Meaning Units.

Firstly, the participant perceives the management development programmes as a tool of empowerment as some programmes have managed to equip him with some management skills. Secondly, he thinks there are many more areas that need to be covered by the management development programmes. He feels there should be thorough planning and preparation of the programmes, and that some are highly theoretical.

Thirdly, he thinks problems still exist in schools and as a school manager he still lacks the capacity to manage the school and is not confident enough to manage the school. He attributes that to the fact that at tertiary institutions they were not trained as principals but as educators and inadequate or lack of proper training in the management development programmes they attended.

4.4.2 HIS EXPERIENCE OF MANAGEMENT

Sam is frustrated by the decline of discipline in schools and the way the Department of Education handles the new curriculum (NMU 19). He feels as a school headmaster he has to know exact procedures for particular misconduct and other related disciplinary problems as he experiences decline of discipline in both educators and learners in his school (NMU 5).

He feels problems in his school emanate from where as a principal does not comply with the departmental set procedures. He feels educators should be exemplary as learners tend

to do what educators do as they are their role models punctuality was cited as an example (NMU 14). He feels there are educators who are incapacitated as there are teachers who are unable to cope with the kind of work they are supposed to do. His words “there are educators who are not carrying out their duties to the fullest”.

Sam experienced problems in handling the new curriculum OBE. He feels principals need to be trained on the evaluation of change especially managing a new curriculum and its implementation (NMU 19).

4.4.3 HIS MANAGEMENT STYLE

Although Sam believes in a positive climate and relaxed work environment where educators are role models for learners he also believes in strict adherence to set departmental procedures and policies as deviance from it leads to educators questioning his management (NMU 24). He relies heavily on the departmental programmes and set policies for guidance in fear of being questioned by educators.

His leadership style seems to be bottom up approach although he feels to manage without development or training and guidance from Department makes on to operate with common sense thus generating problems for management. He feels the Department should train him to handle and educator who does not cope with his duties or is incapacitated (NMU 23).

4.4.4 HIS EXPERIENCE OF MANAGEMENT DEVELOPMENT PROGRAMMES

The participant feels the management development programmes empowered him with managerial skills as his professional practice improved (NMU 1) although some were highly theoretical and difficult to implement (NMU 2). That indicates that some management development programmes are too abstract for implementation in school situation. He perceives his major challenge as a principal as the administering of discipline to both educators and learners as incorrect procedures are questioned and challenged by the educators and learners’ parents (NMU 15). He feels the management development programmes helped him to deal with disciplinary problems at school (NMU 4).

The participant feels that through knowledge acquired in the management development programmes he was helped to know the steps to follow in a case of misconduct by the educator (NMU 6). He thinks its correct implementation improved educator behaviour. In his own words: "...the more one applies these disciplinary measures correctly the better. I see more educators changing for the best" (NMU 17). The participant liked the practical examples like case studies, scenarios and role-play in the training programmes as they helped him to gain insight in management issues (NMU 20).

He has mixed feelings about the quality of management training programmes. He thinks the one on interpreting law and policy was not in touch with the realities on the ground, that is in schools (NMU 9). He believes, however, that there was positive change in his school after some of the workshops and the whole School Management Team was empowered as it benefited and developed from the programmes (NMU 16).

4.4.5 HIS PERCEIVED NEEDS

The participant perceives administering of discipline to learners as equally important as discipline in educators, so he perceives training pertaining to disciplinary measures of learners as essential for school managers (NMU 10). He thinks that as a school manager some management development programmes he attended were inadequate and lacked proper planning and preparation.

He perceives management of the new curriculum in education is a major problem for school managers (NMU 19). He says: "Very few people can handle this kind of curriculum, we need as principals to be trained some more on the evaluation of change especially managing a new curriculum and its implementation."

The participant feels as a school manager he needs further training in specialist areas (NMU 21). He thinks that without management development school managers would use common sense to manage the schools (NMU 23) instead of following the set procedure. He perceives that as problematic. Clearly that indicates that the management development programmes have a major role to play in education managers as without them chaos, conflict and maladministration can be the order of the day.

4.5 GENERAL DESCRIPTION

In this section I present the general description of management development as seen through the eyes of the people who have experienced it first hand. I will be focusing on common themes in the experience of management development by the participants as it helped me as a researcher and reader to get a general overview of my participants' understanding of the phenomenon under study. This is in line with Leedy & Ormrod's (2001:154) advice: "In a phenomenological study the central task during data analysis is to identify common themes in peoples' descriptions of their experiences."

After reading the natural meaning units repeatedly I went back to my research questions. What are the principals' perceptions and experiences of management development programmes, and what are their perceived needs as principals? This general description attempts to answer these questions.

According to Van der Mescht (1996:99):

A general statement is, of necessity, a cryptic summary, a crystallised bringing together of the significant themes uncovered in the long and rigorous process of identifying meaning units and creating situated descriptions ...a general description is thus ideally viewed, not as a discrete and independent statement, but as the culmination of the descriptive stage of the research process: for while its effectiveness does to a large extent, depend of the descriptive skill of the researcher, it relies equally heavily on what has come before to convey its complete meaning.

To him bringing together dominant themes is what is necessary at this stage for an "overall description of the phenomenon as participants typically experience it" (Leedy & Ormrod (2001:154). This in turn "makes findings presented in this manner more easily comparable to findings by other researchers in the same or related fields of study" Van der Mescht (1996:96). I believe the following general description captures and truly reflect what the participants in this study experience and perceive in management development programmes and what their perceived needs though of course it may not be taken as universally valid.

4.5.1 HOW PRINCIPALS PERCEIVE AND EXPERIENCE MANAGEMENT DEVELOPMENT

The essence of the participants' interviews seems to be that they have mixed feelings about the management development programmes they attended. They perceive them as necessary and feel empowered by some programmes. On the other hand they feel some programmes were a waste of time as they lacked proper planning and preparation. Participants feel the content and character of some programmes left much to be desired. They feel in some programmes facilitators lacked facilitating skills, as some were educators. According to them very few programmes have been organised although the demands and challenges in managing school are huge and daunting.

Empowerment of principals as school managers appears to be a key element in principals' perception and experience of management development programmes. Being capacitated in how to cope with day to day managerial issues boosts confidence in building good human relations, administering discipline to both educators and learners, how to deal with labour issues and to bring about stability in schools. A contributory factor is the transformation in the institutions and general improvement in management in schools, how to deal with problems at school, how to deal with problems at school, how to deal with day-to-day school situations after attending management development.

But this is possible only when there is proper planning and preparation of good programmes organised for principals. Programmes should be practical, and one should be able to implement knowledge gained, share it with staff members and develop them. The content and design of training programmes that are implementable and not highly theoretical features strongly. Programmes with active involvement of school managers are preferred.

Empowerment of school managers and general improvement of schools can be possible when there is thorough training of school managers in the management development programmes. Thorough training can help to build cordial relationships in institutions and therefore bring about stability in the institutions. That can only happen when training of school managers is done by committed, capable and experienced experts in the areas in which school managers will be trained. Participants perceive lack of facilitating skills of

presenters as a major obstacle that hinders the development process of the school managers.

Participants further perceive monitoring and support of school managers as vital for implementing knowledge gained and for school managers to be efficient and effective in their institutions.

School managers believe in strictly adhering to the Departmental policies. They are highly dependent on the Departmental rules and regulations of the Department leaving little or no room for flexibility and personal awareness. Thus there is a need for programmes that clarify policy issues.

Sharing of experiences in the training programmes and networking is another factor that emerges from participants' responses. The participants perceive these as tools for developing and empowering school managers. Different ideas from various people help one to learn different ways of handling management issues, thus developing one's leadership skills.

Another factor that features strongly is a perceived need for holistic development of school managers. Participants feel that there are areas that deal with management that have not been covered by the training programmes they attended. The fact that in the higher institutions of learning they were not trained as principals but as educators features in the participants' interviews. The participants feel the training programmes should in content cover all management issues and all critical areas.

Another aspect that emerges is that all educators should be trained and be prepared in school management as future managers by the management development programmes. They also need to be equipped with managerial skills.

The need for training in the new curriculum is singled out as a problematic issue. As school managers they are expected to manage the new Outcomes Based Education curriculum. Without thorough training they feel they cannot be expected to manage it well and therefore that can affect its implementation, as they are key people who are expected to manage and monitor its implementation.

Teamwork is perceived as the basis of success and interacting with other people and an influx of new ideas is needed to run a school. It features as part of management development as it enhances performance and growth.

Training of the School Governing Bodies is another aspect receives attention. Participants feel development should be extended to school governors. For development and transformation to take place all stakeholders need to be developed and be prepared for their roles. Lack of knowledge in governance can contribute to incorrect procedures being followed and cause instability and conflicts in schools.

A significant feature emerging strongly in only one of the five cases is the relationship between personal life and leadership. Ray (page 103) distinguishes between management and leadership. According to him leadership is needed and his work as a leader involves his personal life: his wife helps and supports him since they are both firm believers in leadership. Ray emerges as a strong case of a leader whose life is centred on his leadership. He shows the kind of awareness that was discussed as one of the criteria for leadership development in Chapter Two.

CHAPTER 5

DISCUSSION OF THE FINDINGS

5.1 INTRODUCTION

In this chapter I discuss the findings in relation to management theories and thinking emanating from the literature chapter. Here I interpret and comment on the data to help make sense of participants' thoughts, feelings and perceptions of management development programmes. The dominant themes that emerged in Chapter Four from situated and general descriptions form the basis of the discussion in this chapter.

5.2 THE GENERAL DESCRIPTION EXPLORED

The following dominant themes emerged from the general description presented:

- Empowerment and transformation in the institutions.
- Proper planning and preparation by committed and experienced facilitators.
- Content and design of the management development programmes.
- Monitoring and support.
- Networking, sharing of experiences and teamwork.
- Development of educators as future managers.
- Style of leadership.
- Need for training in the new curriculum.
- Training of the School Governing Bodies

5.3 HOW THE PROGRAMMES ARE PERCEIVED AND EXPERIENCED AND THE PERCEIVED NEEDS

The essence of the participants' experience and perception is that their development or empowerment is inadequate and they are powerless to change this, although they perceive their development as fundamental in the transformation of the institutions. School managers seem to have a mixture of positive and negative experiences and perceptions of the management development programmes.

5.3.1 EMPOWERMENT AND TRANSFORMATION IN THE INSTITUTIONS

Data reveal that participants were only partially empowered by management development programmes, partly because there were so few programmes, and partly because only one or two were singled out as effective. Clearly empowerment lies at the heart of management development, and grows naturally from increased self-awareness, as discussed earlier. Leithwood, Begley & Cousins (1992: 148) stressed that development was about more than knowledge and skills, and that programmes need to develop the “dispositions needed to perform effectively the role of a school leader”. The participants’ lack of confidence and general unhappiness stems from this weakness. The Task Team Report’s (Department of Education 1996b: 37) reference to the need for “continuous improvement” is linked to the notion of empowerment, since it is the empowered person who sees the need for self-improvement.

Capacity building and empowerment are thus perceived as fundamental to the development of school management and for school managers to cope with the challenges of transformation. The few positive responses indicate new-found confidence, such as “Now that the Department has come up with all those programmes things are really beginning to shape up in our institution and improve”. Programmes which delivered practical guidance, such as those on law and discipline, were also found to be empowering.

Conversely, programmes that were regarded as “highly theoretical” were criticised. This suggests that principals feel overwhelmed by the sheer ‘technical’ demands of the task, and that simply knowing how to do things can be significant. This is probably where the emphasis on knowing policy springs from. In light of the rapidly changing educational landscape (as discussed in Chapter One) this is understandable. It is also consistent with the official view on principal empowerment, expressed in the White Paper 2 (Department of Education 1996a: 15):

The new Departments of education must ensure that effective in-service programmes on essential administrative processes like record-keeping, budgeting, financial control, reporting, staff selection and the running of meetings are provided, and that they embody the spirit of the new democratic education policy.

It seems clear that the vision of empowerment of school managers outlined in the Education White Paper 2 and the Task Team Report is far from being realised in the cases investigated. However, the programmes have, to a limited extent, helped to address the past imbalances of the apartheid era to create a stable environment for effective learning and teaching. The confidence of the participants on how to manage and cope with some managerial issues has improved.

5.3.2 PROPER PLANNING AND PREPARATION BY COMMITTED AND EXPERIENCED FACILITATORS

The general impression of the planning and delivery of development programmes derived from the data is not encouraging. Participants feel personnel from tertiary institutions could be requested to conduct workshops in their areas of specialisation. One other example would be the utilisation of the vibrant non-governmental community (Department of Education 1996b: 51). Furthermore some programmes are perceived by participants to lack proper planning, as sometimes there is no prior communication to schools resulting in short notice about the training programmes and therefore disorganising the planning and programmes of the schools.

This results in poor attendance and a waste of money, indicating a fire-fighting mentality on the part of the organisers and a failure to achieve expected goals. This is probably what Ndhlovu (2000:60) to say, "... the impact of education reforms in South Africa has been minimal despite the huge resources being pumped into the system". This is also an indication of failure to deliver, an inability to spend money properly for the benefit of all stakeholders and those interested and committed to the uplifting of the education standards and improvement of our institutions.

Participants in the interviews criticise the way the management development programmes are prepared and organised. Interviews reveal that some programmes are not given the amount of time they deserve. This indicates a failure to strike the balance between the magnitude of the programme, its significance and effectiveness. Some of the training programmes, which may require a week's training, would be presented in a day or half day in the afternoon when most participants are exhausted after a day's work. In some

programmes training material would be inadequate resulting poor participation by school managers.

Training in the new curriculum that is Outcomes Based Education was cited as an example. McNie, White & Wright's (1991:10) remark is pertinent here that "there's always a danger of overloading a course by trying to do too much." More may be accomplished in the management development programmes through a limited programme well done. One of the respondents also suggested that courses should be examined, and certificates issued. This is probably an indication of how important qualifications are perceived to have become.

5.3.3 CONTENT AND DESIGN OF THE MANAGEMENT DEVELOPMENT PROGRAMMES

Interviews reveal that content and design of the management development programmes leave much to be desired. Some programmes are referred to as "information sessions" in which there is no practical involvement of the participants. One participant stated "they are highly theoretical one can't apply most of the things that are in it in our schools." Participants feel that development has not been "holistic" hence they need to be developed in all facets of school life as they were never trained as principals. Research by Prinsloo (1994:1) revealed that "the quality of the exposure of education leaders in schools to certain selected management skills is a precondition for the successful fulfilment of all aims and objectives." Management development programmes should be designed with a clear awareness of what the school administrators have to deal with.

As discussed in Chapter Two, Thurlow (1993:128) emphasised the fact that the content of a course should be demand-driven rather than menu-driven, hence the voice of the participants should play a role in the design of the programmes. Needs analyses can help to emancipate managers from the fire fighting mentality that seems to exist. Menu driven programmes clearly reinforce a top-down approach and perpetuate a dependency syndrome.

Participants also prefer programmes where there is practical involvement. The fact that some programmes were information sessions created difficulty in implementing

knowledge and skills gained and did not seem to have brought about any change in their management in schools. Evaluation and reflection on the programmes is also preferred, underscoring the need for reflective practice. It seems that the programmes failed to provide opportunities for participants to apply what they have learned, and reflect on the outcome. The notion of reflective practice leading to growth in self-awareness was thus largely absent.

Participants in the interviews stated that they need development in aspects pertaining to disciplinary measures for learners, development in financial management and budgeting, staff development and be equipped technologically as they are living in a technologically advanced and global world. In the design of management development programmes that is their content and mode of delivery, it is important to consider a set of topics which are relevant and important, to be taught in a way that is engaging, dynamic, and challenging. That would require the involvement of the participants in the design of such programmes as practitioners.

Bridges (1993:40) emphasised that “consumer preferences need to be taken into account in the designing of training programmes”. Similarly, Griffiths, Stout & Forsyth (1998:293) argued that “...the responsibility for training school leaders should be between the training institution and participants”. Just as the voice of the practitioners is imperative, the multicultural nature and uniqueness of the institutions need to be taken into consideration with regard to the content and design of the programmes. Leithwood, Begley & Cousins (1992:176) argued that “adult learners enter the learning process with clear and well established aims and objectives”. Training programmes should recognise the importance of interaction among participants and the fact that adult learners should have a say in both the content of courses and the method in which the content is being presented.

In terms of style of delivery, Murphy (1995:6) argued that “a learning community should be built around training courses”, implying that all stakeholders should be working together in action research programmes as equal partners, and in sharing teaching tasks in the presentation of training programmes. The participants’ experiences do not reflect this.

5.3.4 MONITORING AND SUPPORT

Constant monitoring and support in the implementation of the training programmes is fundamental. It is very problematic in as far as the participants are concerned. Participants feel that management development is done without the necessary follow up, support and monitoring during the implementation stage, and evaluation of the programmes at the delivery stage. Participants are frustrated by the lack of support and monitoring and complain about the invisibility of the EDOs in their schools. In line with monitoring and support of schools the Education Minister in White Paper 2 (Department of Education 1996a:31) said:

District education offices and their officials ...will provide professional leadership and support to school principals, teachers and governing bodies and monitor their development, and identify local priorities for resourcing. They will facilitate co-operation among schools, co-ordinate the use of specialist personnel, advisory services, teachers' resource centres, and community learning centres, and provide an administrative service to district-level consultative bodies.

This is another example of where the policy documents are idealistic: they present an ideal picture, which is not attainable yet. Participants feel the need for support of this kind, and its absence is disempowering. Failure to deliver results in ineffectiveness of the programmes as the participants grapple with the problems they encounter after attending the programmes.

Again here there is lack of shared teamwork and vision of what monitoring and support of the management development programmes should entail to ensure sustainability of the programmes. Ndlovu (2000: 6) said in support of this view said "local NCEO activists, academics and consultants design development initiatives that pay lip service to social justice issues of equity, access, participation, ownership, partnership and empowerment"

Ideas contained in policy documents are noble, but participants believe that lack of implementation is a major obstacle in their development, and they therefore become visions without action which do not bring about change.

5.3.5 NETWORKING, SHARING OF EXPERIENCES AND TEAMWORK

Networking is an informal system of communication between colleagues with a common interest. It allows participants to share various experiences in the training programmes and often beyond that (Leithwood, Begley & Cousins 1992: 149). Networking and sharing of experiences was cited in the interviews as one dimension of management development. Most participants regarded the training programmes as an opportunity provided to expand and extend their communication networking in order to enhance their growth. They expanded their networking to other provinces as well

In networking participants stay in contact via telephone or electronic mail, and their interaction is often a blend of personal, professional, social and work-related issues. The social aspect helps to establish a climate of trust and support, which may play a vital role in sustaining participants, motivation and commitment to continue with the management development programme.

Interviews reveal that participants value networking, but very few opportunities of interaction and sharing of experience have provided as very few management development programmes have been organised for them. McNie, White & Wright's (1991:20) notion that, "...during the process of action research, head teachers meet at workshops to share experiences, solutions and insights with each other" would be an ideal way to create networks. An added benefit would be ownership of the planned change by the people involved, ensuring its credibility and acceptance of suggestions for change.

This suggests that practice-based enquiry, experiential and reflective learning should be at the heart of the learning experience, as discussed in Chapter Two. Literature seems to suggest that action research may be the best method for a researcher to investigate management development programmes. This will be discussed later in Chapter Six.

The Task Team Report identified networking as a priority, as discussed earlier in Chapter Two. According to the Report (Department of Education 1996b: 51):

Linking institutions, people, organisations and interest groups inside and outside South Africa in a variety of practical ways, and improving communication with one another, will enable us to make effective use of the technical, financial and professional resources available to education management development, and find ways to collaborate in grappling with common problems.

Networking and sharing of experiences by school managers is perceived by the participants as key and instrumental in their development. It enhances professional growth and thus improves effectiveness, learning and teaching in schools.

5.3.6 DEVELOPMENT OF EDUCATORS AS FUTURE MANAGERS

The participants cited development of only school managers and school management teams as a weakness of the programmes. They feel that all educators in schools need to be prepared as future leaders to take up their roles when the time comes for them to lead. This could help to bring about a sustained and growing network of colleagues, supporting each other in their professional development and enhancing leadership capacity in schools.

The notion of mentoring followers into leadership positions is central to transformational leadership (Hoy & Miskel 1996:393). Transformational leadership optimistically sees it as everyone's responsibility take control of their own development and that of others. Thus, "Followers become leaders and leaders become change agents, and ultimately transform the organisation" (*Ibid.*). Similarly, Botha (1987:1) in his research concluded that "future educational managers should receive managerial training and preparation" but he saw this as part of the principal's role. This implies a high level of teamwork and participative management, as envisaged in the Task Team Report (Department of Education 1996b: 46):

Participative management and decentralised decision making require educators at all levels to interact with many different people and organisations in making joint decisions and cooperating in a range of tasks. They need new interpersonal, facilitation, leadership and conflict resolution skills.

This holistic development of educators at all levels seems fundamental for effective management development. Bailey (1986:220) argued that "School improvement is the

result of a collective effort by the whole of its community.” Involving the school management team and other staff in preparation programmes will in the end lead to the professional development of all involved, and to the building of a team for change in the school. This would encourage team learning which Senge (in Moloi, Grobler & Gravette 2002: 89) defined as:

the discipline that has to do with learning about alignment. Alignment means functioning as a whole or in a cohesive group committed to a common purpose. This alignment is achieved through sustained dialogue that may result in knowledge sharing and recognising interdependencies among team members.

The participants show an awareness of the need for holistic development of all team members, raising questions about the effectiveness of the programmes. If all educators are developed through the training programmes its impact would be the establishment of team learning, shared values, and vision, mission and core strategies to achieve individual and school goals. This that would enhance school performance and bring about organisational growth, change and improvement.

5.3.7 STYLE OF LEADERSHIP

Findings suggest that participants seem to be victims of the socio-political circumstances of the past apartheid era and the bureaucratic standards of a top-down approach. There are many references to the importance of following the departmental set policy and rules without deviation. In this respect, the education managers seen caught in the thinking associated with “the machine metaphor” where “each person is given a clearly defined task and the worker should be given standardised conditions and appliances to accomplish the task with certainty” (Hoy & Miskel 1996:9), as discussed in Chapter Two. Participants appear to be trapped in the earliest thinking of the prescriptive era of scientific management. They are highly dependent on the Department for guidance and direction. This reinforces the need for formation or self-awareness features in development programmes. One of the participants stated that he believes in leadership which he thinks is an inborn thing and encourages personal formation and self awareness. He thinks as a leader he should be allowed to develop his own procedure that works for him, allowing

him to improve as a person and learn. He further made it clear that he gets support from his wife and thinks he has to develop as and grow and lead his family, school and community.

What appears to be lacking in other participants is what Senge (1990:141) refers to as “the concept of personal mastery ... personal growth and learning”. People with high levels of personal mastery are those who are growing in their capacity to achieve those goals they are truly seeking. Personal awareness and development are important in any leadership role. It allows one to be aware of his or her existing capacity. It allows participants to think about their strengths and weaknesses and their commitment on issues of school administration generally. As Daresh & Playko (1995:22) explained, “...personal awareness involves thinking about new ideas, and about the integration of these ideas in both professional and personal contexts.”

The apparent absence of a sense of ‘personal mastery’ among participants is arguably the biggest weakness of the programmes. Participants in their capacity as school managers should be committed to work in their respective schools so as to transform their schools into learning organisations and not be recipients and messengers to implement departmental policies. Strictly following the departmental policies would also inhibit principals in developing their own policies. Osborne in Bush (1995:37) helps to explain this dilemma:

While not applicable in a pure form, the notion of bureaucracy provides powerful insights into the managerial process and ideology of large parts of the education service. The management of our schools has been conditioned by both the ideology and practice of hierarchy and control to a point at which, in some cases, it must attract the pejorative term of managerialism, a condition under which the artificial needs of managers, organisations, systems, bureaucracies or routines assume dominance over the real needs of children.

Clearly a bureaucratic mindset can only be inhibiting. It further implies a way of thinking about management as hierarchical and, in Bush’s (1995:45) words, ‘formal’:

Within formal models leadership is ascribed to the person at the apex of the hierarchy. It is assumed that this individual sets the tone of the organisation and establishes the major official objectives...The leader is expected to play

a key part in policy-making, and adoption of innovations is assumed to follow.

To the school managers the management development programmes seem to be encouraging a dependency syndrome, perpetuating the dependency on menu-driven training programmes and top-down approaches; whereas the programmes should be seen as important mechanisms for understanding and managing change as means to empower through commitment and collaborative culture thus improving performance.

5.3.8 NEED FOR TRAINING IN THE NEW CURRICULUM

Participants feel that school managers need intensive training in the new curriculum, that is Outcomes Based Education. They believe they should be developed in the new curriculum so as to be able to manage its implementation effectively. They feel training for both educators and school managers has not been adequate and therefore there have been difficulties and problems in its implementation, monitoring, supervision and support. Planning for curriculum training should be a collaborative process.

With regard to curriculum leadership for effective learning and teaching Sergiovanni (in Atweh, Kemmis & Weeks 1998:153) said:

Leadership is recognised as a key phenomenon in considering how organisational priorities can be realised in diverse range of settings, including education and curriculum. Recent curriculum research has indicated that there is much to be gained by viewing a curriculum leader as anyone interested in improving the current situation, and monitoring, improving, and implementing curriculum changes.

The principal's role as instructional leader (Blase and Blase 2001) is emphasised here. In recent times the need for principals to be instructional leaders has re-emerged as an important dimension of their work. This is probably as a result of wide-spread curriculum reform. It is also interesting that teaching and learning are highlighted as target areas for the new Whole School Evaluation Programme recently launched in South Africa. Managing curriculum is one of the most fundamental aspects as it is the core business of the school, and should therefore be developed and monitored.

5.3.9 TRAINING OF THE SCHOOL GOVERNING BODIES

Participants feel development should be extended to School Governing Bodies on issues of governance. To them to bring the transformation agenda forward all stakeholders in education need to be empowered and developed. They need to be taken on board on development and new policies of the Department so as to be able to empower their constituencies. School managers feel they are overloaded and overburdened in their duties.

One participant stated that the Department promised capacity building workshops for SGBs but they never happened. They feel it needs the attention of the Department as it has a significant role in the transformation of our institutions and consolidating our democracy. The White Paper 2: (Department of Education 1996a: 31) clearly expressed the need for SGB training, and it is therefore perceived as a priority. Within the context of systems theory the interrelatedness of various stakeholders in schools is highlighted, hence the need for capacity building of all of them to develop teamwork and support of each other (Moloi, Grobler & Gravett 2002: 89).

The failure of government to deliver on this vision is another example of policy outstripping reality, though the task is of course an enormous one. What emerges clearly is that participants see the need for stakeholders to work towards common goals and sustainable futures, thus all need to be empowered and confident enough to handle issues of governance in schools. It is when parents' needs for personal development, capacity building and skills are recognised that their successful participation in schools becomes possible. Their sense of agency and optimism should be developed to create change in our institutions.

5.4 CONCLUSION

The picture that emerges is thus a mixed one. Participants want more programmes, but are not clear about the kind of programme they want. There is a degree of satisfaction with some of what has happened, but also much frustration, both with what has been done badly and with what has not been done.

In conclusion, it seems that the notion of management development, while clearly identified as a need in policy documents and the Task Team Report, has been acted upon in a seemingly haphazard, fire-fighting way. Participants are generally unhappy with most aspects of the courses they have attended. That fact that there have been courses is encouraging, but the participants expect more thought and planning to go into them.

What seems to be lacking, at a national level, is a sense of vision. Bierema & Berdish (in Moloi, Grobler & Gravett 2002:89) in defining a shared vision said "...a shared vision is an all-encompassing world view which provides focus for an individual and the team concerning what is to be learnt and what is to be valued." Lack of shared vision and working together as a team, that is, in a collaborative culture results in failure to achieve set goals. Clearly a powerful vision would bind participants and everyone involved in the programmes (even the organisers) to mutual commitments through collaboration to achieve planned goals. Shared vision is necessary to transform schools into learning organisations. It is an essential component for participation.

On the other hand, the picture of management and leadership that emerges is one of mindset trapped in the bureaucratic and apartheid past, and the respondents' plea for clarity on policies seems likely to reinforce this mentality. What seems to be lacking is the potential for real change brought about by personal engagement and growth.

CHAPTER 6

CONCLUSION

INTRODUCTION

In this chapter I discuss the significance of the study, the strengths and weaknesses of the research approach, and some recommendations and suggestions for management development programmes as well as areas for further research.

6.1 SUMMARY OF FINDINGS

The fact that management development programmes are seen as a powerful tool for empowerment and transformation is significant. This places an important expectation on the shoulders of those who design and run the programmes. The fact that participants identify so few programmes that led to empowerment is worrying.

The expressed need for holistic development is also significant. It suggests that participants see schools as systems, and are aware of the importance of development all members of the organisation. Programmes by and large have not done this.

The need for proper planning by organisers before the training programmes are conducted emerged strongly, as did the need for the management development programmes to be conducted by effective, committed and experienced facilitators with adequate training materials at their disposal. This indicates the importance the participants attach to the programmes, and suggest the opposite on the part of the organisers.

The need for programmes in which there is practical involvement of the participants was also emphasised. In this area key agents like NGOs and partners in education like trade unions should be utilised in the management development programmes

Constant monitoring and support by departmental officials is viewed as fundamental especially at the implementation stage to enhance professional growth. Sharing of

experiences, networking and teamwork are identified by the participants as developmental and should be encouraged among school managers.

There is a need for development of all educators to enhance their growth and performance and prepare them as future leaders. The programmes can help principals to bring about innovations and develop their own policies from those of the Department and thus alleviate the dependency syndrome.

There is a need for training of school managers in OBE to enable them to manage it effectively.

Perhaps the most significant (though unexpressed) finding is that the current haphazard and unprofessional way in which programmes are run perpetuates the debilitating mindset that underlies the education system. Programmes should be designed to free education managers and provide for the kind of growth that leads to personal mastery and transformational leadership.

Many of these points echo what Pather (2001:81) found in a recent study of inset programmes as a training strategy for primary school principals:

Training is necessary to ensure improvement, enhancement and renewal. INSET programmes provide principals with the means for becoming proficient. Whilst training should be continuous, it should be strategically planned. There is also the need for uniformity and standardised procedures, which facilitates the effective implementation of policies and practices. The cyclic mode is effective for the implementation of INSET programmes.

6.2 SIGNIFICANCE OF THE STUDY

The value of this study lies in the fact that it gives an understanding of how **participants** perceive and experience management development programmes and what their perceived needs are. Their voices have been largely absent in research on training programmes.

The findings could play a role in informing future development programmes at every level, from design to delivery and follow-up:

At the design level, needs analyses need to be conducted. The needs of these participants emerged clearly: financial management, OBE, SGB, and the leadership development of educators. In this way programmes could become demand-driven, and flexibly respond to changing needs.

At the delivery level, programmes should be facilitated by experts. If this area is as important as the documents suggest, funds need to be found to remunerate expert presenters, who follow current theory and practice models with regards to adult learning. These relate to notions of experiential learning, reflective practice, personal growth and practice-based enquiry (or action research).

At the post-deliver level, the Department needs to take seriously its responsibility of providing support for learning principals. Simply delivering a course is clearly not sufficient: there is a need for on-going support and follow-up.

6.3 SUGGESTIONS FOR FURTHER RESEARCH

Officially organised management development in education is a fairly new phenomenon in South Africa. As such, further investigations into existing programmes, or needs for future programmes, would be essential.

A phenomenological study is an in-depth analysis of individuals' perceptions and experiences. A study in which more data sources have been drawn on (like responses of other SMT members and educators) would present a richer picture.

As only four high school principals from the same area participated in the study, it would be interesting to broaden the scope to other areas as well and perhaps use a different approach. As the sample size is small the findings are obviously not generalisable. Studies in other areas, or provinces, may reveal a different picture and provide a frame of reference.

Only male principals participated in the study, and the gender issue does not arise. Research on how women experience programmes may reveal interesting new insights.

The study lacks input of education officials who ran and organised the management development programmes. More investigation on how they perceive the programmes would be of benefit to the Education Department as well.

An action research study could be very valuable on this phenomenon as the researcher would work with the participants and follow them to the work place to see how they apply what they have learned.

An entire study could be devoted to a needs analysis among principals. This would be useful to organisers who may then design programmes that are meaningful and relevant to the school situation.

6.4 ADVANTAGES OF THE RESEARCH APPROACH USED

The research approach used in the study suited the intention and purpose of the study I was able to understand the world of the participants, which is the world of human experience. Stones in Kruger (1988:143) explained it as:

A world which one engages in on-going dialogue, accepting as relevant and real whatever is dialectically disclosed – is one of openness to whatever emerges as significant for the adequate understanding of a phenomenon.

Through this approach I was able to “observe, comprehend and render explicit what was initially perceived by participants” (Stones in Kruger 1988:143). As a researcher I have tried to faithfully describe the phenomenon under study.

6.5 CRITIQUE OF THE STUDY

The study was an attempt to explore school managers’ perceptions and experiences of management development programmes and what their perceived needs are. It concentrated

on only four high school principals as participants in the study. The following are the strengths and the weaknesses of this research.

Findings are based on in-depth, intensive, subjective interaction with a small number of participants. Because of the small sample of the participants used in this study, the findings are in no way generalisable. The strength of the approach lies in the fact that

it is only by means of in-depth, intensive, subjective interaction with a small number of participants that a researcher is able to gain access to mental, emotional and psychic operations that are generally glossed over and taken as read (Van der Mescht 1996:188).

The strong presence of the researcher may in some way have effect on the research process. To address that and my involvement with the phenomenon under investigation I have tried to “bracket myself to remain true to the facts as they are happening” (Giorgi 1985:43). I attempted to put theory and knowledge I have about the phenomenon aside, though to what extent I have been successful is for the reader to judge.

As a validity measure I have included the NMUs for the reader to verify whether the findings come from the data collected for this study. This too is for the reader to judge. For rigour participants were asked to verify the transcripts to ascertain whether they were accurate reflections of the interviews or not. Furthermore, interview questions were piloted with one high school principal to verify whether questions were constructed to represent the goals of the research.

6.6 CRITIQUE OF PHENOMENOLOGY

Phenomenology has been accused of ignoring the context of participants’ lived worlds (Ratner online). Ratner’s (online: 4-5) argument is as follows:

Phenomenology is an important corrective to mechanism, but it is insufficient. It stops at the individual level and ignores the social character of individual psychology. Some phenomenologists such as Schutz, Berger & Luckmanns, Merleau-Ponty, and Husserl in his writings on the Lebenswelt do acknowledge that individuals are bounded by social, historical relations. However, these relations are never concretized, and the authors never bring a systematic analysis of society to bear on individual phenomenology.

In the case of this study, this criticism would suggest that I have studied the principals out of their working and social contexts. In light of the view of phenomenology adopted in this study it is possible to argue that I have indeed not presented the cases against “a systematic analysis of society”. In this study I have used phenomenology as an in-depth analysis of individuals’ perceptions which seeks to understand how the phenomenon under study is perceived and experienced. According to Giorgi (1999:77):

Everything that is spoken about, is spoken about in terms of how objects or events appear to the consciousness of the beholder, which is the literal definition of ‘phenomenon’ for phenomenology. It is a philosophy that is based on how objects present themselves to consciousness (so ‘how’ and ‘what’ are both fully considered) and it proceeds descriptively.

However, I would argue that I have contextualised the cases studied by focusing broadly on educational and political developments before and after democracy. Indeed, it is only by acknowledging the principals’ historical context that one can understand their present lived experience.

Furthermore, unlike critical theory phenomenology is not emancipatory in nature as it does not overtly seek to change the status quo or the environment. Jack Culbertson in Hoy & Miskel (1996:19) in summarizing the perspective of critical theory has this to say:

It seeks fundamental and major change through direct links with and impact on practice. It seeks to do this through penetrating critiques of the status quo and through the foreshadowing of new and compelling human possibilities for development.

Clearly phenomenology does not seek to change basic organizational structures with a mission of human emancipation but rather seeks to understand so as to describe the experience of the phenomenon under study. All research leads to change, whether it is overtly claimed or not.

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APPENDIX 1 – Natural Meaning Units

Lindi

| Natural Meaning Units | Explication |
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| 1. The Department has realized or identified the weakness amongst our schools. | He knows the DOE is aware of problems in schools. |
| 2. Our schools are not properly governed are not properly led according to the policies of the Department that are in line with the SA Schools Act. | Schools are not governed according to education policy. |
| 3. Poor management of our institutions has led to an exodus of learners from our township schools to White schools. | Because of poor management learners leave township schools. |
| 4. Our schools have gone down in standards because of poor management in all levels of management, in curriculum and day-to-day programmes. | There are problems in management levels, curriculum and daily programmes. |
| 5. Our schools have not been properly supervised by the department. | He sees DOE supervision as lacking |
| 6. Schools have not been properly supervised by principals as they were not trained resulting in poor results and administration. | He believes principals have not been trained to manage schools. |
| 7. Results in our schools have been poor because of lack of teaching. | He sees teaching as problematic. |
| 8. Lack of administration in our schools how to administer day-to-day activities resulted in the Department coming up with management development programmes. | Schools are unable to administer themselves on a day-to-day basis. |
| 9. Department has come up with all those training programmes things are really beginning to shape up in our institutions and improve. | He sees improvement in schools with the introduction of management development programmes by DoE. |
| 10. Things are beginning to shape up in our institutions especially for people who are positive and really want to move improve and develop their institutions they're very useful. | He sees management development programmes as useful. |
| 11. There has been improvement in terms of improving in our way of doing things at school. | There's change in their way of doing things in their institutions. |
| 12. There has been an improvement in terms of doing in our way of doing things and also coming closer to the policies of the department. | School managers are working according to departmental policies. |
| 13. We have been guided by these workshops on how to deal with those things like school fees and day-to-day | As a school were empowered to deal with daily problems of the learners and issues like school fees. |

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| problems of learners. | |
| 14. One has to follow those channels enshrined in the policy document that the Department keeps on helping us in terms of understanding. | As a school they are able to follow policies of the DoE. |
| 15. The Department is helping us in terms of understanding and also analyzing departmental policies. | The programmes helped him to understand and analyse DoE policy. |
| 16. Programmes helped us to come up with our own policies in line with those of the department. | The programmes helped him to develop his own policies. |
| 17. The programmes were able to sustain us in our school programmes. | Sustainability was also achieved. |
| 18. With the programmes we were able to improve and develop from one level to another. | He sees himself as more capacitated. |
| 19. As a school we are able to sit down and look at our weaknesses and strengths. | Programmes helped him to do analysis of their strength and weaknesses. |
| 20. We work on those weaknesses based on that information we came up with. | Weaknesses were dealt with. |
| 21. Through these workshops and these documents that we are actually helped by the department. | departmental workshops and documents were helpful. |
| 22. There are very few areas that I would say I don't know in as far as management is concerned. | They covered most areas in management. |
| 23. Because I've been taken through all those areas in the workshops I attended. | He feels most important areas of management were covered by the workshops. |
| 24. The Department is there with documents to analyse and implement from time to time. | He relies on the Department for management documents. |
| 25. One of the best programmes I attended was on Education law and policy; the document was actually dealing with all aspects within our institutions. | He sees the education law and policy documents as key in management. |
| 26. From management, from curriculum, from labour issues all those things are in that document. | It covers management issues, curriculum and labour issues. |
| 27. That tells me exactly how to deal with issues of management. | It gives direction to management. |
| 28. The workshop on education law and policy gave me a lot of inspiration. | It motivated him to work. |
| 29. Now I'm empowered by the programmes. | He feels he gained more knowledge about management issues |
| 30. I attended another workshop for a week based on leadership and management. | He attended more workshops about school management. |
| 31. All aspects of education because it deals with all aspects inside and outside the classroom. | It covered management issues and other aspects like governance. |

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| 32. As principals we were taken through management and labour issues. | He feels management and labour issues are most important. |
| 33. I feel very much empowered even us as management. | The whole management has been capacitated. |
| 34. On daily basis we are able to consult the education law and policy document. | The document is available for consultation. |
| 35. We are able to come up with our own position as to deal with the issue in which is of course in line with the departmental policy and not in contrast. | He feels they are able to develop their policy in line with that of the department. |
| 36. The course on leadership, school management and administration it helped us. | He feels the course improved their management. |
| 37. The management development programme starts from the time that you enter the gates of the school. | He feels daily tasks of administration were dealt with. |
| 38. A school manager should know what to do as a principal and as management. | He feels he knows his duty as a principal and management. |
| 39. Then it comes to timetable it covers every aspect that is here at the school. | Daily chores of the school are dealt with. |
| 40. You are able to deal with the question of timetable and subject allocation. | Subject allocation has been covered. |
| 41. If there's order and stability in the institution obviously everything is going to go smooth. | He feels order and stability are essential in a school. |
| 42. Then at the end of the day you are sure to get good results. | He feels order and stability contribute to good results. |
| 43. If you plan in advance, involve as many people as possible so that everything can be owned by everybody. | He believes in participatory democracy. |
| 44. Whatever thing one does as a teacher as management whether it's right or wrong affects the learner. | Learners are affected by teacher and management behavior. |
| 45. If it's correct it will have positive results to learners. | Good management produces good results. |
| 46. We are one staff that is able to sit down and review our programmes. | They always review their programmes and make changes where necessary. |
| 47. When we come from these workshops we organize report back sessions. | They empower other staff members with the information they get from the workshops. |
| 48. We discuss in open forums and there's free participation by everybody then it becomes our own thing. | There's active participation in decision making. |
| 49. This school has a history of being a newly developed as an established school. | He feels the school is new but far in terms of establishment and recognition. |
| 50. Now we have been attending these workshops we are able to attend these workshops, sit down and craft our way of | Workshops capacitated them to solve problems themselves. |

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| dealing with problems. | |
| 51. We are coming up with our own way of administering our institution and then coming up with our rules and regulations. | Programmes empowered them to deal with administrative duties and develop their rules and regulations. |
| 52. We have our results improving and our institution renovated and our rules and regulations set and for us to use them to administer our institution. | Performance has been enhanced. |
| 53. During tuition time you will see there's tranquility. | There's order and stability, and probably engagement of learners and educators. |
| 54. One has to be developed at all facets of school life. | He believes in holistic development of school managers. |
| 55. One important aspect I'd like one to be developed in is staff development. | School principals should be developed in staff development. |
| 56. We are living in a global world where one has to be equipped technologically | Principals should be equipped with technological skills. |
| 57. I propose that they be in a form of lectures where we'll write mini exams to check as to how best we have grasped information. | He believes the structure of the workshops should be lectures and tests be written. |
| 58. We should be given certificates that will serve as proof that we attended those courses that were meant to develop us. | He believes certificates should be awarded after attending the course. |
| 59. We were never trained as principals you get training as you go along. | They were never prepared to be principals in terms of training. |
| 60. The Department and other tertiary institutions perhaps Rhodes and UPE and many others those are closer to our folks because they are the people who are researching all these things. They are the people who can play a big role in terms of assisting in developing those professional development courses together with the Department as well. | Available help like tertiary institutions should be utilized to develop school managers. |
| 61. Management development programmes have a big role to play. I can see a big change in our institution because of attending those workshops. Follow-ups should be done to check implementation of the programmes. | He believes the programmes can help to bring effective change in schools. He feels monitoring and support are important for the programmes to be successful. |
| 62. In the workshops we attend as principals we always discuss our problems how best we have dealt with them. You gain experience from other principals through information sharing. | He believes networking and information sharing helps in his development. |
| 63. I always attribute our success to the team spirit that team I work with. | Teamwork is the basis of his success. |
| 64. I'm always open to take the punches in terms of critics from staff as well because | Constructive criticism is the cornerstone of success. |

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| without them I'm nothing. | |
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Litha

| Natural meaning units | Explication |
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| 1. Programmes were aimed at assisting school managers to do their jobs adequately. | School managers were not capacitated to handle management issues properly |
| 2. One of the big problems we have now is that there are a lot of laws which have been put in place. | New legislation in education is problematic. |
| 3. And we have various regulations which sort of flow from the laws. | From new legislation new rules and regulations are formulated. |
| 4. It is very very vital that an educator that the principal in particular is conversant with those because we deal with all sorts of issues. | To handle daily issues at school one has to understand education law. |
| 5. The workshop on administering discipline took you through the various stages as well of actually administering discipline and handle disciplinary issues at school not only for educators but also for learners. | Training on administering discipline was very informative. |
| 6. The one on resource management but it was good I mean learning about these issues. | He enjoyed training on resource management and may have been empowered by it. |
| 7. One of the big drawbacks that were noticed is that you will be taken to a workshop that is supposed to take a week and you will deal with the issues over three days. | Some of the workshops are not well planned. |
| 8. Another workshop was on policy matters, on laws and regulations and on the relationship between school management and school governance the role of SGBs versus the role of school managers. | In the workshops the role of SGB and school management and policy matters were clearly outlined. |
| 9. Let me cite a particular practical issue, you have a vacancy you need to employ a teacher procedure is laid down. | He feels capacitated on the procedure to be followed when filling in a vacancy. |
| 10. You do that in a certain way that procedure is laid out in the law. | The procedure is clearly laid down. |
| 11. So if you have gone through training and you do have the actual trial on the law and policy you shouldn't go wrong easily. | If one undergoes proper training one is liable to make few mistakes. |

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| 12. There's a learner who is found stealing, a teacher is constantly absent from school, how do you deal with that person, the various stages you go through. | One has to know how to deal with cases of misconduct. |
| 13. It gives you a very practical way of dealing with problems issues that are pertinent to situations at school. | With training he was able to deal with practical problems. |
| 14. So it's not high flung sot of thing. | It's not only theory that they had to deal with. |
| 15. It's something that you apply and work on. It's like somebody who is very useful to you it's like your third hand. | It helped him to deal with policy, law and regulations regarding school management. |
| 16. And the education law and policy document gets updated every year. | They get new developments about education policy. |
| 17. I can't imagine anyone in a school situation these days working successfully without having that kind of aid. | He feels the education law and policy document is a necessity for all school managers. |
| 18. The programme on law and policy I've mentioned for me was the best programme I attended. | He feels he got good training on law and policy workshop |
| 19. I was able to use the knowledge gained in various sticky situations | He was empowered him in problem solving at school |
| 20. You need to maintain cordial relationship with the staff without compromising standards | Human relations improved |
| 21. A programme like that will help you synchronize the activities of the school and in terms of what laws you lay down and what is there in terms of the department. | From the policy of the DoE they were able to develop their own policy as a school. |
| 22. The knowledge gained in the workshops sort of gives confidence to deal with issues. | He feels training enabled him to handle management issues confidently. |
| 23. Workshop in King Williamstown last year where they were unpacking the whole situation regarding the FET phases was a waste of time. | Attended a workshop on the introduction of OBE in FET. |
| 24. That could have been dealt with in terms of a circular or a letter to schools you know some sort of a written report. | He feels a workshop on it was not necessary. |
| 25. The information on the FET situation from this year and next year it was important for you to know because its going to assist our planning for the future | It was an information session. |
| 26. One is that you know how to deal with employees who are organized in a union. | He feels empowered to handle labour issues. |
| 27. You sort of are aware of what is happening. You are aware of the nature of | He feels he is abreast with labour matters. |

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| the relationship that you should have with organized employees with unions | |
| 28. You know what your role is as a manager in a particular situation you work in. | It enabled him to follow the correct procedure. |
| 29. Once there is that general understanding that you know your role and unions know their role, then there's peace. | Being empowered with labour matters he was able to build good human relations. |
| 30. You know how to deal with one another in a cordial and yet engage in an effective manner. | He feels capacitated in building good human relations and proper channels of communication. |
| 31. I think is very useful because labour peace is very important in any given labour situation. | Harmonious relationships re important at work. |
| 32. There's going to be peace, there's going to be mutual understanding and respect between the manager and the employees. | He regards peace, mutual understanding and respect as fundamental in a work situation. |
| 33. The second one I want to mention is the relationship with the other parties in the situation, particularly with the parents. | He feels relations with parents are important. |
| 34. You know that parents are not the employers. You know that the governing council has no say in management issues. | He feels as a school manager he has to know the role of the parents and management. |
| 35. All they have to do is to set down policies and then that their role still ends there. | He understands the role of parents as the formulation of school policy. |
| 36. You understand now in a much clearer way the distinctions that is there between the management of the school and the governance of the school. | After attending workshops he knows the role of the SGB and the role of school management. |
| 37. We were promised that a new programme of training will be embarked on and that never happened. | SGBs were never trained. |
| 38. You look at laws relating to learners in one workshop, look at the laws relating to functions of the SGB, look at laws relating to management of schools. Issues like those you can actually do it yourself .You don't really need to hire a company to do that. | He feels the DOE should have its own personnel to train school managers to save money. |
| 39. The training we received clearly spells out how the code of conduct should be drawn up. And so it was a good guidance. | He thinks they got good training in drawing up the code of conduct for learners. |
| 40. We generally have a harmonious relationship as the three elements. | Training helped to improve relations at school. |
| 41. We have a long tradition of people who take their own work seriously and what it has done is to simply reinforce what we've had. | He thinks training helped to inculcate determination at work. |

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| 42. You deal with things more confidently you know what the law says about the issues you are dealing with. | He feels training enabled him to run the school confidently. |
| 43. The workshop on education law and policy has in a way reinforced discipline. | Training enabled him to administer discipline confidently. |
| 44. If you've got this kind of training you are then able to make...to actually do things in an open and transparent manner. | He feels training enabled him to be a transparent and open manager. |
| 45. But if the manager is aware of the nature of that relationship and is in fact prepared to stick to it and enforce the contract then all generally goes well. | From training he emerged confident enough to apply departmental policy. |
| 46. I've never been trained in any issues around financial management. | He has not been trained in financial management – this is problematic. |
| 47. So you have to know how it is managed, you've got to know something about it, it really is necessary that all principals should be trained. | Principals have to know how to handle school finances. |
| 48. Problems can be lessened if people were trained properly. | Problems in schools are caused by lack of training of school principals. |
| 59. The other thing is when you get employed as principals as principal you're not really expected to know everything. | Principals need training in management issues. |
| 50. The Department has a responsibility to actually train you particularly in areas where you fall short. | The DoE has a duty to develop management. |
| 51. I prefer a programme where you take an active part. | He thinks programmes where they are actively involved are the best. |
| 52. My preference is that those should be done during the holidays in the year. | He thinks training can be done during holidays. |
| 53. Holiday times could be used as long as of course there's a timeous notice given because | He feels that principals need to be informed in time when there'll be training especially during holidays |
| 54. You need to plan for that, you need to have a meeting so as to get that person ready to handle all sorts of issues that are going to come. | He feels proper preparation and planning is necessary for workshops. |
| 55. My impression is within the Department especially within the local office there are not very capable people of handling management issues. | There's lack of knowledgeable manpower to train principals in management pertaining to management. |
| 56. And at the same time you hear the department-hiring consultants at the exorbitant fees to do workshops and you discover that its money that could have | Money is wasted in areas which are not a priority. |

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| been used special elsewhere. | |
| 57. Maybe what you need to have is a pool of people who train teachers. | Trained experts are needed in education. |
| 58. A lot of training has to be done in this country especially in this province. | Training is problematic. |
| 59. A particular case in point is the whole question of OBE .We re starting FET; people in grade 10 who are taking learners from grade 9 didn't receive proper training. | Educators still need training in OBE. |
| 60. As I say we don't really have enough people who are trainers of people, teachers and principals on various issues. | There's a shortage of trainers for educators and principals. |
| 61. You are a teacher, you are in a particular situation, you need an influx of new ideas and you get that through training through workshops through interacting with other people. | He feels enable one to cope with work situations. |
| 62. You need that from time to time .So it's very very (emphasis) necessary to share experiences. | He believes sharing ideas is necessary for one's growth. |
| 63. People should be trained in a relaxed atmosphere and be given good quality training. | He feels the programmes should be given enough time to enable learn without interruptions or being pressed for time. |
| 64. I found the training programmes very very useful – they are very necessary. | He feels the programmes are important. |
| 65. You know it's like a car – a car has got to go for service from time to time. It needs to be tuned up. | He needs principals need continuous and constant maintenance in the form of training. |

Ray

| Natural meaning units | Explication |
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| 1. They were aimed at capacitating me as a person as an individual just as a teacher. | The programme empowered him as an educator and an individual. |
| 2. You could use the skills in management as well more leadership than management really. | He was equipped with management and leadership skills. |
| 3. Just development the purpose was just to provide the candidates with skills to handle situations in schools and to lead staff. | It focused on his general improvement in leadership. |
| 4. The purpose was just to provide the candidates with skills to handle situations in schools | They were equipped with leadership skills and how to deal with day to day school situations. |
| 5. And to lead staff. | To provide leadership |
| 6 If you had a difficult parent coming into your office how would you handle those situations? | Helped him on how to deal with problems at school. |
| 7 So they take you through those sorts of programmes or scenarios and then we discuss it. | Programmes varied. |
| 8 You look at various issues how I as an individual with my leadership style ... | Individuals have different leadership styles |
| 9. May be different from another person as to how they handle the same situation. | They shared ideas on how to lead a school. |
| 10. Very useful because simply meeting other people from other schools and increasing network is very important. | Different ideas from various people helped them. |
| 11. So we share our thoughts we share ideas and I try and go outside of our province because they may handle things differently in other provinces. | Networking helps one to develop. |
| 12. So we share a lot of things just about education and leadership. | He believes in sharing experiences. |
| 13. I firmly believe you can't replace experience I firmly believe that experience empowers you. | He believes experience helps to develop one leadership skills. |

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| 14. Here s all the material that we did do and I go through them sometimes just to refresh | He refers to materials he got from the training. |
| 15. Steven Covey leadership, seven habits of highly effective people. That was the best that I attended. | The Steven Covey workshop helped in his development and personal growth. |
| 16. With leadership you've got to grow, you've got to experience new things, you've got to do things differently and the Steven Covey workshop I went to, I found as the most worthwhile. | In the programme he learnt new things and different ways of doing things. |
| 17. It equipped me how to become effective as a principal as a person, as a husband. It was an unbelievable experience. You are given skills which I think are very good for life, which you can use in building your school and even your family, or in the personal community. | He gained a lot of experience both as person and as a school administrator. |
| 18. You are just given skills which I think are very good for life, which you can use in building your school and even your family or in the personal community. | He gained managerial skills and personas development to help the community. |
| 19. In every programme there will be something that one can use and the issues outside the programme like meeting people. | He learnt something from each programme. |
| 20. Some of the programmes that are offered here in Grahamstown are not great. | He thinks some of the programmes are not helping him much. |
| 21. But it's great for me to meet my colleague's .So I find those valuable. We share information and you'll realize that they are as frustrated as you. | Meeting people in the programme enables him to share his problems as well. |
| 22. These OBE programmes that have been coming through have not been great. | OBE workshops have been problematic. |
| 23. They haven't been planned properly; You understand a situation before you actually implement something. I just found it very useful in a school situation. | There was lack of proper planning. |
| 24. Steven Covey workshop, Seven habits of highly effective people. It certainly helped me to run the school. | He gained managerial skills. |
| 25. It certainly helped me to understand that you've got to win the confidence of the people. | It helped him to build good human relations. |

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| 26. You've got to hear the views of the people you are working within in whatever you plan to do as a principal. | He believes in participatory democracy. |
| 27. In the workshop I also learnt that you've got to think before you say anything to a person. | It developed his logical thinking skills. |
| 28. And also you've got to make time for yourself and that so often people in our sort of jobs you don't make time for yourself. | He also learnt life skills like the need for one to have leisure time. |
| 29. As a school manager you are so involved in teaching, in leading the school, in managing the school that you end up with burnout. | Insufficient rest is problematic. |
| 30. In the Steven Covey's leadership workshop I personally became developed. | He got developed as a person. |
| 31. The skills gained helped me to lead the school no doubt. | He was able to lead the school because of skills gained. |
| 32. Educators came back from the workshop very very positive about life and their job. | Educators got personal life skills and growth and developed as educators. |
| 33. If you are positive about life it's going to have a direct impact on your job, on what you're doing .So I m sure it would have a big impact. | He feels personal life affects one's job. |
| 34. I've deliberately tried to empower more people in the school organization, I've deliberately tried to pass responsibilities on to others for people. | He thinks his development as a school manager has helped to develop the school. |
| 35. Take on responsible positions rather than me in all, try share, share the load and empower people in that way. I can see that experience prompted. | He believes delegating one to perform a certain task empowers one. |
| 36. With experience you realize what works and what does not work, so that's what has helped. | With experience he's able to deal with work situations. |
| 37. I did my first teaching lessons at the school where the principal empowered his staff enormously as a young teacher it really gave me a lot of confidence. | You gain experience by and knowledge through working. |
| 38. He allowed his staff to do things whereas in many other schools as a teacher you weren't empowered in management you just had to teach. You weren't given responsibilities in management or in leadership. So he was a great role model of mine when I was there. | The fact that his principal delegated him ad a young teacher helped him to gain experience about management. |

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| 39. The experience gained through working enhanced me and gave a lot of confidence. | He was able to perform tasks on his own and he developed skills. |
| 40. I could recommend the Steven Covey, the seven habits of highly effective leaders. | He highly recommends leadership skills development. |
| 41. Lets take the finances, you should know that this is how you must run your finances the procedure, and those are necessary programmes. | Financial management training is necessary for school managers. |
| 42. But I don't think they are going to improve you as a person. All you do you just follow the procedure. | Programmes bring set procedures for school managers. |
| 43. To become a better person you must be able to develop your own procedure, which works. | The training programmes should help them build their own procedure. |
| 44. I do feel that principals must go on some form of leadership training even management training because to build up the network or build up people whom you can talk to and associate with. I think that's crucial. | Training programmes should help principals to build networks with people they can refer to. |
| 45. They can be during school day but they must not be over a long period of time. | Management development programmes can be arranged during school holidays. |
| 46. Professional people must run them. They must be run by organizations that do those sorts of things. | Facilitators in the workshops must be experts even if its not people from the education department. |
| 47. Training trainers to train, it doesn't work like that you've got to have ...because that training is not sufficient. | Cascading training programmes can be problematic. |
| 49. You got to go out there and find professional organizations that do this as a business. Then we have workshops, then we have seminars and I think. | He thinks specially trained people for various management programmes should be organized. |
| 50. I think it must be a combination of all those sorts of approaches. | Different tactics of training should be used. |

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| 51. It really depends on the presenter, the nature of the topic and the nature of the programme. | Facilitators should use their facilitating skills that are suitable for each programme. |
| 52. I will prefer outside organizations and not educators to be trainers in the training programmes. | Educators should be exempted as trainers in the programmes. |
| 53. These are skills that should apply that should be so general that they can apply to any organization. | He feels that skills to be developed are skills that can be implemented in all organizations. |
| 54. Because I came out of that healing a far better person not just a far better principal and I feel that was very good. | After attending management development programmes his management skills improved. |
| 55. Rather fewer but really very good ones, good programmes but few, one a term or even one every six months even one a year. | He prefers best but few programmes for principals. |
| 56. We have an association of school principals for boy's schools in the country and we meet once a year. | Associations can also be formed for school managers. |
| 57. Now all we do there we just discuss issues that come up in our day to day lives around education. | Association he joined also helped to develop his managerial skills. |
| 58. A good programme is the one that is not too long, one that when you come out in that first week when you get back to school is to start implementing things that you've learnt during that week and you start sharing it with your staff. | A good programme enables you to implement what you have learnt from the programme. |
| 59. So a good programme is something you can use and share and develop. | A good programme enables one to share the experience or knowledge gained. |
| 60. A good management development programme is one that's lifting. | A good programme enables one to grow. |

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| <p>61. It's very much a team thing. I believe as a principal you need support, who you get the support from really depends.</p> | <p>He believes teamwork enhances ones performance.</p> |
| <p>62. I would like to see weekend programmes for principals, from Friday afternoons, and end up on Sunday. But they must be run by professional people.</p> | <p>Training programmes over weekends would be a good idea.</p> |

Sam

| Natural meaning units | Explication |
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| 1. The purpose of the management development programme I attended was mainly to try and empower principals as managers of schools. | He feels that the aim of the workshops was to equip principals with managerial skills. |
| 2. Some of the training programmes I found to be useful although others are highly theoretical. | He feels some of them contain a lot of theory than practice. |
| 3. It's impossible to apply what you've learnt from some of the training programmes attended. | He feels some of the programmes are difficult to implement. |
| 4. The one that involved the school management teams that gave us an opportunity to see how disciplinary measures could be implemented. | He thinks the programme on disciplinary measures helped him on how to deal with disciplinary problems at school. |
| 5. One has to know the procedure and must be the exact procedure and must be the exact procedures for particular misconduct and other related disciplinary problems. | He feels it helped to know the steps to follow in a case of misconduct by the educator. |
| 6. They do work if one follows the procedure to the latter and then follows all the steps it works. | Skills gained helped him to administer discipline especially if all the steps are followed correctly. |
| 7. It gave one an opportunity to see how you could ...and gave examples of case studies go about and implement the steps that one needs to follow in a disciplinary problem. | He thinks the fact that there were practical examples in the training programmes helped him to gain more insight. |
| 8. The one for the interpreting and implementation of the South African Schools Act, lots of things that people disagree with. | He feels the South African Schools Act is a controversial piece of legislation. |
| 9. Highly theoretical can't apply most of the things that are in it in our schools. | He feels it is not in touch with the realities that are happening on the ground that is our schools. |
| 10.I thought perhaps the workshop that was run on these would help with ideas especially pertaining to disciplinary measures for learners | He feels principals' training pertaining to the discipline of learners is essential. |
| 11. To a certain extent some of the skills that one gained from these programmes have to a certain extent empowered one. | Management development programmes empowered him. |

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| 12. The training programmes helped one to improve ones professional practice like following set procedures in disciplining an educator. | His professional practice improved. |
| 13.You see once you manage to discipline educators then learners follow suit because learners usually look at the behavior of the educator | He feels discipline in educators can lead to discipline in learners. |
| 14. Because educators are role models of the learners. | He thinks educators should be exemplary. |
| 15. It's only when a principal does not follow the correct procedure with the question. | Incorrect procedures are questioned and challenged by the educators. |
| 16. Especially positive change on the part of the school management team I see a big positive change as a result of their having attended the management development programmes. So these programmes are very much useful. | He feels the school management team benefited and developed from the management programmes they attended. |
| 17. Some of the educator behavior has changed and the more one applies these disciplinary measures correctly the better. I see more educators changing for the best. | He sees improvement in the educator behavior because of the management development programmes. |
| 18. There are other programmes, which could be put in place like the ones that deal with incapacity. | He feels more capacity building programmes are needed for school managers. |
| 19. Very few people can handle this kind of curriculum we need as principals to be trained some more on the evaluation of change especially managing a new curriculum, its implementation. | He thinks managing the new school curriculum is problematic. |
| 20. Workshops are best, if they can be structured in the form. I mean workshops will give you an opportunity to role-play, to do what you actually do in reality. | He thinks workshops enable them to have practical experience in the training programmes. |
| 21. If we could get people who are specialists in these areas not necessarily EDOs. Because EDOs are more general. They tend not to facilitate the programmes properly. | He believes specialists in the areas in which they'll be trained can do a better job than the EDOs. |
| 22. They have a major role to play. Without these programmes I don't see school managers managing their institutions effectively. | He believes school managers cannot cope without the management development programmes. |

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| <p>23. Just in one of the programmes I spoke about the procedure to be followed when one must discipline an educator. One could choose to use a common sense if you haven't been able to have an opportunity of attending a development programme in that area.</p> | <p>He thinks without the skills acquired from the management development programmes school managers would use common sense to deal with the problems of disciplining an educator.</p> |
| <p>24. But, you see your common sense might lead you to lots of problems. Whereas a set procedure no one would have problems with you implementing such a set procedure.</p> | <p>He feels common sense is problematic; one should follow a set procedure.</p> |
| <p>25. I see the programmes as useful. As they are documented no-one one would have problems with you implementing such a set procedure. You've got to read and know the procedure.</p> | <p>He feels clear policy makes school management 'safe', because no-one can challenge policy.</p> |

APPENDIX 2 – Interview Schedule

SEMI-STRUCTURED INTERVIEW SCHEDULE

1. What management development programmes have you attended as a principal?

- When?
- Who organised them?
- Who ran or facilitated these programmes?
- What was the duration of the programmes?
- What was the purpose of the programmes?

2. Do you find these programmes useful?

- What is useful about them?
- If you did not find these programmes useful, why was it the case?

3. Tell me about one of the best programme you have attended so far.

- What was so good about it?

Tell me about the worst programme you have attended.

- What was so bad about it?

4. How did the experience gained from the best programme affect:

- Your professional practice?
- Your learners?
- Your staff?

Are there any changes in your school that you would associate with attending management development programmes?

5. As a school principal, what kind of management development programmes do you need?

6. How do you prefer the programmes to be structured e.g. workshop, seminar, lecture.

- Why?
- Who would you prefer to organise and facilitate them?