THE EFFECTIVE EXECUTION OF THE MANAGEMENT TASKS BY THE DISTRICT FOUNDATION PHASE EDUCATION SPECIALIST FOR THE PROMOTION OF QUALITY TEACHING AND LEARNING IN GAUTENG SCHOOLS

by

SHERIN RAMPARSAD

submitted in accordance with the requirements for the degree of

DOCTOR OF EDUCATION

in the subject

EDUCATIONAL MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTER: PROFESSOR EJ VAN NIEKERK

JUNE 2004
STUDENT NUMBER: 678-99-0

DECLARATION

I declare that:

THE EFFECTIVE EXECUTION OF THE MANAGEMENT TASKS BY THE DISTRICT FOUNDATION PHASE EDUCATION SPECIALIST FOR THE PROMOTION OF QUALITY TEACHING AND LEARNING IN GAUTENG SCHOOLS is my own work, and that all sources used or quoted have been indicated and acknowledged by means of complete references.

----------------------- -------------------
SIGNATURE DATE

S. RAMPARSAD
DEDICATION

In honour of my dad
ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to:

- My husband and my son, for their love, support, understanding and encouragement during my studies.
- My promoter, Professor EJ van Niekerk, for his guidance, assistance and motivation.
- The Gauteng Department of Education District Foundation Phase First Education Specialists, and the Gauteng Department of Education District D2 principals and educators, for their contributions to this study.
- The Gauteng Department of Education, and specifically, District D2 for their support in my studies.
- The University of South Africa, Computer Services Department Support Group Consultants, specifically, Mr N Hall and Mr H Gerber, for their invaluable input, and for performing of the data analysis for this study.
- My sister, Reena, for her inspiration and support
SUMMARY
This study has investigated ‘How does the effective execution of the management tasks assist the District Foundation Phase First Education Specialist to promote quality teaching and learning in Gauteng schools?’

This study has considered the concepts ‘leadership’ and ‘management’. Importantly, it has provided for discussion on the four vital management tasks, for effective management, towards the promotion of quality teaching and learning in Gauteng schools.

Quantitative research methodology was employed. The findings suggest that the District Foundation Phase First Education Specialist does perform the four management tasks and does employ strategies for the promotion of quality teaching and learning, but that these need to be improved on, sharpened and enhanced, for effective management, and for the promotion of quality teaching and learning in schools. This study has also revealed that development and professional support of the District Foundation Phase First Education Specialist is called for too.

Through use of a basic management model, in this study, suggestions and requirements are presented, and recommendations are made, for the effective execution of the management tasks towards the promotion of quality teaching and learning. Provision is therefore made for an illustration and description of the model, the suggestions and requirements envisaged, critical challenges and recommendations, as well as a motivation for the model.

The study has recommended the piloting and implementation of this management model, with District First Education Specialists, in the Gauteng Department of Education. It has further recommended, that with the phasing-in of the Revised National Curriculum Statement, that this management model be trailed. Suggestions have been provided for in this regard. Review of this management model has been
accommodated too. Its wider value and meaning for the Gauteng Department of Education, in the contexts of policy revision and educational transformation, has been briefly explored too.

The management model suggested clearly seeks to champion effective management practice, and it also seeks to bring about improvements in existing management practice, for the promotion of quality teaching and learning in Gauteng schools. The recommendation made is aimed at contributing towards the promotion of quality teaching and learning in Gauteng schools.

**KEY TERMS**

Management
Leadership
Management tasks: planning, organising, leading and leadership, and control
Participative, democratic leadership
Transformational, instructional leadership
Quality in education
Leadership in curriculum change
ACRONYMS

GDE: Gauteng Department of Education
LPFD&S: Learning Programmes Framework Development And Support
FP: Foundation Phase
INTERSEN: Intermediate and Senior Phase
FET: Further Education and Training Band
RNCS: Revised National Curriculum Statement
SMT: School Management Team
UNISA: University of South Africa
ILP: Illustrative Learning Programme
GIED: Gauteng Institute for Educational Development
OBA: Outcomes Based Assessment
EX-TED: Former Transvaal Education Department
EX-HOD: Former House of Delegates
EX-HOR: Former House of Representatives
EX-DET: Former Department of Education and Training
OBE: Outcomes Based Education
CIF: Curriculum Information Forum
CPDS: Curriculum Professional Delivery and Support
DoE: Department of Education
DO: District Official
COLTS: Culture of learning and teaching in schools
SWOT: Strengths, Weaknesses, Opportunities and Threats
LP: Learning Programme
LSM: Learning Support Materials
HEIs: Higher Education Institutions
DES: District Foundation Phase First Education Specialist
PSP: Primary School Principal
HOD: Foundation Phase Head of Department
GET: General Education and Training Band
TABLE OF CONTENTS

ACKNOWLEDGEMENTS  I
SUMMARY    II
ACRONYMS   III
TABLE OF CONTENTS  IV

CHAPTER ONE
OVERVIEW OF THE STUDY
1.1 Aim of the chapter  1-2
1.2 An introduction to the study  2
1.2.1 Relationship between management and leadership  2-5
1.2.2 Introducing ‘management’ and the four management tasks  5-9
1.2.3 Effective management skills  9-10
1.2.4 Management and leadership roles for educators  10-12
1.2.5 Contextualising leadership and management for the study  12-17
1.3 Problem statement and aim of the study  17-18
1.4 Contribution of the research  18
1.5 Methodology for the study  18-20
1.5.1 Research method and design  20-28
1.6 Chapter division  28-29
1.7 Conclusion  29

CHAPTER TWO
LITERATURE STUDY
2.1 Aim of the chapter  30
2.2 The concept: ‘management’  30-32
2.3 The four management tasks for effective management  32
2.3.1 Planning  32-33
2.3.1.1 Levels of planning  33-42
2.3.1.2 An alignment of plans 42-49
2.3.1.3 Planning as an interactive process 49
2.3.2 Organising 50
2.3.2.1 Dimensions of organising 50-51
2.3.2.2 Matrix structures 51-52
2.3.2.3 The District Foundation Phase First Education Specialist in the GDE organisation 52-54
2.3.3 Control 54-57
2.3.3.1 GDE control mechanisms 58-64
2.3.4 Leading and leadership 64
2.3.4.1 Definitions of leading and the concept ‘leadership’ 64-65
2.3.4.2 Characteristics of effective leadership 65-66
2.3.4.3 Leadership styles 66-69
2.3.4.3.1 Participative, democratic leadership style 69-71
2.3.4.4 Transformational, instructional leadership 71-76
2.4 Leadership for educational change 76
2.4.1 The leader of change 76-81
2.4.2 Leadership in curriculum change 81
2.4.2.1 Background to curriculum change 81-83
2.4.2.2 Leadership qualities required of the District Foundation Phase First Education Specialist in curriculum change 83-86
2.4.3 Core functions and expectations of the District Foundation Phase First Education Specialist, as required by GDE 87-88
2.4.4 The essence of leadership 89-90
2.5 The drive for quality in education 90-92
2.5.1 Accountability mechanisms 92-93
2.5.2 Improving the quality of education in schools 93
2.5.2.1 GDE’s quality assurance mechanisms and processes, and initiatives, towards quality in education 93
2.5.2.1.1 GDE policy and guideline development 93-94
2.5.2.1.2 Department’s corporate image programme 95
2.5.2.1.3 Duties of the District Curriculum Education Specialist 95-96
<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.2.1.4 Standard setting and quality assurance</td>
<td>96-98</td>
</tr>
<tr>
<td>2.5.2.1.5 Systemic evaluation</td>
<td>98-99</td>
</tr>
<tr>
<td>2.5.2.1.6 Whole-School Evaluation Policy</td>
<td>99-101</td>
</tr>
<tr>
<td>2.5.2.1.7 District performance accountability</td>
<td>101-102</td>
</tr>
<tr>
<td>2.5.2.2 Schools’ responsibility to improving the quality of education in schools</td>
<td>102-104</td>
</tr>
<tr>
<td>2.5.2.3 Joint responsibility for improving the quality of education in schools</td>
<td>105-107</td>
</tr>
<tr>
<td>2.5.2.4 Support strategies for promoting quality teaching and learning in schools</td>
<td>107-113</td>
</tr>
<tr>
<td>2.6 Interrelatedness of four management functions</td>
<td>113-116</td>
</tr>
<tr>
<td>2.7 Conclusion</td>
<td>116-118</td>
</tr>
</tbody>
</table>

### CHAPTER 3
THE RESEARCH DESIGN AND THE DATA COLLECTION METHOD

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Aim of this chapter</td>
<td>119</td>
</tr>
<tr>
<td>3.2 The distinction between qualitative and quantitative research</td>
<td>119-122</td>
</tr>
<tr>
<td>3.3 Adoption of the quantitative research methodology</td>
<td>122-123</td>
</tr>
<tr>
<td>3.4 The questionnaire as a research method</td>
<td>123-124</td>
</tr>
<tr>
<td>3.5 The postal questionnaire as the data-capturing instrument</td>
<td>124-126</td>
</tr>
<tr>
<td>3.5.1 Questionnaire relevance</td>
<td>126-127</td>
</tr>
<tr>
<td>3.5.2 Level of wording and language</td>
<td>127</td>
</tr>
<tr>
<td>3.5.3 Securing a good response rate</td>
<td>127-129</td>
</tr>
<tr>
<td>3.5.4 Piloting of the questionnaire</td>
<td>129-130</td>
</tr>
<tr>
<td>3.5.5 Reliability and validity</td>
<td>130</td>
</tr>
<tr>
<td>3.5.5.1 Reliability in the study</td>
<td>130-131</td>
</tr>
<tr>
<td>3.5.5.2 Rendering of validity to the study</td>
<td>131-132</td>
</tr>
<tr>
<td>3.5.6 Editing</td>
<td>132-133</td>
</tr>
<tr>
<td>3.6 Dealing with non-response</td>
<td>133-134</td>
</tr>
<tr>
<td>3.6.1 Serial numbers</td>
<td>134-135</td>
</tr>
<tr>
<td>3.7 A consideration of the scale to be used in the study</td>
<td>136</td>
</tr>
<tr>
<td>3.7.1 Item length</td>
<td>136-137</td>
</tr>
</tbody>
</table>
3.7.2 The use of the scale
3.7.2.1 The ordinal scale
3.7.2.2 Coding
3.7.2.3 Recording of the information
3.8 The selection of the sample
3.8.1 The rationale for sampling in quantitative research methodology
3.8.2 The sample size
3.8.3 A proportionate sample size
3.9 Permission
3.10 Ethical issues
3.10.1 Access and acceptance
3.10.2 Anonymity and confidentiality
3.11 Conclusion

CHAPTER 4
INTERPRETATION AND ANALYSIS OF DATA
4.1 Aim of the chapter
4.2 Obtaining of data through use of the postal questionnaire
4.2.1 A profile of the selected respondents
4.2.2 Questionnaires received
4.2.3 Format and sections of the questionnaire
4.2.4 The collation of the data
4.2.4.1 The summary sheet
4.3 An analysis and interpretation of data
4.3.1 Section A of APPENDIX M
4.3.2 Section B of APPENDIX M
4.3.2.1 An overview of Section B of APPENDIX M
4.3.2.1.1 Section B (1) of APPENDIX M
4.3.2.1.2 Section B (2) of APPENDIX M
4.3.2.1.3 Section B (3) of APPENDIX M
4.3.2.1.4 Section B (4) of APPENDIX M
4.3.2.1.5 Section B (5) of APPENDIX M
4.4 Composite attitudes to the execution of the management tasks, as done by the DES 221-227
4.5 Conclusion 227-228

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS
5.1 Aim of the chapter 229
5.2 Overview of the study 229-230
5.3 Findings and conclusions 230-245
5.4 A recommendation in support of the effective execution of the management tasks towards the promoting of quality teaching and learning in schools 245-246
5.4.1 A basic management model to illustrate how the effective execution of the management tasks assists in and relates to the promoting of quality teaching and learning in Gauteng schools 246-250
5.4.1.1 Suggestions and the requirements for the management tasks, towards effectiveness and efficiency 250
5.4.1.1.1 Suggestions and requirements for effective planning 251-252
5.4.1.1.2 Suggestions and requirements for effective organising 252-254
5.4.1.1.3 Suggestions and requirements for effective control 254-255
5.4.1.1.4 Suggestions and requirements for effective leading and leadership 256-257
5.4.1.1.5 Interrelationship amongst the tasks 258
5.4.1.1.6 Effectiveness defined 259-260
5.4.1.2 Relationship to the Norms and Standards for Educators 260-262
5.4.1.3 Contribution towards quality teaching and learning 262-265
5.4.1.4 A critical challenge in relation to the model suggested 265-267
5.4.1.5 In support of a dynamic framework for education management development 267-268
5.4.1.6 A motivation in support of the suggested management model 268-275
5.5 Limitations of the study 275
5.6 Strengths of the study 275-276
APPENDICES

APPENDIX A:
GDE, DISTRICT D2 FOUNDATION PHASE UNIT, APRIL-JUNE QUARTER REPORT 2003 285

APPENDIX B:
PROVINCIAL LPFD&S FOUNDATION PHASE HEAD OF DEPARTMENT MONITORING AND SUPPORT TOOL 286

APPENDIX C:
GDE, DISTRICT D2 SYSTEMIC EVALUATION SUPPORT ACTIVITY 287

APPENDIX D:
A SECTION OF THE SCHOOL RATING FORM FROM THE EDUCATION DEPARTMENT’S WHOLE-SCHOOL EVALUATION INSTRUMENT 288

APPENDIX E:
AN EXTRACT CAPTURED FROM THE EDUCATION DEPARTMENT’S QUALITY ASSURANCE FRAMEWORK DOCUMENT 289

APPENDIX F:
WHOLE SCHOOL PLANNING FOR RNCS 290

APPENDIX G:
LEARNING PROGRAMME PLANNING FOR RNCS 291

APPENDIX H:
WORK SCHEDULE PLANNING FOR THE RNCS 292
APPENDIX I:
LEARNING UNIT PLANNING FOR THE RNCS

APPENDIX J:
MANAGEMENT PLAN FOR CIRCULAR 22/2002

APPENDIX K:
GDE, DISTRICT D2 NUMERACY LEARNING PROGRAMME SUPPORT

APPENDIX L:
GDE, DISTRICT D2 FOUNDATION PHASE RESOURCE GUIDELINES

APPENDIX M:
THE QUESTIONNAIRE FOR THE STUDY

APPENDIX N:
THE SUMMARY SHEET
LIST OF FIGURES

FIGURE 1: SUGGESTIVE RELATIONSHIP BETWEEN MANAGEMENT AND LEADERSHIP 3

FIGURE 2: GUIDELINE FOR OPERATIONAL PLAN 35

FIGURE 3: OPERATIONAL PLAN FORMAT 36

FIGURE 4: AN EXTRACT FROM GDE, DISTRICT D2 LPFD&S TERM PLAN (JULY 03 - DEC 03) 38-40

FIGURE 5: AN EXTRACT FROM GDE, DISTRICT D2 LPFD&S MONTHLY PLAN (AUGUST 03) 41


FIGURE 7: AN EXTRACT FROM GDE: DISTRICT D2 FOUNDATION PHASE UNIT OPERATIONAL PLAN (2003-2004) 47-48

FIGURE 8(A): A PORTION OF THE GDE INTEGRATED SCORECARD 58

FIGURE 8(B): A PORTION OF PART B OF THE D2 FOUNDATION PHASE INTEGRATED SCORECARD 59

FIGURE 9: THE PROFILE OF A QUALITY INSTITUTION VERSUS AN ORDINARY INSTITUTION 103-104

FIGURE 10: THE RESPONSE PERCENTAGE TO THE ITEMS OF SECTION B OF APPENDIX M, AT THE DIFFERENT EDUCATOR LEVELS 165
FIGURE 11: THE OVERALL RESPONSE PERCENTAGE PER SUB-SECTION, OF SECTION B OF APPENDIX M 171

FIGURE 12: EDUCATOR LEVEL RESPONSE PERCENTAGE FOR THE PLANNING SUB-SECTION 178

FIGURE 13: EDUCATOR LEVEL RESPONSE PERCENTAGE FOR THE ORGANISING SUB-SECTION 187

FIGURE 14: EDUCATOR LEVEL RESPONSE PERCENTAGE FOR THE CONTROL SUB-SECTION 197

FIGURE 15: EDUCATOR LEVEL RESPONSE PERCENTAGE FOR THE LEADING AND LEADERSHIP SUB-SECTION 206

FIGURE 16: EDUCATOR LEVEL RESPONSE PERCENTAGE FOR THE STRATEGIES EMPLOYED BY THE DES TOWARDS PROMOTING QUALITY IN EDUCATION 216

FIGURE 17: A BASIC MANAGEMENT MODEL FOR EFFECTIVE EDUCATIONAL MANAGEMENT, AT THE DISTRICT LEVEL, TOWARDS THE PROMOTION OF QUALITY TEACHING AND LEARNING 248
LIST OF TABLES

TABLE 1: EFFECTIVE MANAGEMENT SKILLS 9

TABLE 2: MCGROR’S THEORY ‘X’ AND THEORY ‘Y’ LEADER 78

TABLE 3: IMPACT OF EFFECTIVE MANAGEMENT IN THE EDUCATIONAL ORGANISATION 118

TABLE 4: CONCEPTIONS OF SOCIAL REALITY 120