

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

S. RAMPARSAD

DATE

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

2.5.2.1.4 Standard setting and quality assurance	96-98
2.5.2.1.5 Systemic evaluation	98-99
2.5.2.1.6 Whole-School Evaluation Policy	99-101
2.5.2.1.7 District performance accountability	101-102
2.5.2.2 Schools' responsibility to improving the quality of education in schools	102-104
2.5.2.3 Joint responsibility for improving the quality of education in schools	105-107
2.5.2.4 Support strategies for promoting quality teaching and learning in schools	107-113
2.6 Interrelatedness of four management functions	113-116
2.7 Conclusion	116-118

CHAPTER 3

THE RESEACH DESIGN AND THE DATA COLLECTION METHOD

3.1 Aim of this chapter	119
3.2 The distinction between qualitative and quantitative research	119-122
3.3 Adoption of the quantitative research methodology	122-123
3.4 The questionnaire as a research method	123-124
3.5 The postal questionnaire as the data-capturing instrument	124-126
3.5.1 Questionnaire relevance	126-127
3.5.2 Level of wording and language	127
3.5.3 Securing a good response rate	127-129
3.5.4 Piloting of the questionnaire	129-130
3.5.5 Reliability and validity	130
3.5.5.1 Reliability in the study	130-131
3.5.5.2 Rendering of validity to the study	131-132
3.5.6 Editing	132-133
3.6 Dealing with non-response	133-134
3.6.1 Serial numbers	134-135
3.7 A consideration of the scale to be used in the study	136
3.7.1 Item length	136-137

3.7.2 The use of the scale	137
3.7.2.1 The ordinal scale	138-140
3.7.2.2 Coding	141
3.7.2.3 Recording of the information	141-143
3.8 The selection of the sample	143
3.8.1 The rationale for sampling in quantitative research methodology	143-144
3.8.2 The sample size	144-148
3.8.3 A proportionate sample size	148-149
3.9 Permission	150
3.10 Ethical issues	151
3.10.1 Access and acceptance	151
3.10.2 Anonymity and confidentiality	151-152
3.11 Conclusion	152

CHAPTER 4

INTERPRETATION AND ANALYSIS OF DATA

4.1 Aim of the chapter	153
4.2 Obtaining of data through use of the postal questionnaire	153
4.2.1 A profile of the selected respondents	153
4.2.2 Questionnaires received	154
4.2.3 Format and sections of the questionnaire	155-157
4.2.4 The collation of the data	157-158
4.2.4.1 The summary sheet	158-160
4.3 An analysis and interpretation of data	160
4.3.1 Section A of APPENDIX M	160-161
4.3.2 Section B of APPENDIX M	161-164
4.3.2.1 An overview of Section B of APPENDIX M	164-174
4.3.2.1.1 Section B (1) of APPENDIX M	174-183
4.3.2.1.2 Section B (2) of APPENDIX M	183-192
4.3.2.1.3 Section B (3) of APPENDIX M	192-201
4.3.2.1.4 Section B (4) of APPENDIX M	201-211
4.3.2.1.5 Section B (5) of APPENDIX M	211-221

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

5.7 Conclusion

276-277

BIBLIOGRAPHY

278-284

APPENDICIES

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	293
APPENDIX J:	
MANAGEMENT PLAN FOR CIRCULAR 22/2002	294
APPENDIX K:	
GDE, DISTRICT D2 NUMERACY LEARNING PROGRAMME SUPPORT	295
APPENDIX L:	
GDE, DISTRICT D2 FOUNDATION PHASE RESOURCE GUIDELINES	296
APPENDIX M:	
THE QUESTIONNAIRE FOR THE STUDY	297
APPENDIX N:	
THE SUMMARY SHEET	298

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 6: AN EXTRACT FROM GDE, LPFD&S: PROVINCIAL FOUNDATION PHASE UNIT OPERATIONAL PLAN (2003-2004)	45-46
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: MCGREGOR'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