

ACKNOWLEDGEMENTS

I wish to thank the following without whose assistance I could not have completed this study:

my promoter, Dr SM Hoberg, for her valuable advice, continuous guidance and support for the duration of this study. Her enthusiasm for education management and how it can improve the quality of education offered to all learners, inspired me;

all the research respondents for their information-rich contributions made during the empirical investigation;

Mrs IM Cooper for critically reading and editing the manuscript;

my whole family and circle of friends, for their support; and

my Creator, without whose love and grace neither I, nor this thesis would have been conceived.

AFFIDAVIT

I declare that

***Addressing low matriculation pass rates in the Eastern Cape
Province: an education management perspective,***

is my own work and that all the sources I have used or quoted have been indicated and
acknowledged by means of complete references.

JACOBUS PETRUS COETZEE

24 November 2003

TO WHOM IT MAY CONCERN

This is to certify that I have edited this DEd thesis,

*Addressing the low matriculation pass rates in the Eastern Cape Province:
an education management perspective,*

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University of South Africa, Editorial Department (1978 to 1999)

November 2003

“BISHO: The standing committee on education found that some teachers and principals displayed weak leadership skills to administer their affairs which affected the whole school performance ... The principals must be held accountable for the poor performance of their schools as a result of weak management ...” (*Daily Dispatch* 6 March 2003:2).

SUMMARY

In South Africa, the Eastern Cape Province (ECP) has shown the lowest matriculation pass rates for most of 1994 to 2002. This has led to great academic and media focus on the managerial and leadership role of school principals, which became the inspiration for this education management study. The researcher investigated a school principal's efficiency and effectiveness in a school system, and the detrimental impact on learner academic achievement should these vital skills be lacking. Thus, the role of the school principals at schools with low matriculation pass rates was probed to reveal shortcomings in the level of their commitment, and how these could be rectified. The researcher completed a qualitative research study at four schools with low matriculation pass rates in the Eastern Cape Province. The empirical study confirmed that learners at many schools with low matriculation pass rates are subjected to poor infrastructure and overcrowding. Furthermore, the school principals did not create school atmospheres conducive to teaching and learning, and neglected to foster open communication between the school stakeholders. The study found that the school principals' management and leadership role was not based on the belief that all learners are worthy of being taught under the best possible educational conditions. The teachers are required to promote learner academic interests, made possible through efficient classroom management, to sustain teacher quality, and to ensure learner academic achievement, yet they are subjected to poor working environments and ill-disciplined learners. This study nevertheless emphasises that all school stakeholders are accountable for low matriculation pass rates, but that it is the responsibility of the school principals to institute corrective measures. It highlights that parents can enhance learner academic progress through their active involvement in their children's learning process and the provision of home environments conducive to learning.

There is a need to guide school principals and school stakeholders to make every educational effort to improve the current low matriculation pass rates in the ECP. Relevant recommendations and a suggested model to rectify the situation are proposed to ensure that all learners receive the quality of education they deserve.

OPSOMMING

In Suid-Afrika het die Oos-Kaapprovinsie die laagste matrikulasieslaagsyfers vir die

tydperk 1994 tot 2002 getoon. Dit het groot akademiese en mediafokus gelok en tot die huidige navorsing gelei. Die navorser het die skoolhoof se vaardigheid en doeltreffendheid in die skool en die onderwys asook die gebrek daaraan se nadelige inslag op leerderprestasie ondersoek. Die rol van die skoolhoofde by skole wat lae matrikulasieslaagsyfers behaal het, is dus ondersoek om tekortkominge in hulle verbondenheid vas te stel en hoe dit reggestel kon word. Die navorser het 'n kwalitatiewe navorsingsprojek by vier skole met lae matrikulasieslaagsyfers in die Oos-Kaapprovinsie uitgevoer. Die ondersoek het bevestig dat leerders in baie skole met lae matrikulasieslaagsyfers aan swak infrastruktuur en oorbesetting blootgestel is. Verder, het die skoolhoofde nie 'n stemming geskep wat bevorderlik is vir onderrig en leer nie, en versuim om ope mededeling tussen die skoolinsethouers aan te moedig. Die studie het bevind dat die skoolhoofde se bestuurs- en leierskapsrol nie van die mening dat alle leerders verdien om onder die bes moontlike opvoedingstoestande te leer, gegrond is nie. Daar word van die onderwysers verwag om die akademiese belange van die leerders deur doeltreffende klasbestuur te bevorder, leergehalte te handhaaf, en leerderprestasie te verseker terwyl hulle aan swak werksomstandighede en onbeleefde leerders blootgestel is. Die studie beklemtoon nogtans dat al die skoolinsethouers verantwoordelik is vir lae matrikulasieslaagsyfers maar dat dit die skoolhoof se plig is om korrektiewe maatreëls in te stel. Die studie wys verder daarop dat die ouers die akademiese vordering van die leerders kan verhoog deur hulle betrokkenheid en die voorsiening van huislike toestande wat leer bevorder. Daar bestaan 'n behoefte om die skoolhoofde en skoolinsethouers te lei om alle opvoedkundige pogings aan te wend om die huidige lae matrikulasieslaagsyfers in die Oos-Kaapprovinse te verbeter. Toepaslike aanbevelings vir verdere navorsing word gemaak en 'n model voorgestel om die toestand te verbeter om sodoende te verseker dat alle leerders die gehalte onderrig wat hulle verdien, sal ontvang.

Table of Contents

Page reference

Chapter 1

Background to the problem, formulation of the problem and aims

1.1	Introduction to the problem	1
1.2	The actuality and domain of the study	6
1.2.1	Background to the study	8
1.2.1.1	<i>The importance of the Senior Certificate Examination</i>	8
1.2.1.2	<i>Poor quality of school education</i>	10
1.2.1.3	<i>Features of school effectiveness</i>	12
1.2.1.4	<i>Poor Senior Certificate Examination results</i>	14
1.2.1.5	<i>The financial burden of a low matriculation pass rate</i>	17
1.2.1.6	<i>A prevalent school atmosphere of non teaching and a lack of learning</i>	19
1.2.1.7	<i>The school principal's pivotal role</i>	21
1.3	Formulation of the problem statement	22
1.4	Aims of the study	23
1.4.1	General aims	23
1.4.2	Specific aims	24
1.5	Research methodology	25
1.5.1	Literature study	25
1.5.2	Qualitative research methodology	25
1.5.3	Data-collection strategies	26

1.5.4	Research participants	27
1.6	Chapter division	28
1.7	Possible shortcomings of this study	28
1.8	Conclusion	29

—
Chapter 2

School principals and management

2.1	Introduction	30
2.2	Definitions of terms	33
2.3	The role of the school principal	34
2.3.1	Management	41
2.3.1.1	<i>Management styles</i>	42
2.3.1.2	<i>Financial management</i>	43
2.3.1.3	<i>Delegation</i>	43
2.3.2	Leadership	46
2.3.2.1	<i>Distinction between leadership and management</i>	47
2.3.2.2	<i>Approaches to effective, educational leadership</i>	49
2.3.2.3	<i>Traits of effective leaders</i>	51
(a)	<i>Effective communication</i>	52

<i>(b) Empowerment</i>	55
<i>(c) Accountability</i>	56
2.4 The school atmosphere	58
2.5 School goals	59
2.6 The school infrastructure	60
2.6.1 Physical condition of schools	61
2.6.1.1 Water, electricity and sanitation facilities	64
2.6.1.2 School vandalism	67
2.7 School overcrowding	68
2.7.1 High learner:teacher ratios	71
2.7.2 Teacher shortages	72
2.7.3 Shortages of classrooms, school furniture and learner support material	73
2.7.4 Textbook and stationery shortages	74
2.8 School governing bodies	76
2.8.1 Composition	77
2.8.2 Role and responsibilities	77
2.9 Conclusion	81

—

Chapter 3

**The influence of teachers, learners, parents, and the parent body on
the matriculation pass rate**

3.1	Introduction	83
3.2	The teacher	86
3.2.1	Definitions of school based teachers	90
3.2.2	The role of the teacher	90
3.2.2.1	<i>In loco parentis</i>	94
3.2.2.2	<i>Core duties of school-based teachers</i>	94
3.2.2.3	<i>Promoter of learner academic interest and involvement</i>	97
3.2.3	Effective teachers and teacher quality	99
3.2.3.1	<i>Teacher effectiveness</i>	100
3.2.3.2	<i>Teacher quality</i>	101
3.2.4	Teacher qualifications	104
3.2.5	The teacher redeployment process	105
3.2.6	Classroom management	107
3.2.6.1	<i>Classroom routines</i>	108
3.2.6.2	<i>Learner responsibility</i>	109
3.2.7	Teacher morale	111
3.2.7.1	<i>Teacher working environment</i>	113
3.3	The lack of learner discipline in the classroom	116
3.3.1	Learner disciplinary problems	118
3.3.1.1	<i>Definitions of learner disciplinary problems</i>	118
3.3.1.2	<i>Examples of learner disciplinary problems</i>	119
3.3.1.3	<i>Causes of learner disciplinary problems</i>	120
3.3.1.4	<i>Consequences of poor learner discipline</i>	121

3.4 The parent body

123

3.4.1 The crucial role of the parent in learner academic achievement 125

3.5 Conclusion

128

Chapter 4

The empirical research design and methodology

4.1 Introduction

130

4.2 Qualitative research methodology

131

4.2.1 Some differences between qualitative and quantitative research methodologies

133

4.2.2 Choice of approach

134

4.2.3 The researcher's role

135

4.3 Ethnography

136

4.4 Phases of data collection

137

4.5 Selection of participants

138

4.5.1 Random sampling

139

4.6 Data-gathering techniques

140

4.6.1	Ethnographic interviews	141
4.6.1.1	<i>Purposes of the ethnographic interview</i>	142
4.6.1.2	<i>Advantages of open-ended questions</i>	142
4.6.1.3	<i>Interview format</i>	143
4.6.1.4	<i>Shortcomings of interviewing</i>	143
4.6.2	Participant observation	144
4.6.2.1	<i>Shortcomings of participant observation</i>	146
4.6.3	Artefact collection	146
4.7	Research ethics	147
4.7.1	Right to non-participation and privacy	147
4.7.2	Right to confidentiality and anonymity	148
4.7.3	Right to expect experimenter responsibility	148
4.8	Data-gathering method	149
4.9	Data analysis	149
4.10	Reliability and validity	151
4.10.1	Reliability	151
4.10.2	Validity	152
4.10.2.1	<i>Internal and external validity</i>	153
4.10.3	Triangulation	153
4.11	Possible shortcomings of this study	154
4.12	Conclusion	155

—
Chapter 5

Analysis and interpretation of the qualitative research

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5.1	Introduction	156
5.1.1	The research procedure: a brief reference	156
5.2	Data analysis and interpretation	157
5.2.1	Results regarding the school principals	157
5.2.1.1	<i>Staff meetings</i>	158
5.2.1.2	<i>Unresolved learner disciplinary disputes</i>	159
5.2.1.3	<i>Few, brief parent visits</i>	160
5.2.1.4	<i>School principals' absence</i>	161
5.3	Ethnographic interview analysis and interpretation	162
5.3.1	Observations and artefacts	163
5.3.2	Group 1: School principals	165
5.3.2.1	<i>Poor physical condition of schools</i>	166
5.3.2.2	<i>Absence of learner rules and regulations</i>	168
5.3.2.3	<i>School vandalism rife</i>	169
5.3.2.4	<i>Overcrowded schools</i>	170
5.3.2.5	<i>Teacher inefficiency</i>	171
5.3.2.6	<i>Lack of teacher classroom management skills</i>	173
5.3.2.7	<i>Learner disciplinary problems</i>	175
5.3.2.8	<i>School atmospheres not conducive to teaching and learning</i>	177
5.3.2.9	<i>Parents not actively involved in learner academic progress</i>	178

5.3.3 Group 2: Grade 12 teachers	180
5.3.3.1 <i>Poor teacher role</i>	180
5.3.3.2 <i>Classrooms overcrowded</i>	184
5.3.3.3 <i>Ill-disciplined learners</i>	189
5.3.3.4 <i>Low staff morale</i>	190
5.3.4 Group 3: Learners	191
5.3.4.1 <i>Poor physical school conditions</i>	192
5.3.4.2 <i>Overcrowded schools</i>	192
5.3.4.3 <i>Uninformed about school rules and regulations</i>	193
5.3.4.4 <i>Low learner academic motivation and academic involvement</i>	194
5.3.4.5 <i>Low level of learner discipline</i>	195
5.3.4.6 <i>Low parent involvement</i>	196
5.3.4.7 <i>Poor home environment</i>	197
5.3.5 Group 4: Parents	197
5.3.5.1 <i>Ignorance of school rules and regulations</i>	198
5.3.5.2 <i>Poor physical condition of schools</i>	198
5.3.5.3 <i>Low parent involvement</i>	199
5.3.5.4 <i>Poor communication channels</i>	200
5.3.5.5 <i>Inadequate academic home environments</i>	201
5.4 Conclusion	201

Chapter 6

Results of the research, recommendations, and guidelines for further research

6.1	Introduction	204
6.2	The research findings	205
6.2.1	Emergent patterns pertaining to school principals	206
6.2.1.1	<i>School principals did not address the poor physical condition of classes.</i>	206
6.2.1.2	<i>School principals allowed Grade 12 classes to be overcrowded.</i>	207
6.2.1.3	<i>School principals showed poor managerial and leadership skills.</i>	209
6.2.2	Emergent patterns pertaining to teachers	210
6.2.2.1	<i>Teachers did not emphasise learner academic goals in their classrooms.</i>	210
6.2.2.2	<i>Teachers taught in classroom atmospheres that were not conducive to teaching and learning.</i>	211
6.2.2.3	<i>Teachers had low expectations for learner academic achievement.</i>	212
6.2.2.4	<i>Teachers were under-qualified to teach Grade 12 classes.</i>	212
6.2.2.5	<i>Teachers expressed low teacher morale towards their profession.</i>	213
6.2.2.6	<i>Teachers lacked classroom management skills.</i>	214
6.2.2.7	<i>Teachers did not monitor learner academic progress regularly.</i>	215
6.2.3	Emergent patterns pertaining to Grade 12 learner.	216
6.2.3.1	<i>Grade 12 learners were ill-disciplined</i>	216
6.2.3.2	<i>Grade 12 learners showed low levels of academic motivation</i>	217

6.2.3.3 Grade 12 learners were not adequately prepared for the Grade 12 examinations	218
6.2.4 Emergent patterns pertaining to parents of Grade 12 learners.	218
6.2.4.1 Parents did not provide home environments conducive to learning.	218
6.2.4.2 Parents were not actively involved in learner academic progress.	219
6.3 Low matriculation pass rates: issues and observations	220
6.4 Recommendations	223

It is recommended that

- the Department of Education alleviate classroom overcrowding and all the adverse issues related to it.
- the Department of Education improve the existing poor school infrastructure.
- the Department of Education provide adequate school security to prevent further vandalism of school property.
- effective communication channels be put in place between all the school stakeholders.
- the learners' academic achievement be emphasised by all the education stakeholders.
- the school principals' managerial skills be improved.
- the school principals' leadership skills be improved.
- learner codes of conduct be put in place by the school principals to remedy learner disciplinary problems.

- the school principals' direct immediate attention to upgrading the lack in the Grade 12 teachers' academic qualifications through in-service training.
- the overall classroom atmospheres conducive to teaching and learning be initiated by the school principals and maintained by the teachers and learners.
- the learners' academic progress be monitored by the school principals, teachers and parents.
- the parents be advised by the school principals to provide home environments supportive of learning.

6.5	A proposed flow model to address the low matriculation pass rates in the Eastern Cape Province	232
6.5.1	A brief overview of the model	235
6.6	Recommendations for further research	239
6.7	Limitations of this study	239
6.8	Conclusion	240

Bibliography	242
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Addenda	
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Addendum A 265

A list of questions asked to four school principal respondents (Group 1) during ethnographic interviews

Addendum B 267

A list of questions asked to four teacher respondents (Group 2) during ethnographic interviews

Addendum C 269

A list of questions asked to four learner respondents (Group 3) during ethnographic interviews

Addendum D 270

A list of questions asked to four parent respondents (Group 4) during ethnographic interviews

*Addressing low matriculation pass rates in the Eastern Cape Province:
an education management perspective*

Table of Contents