

Maximization of learning outcomes through
improved Human Resources Management In schools

BY

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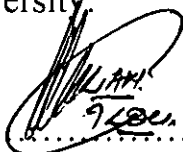
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DECLARATION

"I declare that:

MAXIMIZATION OF LEARNING OUTCOMES
THROUGH IMPROVED HUMAN RESOURCES
MANAGEMENT IN SCHOOLS

is my work, that all the sources used or quoted have been indicated and acknowledged by means of complete references and that this work was not previously submitted by me for a degree at another University.

A handwritten signature in black ink, appearing to read 'L. Tlou', is written over a horizontal dotted line.

L. Tlou (Mr.)

DEDICATION

This dissertation is dedicated to my father J.S. Tlou and my sons Kagiso, Tshepang, Tshepiso and Toi.

ACKNOWLEDGEMENT

My sincere gratitude is hereby expressed to all the people who have contributed in one way or another, to the successful completion of this project.

My special and most heartfelt thanks go to Prof. J.R. Debeila who, more than anybody else, piloted this research to its fruitful completion in a most wonderful way, for his guidance, advise and patience. Words fail to thank him adequately.

I also thank my wife Mmathoto Vee, for her moral support and absolute patience during the days I spent working on the project and the write-up.

Finally, my sincere gratitude goes to my sons go undrestanding. My gratitude also goes to the typist for agreeing to type this work at such short notice. MAY GOD BLESS ALL OF US!

(iv)

MAXIMIZATION OF LEARNING OUTCOMES THROUGH
IMPROVED HUMAN RESOURCES
MANAGEMENT IN SCHOOLS

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ABSTRACT

While there is a new vision and direction as set out in the new education policy frameworks, human resources management in schools is still shaped by disempowering autocratic ethos, systems and procedures inherited from the apartheid era. Consequently, the management styles required to rehumanize the staff in schools, especially black township schools, is absent. Capacity building for service delivery is lacking.

In this study, the researcher uses a qualitative research based on multiple selected sites to explore what barriers stand in the path of employees at school level with regard to the delivery of the expected learning outcomes and also to suggest ways and means to remove or limit these barriers.

Research findings from this study suggest that managers in schools should not limit employees through their managerial actions, but rather empower their school staff by means of anchored freedom and enhance their performance through managing the environment surrounding them.

LIST OF TABLES

(1)	Table 1.1	Comparative Method of Data Analysis	Chapter 1	Pg.9
(2)	Table 3.1	Constant Comparative Method	Chapter 3	Pg.28
(3)	Table 4.1	Structure Change:A flow chart of HRM strategy	Chapter 4	Pg.37
(4)	Table 5.1	Paradigms	Chapter 5	Pg 47

TABLE OF CONTENTS

<u>ITEM</u>	<u>PAGE</u>
TITLE PAGE	
DECLARATION FORM	(I)
DEDICATION	(II)
ACKNOWLEDGEMENTS	(III)
ABSTRACT	(IV)
LIST OF TABLES	(V)
TABLE OF CONTENTS	(VI)

CHAPTER 1

INTRODUCTORY ORIENTATION

1.1	BACKGROUND.....	1
1.2	STATEMENT OF THE PROBLEM.....	1
1.3	STATEMENT OF PURPOSE.....	3
1.4	RESEARCH HYPOTHESIS.....	3
1.5	THE SIGNIFICANCE OF THE STUDY.....	3
1.6	RESEARCH METHODOLOGY.....	3
1.6.1	THE RESEARCH DESIGN.....	3
1.6.2	PARADIGM.....	4
1.6.3	PRE-INTERVIEW AND SUBJECTS.....	4
1.6.4	SAMPLING PROCEDURES.....	4
1.6.5	INSTRUMENTATION.....	5
1.6.6	DATA COLLECTION.....	6
1.6.6.1	DATA COLLECTION PLAN.....	6
1.6.7	DATA ANALYSIS.....	7
1.7	LOCATING A THEORETICAL FRAMEWORK.....	11
1.8	DELIMITATION OF STUDY.....	13
1.9	LIMITATION OF STUDY.....	14
1.10	STUDY PROGRAMME.....	14
1.11	SUMMARY AND INTRODUCTION TO THE SECOND CHAPTER.....	14

CHAPTER 2

REVIEW OF LITERATURE

2.1	INTRODUCTION.....	14
2.2	A REVIEW OF PAST AND RELATED LITERATURE (IF ANY) ON THE TOPIC.....	14
2.3	SUMMARY AND INTRODUCTION TO THE THIRD CHAPTER.....	19

CHAPTER 3

RESEARCH METHODOLOGY AND IMPLEMENTATION OF THE RESEARCH DESIGN

3.1	OVERVIEW.....	20
3.2	THE RESEARCH DESIGN.....	20
3.3	PARADIGM.....	20
3.4	PRE-INTERVIEW AND SUBJECTS.....	21
3.5	SAMPLING PROCEDURE.....	21
3.6	DATA COLLECTION.....	22
3.6.1	DATA COLLECTION PLAN.....	23
3.7	INSTRUMENTATION.....	24
3.7.1	IMPLEMENTATION OF THE RESEARCH INSTRUMENTS.....	24
3.7.2	ADMINISTRATION OF INTERVIEW SCHEDULE.....	24
3.7.3	ADMINISTRATION OF QUESTIONNAIRES.....	26
3.8	DATA ANALYSIS STRATEGY.....	28
3.9	SUMMARY AND INTRODUCTION TO THE FOURTH CHAPTER.....	30

CHAPTER 4

RESULTS AND DISCUSSION

4.1	INTRODUCTION.....	31
4.2	RESEARCH RESULTS.....	31
4.2.1	HOW STRATEGIC HUMAN RESOURCES MANAGEMENT WILL IMPACT ON THE SCHOOLS' OUTCOMES.....	33
4.2.2	PRACTICAL HUMAN RESOURCES STRATEGIES THAT CAN BE APPLIED TO IMPROVE THE SCHOOLS' OUTCOMES.....	39
4.2.3	BENCHMARKING.....	40
4.2.4	KAIZEN.....	41
4.3	DISCUSSION OF DATA.....	42
4.3.1	THE STRENGTHS REVOLUTION.....	45
4.4	SUMMARY AND INTRODUCTION TO THE LAST CHAPTER.....	48

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	SUMMARY OF FINDINGS.....	49
5.1.2	FINDINGS FROM LITERATURE.....	50
5.1.3	FINDINGS FROM THIS STUDY.....	53
5.2	RECOMMENDATIONS.....	54
5.3	CONCLUDING REMARKS.....	56
BIBLIOGRAPHY AND REFERENCES.....		58-62
APPENDIX A.....		63
APPENDIX B.....		64
APPENDIX C.....		65
APPENDIX D.....		66-75

CHAPTER 1:

INTRODUCTORY ORIENTATION

1.1 BACKGROUND

People are the most important resource in any organization. Managed effectively, they provide the knowledge, skills and energy, which are essential ingredients of success. Even in an era increasingly dominated by technology, what differentiates effective organizations are the quality and commitment of the people who work there (Bush and Middlewood, 1988:1).

Educational organizations depend for their success on the quality, commitment and performance of the people who work there (O'Neil et al. 1994:4). Improved schools' outcomes and the process of change and redress therefore depend on the competencies of everyone in the institution.

However, the situation at present is that while there is a new education vision and direction as set out in the new education policy frameworks, the system is itself still shaped by ethos, systems and procedures inherited from the previous era. Consequently, the management required to rehumanize the staff in institutions is absent. Autocratic management styles are still hampering the achievement of maximized learning outcomes in schools. The Audit indicates that although pockets of a more open style of management do exist, management in government departments still tends to be caught in old ways of operating (Task Team on EMD, 1996:21).

Therefore, a clear message is articulated in this study, namely that key to maximizing the outcomes of schools, there should exist a propensity from management to build a covenant of shared values that will subsequently be in a strategic position to rehumanize the work force. Educational organizations need to recognize that 'strategic management is a key leadership task because one of its primary aims is change and improvement' (Middlewood and Lumby, 1988:11).

What this study seeks to do (further) is to stimulate thought, and concentrate the thinking of human resources management on the future.

1.2 STATEMENT OF THE PROBLEM

Teacher empowerment is no longer a buzzword. While the concept of teacher empowerment has become fashionable, it has also become a central factor in educational discourse. Drucker (1988:91) argues that people as a basic resource are unique in the sense that the quality of their performance is dependant on a host of organizational variables.

Change in our democratic society necessitates strategic human resources management (HRM) that encourages schools' to engage in a paradigm shift that will ultimately contribute towards improved schools outcomes. There are many institutions of learning that claim to apply the principles of shared leadership and collegiality but in reality there are very few of these institutions that completely succeed in attaining this desirable goal of rehumanizing the work force.

“We need a skills revolution in our country and nothing less than a revolution will suffice when one considers the urgent need for employment and productivity growth in our country”(Minister Mboweni, 1977 in the foreword to the Green Paper on the South African Skills Development Strategy).

In view of this statement, conditions in schools are compounded in that principals and members of the school management teams (SMT) are still selected on the basis of their performance as teachers. Some of these educators get these positions because of being in the right place at the right time. Some of the teachers become managers because they happen to be the best out of the worst. These state of affairs pose as a performance barrier or demotivator for employees to be in a strategic position to improve the schools' outcomes.

It should be noted that teachers are subject specialist and not generally prepared for their tasks as managers of resources, especially the human resources. In this rapidly transforming South Africa, managers may not have adequate basic qualifications for the job, not well skilled or they may not be professionally competent.

Cases have been cited where potentially unqualified candidates have been appointed, because no minimum for appointment criteria have been defined or because there is no rational scheme of service or because selection policies are not rigorously applied or because there are few articulated career development policies or because of political intervention. Head teacher management, selection and appointment procedures in particular require review (Task Team on Education Management Development; EMD, 1996:6).

The extent and seriousness of the problem is epitomized by the vicious cycle of the historical past that brought negative experiences made worse by racial, regional and gender inequality, ideological distortions in teaching and learning, unfair treatment and appointments, not excluding top-down instructions protecting the interests of those in power. The change in the education system to learner-centred, outcomes driven approach bring with it stress and enormous challenge. In this situation the concept of change in the management of human resources can be overwhelming.

1.3 STATEMENT OF PURPOSE

The purpose of this study is to explore what barriers stand in the path of educators at school level with regard to the delivery of the expected performance. This study further seeks to suggest ways and means to remove or limit these barriers with the aim at improving the schools' outcomes.

The study finally endeavours to suggest ways and means pertaining to what needs to be changed and how this should be done in order to empower school management teams (SMT) with innovative and strategic human resources development and action planning to maximize the learning outcomes in schools.

1.4 RESEARCH HYPOTHESIS

The organizational train (the school) must first be placed on track before it is modified and tuned to move more efficiently in the correct direction.

1.5 THE SIGNIFICANCE OF THE STUDY

The significance of this study is articulated in terms of what prevails in the institutions of learning in terms of its contribution to improving practice as epitomized by the principle of shared vision. Strategic human resources management, with special emphasis on strategies that are being evolved to espouse the principles of liberative pedagogy and the effective management of people, is never practiced in schools.

1.6 RESEARCH METHODOLOGY

Research methods employed in this study are discussed below.

1.6.1. THE RESEARCH DESIGN

The plan is an emergent design, in which each incremental research decision depends on prior information (McMillan & Schumacher 1993:374). This is a qualitative research based on multiple selected sites. This research uses a case study design meaning that the data analysis focuses on the one phenomenon, which the researcher selects to understand in depths regardless of the number of sites, participants, or documents for a study (McMillan & Schumacher, 1993:375). This is further supported by Schumacher and McMillan (1993:37) who argue that a selection of a site and a long period of time on a selected site give a clear pictures and understanding of the topic under inquiry.

The idea behind the case study design is to find out as much information as possible about the situation in schools and some aspect of the behavior of the individual teacher. Hence the case study renders itself suitable for investigation of this nature. The intensive probing that characterizes case studies often leads to insights concerning previously unsuspected relationships (Imenda & Muyangwa, 2000:122). The information thus obtained is extremely useful in the production of hypotheses to be tested in subsequent research.

Accordingly, prospective outcomes of case studies would be assembling of data to throw some light on conditions; relationships; associations between variables of interest and causative factors (where possible); identification of personality and socialization processes; testing or discovery of new concepts and procedures (Miller, 1992:62).

1.6.2 PARADIGM

Academic journals are popular and academic process have acknowledged the value of the alternate paradigm and qualitative research by publishing considerably more qualitative research over the past two decades (Maykut & Morehouse, 1994; 150). This study supports the above notion.

Many scholars have called for the use of qualitative research to help us increase our understanding of human experience that heretofore has been limited by an adherence to the dominant paradigm and traditional methods of inquiry (Bliezner and Adams 1992:48). Increasingly, intellectual space in this study is being made available for communicating the outcomes of qualitative inquiry.

1.6.3 PRE – INTERVIEW AND SUBJECTS

The target population is the (D6) district in Alberton where respondents from six schools are involved. The participants are initially informed about the nature of the research and what would be required of them

1.6.4 SAMPLING PROCEDURES

The method of random selection is used. The participants are chosen from a list in order to eliminate the researcher's preferences (McMillan and Schumacher, 1993:79). Different backgrounds and gender equality were considered in order to obtain different views and perceptions on the topic. The intention is to build a purposive sample using a strategy known as maximum variation sampling, or quota selection, which is a strategy to "represent" subunits of the major unit of analysis, the research problem (McMillan and Schumacher, 1993:378).

The criteria for site selection are based on the likelihood of outcomes being improved at a particular institution with the aim of responding to the research problem and purpose. In this instance, teachers involved are from both primary and secondary schools in the Alberton district.

Schumacher and McMillan (1993:413) are of the opinion that in order to have authentic research report one has to use this kind of purposeful sampling as it reduces chances of threats to the internal validity of the design.

1.6.5. INSTRUMENTATION

Questionnaires were found suitable to this study because according to Imenda and Muyangwa (2000: 154), the main strengths of using questionnaires in research is that respondent can provide frank responses especially if confidentiality and anonymity are guaranteed. There are also economies of scale in devising and analyzing questionnaires. Items in the questionnaires engage both open and closed formats.

These questions are designed to be clear, unambiguous and uniformly workable so as to minimize potential errors from respondents. Furthermore, since teachers' participation is voluntary, the questionnaire help in engaging their interest, encouraging their cooperation and eliciting answers as close as possible to their feeling, opinions and/or ideas in relation to the issues of interest (Imenda and Muyangwa, 2000:152).

Interview schedules are also used as they provide flexibility and the ability to probe and clarify responses. They note non-verbal as well as verbal behavior (McMillan and Schumacher 1993:261). This may add flavor, and even unspoken content, to the research process. This move was guided by Withal and Jansen (1997:26) who argued that interviews and observations help to provide a view with regard to research findings.

Appendix A (Page 63) and Appendix B (Page 64) of this study give a view of the questionnaire and the interview schedule used to gather information.

The study universe is composed of township school principals, heads of departments (HOD'S), deputy principals, school governing body (SGB) members and educators. Significant diversity in terms of gender and ethnic group identification is evident in this study.

Observations and interviews were conducted in schools over a period of just over four months in three primary and two secondary schools. Both schools were township-based in the Alberton district. This area is a poor neighbourhood and shacks that are mushrooming increasingly dominate the area.

Participants were observed in various aspects of their everyday lives, including observation of their management styles with respect to strategic human resources management (SHRM), relationships, recreational life, community

outings, and any other appropriate times or places where the participants may engage in human relations. Field notes were taken during or after the observation, whichever is most appropriate.

An interview with participants was done at their convenience. The interview schedule developed for this study allowed the researcher to probe further so as to go deeper into the interview responses without losing track of the focus of enquiry.

Due to time constraints, group interviews were deemed appropriate for this study. This was helpful in that the researcher's role in this open conversation will have a less prominent role than in the one-to-one individual interviewing situation. Very early in each group interview, the researcher asked a question to which everyone can easily respond, and which provides some useful information to the others about each participant.

The responses from participants were open and emergent. The information obtained in the interviews was also more accurate because the purpose of the research and specific questions could be explained easily. In addition to the interviews, the researcher participated further by also making ad hoc and planned observations, and making written submissions.

1.6.6. DATA COLLECTION

Data collection and analysis are interactive and occur in overlapping cycles. According to McMillan and Schumacher (1983:383), these are not called procedures, but data collection and analysis strategies techniques, which are flexible and dependent on each prior strategy and the data obtained from that strategy.

Phases used to collect data are: planning, beginning data collection, basic data collection closing data collection and completion. Finally the researcher asks a range of questions of the recorded data as he or she slowly induces conceptual themes and possible interpretations (McMillan and Schumacher 1983:383).

1.6.6.1 DATA COLLECTION PLAN

In this study, a variety of methods of data collection to achieve a better understanding of the participants are used. This is also to increase the credibility of the findings. The researcher will employ an emergent research design.

The topic explored is best suited to a qualitative research approach. According to Lincoln and Guba the purpose of a qualitative study is to 'accumulate sufficient knowledge to lead to understanding' (1985:227). They recommend the use of an emergent research design, which means that data collection and

data analysis are simultaneous and ongoing activities that allow for important understandings to be discovered along the way and then pursued in additional data collection effort.

This qualitative approach to inquiry also involves a case-study approach where, educators and settings are explored in depth and described in detail in the final report.

Throughout this study, the researcher is guided by Withal and Jansen (1927:26) who wrote that more than one strategy in data collection is very important and that it is the combination of semi-structured interviews and observations which provides the necessary checks and balances in research. Semi-structured interviews are a type of interview question that allow individual, open-ended responses to questions that are fairly specific (McMillan & Schumacher 1993:598).

An important skill for qualitative researchers is the use of probes or follows up questions in a research interview. Patton (1990:238) defines a probe as 'an interview tool' used to go deeper into the interview responses by probing teachers' responses. In this way, the researcher is likely to add to the richness of the data and end up with a better understanding of the phenomenon studied.

Qualitative research is cognate to this study because it tends to be field focused. Thus in this study the selected samples will be observed in action on a typical work place where they felt comfortable.

These views are further exposed in Strauss and Corbin (1996:11) who assert that qualitative research includes understanding the social phenomenon of participants' perspective. Qualitative research is further more characterized as a suitable method because it is flexible in methods, which means that a variety of methods can be utilized to give respondents the opportunity to express their feeling and impressions (Bogdan and Biklen, 1992:90).

In order to establish the validity and trustworthiness of this study, quantitative research will be used as well. This will be achieved by using several techniques to reduce error in quantitative research, including randomization of subjects, holding conditions or factors constant, building conditions or factors into the design as independent variables and making statistical adjustment (McMillan & Schumacher, 1993:223).

1.6.7. DATA ANALYSIS

The nub issue here is for the researcher to see whether or not the data collected supports or contradicts the hypotheses being tested, or research questions being asked. This chapter deals with ways of representing, describing and interpreting data collected from investigations as well as relating such data to the hypotheses or research questions which were initially posed by the researcher (Imenda and Muyangwa, 2000:166).

The researcher's approach to data analysis is to understand more about the phenomenon investigated and to describe what is learned with minimum interpretation. Maykut and Morehouse (1994:126) espouse this approach when they state that 'they are interested in developing proposition statements of fact inductively derived from rigorous and systematic analysis of data. In arriving at these propositions we went to stay close to the research participants' feelings, though and actions as they broadly relate to our focus of inquiry' (Maykut and Morehouse, 1994:126).

There exist however several other important ways to approach the analysis of qualitative data that vary in the level of interpretation engaged in by the researcher. To accurately describe what has been studied in this research, the constant comparative method of analysis of qualitative data that combines category coding with simultaneous comparison of all units of meaning obtained as suggested by Maykut and Morehouse (1994:134) is used. For this purpose preference is given to the use of cut and paste method of preparing data for analysis, which results in data cards that are easy to manipulate. A technique for pattern seeking employed is logical cross analysis.

The focus is on the meaning of the concept, not on the researcher's personal values or on factual information. The analysis assumes a neutral position while analyzing a concept before taking a value position or collecting factual information (McMillan and Shumacher 1983:430).

One of the defining characteristics of this data analysis in this study is an inductive approach to data analysis. Data are collected that relate to a focus of inquiry of this study. Hypothesis in this study are not generated a priori and thus the relevant variables for data collections are not predetermined. The data are not grouped according to predetermined categories. Rather, what becomes important to analyze emerges from the data itself, out of a process of inductive reasoning (Maykut and Morehouse, 1994:127).

The constant comparative method is one way to conduct inductive analysis of qualitative data (Lincoln and Guba, 1985:220). The researcher has found that this method provides a clear path for engaging in analysis in a way that is both challenging and illuminating.

Since data pages, come from more than one source that is interviews, questionnaires and observations, coding of data becomes essential. Coding data pages to their respective sources include a code for the type of data, the source of data and the page number of the particular data set: These are indicated in the upper right-hand corner of each page of data. Photocopying of all data then proceeds.

Once all data have been photocopied, the next step is to identify the chunk or units of meaning in the data process referred to by Lincoln and Guba (1985:342) 'as unitizing the data'. The search for meaning is accomplished by first identifying the smaller units of meaning in the data, which will later serve as the basis for defining larger categories of meaning. In order to carry out the unitizing process, the researcher uses the photocopies of the data, several packages of blank index cards, scissors, tape and a pen. In the procedure used

for data analysis, these units will eventually be cut from the photocopies of data for easy manipulation. But prior to cutting, the researcher does the necessary unitizing of data.

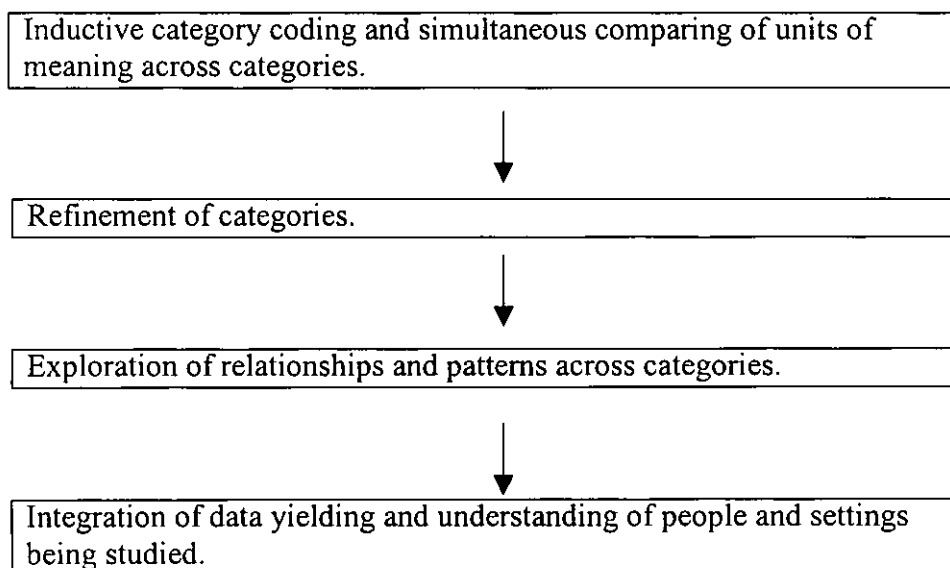
Lincoln and Guba (1985:346) recommend that researchers label each data card on the blank side with additional information that may prove important as the analysis proceed, such as the occupation on gender or age of interviewees, or the site of a particular observation or interaction, such as, in the hallway outside the classroom. The researcher prefers to use the cut-and-paste method of preparing data for analysis that results in data cards that are easy to manipulate.

The constant comparative method of analyzing qualitative data combined inductive category coding with a simultaneous comparison of all units off meaning obtained. Lincoln and Guba (1985:347) provide us with a useful description of the categorizing and coding process.

The essential tasks of categorizing are to bring together into provincial categories these cards (data cards) that apparently relate to the same content to devise rules that describe category properties that can, ultimately be used to justify the inclusion of each card that remains to be assigned to the category as well as to provide a basis for later tests of explicability; and to render the category internally consistent (Lincoln and Guba, 1985; 347).

The constant comparative method of data analysis can be illustrated as shown in figure 1.1

Figure 1.1 The constant comparative method of data analysis



(Maykut and Morehouse 1994; 135)

In the categorizing and coding process the researcher seeks to develop a set of categories that provide a “reasonable” reconstruction of the data she or he has collected (Lincoln and Guba, 1985; 347). The procedure for categorizing data presented in this study, is based primarily on the description of the constant comparative method by Lincoln and Guba (1985), with some adaptations to suit the specifics of this study. This involves compartmentalizing similar topics using a strategy called mental comparison of similar and far out situations.

When all data cards have been categorized, the categories are reviewed for any overlap and ambiguity. They are adjusted and redefined in the miscellaneous pile to see if they can be meaningfully added to the categorized data.

The focus of the next step in analysis is to closely examine the many propositional statements that have emerged from the analysis. The goal here is to study the propositions for those that stand-alone and for those that form salient relationships and patterns.

The last step in data analysis is to write about what you have heard, seen and now understand to create the harmonic sound of data coming together in narrative form to make sense of the phenomenon you have studied (Maykut & Morehouse 1994; 145). The procedures for data collection and data analysis presented in this study include several elements that increase the trustworthiness of the research findings. Lincoln and Guba (1985:81) describe several aspects of the research processes that contribute to trustworthiness, four of which are the following:

- Multiple methods of data collection

Convergence of major themes or patterns. This is epitomized by this study, in the data, from interviews, observations and questionnaires.

- Building an Audit trail

By employing the methods for data collection and analysis described for instance in this study, there will exist a permanent audit trail of the research effort.

- Working with a research team

The researcher in this study is working alone but uses multiple methods and maintains an audit trail, which the researcher believes, will lay foundation for a credible study.

- Member Check

Lincoln and Guba (1985) use this term to refer to the process of asking research participants to tell you whether you have accurately described their experience. The researcher has found that member’s feedback is very valuable. In any case, all research participants appreciate and

deserve to learn of the outcomes of a study they have helped make happen to enhance the trustworthiness of this study; the researcher invited the teachers who were part in the study to review and critique the research and how their experiences have been described.

Analyzing, qualitative data is a selected activity; there is no one right way (McMillian & Schumacher 1993; 484).

Teachers are the ones who rock the boat. Not unreasonably, they expect HRM practices be embedded in daily realities. Unfortunately, such is the business for all concerned. One person's view of reality is another person's vision of fantasy. That is why research sampling involved educators, HOD'S, principals, deputies and school governing bodies (SGB) members so as to have a dearth of opinions regarding the topic. In short this served the purpose that the view from the bridge is different from that in the engine room.

Although this may appear a commonsense homily, it is nevertheless critically important for managers to be aware of the perils of theory/ practice divide in human resources practices so as to be on the competitive edge of bridging it. Theory without practice is sterile, practice without theory is blind (Bush and West-Burnham, 1994; 143). Theory and practice should inform each other. However, if theory is to sustain its place in the partnership, a practitioner needs to be assured of its relevance (Bush and West-Burnham, 1994).

The nub issue is to sure case the development or nurturing of an empire of family hood in schools. The outcome of this study is not the generalization of results, but a deeper understanding of experience from the experience of the participants selected for the study.

1.7 LOCATING A THEORETICAL FRAMEWORK

The research is informed by Huysamen (1999:133), who asserts that, introducing better practices to a rehumanized organisation is an investment; introducing better practices to a dehumanised organization, is an expense. Within the framework of this study, the following concepts are defined and elucidated:

STRATEGY

- Middlewood and Lumby, (1988:192) suggest that planned strategy is concerned with changes that are long term and affect the whole organization. Bush (1994:33) links strategy to the evolution of the culture of an organization. Strategy therefore can be understood to describe the overall, or synoptic, management of organizations.

SCHOOLS' OUTCOMES AND IMPROVEMENT

- In the booklet *Improving schools* (OFSTED 1994:6), improving schools' outcomes is defined as the ways in which schools
 1. Raise standards
 2. Enhance quality and
 3. Increase efficiency.
- Hopkins et al. (1996:1) take a slightly wider view, regarding school improvement as 'enhancing student outcomes as well as strengthening the school's capacity for managing improving initiatives'. School improvement is about raising student achievement through enhancing the teaching-learning process and the conditions, which support it. It is about strategies for improving the schools' capacity for providing quality education (Hopkins et al. 1994:75).

MAXIMIZATION OF OUTCOMES

- According to the Oxford dictionary (1998), to maximize implies to increase or enhance to the utmost. Maximizing schools' outcomes in this study therefore means an endeavour to seek the highest amount possible of the intended outcomes as espoused by the vision of the school.

HUMAN RESOURCES MANAGEMENT

- According to O'Neil et al. (1994:14) human resources management (HRM) approaches contain the following features, among others:
 1. Measures actions against the strategic objectives of the organisations as a whole,
 2. Focus on positive motivation rather than negative control and
 3. Are fully integrated into the day-to-day management of the organisation.
- HRM approaches in this research provide a background against which the rapid and complex changes within education can be managed.

DEHUMANIZED ORGANIZATIONS

- Dehumanized organizations are institutions where:
 1. People at the top try to control as many decisions as possible.
 2. Managers often divide and rule.
 3. Relationships are contaminated by cliques.
 4. Managers try to get things done in isolations to their people.
 5. People compete where they need to collaborate (Huysamen 1992:213-214).

REHUMANIZED ORGANIZATION

- Rehumanized organization are institution where:
 1. A common overall objective is shared by the employees.
 2. There is a sense of order, and yet a high rate of creativity; old methods are questioned and new ones are encouraged.
 3. No Us – Them syndrome.
 4. There is a high degree of teamwork in planning performance and in sharing responsibility.
 5. Leadership is flexible, shifting in and style from person to person to suit the situation.
 6. People are motivated and have a high desire to perform (Huysamen, 1992:215-217).

PERFORMANCE BARRIERS

- Performance barriers are factors in the environment that have an inhibiting effect on the performance of the worker. Huysamen (1999:107) in summation, is of the opinion that if we want to rehumanize productivity improvement, we will therefore have to identify the performance barriers in the environment and eliminate them as far as possible.

EFFECTIVENESS AND EFFICIENCY

- Van der Westhuizen (1991:1) illustrates these concepts succinctly when he states that efficient is to do things right while effective is to do the right things correctly. Effective HRM considers the interdependence of four key processes: the motivational process, the interaction process, the visioning process and the learning process. The key for retaining the right staff is the effective management of these four processes.

1.8 DELIMITATION OF STUDY

This study focuses specifically on the maximization of learning outcomes by means of improved human resources management. This study focuses specifically on the effects of improved human resources management at school level with special emphasis on how this helps to improve schools' outcomes. The research questions are directed at the school principals, educators, governing bodies, SMT's, parents and district officials in the Alberton district (D6). Constrains of this study are specifically outlined on improving schools' outcomes through strategic human resources management.

1.9 LIMITATION OF THIS STUDY

The human element in this study serves as a limiting factor. Thus the findings may not be generalized with certainty. Due to a limited period of time involved in this research, there are certain variables that have not been fully explored. The researcher suggests that institutions should not seek in this research for a single blue print for change. Institutions must inevitably find their own idiosyncratic starting points in the maximization of learning outcomes at their respective schools.

The above limitations will manifest in the proposed research in that it cannot yield data for every possible variable, nor can the researcher encompass extremely broad question in this study. The qualitative foreshadowed problems in this research are stated in such a way so the delineation of the focus is apparent.

1.10 STUDY PROGRAMME

- Chapter 1: Introductory orientation: A brief background to the topic under investigation.
- Chapter 2: Review of related literature on managing strategic human resources.
- Chapter 3: Research methodology.
- Chapter 4: Results and discussion.
- Chapter 5: Summary, recommendations and concluding remarks based on the findings of the study in order to assist in the improvement of schools' outcomes.

1.11 . SUMMARY AND INTRODUCTION TO THE SECOND CHAPTER

This chapter has presented a very important overview of this study that is linked to the conceptualisation of the study itself. This chapter gave a breakdown of the research process as in a preparatory phase where the researcher delineates it into a clearly formulated problem for investigation.

This study expands on the preparatory phase and leads into chapter two where its significance is epitomized by the review of related literature, with the aim of being sufficiently familiar with the literature available around the research problem in the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE ON STRATEGIC MANAGEMENT OF HUMAN RESOURCES

2.1 INTRODUCTION

The overview of education management and Education Management Development (EMD) reveals that the current thinking on the issue (management of human resources in education) is fragmented and lacks a shared value base. 'The writing on education management focuses on issues related to the structures, necessary support and management systems required to develop an integrated and sustainable education management development strategy. As a result, capacity building for service delivery has hardly been considered' (Task Team on EMD, 1996:50).

This study therefore, seeks to address this 'gap' in existing knowledge base in that strategic management or human resources in particular has not been fully utilized in schools to improve schools' outcomes. There is a surprising dearth of literature on this topic as it applies to education, but not being inclusive to strategic human resources management.

2.2 A REVIEW OF PAST AND RELATED LITERATURE

In reviewing literature, one needs to critically examine the work one is reading because: 'One common error committed by beginners and some experienced researchers is failing to familiarise themselves sufficiently with the literature around the research problem they intend to study. As a result, they start their research by grappling in the dark, not knowing the theoretical perspective, or available research findings, which could provide them with the necessary theoretical foundation and guide them in their investigation (Imenda and Muyangwa; 2000:107).

This study selects a particular point of entry into the literature in the form of remaining consistent with the research questions – and that, in turn; the research questions are constantly being addressed through the relevant theoretical framework (Imenda and Muyangwa; 2000:107).

Educational research in South Africa has until now largely been conducted at the macro-level. This practice sets research squarely in the arena of the expert researcher. Research in this sense is understood as being highly sophisticated, and beyond the scope of the ordinary person. In line with such thinking, research usually holds very little relevance for the educator and has minor effect on the betterment of teaching and learning (Walker; 1996:49).

The present unfortunate state of affairs is that, against the background of deteriorating educational standards, high quality research reports with vast information on numerous school problems are simply slashed away in libraries. This study does not only intends to empower educators in strategic HRM in order to improve schools' outcomes, but also "needs to 'breathe' into the findings of other researchers by making sure that throughout the review, the study identifies and emphasize the unique contributions the reviewed literature makes to the study" (Imenda and Muyangwa: 2000:107).

There is a vast and growing literature on the theory and practice of leadership and hardly any of it is about schools and the work that teachers do within them. Whitaker (1995:90) conceives management as a key function of those with senior responsibility in organisations to manage the match between the needs and requirement of the institutions with the needs and aspirations of its individual participants. It should be noted that this notion impacts directly on the researched topic in that it is vital to remember that all organisations are made up of unique and distinctive individuals. This notion further has an emphasis in education while placing humaneness at the centre of considerations and which sees educators unleashing the potential in them by exposing themselves to rehumanizing practices.

Most of the literature cater in a peripheral manner in showing how strategically managed human resources can have an impact on improved outcomes in that they do not strive in a holistic manner to discover ever more effective ways of releasing the human abilities and energies that are available within people by practices of rescaling, re-professionalizing and rehumanizing the work force. Roszak (1981:77) suggests that in every educational exchange it is first of all the teacher who has something to learn.

In current policy debates in South Africa, there is a continuous reference to the democratization of the educational system (Carrim and Sayed 1997:91). The rationale for this is encapsulated in the following extract from the Reconstruction and Development Programme (RDP) of African National Congress (ANC). "Development is not about the delivery of goods to a passive citizenry, it is about active involvement and growing empowerment (ANC 1994:3).

The desire of educators to seek empowerment is usually sparked by the motivation to do so. The Gauteng Department of Education (GDE) plays a crucial role with regard to the general empowerment of its educators to a certain extent. The GDE should however, be lauded by its attempts in initiatives such as the Reconstruction Awards ceremony and the hosting of the third Educationally speaking conference in May 2002 at Warmbaths. But still more is needed to instil the very nature of rehumanization so as to catapult schools' outcomes into continually improving units.

People are whole beings and are their best when they feel complete and integrated. The separation into parts of us is one of the most damaging tendencies in human activity.

Several commentators (the Schmucks, 1974; Cuban, 1984; Fullan, 1985; Purkey and Smith, 1985, Hopkins 1986 b) have argued that because 'change is a process not an event', schools need to improve and make more effective not only their 'change process capacity, but also their understanding of the dynamics of change. The goal is effective implementation of innovations like the strategic rehumanization of the work force. Once the workforce has been improved, productivity will also improve.

In the effectively developing school then, the staff are the resources; they provide the creative power. The task, however is to remain creative over time. As Pressman and Wildavsky (1979) have pointed out:

The advantage of being new is exactly that: being new. They dissipate quickly over time. The organisation ages rapidly. Little by little the regulations that apply to everyone else apply also to it. Accommodations are made with the other organisations in its environment. Territory is divided, divisions of labour are established, favours are traded, and agreements are reached. All this means that the new organisation now has settled into patterns of its won, which it defends against interruption. Youth has gone and middle age has come, hopefully more powerful, certainly, more experienced, inevitable less innovative (Pressman and Wildavsky, 1979:46).

The staff of an effective school will find ways of achieving periodic rejuvenation (Reid et al. 1988:101). An effective schooling, is both a product (an achieved set of outcomes) and a process. An effective school within the South African context is epitomized by the vision of Gauteng Department of Education (GDE):

Our vision is of a South African in which all our people have access to lifelong education and training opportunities, which will in turn contribute towards improving the quality of life and build a peacefully, prosperous and democratic society.

But it is the manner in which those accomplishments are achieved (the quality of the process) that is also vital. The Schumucks (1974:45) were right to a point to the importance of a 'humanized' process of schooling. Effective management of people are affective ones.

The current International School Improvement Project (1988:151) defines school improvement as:

"...The change of the teaching – learning process and/or the internal conditions in one or more schools with the ultimate aim to accomplish the educational goals by the school(s) more effectively."

In this context, effectiveness means a form of relationship in a school where people are sharing a common aim, which they seek to achieve by different objectives in ensuring secure development and progress.

There can be little disagreement that the new world of work is increasingly characterized by rapid ambiguity and complexity. As a result, the demands made on human resources (HR) practitioner are beginning to reflect a significant shift in thinking. HR is increasingly being seen as an integral part of holistic, multifunctional management (Goodford, 2002 Workplace-The Star Newspaper, March 13).

Dr. Rejamampeanina, reported in the Sunday Times,(Business Times) of October 28, 2002 is of the opinion that:

Effective human resource management considers the interdependence of four key processes: the motivational process, the interaction process, the visioning process and the learning process. The processes are interlinked and, therefore, affect one another.

The impact the above writing has on this study is that rehumanizing the organization must include the empowerment of the employees to develop to their own productivity. Change demands innovation, and innovation demands that we unleash the creative potential of our people. This study therefore espouses the principles of synergized stakeholders as opposed to energized individuals.

The council of ministers acknowledges that:

- There is a need for a nationally co-ordinated strategy for educator training and
- The quality and effectiveness of pre-service teacher education offered at Higher Education Institutions should be improved (GDE, Circular 51/2000).

In this ever-changing environment, this study expected literature related to HRM to evolve. Current thinking is that it is more important to teach skills than information. Skills are transferable and timeless while data can become outdated.

The blue print to instil a strong sense of patriotism in the educators and learners of today, in order for them to become better citizens of tomorrow was released in August 2001. The Teacher, September 2001, entitled manifesto on Values, Education and Democracy, the document encourages all South Africans to embrace the spirit of a democratic, non-racial and non-sexist South Africa.

By embodying the principle of humanism, this study believes the literature regarding improving schools' outcomes should be having a propensity to empower the workforce. The leverage area should be determined first. The fundamentals should be in place through:

- Proper performance management.
- Employee competence.
- Effective work environment.

However, not all schools are in a position to undertake major restructuring along these lines, unless they are re-skilled and rehumanized. To a certain extent, historical staffing, responsibility and remuneration structures can be modified on paper, but habits and attitudes are relatively immune to such simple panaceas (Bush and Middlewood, 1988:78).

The ISIP (1988:41) has identified five areas of focus, which reflect the contemporary emphasis on school improvement.

These are:

- School – based review for school improvements;
- Principals and internal change agents in the school improvements process;
- The role of external support in school improvement;
- Research and evaluation in school improvement;
- Conceptual mapping of school improvement.

Based on the above, it is argued in this study that the prime goal of school improvement in terms of outcomes is the induction of a rehumanized staff for problem solving within the school.

A breakdown of research to date shows that findings from studies into school effectiveness can be divided into 11 categories. These are: school leadership; school management; school ethos; discipline; teachers and teaching; the curriculum; student learning; pupil care; school building; and school size (Reid et al., 1988:40).

What emerges from this mass of evidence in different areas suggests that it is crucial for schools to be well – managed organisations. In this context, ‘happy’ efficient staffs are of key importance. Far too little is known about school differences and effectiveness in primary school education (Mortimore et al. 1985:86). The search for effectiveness in primary education is hampered by the lack of a clear consensus as to the outcomes of this stage of education. There are no public examination results for example, which can be used as a basis for the formulation of an operational definition of efficiency (Reid et al., 1988:89).

The literature is, however, clear on one point so long as teachers know what they are doing and why, and their teaching styles correspond with their aims and objectives, then the likely effectiveness of their teaching is enhanced (Reid et al., 1994:90).

Research is generally regarded as a highly specialized form of enquiry (O’Neil et al., 1994), however, these authors are of the opinion that the perceived gap between academic rhetoric and the reality of organizational practice has caused some writers to question the validity of HRM as a feasible, practicable approach to the management of staff particularly in large and complex organisations.

Nevertheless, despite these criticisms, the impetus for an increased focus on HRM approaches in the last decade or more demonstrates a high degree of similarity between the performance priorities of educational and other types of organization (Riches and Morgan; 1989:121) together with a growing realization that optimum, rather than merely adequate, levels of organizational performance depend on the effective management of human resources (O'Neil et al., 1994:91).

This led Huysamen (1999:143) to discover that successful productivity improvement, intentionally or unintentionally, recognises people to be the main players in the production mix and only through their ability and desire will any organization be able to achieved high levels of productivity.

Huysamen (1999) continues:

Rehumanizing their organizations should be the focus of their productivity improvement attempts, which call for the redesign of the roles of management and employees as a first priority in order to create and sustain productivity growth as a natural ways of organisational, living (Huysamen, 1999:iv).

To conclude, don't search for sophisticated solutions the problems are basic. There are no quick fixes, but a journey starts with a single dedicated step (Huysamen, 1999:14). Two things must basically happen:

- Management practices must change to eliminate the US –them syndrome.
- Individuals must take responsibility for their own personal growth – they must substitute work epileptics with work ethics (Huysamen, 1999:14).

2.3 SUMMARY AND INTRODUCTION TO THE THIRD CHAPTER

Summarily, a polemic can be detected by 'the lack of mesh between the school effectiveness and school improvement literatures and research communities- seen for example in numerous disparaging comments about school effectiveness work by the school improvers Holy and Hopkins in Reid, Hopkins and Holly (1987) can be argued to damaged school improvement work and to have reduced the potential practitioner impact of school effectiveness work (Saran and Trafford, 1990:20).

These authors feel research in school improvement has been very limited indeed because the academic study of school improvement, school review and school change has been a very separate discipline, with a distinctively different history and set of traditions (Saran and Trafford; 1990:20).

The third chapter deals with the research design, methodology, sampling, data collection, instruments and recording of the collected data. Threats to the internal validity of this study will also be dealt with in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY AND IMPLEMENTATION OF THE RESEARCH DESIGN

3.1 OVERVIEW

Significant from this section is the methods employed to describe the research design, paradigm, subjects, sampling, instrumentation, data collection and data analysis. This section also describes design of the study including the selection and description of the site, the role of the researcher, the time and length of the study, the number of participants and how they are selected. This information is vital so as to evaluate the soundness of the procedures.

3.2. THE RESEARCH DESIGN

The Research design as it has been discussed in Chapter one, page three of this study, reflects an epitome of this study's overall research approach, and justification of the use of the employed approach with regards to the problem under investigation.

The researcher in this study relied upon the qualitative methods of participants' observation, employment of questionnaires and in-depth interviewing.

In adopting the research design discussed in Chapter one, paragraph three, four and five, the researcher further takes cognizance of the major aspects of research design validity and trustworthiness as discussed in Chapter one, page six, paragraph six under the heading Data collection plan.

Internal validity of the design of this study has been taken care of by preventing extraneous variables from affecting the outcome of this study. An extraneous variable in this study may pose in the form of the magnitude of educators' qualifications in relation to the conceptualization of concepts vis-à-vis this study. For instance, more qualified educators may be advantaged by language and concepts been comprehended better than less qualified educators. In this study, this extraneous variable is prevented from affecting the outcomes of this study by using plain, non-technical English in all interactions with the participants.

Furthermore, validity and reliability will be effected by means of triangulation. Triangulation refers to the use of multiple sources of information to obtain data. Triangulation in the context of this study will include interviews, questionnaires, observations and reviews of the literature. These multiple sources of information will assist with validity and reliability.

McMillan and Schumacher (1993:402) are further of the opinion that qualitative research has high internal validity because of a lengthy data collection period, use of participants' language, field research and disciplined subjectivity.

Qualitative research, McMillan and Schumacher (1993:403) advice, has fewer threats to internal validity and different strategies to minimize those threats, as compared to quantitative research.

3.3 PARADIGM

This study takes place within a broad qualitative research paradigm. In its broadest sense it refers to research that elicits participants' accounts of meaning, experience or perception in this study. It also produces data in the participants' own written and spoken words.

3.4 PRE – INTERVIEWS AND SUBJECTS

The accessible population is from D6 district in Alberton, which includes six township schools participating in this investigation. The subjects felt comfortable participating in this study during their free time at their offices or staff-rooms and after work. The study universe of this study includes educators, principals, heads of departments (HOD), deputies, and school governing bodies (SGB).

3.5 SAMPLING PROCEDURES

Purposive sampling is used in order to identify the subjects for this study. According to Patton (1990:169), purposive sampling is selecting information rich cases for in-depth study when one wants to understand about those cases without needing or desiring to generalize to all such cases. This type of sample is composed of elements, which contain the most characteristics, representative, or typical attributes of the population

3.6 DATA COLLECTION

Data collection strategies are multi-methods, such as participant observation, ethnographic interviews, and observations as discussed in Chapter one, page five of this study.

3.6.1 DATA COLLECTION PLAN

As indicated earlier in Chapter one, page six under Data collection plan, the qualitative techniques collect data using a variety of methods to achieve a better understanding of the participants used.

The concept Data collection plan has been fully discussed in Chapter one of this study where the qualitative techniques that are used provide verbal and written description, the goal of each being to capture the richness and complexity of behaviour that occur in natural settings from the participants' perspective.

In this study, the researcher assumed a role for data collection to be delineated as much as possible in terms of the expected social relationship and role. Furthermore, the research role is appropriate for the foreshadowed problems.

As stated earlier in this study, phases of data collection are interactive research processes that occur in overlapping cycles. In this study these techniques are flexible and dependant on each prior strategy and the data obtained from the strategy.

The research phases identified are Planning, Beginning Data collection, Basic Data collection, Closing Data collection and Completion. **Planning**- this is done when the researcher analyzes the problem statement and the anticipated research questions, which focus the data efforts.

Beginning Data collection is the second phase which includes the first days in the field in which the ethnographer establishes rapport, trust and reciprocal relations (McMillan and Schumacher, 1993:387) with the individuals and groups to be observed.

The next phase is **Basic Data collection** where the researcher begins to "hear" "see" and "read" what is going on, rather than just listening, looking around, or scanning documents (McMillan and Schumacher, 1993:384). The researcher then identifies ideas and facts, which need corroboration in the closing, phase.

Closing Data collection involves data collection drawing to a close as the researcher leaves the field or conducts the last interview. In this phase the researcher gives more attention to possible interpretations and verification of the emergent findings with key informants, the remaining interviews, or documents.

Amongst others, the following methods for gathering data is used:

- The researcher keeps a diary, which will contain personal accounts of observations, feelings, reactions, interpretations, reflections and explanations.

- A profile of the envisaged programme is set up. This profile provides a structure to evaluate the success of the programme, the manual that will be developed, and the implementation strategies that will be followed.
- The researcher uses a checklist (sets of questions one answers oneself) from time to time, to evaluate the process of implementing the programme.
- Document analysis is done involving all documentation relevant to the program.

In this investigation, when data is finally collected, the data are analyzed inductively so as to generate findings.

3.7 INSTRUMENTATION

Research instruments of this study are means by which the researcher gathers information relevant to the research problems. This investigation focuses on the qualitative research tradition where an in-depth analysis of multi cases is done objectively. Data is collected through an unambiguous and clear questionnaire, planned and ad hoc observations and group interviews (and to lesser extent one-to-one individual interviews).

Semi-structured interviews are particularly conducted with principals of schools in order to establish what their perceptions, experiences and challenges are in maximizing learning outcomes through improved human resources management.

3.7.1 IMPLEMENTATION OF THE RESEARCH INSTRUMENTS

As discussed in Chapter 1, Page 4 under Instrumentation, implemented instruments include a questionnaire (Appendix D, page 67), Interview Schedule (Appendix A page 64) and Observations.

3.7.2 ADMINISTRATION OF THE INTERVIEW SCHEDULE

The measuring instruments were administered to principals, school governing body (SGB) members and educators respectively in their convenient times. Prior to interviews, observations and questionnaire administration, the researcher met with the respondents to review administration.

Group interviews were deemed appropriate for this study due to time constraints. This implies that principals, educators and SGB members, were interviewed separately, and in the same order respectively. Questions were asked as they appear in the interview schedule (Appendix A) and questionnaire (Appendix C), and the following is the summation of how they responded.

STEP 1. Responses of principals to Critical Question 1, 2 and 3 contained in The Interview Schedule as reflected in Appendix A, Page 64.

Although the specifics of Critical question 1 in the interview schedule, seemed to be clear and unambiguous, most principals' responses tended to vary in nature but the majority of them advance a notion that a collaborative networking with all the stakeholders all the time is unfeasible.

As a matter of interest, principals on the contrary, challenge this notion (of supporting educators) and instead emphasize the importance of educators and SGB members to support them in all their professional endeavours. Most of the principals further believe that compromising employees' satisfaction is more feasible to them in securing their jobs than compromising learning outcomes. When pressed directly that don't they feel that learning outcomes will be maximized when employees feel secured, safe and satisfied in their working environment?

Most of the principals responded by indicating that they feel it is what they are paid for anyway, and therefore they do not necessarily comply to employees' satisfaction as this might be misconstrued as bad management by their superiors.

Eradication of performance barriers (Questionnaire: Critical question 2), according to principals, is not something they can manage as they believe it is a variable beyond their scope of work and just too personal. On the same breathe, educators are of the opinion that performance barriers can and should be eradicated almost completely as this causes professional reticence amongst them in schools.

Generally, principals were very vocal about creating change opportunities, as change is inevitable. Unfortunately, their believes and practices shows that they do not practice what they preach.

STEP 2. Responses of educators to Critical Question 1, 2 and 3 contained in The Interview Schedule as reflected in Appendix A, Page 64.

Educators and SGB members acknowledges the importance of being regarded as partners as maximization of schools' outcomes should be the goal of all stakeholders especially educators, as they are the ones who implement and deliver the fundamental goal of effective teaching and learning directly.

When responding to Critical question 2 (Interview schedule), educators are of the opinion that schools are quite willing to assign them to a vast number of courses over the duration of their employment without making sure that they possess the necessary learning skills to make the best of the investment.

According to educators, that is not support at all, and this is usually the case of the last straw that breaks the camel's back.

As a consequence, all and sundry band together to call the educators lazy and drunkards who are only cheque collectors. This, they assert do not contribute at all to the maximization of learning outcomes in schools. Educators believe that as stakeholders in education, we should always strive to accentuate the positives and deaccentuate the negatives.

STEP 3. Responses of School Governing Body (SGB) members to Critical Question 1, 2 and 3 contained in the Interview Schedule as reflected in Appendix A, Page 64.

In response to Critical question 3 of the interview schedule, both principals, SGB members and educators do not place confidence in the engagement of practices which will maximize productivity but are comfortable with ad hoc productivity improvements. At the moment, under-provisioning, they assert, is exacerbated by the fact that the capacity building in their schools is not structured appropriately. To design and set in place effective patterns of work, administrative processes and procedures at all levels, to plan and implement their objectives, still needs refinement in schools. They also reluctantly acceded to the fact that outcomes based education is still a cause of concern but according to the researcher's observations, big strides are made in most schools to the right direction.

SGB members seem to be more philosophical when responding to an item on the Interviewing schedule about staff members being motivated or demotivated. They suggest that this type of professional dialogue, which is advanced, is the bedrock on which maximization of learning outcomes should be laid. They regard difficulties as stepping-stones to success, and they also believe that more performance barriers can be lessened through consensus, as it is the key to change.

Most responses from principals, SGB members and educators vis-à-vis the questionnaire (Appendix C) concurred overwhelmingly with responses from the Interview schedule (Appendix A). Responses from respondents unfortunately, confirm the notion that most schools do not completely conform to norms and standards of re-humanized institutions as shown in Appendix B.

All respondents concurred when responding to an item from the questionnaire about school managers being prescriptive authorities to their organizations. Interesting enough, only school managers believe that the contrary is true. (Questionnaire: Item 11)

3.7.3 ADMINISTRATION OF QUESTIONNAIRES

Questionnaires as reflected in Appendix D pages 67-74 were distributed among the participants at their respective schools in order to gauge their frank

responses vis-à-vis the maximization of learning outcomes. Items in the questionnaire of this study as discussed in Chapter 1, page 4 under the heading Instrumentation, engage both open and closed formats. A summary of the respondents to the closed format questionnaire is reflected in Appendix D, pages 68-73.

STEP 1. Responses of Principals to the Questionnaire as reflected in Appendix D pages 66-73.

Most responses of principals are surpassingly of a positive nature. The researcher believes their responses are influenced by their preconceived philosophy of the 'ideal'. Principals who responded to the questionnaire think of their respective schools as those that are normative but the research findings indicate to the contrary.

Most responses of principals therefore are what they feel their schools should be (the ideal) instead of facts as they are. For example, the summarized version of principals when responding to items 3, 5, 8 and 11, indicates that there still exist barriers at these schools which hampers learning outcomes to be fully maximized. Observations done in these schools also espouse the notion that these schools fall within a dehumanized institution as reflected in Appendix B. The summarized version of the principals responses is in Appendix D page 68.

STEP 2. Responses of Educators to the Questionnaire as reflected in Appendix D pages 66-73.

Educators summarized responses to the questionnaire (Appendix D, page 70) espouse the perspective which suggests that their respective schools are dehumanized as reflected in Appendix B. The educators are very vocal about autocratic practices which unfortunately are still standing in the path for the realization of a rehumanized workforce.

STEP 3. Responses of SGB members to the Questionnaire as reflected in Appendix D pages 66-73.

SGB members, just like principals respond in a perspective tilted to wishful thinking than being realistic about the situation in schools. Unfortunately their assertions about the ideal is not supported by concrete, informed and practical ideas in ameliorating the status quo.

In general, this instrument suggests that educators are still not supported in schools. This study therefore believes that building positive and practical links among members of the education community is still not a reality in schools as this is an important step in promoting change. This is also reflected later in the section entitled Research findings in chapter 5 of this study.

Most schools which took part in this investigation, unfortunately belongs to a paradigm epitomized by Characteristics of a De-humanized organizations in Appendix B, Page 64 of this study. There is enough room though to change the

mindsets of most stake-holders in this new era (in the new dispensation) through improved Human Resources management.

In summation, there seems to exist problems still, in how most school managers conceptualize how learning outcomes in their respective schools can be maximized. This is also epitomized in the Research findings section in Chapter 5 of this study. What is disturbing is that school management teams seem to be having problems still in comprehending that leadership is not about the maintenance of followers but about empowering others and transcending cultural, professional and academic reticence or inertia in their respective schools.

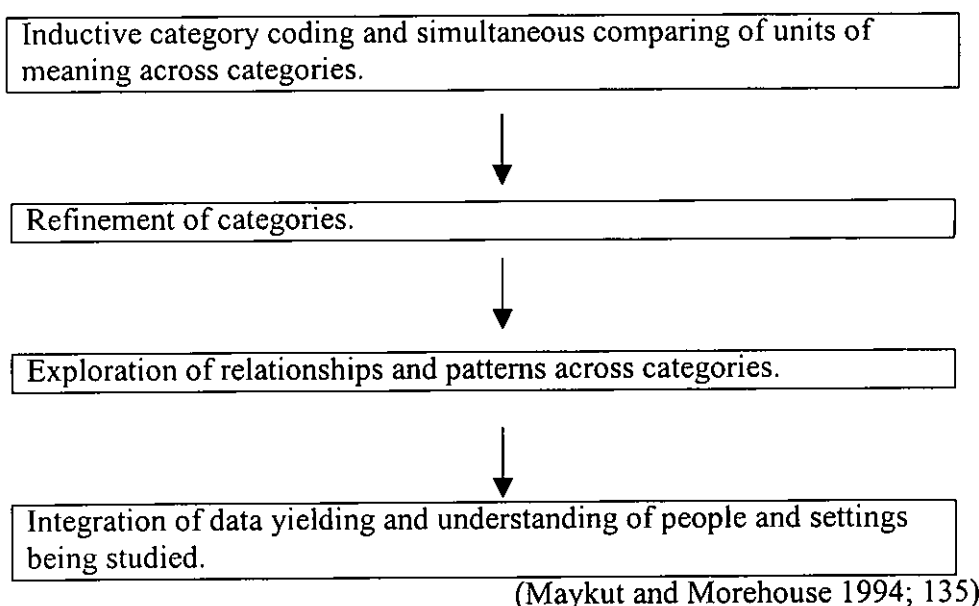
3.8 DATA ANALYSIS STRATEGY

In this study, use is made of the constant comparative method of analyzing qualitative data (Figure 3.1) that combines category coding with the simultaneous comparison of all units of measuring as suggested by Maykut and Morehouse (1994:134).

The constant comparative method is one way to conduct an inductive analysis of qualitative data and this is the method that is used to analyze the data collected in this study.

The constant comparative method of data analysis can be illustrated as shown in figure 3.1.

Figure 3.1 The constant comparative method of data analysis



According to Maykut and Morehouse (1994:126) one of the defining characteristics of qualitative research is the inductive approach to data analysis, where data is collected that relate to a focus of inquiry instead of a hypothesis being generated.

Factors that have been discussed in Chapter one, page 7 under the topic Data Analysis re-emerge as reflected in the diagrammatic representation of the constant comparative method (Figure 3.1) in that analysis of qualitative data combines category coding with simultaneous comparison of all units of meaning obtained as suggested by Maykut and Morehouse (1994:134).

The discussion in Chapter one, page nine under Data analysis proposes a fresh trajectory as suggested by Lincoln and Guba (1985:81) when describing several aspects of the research processes that contribute to trustworthiness, four of which are the following:

- Multiple methods of data collection

Convergence of major themes or patterns. This is epitomized by this study, in the data, from interviews, observations and questionnaires.

- Building an Audit trail

By employing the methods for data collection and analysis described for instance in this study, there will exist a permanent audit trail of the research effort.

- Working with a research team

The researcher in this study is working alone but uses multiple methods and maintains an audit trail, which the researcher believes, will lay foundation for a credible study.

- Member Check

Lincoln and Guba (1985:81) use this term to refer to the process of asking research participants to tell you whether you have accurately described their experience. The researcher has found that member's feedback is very valuable. In any case, all research participants appreciate and deserve to learn of the outcomes of a study they have helped make happen to enhance the trustworthiness of this study; the researcher invited the teachers who were part in the study to review and critique the research and how their experiences have been described.

It should be noted that analyzing, qualitative data is a selected activity; there is no one right way (McMillian & Schumacher 1993; 484).

The most disturbing point about the analysis of data of this study stems from the responses of employees including educators about this question: At work,

do you have the opportunity to do what you do best every day? When most employees answered negatively, it is then noticed that employees' satisfaction is compromised.

The method of constant comparative, the researcher believes, is one clear path for engaging in analysis in a way that is both challenging and illuminating and very cognate to this particular study. The cut-and-paste method, as stated earlier remains one best method of preparing data for analysis that results in data cards that are easy to manipulate.

The notion advanced in the above paragraph, is elucidated further in the section Research findings in Chapter five of this study. Whichever way this data may be selected, the organization whose employees feel that their strengths are used every day is more powerful and more robust. The reverse holds true.

In this chapter, the procedure for categorizing data is based primarily on the description of the constant comparative method by Lincoln and Guba (1985: 82), with some adaptations to suit the specifics of this study.

3.9 SUMMARY AND INTRODUCTION TO THE FOURTH CHAPTER

In this chapter, the researcher examined how the profile of various methodologies, are used to derive information from subjects to a desired end.

This research methodology chapter described the way the study is going to be carried out. It should be noted that this chapter is of utmost importance for the success of this study. It should be noted that each and every data was collected for an objective. This information is vital so as to evaluate the soundness of the procedures in this study.

The following chapter starts from the premise that underscores the importance of this study's results and the implications of the subsequent discussion.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

Progressive organizations across the globe strive to encourage a culture where human capital is regarded and respected as being the organization's single biggest asset. There can be little disagreement that the new world of managing human resources is increasingly characterized by rapid change, ambiguity and complexity.

As a result, the demands made on human resources (HR) practitioners are beginning to reflect a significant shift in thinking. HR is increasingly being seen as an integral part of holistic, multifunctional management in institutions of learning.

These results reflect the need for more systemic, high- commitment, mutually-reinforcing human resource management to reinforce trajectory in schools. This encompasses heightening the strategic value of teachers by rehumanizing the work force to catapult it in one that is transparent, skill – based and team – orientated.

4.2 RESEARCH RESULTS

In this study, the research results derived from the summarized version of respondents (principals, educators and SGB members) indicate clear signs of a breakdown in structure and processes: malfunctioning administration, loss of authority among educators and principals, disinterest, poor communication poor time management and a general feeling of educational malaise in these schools was evident. The summarized version of respondents is in Appendix D, pages 70-75.

With the deprivation and development distortions of the past concocted with our present challenges, it is obvious that some educators, principals, SGB members and learners in township schools in the D6 district are still trapped in disabling conditions.

“The purpose of any organisation is to make ordinary people achieve extraordinary things, but in reality most organisations allow even extraordinary people to achieve only ordinary things” (Drucker, 1988:36).

The above sentiment takes into cognisance the fact that employees are not simply human resources without any feelings or emotions similar to robots. Most managers in schools believe if an employee knows exactly what is expected of him or her and he or she has the skills to perform the required

tasks, it would result in the desired performance. Some managers even reason that people must perform, whether they want to or not, simply because it is their job and that is what they are getting paid for. They totally do not take cognisance of the fact that there might exist inhibiting factors in the work environment that can limit performance.

What is happening in institutions is that the school leadership does not understand the role it should play in rehumanizing the human resource in order to create a conducive atmosphere in which employees can develop and perform to their fullest potential. Problems within institutions are caused by the highly centralised controls to which the institutions have been subjected.

Research findings in these institutions seem to indicate that most principals tend to use a consultative as opposed to collegial style, and that there is a tendency to emphasise managerial over instructional roles. Evidence indicates that these institutions resemble conventional schools. The changes are at the margin and there are mixed evidence of stakeholder satisfaction. It also appears to the researcher that the school system needs to transform their culture from one of control to that which values autonomy and empowerment.

This view is supported by research conducted by Edupol (1992/3) and the World Bank, which indicated that while there were pockets of a more open style of management in the various systems, they tended to be characterised by an authoritarian, hierarchical, non-consultative and non-participative ethos.

As perceived by the task team on EMD (1996:25) 'one of the challenges for education management is the development of appropriate capacity in the system to ensure that the newly defined principles are achieved'.

Braam Fleish (1993:41) suggests that it is useful to understand the crisis at schools as relating to legitimacy (lack of) management and the collapse of teaching and learning. He suggests that a decade of resistance to apartheid has discredited particular education practices and that the culture of opposition has undermined the legitimacy role of the educational manager.

The institutions managers' background seems to be contagious at the schools. As they seemed to have worked in a regulated milieu and received instructions from departmental officials in the past in a top-down fashion, they therefore seem to be bound to pass it on to their teachers.

The virtual collapse of the culture of teaching and learning in many urban and rural schools, including schools visited by the researcher, has eroded the confidence of schools' principals. The principals in question have little idea of what would be required to restore the culture. The principals are simply not aware of the fact that they must find out what barriers stand in the path of the team members with regard to the delivery of the expected performance and then remove or limit these barriers to the best of their management ability.

Huysamen (1999:153) suggests that systems, structures, procedures and practices should not be cast in stone, but employees should be free to

challenge them constructively, building intelligence into the social system, the characteristics of a true learning organisation. Management roles witnessed in these schools will unfortunately not enable what is suggested above because the managers roles are characterised by inflexible, doctrinaire practices and authoritarianism.

Throughout the investigation, it was discovered that the staff felt that managers were defensive, insensitive to the professional needs of others, guilty of favouritism and autocratic. Within this context, it would seem that a key priority would be the development of a shared understanding about HRM needs and priorities in order to make assessments about the types of rehumanizing strategies required to build capacity in the institutions.

Another disturbing factor is that of Heads of Departments (HOD) who feel that they are ostracised in terms of making decisions about pertinent issues. Furthermore, stimulation from the leader, that is, the principals is non-existent. As a result interest among colleagues is not stimulated and educators will continue to view their work not in new perspectives.

Again, it is disturbing that employees do not see management as a shared activity. It seems natural for educators to acknowledge some of the principals' actions that exalt them to a status of employer and therefore co-owning the institutions with the government. Professional jealousy is also prevalent in the schools. Employees state that principals will by no means consider, let alone accept, decisions, suggestions or deliberations from educators who are more qualified than them. The reality of the matter is that there is very little involvement of staff in decision- making.

Considering the above, it will come as a given that OBE implementation will generate a high level of anxiety among the educators especially with the calibre of leaders the schools are having where no teacher advocacy is practiced. Leak and Terrell (1997:13) summarize this better when they state that staff should be supported and recognised.

Lastly, it is the people who make organisations and structures work. Improved schools' outcomes and the process of change and redress, therefore depend on the competencies of everyone in the institution. 'The major challenge for South Africa (S.A.) is to build capacity to enable everyone associated with education to perform at their best. Mindful of an overemphasis on individual development in past human resource development approaches, care needs to be taken to balance the needs of the individual against the needs of the organisation in achievement of its objectives (Task Team on EMD, 1996:14).

4.2.1 HOW STRATEGIC HUMAN RESOURCES MANAGEMENT WILL IMPACT ON THE SCHOOLS' OUTCOMES

Educational organisations depend for their success on the quality, commitment and performance of the people who work there (O'Neill et. al. 1994:4). The

researcher sees the expertise of the staff as a whole as a key resource to be managed and focus on ways of rehumanizing the institutions through the elimination or lessening their performance barriers or demotivators.

‘Therefore as a new point of departure, managers should not limit people through their managerial actions, but rather empower their people by means of anchored freedom and enhance their performance through managing the environment surrounding them’ (Huysamen, 1999:128). By anchored freedom Huysamen (1999:128) refers to the freedom to do what it takes in their own discretion within the guidelines and parameters of the organisation’s overall objective, mission and values.

Huysamen (1999:128) explains further that when divers explore unknown caves under water they are not limited and controlled by others but they are anchored by means of a lifeline to their boat in order to prevent them from getting lost, but allowing them to go further and explore more than what they would have risked without a line. “It should be the task of management to supply such a lifeline to their workers allowing them the anchored freedom to explore, initiate and create the business world around them” (Huysamen, 1999:128).

To improve the respective schools’ outcomes, the role of management should shift away from controlling subordinates, to serving subordinates in a managerial capacity. The manager is therefore employed by the team member to fulfil a specific function for them and not vice versa. The new management role then becomes the management of the work environment surrounding the subordinates according to their people’s needs and expectations. It simply means that the manager must find out what barriers stand in the path of the team member with regard to the delivery of the expected performance and then remove or limit these barriers to the best of his or her management ability (Huysamen, 1999:129).

Principals will not find it degrading to move the obstacles in the path of a team member, but will be glad to serve a team member in a leadership capacity. This simply implies empowering all employees to perform optimally as a production team. Huysamen (1990:129) is willing to say that the spirits of the workers are the most important ingredients in the performance recipe. He is convinced that the collective spirit of people will dictate the outcome of performance and the welfare of the organisation. “The challenge is therefore to rehumanize the organization through the implementation of a formal system that will guide everyone not to loose track of the intention”(Huysamen, 1999:130).

It has been claimed that generally there are two methods by which human actions can be co-ordinated towards the accomplishment of a common goal (Malik and Probst, 1984:109). These are commonly seen in two particular institutions within society: the naval ships crew and the sporting team. These authors state that in the former, co-ordination is achieved through command and instruction within a hierarchical command structure of officers. There is a strict ordering of relationships and lines of communication.

The behaviour of a member of the crew is determined by a chain of commands, which ultimately can be traced back to the captain at the helm. Malik and Probst (1984:47) explain further that the sporting team, coordination is achieved in the context of a polycentric system of anticipatory behavioural responses of the persons in the team. Anyone can take command when he or she realizes that, because of his or her position at a particular moment, he or she knows best what to do.

The behaviour of the team members is guided by their relative position on the field at any time, the rules of the game and the position of the ball. ‘ Now the ships crew and the sporting team serve as metaphors, and most organizations in society, including schools, will be managed according to one or the other (Malik and Probst, 1984:48).

These two metaphors, however, belong within two different paradigms. The ship’s crew draws attention to linear chains of cause and effect, autocratic, fixed rules controlling tactics. The sporting team, on the other hand, implies a holistic, dynamic systems paradigm. The team is an indivisible whole, which is something more than just the sum of component parts. It is this synergy that our schools are in need of so as to be in a strategic position to rehumanize the workforce.

It should be noted that the manager should perceive each and every educational practice as employees’ motivator or employees’ demotivator. ‘Furthermore, the motivators can only come into effect once the demotivators have been eliminated to such an extent that the customer is not satisfied with regard to his or her primary need’ (Huysamen, 1999:22).

The challenge here is to provide the kind of support, skills and knowledge that will enable each individual in the education community to contribute as much as possible. This is further epitomized by the following extract:

“Developing people, whether they are managers or professional, technical or support staff, requires harmonising their personal interests – their skills, aspirations and learning needs – and the needs of the system in transition, and creating incentives for better performance. Special attention must be paid to redressing racial, gender and other inequities”(Task Team on EMD, 1996:44).

The task team (1996) further believes that:

“ Individuals who are working in an environment which is constantly changing, require support Managing people (ensuring that work gets done properly and on time) and developing their skills (ensuring they have opportunities to improve the quality of their work) ensures continuous improvement and positive change for everyone in the organisation and makes excellence in our schools possible” (Task Team on EMD, 1996).

The Task Team (1996) suggests that making the best use of human resources involves:

- Planning to ensure that people with the right skills and abilities are in the right place at the right time.
- Employing people through fair and effective procedures, including those for recruitment, selection, promotion and deployment – ‘quality in selection’ based on merit and equity, is essential to performance and morals.
- Managing people to balance individual performance, attitude and aspiration with overall goals, culture and values of the organisation.
- Developing people to improve effectiveness of each individual, and of the organisation – this requires that people have opportunities for improving skills required in their current jobs, for pursuing the career goals, and for taking up new responsibilities in an education system in transition.
- Working together to foster recognition of the interdependence of everyone in the education community.
- Equity, that is, ensuring that we recognize the diversity within our education community (Task Team on EMD, 1996:52).

Capacity in the form of support systems and training programmes must be developed in a manner, which ensures that they do not simply reproduce existing, unequal patterns of privilege and power. The spiralling changes within the South African education scene require school principals to develop a more extended professional role. The key feature of this role is to link the school and the community into a cohesive group that works effectively towards the achievement of mutually established goals.

School principals’ behaviour is critical in ensuring the success of this kind of school – community relationship. A unique feature of our school community is its multi-ethnic composition. Therefore, initiatives in establishing good school – community relations will result in drawing the members of all ethnic groups to the school. It is by working together that people of different ethnic groups learn to understand and accept one another. Further, the principal and the staff must have the knowledge of the traditions, customs and protocols of our plural society before embarking on this sensitive journey.

For schools to provide improved quality outcomes, they will require educational leaders who can build effective professional team and promote professional excellence among team members – leaders who value professional autonomy and collegial decision making processes. Effective management of the human resource for school improvement encourages reflection, analysis, creativity and insight among participants, providing powerful and meaningful professional rehumanized experiences for the teachers involved.

On the other hand, the crucial role of school principals means a significant element of the teacher professionalization and empowerment must be the empowerment of principals themselves.

Sheridan (1989:28) wrote:

‘School principals are the most woebegone, harassed, unfairly treated, hamstrung people in the whole education system. Their lot is the opposite of the traditional prerogative of the harlot; they have massive responsibility and almost no power. Test study after study shows principals to be the key to good schools’.

Better trained and educated educational managers will result in more effective schools, which in turn may render better equipped students, that may contribute to the improvement of the human resources of our beautiful country.

A series of articles on school climate or organisational culture (Gounden and Dayaram, 1990:Smith and Van Zyl, 1991: Calitz and Karodia, 1993 and Du Toit, 1996) emphasise issues related to motivation, school climate and morale. Concern is expressed about the inability of schools and organizations to perform effectively when morale is low.

The principal is seen to play a critical role in ensuring motivation and performance of staff. This can be achieved through “effective leadership, a predominantly democratic leadership style and a competent management’ (Gounden and Dayaram, 1990:310).

In this particular study, it was discovered that the staff felt that managers were defensive, insensitive to the professional needs of others, guilty of favouritism and autocratic. They suggest that the improvement of these relationships will improve teacher performance in schools. Du Toit (1996:42) stressed the importance of organizational development strategies in improving or changing organizational culture.

Along similar lines, Van der Westhuizen and Theron (1994: 122) stress the importance of human resources management. They argue that the human resources perspective has already replaced the traditional personnel management approach in the private sector. Human resources management ensures that people and the organisation functions effectively. This approach is demonstrated in the following table:

Table 4.1 A flow chart of Human Resources Management Strategy

<u>NEW ACCENT</u>	<u>TRADITIONAL ACCENT</u>
Human Resources Management	Personnel (Manpower) Management
Human Resources Development	Personnel Development
Talk to People	Talk About People
Dynamic Approach	System Approach
Participative Management	Informative Management
Leadership Management	Management Actions Only
Strategic Management	Rules and Regulations

[STRUCTURE CHANGE IN ACCENT (ADOPTED) FROM WESTHUIZEN AND THERON, 1994:71].

It should be taken into cognizance the fact that 'educational organizations depend for their success on the quality, commitment and performance of people who work there' (Middlewood and Lumby, 1998:5) and furthermore 'the purpose of an organisation is to enable ordinary being to do extraordinary things. No organisation can depend on the genius; the supply is always scarce and unreliable. It is the test of an organization to make ordinary people perform better than they seem capable' (Drucker, 1989:155).

This led to Huysamen (1999:iv) to discover that successful productivity improvement, intentionally or unintentionally, recognized people to be the main players in the production mix and only through their ability and desire will any organisation be able to achieve high levels of productivity (Huysamen, 1999: iv).

If we want to rehumanize productivity improvement, we will therefore have to identify the factors in the school environment that could cause harm to the incumbents and eliminate them as far as possible.

According to Huysamen (1999:97), two important human factors that affect the performance of people in their jobs are:

- The team or work group – colleague, peers, formal and informal employees and,
- The leader – supervisor, manager or project leader to whom the group looks for support and leadership (Huysamen 1999:97).

This author further asserts that it can be accepted that important factors that will have an influence on a person's performance and which the leader should consider are:

- Removal of demotivators.
 - Participation in decision-making.
 - Encouragement of creativity.
 - Appropriateness of management style.
 - Interpersonal relationships.
 - Coaching by manager.
 - Continuous implementation of decisions and plans.
 - Tasks at appropriate level to workers.
 - Stimulation of vertical and lateral communication.
- (Huysamen, 1999:98)

In summation Huysamen (1999) is convinced that one can expect better results from a team of less skilled, less organised, but highly motivated people than from a highly skilled and well-aligned, but demotivated group of people with no desire to perform.

A smart manager, according to Huysamen (1999:126):

‘will have an official mechanism in place whereby his or her team members can indicate, on an ongoing basis, what they need from their work environment and from him or her and how well these needs are being satisfied by the organisation and the manager, in other words, a work environment improvement tool’.

4.2.2 PRACTICAL HUMAN RESOURCES STRATEGIES THAT CAN BE APPLIED TO IMPROVE THE SCHOOLS' OUTCOMES

It falls beyond the scope of this essay to discuss all practices or strategies to rehumanize productivity improvement. Two suitable strategies will be discussed. These strategies are Benchmarking (BM) and Kaizen and very briefly illustrate how these strategies could be linked to the productivity improvement system in order to make their use also more effective.

As part of some spadework before any intervention mechanism ‘the organizational train must first be placed on the right track before it is modified and tuned to move efficiently in the correct direction’ (Huysamen, 1999:133). Where there is a will, there is a way, but where there is a way, there won't necessarily be a will. Subsequently, Huysamen (1999:134) warns: ‘Therefore do not introduce a way where there doesn't exist a will and rather start looking for ways to improve the will’.

As quoted earlier in this essay, introducing better practices to a rehumanized organisation is an investment: introducing better practices to a dehumanised organisation is an expense. Before the organisation can adopt any practice, the first step is to adapt. To improve productivity, it is first of all necessary to get the fundamentals into place (Huysamen, 1999:133). These are:

- Proper performance management.
- Employee competence.
- Effective work environment (Huysamen 1999: 133).

The outcome must also be tested against the following criteria:

- Do all members of staff take ownership of the organisation?
- Are the workforce and management on the same sides focusing on a common goal?
- Is the workforce motivated?
- Is everyone committed to continuous improvement?
- Is communication open, transparent and made visible throughout the entire organisation? (Huysamen, 1999:140).

If the answer is yes to all of them, 'start the search for best practices and only introduce them with the consent and participation of the workforce' (Huysamen, 1999:141).

4.2.3 BENCHMARKING (BM)

Benchmarking is defined by Spendolini (1996:48) as follows:

'Benchmarking is a continuous systematic process for evaluating the products, services and work processes of organisations that are recognized as representing best practices for the purpose of organizational improvement.'

It is quite obvious from this definition that **BM** can only be introduced to an organization whose house is in order. Its **(BM)** objective is organizational improvement and some key concepts are:

- Comparison of performance and practices.
- Continuous process.
- Systematic process.
- Adapting
- Open exchange of information (Huysamen 1999:134).

It should however be noted that BM will only add value in a rehumanized organization. Practical applications of BM are that an institution, which is rehumanised, will look out for another organization, which is perceived to be employing the best practices in the district or province. These practices are

then evaluated continuously and systematically for the purpose of holistic organizational improvements. The process is used to set goals and develop operational plans to surpass current best-in-class practices or performance.

4.2.4 KAIZEN

Kaizen is a key word used to explain various forms of continuous improvements made by employees in Japanese industry.

KAI = change
 ZEN = good (for better)
 KAIZEN = continual improvement

Huysamen (1999: 136) sees KAIZEN as small but continuous improvements to work on practices, processes and the work environment in order to assist continuous productivity improvement. He explains further that there are two very distinct Japanese words in the KAIZEN world namely, MUDA and GEMBA. MUDA means waste and GEMBA means on the spot, usually associated with the shop floor. One KAIZEN objective is to eliminate waste and the best way to do it is to go to GEMBA and let the people participate in providing solutions (Huysamen, 1999:137).

MUDA can be built into the relevant educational employees' performance standards containing specific details in institutions:

1. Muda of Knowledge: including the curriculum and goals or purposes of education.
2. Muda of Technology: the means of teaching and learning
3. Muda of Power: the authority to make decisions.
4. Muda of Materials: the use of facilities.
5. Muda of People: the management of human resources.
6. Muda of Finances: the allocation of money.

KAIZEN is therefore not being introduced as yet another practice, but it is simply built into the performance specifications of the appropriate employees. The basics in KAIZEN are to eliminate MUDA in all respects. As with every other practice, there are many barriers to implementation, thus the productivity improvement system can be used very wisely to overcome these barriers.

Huysamen (1999:139) noticed that in most cases the reason why most strategies lose momentum is not because of inferior quality of the strategy or lack of knowledge to use it, but that the foundation of the structure is not strong enough to support it.

Huysamen (1999:139) continues:

'In other words, there is an insufficient desire from the people to make it a part of their working lives. The lack of this desire is mostly not directly associated with the programmes, but is a general lack of desire to perform in the

organisation –The prime characteristic of a dehumanised organisation’ (Huysamen, 1999:139).

This scenario can be taken very literally in any organization if people are demotivated and they are subjected to what they perceive as yet more work and more responsibility. Their enthusiasm will deteriorate even more. Should this happen, the programme should be put on hold and do first things first, namely rehumanize your organization.

The quality of working life should also be regarded as a sine qua non for a rehumanized institution and should epitomize the degree to which workers in organization are able to satisfy their personal needs through their experiences in organizations.

4.3 DISCUSSION OF DATA

Teachers have all been in situations in which their emotions take over—and they simply get ‘fired up’. The adrenaline rushes through their system, and that we find the unexpected energy to accomplish tasks at hand. Sometimes, of course, emotions can have the opposite effect by paralyzing action (fear), especial with confusing OBE practices, or diverting tension from critical tasks or being exposed to inappropriate managing styles (confusion). In either case the finding from this study shows that there is little question that our emotions can have powerful effects on our performances.

Emotions can surge through groups of people as well as within individuals of course. The researcher has long been fascinated by how organizations such as schools ever capitalize on emotional energy. Since an explanation has never been intuitively obvious to the researcher, this study encompasses these as one factor that contributes to effective management of HR in order to improve schools’ outcomes.

The central topic of this study – improving schools’ outcomes, which should involve energized work forces that deliver peak performances, is supposed to exhume better practices than similar institutions in black townships. An initial list of institutions whose workforce appears to meet this criterion is not hard to develop given their dubious background. But to break the list into groups, however, can be a bit confusing, since the two institutions of learning seem to achieve higher performance or low performance from the key segments of their workforce in the same way. It was this anomaly that led the researcher to the research behind this study, and how this situation can be catapulted into improved schools’ outcomes.

Initially the researcher assumed that digging more deeply into several of these well-known institutions would disclose a previously undiscovered pattern that would help any organization to generate more synergized energy from the people and convert it into higher improved outcomes. The researcher further assumed that the answer would be fairly straight forward – possibly reinforcing a few of the basic principles of good people management and

indicating better ways to apply them. Against that assumption, the researcher developed a case methodology based on gaining an in-depth perspective from three different levels of each institution (top and middle management and educators). The methodology proved successful, even though the up – front assumption did not.

The study's definition of improved outcomes as fired-up, higher-performing and synergized workforce with the same vision would have to gain in-depth access at several level of each institution. Although this perusal provides some important clues on how each or these proven performers energize their workers, it still could not readily explain why each workforce situation appeared so different from the others.

The researcher also tried therefore, to go well beyond the usual suspects and seek out institutions where approaches are less well documented in terms of the statutes in the research work. While the study's final case sample is neither comprehensive nor representative, it is the believe in this study that it is credible. It consists of institutions, most of which have proven their competitive performance inferior over several years. Some of these institutions resemble a war zone where promotional posts constitute a professional malaise.

In each case, the researcher applied the criteria explicitly in seeking practices that seek to intuitively improve schools' outcomes through strategic HRM. Probing into three levels of the organization (senior & middle management and educator level) enabled the researcher to triangulate on the probable causes with more certainty. What top management viewed as the primary determinants, workforce was not always reflected in the views of middle managers.

The information obtained directly from the frontline people (educators) was usually the most revealing. Since the interviews, observations and questionnaires covered people across all three levels of the organization, the researcher developed a reasonable thorough picture in each case. The insight, conclusion and recommendations in this study, however, come much more from the researcher's direct observations, interviews and responses from questionnaires than from the definitive data analysis. The researcher regrets that the study would not fit descriptions of all the case studies into this study, since each was a rich learning experience for him.

This study proves and compares the experiences of six institutions in the Alberton townships that are purported to achieve a significant 'higher' and 'lower' outcomes as managed by different human resources manger or (principals) of schools. The diversity among the participating institutions was much more significant than the similarities.

In fact the researcher undertook the research effort to determine what energizes people in very disparate work- force situations. The study explores each of these different paths, identifies and clarifies it's characteristics and provides new insights an frameworks for others who wish to significantly

improve the performance or outcomes of their work-force in a research framework.

Moreover, the most noticeable and compelling characteristics of these educators were their enthusiasm, energy and emotional commitment to perform – which cannot be quantified. There is little doubt, however, that this extra energy at the front line explains the dehumanized nature of these institutions.

This unfortunately is evident when the above educators work alone and in cliques and therefore resemble on energized list of individuals as compared to collaborate synergized stakeholder who would work towards a common goal.

Not surprisingly, when the researcher looked at each institution, it was found that each applies it's own set of distinctive approaches, mechanism, and tools, some entirely unique and some commonly held. The most compelling commonalities, however, were in the philosophical beliefs and practices shared by leaders at all levels, that is lacking insight in rehumanizing these institutions so as to improve schools' outcomes.

This study is concerned with energizing people for performance and the different successful path to that end. Unleashing the full potential of people is undeniably a tall order: few institutions researched have managed to do it consistently.

Frankly, the researcher did not expect to find enforced discipline quite so important in higher – performing work force situations. Some would argue that it is the antithesis of the empowerment nations that dominates the literature on energizing people. For those who aspire to an emotionally committed work force, discipline and empowerment must go hand in hand.

This may sound like heresy to some disciplines of empowerment, but that is what this study suggests. Disciplined behavior implies a clear set of rules that are enforced. Subsuming the need for disciplined behaviour under the banner of shared values can result in undisciplined behaviour in key area that hurt the essential balance between worker fulfillment and institution performance (Katzenbach, 2000:215).

Education on the other hand is perceived on as an enabling instrument that can transform culture but only in so far as educators are transformed. One of the rules of education is to transfer culture to the younger generation. In this context, by culture we refer to the collective practices, believes, norms and values and symbols of the particular group of people.

In the South African context, the different cultures of the apartheid era have to be molded, changed and transformed into a new pluralistic culture that is acceptable to all South Africans irrespective of the initial cultural, linguistic or racial diversities. For such cultural transformation, education plays the greatest role. Through education, the youth, the future South African nation, will learn technically, academically and above all culturally (the new culture).

Learners must be taught how to explore, to create meaning, to test and to challenge the given reality: Thus, improved schools' outcomes will be evident.

These national internationalities can be done only if the teachers who are the potential agents of change, innovation and reconciliation can be transformed and dehumanized into individuals who are empowered to become big visionary thinkers who are also sensitive to the uniqueness of the academic world. So that people are consciously aware of the needs of the rainbow learners and fellow educators.

Educators should promote self – transcendence, encourage creative risk and motivate for life-long learning in order to improve productivity. The manager must seek to help educators to be transformed to see their job as liberating self – imposed limitations and self – defeating thoughts.

Liberating training programs must be designed to increase teachers' sensitivity and all de-professionalized teachers must be re-professionalized according to the new outcomes – based education. African managers especially, need to shack away a slave mentality and begin to develop a royal mind –set which has pride in its cultural heritage.

In sum, human beings are the baking powder in the mix, it can make the organization rise to any occasion, or it can make the organization fall flat on it's face no matter how good the rest of the ingredients are. Likewise, educators are the ones who rock the boat.

In bringing the results of this research to bear issues of the day, however, the researcher is also conscious of the need to deal with the 'so what' question. Here according to the research findings, most managers are looking for directions rather than specific recipes.

4.3.1 THE STRENGTHS REVOLUTION

Guided by the belief that good is the opposite of bad, mankind including authorities in education has for centuries pursued its fixation with fault and failing. Doctors have studied disease in order to learn about health. Psychologists have investigated sadness in order to learn about health. Therapist has looked into the causes of divorce in order to learn about happy marriage. And in schools and workplaces around the world, each one of us has been encouraged to identify, analyze and correct our weaknesses in order to become strong (Buckingham and Clifton, 2001:3).

This advice is well intended but misguided. Faults and failings, according to Buckingham and Clifton (2001:3) deserve study, but they reveal little about strengths. So as this study is read, shift the focus. Suspend whatever interests you may have in weaknesses and instead let us explore the intricate detail of strengths in the education community.

This study is written so as to start a strengths revolution in education. At the heart of this revolution is a simple decree to managers in education: The great organization must not only accommodate the fact that each employee is different, it must capitalize on these differences (Buckingham and Clifton, 2001:5).

It must watch for clues to each employee so that his or her talents are transformed into bona fide strengths. By changing the way it selects, measures, develops and channels the careers of its people, this revolutionary school must build its entire enterprise around the strengths of each person. The question is whether do teachers at work have the opportunity to do what they do best every day? Why? Because organizations remain startlingly inefficient at capitalizing on the strengths of their people.

Buckingham and Clifton (2001:7) warns that most organizations are built on two flawed assumptions about people:

- (1) Each person can learn to be competent in almost anything.
- (2) Each person's greatest room for growth is in his or her areas of greatest weakness (Buckingham and Clifton 2001:7).

These assumptions have a significant role to play in improving schools' outcomes through the management of HR in that:

- Organizations spend more money on training people ones they are hired, than on selecting them properly in the first place. For instance teachers who have the slightest knowledge and skills in education (OBE) and management skills are employed as managers in schools with the hope of training them latter.
- Organizations promote people based on the skills and experiences they have acquired. Like mentioned earlier under the heading, Rationale, managers in schools are still promoted on the basis of their performance as educators.

To break out of this weakness spiral and to launch the strengths revolution in schools, the researcher believes that assumptions about people must change. Start with the right assumptions, and everything else that follows from them – how you select, measure, train develop – will be right. The researcher would like to entertain Buckingham and Clifton's (2001:8) idea that there are two assumptions that guide the world's best managers:

- (1) Each person's talents are enduring and unique.
- (2) Each person's greatest room for growth is in the area of his or her greatest strength (Buckingham and Clifton, 2001:8).

The two assumptions are the foundation for everything they do with and for their people. The two assumptions explain why great managers in HRM are careful to look for talent in every role, why they focus people's performances or outcomes rather than forcing them in a stylistic mold, why they disobey the

golden rule and treat each employee differently. It has often been observed that the law was made for the obedience of fools and the guidance of wise men and women. In short, these two assumptions explain why the world's best managers break all the rules of conventional management and wisdom.

These two revolutionary assumptions must serve on the central tenets for a new way of working at schools. They are the tenets for a new organization, a stronger organization, an organization designed to reveal and stretch the strengths of each employee (Buckingham and Clifton (2001:9). This study cherishes the idea that managers and educators are to capitalize on their strengths, whatever they may be. Thus, the key to building a bona fide strength is to identify your dominant talents and then refine them with knowledge and skills.

By contrast, the language of human strengths is sparse especially in education circles. The sorry truth is that the language available, the language of human weakness, is still rudimentary at best.

The fixation with weakness is deeply rooted in our education and upbringing. The researcher presented managers with this scenario: Say your learner returns home with the following grades: an A in English, an A in Natural Science, a C in Biology and F in Mathematics. Which of these grades would you spend the most time discussing with the learner? Seventy – seven percent of managers and educators chose to focus on the F in Mathematics, only 6 percent on the A in English, and an even minuscule number 1 percent on the A in Natural Science.

Obviously, the Mathematics grade requires some attention because to progress in school and secure a place at college or university, the child cannot afford to fail a subject. But the question was phrased quite carefully: Which of these grades would you spend the most time discussing with the learner? Despite the demands of today's education system, does the most time really deserve to be invested in the child's weakness?

Hence the best advice for managers and educators not to focus on their strengths and ignore their weaknesses, but rather to focus on your strengths and find ways to manage your weaknesses. In your role as manager you will need to focus on who each employee is. You will need to learn each one's behavior and, as one maxim state, find the right language to 'suit their brain'.

The great majority of organizations, with their formalized processes and their detailed lists of competencies, operate under the assumption that most employees are the same and that, if not, they should be retrained until they are. The manager who individualize will invariably butt heads within such organizations.

The last hurdle to building strengths based organization is this: The manager cannot capitalize on teachers' strengths if he keeps promoting them into roles that don't fit their strengths. Today, however, many organizations are moving away from command and control toward more empowered cultures.

However Buckingham & Clifton (2001:241) add a note of caution, while recognizing the need to empower people, they are still locked into only one kind of prestige – the prestige that comes from having power over someone else. And because they see only one kind of prestige, they have designed only one path toward it: Do well, move up, get more power. Do better, move up higher, get still more power: If a hierarchy is simply a system for apportioning different kinds of prestige to different people, then the flaw of organizations like these is not that they have too much hierarchy but that they have too little. They suffer from a shortage of prestige.

The strengths-based organization must avoid this flaw. It must make different kinds of meaningful prestige widely available. Yes if school's managers want a more productive organization, they should play to each teacher's strengths

4.4 SUMMARY AND INTRODUCTION TO THE LAST CHAPTER

Those of us who lead education organizations must become more sophisticated and more efficient when it comes to capitalizing on their educators. We must find the best-fit possible of educator's strengths and the rates we are asking them to play at work. Only then will we be as strong as we should be. Only then will we win in improving schools' outcomes through strategic human resources management.

The following Chapter raises the issue of summarizing and concluding the importance of the human element in the organization in an effort to ameliorate outcomes in schools and set forth recommendations to catapult the management of human resources into being more responsive to future transformation.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

Of all the resources and organization like a school requires, the human kind is the most unpredictable, valuable and potentially costly of them all. However, as this study has been at pains to demonstrate, the human resource function has been sadly underrated.

It should be noted that this study moves from the premise that an institution's competitive edge no longer lies in its product, but it lies in its people. Picking the right people, motivating them, melding them into a team that can work well together, but acknowledging their individual strengths, surrounding them with the right support systems, managing diversity – all this is critical to an institution in an effort to innovate and rehumanize the workforce.

Strategic value is no longer built around product, but around people. Educators' issues are becoming a source of competitive advantage. Competitors can copy the product, the strategy and technology. What is far more difficult to copy is the organization and people. If human resource is a different game these days, a new mindset and different skills are called for in schools. The work of transformation and competitiveness in schools is never complete.

In looking at the roles of managers, it may be useful to consider the following, which illustrates a new paradigm shift: from an autocratic to a collaborative style for managers or leaders in schools. It should be noted that this study is not suggesting that management no longer has a place but there is a shift of emphasis from managing in a top-down fashion to a more collaborative style of leadership. Management is still there but in a participative way:

Table 5.1 An illustration of an acceptable model of leadership in schools

FROM	TO
Management	Leadership
Vertical	Sideways
Fixed roles	Flexible roles
Individual responsibility	Shared responsibility
Autocratic	Collaborative
Delivering expertise	Developing expertise
Status	Stature
Efficiency	Effectiveness
Control	Release
Power	Empowerment

(Whitaker, 1995:87)

For us to be able to successfully bring about change in our school, change that will ultimately improve schools' outcomes, it might be necessary to consider our own attitudes and behavior as suggested above. There is a definite role or behavior change, which we need to undertake.

Our people, with their aspirations and collective determination, are our most important resources. The capabilities of our people are a limiting factor in the attainment of socio – economic development. To realize their potential, teachers need knowledge, skills and democratic values, and they also need opportunities in which to apply them (Department of Education – Achievements, 1994:27).

The challenge facing managers at schools is to acknowledge that the importance of the human element in an organization is increasing along with the pace of change. Change demands innovation, and innovation demands that we unleash the creative potential of our people.

In this ever – changing environment, workforce education has to evolve. This study has been at pains to stimulate thought and concentrate the thinking and function of human resources management at school level on the future in pursuit of improving schools' outcomes. The notion of rehumanization of the workforce has been a recurring theme throughout this study. The nub issue is to promote professional dialogue and stimulate further research on the topic.

5.1.2 FINDINGS FROM LITERATURE

Over the long run, the influence of human resource management professions in organization rises and falls depending on how well they anticipate and respond to changing external and internal forces that shape employment relationships (Kochan, 1997:1).

The nature of human resource management (HRM) has shifted dramatically since its establishment as the discipline of personal administration. Emerging from the function of 'secretary' and encouraged by Frederick Taylor's disciples, personnel management was grounded in the emerging paradigm of industrial psychology and was viewed as a possible solution to such nagging problems as worker inefficiency and worker unrest (Kunda, 1992:371).

Regarding the former, a core tenet of Taylorism was the notion that work becomes more productive and less arduous when individuals are placed in jobs appropriate to their abilities and when they are paid fairly. How to match individuals and jobs and ensure, that they are paid fairly was viewed by Taylor as a "technical problem" (Kunda, 1992:371), one to be resolved by the emergent personnel function.

However, in the face of increased global competition and the demands for both cost-efficiency and quality in the 1980's, personnel management was at a crossroad. Since its establishment, the personnel function had become its legitimacy and influence on its ability to buffer an organization's core

technology from uncertainties stemming from a heterogeneous workforce, and unstable labor market, and a militant union movement (Bamberger and Meshoulam, 2000:2). Yet by the 1980's, these authors continue, managers had become less concerned with these technical sources of uncertainty and were paying greater attention to issues of quality, agility, and unique competencies as sources of competitive advantage (Bamberger and Meshoulam, 2000:2).

Indeed, by the early 1980's, the strategic management of HR and the design of strong organizational cultures had become the focus of attention for a number of management consultants and applied researchers (for example, Deal and Kennedy, 1982; Ouchi, 1981; Peters and Waterman, 1982). These writers viewed the effective management of HR as the key to ensuring quality and a critical source of competitive advantage.

For example, one of Peters and Waterman's "Eight Attributes" was "productivity through people," which called for "treating the rank and file as the root source of quality and productivity gain" and "looking at HR rather than capital investment as the fundamental source of efficiency improvement (Peters and Waterman, 1982:14).

According to Wright and McMahon (1996:298), two important dimensions distinguish such a strategic approach to HRM from the more traditional practices of personnel management (described above). First, "it entails the linking of HRM practices with the strategic management process of the organization." Second, it places an emphasis on finding a synergy (or at least a certain degree of congruency) among various HR practices and ensuring that these practices are aligned with the needs of the business as a whole. Not surprisingly, this approach to HRM has been labeled strategic human resources management or SHRM.

Developing resources with such characteristics is key to sustainable competitive advantage, particularly because people are the key "competence carriers" of organizations (Prahalad and Hamel, 1990:87).

As an approach to the process of people management in organizations, SHRM is not unrelated to HR strategy. Indeed, the formulation and enactment of an HR strategy designed to "link HR policies and practices with the strategic goals and objectives of the institution" (Truss and Gratton, 1994:6630) is a key element of SHRM.

Thus, if HRM is the process by which organizations seek to link the human, social, and intellectual capital of their members to the strategic needs of the institution, espoused HR strategy is the road map that organizational leaders use to secure that link, and emergent HR strategy is the road actually traveled (Bamberger and Meshoulam, 2000:6).

In their "reciprocal interdependence" model of HR strategy formulation, Lengnick-Hall and Lengnick-Hall (1988:456) also subscribed to this notion of a two-way interaction between business strategy formulation and HR strategy formulation. They concluded from a review of the strategy literature that in most cases "human resources are considered means, not part of generating or

selecting strategy objectives” and that “traditional models focus on matching people to strategy, but not on matching strategy to people” (Lengnick-Hall and Lengnick-Hall, 1988:456).

Contesting these assumptions, Lengnick-Hall and Lengnick-Hall (1988:457) demonstrated that HR strategy is not determined solely by firm strategy but is also influenced by firm readiness to deal with challenges and obstacles. They also argued that the effects are not unidirectional and that HR parameters contribute to the shaping and implementation of overall business strategy. They propose a contingency approach in which HR strategy is generated to fit both organizational growth expectations and organizational readiness to meet these expectations.

The descriptive theories discussed above propose that HR strategy is influenced both directly and indirectly (via firm strategy) by environmental consideration. However, these theories leave it to HR system decision makers to identify, interpret, analyze, and then act on these considerations.

Most definitions of employee relations and management of HR in this literature revolve around a particular set of HR activities (for example, grievance handling, employee discipline) aimed at eliciting employee compliance with organizational policies and norms. However, these findings view the employee relation system and HR management as something much broader than simply a collection of HR functions.

The literature reviewed in this study suggests that employees are given extensive opportunities to participate in organizational decision making, are allowed a high degree of autonomy, and are encouraged to widen their skill base to increase the potential to optimize efficiencies in HR mobilization.

However, to ensure that such autonomy and discretion are exploited in a manner consistent with the organizational objectives determined by management, these work systems are also characterized by a high degree of normative control-“the desire to bind employees’ hearts and minds to the corporate interest” (Kunda, 1992:218).

It should be rather obvious that none of the studies reviewed in this study describe the nature of work systems in organizations in which the free-agent HR strategy is dominant. Thus, the question remains: How do organizations shape work systems so as to be able to rapidly generate social cohesion in the context of an essentially transactional-based educational contract?

Furthermore, does HR strategy make a difference? That is, to what degree can managers expect to influence the educators on a Post Level one post by adopting one HR strategy over another? Given the centrality of such questions, it should come as no surprise that the bulk of strategic HRM research in recent years has focused precisely on such issues.

Finally, HR researchers and practitioners alike must confront what Becker and Gerhart (1996:796) called a “major disconnect” between what the research literature suggests and what institutions should and actually do. That is, a major challenge facing SHRM researchers is to make their research results meaningful to practitioners in the field. Although the results of the studies discussed above suggest that institutions should have a significant incentive to adopt, at the very least, key strategic HR practices, such program adoption may be more complex than commonly assumed.

5.1.3 FINDINGS FROM THIS STUDY

Findings from this study seek to serve as an epitome of the link between HR practice and firm performance and the researcher is driven to contribute to the effort to further understand the nature of this relationship. This study examines the way in which HR could play a more central and strategic role in management, as reflected by interviewees’ responses.

Much has been written on the topic of human resource strategy and strategic human resource management. The primary goal in this study is to summarize this body of research. However, given the state of the literature, the researcher felt it is necessary to try to go beyond a simple literature review.

Consequently, the researcher strives to provide a broad framework, which has an educational ‘flavour.’ As a result, the framework of this study may offer a new way to examine the core issues studied by HR researchers. In this sense, this study will most appeal to an academic audience.

Yet given Lewin’s famous remark that “there’s nothing as practical as a good theory,” the researcher believes that educators, including principals of schools engaged in setting business strategy-will have much to gain from the framework presented here. For educators and other educational practitioners, perhaps the greatest contribution of this study is that it will provide them with a framework for understanding the nature and role of HR strategy in their own organizations.

Such an understanding is essential for managers of schools who want to more closely align system-specific strategies with their underlying business strategy and who are interested in better harnessing their organization’s HR in the pursuit of their organization’s mission.

As should be clear from the title of this study, **Maximization of learning outcomes through improved human resources management in schools**, the researcher attempts to review and expand on the HR strategy literature in all its dimensions, though tilted more in education. Although the focus of the most recent literature has been on establishing the actual impact of HR on the institution’s bottom line, the researcher’s interest runs deeper.

Of course, whereas there is no reason to examine HR strategy if it has little effect, once that effect has been established, it is critical to gain deeper

understanding of the dynamics underlying that effect. Thus this study's framework is based on the assumption that one needs to explore how HR strategies are formulated and implemented in organizations such as schools and the way in which these strategies-either individually or as a group-can contribute to or detract from firm performance.

The interviewees' responses espoused the fact that the nub issue in the findings is to rehumanize the organization through the implementation of a formal system that will guide everyone in the organization not to lose track of the intention.

Most schools which took part in this investigation it should be said, belongs to a paradigm epitomized by Characteristics of a De-humanized organizations in Appendix B, Page 65 of this study.

Huysamen (1999:122) is convinced that the collective spirit of people will dictate the outcome of performance and the welfare of the organization. It also means that the manager must find out what barriers stand in the path of the team members with regard to the delivery of the expected performance and then remove or limit these barriers to the best of his or her management ability.

Essential to the success of any organization is leadership's commitment to striking a balance between overall institution performance and individual educator fulfillment. "Indeed, the specific job of the manager is to make the strengths of people productive and their weaknesses irrelevant" (Drucker, 1977: viii).

Findings from this study finally espouse the language of the human strengths. The premise here is that each person's talents are enduring and unique; and each person's greatest room for growth is in the area of his or her greatest strength. Strategic value, the findings reflect, is no longer built around product, but around people.

5.2 RECOMMENDATIONS

The adage that every school manager needs to be his or her own people-manager has rarely been as relevant as it is now. Critically, this study eschews the approach that does not purport to offer easy solutions.

It is now a common place to suggest that organizations need to adopt a more strategic approach to the management of people. One pragmatic approach is to show how managers in schools, notwithstanding the problem, to develop a strategic approach appropriate to their situations. The nub issue here is to consider the arguments underpinning the view that people are a strategic resource for achieving competitive advantage. An appreciation of these is essential if the presentation of the recommendations is to make sense.

Ensuring that the right people are in the right place at the right time is one of the basic building blocks of a more strategic nature. Increasingly the pressure

on educators for school improvement may easily become a disempowering exercise. Any program which bears fruit for personnel is usually one in which they share it's ownership and identity.

Educators should therefore be encouraged to initiate school improvement programmes as opposed to having to respond to school crisis situations. The rationale behind teacher empowerment is to make educators aware that they are capable of redeeming their own situation and reclaiming their rightful place in society.

Central to the influential idea of strategic human resources management is a more strategic and all embracing approach to the management of people than traditional personnel management seemed to offer. This means planning resources not only in quantitative terms, which tended to be the main preoccupation with manpower planning, but in qualitative terms as well.

One erroneous assumption is that organizational structure and processes are a 'given' rather than something that school managers can decide. Apart from their intrinsic importance, the particular reason for the focus on organizational structure and processes in terms of the human resources management here is that under the pressure of increasingly competitive environments and shifting nature of competitive advantage, major changes are taking place.

Schools in black townships for instance, Alberton district, should not be expected to function in a homologous fashion as if the educators, learners and the vision of each individual school are the same. There should exist a shift from the bureaucratic organization of the past, but also greater individual responsibility or empowerment.

One group of changes reflects a move way from hierarchy with the reduction or de-layering of a number of tiers of management.

Therefore, hierarchical relationships based on position and status is deemed to be inappropriate to sustain improvements in schools. As part of teacher development and not processes of damage control, teachers need to ensure an interface between them, and lines of communication should be set so that effective networking can occur.

In addition, the dispersal of schools' throughout residential areas in black townships means that limited educational resources are very thinly spread, resulting in large number of standardized schools of poor quality. This mars the success that can be achieved by black township schools to market themselves to levels equivalent to former model C schools in terms of human resources. This status quo buttresses the unfair advantages the former Model C schools enjoy presently.

The tragic reality in South Africa, it should further be noted, is that educators tend not to have a sense of national identity and tend to be hooked up in insular ethnic mind – sets. We need to develop a new form of academic nationalism where everyone find collective role and space in the collective South African form of educational nationalism. It is in this respect that the

collective African concept of Ubuntu in educational cycles could be re-articulated.

Furthermore, marginalized education communities should survive on the principles of collective solidarity and not the principles of individual self-sufficiency. Like the positive response received from an item in the questionnaire (Appendix C), schools are in dire need of synergized stakeholders as opposed to energized individuals.

Obviously, these recommendations are not meant to be elixirs to purge all human resources management ills but feasible strategies that need to be tweaked to suit idiosyncratic circumstances of those who pursue rehumanization routes in their schools, in the maximization of learning outcomes.

This research is meant to enrich and provide possibilities not to deter by setting up a normative picture of the ideal, which no ordinary human being could achieve.

It is against this backdrop that this article is penned and it is believed that the HRM recommendation put forth would be feasible in schools in the foreseeable future and add value to the existing knowledge and stimulate further research in this topic.

5.3 CONCLUDING REMARKS

The researcher needs to emphasize that the purpose of the organization is the production of a product or service. The aim of organization management should be the continuous improvement of productivity, that is, effective learning and teaching. Therefore, the introduction of any practice, system, intervention or whatever the disturbance is called, should be with the sole and only purpose of improving productivity' (Huysamen, 1999:143).

He concludes by pointing out that:

If there is a problem with productivity, or it needs to be improved, the leverage area must be determined first. It could only reside within employee competence, desire to perform or work environment effectiveness. First find the cause of concern, and then decide whether a better practice will help to improve matters (Huysamen, 1999:143)).

The researcher suggests therefore that institutions should not seek in this research for a single blue print for change. This study should not be perceived as an elixir to purge all HRM ills. Institutions must inevitably find their own idiosyncratic starting points in improving the schools' outcomes. However, the researcher suggests that the theme on the eliminations of performance barriers or de-motivators and the desire of the employee to perform, maps out possibilities that all schools would do well to consider.

It is these pertinent and related issues that this study addresses in a holistic manner vis – à – vis rehumanizing organizations.

In order to maximize learning outcomes through strategic HR management, management skills are necessary, but not sufficient for leadership success. Managers must identify the diverse strengths needed to create a team with a competitive advantage. This study provides tools to do it better. Moreover, this study seeks to provide a roadmap to building a truly great team or organization.

Obviously, a peak-performance workforce requires greater and different leadership throughout the organization. Leadership should contribute in one way or the other to stop perpetuating the status quo of the rich becoming richer and the poor becoming poorer. The lancing of this painful abscess should be done in a jiffy.

Fullan (1985: 42) asserts that ‘teachers must learn if learners are to succeed learners and must learn if society is to succeed’. The relevancy of Fullan’s assertion cannot be questioned as schools become increasingly self-managing organizations. Principals and educators need to develop new skills and expertise in educational management including improved HRM practices.

Unleashing the full potential of educators is undeniably a tall order: few organizations have managed to do it consistently. This study explores the approaches of those who apparently have gone far beyond any conventional notions of managing solely to meet ambitious objectives. It looks at how such institutions tap into educator’s fulfillment to develop the extra quotient of emotional commitment that deeply energizes educators to perform well beyond conventional norms.

Despite the changes, difficulties, and inevitable setbacks along the path, however, schools, which stay the course and successfully climb their particular mountain, swear by the benefits of an emotionally committed, peak-performance workforce. To those tempted to undertake the challenge therefore, the researcher echos the words of Katzenbach (2000): **Go for it – but do it your way!**

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APPENDIX A

RESEARCH TOOLS: INTERVIEW SCHEDULE

This schedule is for interviewing principals, school governing bodies and educators.

CRITICAL QUESTION 1

- ❖ Management practices must change to eliminate the us-them syndrome. How can this be achieved?

- 1.1 Is the management developed to transform from the traditional role of controlling to that of a team leader's role of enabling?
- 1.2 Are you (as management of the school) taking concrete steps to promote understanding and support of the school's vision and objectives?
- 1.3 Are you regulating and recognizing improved competence and improvements in outcomes in your institution?

CRITICAL QUESTION 2

- ❖ Is it a prime focus that management enables and supports employee, instead of controlling them, through the elimination of performance barriers or demotivators?

- 2.1 Are there systems in place to identify performance demotivators and eliminate or reduce them?
- 2.2 Do you regard practices in your school either as motivators or demotivators?
- 2.3 Do you regard job satisfaction of employees as more important to the production of learning outcomes in your institution?

CRITICAL QUESTION 3

- ❖ Is the school engaged in productivity improvement through better practices?

- 3.1 Is it your priority to place the organizational train first on track before it is modified and tuned to move more efficiently in the correct direction?
- 3.2 Is it important to you to introduce a way where there doesn't exist a will? Do you start looking for ways to improve the will first?
- 3.3 Would you regard your colleagues as motivators or demotivators? As a consequence, what practices are in place to maximize the school's outcomes accordingly?

APPENDIX B

CHARACTERISTICS OF DE-HUMANIZED ORGANIZATIONS

- ◆ Little personal investment in organizational objectives except at top level.
- ◆ Distinct Us-Them syndrome.
- ◆ Personal needs and feelings are non-managerial issues.
- ◆ Managers try to get things done in isolation to their people. Orders, policies and procedures are not carried out as intended.
- ◆ The judgement of people lower down in the organization is executed in a subjective manner, where favouritism forms the most important criteria.
- ◆ Managers often divide-and-rule.
- ◆ When there is a crisis, people withdraw or start blaming one another.
- ◆ Mistakes are not tolerated and are heavily punished.

CHARACTERISTICS OF RE-HUMANIZED ORGANIZATIONS

- ◆ A common overall objective is shared by the employees.
- ◆ People feel free to express their productivity problems, because they expect the problems to be dealt with and they are optimistic that such problems can be solved.
- ◆ There is a high degree of teamwork in planning performance, and in sharing responsibility.
- ◆ All employees are treated with respect and dignity. Personal practices do not include discriminatory criteria against certain occupations.
- ◆ People are continuously learning to learn together- learning organizations
- ◆ Where there is a will, there's a way.
- ◆ There is a sense of order, and yet a high rate of creativity. Old methods are questioned and new ones encouraged.
- ◆ There is a high degree of bonding amongst people and a sense of freedom and mutual responsibility.
- ◆ No Us-Them climate exist.

The description of a rehumanized organization may appear idealistic. It is perhaps more a statement or direction than a state that has been achieved by any known organization.

From (Huysamen, 1999: 213-217).

APPENDIX C

Enquiries: L. Tlou (C) 082 930-1079
(H) 011 905-4329
(W) 011 905-6701

To: Colleagues in Education

Re: Questionnaire on perceptions of stakeholders on the maximization of Learning outcomes through improved HRM in schools.

The enclosed questionnaire is a research instrument for an M.Ed. dissertation (Research Project) which seeks to understand the social phenomenon from the participants perspective.

This questionnaire aims at collecting information from you about the topic. The purpose of this questionnaire is therefore to find out your views about the topic.

Kindly respond to the questions as frankly and honestly as possible. There are no right or wrong answers. It all depends on your views and feelings, and the responses you give will not prejudice you in any way. This information will remain confidential and anonymous, therefore you do not have to write or sign your name on this questionnaire.

I thank you in anticipation

Yours in research

L. TLOU

APPENDIX D

SECTION A. INTRODUCTION

Please answer the following questions by making a tick in box corresponding to your answer:

A. GENDER MALE

FEMALE

B. AGE 20 - 29

30 - 39

40 - 49

50 - OVER

C. PROFESSIONAL QUALIFICATION:

PTC

PTD

STD

HDE

FDE

B.Ed

M.Ed

OTHER, Specify -----

D. MARITAL STATUS; SINGLE

MARRIED

DIVORCED-

SECTION B (SUMMARIZED RESPONSES OF PRINCIPALS)

For each statement tick the category which best describes your agreement or disagreement according to the following Likert scale, vis-à-vis your institution:

SA : Strongly Agree

AG : Agree

DA : Disagree

SD : Strongly Disagree

SA	AG	DA	SD
----	----	----	----

1. Personal needs and feelings are non-managerial issues.

xxx	x	x	x
-----	---	---	---

2. There is little personal investment in organizational objectives except at top level.

x	x	x x	x
---	---	--------	---

3. Much time and resources allocated to industrial relations. Relationships of antagonistic constitutionalization.

x	x x	x	x
---	--------	---	---

4. There is a large employee turnover in good times.

x	xx xx		
---	----------	--	--

5. People at the top try to control as many decisions as possible. They become obstacles, and make decisions based on inadequate information and advice.

		x x x	x x
--	--	-------------	--------

6. The judgement of people lower down in the organization is executed in a subjective manner, where favouritism forms the most important criteria.

x	x	x	x
---	---	---	---

7. Managers divide and rule, and autocratic management styles are still hampering the achievement of learning outcomes.

	x	x x	x x
--	---	--------	--------

8. Relationships are contaminated by the formation of cliques. People feel alone and lack concern for one another. There is an undercurrent of fear and mistrust.

xx	x x x		
----	-------------	--	--

9. People feel imprisoned in their jobs. They feel stagnated and bored but constrained by their need for security. The behaviour in staff meetings is listless and docile. Their jobs are not much fun. They get their kicks elsewhere.

x	x x x x		
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10. The manager is prescriptive authority to the organization.

11. People swallow their frustrations and gossip about their managers.

12. Conflict is considered important for decision making and personal growth.

13. People are motivated and have a high desire to perform.

14. The vision and mission statement of the institution is appropriate.

15. People are the most important resource in any organization. Managed effectively, they provide the knowledge, skills and energy, which are essential ingredients of success.

16. Hierarchical structures (rungs) in school hamper the realization of organizational growth, as everyone is a potential leader. (There should be no passenger).

17. Schools are in dire need for energized individuals as opposed to synergized stakeholders.

	X	XX	X X
XX	XX XX		
X	X X X	X	
X		XX x	X
XX	X X X		
X	X X X X		
		X X X	X X
XX	X X	X	

SECTION B (SUMMARIZED RESPONSES OF EDUCATORS)

For each statement tick the category which best describes your agreement or disagreement according to the following Likert scale, vis-à-vis your institution:

SA : Strongly Agree

AG : Agree

DA : Disagree

SD : Strongly Disagree

SA	AG	DA	SD
----	----	----	----

1. Personal needs and feelings are non-managerial issues

	xxxx xxxx xx		
--	--------------------	--	--

2. There is little personal investment in organizational objectives except at top level.

xxx xxx	xx xx		
------------	----------	--	--

3. Much time and resources allocated to industrial relations. Relationships of antagonistic constitutionalization.

	x	xx xx x	xx xx
--	---	---------------	----------

4. There is a large employee turnover in good times.

		xxx xxx x	xx x
--	--	-----------------	---------

5. People at the top try to control as many decisions as possible. They become obstacles, and make decisions based on inadequate information and advice.

xxx x	xx xx xx		
----------	----------------	--	--

6. The judgement of people lower down in the organization is executed in a subjective manner, where favouritism forms the most important criteria.

xxx xxx x	x x x		
-----------------	-------------	--	--

7. Managers divide and rule, and autocratic management styles are still hampering the achievement of learning outcomes.

xxx xxx xxx x			
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8. Relationships are contaminated by the formation of cliques. People feel alone and lack concern for one another. There is an undercurrent of fear and mistrust.

xx	xx xx x	x x	x
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9. People feel imprisoned in their jobs. They feel stagnated and bored but constrained by their need for security. The behaviour in staff meetings is listless and docile. Their jobs are not much fun. They get their kicks elsewhere.

xxx xx	x x x x x		
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10. The manager is prescriptive authority to the organization.

11. People swallow their frustrations and gossip about their managers.

12. Conflict is considered important for decision making and personal growth.

13. People are motivated and have a high desire to perform.

14. The vision and mission statement of the institution is appropriate.

15. People are the most important resource in any organization. Managed effectively, they provide the knowledge, skills and energy, which are essential ingredients of success.

16. Hierarchical structures (rungs) in school hamper the realization of organizational growth, as everyone is a potential leader. (There should be no passenger).

17. Schools are in dire need for energized individuals as opposed to synergized stakeholders.

XXXXX	xxx xx		
XXX X	xx xx	X X	X X
XX	xx xx	X X	X X
XXX	xx x	xx X	X
	X X	xx xx xx	X X
XXX XXX XXX X			
XXX XXX	X X X	X	
XXX XX	xx xx X		

SECTION B (SUMMARIZED RESPONSES OF SGB MEMBERS)

For each statement tick the category which best describes your agreement or disagreement according to the following Likert scale, vis-à-vis your institution:

SA : Strongly Agree

AG : Agree

DA : Disagree

SD : Strongly Disagree

1 . Personal needs and feelings are non-issues

2. There is little personal investment in organizational objectives except at top level.

3. Much time and resources allocated to industrial relations. Relationships of antagonistic constitutionalization.

4. There is a large employee turnover in good times.

5. People at the top try to control as many decisions as possible. They become obstacles, and make decisions based on inadequate information and advice.

6. The judgement of people lower down in the organization is executed in a subjective manner, where favouritism forms the most important criteria.

7. Managers divide and rule, and autocratic management styles are still hampering the achievement of learning outcomes.

8. Relationships are contaminated by the formation of cliques. People feel alone and lack concern for one another. There is an undercurrent of fear and mistrust.

9. People feel imprisoned in their jobs. They feel stagnated and bored but constrained by their need for security. The behaviour in staff meetings is listless and docile. Their jobs are not much fun. They get their kicks elsewhere.

	SA	AG	DA	SD
1 . Personal needs and feelings are non-issues	xxx	x		
2. There is little personal investment in organizational objectives except at top level.	xx	x x		
3. Much time and resources allocated to industrial relations. Relationships of antagonistic constitutionalization.	xxx	x		
4. There is a large employee turnover in good times.	xxx	x		
5. People at the top try to control as many decisions as possible. They become obstacles, and make decisions based on inadequate information and advice.			x x x	x
6. The judgement of people lower down in the organization is executed in a subjective manner, where favouritism forms the most important criteria.		x	x x	x
7. Managers divide and rule, and autocratic management styles are still hampering the achievement of learning outcomes.			x	x x x
8. Relationships are contaminated by the formation of cliques. People feel alone and lack concern for one another. There is an undercurrent of fear and mistrust.	xx	x	x	
9. People feel imprisoned in their jobs. They feel stagnated and bored but constrained by their need for security. The behaviour in staff meetings is listless and docile. Their jobs are not much fun. They get their kicks elsewhere.	xx	x x		

10. The manager is prescriptive authority to the organization.

11. People swallow their frustrations and gossip about their managers.

12. Conflict is considered important for decision making and personal growth.

13. People are motivated and have a high desire to perform.

14. The vision and mission statement of the institution is appropriate.

15. People are the most important resource in any organization. Managed effectively, they provide the knowledge, skills and energy, which are essential ingredients of success.

16. Hierarchical structures (rungs) in school hamper the realization of organizational growth, as everyone is a potential leader. (There should be no passenger).

17. Schools are in dire need for energized individuals as opposed to synergized stakeholders.

XX	xx		
XX	X X		
		X	X X X
X	X	X	X
XX	X X		
XXX	X		
		X	X X X
X	X	X	X

SECTION C

Briefly give and support your views on the following vis-à-vis your school.

CRITICAL QUESTION 1

Management practices must change to eliminate the “us-them” syndrome. How can this be achieved in this institution?

CRITICAL QUESTION 2

Is it your prime focus to enable and support the employees, instead of controlling them, through the elimination of performance barriers or Demotivators?

CRITICAL QUESTION 3

Is the school engaged in productivity or outcomes improvement through better human resources management practices?

YOUR PARTICIPATION IS APPRECIATED!