


337


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JONKER, M.P. 1995. 'n Konseptuele model vir 'n rekenaargebaseerde bestuursinligtingstelsel vir die topbestuur van 'n onderwyskollege. Potchefstroom: PU vir CHO (Dissertation – M.Ed.)


VERMAAK, P. 1999. 'n Model vir die nie-formele bestuursontwikkeling van die bestuurspan van sekondêre skole. Potchefstroom: PU vir CHO. (Thesis – Ph.D.)


TO: The Director: Coordination (Mr. I. S. Molale)
FROM: Philip de Bruyn
DATE: 10 October 2001
SUBJECT: RESEARCH ON EFFECTIVENESS OF SCHOOLS

Dear Sir

I am currently involved in research on the optimisation of the effectiveness and productivity of secondary schools in the RSA. The overall aim of the research is to contribute towards the organisational change and development of schools. The particular scope of this research is to develop a model to improve the effectiveness of secondary schools through the application of Total Quality Management. This management concept represents a total systems approach comprising the school as a whole.

The survey is being conducted in conjunction with the Potchefstroom University for CHE as part of research for a Ph.D. in Educational Management.

A crucial part of this research is a survey to solicit empirical data from school principals. Schools in the North West Province have been sampled to take part in the survey on the basis of a sustained learner pass rate of 80% plus in the Grade 12 external examinations between 1997 and 2000. The number of schools adds up to 61 secondary/combined schools from all education districts in the province.

Your endorsement is therefore requested for access to schools to

• send out questionnaires to the principals of the sample schools
• conduct interviews with principals, educators, learners and parents at a few targeted schools.

It would be appreciated if the questionnaires could be distributed and returned by the relevant circuit managers to ensure prompt and effective feedback. Responses from schools are strictly confidential and will be reported only in aggregated form.

The support of the NWDE is highly appreciated.

P. P. DE BRUYN
RESEARCHER

Cc. Dr. A. M. Karodia
Superintendent-General
ADDENDUM B

Department of Education
Lefapha la Thuto
Departement van Onderwys

NORTH WEST PROVINCE

Enquiries: J.S. Molale
Telephone: 018-3873411/06
Fax: 018-3874097
Email: jmolale@nwpg.org.za

To: Mr P. de Bruyn
From: Mr J.S. Molale
Director: Co-ordination
Date: 22 October 2001

Subject: RESEARCH ON EFFECTIVE OF SCHOOLS

Department of Education acknowledges the contribution made by institutions of learning towards improvement and effectiveness of school system in the North West.

It is in this spirit that the Department endorses your request dated 10 October 2001:

• To administer questionnaire to principals of sampled schools in the North West.
• Conduct interviews with principals, educators, learners and parents.

We hope this will be a very successful exercise.

Yours sincerely

[Signature]
DIRECTOR: CO-ORDINATION
ADDENDUM C

16 Violet str.
POTCHEFSTROOM
2531

The School Principal

Dear Sir/Madam:

RESEARCH ON THE EFFECTIVENESS OF THE MANAGEMENT OF SECONDARY SCHOOLS

Research is currently being conducted on the optimisation of the effectiveness and productivity of secondary schools in the RSA. The overall aim of the research is to contribute towards the organisational change and development of schools. The particular scope of this research is to develop a model for the improvement of the effectiveness of secondary schools through the application of Total Quality Management. This management concept represents a total systems approach comprising the school as a whole.

A crucial part of this research is a survey to collect data from schools. Schools in the North West Province have been identified to take part in the survey on the basis of a sustained learner pass rate of 80% plus in the Grade 12 external examinations between 1997 and 2000.

The survey is being conducted in conjunction with the Potchefstroom University for CHE as part of research for a Ph.D. in Educational Management. The NWDE has approved the research project and for the survey to be conducted at schools.

Kindly fill in the accompanying questionnaire and return it as soon as possible before the 9th November 2001. Responses are strictly confidential and will be reported only in aggregated form.

Thank you for your valuable input and time.

P. P. de Bruyn
Researcher
QUESTIONNAIRE FOR SCHOOL PRINCIPALS

Section A    Background Information

Please complete the following by marking with an “X”:

1. Gender
   
   Male
   Female

2. Age
   
   20 – 29 yrs
   30 – 39 yrs
   40 – 49 yrs
   Above 50

3. Years experience as school principal
   
   1 – 5 yrs
   5 – 10 yrs
   11 – 15 yrs
   Above 16 yrs

4. Highest educational level
   
   Diploma
   Bachelors degree
   Honors./B.Ed. degree
   Masters degree
   Doctors degree

5. Position
   
   Principal
   Deputy principal
   Head of department
   Other
Please note: should you experience any difficulties in understanding certain key terms, you are referred to the glossary on page 7 of this questionnaire for assistance.

X Please indicate with an “X” to what extent each item reflects the current situation at your school.

Section B
LEADERSHIP  (Organisational leadership, public responsibility, and citizenship)

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<td>6. The members of the senior management team are themselves committed to improving quality</td>
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<td>7. The senior management team is visibly involved in quality promotion.</td>
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<td>8. All stakeholders are familiar with the school’s quality policy.</td>
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<td>9. The senior management team set directions for a learning-orientated climate in the school.</td>
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<td>10. The members of the senior management team serve as role models through their ethical behaviour</td>
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<td>11. The school’s performance is reviewed regularly for the early detection of problems.</td>
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<td>12. The findings of performance reviews are translated into action plans.</td>
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<td>13. The school has a significant impact on society.</td>
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<td>14. The school anticipates matters of public concern proactively.</td>
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<td>15. The school actively involves key stakeholders as part of good citizenship practices.</td>
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<td>16. Senior school managers are recognised outside the school for promoting quality.</td>
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<td>17. Quality values are integrated into the day-to-day management of the school</td>
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Section C
STRATEGIC PLANNING (Strategy development and deployment)

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<td>18.</td>
<td>The school has identified key participants to be involved in the strategic planning process.</td>
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<td>19.</td>
<td>The school considers influences that might affect the school's future directions.</td>
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<td>20.</td>
<td>High academic standards are set for all learners in the school.</td>
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<td>21.</td>
<td>Information is used to inform the planning process.</td>
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<td>22.</td>
<td>The mission of each sub-system (academic department, team etc.) reflects the school's overall vision.</td>
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<td>23.</td>
<td>The school plans for continuous improvement in all its operations.</td>
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<td>24.</td>
<td>Strategic objectives are converted into action plans.</td>
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<td>25.</td>
<td>Individual needs of learners are catered for in the design of educational programmes.</td>
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<td>26.</td>
<td>The way people are managed enables the school to accomplish its objectives.</td>
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<td>27.</td>
<td>The school has measures in place for tracking progress with its action plans.</td>
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<td>28.</td>
<td>The school has the ability to project its future performance.</td>
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<td>29.</td>
<td>The school compares its performance with that of other effective organisations.</td>
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<td>30.</td>
<td>People at all levels of the school are involved in working quality improvement teams.</td>
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<td>31.</td>
<td>The school's objectives are communicated to people at every level.</td>
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Section D

LEARNER, STAKEHOLDER AND MARKET FOCUS
(Knowledge of learner, stakeholder, and market needs, expectations, relationships, and satisfaction)

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32. The school is familiar with the needs and expectations of all its customers.
33. Stakeholders collaborate to collectively improve on the quality of the school.
34. Procedures for handling inquiries and complaints are well established.
35. The school conducts regular surveys to obtain feedback from learners and stakeholders:
36. Information from surveys is taken into account to anticipate the future needs of learners.
37. Future customer expectations are tied to the school’s curriculum development.
38. The building of relationships with customers is important to the school.
39. The school monitors the effectiveness of its relationships with key stakeholders.
40. Complaints by customers are dealt with promptly.
41. Employer satisfaction with the school’s matriculates is monitored regularly.
42. Information is gathered systematically to monitor the improvement in customer satisfaction.
43. Special training in customer service is provided to all administrative staff of the school.
44. The school compares the satisfaction of its customers with that of other similar schools.
45. Learners are engaged as full participants in the school’s quality improvement processes.
46. The school’s primary focus is on the learners’ active learning skills.
Section E
INFORMATION AND ANALYSIS
(Measurement and analysis of organisational performance and information management)

47. Information is used in monitoring the school’s daily operations.

48. Decision making throughout the school is based upon the analysis of collected information.

49. Information is analysed to support the strategic direction of the school.

50. Information is communicated in a systematic manner throughout the school.

51. Information analysis is used to improve the school’s quality performance.

52. Adequate procedures are in place to collect data about the school’s performance.

53. The school’s quality processes are compared to those in other exemplary schools.

Section F
SYSTEMS AND STAFF FOCUS
(Work systems, system and staff education, training, development, well-being, and satisfaction)

54. The school pursues high-performance work systems.

55. Individualised professional plans are used for staff development and training.

56. The school gives recognition for high performance work.

57. Quality improvement teams are regularly used to solve problems.

58. The school plans for career progression of all staff.

59. Staff is recruited on the basis of particular skills needed.

60. Staff is trained with the aim to serve the school’s overall objectives.

61. Staff members are involved in the design of their training.

62. The effectiveness of staff training is evaluated regularly.

63. The school provides a safe and healthy workplace to its staff.

64. The well-being, satisfaction, and motivation of all staff is evaluated regularly.

65. The school provides opportunities for personal learning to all staff members.
Section G
PROCESS MANAGEMENT
(Education design and instructional approaches, learner services, and support processes)

66. The curriculum focuses on active learning e.g. problem solving, critical thinking.
67. The curriculum is tailored to meet the individual needs of learners.
68. New technology has been incorporated to improve communication and information sharing.
69. Procedures have been designed to reduce learner dropout rates.
70. The learning process is measured on a continual basis by means of portfolios and projects.
71. Teaching methods are improved to ensure effective learning.
72. The key services to learners are those considered most important to learner academic success.
73. Feedback from customers is used to improve services to learners.
74. Networking with other educational institutions is encouraged.
75. The school evaluates its own educational programmes to determine their effectiveness.
76. The school assists learners in assessing their own learning performances.

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Section H
ORGANISATIONAL PERFORMANCE RESULTS

77. Learning results reflect the mission of the school.
78. The school’s matriculation results have increased over time.
79. The school’s financial measures are performed successfully.
80. The school’s overall performance reflects its organisational effectiveness.

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Thank you for your assistance and co-operation.
Glossary of key terms

Action plans
The term "action plan" refers to specific actions that respond to short- and longer-term strategic objectives. Action plans include details of resources and time frames.

Active learning
Active learning refers to interactive instructional techniques that engage learners in such higher-order thinking tasks as analysis, synthesis, and evaluation. Learners engaged in active learning might use additional resources, such as libraries, Web sites, interviews, or focus groups, to obtain information.

Analysis
Analysis refers to examination of facts and data to provide a basis for effective decisions.

Customers
A customer can be regarded as the next person in the line to receive a service. Learners can be regarded as the school's primary customers and secondary customers include parents, businesses, employers, and the community – all who have an interest in the quality of education.

Performance
Performance refers to output results obtained from processes and services that can be evaluated and compared. Performance can be related to learners and stakeholders, finances and budget, and operations.

Processes
Process refers to linked activities with the purpose of producing a programme or service for learners and/or stakeholders within or outside the school.

Quality improvement teams
Those teams are small groups of educators/learners who have been empowered to manage themselves as well as their daily work without interference by senior managers. A team is allowed to determine its own procedures and objectives, but those must be congruent with the goals of the school as a whole.

Senior management team
The term refers to those with the main responsibility for managing the school as a whole. The SMT might include principals, deputy principals, departmental heads, and/or subject heads (top management).

Stakeholders
Stakeholders are all groups that are or might be affected by the school's actions and success. Examples include parents, governing bodies, staff, social service organisations, alumni, businesses, employers, other schools, and local/professional communities.

Strategic planning
The term refers to a school's articulated aims or responses to address major change/improvement and/or competitive issues. The focus of strategic planning is on external factors and on the long-term directions of the school.
ADDENDUM D

INTERVIEW SCHEDULE FOR PRINCIPALS, EDUCATORS, LEARNERS AND PARENTS

1. ORGANISATIONAL PROFILE

- Describe the competitive environment of the school.
- What are the school’s challenges?
- How does the school perceive excellence?

2. LEADERSHIP

- What is the role of leadership – commitment/role models?
- How are senior leaders visibly involved in school matter?
- What are the quality values and vision of the school?
- What do you do to review/early detect faults?
- How are people empowered?
- What is the school’s Impact on society?

3. STRATEGIC PLANNING

- What academic standards are set for the school?
- How does the school orientate learners toward the future?
- How are school operations continuously improved?
- How are school objectives communicated throughout the school?
- How does teamwork contribute toward quality improvement?
- How does the school address the individual needs of learners?

4. LEARNER, STAKEHOLDER AND MARKET FOCUS

- How does the school build relationships with customers?
- How does the school develop the active learning skills of learners?
- What opportunities exist for people to voice their grievances?
- How do people participate in the management of the school?
- What measures are taken to satisfy the needs of school customers – surveys and feedback?
- How do senior leaders compare the school with other organisations/schools to ensure quality improvement?
5. INFORMATION AND ANALYSIS

- How does the use of information affect decision making in the school?
- What is done to monitor/measure school activities and performances?
- How is information communicated inside and outside the school?

6. SYSTEMS AND STAFF FOCUS

- How are work systems shaped to ensure excellence?
- How do senior managers contribute to a healthy work environment?
- How are all staff motivated and recognised?
- What measures are taken to ensure staff satisfaction?
- How are staff members involved in training and building of skills and personal learning?

7. PROCESS MANAGEMENT

- How is academic success pursued in the school?
- How are learner performances continuously evaluated?
- What self-assessment takes place in the school (learners and systems)?
- How are teaching methods continuously improved?
- What is the role of new technology in the school?
- What is the role of networking to improve quality?

Thank you very much for your time and contribution.