

**THE EFFECTS OF THE EDUCATOR POST-PROVISIONING MODEL IN THE  
MANAGEMENT OF PUBLIC SCHOOLS IN ILEMBE DISTRICT**

By:

Mbuyiseni Goodlife Ntuli

**Student No:** 201504997

A dissertation submitted in partial fulfillment of the requirements for the degree of Master of  
Business Administration

Graduate School of Business & Leadership  
College of Law and Management Studies

**Supervisor:** Prof Anesh Maniraj Singh

Year of submission: 2012



**College of Law and Management Studies**

**SUPERVISOR'S REPORT OF REVISED AND CORRECTED THESIS/ DISSERTATION**

<b>Name:</b> Mbuyiseni Goodlife Ntuli		<b>Student No:</b> 201504997	
<b>TITLE:</b> THE EFFECTS OF THE EDUCATOR POST-PROVISIONING MODEL IN THE MANAGEMENT OF PUBLIC SCHOOLS IN ILEMBE DISTRICT			
<b>Qualification:</b> Master of Business Administration(MBA)		<b>School:</b> UKZN Graduate School of Business & Leadership	
		<b>Yes</b>	<b>No</b>
I certify that the following student has made the changes/ corrections to his/her dissertation/thesis as requested in the examiner's report/s.			
<b>Comments if necessary:</b>			
<b>Supervisors Name:</b> Prof. Anesh Maniraj Singh			
<b>Signature:</b>			
<b>Date:</b>			
<b>School Academic Leader Research:</b>			
<b>Signature:</b>			
<b>Date:</b>			

## DECLARATION

---

I, Mbuyiseni Goodlife Ntuli, declare that:

- i. The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
- ii. This dissertation/thesis has not been submitted for any degree or examination at any other university.
- iii. This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- iv. This dissertation/thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
  - a) their words have been re-written but the general information attributed to them has been referenced:
  - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- v. This dissertation/thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation/thesis and in the References sections.

Signature: \_\_\_\_\_  
Mbuyiseni G. Ntuli (Student No: 201504997)

## ACKNOWLEDGEMENTS

---

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance, this study would not have been possible:

- My dearly loved wife Phindile and my ever-smiling children Asanda and Akhona, who have been persevering and considerate throughout my MBA course, when I took their precious time and engaged in this journey. Nevertheless, it was worth it. You have been a blessing and an inspiration to me. May God bless you!
- My inspirational supervisor, Professor Anesh Maniraj Singh, for professional guidance, advice and motivation which assisted me to complete this dissertation.
- My respondents, who have devoted a few minutes of their precious time to honestly completing the questionnaire and their providing responses timeously.
- To all the KZN Department of Education iLembe Circuit Managers, who have supported me throughout my studies and provided their professional knowledge when I needed clarity on some issues.
- To my special friend, Mr. Kogilan Reddy, who was always encouraging, inspirational and supportive all the way to the completion of this dissertation.
- To the Graduate School of Business and Leadership staff and lecturers for their dedication, commitment and professional service.
- To my MBA colleagues, for your support, encouragement, shared knowledge and honest friendship built up over two-and-a-half years.

## ACRONYMS AND GLOSSARY OF TERMS

---

<b>Educator</b>	Any person who teaches, educates or trains other person or who provides professional services.
<b>Learner</b>	Any person receiving education or obliged to receive education in terms of the South African Schools Act.
<b>Learner-educator ratio (LER)</b>	The average number of learners per educator at a specific level of education in a given school year.
<b>Learner school ratio (LSR)</b>	The average number of learners per school.
<b>Public school</b>	A school contemplated in Chapter 3 of the South African Schools Act.
<b>Ordinary school</b>	A school that is not a special school.
<b>Post-provisioning model(PPM)</b>	The resource allocation model used to distribute the available resources in an economical way.
<b>Post-provisioning norm(PPN)</b>	The total number of posts allocated by the state to each public school.
<b>School</b>	An education institution which enrolls learners in one or more grades from Grade R to Grade 12.
<b>School governing body (SGB)</b>	A group of elected parents, teachers and learners that makes policy for the school and manages issues such as the budget and the code of conduct.

## ABSTRACT

---

The Post-Provisioning Model (PPM) is a Resource Allocation Model (RAM) used by the Department of Education to optimize the distribution of available educator resources to public schools. The KwaZulu-Natal Department of Education adopted the PPM to distribute the total available posts to all public schools in an equitable, transparent and resource-efficient manner. The PPM is a formula-driven model that primarily allocates educators, as human capital, to public schools based on learner enrolment numbers. In addition to allocating teaching staff, the PPM allocates the School Management Team (SMT) to each school. The outcome of the PPM formula is called the Post-Provisioning Norm (PPN). The implementation of the PPM has presented various challenges in the management of public schools. The primary aims of this study were to investigate any possible weaknesses of the PPM and to critically evaluate and explore school managers' views of the PPM in the management of public schools. For the purposes of this study a complex probability sampling procedure was used. The participants were chosen from the principals within KwaZulu-Natal Department of Education in iLembe District. A sample size of 217 principals participated in the survey, which was drawn from the population of 420 school principals. The literature review undertaken in chapter 2 and the field research conducted in chapter 4 revealed that there is a gap between the ideals of the PPM and its implementation. It was found that there was a poor understanding of the technical aspects of the PPM formula among principals of public schools. There is evidence of equitable quantitative distribution of posts through the PPM. However, it was discovered that the PPM does not take into account the distribution of qualified educators. Hence, some of the allocated posts in public schools were often filled by under-qualified or non-qualified staff. The appointment of qualified educators was skewed. Further findings of this study revealed, amongst others, the inability of the PPM to provide for and promote the needs of a diverse curriculum in rural areas, and the inability to factor in and balance for the variable that some public schools raise millions of rands in school fees, which enables the advantaged schools to employ additional educators. The primary recommendations of this study are that principals be trained, on an annual basis, on the workings of the PPM and that the South African schools Act No.84 of 1996 must be amended to grant authority to the Head of Department of the province to appoint and deploy qualified educators to public schools.

## TABLE OF CONTENTS

---

CHAPTER ONE .....	9
INTRODUCTION .....	9
1.1. Overview .....	9
1.2. The Problem Statement .....	9
1.3. The Motivation for the Study .....	10
1.4. The Focus of the Study.....	10
1.5. The Research Question.....	11
1.6. The Objectives of the Study .....	11
1.7. The Research Methodology .....	11
1.8. The Chapter Outline .....	12
1.9. Summary .....	12
CHAPTER TWO .....	13
REVIEW OF LITERATURE .....	13
2.1. Introduction .....	13
2.2. Leadership and Management: the Role of the School Principal .....	13
2.3. The Post-Provisioning Model.....	16
2.3.1. Background to the Post-Provisioning Model.....	17
2.3.2. Definition of the Post-Provisioning Model.....	18
2.3.3. The Post-Provisioning Model Formula.....	18
2.4. The Management of Public Schools.....	19
2.5. The Main Drivers for the Implementation of the Post-Provisioning Model .....	20
2.5.1. Equity .....	20
2.5.2. Transformation.....	23
2.5.3. Redress .....	24
2.5.4. Budget Constraints.....	25
2.5.5. The Demand and Supply of Qualified Human Capital (Educators) .....	26
2.5.6. The Impediments to the Implementation of the Post-Provisioning Model.....	27
2.6. Emerging Issues .....	29
2.7. Summary .....	30
CHAPTER THREE .....	31

RESEARCH METHODOLOGY .....	31
3.1. Introduction .....	31
3.2. The Problem Statement and the Research Question .....	31
3.3. The Participants and the Location of the Study .....	32
3.4. The Research Design.....	32
3.5. Sampling.....	33
3.6. Data Collection.....	34
3.7. The Development of the Instrument.....	34
3.7.1. The Guidelines Followed in Constructing the Questionnaire .....	35
3.7.2. The Formulation of the Questions .....	35
3.8. Pretesting and Validating .....	36
3.8.1. Validity .....	36
3.8.2. Reliability .....	36
3.9. Data Analysis .....	36
3.10. Summary .....	37
CHAPTER FOUR.....	38
PRESENTATION AND DISCUSSION OF RESULTS .....	38
4.1. Introduction .....	38
4.2. The Questionnaire and the Data Collection .....	38
4.3. Descriptive Frequency Statistics for School Principals in iLembe District. ....	39
4.3.1. Reliability .....	39
4.4. The Principals of Public Schools in iLembe District. ....	40
4.5. The Competence of the Employed Principals .....	41
4.6. The Challenges of the Post-Provisioning Model in School Management. ....	42
4.6.1. The Filling of Vacant Posts in Public Schools.....	42
4.6.2. The Allocation of School Management Team posts.....	43
4.6.3. The Late Admissions of Learners in Calculating the PPN. ....	43
4.6.4. The Understanding of the Post-Provisioning Model formula.....	45
4.6.5. The Inability to Authenticate the Allocated Post-Provisioning Norm.....	47
4.6.6. The Timing of the Post-Provisioning Norm .....	49
4.6.7. The Post-Provisioning Model and the Provision of Diverse Curricula .....	50
4.7. The Effects of the Post-Provisioning Model on School Management.....	52



4.7.1.	The General Effects of the Post-Provisioning Model .....	52
4.7.2.	The Incapacity Gap and the Impact Thereof.....	53
4.7.3.	The Risk Factors and the Weakness in the Internal Control Systems .....	54
4.7.4.	The Training of Principals on Subject Weightings.....	55
4.8.	The Effects on Future Planning.....	56
4.9.	The Effects of Learner Enrolments in the Determination of the PPN. ....	57
4.10.	The PPN on the Provision of Quality Teaching and Learning.....	58
4.11.	The Finalization and Release of the PPN Certificates to schools.....	59
4.12.	Recommendations to Improve the Post-Provisioning Model.....	60
4.13.	Results Obtained to Satisfy the Research Objectives of the Study .....	60
4.13.1.	Objective One: to Investigate the Impediments of the PPM.....	61
4.13.2.	Objective Two: to Evaluate Critically the Post-Provisioning Model. ....	61
4.13.3.	Objective Three: to Explore School Managers' Views on PPM .....	63
4.14.	Summary.....	64
CHAPTER FIVE .....		65
RECOMMENDATIONS AND CONCLUSIONS .....		65
5.1.	Introduction .....	65
5.2.	Key Findings .....	65
5.3.	Recommendations to Improve the Current Situation.....	66
5.3.1.	The Training of principals .....	66
5.3.2.	The Improvement of the Current Post-Provisioning Model .....	66
5.3.3.	The Standardization of the School Management Team in a Public School.....	67
5.3.4.	The Amendment of the South African Schools Act No. 84 of 1996 .....	68
5.4.	The Limitations of This Study .....	68
5.5.	Recommendations to Overcome the Limitations .....	69
5.6.	Future Research.....	69
5.7.	Summary .....	69
BIBLIOGRAPHY.....		70
APPENDIX - 1 .....		74
APPENDIX -2 .....		80
APPENDIX-3 .....		81

## CHAPTER ONE

### INTRODUCTION

---

#### **1.1. Overview**

Since 1994, a number of policies and models have been implemented and legislation promulgated to create a framework for transformation of the South African education system. One of the models that was adopted and implemented by the Department of Education (DoE) is the Post-Provisioning Model (PPM). The PPM was introduced to best distribute available state educator posts to public schools. The main objective of the implementation of the PPM was to simultaneously address the unequal distribution of human resources and to ensure that there is equitable, transparent and fair distribution of available posts to all public schools. As a result of the anomalies that was precipitated by the fractious, divisive and unequal apartheid-era education system. The implementation of the PPM is driven mainly by learner enrolment and curriculum needs of a public school.

The South African Government has identified education as an apex priority for the country's growth and development. Further, to meet its constitutional obligation the Department of Education has a responsibility to broaden access to education through the provision of infrastructure, financial, human and technological resources to all public schools. This chapter provides an overview of this study, which focuses on the PPM.

#### **1.2. The Problem Statement**

In order to provide quality basic education, it is essential to keep learner-educator ratios as low as possible. In South Africa the class sizes are too large and are receiving widespread criticism. In order to establish what effect this situation has on the management of schools, this study will examine the effectiveness of the PPM from the perspective of a school principal.

### **1.3. The Motivation for the Study**

The study is motivated by a perceived shortcoming in the practical implementation of the PPM in public schools in KwaZulu-Natal. The findings and the recommendations of this study are intended to benefit:

- The Senior Management in the Department of Basic Education, as it could contribute towards the development of an effective and efficient educator distribution model, and further assist in the provision of quality education through a fair distribution of qualified educators to schools.
- School Management Teams (SMTs), the composition of which would no longer be determined through the processes of the PPM but through an adopted norm.
- Communities, as they would have quality educators in their schools, as well as acceptable SMTs which would focus on the effective management of the schools.
- Qualified educators, as their interests would be served by the fair distribution of posts, by the availability of equal employment opportunities, and by their fair deployment as qualified educators.
- Learners, as they would have access to quality educators, management and administration, ultimately leading to quality education.

### **1.4. The Focus of the Study**

The study focused on ordinary public schools within the KwaZulu-Natal Department of Education (KZN DoE) iLembe District in the Province of KwaZulu-Natal. The KZN DoE iLembe District is one out of the twelve education districts within the Province of KwaZulu-Natal. The KZN DoE iLembe District has approximately 420 schools (primary and secondary). The study focused on the views of school principals regarding the implementation of the PPM and further explored the principals' views on the future of the PPM in the South African education system.

## **1.5. The Research Question**

Does the educator Post-Provisioning Model have an effect on the management of public schools within iLembe District?

## **1.6. The Objectives of the Study**

The study is intended to make a contribution towards the improvement of school management, the facilitation of the fair and equal distribution of qualified state-funded educators and ultimately towards the improvement of the quality of education across all public schools. The objectives of this research are:-

- 1.6.1. To investigate the impediments caused by the PPM to school managers.
- 1.6.2. To critically evaluate the PPM in the management of public schools.
- 1.6.3. To explore school managers' views and practices in the context of the PPM.

## **1.7. The Research Methodology**

The population of the study was 420 school principals within iLembe District. ILembe District comprises of the Lower Tugela, Maphumulo and Ndwedwe Circuits. A sample of 217 principals was drawn from the population of 420 school principals to participate in this study. A sample size of 217 was chosen in consultation with a given table in Sekaran and Bougie(2011).The sampling frame was a list of all school principals within the KZN DoE iLembe District which appeared on the computer printout for 2012.A complex probability sampling procedure (a systematic sampling design) was used to draw every second school principal from the sampling frame starting from a randomly chosen element between 1 and 2.A questionnaire was used as an instrument to collect data on the views and practices of the school principals in implementing the PPM in public schools. The questionnaire was manually distributed to and collected from all 217 chosen principals, which means that 100% collection level was achieved.

## **1.8. The Chapter Outline**

The study is presented as follows: a literature review, a description of the research design and methodology, a presentation and discussion of the results, and the recommendations and conclusions. This material is arranged into the following chapters:

**Chapter One:** an introduction and a description of the research problem. This section lays down a brief background to the research problem and the study objectives.

**Chapter Two:** A literature review. This chapter provides a literature review of the PPM and other related subjects. This includes aspects of school management that are closely linked to the PPM.

**Chapter Three:** The research design and methodology. This chapter provides an explanation of the research methodology followed in this study.

**Chapter Four:** The presentation and discussion of the data. In this chapter the analysis of the data obtained from the research instrument is described. The data is presented in the form of figures, tables and narratives.

**Chapter Five:** The conclusion and recommendations. Inferences are drawn, based on the research findings, and recommendations are detailed for consideration by various stakeholders.

## **1.9. Summary**

This study seeks to examine the effectiveness of the educator Post-Provisioning Model from the perspective of school principals in iLembe District. Hence, the researcher had to prepare a questionnaire, which was distributed to the 217 school principals chosen as the sample of the population of 420 school principals within the District. The questionnaire was designed to explore the views on the research question linked to the problem statement and the objectives of the study. The next chapter examines the literature related to this study.

## CHAPTER TWO

### REVIEW OF LITERATURE

---

#### **2.1. Introduction**

This chapter investigates the policy, precepts and legislative framework for the PPM and provides a critical appraisal of literature that explores the success and failures of the PPM in optimising the distribution of available educator resources to public schools. The historical pretext that precipitated the formulation of the PPM as well as the rationale informing its formulation are briefly explored. The main drivers for the implementation of the PPM are highlighted and measured against the success or failure of implementing the PPM.

Documented field research exploring how PPN-allocated posts are filled is reviewed with the aim of deepening our understanding of the perceived gap that exists between policy and praxis in the implementation of the PPN. Of particular interest is a comparison of the number of under-qualified and non-qualified staff filling PPN-allocated posts versus the number of PPN-allocated posts that are being filled by suitably and relevantly qualified educators. The roles of the principal, school management teams (SMTs) and school governing bodies (SGBs) are explored in terms of ensuring the optimal use of PPN Posts and the best application of the available human resources to meet the curriculum needs of the school.

Statistical information on learner-educator, learner-school, and educator-school ratios is interrogated with the aim of measuring state-paid and SGB-paid educator distribution patterns and the impact and implications that these have on the ideals of the PPM. The effect of budgetary constraints and the educator supply-demand chain are investigated to show how these factors qualify the effectiveness the PPM. Finally, the chapter explores some of the other impediments to the implementation of the PPM.

#### **2.2. Leadership and Management: the Role of the School Principal**

Clarke (2009) argues that the terms leadership and management are often used interchangeably, yet they mean two different things, and the duties and responsibilities associated with leadership require very different responses from those associated with management. Clarke (2009) further argues that leadership is about direction and purpose, while management is about efficiency and

effectiveness. Jansen (2011) contends that strong leadership and good management are both essential for the success of a school, and a good principal is skilled at both. In s.16A of the South African Schools Act (SASA) 1996, the functions and responsibilities of a public school principal are outlined. Amongst the duties and responsibilities, a school principal is expected to assist the SGB to develop school policies, processes and procedures regarding the management and governance of the school. The principal is expected to ensure proper management, the implementation of the relevant policies and educational programmes, and the delivery of the curriculum. This necessarily makes the principal, the SMT and the SGB joint custodians of the policies affecting the filling of PPM-allocated posts and tasks them with the responsibility of ensuring the best fit of the available human capital (classroom-based educators and management educators) to the curriculum needs of the school. The principal, the SMT and the SGB are also jointly responsible for managing any redistribution processes mandated by the PPM and necessitated by changes in the weighted learner enrolment figures. School-based decisions on entrance competency testing and entrance gate-keeping policies and enrolment policy joint managed by principal, the SMT and the SGB ultimately impacts on the PPM calculations and allocations.

In addition, s.16A, ss. 2, of the Basic Education Laws Amendment Act 2011 has added financial management to the responsibilities of the school principal. This role is often fulfilled with the assistance of and in conjunction with school finance committees and SGBs. According to s. 44 of the Public Finance Management Act 1999, financial management is a function delegated by the Head of Department. Hence, a school principal becomes an accounting officer at the level of the school. A school principal is fully responsible for ensuring good corporate governance, including the management and efficient administration of the school. Most importantly, a school principal is accountable to the Head of Department regarding the management of curriculum delivery and school functionality. According to s. 62, ss. 2 of the South African Schools Act 1996, the school principal's duties include to be part of the team that recommends the appointment, financing and administration of SGB-paid educators. The terms SGB-paid educators and SGB-employed educators are used interchangeably. Both refer to educators over and above the number of state-employed educators who are appointed by the SGB of an affording school. These educators are paid from the funds collected from the parents of learners of the affording schools. Most affording schools were previously known as Model 'C' schools, and they are advantaged in comparison with the previously disadvantaged schools. The advantaged schools often manage

their own budgets and tend to employ SGB-paid staff to dilute educator–learner ratios. The term educator-learner ratio refers to the average number of learners allocated to each educator in a class (Clarke, 2009).

According to Jansen (2011), this has an impact on the equitable distribution of educator resources across schools. An SGB allocation to employ SGB-paid educators is often proportionally related to the qualifications and skills levels of the SGB-employed educators (Clarke, 2009). Hence, Clarke (2009) further argues that the higher the SGB allocation for SGB-employed educators, the better the qualifications and skills levels of the educators attracted to fill the available posts in a school. The motivation of these staff members to deliver quality education may also be impacted by the nature of the SGB remuneration packages. This then becomes an uncontrollable variable in ensuring the optimal use of educator resources intended by the PPM, and could potentially undermine the ideals of the PPM.

Mpokosa and Ndaruhutse (2008) argued that the quality of the human resource pool at management level is instrumentally and critically important in facilitating quality teaching and learning in public schools. According to Kreitner and Kinicki (2008), human capital is the most important asset of an organization, and its success or failure hinges on the quality and performances of its employees. The knowledge-based economy has introduced the notion that human resources are the nucleus of organisations and are the determinants of its value (Kreitner & Kinicki, 2008). Ionel, Alina and Dumitru (2010) believe that human capital is a set of knowledge and competences, skills and training, innovations and capabilities, attitudes and skills, learning ability and motivation of staff.

Kreitner and Kinicki (2008) confirm that an organisation is only as good as its human resources. This notion is given credence by the observation made by Ionel, Alina and Dumitru (2010) that strategically-focused human resource management can give an organisation a competitive edge. According to Grant (2010, p. 209), the term competitive advantage refers to “a situation where two or more firms compete within the same market and one of them is persistently earning a higher rate of profit than its rival”. This observation is applicable to an educational context. It implies that excellence in education is directly dependent on the quality of the human capital employed in schools. In addition, staffing and training systems and financial incentives are some of the human resource functions that often differentiate one company from another. Hence, it is



crucial to match human capital with the vision and the strategic goals of an organisation. Clarke (2009) attests to the fact that an organisation that is struggling can best be transformed through sound and effective selection and recruitment processes.

Similarly, in a school, educators are central and critical in delivering quality education. Hence, the quality of educators is an essential ingredient or resource in the management of a public school. The quality of education in different schools is therefore a factor of how educator resources are deployed, maintained and developed in those schools, and is differentiated by how principals, SMTs and SGBs manage the human capital at their disposal (Jansen, 2011).

It is a general observation that the issue of the equitable qualitative distribution of educator resources is further clouded when one considers the propensity of an SGB, usually acting in symphony with the SMT and the principal, to prefer filling PPM-allocated posts with SGB-employed educators already serving the school (qualified or unqualified) either acting in substantive posts or in temporary SGB-created posts. This may compromise the ideal of appointing the best-fit human resource for each post, especially where the SGB recommends unqualified or non-qualified educators rather than suitably and relevantly qualified educators. The HOD in some instances merely rubber-stamps the SGB-proffered candidate without applying its critical discretion based on the criteria of the relevant qualification and experience of the candidate.

### **2.3. The Post-Provisioning Model**

The PPM is the Resource Allocation Model (RAM) which is used to distribute the available educator resources in an economical way. It is the preferred process of allocating resources among the various projects or business units within the KwaZulu-Natal Department of Education. The formula of the model considers weighted learner enrolment as the main variable in the distribution of educators. The composition of the management team of a school is also influenced by the results of the PPM formula. The PPM aims to bring equitable access to quality education to all the people of Kwazulu-Natal (KwaZulu-Natal Department of Education, 2009). The outcome of the PPM is denoted as the Post-Provisioning Norm (PPN) for that financial year. The PPN is defined by Naicker (2005) as the actual number of posts allocated to each school per year.

### **2.3.1. Background to the Post-Provisioning Model**

Social inequalities were embedded and reflected in all spheres of social life in South Africa as a product of the systemic exclusion of the mass of the population from the good things the country had to offer during the colonial period and what was euphemistically called separate development during the apartheid era. Badat (2010) noted that the education system was no exception. Faced with these conditions, South Africa's new government committed itself to a transformational impetus that would overhaul the education system and redress the prevailing social, economic and institutional imbalances. The Organization for Economic Co-operation and Development Report (2008) suggested that the inequality in the distribution of educators in the former apartheid education departments had to be corrected. The Employment of Educators Act 1998 sought to provide a legislative framework for this correction and also to ensure the equitable and optimal distribution of educator resources across all public schools.

The Act embraced a participative approach accommodating collective bargaining procedures which were monitored and regulated by the Education Labour Relations Council (ELRC). The PPM was negotiated, based on standard learner-educator ratios of 40:1 related to curriculum requirements, and an acrimonious process of rationalization, retrenchment and redeployment of educators was undertaken throughout the late 1990s, albeit in consultation with unions. Many of the best and most experienced educators in former Model C schools left the profession during this process, and the schools most in need of assistance did not benefit greatly from the redeployment (Department of Education, 2005). Privileged schools had to adjust to a substantially smaller staff complement, their learner-educator ratio sliding from 30:1 to 40:1, while the learner-educator ratio in formerly disadvantaged schools improved from 63:1 to 40:1 (Department of Education, 2005).

Nevertheless, the redeployment and re-allocation of educators inadvertently favoured schools that offered curriculum diversity. Factoring in weighted learner enrolments, schools that offered mathematics, science and technology were the beneficiaries of greater educator resources despite sometimes having smaller numbers of learners for these particular subjects (Motala, 2007). Motala (2007) further argued that former white and Model C schools were consequently the beneficiaries of this biased process. More affluent communities were also able to use their fee-charging capability to employ additional educators, thus further diluting their educator-learner ratios (Motala, 2007).

### 2.3.2. Definition of the Post-Provisioning Model

According to Naicker (2005), the PPM is a technically complex formula-driven model to proportionally distribute state-paid posts to public schools on the basis of weighted learner-enrolment numbers. Surprisingly, there is no clear policy that in the Department of Education that defines the PPM, except the explanation that is given in the Government Gazette (1998) on how the model is to be implemented in schools. It is presented in the form of a Formula. The model distinguishes and specifies a number (a quantity) of authorized and approved level-one post educators (classroom-based educators) and educators at management level (heads of department, deputy principals and a principal) per school.

Jansen (2011) believed that an inherent weakness of the PPM is that it specifies only the number of posts allocated to the school without offering prescription or guidance on whether the posts are to be filled by qualified educators or not. In alignment with s. 20-21 of the South African Schools Act 1996, the SGB has inherited the power to recommend to the Head of Department the appointment of educators of any public school, subject to the conditions outlined in the Employment of Educators Act (Clarke, 2009). The final appointment of the recommended educators becomes the responsibility of the Head of the Department of Education.

### 2.3.3. The Post-Provisioning Model Formula

According to the Government Gazette No.19627 of 1998 (as amended in Government Gazette No. 24077 of 2002), the PPM formula is the following:  $P = WL / twl \times (p - c \times Inst.) + c$ , where:

**WL** = total number of weighted learners at the school

**twl** = total number of weighted learners in the provincial department

**p** = total number of posts to be distributed to all schools

**Inst.** = total number of schools to which the posts need to be distributed

**c** = a constant value

The weighting norms and principles applied by the PPM to the General Education and Training Band (Grades 1-9) and the Further Education and Training Band (Grades 10 - 12) are different. The difference is based on the distinction that in the General Education and Training Band (GET) there is no subject specialization, whilst in the Further Education and Training Band (FET) there are specialized subjects. On entering the FET band in Grade 10, learners exercise subject choices and this impact on the weighted learner enrolment per subject.

## **2.4. The Management of Public Schools**

The SASA in s. 16, ss. 1-7 defines how public schools must be professional managed and governed. The professional management and governance of public schools is the responsibility of the Head of Department of Basic Education (H.O.D) in each province, as appointed by the Minister of Basic Education. Bush, Joubert, and Kiggudu (2010) indicated that the Head of the Department of Education of Basic Education delegates the professional management of every public school to the principal and his/her school management team (SMT), and the governance of each school to the democratically elected school governing body (SGB). In terms of s. 16A, ss. 6 of the SASA, the principal of a public school represents the Head of Department in the governing body when acting in an official capacity. Clarke (2009) contends that the general management, which is the core business of a school, remains the main responsibility of a school principal. (Bush et al, 2010), a view affirmed by Jansen (2011), who stated that South African principals have little experience of instructional leadership, yet managing teaching and learning is one of their core responsibilities.

Mpokosa and Ndaruhutse (2008) suggest that different aspects of planning, organizing resources, leading, and co-ordination, directing and controlling an organization are required to achieve coherent and cohesive organizational goals. Educational management requires a marriage between educational policy and praxis to ensure that schools function effectively and efficiently.

The quality of the educators serving the school is fundamental to the efficient and effective management of the school (Dahar, 2011). The principal, SMT and SGB must ensure the optimal and best-fit use of educators as resources by matching educator strengths and qualifications to curriculum needs and ensuring that ongoing opportunities are provided to educators for honing their skills and knowledge via enrolling for further academic qualifications, professional qualifications, and continuous professional development, or even for courses in broader life skills such as computer communication skills.

Bloch (2010) asserted that the South African education system is in crisis, in view of the poor outcomes in literacy, mathematics and science subjects at all levels. In actual fact, South African learners came close to last in a ranking of the performance of 50 African countries, despite the fact that most of the others are less well-resourced and developed. Some of the blame for this can

be apportioned to schools which are not providing sufficient structured opportunities for ongoing in-service skill and knowledge development opportunities.

School performance is crucially linked to the leadership role of teachers, principals and parents (Manuel, 2011). In addressing school principals, President Zuma (2010) reiterated that schools stand or fall in relation to the quality of the leadership provided by their managers and governors. A critical leadership skill is recognizing and deploying human capital (in the form of educators and managers) effectively and efficiently.

## **2.5. The Main Drivers for the Implementation of the Post-Provisioning Model**

The disparities in the quality of education and the imbalances in the deployment of resources during colonial and Apartheid times necessitated a need for the state's educational policies to be reviewed. The advent of PPM heralded a policy shift to dismantle separate development and divisive education by adopting strategies to distribute personnel equally to all public schools (Department of Education Report, 2001). PPM seeks essentially to ensure equality, transformation and redress in the staffing of public schools.

### **2.5.1. Equity**

The desire to ensure equity in the distribution of resources to all public schools underpins the PPM. Equity is the quality of being fair and impartial, and the term refers to any act which is just and appropriate in the circumstance (The South African Concise Oxford Dictionary, 2002: p. 390). Among the resources for equitable distribution, educators are the most mobile. Educators must be efficiently and effectively deployed to meet the curriculum and development needs of schools and to address the imbalances that persist in the dichotomy between urban and rural schools, as well as between some urban schools and others.

Behrstock and Clifford (2010) suggest that although glimpses of vertical equity surface periodically, generally speaking the distribution of resources to effect change in society has not been done well. Prime examples of this involve the decentralization of educational governance and the move to site-based management. A consequence of this practice of decentralized management is the impoverishment and marginalization of major segments of South African society. Clarke (2009) argues that the right to education must be viewed from the perspective of access to educational (including human) resources and must be measured against the outcomes

of education. According to Clarke (2009) teachers are an educational resource that must be equitably distributed to all public schools. In equitable educator placements often contribute to inequality in public schools (Clarke, 2009)

According to the National Department of Education Statistics Report (2010, p. 4), the inequality in public schools is apparent when Table 2.1 and Table 2.2 are compared.

Province	Learners		Educators		Schools		Indicators		
	No.	%	No.	%	No.	%	LER	LSR	ESR
Eastern Cape	2 052 386	16.7	69 018	16.5	5742	22.2	31,2	358	11.9
Free State	654 704	5.3	23 850	5.7	1488	5.8	29.5	449	16.2
Gauteng	1 974 066	16.1	70 340	16.8	2485	9.6	34.3	883	28.5
<b>KZN</b>	<b>2 806 988</b>	<b>22.9</b>	<b>91926</b>	<b>22.0</b>	<b>6147</b>	<b>23.8</b>	<b>32.9</b>	<b>463</b>	<b>14.8</b>
Limpopo	1 706 401	13.8	58 194	13.9	4106	15.9	30.1	419	14.1
Mpumalanga	1 036 432	8.5	34 575	8.3	1939	7.5	31.7	552	18.1
N/Cape	269 392	2.2	8846	2.1	617	2.4	32.7	446	14.4
North West	759 114	6.2	26 006	6.2	1701	6.6	31.4	453	15.2
Western Cape	1 000 616	8.2	35 354	8.5	1625	6.3	35.7	660	21.9
<b>South Africa</b>	<b>12 260 099</b>	<b>100.0</b>	<b>418 109</b>	<b>100</b>	<b>25 850</b>	<b>100</b>	<b>32.2</b>	<b>483</b>	<b>15.9</b>

**Table 2.1: Learners, educators and schools in South Africa**

Source: Adapted from National Department of Education Statistics.2010.

[Online] [www.education.gov.za](http://www.education.gov.za)

Table 2.1 indicates that the National Department of Basic Education Learner-Educator Ratio (LER) of ordinary public schools is 1:32.2, which means that one educator is supposed to be responsible for approximately 32 learners in a class. This is the scenario if only state-paid educators are counted (Table 2.1). But when both state-paid educators and SGB-paid educators are counted, the LER decreases to 1:30.3 (Table 2.2), which means that the number of learners each educator is responsible for in a class is reduced by approximately 30. The learner-school

ratio (LSR) for ordinary public schools nationally was 483 in 2009, with three provinces (Gauteng, Mpumalanga and Western Cape) higher than the national average. The educator-school ratio (ESR) for ordinary public schools nationally was 15.9 with four provinces (Free State, Gauteng, Mpumalanga and Western Cape) higher than the national average (National Department of Education Statistics, 2010). Most importantly, KwaZulu-Natal had a learner-educator ratio (LER) of 31.4, inclusive of SGB-paid educators, and of 32.9 in exclusion of SGB-paid educators. The learner-school ratio (LSR) was 463.

According to the National Department of Education Statistics (2010, p.15), the differences and the changes in the learner-educator ratio as a result of the inclusion of the SGB-paid educators in public schools is displayed in Table 2.2.

Province	Learner-Educator Ratio (LER)		LSR	ESR
	State-paid & SGB-paid educators	State-paid educators		
Eastern Cape	30.1	31,2	358	11.9
Free State	27.8	29.5	449	16.2
Gauteng	30.9	34.3	883	28.5
<b>KwaZulu-Natal</b>	<b>31.4</b>	<b>32.9</b>	<b>463</b>	<b>14.8</b>
Limpopo	29.7	30.1	419	14.1
Mpumalanga	30.5	31.7	552	18.1
Northern Cape	30.9	32.7	446	14.4
North West	29.8	31.4	453	15.2
Western Cape	30.1	35.7	660	21.9
<b>South Africa</b>	<b>30.3</b>	<b>32.2</b>	<b>483</b>	<b>15.9</b>

*Table 2.2 The Analysis of the learner-educator ratio, learner-school ratio and educator-school ratio. Source: Adapted from National Department of Education Statistics.2010.*

[Online] [www.education.gov.za](http://www.education.gov.za)

The educator-learner ratios appear at first glance to be fairly balanced when compared to state-paid educators distributed across the provinces (Table 2.1); however when SGB-paid educators are factored in the disparities become conspicuous (Table 2.2). According to the Nelson

Mandela Foundation (2008), the PPM introduced in 1998 sought to equalize educator ratios targeting a 40:1 learner-educator ratio in primary schools and a 35:1 ratio in secondary schools. According to the Member of the Executive Committee (MEC) of the KwaZulu-Natal Department of Education, Mr. Senzo Mchunu, during the presentation of the Budget Speech 2011/2012, the Department of Education continues to look at various options for a PPM that will balance and stabilize the educator movement through redeployment and compulsory temporary transfer processes.

According to Circular HRM 87(2011), once a declared educator post establishment of a school is below the number of educators who are employed at that particular school, then that school has to follow due processes and procedures contained in the guideline of the declaration of surplus educators to declare 'surplus educators'. The 'surplus educators' are re-deployed to schools where vacancies exist through compulsory temporary transfers (CTTs). Conversely, if the educator post establishment is more than the number of educators currently employed in the school, then that school has vacant posts and temporary educators may be appointed. This directive aims to re-distribute educators to schools where they are needed the most.

### **2.5.2. Transformation**

The second driver of the implementation of the PPM is transformation. The standard definition of transformation is the act of transforming or the state of being transformed (Collins English Dictionary, 2010: p. 1710). In an educational context, transformation is an attempt to redress the educational inequalities of the apartheid government (Jansen, 2007). Bisschoff (2009) argued that the South African education system was previously highly centralized and unified, but that before 1994 neither school-based personnel nor stakeholders in the community were allowed much say in the activities of the schools. And Clarke (2009) argued that through transformation the governance of the South African education system now allows school communities (parents, educators and learners) to participate in the exercise and control of all matters affecting schools.

According to November, Alexander and van Wyk (2010), the enhancement of democratic processes is central in respect of the democratization and transformation of management structures in public schools. According to Wangenge-Ouma (2010), there are many strategies that have been promulgated to address issues relating to the transformation of the education system in South Africa, in line with the ideals and aspirations of the post-apartheid government.



One such important strategy is the introduction of the PPN mechanism. Transformation of the education outlook must go beyond racial groupings and segregation (Jansen, 2007). According to Balkaran & Sookrajn (2004), there is very little change in the racial diversity in staffrooms, due to the fact that white teachers are still teaching in ex-House of Assembly schools, Indian teachers are still teaching in the former ex-House of Delegates schools and Black African teachers are still teaching in the former Department of Education and Training schools.

### **2.5.3. Redress**

The third driver of the implementation of the PPM is the redress of the inequalities of the past. The standard definition of redress is ‘the act or the instances of setting right the wrong’ (Collins English Dictionary, 2010: p. 1359). According to the United States Agency for International Development (USAID) Report (2010: p. 9) redress means ‘reaching distributional equality through the reallocation of public resources (human, physical, and financial resource inputs) to poorer schools’. The USAID Report (2010: p. 13) defined ‘equality in relation to inequality.... an equitable system that would strive to overcome the disadvantages in schooling system so that all learners would have equal opportunity’.

The USAID Report (2010) presented a framework of the concept of equity within which to analyse the success of educational transformation. The framework specifies three distinct definitions of redress, namely equal treatment, educational adequacy, and equal educational opportunity. Hence, the principle of redress in the PPM is supposed to be a fair distribution of educators to all public schools. However, the practice is otherwise. Clarke (2009) argued that the most contentious issue in relation to the inadequate governmental attempt to redress the inequitable distribution of resources is the continued allowance of former ‘Model C’ schools to employ additional educators and their common practice of charging exorbitant school fees to secure the most competent and qualified educators.

Bloch (2010) affirmed that the biggest challenge to redress is that formerly white schools, with their affluent families and infrastructure, are able to raise funds from a middle-class parents’ base as extra contributions to the education of the few financially privileged South African learners. The school fees vary considerably, depending on factors such as class size, the provision of facilities and the quality of the teaching offered, and most are prohibitive of black learners

(Brown, 2006). In South Africa, the overarching framework is the Constitution Act, which contains the Bill of Rights, which promotes fairness, equality and parity. The South African Constitution 1996, s. 29, ss. 1-4 indicates that every person has a right to basic education, including adult basic education, and a right to further education, which the state, through taking reasonable measures, must make progressively available and accessible.

Clarke (2009) argued that the SA Constitution does not stipulate that education should be free, although the state must take reasonable measures to make it available and accessible to all. The South African Schools Act (1996), in many of its sections, simply confirms what is set out in Chapter 2 (the Bill of Rights) of the Constitution, while adding details about the obligations and responsibilities of the various role players in education. An example of this is the determination of the funding norms and standards in schools. Jansen (2011) argued that the inequality is produced and reproduced in schools with formerly white schools producing uniformly better results, while rural and township schools survive with great difficulty.

#### **2.5.4. Budget Constraints**

Clarke (2009) argued that the financial crisis in the educational context of South Africa involves the balance of public and private resources, the collection of school fees, the impact of parental choices, and the reality of inequitable funding. Although 'new' laws require all public schools to be open and accessible to all learners, in actuality, they are not (Brown, 2006). The budget constraints compel the affording schools to charge school fees. At the same time, some of the schools who were regarded as affording schools, due to the depression of economy and the high rate of unemployment, are required to cut expenditure by reducing either the number of teachers or of the services provided.

The KZN Department of Education had in 2012/13 a budget allocation of more than 34.76 billion rands, which amount to 42% of the total province's annual budget. The bulk of the budget of the KZN Department of Education is for the payment of the wage bill of the education staff (Department of Education, 2012).

### **2.5.5. The Demand and Supply of Qualified Human Capital (Educators)**

According to Mpokosa and Ndaruhutse (2008), the quality of an education system cannot exceed the quality of its teachers. In the KZN Department of Education Budget Speech (2012) the MEC Senzo Mchunu stated that the current attrition rate annually stands at approximately 6 percent (4500) of the total number of educators. The attrition arises from a number of reasons such as death, ill-health, misconduct, resignations and retirements. Most of the people exiting the system are experienced – which leaves the KZN Department of Education with unresolved problems of teacher supply (Bush, Joubert, & Kiggudu, 2010).

According to the projections of the 2005 Human Sciences Research Council (HSRC) study of the demand and supply of educators in South African public schools, which was commissioned by the Education Labour Relations Council of South Africa (ELRCSA), 18000 to 22000 teachers leave the teaching profession every year, either voluntarily or compulsory. They need to be replaced by an equal number of educators (Jansen, 2011). On the other hand, there is an estimate that 6000 to 10000 new teachers graduate annually from Higher Education Institutions (Mpokosa & Ndaruhutse, 2008). The MEC of the KZN Department of Education, Mr. Senzo Mchunu, declared that there is a need to deal with the uneven distribution of qualified educators in rural and urban areas, the decrease in the number of educators in some districts, the implications and the impacts of an ageing workforce, the shrinking of the reserve pool, the race and gender imbalances, and the high rate of resignations across all levels of the profession.

In particular, the Department of Education in iLembe District is currently in dire need of qualified educators. Its recruitment and retention strategy is struggling to attract new educators. As a result, it has opted to utilize the services of unqualified or under-qualified educators. Deacon (2010) argued that the poor public image of the teaching profession is the reason why it does not attract recruits. However, the MEC argued that the geographical conditions of the district may also be the cause of the difficulty in attracting sufficient numbers of qualified new educators. Jansen (2011) contended that there are numerous factors responsible for the decline in the attractiveness of the profession, some of them being the poor working conditions, low job satisfaction (including limited opportunities for career advancement and insufficient recognition), learner ill-discipline, the overcrowding of schools and classrooms, uneven parental participation and nepotism, as well as the greater status and remuneration associated with some private sector occupations.

According to the KZN Department of Education Budget Speech Report (2012), the Department plans to reduce the number of unqualified and under-qualified educators through a number of strategies. One of the strategies is to register the unqualified or under-qualified educators at universities and give bursaries to all registered students who want to be trained as educators. Over twenty-five million rands has been set aside for practitioners who want to do a National Professional Diploma in Education (NPDE) or a Post Graduate Certificate in Education (KwaZulu-Natal Department of Education, 2012).

#### **2.5.6. The Impediments to the Implementation of the Post-Provisioning Model**

The PPM only allocates the number of posts to be given to each school. The question of whether those allocated posts are filled by qualified educators or not is left to the school governing bodies. According to the SASA, the governing body of a public school has to recommend to the Head of Department the appointment of educators at the school (s. 20 of the SASA), as well as the appointment of non-educator staff (s. 20 of the SASA). In s. 20, ss. 1 of the SASA a crucial staff appointment provision is provided. It provides that SGBs must recommend to the Head of Department the appointment of educators at the school, subject to the Educators Employment Act (EEA) No. 76 of 1998.

This provision adopts the point of departure that the provincial Head of Department (HOD) is the employer of all educators and that, if they want educators and non-educators employed, SGBs must make recommendations to the provincial Head of Department (HOD). The EEA does not accord SGBs real power regarding staffing decisions apart from making recommendations that must be given attention in accordance with the provisions of the common law and labour law.

However, s. 6, ss. 3 of the EEA sets a limitation in this regard, in that the recommendation must be made within two months of the date stipulated in the Human Resource Procedure Manual. If the SGB does not make a recommendation within the stipulated two months, the HOD has an option to take over the process and proceed to make the appointment without a recommendation. The Education Laws Amendment Act No. 100 of 1997 added a subsection to s. 20 of the SASA namely, s. 20, ss. 4, which assigns discretion to SGBs, namely:

According to s. 20, ss. 4 of SASA, the Labour Relations Act No.66 of 1995 (Act 66 of 1995 as amended), and any other applicable law, a public school may establish posts for educators and employ educators additional to the establishment determined by the Member of the Executive Council in terms of s. 3, ss. 1 of the EEA.

At face value this additional discretion adds considerably to the powers of SGBs in this regard. The only source of revenue that SGBs could use to exercise this discretion is school funds and it appears that s. 36, ss. 6 of the SASA allows the use of school funds. Some SGBs began to use this discretion to such an extent that 33%-50% of the members of the educator staff in some of the mare now 'SGB appointments'. To put this figure into perspective, according to Blaser (2008), at national level 24 276 educators are paid by SGBs. When the number of SGB appointments is compared with the total number of 373 122 educators in South Africa, it can be seen that this figure represents 6, 5% of South African educators, and therefore a smaller number of schools from the 27 000 schools have the benefit of SGB paid educators.

However, if the figure is expressed in monetary terms, the parents' contribution of the SGB to education is about R2.4 billion a year. Of course this has led to widening the gap between poorer and richer schools and some SGBs have also begun supplementing educators' salaries in order to be able to recruit the best staff for their schools with a view to offering quality education. Naturally, these developments would make it very difficult for provincial departments to exercise their functions as guardians of equality and equity in their respective school systems. As a result, education in South Africa, according to Jansen (2011), is in crisis in terms of fair and equitable distribution of the quality and quantity of qualified educators.

According to the Government Gazette (2008), the PPM includes management, which literally means that the PPM is also used to determine the number of management posts in each school. Through taking the weighted learner enrolment into account the PPM dictates whether or not a school will have head(s) of departments and deputy principal(s) over and above the school principal. If the enrolment of the school is small, a school is expected to operate without members of the SMT other than the principal. Another barrier to the implementation of the PPM is the uneven distribution of qualified educators, in particular, across schools.

The crippling socio-economic conditions that prevail in much of the country lead to the appointment of unqualified or under-qualified educators in those regions. In contrast, the SGBs in some schools are able to appoint extra educators over and above the allocated state-funded educators, for which parents pay exorbitant fees (Beckman & Prinsloo, 2009). Naicker (2005) indicates that the inequalities that exist among schools with regard to the curriculum offered are not taken into account by the PPM, although the aim of establishing the model was to address the inequities of the past in the education sector.

Naicker (2005) further argued that the PPM has dismally failed to address the issue of the equitable distribution of qualified state-paid educators to public schools. This has resulted in anomalies such as schools with high PPNs having larger school management teams than schools with low PPNs. The current PPM also does not address the racial or demographic distribution of qualified educators.

## **2.6. Emerging Issues**

According to Jansen (2011), there is a crisis in South African schools with regards to legitimacy, school management, and the collapse of teaching and learning. Without an adequate education system and qualified teachers, a country's future economy and survival would be in jeopardy. The South African Democratic Teacher's Union (SADTU) (2010) argued that the PPM does not regulate the employment of SGB-paid educators, which is left to the discretion of individual SGBs. The hiring of SGB-paid educators has the effect of reducing the learner-educator ratios and *educator* workloads, as well as of easing the duties and responsibilities of the principals of schools.

Naicker (2005) further argues that the PPM does not cater for fairness and the equitable distribution of educators. The PPM further neglects the fundamental qualities and qualifications of educators (Naicker, 2005). It does not take such variables into account when distributing educators to schools. These emerging issues have an impact on school management. According to Jansen (2011) learners who study at well-resourced schools with qualified teachers experience the curriculum in ways different from children attending disadvantaged schools such as township schools even when these schools follow the same syllabus. This is bound to impact on the nature of the educational experience which educators as a resource are able to provide to their learners, and in turn impacts on the outcomes for individual learners.

According to Naicker (2005), the schools that offer a diverse curriculum are advantaged in terms of the distribution of posts by the PPM. The schools in the disadvantaged cohort increasingly believe that the greater the number of subjects offered by a school, the greater the learner weighting of the school and hence, the greater their entitlement to posts in terms of the PPM. The inequalities in the education system are widening instead of narrowing.

## **2.7. Summary**

The PPM creates unequal school management structures within the same district. It dictates whether a school will be exposed to a full team of managers or not. There are schools that are expected to operate with a staff of five educators, inclusive of the school principal. The level of management from the school principals is expected to be sound and effective, irrespective of the nature and extent of the human capital in the school. During the above critical evaluation of the drivers of and the challenges to the implementation of the PPM, it has been shown that there is a need to explore school managers' views and practices in order to arrive at a deeper understanding of whether or not the Post-Provisioning Model has had any effect on the management of public schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

---

#### **3.1. Introduction**

This chapter outlines the research methodology used in this study to provide empirical answers to the research question. Elements relevant to an empirical investigation are explored, including the aim of the study, the population and size and constitution, the research approach, the composition and administration of the research instrument and data collection, collation and analysis procedures. The empirical research was conducted through a questionnaire which explored the views of the KwaZulu-Natal Department of Education of iLembe District school principals regarding the implementation of the educator PPM.

#### **3.2. The Problem Statement and the Research Question**

The Department of Education introduced PPM in public ordinary schools with a view to improving the distribution of educators in schools. The PPM which is supposed to be an educator distribution model based on the principle that all of the available educator posts in the education system are distributed among ordinary public schools, in proportion to the weighted learner enrolment in each school. However, there are shortcomings in its implementation, some of which result in poor school management and performance. To date, some educationists are still arguing that the PPM is not assisting the South African education system thus the school management, particularly in rural ordinary public schools, which are in crisis.

The following research question was posed in an attempt to respond to this situation: Does the educator Post-Provisioning Model have an effect on the management of public schools in iLembe District?

Hence, the objectives of this research study were defined as:-

- To investigate the impediments caused by the PPM to efficient school management.
- To critically evaluate the effect of the PPM on the management of public schools.



- To explore school managers' views and practices with regards to the PPM.

### **3.3. The Participants and the Location of the Study**

The study was conducted with the help of 217 school principals in iLembe District. ILembe District is one of the 12 education districts within the KwaZulu-Natal Department of Education, and is situated on the East Coast of the province of KwaZulu-Natal in South Africa. ILembe District comprises of the Lower Tugela, Maphumulo and Ndwedwe Circuits. A sample size of 217 school principals was drawn from the population of 420 school principals to participate in this study. The sample size of 217 was decided in accordance with a table given in Sekaran and Bougie (2011).

The KwaZulu-Natal Department of Education in iLembe District services approximately 420 schools within the iLembe District Municipality. The iLembe District Municipality is one of 11 district municipalities in KwaZulu-Natal, and is the smallest of these, having a total population of about 560 000. In terms of its land area it spans approximately 3 260 square kilometres and is divided into four local municipalities. The four municipalities are the Mandeni Local Municipality, the KwaDukuza Local Municipality, the Ndwedwe Local Municipality and the Maphumulo Local Municipality. The iLembe District was chosen for study because of its diversity in race and gender and because of its rural-urban geographic mix.

### **3.4. The Research Design**

This study employed a quantitative research methodology using a questionnaire with predominantly close-ended questions to solicit information from respondents. In general, quantitative research allows information collected from a representative sample to be collected, classified, summarised and interpreted. Furthermore it allows application and extrapolation to the population from which the sample was drawn.

To successfully accomplish this objective, quantitative research involves few variables. Moreover, it also employs prescribed methods to ensure both reliability and validity. Researcher bias is largely negated since it filters as many external factors as possible. The most salient benefits of employing this research methodology in the current study were that it allowed the researcher relatively accurately to evaluate attitudes to the PPM policy and determine the impact that the PPM has on the quality of education.

The research employed the data-mining and statistical analysis tool SPSS (Statistical Package for the Social Sciences) to perform the descriptive statistical analysis. This tool added value to the project by allowing for the analysis of variance and the facilitation of correlation analysis.

Engaging in quantitative research methods resulted in the following benefits:

- The research problem could be stated in very specific, definable and set terms;
- The dependent and independent variables could be clearly and precisely defined;
- Relatively objective conclusions could be arrived at by minimizing subjectivity.

### **3.5. Sampling**

According to Sekaran and Bougie (2011), sampling is the process of selecting a representative number of study respondents or subjects from the target population about which conclusions will be drawn. Research insights and conclusions applicable to the sample can therefore legitimately and reliably be extrapolated and generally applied to the target population from which the sample was drawn. In this study respondents from the target population were selected through a probability sampling procedure described by Sekaran and Bougie (2011), which involved drawing every  $n$ th element in the population starting with a randomly chosen element between 1 and  $n$ .

In this study the database of the Education Management Information System (EMIS) Unit of the KwaZulu-Natal Department of Education was used to obtain information on the schools in the KwaZulu-Natal Department of Education in iLembe District, with a view to ascertaining the number of school principals in the district. Hence, the sampling frame was the list of all of the school principals in the KwaZulu-Natal Department of Education in iLembe District drawn from the computer printout for 2012. Every second school principal from the sampling frame was selected.

### **3.6. Data Collection**

The researcher chose a questionnaire as the appropriate instrument for collecting data because it would be quick for the respondent to complete and it would therefore be less time consuming. A participant was expected to spend less than 15 minutes in responding to the questionnaire. The questionnaire contained only 21 questions (Appendix-1).

The questionnaire was hand-delivered to participants at their place of employment (their schools). Hand-delivering the questionnaire was cost effective and efficient. The questionnaires were returned within the stipulated timeframe. The participants were more likely to feel a sense of obligation to complete and return the hand-delivered questionnaires than they would have been with questionnaires received via the post or any other form of delivery. This is largely because a rapport could be established between the subjects and the researcher. The questionnaires were relatively easy to administer and complete; most respondents were familiar with the concept of a questionnaire.

According to Sekaran and Bougie (2011) the use of a questionnaire often negates the possibility of interviewer bias and is perceived to be less intrusive than telephone or face-to-face surveys. Respondents will therefore more readily respond truthfully to sensitive questions. An added benefit arising from using questionnaires as research instruments is that they are convenient since respondents can complete the questionnaire at a time and place that are convenient for them.

### **3.7. The Development of the Instrument**

Sekaran and Bougie (2011) suggest that questionnaires are particularly useful data collection instruments when large numbers of geographically dispersed people need to be reached. Furthermore, responses to questionnaires are easily captured and analyzed. In this questionnaire the respondents were instructed to circle the option representing the response they thought to be most appropriate per question. The questionnaire was developed by the researcher over a period of time in consultation with the researcher's supervisor and other researchers.

### **3.7.1. The Guidelines Followed in Constructing the Questionnaire**

Leedy and Ormrod (2010) suggested that a questionnaire can be tricky to construct and administer. Flawed administration of the questionnaire can lead to uninterruptable data or may yield low respondent returns. It has been found that a questionnaire should encourage people to be co-operative and also yield responses that one can use to interpret the results of a study. They offer the following guidelines to develop the questionnaire:

- Brevity: a questionnaire should be as brief as possible. Only information that is essential for the research project should be solicited. This questionnaire contained only 21 questions.
- Clarity: clear and unambiguous language must be used. This questionnaire consisted of questions that asked exactly what the researcher wanted to find out. The questionnaire used terminology that the respondents were familiar with.
- Simplicity: a questionnaire was kept simple. Long, complicated items were avoided in this questionnaire as they might have been difficult to understand.
- A pilot test was conducted. The questionnaire was circulated to at least 4 or 5 other researchers within a class group to establish if they had any difficulty in understanding any items.
- Finally, the questionnaire was carefully checked to ensure that there was a link between the problem statement, the research question and the objectives of the study.

### **3.7.2. The Formulation of the Questions**

The researcher used structured questions which were ordered in the format of a sequence. Sekaran and Bougie (2011) indicate that the sequence of questions in the questionnaire should lead the respondent from questions of a general nature to more specific and detailed questions. The researcher attempted to follow this lead. Sekaran and Bougie (2011) also suggest that questions should be graded to be progressively more difficult. The easy questions should be at the beginning of the questionnaire. In this study the researcher tried to pay attention to the language and the wording of each question. The intention was to avoid double-barreled, ambiguous, leading and loaded questions (Appendix-1).

### **3.8. Pretesting and Validating**

The principles of validity and reliability are fundamental cornerstones of the scientific method. Together, they are at the core of what is expected as scientific proof, by researchers and scientist alike (Tellis, Chandy, McInnes, & Thaivanich, 2005).

#### **3.8.1. Validity**

Leedy and Ormrod (2010) clarify the validity of a measurement instrument as the extent to which the instrument measures that which it was designed to measure. Simply stated, validity is concerned with whether or not we measure what we set out to measure and the efficiency of this measurement. As a result the problem statement, research question and the objectives of the study were measured against the findings of the study.

#### **3.8.2. Reliability**

Reliability is established when several measurements of the same variable yield the same or highly congruent results. In statistical benchmarking reliability coefficient of 0.70 or higher is deemed 'acceptable' (Tellis et al, 2005). Case processing summaries and reliability coefficients help to test for validity and reliability and help to establish the legitimacy of empirical research. The following case processing summary and reliability coefficients were yielded for the current study:

### **3.9. Data Analysis**

After the completed questionnaire had been collected the data was captured in an Excel spreadsheet. From the spreadsheet the data was converted through SPSS version 20.0 for analysis and interpretation. Figures and graphs were used to facilitate the quick and easy interpretation of the outcomes of the empirical research.

### **3.10. Summary**

This chapter has described how the observations of established researchers were applied to legitimize the research methods applied in this study to ensure that the data collected and the conclusions extrapolated were theoretically well-grounded, relevant, valid and reliable. The results of the data obtained from this study are presented and discussed in the next chapter.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF RESULTS**

---

#### **4.1. Introduction**

This chapter presents and discusses the results obtained from this study. It presents and interprets the information collected from the respondents. It gives meaning to all of the data that was collected. It is the interpretation of data that leads to the researcher's conclusion of whether the intended objectives of the study were met or not. The respondents in this study were school principals from iLembe District. The focus of the study was to investigate the effects of the PPM in the management of public schools in iLembe District. The Statistical Package for the Social Science (SPSS) Version 20.0 was used to analyse the responses. The results will be presented in the form of figures, tables and narratives.

#### **4.2. The Questionnaire and the Data Collection**

In this study the researcher chose a questionnaire as the appropriate instrument for collecting data. This study used the questionnaire to gather quantitative data from 217 school principals. The questionnaire method was adopted, because it was quick for the respondent to complete and it was less time consuming. A participant was expected to spend less than 15 minutes in responding to the questionnaire. The questionnaire had only 21 questions to be responded to by each participant.

According to Sekaran and Bougie (2011), an acceptable sample size of a population of 420 is 217. A sample size of 217 in this study, with 95% confidence level, was acceptable to draw a generalisable conclusion about the given population. As a result, a sample of 217 principals was drawn from the population of 420 school principals to participate in this study. A list drawn from the 2012 computer printout of school principals from the KZN Department of Education in iLembe District was used as a sampling frame of this study.

### 4.3. Descriptive Frequency Statistics for School Principals in iLembe District.

This section presents the descriptive statistics based on the demographic information.

#### 4.3.1. Reliability

The two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as “acceptable” (Tellis, Chandy, McInnes, & Thaivanich, 2005).

The case processing summary is presented in Table 4.1

*Table 4.1. Case-processing summary*

		N	%
Cases	Valid	217	100
	Excluded	0	0
	<b>Total</b>	<b>217</b>	<b>100</b>

The reliability statistics are presented in Table 4.2.

*Table 4.2. Reliability statistics*

Cronbach's Alpha	N of Items
.698	2

The questions relating to PPN have a Cronbach’s alpha value that meets the suggested minimum requirement (of 0.7). This indicates a high degree of acceptable, consistent scoring for this section of the research.



#### 4.4. The Principals of Public Schools in iLembe District.

*Table 4.3. The demographic characteristics of the respondents*

		Percentage
<b>Race</b>	African	83%
	White	2%
	Coloured	2%
	Indian	13%
<b>Total (n =217)</b>		<b>100%</b>
<b>Gender</b>	Male	60%
	Female	40%
	<b>Total (n=217)</b>	<b>100%</b>

The results from Table 4.3 illustrated that the Africans principal constituted 83 % of the total respondents, 2% were Whites, a further 2% were Coloured, and 13 % of the respondents were Indians. Table 4.3 further shows the gender of the principals who participated in this study. The results indicate that 60% of the total respondents were male and 40% were female.

*Table 4. 4. The qualifications of the respondents*

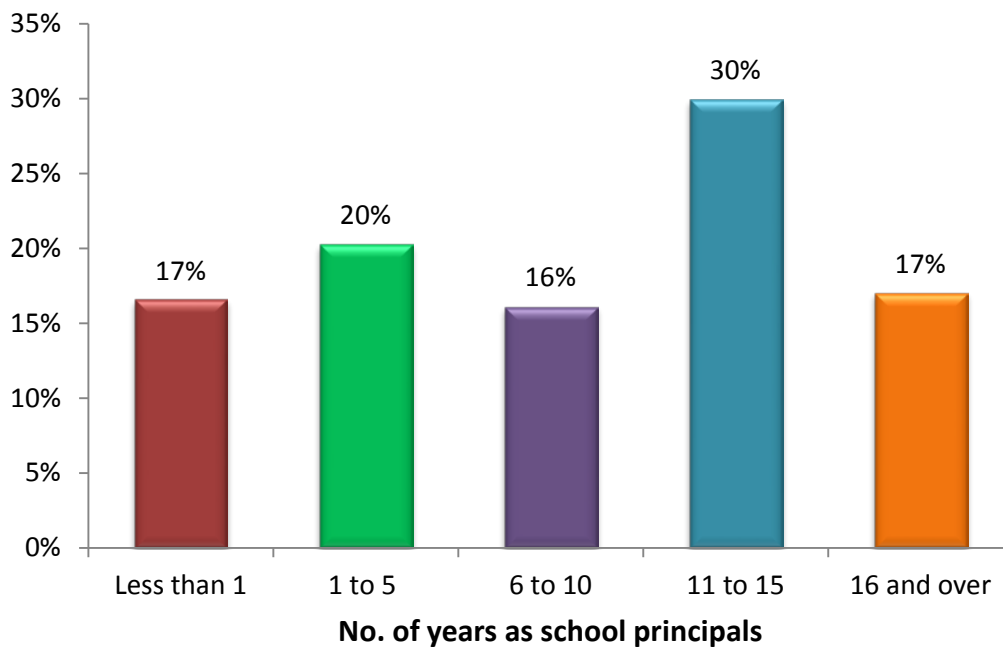
	Percentage
<b>College Diploma</b>	23%
<b>Degree</b>	21%
<b>Honours Degree/Post Graduate Diploma</b>	49%
<b>Master's Degree</b>	6%
<b>Doctorate Degree</b>	1%
<b>Total (n =217)</b>	<b>100%</b>

It is evident from Table 4.4 that the majority of the school principals (49%) had a postgraduate diploma/Honours degree. A little less than a quarter (23%) of the principals had a college diploma. 21% of the principals had a degree. Only 6% held a Masters qualification and fewer (1%) held a Doctoral qualification. In view of the above results, the KZN Department of Education has suitable qualified principals. Bassie and McMurrer (2007) argued that employees are the most important assets of an organization and its success or failure depends on the quality

and the competence of its employees. According to the Human Resource Manual No. 71 (2011), an educator is eligible for promotion to a management position if he or she holds a Diploma in Education qualification. Therefore, in view of the results of this study, it is evident that all of the respondents had the minimum qualification to hold the position of principal, and some had more. This suggests that the principals in iLembe District were suitably qualified to execute their tasks.

#### 4.5. The Competence of the Employed Principals

School management experience is the time spent by a school principal in managing a school (Dahar, 2011). It starts from the date when a principal is promoted to a leading and managing position in a school. School management experience includes the ability to manage teaching skills and the methods adopted in a school. With the passage of time, principals get command of their duties and responsibilities, and later become competent in the art of school management (Dahar, 2011). Hence, Bush and Glover (2009) contended that the overall management of teaching and learning is the key role of the school principal. Therefore, the respondents were asked to indicate the number of years they had been school principals (Figure 4.1).



**Figure 4.1 Experience as a principal**

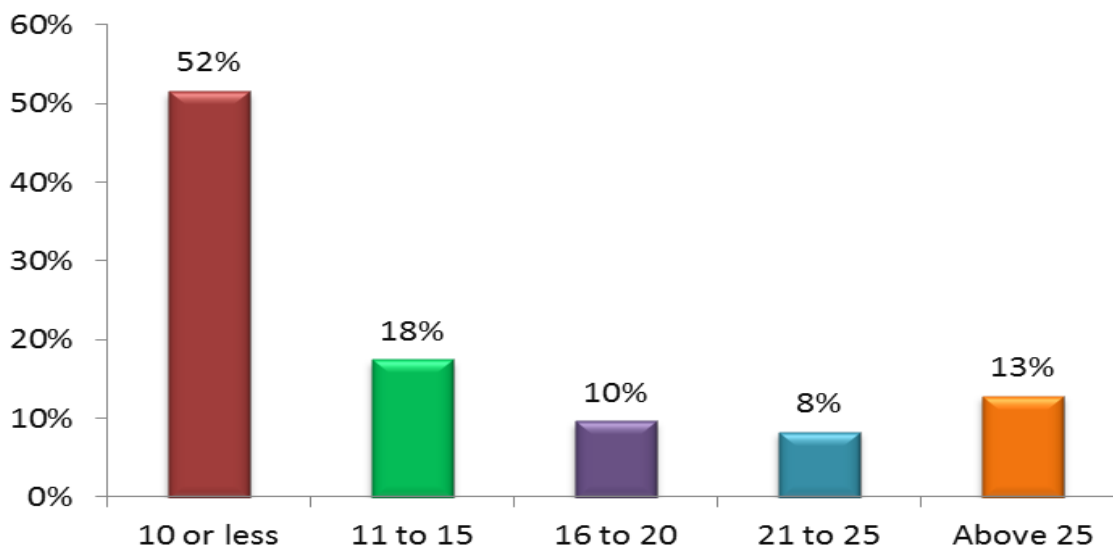
The results from Figure 4.1 reveal that the majority of school principals (30%) had 11 to 15 years of school management experience, whilst 20% had 1 to 5 years, 17% had 16 years and more,

17% had less than 1 year of experience, and 16% had 6 to 10 years of experience. In an international study conducted by Clerk, Martorell and Rockoff (2009) it was discovered that a positive relationship existed between the principals' experience and the school performance.

#### **4.6. The Challenges of the Post-Provisioning Model in School Management.**

##### **4.6.1. The Filling of Vacant Posts in Public Schools**

According to Naicker (2005), the PPM only allocates a fixed number of posts to each school. The question of whether or not these allocated posts are filled by qualified and suitable educators is left to the school governing body. To confirm Naicker's (2005) assertion, the respondents were asked to indicate their 2011 PPN in terms of their staff establishment certificate (Figure 4.2).

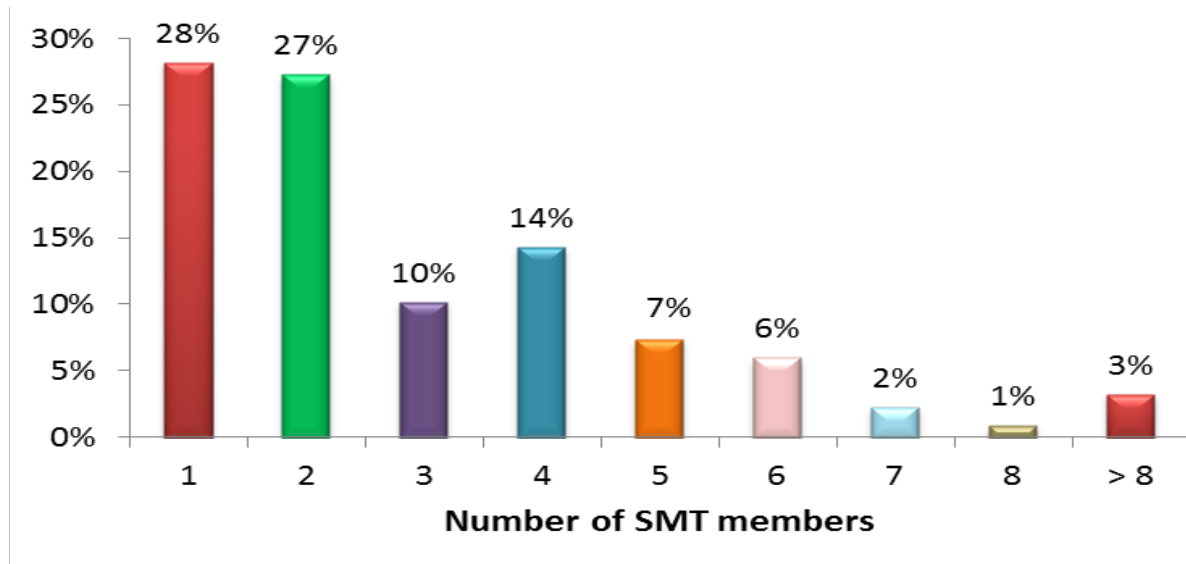


***Figure 4.2. The number of posts allocated to public schools in 2011***

The results depicted in Figure 4.2 show that more than half of the respondents (52%) had a PPN of 10 or less. The data reflects that only 18% of schools had a PPN of 11 to 15. Further, only 10% of schools had a PPN of 16 to 20, and only 8% of schools had a PPN of 21 to 25. Most notable was that 13% of public schools had a PPN of more than 25. In view of the distribution of percentages in Figure 4.2, there is evidence of the equitable distribution of posts in public schools, but the question of whether or not those allocated posts are filled by qualified educators remains unanswered.

#### 4.6.2. The Allocation of School Management Team posts

According to Bush, Joubert and Kiggudu (2010), the management of teaching and learning is a shared responsibility amongst principals, SMTs and classroom educators. The respondents were asked to indicate the number of members in their school management team, excluding the principal, in 2012 (Figure 4.3).

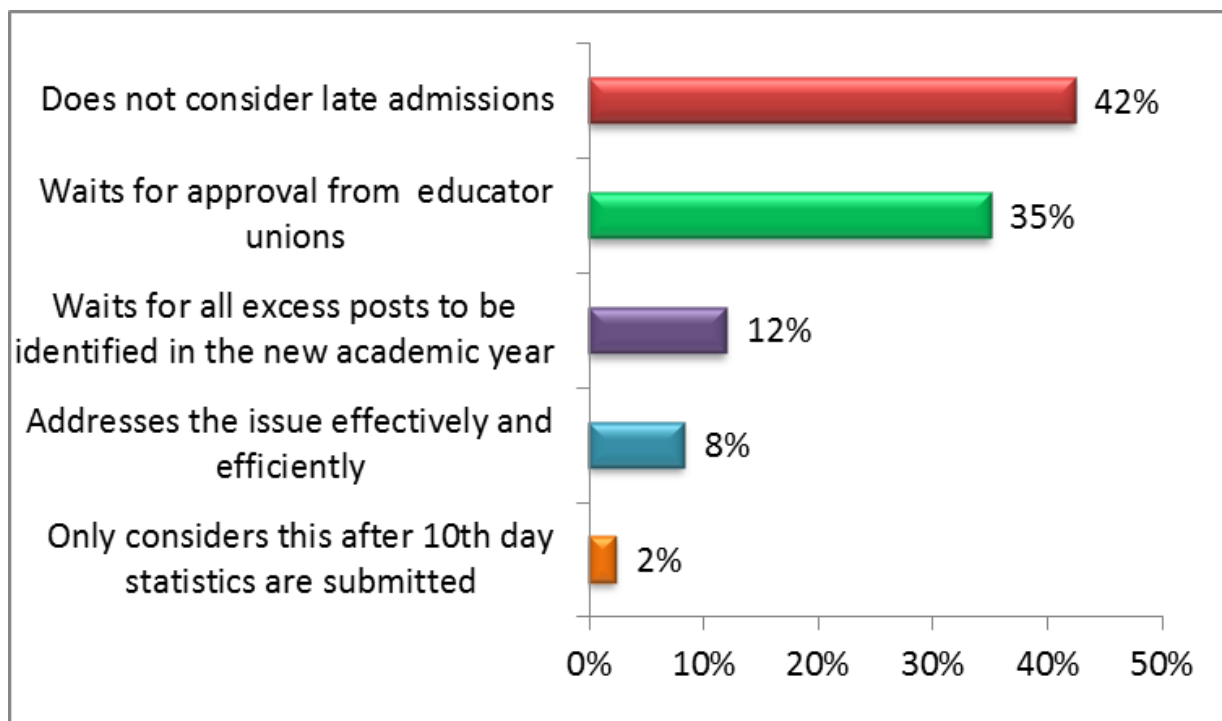


*Figure 4.3. The distribution of management posts in public schools in 2012*

This graph indicates that when the number of the members of the SMT increases, the percentage of schools qualifying for an increase of the PPN decreases. Evidence of that is that 10% of schools had 3 members of the SMT. Only 14% of the respondents indicated that they had 4 members on their school management team. Seven percent of the respondents indicated that they had 5 members on their SMT. Only 12% of the respondents had 6 or more members on their SMT. Based on Figure 4.3 it is evident that the size of schools' management teams vary from school to school. In the context of the objectives of this study, this is another impediment to effective school management and administration.

#### 4.6.3. The Late Admissions of Learners in Calculating the PPN.

According to the Equal Education Report (2010), the late admission of learners to schools is a real impediment in school management and resource distribution. The respondents were therefore asked to indicate whether or not the PPM is able to address the issue of late admission (Figure 4.4.).

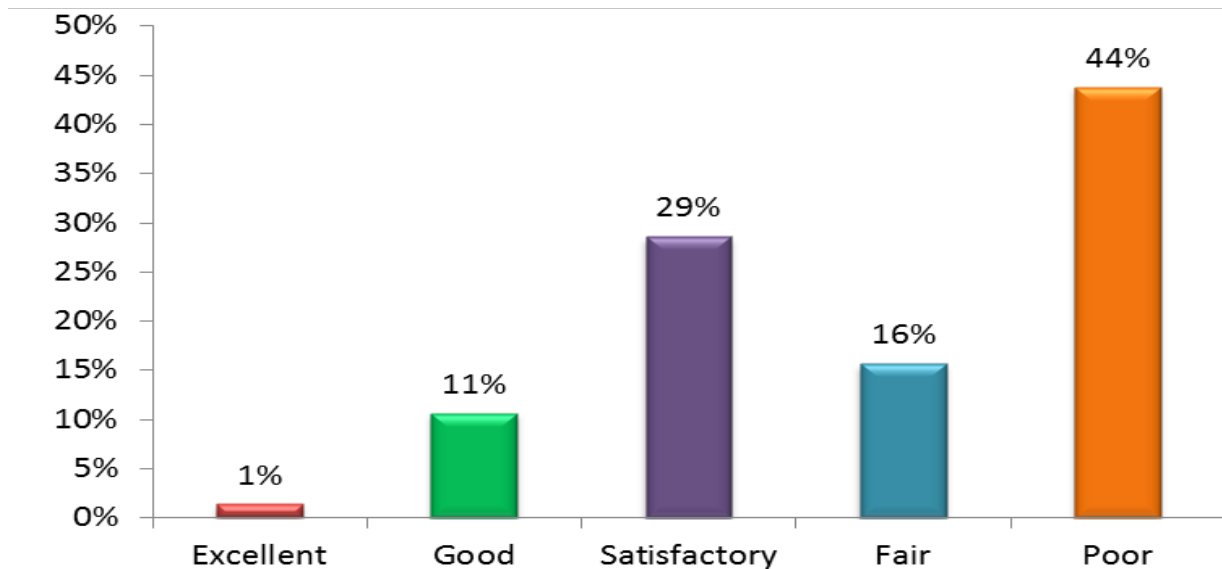


***Figure 4.4. The views of the respondents on the ability of the PPN to address late admission in schools.***

According to the admission policy for ordinary public schools (2006), all eligible learners of compulsory school-going age must be suitably accommodated in public schools. However, Figure 4.4 indicates that 42% of the respondents believed that the current PPM considers the issue of late admission only after the 10<sup>th</sup> day statistics have been submitted, whilst another 35% of the respondents were of the view that the PPM does not consider the issue of late admissions to school at all. It is also noteworthy that only 12% of the respondents indicated that the issue of late enrollment is being addressed effectively and efficiently, whilst the other 8% believe that the PPM waits for all excess posts to be identified in the new academic year before it addresses the issue of late admission, and 2% of respondents believe that the PPM waits for approval from educator unions before it addresses the issue of late admission. Despite the existence of the national norm that educators must be in class on the first day of teaching, the current PPM considers late enrollment only after the 10<sup>th</sup> day statistics have been submitted. Late admission at the beginning of a year is therefore a serious impediment to school management.

#### 4.6.4. The Understanding of the Post-Provisioning Model formula

According to Naicker (2005), the PPM is extremely technical in nature and is a model that has a number of formulas built into it. The respondents were asked to rank their understanding of the PPN formula (Figure 4.5.).



*Figure 4. 5. The understanding of the PPM formula*

Figure 4.5 reveals that 44% of schools principals believe have a poor understanding of the technical aspects of the PPM, whilst only 29% have a satisfactory understanding of the technical aspects of the PPM, and 16% had a fair understanding of the PPM formula. In contrast, only 11% of school principals have a good understanding of the technical aspects of the PPM calculations, and less than 1% of the school principals have an excellent understanding of the PPM Formula. These discrepancies might be associated with the lack or a non-standardised training of school principals on the technical aspects of the PPM by the KZN Department of Education. The shortcoming of the questionnaire is that the researcher did not have a follow up question to probe further the causes of such discrepancies. This would have shared more light in this data.

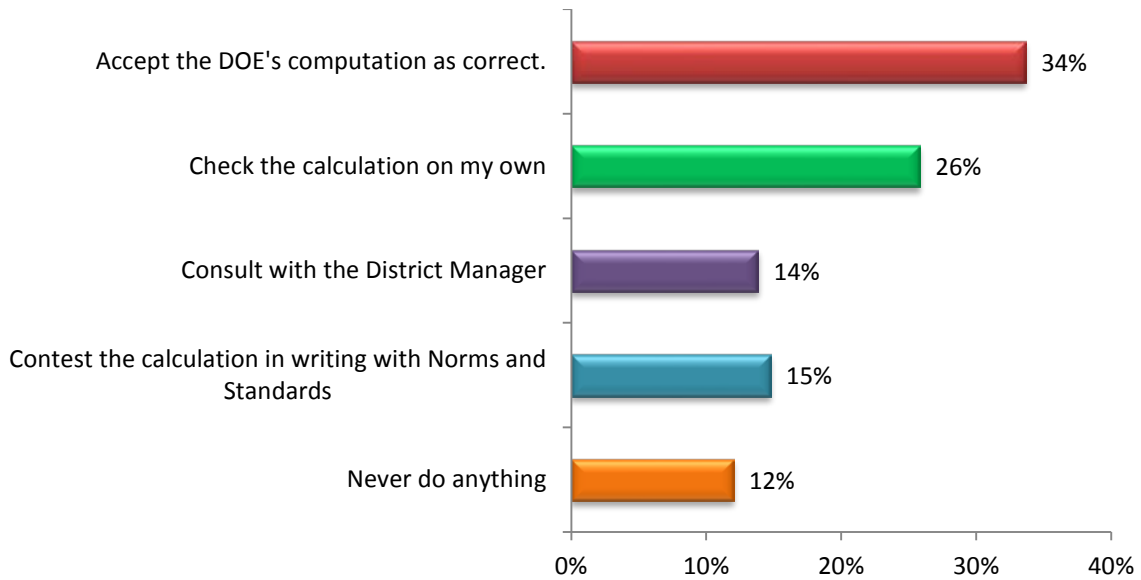
*Table 4.5. Cross-tabulation of the understanding of the PPM formula and the years of experience*

		How many years have you been a school principal?					Total
		less than 1	1 to 5	6 to 10	11 to 15	16 and over	
My understanding of the PPM Formula.	Excellent	1%	1%				2%
	Good	4%	1%	3%	2%	1%	11%
	Satisfactory	6%	8%	5%	6%	4%	29%
	Fair		2%	1%	10%	2%	15%
	Poor	6%	8%	7%	12%	10%	43%
<b>Total</b>		<b>17%</b>	<b>20%</b>	<b>16%</b>	<b>30%</b>	<b>17%</b>	<b>100.0%</b>
	<b>n =217</b>	<b>p =0.001</b>		<b>x<sup>2</sup> = 0.002</b>			

The cross-tabulation in Table 4.5 revealed that approximately 43% of principals have poor understanding of the PPM, 15% had a fair understanding, 29% had a satisfactory understanding, 11% had a good understanding and only 2% had excellent understanding of the PPM. The correlation value between the understanding of the formula and the respondents is 0.001, which is a positive correlation. The major notable shortcomings in the PPM process are the technical validation of the PPN, because it involves the knowledge of the formula and the weightings of the subjects.

#### 4.6.5. The Inability to Authenticate the Allocated Post-Provisioning Norm

According to Naicker (2005), the principals of schools are obliged to deploy staff based on the allocated PPN. The respondents were asked to indicate if they checked and validated the computation of the PPN (Figure 4.6).



**Figure: 4.6. The principals' responses on the verification of the allocated PPN**

Figure 4.6 reveals that 34% of the total percentage of school principals accepted the Department of Education's calculations as correct, whilst 26% of the total percentage of school principals verified the values by doing their own calculations, 15% of the total percentage of school principals contested the Department's calculation in to Norms and Standards Section, and 14% of the total percentage of principals indicated that they consulted with the District Manager with regards to the correctness of their PPN. It is noted that 12% of the school principals did not do anything when they got their allocated PPN. This might be associated with a number of reasons, such as the lack of understanding of the technical nature of the PPM formula.



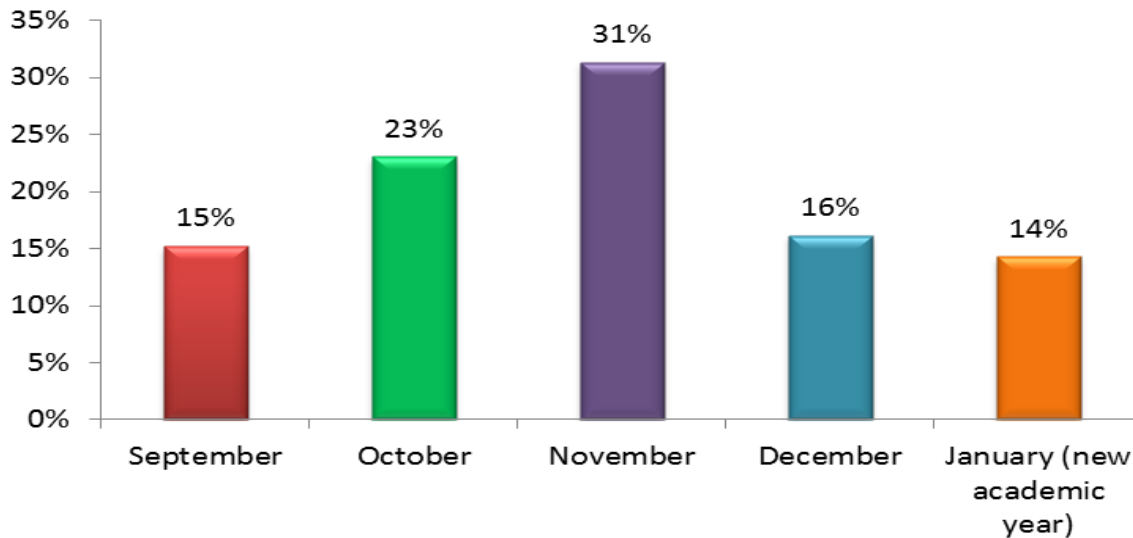
**Table. 4.6. Cross-tabulation of the length of service and the acceptance of the PPN values.**

		How many years have you been a school principal?					Total
		less than 1	1 to 5	6 to 10	11 to 15	16 and over	
The Validation of the Department of Education's computation.	Check the calculation on my own	5%	6%	3%	9%	3%	<b>26%</b>
	Accept the DOE's computation as correct.	7%	7%	5%	8%	7%	<b>34%</b>
	Consult with the District Manager	3%	4%	2%	3%	2%	<b>14%</b>
	Contest the calculation in writing with Norms and Standards	1%	1%	4%	7%	2%	<b>15%</b>
	Do nothing	1.8%	2%	2%	3%	3%	<b>12.0%</b>
<b>Total</b>		<b>17%</b>	<b>20%</b>	<b>16%</b>	<b>30%</b>	<b>17%</b>	<b>100.0%</b>
<b>n =217</b>		<b>p =0.109</b>			<b>x<sup>2</sup> =0.109</b>		

There is no significant correlation between the length of service and the acceptance of the PPN values. However, it is noted that the 12% of the respondents who did nothing were spread almost evenly across the years of experience. When looking at the figures as presented in Table 4.6, it is evident that there is almost an even spread for each option. The table reveals that 26 % of the total principals, from all ages, do check the calculation on their own. 34% of the total percentage of principals accepts the Department of Education’s computation as correct, whilst 14% of the total percentage of school principals verifies the figures with the Department of Education. The table reveal that only 15% of the total percentage of principals contests the calculations of the PPN with the relevant Norms and Standards Section in the Department. Lastly, 12% of the total percentage of principals has indicated that they did nothing about the calculations. It is noted from this analysis that there is a an even spread of such response practices from all age groups.

#### 4.6.6. The Timing of the Post-Provisioning Norm

The MEC for the KZN Department of Education Mr. Senzo Mchunu must ensure that schools receive their post establishments for the following year by September (Government Gazette, 2002). The respondents were asked to indicate the month in which they received the PPN certificates (Figure 4.7).

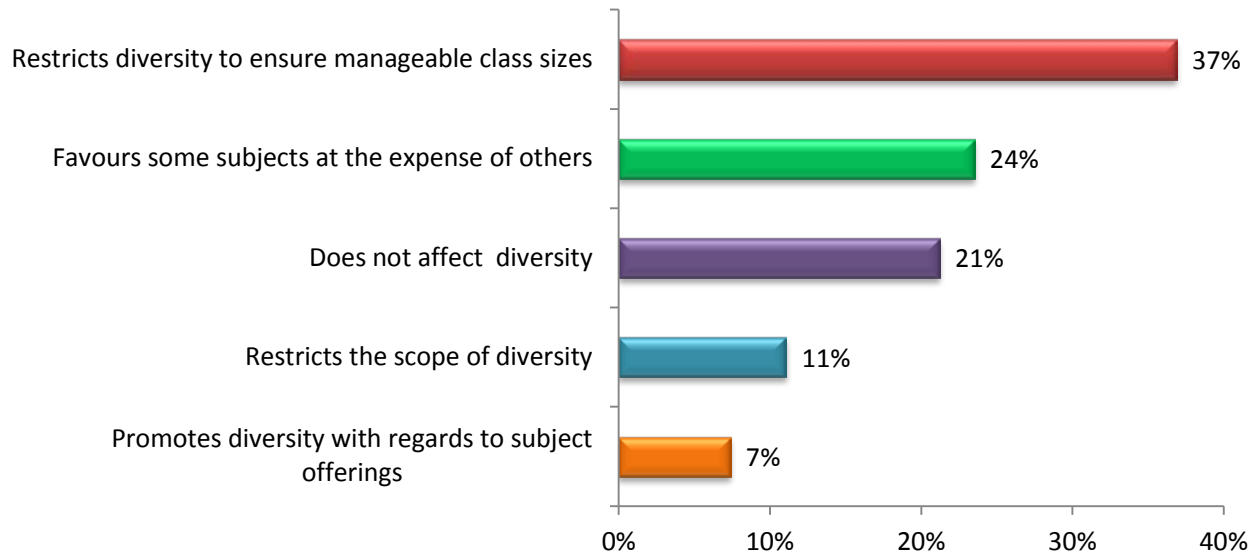


**Figure: 4.7. The month in which the PPN certificates are received**

Figure 4.7 indicates that only 15% of the schools received their certificates by the scheduled date. The majority of the schools (85%) received their certificates from October to January of the new academic year. This is clear evidence that the majority of schools are adversely affected by the timing of the distribution of the PPN certificates. The results indicate that 23% of the schools received notification of their PPN allocations in October, 31% of the schools received their PPN allocations in November, 16% of the schools received their PPN certificates in December, and 14% received their PPN certificates in January, at the beginning of the new academic year. In the findings represented in Figure 4.7 it is evident that there is a lack of compliance and gross administrative inefficiency in the management of the PPM by the Department of Education, which is an impediment to the effective management of schools.

#### 4.6.7. The Post-Provisioning Model and the Provision of Diverse Curricula

According to Naicker (2005), the PPM was initially designed to take the curriculum offerings of each school into account. The opinions of the respondents regarding the ability of the PPM to address the issue of diversity in the subjects offered are reflected in Figure 4.8.



**Figure: 4.8. The effects of the PPM on the provision of diverse curricula**

Figure 4.8 indicates that 37% of the respondents believe that the PPM restricts the scope of curriculum diversity in schools. 24% of the respondents were of the view that the PPM favoured some subjects at the expense of others, and 21% of principals are of the view that that the PPM restricts diversity to ensure manageable class sizes. In contrast, 11% of the respondents believe that the current PPM promotes diversity with regards to subject offerings, while 7% of the respondents believe that the PPM does not affect diversity. In the results presented in Figure 4.8 it is evident that the principals believe that the PPM has a negative effect on school management. Hence, Motala (2007) argued that the redeployment and re-allocation of educators is inadvertently favouring schools with more diverse curricula or with established mathematics, science and technology programmes. In terms of the subjects weightings, mathematics, science and technology had better weightings. If a school does not offer these science subjects, it qualifies for lower subject weightings.

**Table: 4.5. The PPM and the management of the resultant staffing turbulence**

At a pedestrian pace delaying school management	46%
With indifference to school management	21%
Prefers to consult at great length with educator unions at the expense of instruction time	18%
Timeously promoting effective school management	12%
With ease	3%
<b>TOTAL (N=217)</b>	<b>100%</b>

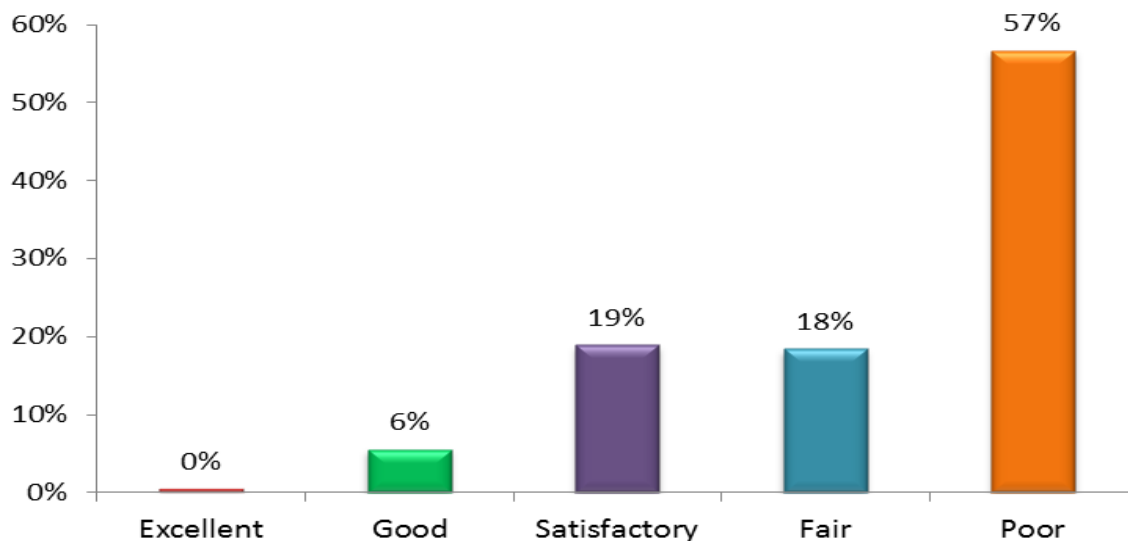
Table 4.5 revealed that 46% of a total percentage of respondents was of the view that the PPM moves at such a pedestrian pace as to disrupt school management, while 21% of the total percentage of respondents believed that the PPM made no difference to school management. Whilst 18% of the total percentage of respondents is of the view that PPM is allowing too much consultation time with educator unions at the expense of instruction time. Less than 15% of the total percentage of the respondents believed that the PPN processes were handled with ease (3%) while being timeous in promoting effective school management (12%).

The PPN indicates the number of educators, including management that must be in a school. Therefore, schools must have access to their PPN certificates before the end of the school calendar to allow effective and efficient planning and administration. It is noted that the majority of the school principals are of the view that the timing and the processes involved before the release of the PPN has a negative effect in school management. This is one of the identified impediments of the PPM in school management. Proper staffing and planning is an essential ingredient in school management (Jansen, 2011).

## 4.7. The Effects of the Post-Provisioning Model on School Management

### 4.7.1. The General Effects of the Post-Provisioning Model

According to SADTU (2010) the PPM ignores the real situation on the ground whereby a wealthy minority of government schools raise millions of rands in school fees which enable them to employ additional teachers, further diverting resources from the disadvantaged schools'. The current PPM was designed to redeploy suitable educators to vacant posts (Naicker, 2005). The respondents were asked to rate the model in attaining the intended objective (Figure 4.9).

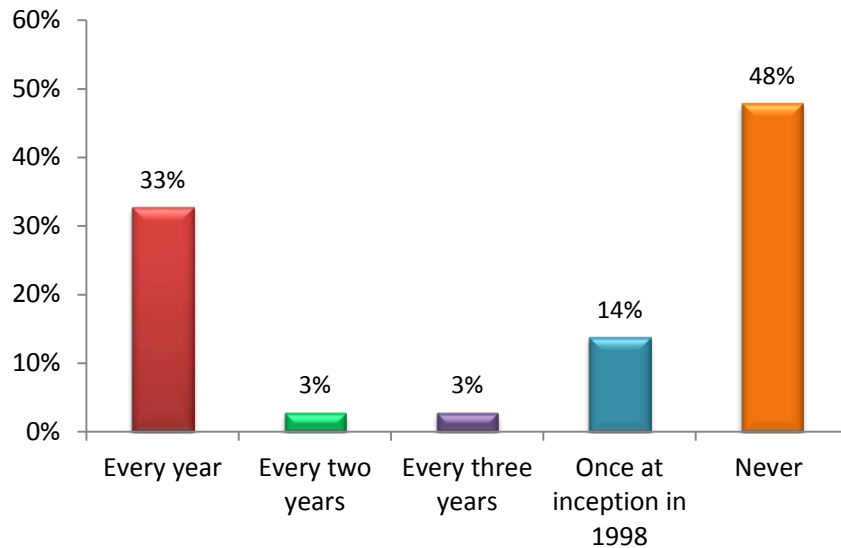


**Figure: 4.9. Ratings of the PPM**

According to the Organization for Economic Co-operation and Development Report (OECD) (2008), the inequality in the distribution of educators in the former apartheid education departments had to be corrected. It is evident from the results represented in Figure 4.9 that the majority of the respondents think that the PPM has failed to correct this inequality. The results in Figure 4.9 indicate that only 6% indicated that the model was better than satisfactory, 19% believed that the model was satisfactory, 18% believed that the model was fair, 6% believed that the model was good, whilst nobody believed that the model was excellent, and 57% of respondents believed that the PPM was poor.

#### 4.7.2. The Incapacity Gap and the Impact Thereof

The managers of schools must have knowledge of what they manage. The respondents were asked how often they were trained in the workings and implementation of the PPM. Their responses are illustrated in Figure 4.10.

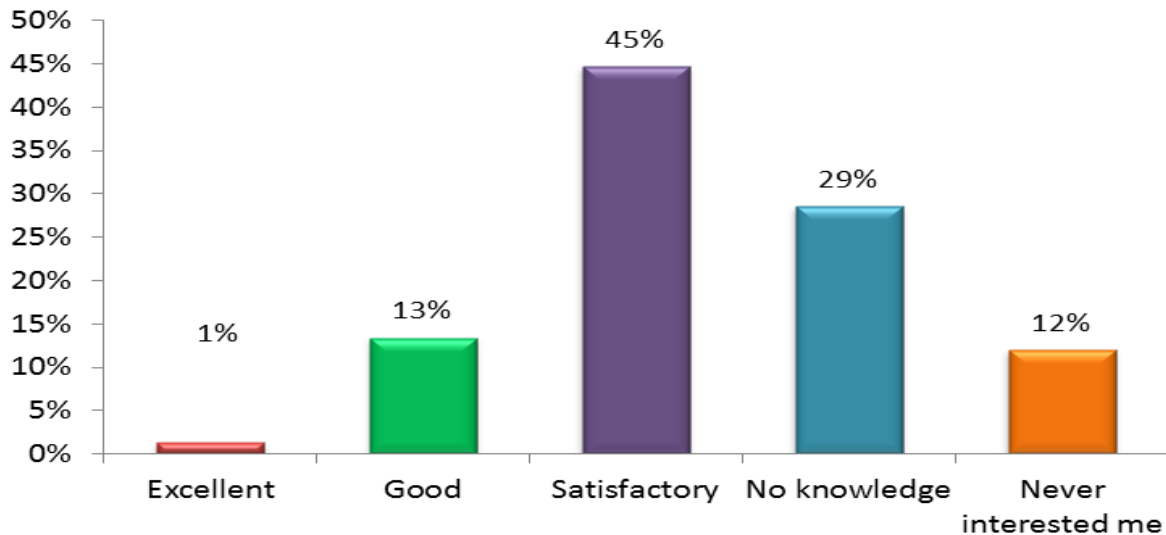


**Figure: 4.10. The number of training sessions received by the school principals**

Lonel, Alina and Dimutru (2010) describe the human capital of an organization as the set of knowledge and competences, skills and training, innovations and capabilities, attitudes and skills, learning ability and motivation of the people who form an organization. Nearly half of the respondents (48%) indicated that they had never been trained in the workings and implementation of the PPM. Almost a third indicated that they are trained every year. Most notable is the fact that 14% of the respondents were trained once, upon the inception of the Model in 1998. It was discovered that only 15% of the 48% who indicated that they had never been trained had been newly promoted. All of the 15% had been promoted within the junior ranks of I Lembe District.

### 4.7.3. The Risk Factors and the Weakness in the Internal Control Systems

Finance is an essential factor in determining the post establishment of schools. Figure 4.11 presents the principals' understanding of the importance of finance in the computation of the PPM.

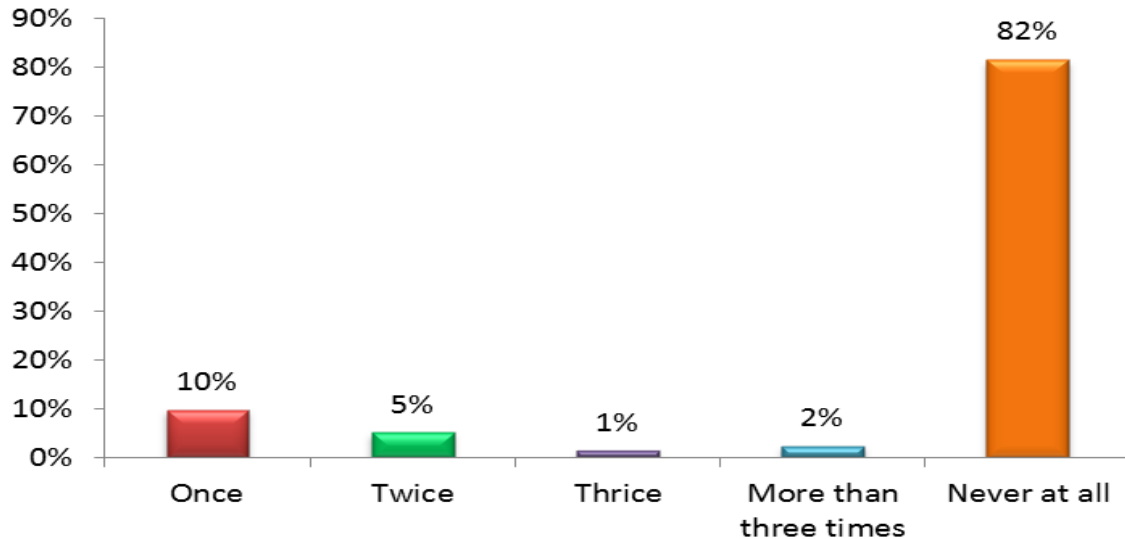


*Figure 4. 11. The understanding of the role of finance in the PPM*

Only 13% indicated that they understood the impact of finance on the PPN model. It is also noteworthy that 29% of the participants had no knowledge of the impact of finance on determining the post establishment of a school. Furthermore, 12% of the participants had never had any interest on the impact of finances in the determination of the allocation of posts. However, according to Brown (2006), schools are required to cut expenditure by reducing either the number of teachers or the array of the services provided. The PPM was designed not only to assist with the equitable distribution of educator posts also as a mechanism for effecting cost-cutting measures in the Department of Education.

#### 4.7.4. The Training of Principals on Subject Weightings

An understanding of the subject weightings is a critical factor in determining the PPN of a school, especially in the FET Band (Naicker 2005). In actual fact, the PPN in the FET Band is determined by using the subject weightings. Figure 4.12 reveals that principals have no understanding of the importance of the subject weightings in the calculation of the PPN (Figure 4.12).



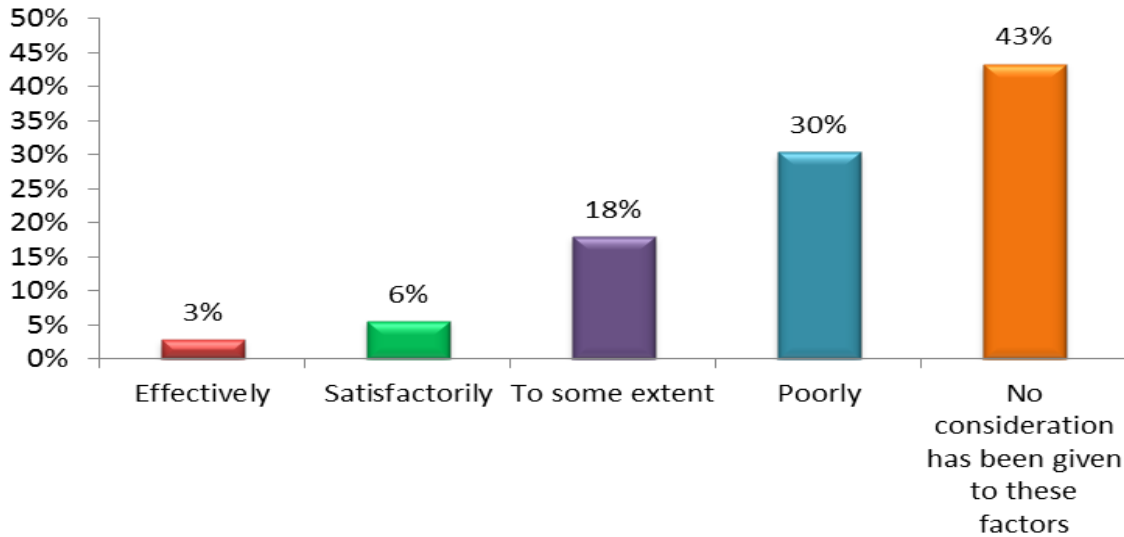
**Figure: 4.12: The number of training sessions received by the school principals on subject weightings**

The results show that approximately 8 out of every 10 respondents (82%) had never had any training on the subject weightings which form part of the PPM and the importance of the subject weighting in the determination of the PPN. It is also noteworthy that only 2% of the respondents had received training on subject weightings more than three times. The 2% of the respondents who had been thoroughly trained had been promoted from other districts to iLembe, and the topic of subject weighting had been covered in their districts of origin. In comparison of the training manual used during the training by iLembe District with other districts the researcher discovered that the manual used by iLembe did not cover the topic of subject weighting.



#### 4.8. The Effects on Future Planning

In Grades 10-12, factors such as high failure rates, transfers and subject changes result in complex timetable changes which create additional period loads for educators. The responses on how the present PPM addresses these challenges is presented in Figure 4.13.

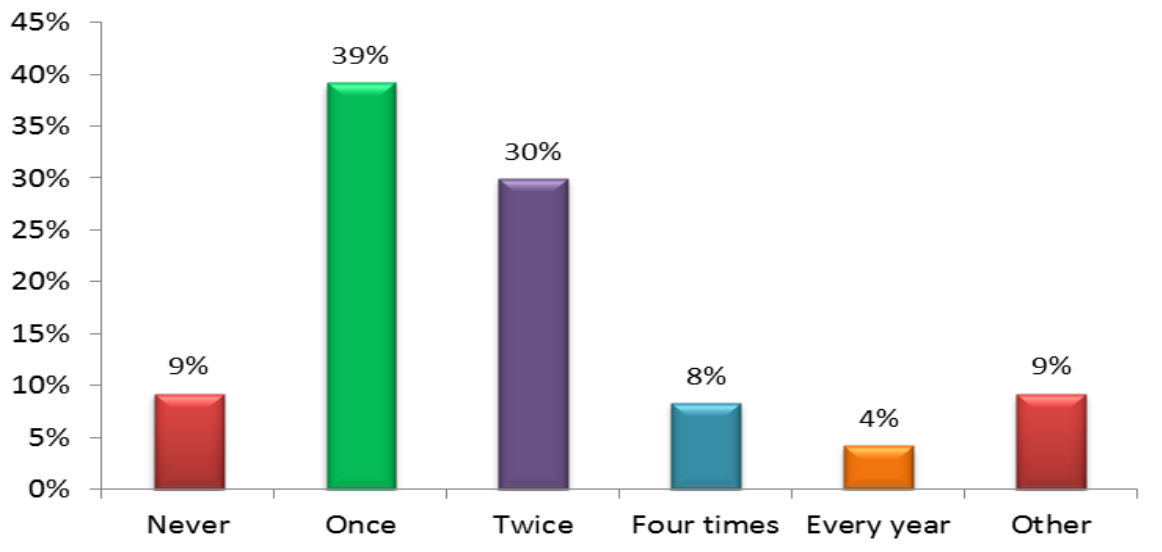


*Figure 4.13: The effects on future planning*

There is a substantial increase in the level of dissatisfaction from being effective (3%) to no consideration (43%). The results contained in Figure 4.13 indicate that 43% of the respondents were of the view that no consideration has been given to these factors, and 30% indicated that the present PPM has poorly addressed challenges such as the failure rate, transfers and subject changes. Eighteen percent believed that the PPM has addressed some of the challenges to some extent, and 6% were satisfied with the response of the PPM to late admission. Only 3% believed that the model has effectively addressed issues of late admission.

#### 4.9. The Effects of Learner Enrolments in the Determination of the PPN.

The respondents were asked to indicate how often their school enrolments had been audited (by a head-count) in the last 5 years. The responses are reflected in Figure 4.14:

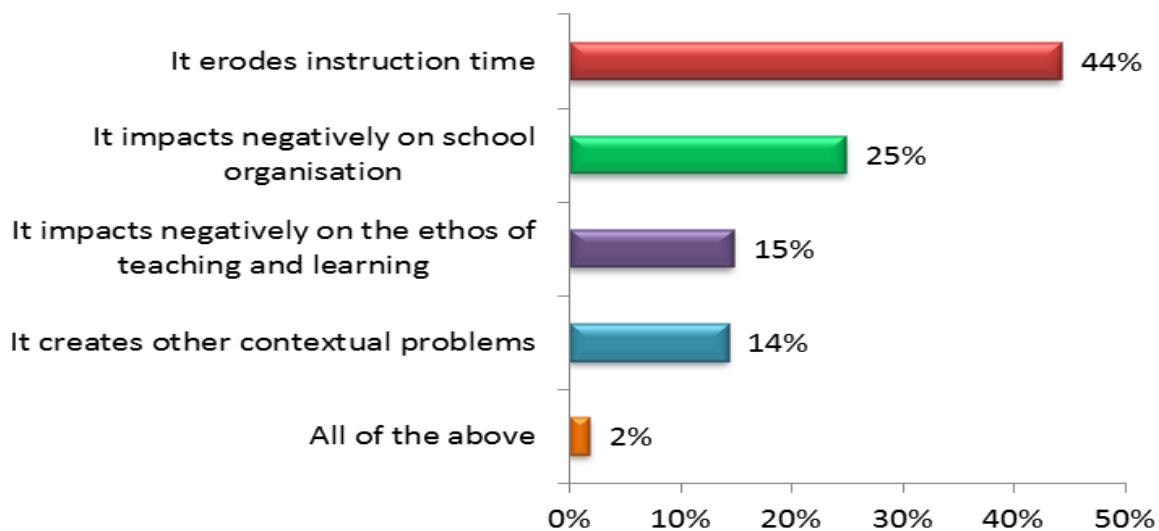


**Figure 4.14: The number of audits of the school enrolment (the head-count)**

According to Naicker (2005), the formula of the model considers learner enrolment as the main variable in the distribution of educators. The management team of a school is also determined in accordance with the school learner enrolment by the PPM formula. Figure 4.14 shows that in 9% of the school's enrolment had not been audited in the last 5 years. The majority of the schools (39%) had been audited at least once in the previous 5 years. The results further indicate that only 4% of schools enrolments had been audited on an annual basis. This discrepancy in auditing the school enrolment poses a challenge to the quality, the integrity and fairness of the allocation of the PPN to schools.

#### 4.10. The PPN on the Provision of Quality Teaching and Learning.

The quality of teaching and learning is of paramount importance. Bloch (2010:12) argues that the South African education system since 1994 can be described as being in a crisis situation due to the inadequate outcomes in terms of standard scores for literacy, mathematics and science obtained by South Africa in international studies. The respondents were therefore asked to indicate the impact of the current PPN in the context of teaching and learning. The responses are presented in Figure 4.15:

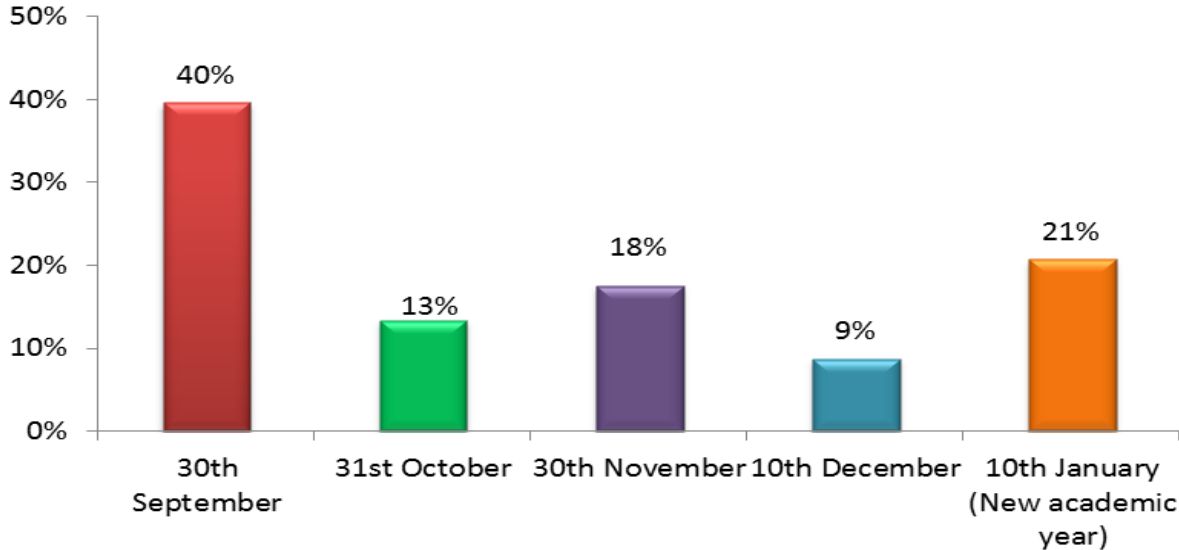


**Figure: 4.15: The responses to quality teaching and learning**

Nearly half of the respondents (44%) believed that the delays in the provision of the PPN had negatively impacted on the instructional time. Particularly where there will be a change in staffing as a result of an increase in enrolment. 25% believed that it has a negative impact on the ethos of teaching and learning, 15% of the respondents believed that the PPN had a negative impact on the school's organization, others (14%) believed that it created other contextual problems, and 2% believed that it impacted on all of these areas. The view of the majority of the respondents (44%) is that the PPM has a negative effect on the provision of quality education.

#### 4.11. The Finalization and Release of the PPN Certificates to schools

In terms of school organization, most respondents (39.6%) believed that 30<sup>th</sup> September should be the due date for the finalisation of the PPN, as indicated in Figure 4.16.

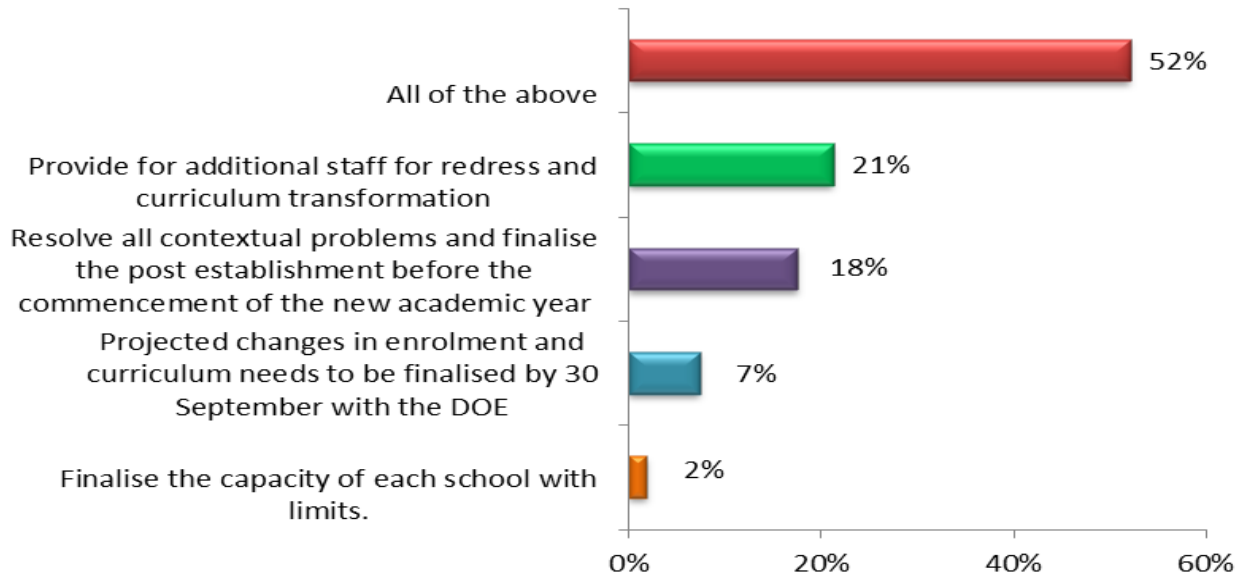


**Figure: 4.16: The appropriate month for the finalization and release of the PPN certificates**

Most of the respondents (40%) believed that the 30<sup>th</sup> September is the most suitable and appropriate date for the finalization and release of the PPN certificates to schools. It is also noteworthy that some of the respondents (21%) believed that the 10<sup>th</sup> of January would be the most suitable and appropriate month for the finalization and the release of the PPN certificates to schools. In contrast, the KZN departmental policies and practices promote the view that all learners must have educators on the first day of schooling in January of the new academic year. Therefore the view that the 10<sup>th</sup> of January is the most suitable and appropriate date does not seem to make a great deal of sense

#### 4.12. Recommendations to Improve the Post-Provisioning Model

The respondents were asked to choose from 5 responses on how the PPM could be improved. The responses were as presented in Figure 4.17.



**Figure: 4.17. Recommendations to improve the PPM**

The majority of the respondents (52%) believed that in order to improve the current PPM the department of education would need by 30<sup>th</sup> September to finalise the capacity of each school within clear limits, finalize changes in enrolment patterns and the curriculum to be offered, resolve all contextual problems, finalize the post establishment, and provide for additional staff for redress and curriculum transformation. The majority (52%) felt that all the proposed recommendations must be considered.

#### 4.13. Results Obtained to Satisfy the Research Objectives of the Study

The aim of the study was to investigate the effects of the PPM on the management of public schools within ILembe District. The lack of understanding of the model, the technical nature of the PPM formula, and its effects on the management of schools has prompted dissatisfaction on the use of the PPM amongst stakeholders with an interest in education.

Section 4.13 has been arranged into subtopics to indicate how each objective of the study has been attained.

#### **4.13.1. Objective One: to Investigate the Impediments of the PPM.**

The impediments to management created by the implementation of the PPM were investigated as follows:

- in subsection 4.6.1, the filling of vacant posts
- in subsection 4.6.2, the allocation of SMT posts
- in subsection 4.6.3, the late admissions of learners in calculating the PPN of a school
- in subsection 4.6.4, the deficiency in understanding the PPM formula
- in subsection 4.6.5, the inability to verify and correct the allocated PPN
- in subsection 4.6.6, the timing in releasing the PPN
- and in subsection 4.6.7, the PPM's ability to provide a diverse curriculum.

The analysis to determine if there is a relationship between the understanding of the PPM formula and the years of principals' experience in the management of public schools is presented on page 48 in Table 4.5. The analysis revealed that there is a strong positive correlation ( $p = 0.001$ ) between the understanding of the PPM formula and the years of principals' experience in management of public schools.

#### **4.13.2. Objective Two: to Evaluate Critically the Post-Provisioning Model.**

The Post-Provisioning Model was critically evaluated as follows:

- in section 4.8, the effects on future planning,
- in section 4.9, the effects of learner enrolment in the determination of the PPM,
- and in section 4.10, the effects of the PPM on the provision of quality teaching and learning.

In addition, an analysis was conducted to determine whether or not a relationship existed between the ability of the present PPM to address the issue of late admission and the frequency of the auditing of the school enrolment (the head-count) in the last 5 years (Table 4.9.).

**Table.4.9. Cross-tabulation of the ability of the PPM to address the issue of late admission and audited school enrolment.**

		<b>Ability of the PPM to address late admission.</b>					<b>Total</b>
		Only considers this after 10th day statistics are submitted	Addresses the issue effectively and efficiently	Waits for all excess posts to be identified in the new academic year	Waits for approval from educator unions	Does not consider late admissions	
<b>How often was your school enrolment audited?</b>	Never	2%	1%		1%	5%	<b>9%</b>
	Once	18%	4%	2%	1%	15%	<b>39%</b>
	Twice	10%	5%	3%		12%	<b>30%</b>
	Four times	4%	1%	1%		2%	<b>8%</b>
	Every year	3%		1%			<b>4%</b>
	Other	7%	1%	1%		1%	<b>9%</b>
<b>TOTAL</b>		<b>42%</b>	<b>12%</b>	<b>8%</b>	<b>2.3%</b>	<b>35.0%</b>	<b>100.0%</b>
		<b>n =217</b>	<b>p=-0.164</b>			<b>x<sup>2</sup></b>	<b>=0.071</b>

Table 4.9 revealed that there is no correlation ( $p = 0.164$ ) between the ability of the present PPM to address the issue of late admission and the frequency of the auditing of the school enrolment (the head-count) in the last 5 years. There is a negative correlation, which implies the existence of an inverse relationship: the more often PPM is used for late admissions; the less often the schools are audited. This shortcoming raises the question of the level of the authenticity of the enrolment figures that are used by the KZN Department of Education in calculating the PPN.

### 4.13.3. Objective Three: to Explore School Managers' Views on PPM

The school manager's views and practices were explored as follows:

- in subsection 4.7.1, the general effects of the PPM,
- in subsection 4.7.2, the incapacity gap and the impact thereof,
- in subsection 4.7.3, the risk factors and the weakness in the internal control systems,
- and in subsection 4.7.4, the training of principals on subject weightings as part of the PPM.

However, the analysis to establish if there is a relationship between the number of members of the school management team (SMT) and the quality of teaching and learning in schools is illustrated in Table 4.10:

**Table 4.10. Cross-tabulation of the number of the members of the school management team (SMT) and the quality of teaching and learning in schools**

		Number of SMT in each school									Total
		1	2	3	4	5	6	7	8	> 8	
<b>The impact of the PPN on the quality of teaching &amp; learning.</b>	It erodes instruction time	1%	1%								2%
	It impacts negatively on school organisation negatively on the ethos of teaching and learning	6%	4%	1%	2%			1%		1%	15%
	It creates other contextual problems	5%	2%	1%	4%	1%	1%				14%
	All of the above	5%	8%	3%	3%	2%	2%			1%	25%
	<b>Total</b>	<b>11%</b>	<b>12%</b>	<b>5%</b>	<b>5%</b>	<b>4%</b>	<b>3%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>44%</b>
		<b>28%</b>	<b>27%</b>	<b>10%</b>	<b>14%</b>	<b>7%</b>	<b>6%</b>	<b>2%</b>	<b>1%</b>	<b>3%</b>	<b>100%</b>
		<b>n =217</b>			<b>p= 0.139</b>			<b>x<sup>2</sup> =0.697</b>			



In view of the absence of a correlation ( $p=0.139$ ) between the number of the members of a school management team and the quality of teaching, Table 4.7 shows that the statements have no direct bearing on each other; as one increases, the other one decreases. As a result, the study could not show a direct link between the size of SMTs in a school and the quality of teaching and learning in schools.

#### **4.14. Summary**

The principals' responses to the questions asked in the questionnaire have been presented, analyzed and discussed in this chapter through the presentation of tables, graphs and narratives. The salient findings of this study are that the principals lack a technical understanding of aspects of the PPM formula. The overall findings have proven that there is a relationship between the PPM and the effectiveness of school management. Chapter Five will present and discuss the conclusions and recommendations of this study.

## CHAPTER FIVE

### RECOMMENDATIONS AND CONCLUSIONS

---

#### **5.1. Introduction**

This section makes recommendations and draws conclusions regarding the effects of the PPM on the effectiveness of the management of public schools. In drawing conclusions and making recommendation at the end of this study, theoretical research questions set out at the beginning of it have been taken into consideration. This chapter outlines the main findings and concludes with recommendations that may assist towards the improvement of the current PPM.

#### **5.2. Key Findings**

The research question set out to investigate the effect of the PPM on the management of public schools in iLembe District. Based on the analysis of data, the following conclusions have been drawn. There is evidence of the equitable distribution of posts through the PPM, but the question of whether or not those allocated posts are filled by qualified educators remain unanswered, and this remains as one of the impediments to effective education in the implementation of the PPN in schools. notwithstanding the fact that in terms s.20 and s. 21 of the South African Schools Act 1996, the Head of Department has devolved legal powers to the governing bodies of public schools to recommend to the Head of Department the appointment of educators at schools (s. 20(i) of the SASA), as well as the appointment of non-educator staff (s. 20(j) of the SASA).

This study has revealed in Figure 4.5 that 44% of the school principals had a poor understanding of the technical aspects of the PPM. This statement must be understood in the context of figure 4.10 which reveals that nearly half of the respondents (48%) have never been trained in the technical aspects of the PPM. In a nutshell, these results have exposed a need for the training of school principals on how the technical aspects of the PPM. Competence in the management of the people in an organization is the key determinant of organizational success. Studies on the importance of competence in the management of people have been conducted across numerous industry sectors, international settings, and organizational types.

Further, it has been established in Figures 4.3 to 4.9 that there are serious impediments to effective school managements that arise from the implementation of the PPN. Among these are: the unsatisfactory allocation of posts and the filling thereof; the unsatisfactory allocation of school management posts; the poor timing of the issuing of the PPN Certificates; and the obscure technical aspects of the PPM.

### **5.3. Recommendations to Improve the Current Situation**

The following recommendations arise from the analysis of the data:

#### **5.3.1. The Training of principals**

It is recommended that all school principals should be trained in the technical aspects of the PPM, to improve their competency. In order to do this the Department of Education should develop a PPM training manual, which would have to cover the following issues: the rationale behind the implementation of the PPM, the PPM formula, the subject weightings, the learner weightings, the relationship between the Provincial Budget and the PPM, and the contestation procedure of the PPN (for use if there is any dissatisfaction regarding the PPN allocated to a school). The training of principals should be conducted annually during the month of August, so that newly appointed principals would be timeously prepared for the challenges ahead of them. The timing of this training should take cognizance of the fact that the majority of the respondents in this study (85%) suggested, in Figure 4.7, that the most appropriate time for the release of the PPN should be in the months of September, October and November. Sticking to these dates would assist principals to make an informed planning forecast of the human resource required for the forthcoming year.

#### **5.3.2. The Improvement of the Current Post-Provisioning Model**

This study has established that the current PPM formula allocates a minimum number of posts to each public school. The number of posts varies in terms of the learner enrolment and the subjects offered in each school. The PPM formula does not take into account the quality of the educators

to be employed in the allocated posts. The responsibility of recommending particular educators for appointment is delegated to the school governing body (SGB), even though the final appointment remains the prerogative of the Head of Department. In a nutshell, this becomes a shared responsibility. In view of the challenges that arise from the sharing of the responsibility, this study recommends that the PPM should also take into account the equitable distribution of professionally qualified educators to all public schools.

To do this, the Department of Education should start off by centralizing the employment of professionally qualified educators. The South African Schools Act No. 84 of 1996 would have to be amended to allow the implementation of this recommendation. To successfully implement this recommendation the Department of Education would have to establish a Central Employment Unit for Professionally Qualified Educators. This office would have to work in collaboration with the South African Council of Educators (SACE). SACE is a council for professional educators established in terms of the SACE Act No. 31 of 2000, which aims to enhance the status of the teaching profession through the appropriate registration, management, professional development, and inculcation of a code of ethics for all educators. This would permit the PPM to distribute professionally qualified educators to all public schools in addition to its function as a post distributor model.

### **5.3.3. The Standardization of the School Management Team in a Public School**

According to Khuluse (2004), the SMT is the structure which is responsible for the proper running of the school. An SMT is made up of the principal, deputy principal and heads of departments. The SMT is responsible for planning, organizing, leading and supervising the school's activities and manages the school's resources in such a way that the school functions effectively and efficiently.

In view of the importance of the SMT, this study recommends the development of a new policy or regulation of defining the number of educators that must be in a school, irrespective of the enrolment, as long as it is regulated as a standard norm of personnel that must be at a school in all levels. For example, all public schools must have at least two members in their SMTs. The proposed regulation will ensure that a public school, irrespective of the learner enrolment, has at least seven subject educators, two HODs and a principal. In addition, the roles and

responsibilities of the SMT need to be re-defined and to be linked to performance management objectives, and a clear performance management system should be implemented for the purposes of accountability. However, the implementation of this recommendation would require additional funding from the state. The researcher is of the view that the implementation of this recommendation would be of great benefit to schools with smaller enrolments.

#### **5.3.4. The Amendment of the South African Schools Act No. 84 of 1996**

There is a need for the amendment of the South African Schools Act No. 84 of 1996 to allow the Department of Education to take full control of the appointment of qualified and competent educators at all public schools. The amendment of the South African Schools Act would make it possible for the Department of Education to centralize the appointment and the deployment of professional qualified educators to public schools. In terms of s.15 of the South African Schools Act 1996, a public school is a legal person with the legal capacity to perform its functions under the Act. In terms of its legal personality, the school is a legal subject and has the capacity to be a bearer of rights and obligations. As a juristic body, the public school cannot participate in the law in the same manner and at the same extent as a natural person. It acts through its duly appointed agent, namely the School Governing Body. In terms of s.16, ss. 1 of SASA 1996 makes provision for the governance of a public school to be vested in its governing body.

#### **5.4. The Limitations of This Study**

This research was initially designed to collect information electronically through Question Pro. However, this was not done due to the low level of computer literacy of the respondents and their limited access to electronic devices. Hence, the instrument was later administered manually, resulting in manual capturing of data. Secondly, the geographical distribution of the schools was a limitation in collecting the intended data. Thirdly, the study focused primarily on school principals within iLembe District.

### **5.5. Recommendations to Overcome the Limitations**

To overcome the poor access to electronic devices and the lack of the appropriate skills among the respondents, the study would have been better conducted if there was funding to appoint temporary field workers and issue them with laptops, so that they could visit each school and allow the principal to access Question Pro to complete the survey. Such an exercise would have made it easy to capture, create tables and figures, analyse and interpret results. Even, though this would be costly, recommended that the principals be called in one venue so that the instrument could be administered once and then collected immediately.

### **5.6. Future Research**

This study did not reveal whether there is any relationship between the PPM and the academic performance of a public school. The researcher is of the view that this area needs to be explored. The PPM should be scrutinized in terms of school performance and from the leadership and management perspective. Leadership and management are interchangeable terms. Both are essential ingredients for school success.

### **5.7. Summary**

In summary, this study has revealed that there is an inverse causal relationship between the PPM and the efficiency of school management. It has successfully revealed the negative effects of the PPM on the management of public schools within iLembe District. The lack of understanding by school principals of the functioning of the PPM has the potential to compromise the efficiency and effectiveness of school management. The findings have further revealed that the lack of the regular training and development of school principals on PPM has a negative effect on school management. It has also revealed that the reliance on learner enrolments in determining the PPN neglects schools with smaller learner enrolments.

## BIBLIOGRAPHY

---

- Badat, S. (2010). *Challenges of transformation in Higher Education and Training Institutions in South Africa*. South Africa: Development Bank of Southern Africa.
- Badat, S. (2010). Challenges of Transformation in Higher Education and Training institutions in South Africa. Development Bank of Souther Africa.
- Balkaran, N., & Sookrajn, R. (2004). *Desegregation of educators at KZN public schools: symbolic absence*. Cape Town: Kenton Khahlamba.
- Baltzan, P., & Phillips, A. (2010). *Business Driven Technology*. United States: McGraw-Hill.
- Bassie, L., & Macmurrer, D. (2007). *Maximising your return on people.*. New York: McBassie & Company.
- Beckman, J., & Prinsloo, I. (2009). Legislation on School Governors Power to appoint educators: Friend or Foe. *The South African Journal of Education*, 29 (No.2), pp.1-11.
- Behrstock, E., & Clifford, M. (2010). Ensuring the equitable distribution of teachers: Strategies for schools, Districts and State leaders. *Research and Policy Brief*.
- Blaser, T. (2008). *South African Survey* . Johannesburg: South African Institute of Race Relations.
- Bloch, G. (2010). Basic Education: Where are we going? *The Journal of the Helen Suzman Foundation* (No. 59).
- Brown, K. (2006). New educational injustices in the new South Africa- a call for justice in the form of vertical equity. *International Journal of Education Administration*, 44 (No. 5).
- Bush, T., & Gloves, D. (2009). *Managing Teaching and Learning*. Johannesburg: MGSIG.
- Bush, T., Joubert, R., & Kiggudu, E. (2010). Managing teaching and learning in South African Schools. *International Educational Journal*, 30 (2), p. 162-168.
- Christie, P. (2010). The complexity of Human Rights in global times: The case of a right to education in South Africa. *International Journal of Education Management*.
- Clarke, A. (2009). *The Handbook for School Management*. Cape Town: Kate McCallum.
- Clerk, D., Martorell, P., & Rockoff, J., (2009). *School Principals and School Performance*. Washington DC: The Urban Institute.
- Constitution of South Africa 1996*. (n.d.). South Africa: Government Printers.

- Dahar, M. A. (2011). The impact of teacher quality on academic achievement of students at secondary stage in Pakistan. *European Journal of Social Science*, 19 (No.1), p. 97.
- De Kart, D. (2010). Why Human Capital matters? The Focus. *The journal of Helen Suzman Foundation* (No 59), p. 3-9.
- Deacon, R. (2010). Educating the educators:Challenges facing teacher education and development in South Africa:The Focus. *The Journal of Helen Suzman*, p.36-43.
- Digest, H. R. (2010). A treasure too valuable to waist. *Human Resource Management Digest*, 18 (No.3).
- Education Laws Amendment Acts 2011*. (n.d.). South Africa: Governement Gazette.
- Evoh, C. J. (2007). Collaborative partnership and the transformation of the secondary education through ICTs in South Africa. *Educational Media International*, 44(No2), p. 81-98.
- Government Gazette No. 24077, as amended. (2008). *The creation of educator posts in a provincial department and the distribution of such posts to the educational institutions of such a department*. South Africa: Education Labour Relations Council.
- Grant, R. M. (2010). *Contemporary Strategy Analysis* (Seventh Edition ed.). United Kingdom: A. John Wiley& Sons Ltd.
- Hellriegel, D., Jackson, S. E., & Slocum, J. W. (2005). *Management: A competency-based approach*. Thomson Learning.
- Holland, P., Shehaan, C., & De Cieri, H. (2007). Attracting and Retaining Talent: Exploring Human Resorces developmemnt trends in Australia. *Human Resource Development International*, 10 (3), p. 247-262.
- Ionel, V. C., Alina, C., & Dumitru, M. I. (2010). Accounting for the most valuable assets of an enterprise. Human Resources Accounting. *Human Resource Accounting Journal*, p. 925-926.
- Jansen, J. (2011). *We need to talk* (1st Edition ed.). (A. Thorne, Ed.) Northcliff, South Africa: Bookstorm(Pty) Limited and Pan Macmillan (Pty)Limited.
- Khuluse, M. D. (2004). *The role of school management team in facilitating quality education in schools*. KwaZulu- Natal: University of Zululand.
- Kreitner, R., & Kinicki, A. (2008). *Organizational Behaviour* (Eighth ed.). United States: McGraw-Hill Irwin.
- Leedy , P. D., & Omrod, J. E. (2010). *Practical Research: Planning and Design* (9th Edition). Upper Saddle River: NJ Prentice Hall.



- Manuel, T. A. (2011). *Diagnostic Overview Report*. Pretoria: National Planning Commission.
- Motala, S. (2007, June). Education resourcing in post apartheid South Africa: The impact of finance equity reforms in Public schooling. *Perspective in Education. Educational Journal*, 24(2).
- Mpokosa, C., & Ndaruhutse, S. (2008). *Managing Teachers: The Centrality of teacher management to quality education-Lessons from developing countries*. CFBT Education Trust.
- Naicker, I. (2005). *A critical appraisal of policy on educator post provisioning in public schools with particular reference to secondary schools in KwaZulu-Natal*. South Africa: University of KwaZulu-Natal.
- National Department of Education. (2010). *Education Statistics in South Africa*. South Africa: National Department of Education.
- Nelson Mandela Foundation. (2004). *Reflection on ten years of basic education in South Africa: Challenges on the transformation of Basic Education in South Africa's second decade of democracy*. South Africa: Nelson Mandela Foundation.
- Noe, R. A., Hollenbeck, J. R., Gerhardt, B., & Wright, P. M. (2008). *Human Resource Management, Gaining a competitive advantage* (Sixth Edition ed.). New York: The McGraw Hill Companies.
- November, I., Alexander, G., & van Wyk, M. M. (2010). Do principals-educator have the ability to transform schools? A South African Perspective. *Teaching and Teacher Education*, 26(4), 786-795.
- Public Management Finance Act 1999*. (n.d.). South Africa: Government Printers.
- Sekaran, U., & Bougie, R. (2011). *Research Methods for Business* (Fifth ed.). United Kingdom: A John Wiley and Sons Ltd.
- South African Council of Educators Act 2000*. (n.d.). South Africa: Government Printers.
- South African Schools Act 1996*. (n.d.). South Africa: Government Printers.
- Tellis, G. J., Chandy, R. K., McInnes, D., & Thaivanich, P. (2005). Modelling the microeffects of television advertising: Which Ad works, when, where, for how long and why? *Marketing Science Journal*, 24(No. 3), pp. 345-366.
- The Organisation for Economic Co-operation and Dev. (2008). *Reviews of National policies for education: South Africa*. Organisation for Economic Co-operation and Development.

The South African Concise Oxford Dictionary. (2002). *The South African Oxford Dictionary* (10th Edition ed.). Cape Town, Western Cape, South Africa: Oxford University Press Southern Africa.

The USAID Report. (2010). *Reaching distributional equality through the re-allocation of public resources*. United States of America: United States Agency for International Development (USAID).

Wangenge-Ouma, G. (2010). Funding and the attainment of transformational goals in South Africa's higher education. *36*(No 4), pp. 481-497.

Whetten, D. A., & Cameron, K. S. (2005). *Developing management skills* (6th Edition ed.). New Jersey: Pearson Education, Inc.

## APPENDIX - 1

---

### UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS & LEADERSHIP

#### MBA RESEARCH PROJECT

**Researcher:** Mbuyiseni Goodlife Ntuli 082 538 9426

**Supervisor:** Professor Anesh Singh (031-2607061)

**Research Office:** Ms. P Ximba 031-2603587

#### THE EFFECTS OF THE EDUCATOR POST-PROVISIONING MODEL IN MANAGEMENT OF PUBLIC SCHOOLS WITHIN ILEMBE DISTRICT

The purpose of this survey is to obtain information from school principals regarding the effects of the educator Post-Provisioning Model in management of public schools. The information and ratings you provide us will go a long way in helping us to investigate the effects of the educator post-provisioning model in management of public schools within iLembe district.

The questionnaire should only take **10-15** minutes to complete. In this questionnaire, you are asked to indicate what is true for you, so there are no “right” or “wrong” answers to any question. Work as rapidly as you can. If you wish to make a comment please write it directly on the booklet itself. Make sure not to skip any questions.

Thank you for participating.

Please circle the alphabet representing the most appropriate responses for you in respect of the following items:

**1. Race**

- a. African
- b. White
- c. Coloured
- d. Indian
- e. Other

**2. Gender**

- a. Male
- b. Female

**3. Your highest completed level of education**

- a. College diploma
- b. Degree
- c. Honours Degree/Post Graduate Diploma
- d. Master degree
- e. Doctorate degree

**4. How many years have you been a school principal?**

- a. Less than 1
- b. 1-5
- c. 6-10
- d. 11-15
- e. 16 and over

**5. What was your 2011 Post-Provisioning Norm [PPN] in terms of your staff establishment certificate?**

- a. 10 or less
- b. 11-15
- c. 16-20
- d. 21-25
- e. Above 25

**6. How many members do you have in your School Management Team [SMT], excluding you as the principal, in 2012?**

1    2    3    4    5    6    7    8    > 8

**7. Late admissions are a reality in most public schools. How would you describe the ability of the present Post-Provisioning Model (PPM) to address the issue of late admissions?**

- a. Only considers this after 10<sup>th</sup> day statistics are submitted
- b. Addresses the issue effectively and efficiently
- c. Waits for all excess posts to be identified in the new academic year
- d. Waits for approval from educator unions
- e. Does not consider late admissions

- 8. The PPM formula is highly technical in nature. Your understanding of the formula may best be described as:**
- Excellent
  - Good
  - Satisfactory
  - Fair
  - Poor
- 9. As the Principal of the school, you are obliged to deploy staff based on the PPN. How do you check and validate the computation done by the Department of Education?**
- Check the calculation on my own
  - Accept the DOE's computation as correct.
  - Consult with the District Manager
  - Contest the calculation in writing with Norms and Standards
  - Never do anything
- 10. The MEC for KZN Department of Education must ensure that schools receive their post establishments by September for the following year. When do you receive the PPN certificates?**
- September
  - October
  - November
  - December
  - January(start of new academic year)
- 11. The PPM is designed to address the curriculum offerings of each school. How would you describe the current PPM with regards to diversity in subject offerings?**
- Promotes diversity with regards to subject offerings
  - Restricts the scope for diversity
  - Does not affect diversity
  - Favours some subjects at the expense of others
  - Restricts diversity to ensure manageable class sizes.

**12. Annual learner fluctuations are a reality in public schools. The present PPM manages the resultant staffing turbulence**

- a. At a pedestrian pace delaying school organisation
- b. Timeously promoting effective school organisation
- c. With indifference to school organisation
- d. Prefers to consult at great length with educator unions at the expense of instruction time
- e. With ease

**13. The current PPM was designed to redeploy suitable educators to vacant posts. Based on your experience how would you rate the model in attaining this objective?**

- a. Excellent
- b. Good
- c. Satisfactory
- d. Fair
- e. Poor

**14. As a manager of a school it is incumbent on you to have knowledge of what you manage. How often were you trained in the workings and implementation of the PPM?**

- a. Every year
- b. Every two years
- c. Every three years
- d. Once at inception in 1998
- e. Never at all

**15. Finance is an essential factor in determining the post establishments of schools. How would you describe your understanding of the role that finance plays in the computation of the PPN?**

- a. Excellent
- b. Good
- c. Satisfactory
- d. No knowledge
- e. Never interested me

**16. Subject weighting is a critical factor in the FET band. How often were you trained on subject weighting?**

- a. Once
- b. Twice
- c. Thrice
- d. More than three times
- e. Never at all

**17. In grades 10-12, factors such as high failure rate, transfers, subject changes result in complex time table changes which create additional period loads for educators. How does the present PPM address these challenges?**

- a. Effectively
- b. Satisfactorily
- c. To some extent
- d. Poorly
- e. No consideration has been given to these factors

**18. How often was your school enrolment audited (head count) in the last 5 years?**

- a. Never
- b. Once
- c. Twice
- d. Thrice
- e. Four times
- f. Every year

**19. The quality of teaching and learning is of paramount importance at schools. How would you describe the current PPN model in this context?**

- a. It erodes instruction time
- b. It impacts negatively on school organisation
- c. It impacts negatively on the ethos of teaching and learning
- d. It creates other contextual problems
- e. All of the above

**20. In terms of school organisation, which of the following should be the due date for the finalisation of the PPN?**

- a. 30 September
- b. 31 October
- c. 30 November
- d. 10 December
- e. 10 January (new academic year)

**21. Which of the following do you consider to be relevant in improving the POST PROVISIONING MODEL?**

- a. Finalise the capacity of each school with limits e.g. ( 1000- 1100)
- b. Projected changes in enrolment and curriculum needs to be finalised by 30 September with the DOE
- c. Provide for additional staff for redress and curriculum transformation
- d. Resolve all contextual problems and finalise the post establishment before the commencement of the new academic year.
- e. All of the above.

**End of the Questionnaire**

Thank you for taking the time to complete the questionnaire.



## APPENDIX -2



Enquiries: SibusisoAlwar

Tel: 033 341 8610

Ref.:2/4/8/175

Mr. Mbuyiseni Goodlife Ntuli  
752 Old Main Road  
Cowies Hill  
Pinetown  
3610

Dear Mr. Ntuli

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **The Effects of the Educator Post-Provisioning Model in Management of Public Schools within I Lembe District**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The Period of investigation is limited to the period from 01 April 2012 to 30 April 2013.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:

10.1 Public Schools in I Lembe District

**Dr SZ Mbokazi**  
**Acting Head of Department: Education**

## APPENDIX-3



Research Office, Govan Mbeki Centre  
Westville Campus  
Private Bag x54001  
DURBAN, 4000  
Tel No: +27 31 260 8350  
Fax No: +27 31 260 4609  
[snymanm@ukzn.ac.za](mailto:snymanm@ukzn.ac.za)

16 May 2012

Mr MG Ntuli (201504997)  
Graduate School of Business and Leadership

Dear Mr Ntuli

**PROTOCOL REFERENCE NUMBER: HSS/0138/012M**  
**PROJECT TITLE: The effects of the educator Post-Provisioning Model in management of public schools within iLembe District**

In response to your application dated 13 April 2012, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

**Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.**  
**PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.**

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

  
.....  
**Professor Steven Collings (Chair)**  
**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

cc. Professor Anesh M Singh  
cc. Wendy Clarke