

AN INVESTIGATION OF POSSIBLE REASONS FOR
CONSISTENT DISTINCT DIFFERENCES OF
PERFORMANCE OF GRADE 12 LEARNERS IN SENIOR
SECONDARY SCHOOLS IN MDANTSANE DISTRICT OF
EAST LONDON

S.S. MASELWA

DECEMBER 2001

SUBMITTED TO THE FACULTY OF EDUCATION IN PART FULFILMENT
OF THE REQUIREMENTS FOR THE MASTER'S DEGREE IN THE
DEPARTMENT OF EDUCATIONAL STUDIES AT THE UNIVERSITY OF
DURBAN-WESTVILLE

SUPERVISOR : **LABBY RAMRATHAN**

DATE SUBMITTED : **DECEMBER 2001**

(i)

ACKNOWLEDGEMENTS

The author wishes to express his sincere appreciation and gratitude to the following persons without whose assistance it would have been impossible to complete this dissertation.

My parents Andie Nikiwe and Joseph Nzuzo Maselwa and my aunt Mrs N Mpumlwana for their motivating drive.

My supervisor Labby Ramrathan for his guidance, patience and Constructively criticizing me to complete the study.

School managers and staff that gave me access to their schools and co-operation, and Mdantsane district office manager and staff.

Rev. Louis Flint and his wife Pat for their support and encouragement.


My wife Bathabile Josephine and children for their support and sacrifice.

(ii)

DECLARATION

I SOLOMZI STANLEY MASELWA DECLARE THAT THIS DISSERTATION IS MY OWN WORK. IN CONCEPTION AND EXECUTION AND HAS NOT BEEN SUBMITTED PREVIOUSLY FOR ANY DEGREE IN ANY UNIVERSITY AND THAT ALL SOURCES QUOTED HAVE BEEN INDICATED AND ACKNOWLEDGED BY MEANS OF A COMPLETE REFERENCE.

Signed by me on the 30 day of DECEMBER 2001

.....(Researcher)

.....(Supervisor)

(iii)

DEDICATION

This research project is dedicated to the Lord Almighty and Saviour, who makes all things possible, to my wife Bathabile Josephine and children, Thozama, Sithembele, Zimasa and grand-child Okuhle, who supported me. To my deceased mother Andie Nikiwe, father Joseph Nzuzo Maselwa and my three brothers and their families for their **inspiration.**

ABSTRACT

The purpose of this study is to explore the possible reasons for the consistent clear difference of performance of grade 12 learners in Senior Secondary Schools in Mdantsane district of East London. The study is investigating the differences that exist in these schools that influence grade 12 learners' results to remain above average at some schools and consistently remaining below average at other schools.

I conducted a literature review of policies influencing school performance rates in South Africa, and management and leadership's impact on school effectiveness and grade 12 performance in a school.

I proceeded with a comparative study of two schools, from senior secondary schools chosen because of accessibility and co-operation. One school's grade 12 performs above average and the other below average. I obtained records of grade 12 performance from the Department of Education district office in Mdantsane for the last 5 years.

I interviewed the principals and 3 grade 12 educators regarding material and human resources of the two schools, and their role on the grade 12 performance at their school. I also analysed the school infrastructure, school governance, the culture of learning, teaching and service and the level of implementation of departmental policies that should impact on grade 12 learners performance at schools and the ethos of these schools.

(v)

I compared the situation at these two schools and found differences on the following:

The difference of communities' relations with schools, the level of parental involvement in schools, the calibre of principal leadership.

Management competency of the management teams, capacity of governance of School Governing Bodies, level of motivation of learners and educators, the physical structures and available material and human resources, the age and behaviour of learners and inconsistent policies' implementation by government officials.

An indepth understanding of the above subjects within the context of different schools may inform actions for growth, development and improvement of grade 12 performance in different schools.

(vi)
TABLE OF CONTENTS

CONTENTS	PAGES
CHAPTER 1 : OVERVIEW OF THE STUDY	
1.1 Introduction	1
1.2 Background picture	1-4
1.3 Statement of purpose	4
1.4 Critical question	5
1.5 Rationale	5-6
1.6 Possible limitations of the study	6
1.7 Chapter outline	6-7
CHAPTER 2 : LITERATURE REVIEW	
2.1 Introduction	8
2.2 Area of investigation	8-10
2.3 Policy influencing school performance rate	10
2.3.1 Culture of learning, teaching and service	10
2.3.2 Developmental appraisal system	11-13
2.3.3 Whole school development	13
2.4 Role of management in school performance	13-15
2.5 Managers as leaders	15-17
2.6 Motivation	17-19

CHAPTER 3 : RESEARCH METHODOLOGY

3.1	Introduction	20
3.2	Research methods	20
3.2.1	Purposes of the study	20
3.2.2	Methodology	20-21
3.2.3	Sampling	21
3.2.4	The element of diversity	22
3.2.5	Student performance	22
3.2.6	Appointments	22-23
3.3	Data collection	23
3.3.1	Interviews	23
3.3.2	School documents	23-24
3.3.3	School buildings	24
3.3.4	Analysis of resources available in both schools	24-25
3.4.1	Material resources and physical structures	25-31
3.4.2	Analysis of resources available in school B (material resources and physical structures)	32-38

CHAPTER FOUR : COMPARATIVE ANALYSIS OF RESOURCES IN SCHOOL A AND B

4.1	Introduction	39
4.2	School physical plant	39-40
4.3	Learners	40-41
4.4	Parents and community	41
4.5	School governing bodies	41-43
4.6	Leadership	43-45
4.7	Findings	45-46
4.8	Conclusion	46
	BIBLIOGRAPHY	47-51
	REFERENCES	52
	APPENDIXES	53-56

LIST OF ABBREVIATIONS

- Colts : Culture of learning teaching and service
- DAS : Developmental Appraisal System
- SADTU : South African Democratic Teachers Union
- S. G. B. : School Governing Body
- TOPS : Teacher Opportunity Programs

CHAPTER ONE

1.1. INTRODUCTION

In this chapter I propose to present the territory and a picture of the area of investigation. In Mdantsane District of East London are 28 Senior Secondary schools. These schools are all from the previously disadvantaged homeland of the Ciskei, and are performing consistently different in grade 12 academic results. My investigation is to establish possible reasons for this pattern of grade 12 performance within ex-Ciskei institutions in the new dispensation.

1.2. BACKGROUND PICTURE

Former South African president Nelson Rolihlahla Mandela, in his Inaugural Presidential Address on 26 May 1994 promised, “to ensure that education and training serve the cause of redress and equity, capacity building and empowerment, social regeneration and enrichment, for all the people of this land”.

He added that our education and training system is the seedbed of our national renewal.

In line with above notion, the vision of Department of Education and Training in the Province of the Eastern Cape is to provide effective and efficient education service that will fully develop human potential, a service driven by a staff that is committed to the values of accountability, equality and democracy. The mission further supports this notion by alluding to achieving equity in a unified education system and by providing adequate facilities and resources, human and physical, for all.

The core business of secondary schools in Mdantsane District of East London is to offer excellent quality education for every student.

School's leadership plays an indispensable role in establishing and developing a strong and effective programme. The leadership in most schools is made up of its administrative team or management team of which the principal is the key figure. The principal of the school as the leader and the school management team has to revisit the organizational needs to ensure that current organizational practices still conform to the super ordinate goal that brought the organization (school) into being. Of paramount importance to the principal as a leader is to create a self-reviewing organization that will generate the capacity to negotiate the tide of change. For a school to realize its strategic objective of excellent quality education, every education must work tirelessly to reach the common goal, be productive and reach full potential. The principal therefore in his quest for quality education will employ strategies that would stimulate educators' personal involvement in meeting the school's objectives.

The advent of democracy in South Africa and the new dispensation brought about a proliferation of education legislation that addresses equity and inequality in education in South Africa. New policies and leadership and management workshops are conducted and learner support material is supplied to schools.

The African National Congress Document, "A policy framework for education and training"(ANC 1994) did advise that change must come from school level ("low base"). It is the school's imperative to ensure that effective learning takes place.

The Education White Paper 2 (Department of Education, 1996) has a chapter on "Capacity Building for Management and Governance". I agree with clause 4.2 which states that schools "will be incapable of stimulating and supporting the generation of culture of teaching and learning, and enhancing the quality of educational delivery and performance, unless managers and governing bodies are able to understand and perform their tasks competently". The managers and governors together form the kingpin in measuring the success levels at a school.

It is more than five years since South Africa's democratic elections (1994) and ten years since the legal end to apartheid (1990). Still the performances of schools remain distinctly unequal, in the Province of the Eastern Cape and in particular in Mantas District of East London. Possible reasons for differing levels of school effectiveness and student performance have been researched.

Among the wide range of causes some have identified the lack of resources, ineffective principals (Ngidi, 1996; and Molefe, 1996) and lack of teacher training (Mmusa, 1996). There is however a gap in research work regarding schools from the same former disadvantaged African communities.

The school effectiveness in senior secondary schools in Mdantsane District of East London in the Province of the Eastern Cape display a remarkable difference in grade 12 academic performance. In this context the thrust of this study is to investigate the possible reasons for the difference of performance of senior secondary schools with grade 12 results in Mdantsane District of East London.

As a Mdantsane District office-based education development officer (School Inspector) with an obligation of a circuit of 25 schools, to facilitate a culture of teaching and learning, I realized from yearly reports that the performances of schools differ. The schools perform differently in sport, in music, and academically. The learners' performance on schedules from different schools reflects remarkable differences.

Some schools show a pattern of above average results in grade 12. when other school have a consistent pattern of below average results for grade 12 , for years.

Observing the performance of school A and school B in this case, I found the results' pattern of grade 12 over the last five years as follows,

TABLE 1.2.1: PERCENTAGE PASS RATES RESULTS OF GRADE 12 IN SCHOOL B FOR THE PAST 5 YEARS

YEAR	SCHOOL A	SCHOOL B
1997	87.18	32.75
1998	62.50	18.54
1999	79.07	15.62
2000	62.50	18.54
2001	92.31	20.61
AVERAGE	76.71	21.21

I want to understand why this difference exists in the performance of these schools. Why some schools appear to be effective at this level than others, and why others appear ineffective and why there is this observable pattern of performance that sustains itself.

This study will benefit the officials of the department that wish to deliver quality education to all, redress imbalances by redistribution of resources in their quest for equity. The schools that perform below average will receive attention and possible intervention from departmental programmes and projects. The challenges confronting the below average schools will be known and addressed by the Department of Education. The schools performing above average will be affirmed and encouraged to do better by the Department.

1.3. STATEMENT OF PURPOSE (FOCUS)

As indicated, the focus of this study is to understand the performance of grade 12 learners in the same district of Mdantsane where some schools display a consistently high or low performance in grade 12 results. A study of two differently performing schools is conducted to provide an insight into the possible reasons for the consistent distinct difference of academic student performance, between institutions.

1.4. CRITICAL QUESTION

Why are different schools performing consistently different academically within a school district?

1.5. RATIONALE

My inspiration to conduct the study comes from my own involvement as an Education Development Officer (school inspector) in Mdantsane District in the East London. My main obligation is to assist towards the democratization of Education and facilitate the inculcation of the culture of teaching and learning, identify needs and problems of the schools and organize and monitor staff development programme, in a circuit of 25 schools in Mdantsane District of East London. I have to give management guidance, leadership and developmental role for delivering quality relevant education, boost low morale, empower teachers and solve problems at school level.

I have realized that the performances of schools in the same district are remarkably different. Schools perform differently in sport, in music and distinctly academically. The students' performance and schedules that reflect their academic work is glaringly different in grade 12 in senior secondary schools in the district. As an Education Development Officer for the past five years I observed consistent patterns of above average grade 12 performance results at some schools, and consistent patterns of below average grade 12 performance at other schools.

All these schools are formally disadvantaged African schools under the ex-Ciskei Homeland Department of Education. The investigation seeks to establish possible reasons as why these differences in performance exist, and assist in recommending possible alternative solutions and support that would improve the poor performing schools in the district.

It is hoped that provincial policy makers will focus to the plight of the needy schools, and provide mechanisms of effective implementation of the Culture of Learning Teaching

and Service. The distribution of physical resources by Physical Planning and human resource programme from Human Resource Directorate will consider these schools as in urgent need of support. Subject advisers will be dispatched for relevant intervention programme, from Curriculum Directorate.

The recommendations of this study can be utilized in other areas where ex-homeland and formerly disadvantaged schools are not effective in grade 12 performance.

1.6. POSSIBLE LIMITATIONS OF STUDY

This study is conducted in two schools that were purposively chosen because of accessibility and cooperation. The situations in other schools may differ drastically as variables differ from school to school.

1.7 OUTLINE OF THE STUDY

The chapters in this study are as follows:

Chapter one

Chapter one is the introductory chapter that presents the background picture of the study, statement of purpose, critical question, rationale, and possible limitations of the study.

Chapter two

Chapter two is the chapter that presents the relevant literature, area of investigation, policy influencing school performance rates, developmental appraisal system, whole school development, role of management in school performance rates, managers as leaders, motivation and a conclusion.

Chapter three

Chapter three presents introduction, research methods used in this study and the methodology for the study.

Chapter four

Chapter four presents the findings and recommendations.

CHAPTER TWO

LITERATURE REVIEW

In this chapter I will review some of the literature, which identifies leadership and management as key to schools effectiveness and motivation as pivotal to pupils and teachers' performance. This performance has to be looked at in the backdrop of the Culture of Learning Teaching and Service (Colts) campaign and the Developmental Appraisal System (DAS).

2.1 INTRODUCTION

Myers and Goldstein (1997) assert that failure in some form or another exists in all educational systems: a search for remedies is always necessary, and complacency is never acceptable. They further mention that in many systems there is great pressure on teachers, available resources are decreasing, and student motivation seems to be lessening in the face of decreasing job opportunities.

As we are in a new dispensation in education with many changes introduced, it therefore becomes necessary to investigate possible reasons for the distinct consistent difference of grade 12 learners' performance among schools in one District of Mdantsane. Most research work on school effectiveness and student performance has been conducted in America and United Kingdom and there is a gap on investigating the reasons for distinct differences of school effectiveness in ex-disadvantaged former homeland education districts.

2.2 AREA OF INVESTIGATION

Mdantsane District is a former homeland of Ciskei Government governed from Bisho, with 130 peri-urban and rural schools.

The present government has planned the development of the education and training system for the country as a whole and all its people. The Education White Paper (Department of Education, 1995) states that the challenges the government faced was to create a system that would fulfill the vision to “open the doors of learning and culture to all”. As a fundamental priority of Reconstruction and Development Programme, an appropriate education and training that can empower people to participate effectively in all the processes of democratic society , economic activity, cultural expression and community life was promulgated .

The transformation of education in South Africa emphasizes the right of all to quality education (Department of Education White Paper 1997) .The first intent is to redress the discriminatory unbalanced and inequitable distribution of the education services of apartheid regime. and secondly to develop a world-class education system suitable to meet the challenges of the 21st century.

A plethora of education legislations has been passed to address equity in education and provide quality education.

In spite of the above referred to laws, in 2001 the Eastern Cape grade 12 results dropped from 49,8 percent to 45,6 percent.

The Daily Dispatch on 28 December 2001 reported that the most recent School Register of Needs Survey shows the Eastern Cape has more schools than any other province about 23%.

The survey also shows that it is in this province where many schools lack electrification, sanitation, water, telecommunication and access to technology such as computers and other learner support material .The learner educator ratio is higher than the national norm and the infrastructure of many school buildings is in a poor condition.

The above make this investigation more appropriate, to respond to grade 12 schools performance, for quality education delivery.

2.3.POLICY INFLUENCING SCHOOL PERFORMANCE RATES

2.3.1. Culture of learning teaching and service

In 1998 the Department of Education resolved to deliver quality throughout the system, in keeping the principles of the Culture of Learning Teaching and Service (COLTS) campaign. (Education Yearbook 1999,p.2)

Colts Directorate prioritized provision of service by government education officials and encouraged the implementation of codes of conduct for learners, educators and civil servants.

In respect of learning and teaching in many schools, the Department observed lack of discipline, application and motivation in learners and educators, lack of community support and ownership of schools, lack of essential learning and teaching resources, poor relationships between learners and educators, and poor leadership.

To address some of these, the Department launched the Miracles in Education Project and commissioned a television drama called Yizo Yizo. The Minister announced new Norms and Standards for School Funding aimed at achieving equity in the distribution of resources.

A new assessment policy aimed at partly reducing the high rate of repetition in the country's public schools was introduced.

Mnguni (2000), South African Democratic Teachers Union Eastern Cape Provincial Chairperson in launching OPERATION FUNDISA 2000 [COLTS campaign] in collaboration with the Department of Education committed his organization membership to what he called their patriotic responsibility of prevailing in the classroom and taking a lead in ensuring a situation nothing less than effective teaching and learning.

In pursuit of COLTS, SADTU called for sound financial resourcing for education in the Province, filling in vacant posts in schools and discipline on the part of all their members. (OPERATION FUNDISA 2000)

Whilst the programme of Colts is accepted by schools, its implementation has to be strongly monitored for the realization of its objectives. A change for the better in many schools still has to be seen.

2.3.2. Developmental appraisal system

The Developmental Appraisal System introduced in the Department of Education is founded on McGregor's Theory Y to motivate for performance in the schools. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly distributed among the people. The development appraisal system emerged out of debates and negotiations among all stakeholders in education, teacher unions, ex-departments of education and researchers in education. The system is an official and representatively mandated educational intervention.

The approach is developmental and attempt to erode the negative aspects of the educator's performance by providing ways in which those negative aspects may be responded to in a developmental way on the basis of strengths that exist. The appraised person is able to contribute to decision about the person's performance and ways in

which it may be improved. The notion of appraisal is tied decidedly to a more developmental approach as opposed to a judgmental one. The formative form of evaluation is one that is qualitatively framed and emphasizes process rather than products. The involvement in one own professional growth plan is underpinned by the guiding principles of transparency, openness, inclusion of stakeholders, prompt feedback, the audi alteram partem rule and the Y theory that commitment to objectives, is a function associated with achievement Robbins (1993). Man will exercise self-control in the service of objectives to which he is committed.

This democratic approach creates proper conditions for the average human being not only to accept responsibility but also to seek responsibility. Teachers will then intensely enjoy their work and performance will drastically improve . This will result in the Y theory that says expenditure of physical and mental effort in work is natural as play and rest Robbins (1993).

The developmental appraisal system is democratic, transparent and collaborative. It is also linked integrally to transitional processes in South African society and whole institution development approaches.

People work to satisfy their needs. Maslow arranged human needs into five-level hierarchy. (Bootzin and Acocella, 1988:p.85). The physiological needs, safety needs, love needs, esteem needs and self-actualizing needs. (Du Brin-Human Relations 1978).

Theory Y to a large extent satisfies these needs. The Developmental Appraisal system emphasizes all Maslow's needs and is an instrument that propels the educator to self-actualization

This system also provides for the motivational drives like, affiliation motivation, achievement motivation competency motivation and power motivation.

The establishment of School Development Teams with a programme of all educators, designing their own Self Development Programmes and supported by the school community would enhance individual performance, the ethos of the school as well as school effectiveness.

2.3.3. Whole school development

The advent of democracy and the concept of Whole School Development based on the Constitution of South Africa, as well as South African Education Act and policies promote self-reliant schools, schools that are centers of democracy, and a hub of community development. The ethos of Economic Development is the vehicle that enjoys increasing development, a holistic development for empowering people to develop economically.

The Whole School Development concept and partnerships should be central in the school development plan that will consolidate various segments of school development into a single picture that shape the effectiveness of school improvement.

2.4 Role of management in school performance

According to (Teacher Opportunity Programmes)– The Effective Principal Volume 1 of 1993. “ Recent research in the developing world conducted by the World Bank as well as numerous studies in the United States all indicate that one of the most important factor in improving education is the school principal. Nowhere of course do principal of schools lead operate in vacuum. The principals and their schools are always embedded within communities and influenced by the political, economic and other social factors that

impinge upon and operate within those". Principals are key actors in the success or failure of any programme in the school . To ignore principals is to invite failure.

Rallis and Highsmith (1986) say that an effective school leader must be "visionary", he or she must be able to see and communicate possibilities and to transform them into beliefs that can be shared by everyone in the school . The research on effective schools has focused attention on school leadership. Participatory democratic invitational leadership is essential for the success of the school Governing Body and Management Team.

Professionalism impels a manager to be a leader. One needs capabilities of different order such as dexterity in handling human relations, ability to conceptualize diverse operating dynamics and ability to integrate these virtues when necessary. Management can be identified in a hierarchical structure, whereas leadership will always be a vector of an individual's position in organizational structure, his psychological attitude and attributes, the work environment and most important of all the subordinate's acceptance of their superiors capabilities and trust in their fairness (Ghosh-Kamar , 1991 :231)

Westhuizen (1994,p.55) defines management as " a specific type of work in education, which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place".

Managing for school effectiveness is concerned with those factors that contribute to school leaders being effective in the execution of their responsibilities (Karodia: 1996 p.1). In a school the principal will be called upon to make new incentive programme workable. In excellent schools, principals make the difference. Strong leadership is not authorization but mere " forceful, holding, communicating and effectively pursuing a

vision...[so that] relations between teachers and principal are all together more cooperative “ (Chubb, 1988, pp. 33 – 34)

Du Four (1986) states that good, school managers “get things done”. Much of their success lies in being able to assess the strength of their staff, assign tasks, appoint committees, relate to teachers in ways that enhance their potential and motivate them towards common goals.

I agree with Etzioni (1988) when he says that a new theory of management must provide for the development of motivation strategies that are based on psychological and moral authority as well as bureaucratic authority.

For schools to be effective, school managers must be as Grobler (1993) defines transformational managers as those that translate visions into reality, generate excitement, get people to transcend their personal interests, are charismatic, are intellectually stimulating, are building trust by being consistently dependable and have positive self-regard (p.37). The competency of a school manager determines the level of effectiveness in the school to a great extent.

2.5. MANAGERS AS LEADERS

Lakshmipathy maintains that leadership, whenever it is located, does not merely remain an inert manifestation of titles or designation, dispensing organization favours or plums in tune with some abstract theories of motivation. Leadership behavior in organizations gets moulded not so much by the physical determinates present in the situation, but by unique blend of influence emanating out of a complex interplay between the physical environment of the organization, the broad social culture and psychological endowments of the person assigned with the responsibility. (Ghosh & Kumar, 1991:231-232)

Ability to influence others is a paramount characteristic of leadership, especially in a school, as schools predominantly deal with development of human potential.

The leader offers a logically compelling and emotionally satisfying focal point for people who are trying to understand the causes and consequences of the organizational activity. Focusing on the leader reduces organizational complexities to simple terms that people can understand and communicate (Wagner & Hollenbeck, 1998: 222). In a school he or she deals with guiding and motivating teachers and learners. The leader can empower and the manager must enable.

According to Luthans (1995) the values and ideals of democracy are central in fostering a learning environment that is conducive to high levels of performance. Effective participation is considered to involve amongst others three interrelated concepts, namely the mental and emotional involvement of participants, their motivation to contribute as well as the acceptance of self-responsibility for achieving goals (Newstrom and Davis, 1993).

Involvement of participants, their motivation to contribute as well as the acceptance of self-responsibility for achieving goals (Newstrom and Davis, 1993). University of Michigan Studies came up with two dimensions of leadership behavior, which they labeled employee-orientated and production oriented. Employee oriented leaders were described as emphasizing interpersonal relations and took interest in the needs of their subordinates and accepted individual differences among members. The production oriented leaders, in contrast, tended to emphasize the technical or task aspects of the job their main concern was in accomplishing their group's task and a group members were a means to the end (Robbins 1984: 336). Blake and Mouton identified five key positions on the managerial grid as follows: impoverished task, country club, middle- of -the-road and

team.(Stoner,Freeman and Gilbert,2001:479). The grid has two extremes, the impoverished and teams. School leaders should balance the two.

Robbins asserts that, as no one yet has been able to demonstrate through research or logical argument that leadership ability is a handicap to a manager, we can state that all managers should ideally be leaders. Leaders should have such qualities as intelligence charisma, decisiveness, enthusiasm strength, bravery, integrity, self-confidence and so on eliciting the effective leaders must be one part, Boy Scout and two part Jesus Christ (Robbins 1984-334) .

2.6 MOTIVATION

We all enjoy succeeding. Human behaviour is controlled by the pleasure or pain principle where people seek to maximize the pleasure linked to success and minimize the pain generated by failure. (Weiner,1992). In an achievement context, such as a school a complex relationship between teacher motivation and pupil motivation cannot be underestimated. Many of the identified internal and external factors associated with pupil motivation are also appropriate in the context of teacher motivation.

However, evidence highlighted the fact that the lynch pin in sustaining, enhancing or decreasing motivation is very often the teacher, and that their influence upon pupil demotivation is an important factor that cannot be ignored (Atkinson , 1997) .

According to Comstock (1987) motivation cannot be defined within a single term because it is a three-step process. He asserts the first element as needs and desires, the second element goals and the drive that causes a person to take action to achieve a goal. It is a reason behind a person's actions.

Comstock (1987) cites Maslow's hierarchy of needs, expectancy, theory developed by Victor Vroom, the achievement theory developed by David McClelland and the two-factor motivation theory developed by Frederick Herzberg. Motivation is a combination of forces or drives within an individual which cause him or her to initiate activities, directs his / her actions purposefully and persist in his good-oriented behaviour.

Livingston (1988) asserts that the powerful influences of one person's expectations on another's behaviour has long been recognized by physicians and behavioral scientists and, more recently by teachers.

He further says that in a series of scientific experiments, Robert Rosenthal of Harvard University has demonstrated that " a teacher's expectations for a pupil's intellectual competence can come to serve as an educational self-fulfilling prophecy." Teachers should have high expectations from their pupil.

Motivation is a key element in both pupil and teacher performance. The principal has to meet the teachers at their energy level and guide them to a higher plane.

Research conducted by Ashton and Webb (1986) indicates that the motivation of teachers can be greatly increased by increased emotional rewards that teachers indicate are so satisfying yet so infrequent in the current system

Motivated teachers would want to teach the new learner-centred curriculum. Motivational strategies like developing a personal rapport with teachers, promoting team formation, generating interest in the curriculum , re-inforcing respect, demonstrating that teachers are important and valuable , are enhancing their receptivity to communication and setting a positive expectation for curriculum implementation .

Principals and management teams in Mdantsane District are involved in implementing government democratic policies coming from “sink or swim” management philosophy of Ciskei Education. There is a need to investigate motivation in Mdantsane in this new dispensation as a factor impacting on grade 12 performance.

The analysis of the situation in this study is contextualised within the understanding of school managers’ role as leaders that motivate all stakeholders in the school to do more than is expected to enhance the learners’ performance and school effectiveness. School managers get things done, they utilize the potential of educators and learners to realize the school objectives and improve performance.

CHAPTER THREE

3.1 INTRODUCTION

In this chapter I present the research methodology, sampling and the process of data collection, from the District Office to the two schools. I analyze the resources available to school A and school B.

3.2 RESEARCH METHODS

3.2.1 Purposes of study

The purpose of the study is to explore the possible reasons for the consistent distinct difference of performance of grade 12 learners in Senior Secondary schools in Mdantsane, district of East London. The study is to explore the differences that might exist in these schools, that influence grade 12 results to remain above average at some schools and constantly remaining below average at other schools.

3.2.1 Methodology

The research is descriptive and comparative in nature. It attempts to discover the differences that translate into a distinct consistent pattern of difference in different grade 12 learners' performance in different schools in the same Mdantsane District of East London.

I seek to explore the situation at high schools in Mdantsane to investigate the possible reasons for their differences in performance. This study is located on the phenomenological paradigm trying to understand what obtains at these institutions to get meaning. This is an inductive qualitative comparative study of two institutions, one from an above average effective schools and another from below average effective schools in Mdantsane District.

In order to understand the possible reasons for this difference, I have to know the context in which the different schools are operating. The environment, different management and leadership styles, the physical, human and material resources, and the economic and social backgrounds of students' parents.

3.2.3 Sampling

Two schools from 28 secondary schools in Mdantsane District were purposively chosen because they were accessible and co-operative. They have been presenting grade 12 for more than ten years. They are showing a clear pattern of distinct grade 12 performances for at least 5 years. These schools were both administered by the former Ciskei Education Department.

School A is a peri-urban (township) school whilst school B is a rural school. From my rationale, these schools are both from Ciskei homeland where management approach was undemocratic management with H.R.D programme designed to enforce that process of sink or swim from Pretoria. I am aware of the general staffing problems of shortage of teachers in all schools and uncertainty and instability brought to all schools' climate by the redeployment process over the the past three years.

The sample is representative of above average and below average performing schools in Mdantsane District of ex – Ciskei Homeland Education Department. In choosing these two schools I applied the same determinants that Molefe (1996) used as deciding factors: "I looked for appropriate informants that had the knowledge and experience that I required. They were obliging to participate in interviews." This concurs with Fraenkel and Wallen (1993) who also acknowledge that "a convenient sample is a group of individuals who are conveniently available for the study." I believe that the informants are information rich. I believe that the findings of the research can be used to applaud effective schools and schools with difficulties can use the findings of research to remedy the situation.

3.2.4 The element of diversity

School A has diverse staff from both African and White teachers with a white female principal. School B has an African male principal with only African staff members.

3.2.5 Student performance

The student performance at school A has a consistent above average performance in grade 12 in Mdantsane District.

The student performance at school B has a consistent below average performance in grade 12 in Mdantsane District.

3.2.6 Appointments

(i) District office

I wrote a letter to the District Manager of the Department of Education asking for permission to conduct a study in Mdantsane District. I informed him of the purpose of the study. The district manager courteously responded granting me permission to undertake the study.

I requested information from the District office regarding analysis of grade 12 results to select the two schools, from above and below average performance in grade 12. I also asked for official copies of staff establishments of the selected schools. After selecting these two schools I phoned the principals requesting their co-operation in conducting the study at their schools. Both principals agreed to the study.

I then set dates for semi- structured interviews with the two principals at their respective schools. I also conducted a panel of discussion with three senior staff members that teach grade 12 from the two schools on different dates as those of the principals.

3.3 DATA COLLECTION

For selection, the official District analysis of grade 12 results for Mdantsane District was used for authenticity. I have also used records of previous schools' performance, departmental official records of principal's academic profiles and management training, official schools' establishment reports and records of school physical development programme in the past 5 years.

3.3.1 Interviews

I conducted a semi- structured interviews with the principals of both schools to understand the environment, management, leadership governance and recourses of both schools; and heard from them as why their schools perform as they do.

I had a panel of discussion with 3 grade 12 teachers on their role regarding the performance of their schools.

The participants in the panel were freely discussing aspects with different views and agreeing as we were proceeding.

3.3.2 School documents

I asked for the following documents from both schools that would inform me about grade 12 matric results, school policy, school mission statement, minutes of S.G.B meetings and management team matric intervention programmers. These documents were perused at the various schools. There was a difference on the quality and ways of preserving document from these two schools. I looked at the information I received from the

principals, district office, management, grade 12 educators and document for triangulation to get authenticity of the findings.

3.3.3 School buildings

I observed the architectural design of schools, the maintenance, the safety standard of buildings, the infrastructure and accessibility to learners and teachers. This provided me with an insight into the importance and impact that physical structures has on the level of motivation of learners, educators and parents.

3.4 ANALYSIS OF RECOURSES AVAILABLE IN BOTH SCHOOLS

I analyzed the recourses available in both schools, looked at the location of the schools, the physical structures, when they were built, how and who built them, their architectural design, size of classroom, laboratories, libraries, workshops, school halls and safety standards. I looked at the environment and poverty level of the community.

I analyzed the infrastructure, electricity, telephone, and fax machines, duplicating machines, fencing and sports ground.

I analyzed governance, the School Governing Bodies' composition with their committees, grade 12 supporting programme, farewell functions prize giving ceremonies, parental involvement in fund raising programmes and in paying fees and level of development and income bracket level.

I analyzed the staff establishment and diversity with management team, staff pattern of coming and leaving, effects of redeployment and rationalization, the teacher pupil ratio

and class pupil ratio, non teaching staff and security guards, and students' age, the distance traveled by students to schools and transport availability.

3.4.1 Available resources at school a (material resources and physical structure)

School A is situated at the periphery of Mdantsane Township as one moves to town, with John Knox Bokwe College of Education on the east, Manpower Department on the south and two-roomed township houses on the south and four-roomed houses on the north. The school is easily accessible with vehicles and there is a constant flow of public transport to the school.

The school was built by the Ciskei Department of Education in 1979, funded by Barlow Rand.

The architectural design of the school was different from the schools in the township and face-brick was used to construct the building. It has classrooms that can accommodate about 35 learners because the learner-classroom ratio was considered in planning as the curriculum of the school also caters for technical subjects with workshops that prescribe the number of learners for safety regulations, of National Occupational Safety Associations.

School A has 16 classrooms, 6 workshops, a library that is not functional because there are no books. There are two laboratories that are not well-stocked and drawing classrooms. This school has a rugby, soccer and netball fields. There is a well-cemented quad area for school assembly and pathways have asbestos canopies for weather-protection as people walk from one class to another and to the administration block. There is an administration block with a principal's office, a deputy principal's office, a

reception-clerk office and a staff-room with a storeroom and a small strong room. There are workshops for technical trade.

The school is solidly fenced with cement panels and has a guardroom at the gate for 24-hour security-guard that controls the gate for people and vehicles accessing and leaving the school. There are two long poles in front of the administration block for hoisting the school and South African flags.

(i) INFRASTRUCTURE

The school is accessible by a tarred road and regular public transport is available to the school. There is electricity, lights and heavy current for workshop. The school has a telephone, a fax machine, an intercom, duplicating machine and functioning toilets for staff member and learners. The school has a Post Office Box in Cambridge for mail and is planning a computer laboratory.

(ii) HUMAN RESOURCES

GOVERNANCE

As School A started in 1979 with Barlow Rand funds, a person from Barlow Rand chaired the Governing Board meetings, with officials from the Department of Education. Financial reports had to be submitted to the Department. This situation was obtained for a short while and Barlow Rand withdrew from the scene and allowed the school to run on its own.

Currently, School A has a School Governing Body elected in terms of the South African Schools Act 84 of 1996. The School Governing Body members are very active and supportive of the School. Teachers, Non-teaching staff Management, Principal and Learners.

The interviews with the principal, staff and programmes of SGB and minutes of their meetings show that they are highly motivated with a very good relationship with the Principal, Management and all Stakeholders. They correct and accept the Principal's ideas and are giving Management the authority to manage academic matters and not interfere, but stick to their responsibility of Governance. The School Governing Body members understand their roles and responsibilities, are functional and the Chairperson is both in the Provincial and National Executive of the Association of School Governing Bodies.

The School Governing Body has a planned programme of meeting, and well-controlled minutes of the executive and parents meetings. They have a budget adopted in a Parents' Meeting, after a Financial Report was accepted and adopted by the meeting. The finances of the school were audited by the Department of Education and the school is awaiting an audited report from the Departments Auditing Directorate.

Members of the School Governing Body are supportive and encouraging of the School staff. Although the School Governing Body has a year plan of meeting, they end up with more meetings than planned.

(iii) LEADERSHIP

Some statements from data collected supports that the school has a visionary leader of a woman Principal that sees the present disadvantages that the school is facing, but focuses on maintaining a good standard. She motivates the teachers to do their best, as she believes that the quality of teaching does not depend as much on material things one has got, but on the teacher, his attitude, plan and presentation of the lesson.

Evidence from data shows that she collaborates with the School Governing Body, is open to constructive criticism, and has an open door policy. She believes that the staff should know everything and express their opinions and ideas and be involved in decision-making and encourages teamwork.

She sees the staff is finally responsible for Grade 12 results. She consults and does not like to impose her authority or be judgmental. She reports immediately to the staff after attending meetings to keep them abreast of developments. She believes in leading by example.

The school has a vision and a mission statement. She believes that she has very good dedicated staff with empathy, with an original kind of atmosphere of getting the very best out of the children. The staff had remained at the school for a long time and are trying to maintain what is good.

(iv) MANAGEMENT

The School has a Principal, a Deputy Principal and 2 Heads of Department. The Principal is well qualified with a B.Sc., a B.Comm and a Master's Degree in Teaching Mathematics from Rhodes University. She rose within the ranks of the School from Post Level One, to Head of Department, Deputy Principal and finally to Principalship. She has an open Management System that levels the hierarchy of Management structures to the discomfort of some Management colleagues.

Her planning starts rather late, at the beginning of the year, with consultation on the allocation and distribution of work. She has no written strategic plan and monetary mechanism for milestones achieved and revisiting the plan.

(v) CONTROL

She uses administrative tools like registers to control staff and learners punctuality and absenteeism. Absent teachers fill in Leave Forms and a persistent late coming teacher is called and she asks the person to refrain from the habit. If a child comes late 3 times to school, she calls the Parent and works with the Parent to correct the Child's behavior. She never leaves the class during tuition and expects the same from her staff. She analyses Grade 12 results and confers with a teacher whose subject performance was poor and devises a strategy, with him to improve student performance. She sees Grade 12 results as a product of the entire teaching staff.

(vi) STAFF DEVELOPMENT

The Principal believes that there is a lot to be done to develop latent potential in the staff. She encourages the staff to attend subject meetings. The old teachers orientate the new and young teachers on the culture of hardworking at the school and leading by example. They don't leave their learners unattended. The School has a system where teachers, remain in their classrooms, and learners move from class to class as the periods change.

(vii) CULTURE OF LEARNING, TEACHING AND SERVICE

The School has no conscious programme of colts and is unaware of Operation Fundisa. The program of the developmental appraisal system has just been introduced and a staff development team has been set up. The Whole School Development programme is at its initial stages. They believe that this involves a lot and will take it step by step.

The staff attended OBE workshops during tuition time and Grade 12 teachers feel that those programmes disturbed them in their work, especially towards examinations. The School has insufficient learner support material in Grade 12. They have not received any OBE learner support material. There has been only one subject advisor of isiXhosa that visited the School. Grade 12 teachers attended a workshop on CASS Continuous

Assessment (CASS), a programme aimed at promoting the culture of learning, teaching and service.

(viii) CODE OF CONDUCT

The School has a Code of Conduct for learners and Grade 12 learners are not giving disciplinary problems except for late coming, and parents are called and they behave. Most students are young, 16 and 17, and all those in their 20s have left the School.

The Principal does not allow them to have meetings during tuition time, and gives them the last half an hour at the end of the day when they have pressing matters to discuss even to 15h00.

(ix) REDEPLOYMENT

The norms of the staff establishment reduced School A staff from 24 to 14. The teachers were against the implementation of redeployment as some workshops would be without teachers. The teachers together made a submission to the Department and brought in the SGB, that made an appointment, with the Permanent Secretary and the Chairperson went straight to the M.E.C.

The Chairperson and SGB were very strong and threatened to sue the MEC for the unfair implementation of redeployment at his school. The effort of the SGB. resulted in the Department leaving the school staff, however the process of redeployment informed them that 9 teachers had to go but only 1 teacher opted to leave. The other teachers remained at School A at their peril, but that assisted the school. It was a big encouragement for the team for teachers to stay, which meant that they were very happy with their school. This did bring low morale to the teachers at school.

(x) TEACHERS QUALIFICATIONS

All Grade 12 teachers have academic teacher diplomas, with degrees, except for one teacher who has a diploma and part of a degree. Technical subject teachers are all well trained, except one who is under-qualified. Four Grade 12 teachers are also Grade 12 External Examinations Markers, distributed as follows. Two are marking isiXhosa, one Physical Science and the other English.

(xi) MOTIVATION

Students and teachers are highly motivated and have afternoon and Saturday classes. The teachers give learners counseling and career guidance. The learners prefer to remain with their teachers instead of attending Winter and Spring School, organized by SADTU, NGOs and the Department of Education.

However, School A is a better resourced institution, well managed and supported by parents and a dynamic SGB

(xii) SCHOOL CLIMATE

The School climate is conducive to the learners to learn and to the teachers to teach and augers well for good results.

School A is endowed with both human and material resource that are utilized to improve then performance of learners and school effectiveness.

3.4.2 Analysis of resources available in school b (material resources and physical structures)

SCHOOL B

School B is at a village, 12 kilometers from Berlin and about 30 kms from Mdantsane Township. It is accessible by gravel road from Berlin and was built to serve the surrounding villages.

The community and the Department of Education built the School in 1969. There are 3 blocks of 12 classrooms, 3 built by the Department of Education and 9 built by the community. The classrooms have no ceilings with corrugated iron roofs. Some classes have wooden floors and others have no floors. There is one small office for the Principal. The classrooms are big and accommodate 60 pupils

The architectural design is very simple in block form. The buildings are old and dangerous. The grounds and the buildings are not maintained and the community vandalizes the school. Tubing for electricity was done at the School, but the community stole all the wires and tubing. Some classrooms have no doors and the few that have doors can't be locked and windowpanes are broken in many of them.

The School is not fenced and cattle and goats sleep in the classroom at night. There is no electricity, no telephone, no fax machine and no working toilets for both teachers and pupils. Teachers have to ask for toilets from the surrounding homes. The classrooms stink due to cow dung and animal urine. There is no laboratory or library and science experiments cannot be conducted. The building is a health hazard and is affecting the teacher's health.

When it rains there is no School. because the roof leaks and water pours into the classrooms, through the roof and broken windowpanes.

(i) MANAGEMENT

The principal is a well-qualified Bachelor of Science Fort Hare University graduate with Higher Education Diploma and started teaching at school B in 1978 as a post level one teacher and rose principalship.

The school management has the Principal and one Head of Department and two staff members co-opted to management selected by teachers. The school has no Deputy Principal. The environment is so depressing for the Principal that it forced him to apply for early retirement.

He believes that teachers are not motivated because of the conditions which he thinks are used as a scapegoat for being irresponsible and refusal to go to class as cow dung is smelling, and teachers are concerned with their health. The Principal has to speak softly to the teachers and cannot be hard on them under these conditions.

The Principal and his management team plan for the School at his office, and sells that plan to the teachers. The teachers are given a chance to express their views, but because they are in the majority, the Principal accepts their views.

The Principal feels that teachers can suggest things that are putting his job at stake. They are very bold and he has to answer to the officials. He believes that he is the most unpleasant principal because teachers come with things that put him in traps and trouble. At times he thinks that the staff has no feeling and the majority don't care for him. He is

quiet and is left with a grudging inside but will not show it. He believes that not all people are good to a manager.

The principal is working alone and feels that teachers don't want to work. He believes he is soft on teachers. The principal was trained in management and motivation by Ciskei Education Department for no less than 3 times. He feels that the training was very helpful. He now involves the teachers in decision-making. This he believes has changed him as he says he used to carry a big stick and forced teachers to work and they were more productive then than now.

(ii) SCHOOL GOVERNING BODY

The school has a recently elected SGB after having an interim SGB. The previous SGB was dissolved on allegations of misappropriation of funds with the principal. An interim SGB was put in place which also squandered school funds and the chairperson and treasurer who was a teacher left the school. The principal asserts that the misuse of funds has been going on at the school for a long time. This angers the teachers and discourages the parents from paying fees. An investigation regarding funds at the school is under way.

The SGB has a constitution that indicates that meetings should sit monthly but that is not observed. Parents' meetings are not planned but are called when there are issues or problems.

(iii) TEACHERS

Teachers generally are demotivated by the situation at the school. However the teachers that invigilated Grade 12 impressed the principal. Teachers attend parents' meetings although they are not keen, but when matters on the agenda were raised by them, they attend.

The principal sympathizes with teachers with problems and grants them leave. He feels that they over- do things and that is what destroys him. He supports the teachers in solving their problems. He feels that young ladies are a problem and male teachers are more committed to their work.

(iv) LEADERSHIP

The Principal is conservative and traditional in his approach. He says that he has problems in handling Democracy and that Unions brought lots of rights to teachers that intimidate them with SADTU. He believes that these rights have led to poor management of schools. He feels less effective, to a point of not being effective as a leader.

He feels that male staff are more co-operative than female staff. He feels that ladies like to sit in the staff room, from morning to afternoon chatting. He is working very hard, but ladies are in the majority, 9 out of 13 teachers. When a teacher pleases him he rewards him or her with a chicken. or make braais if they are more.

However, this approach has estranged some staff members against him.

(v) COMMUNITY

The Community is not supportive, and are against the teachers if they call the Police when a criminal offence is committed. Parents only come on a negative mood, to find teachers in trouble.

A sick cow was kept at school and the owner made fire in the classroom to warm up the cow so it could recover. That fire could have burned down the school.

One time students stoned the Principal and female teachers had to shield him, but parents would not assist.

Teachers do not stay in the village and are not seen as part of that community.

(vi) STUDENTS

Students stay in class even without teachers. The Principal has told the pupils to fetch teachers who don't come to class, but the children will not do that, instead make a noise, play and fight amongst themselves. The pupils tell the Principal that the teachers shout at them, and are reluctant to fetch them from the staff room.

Teachers feel unsafe with the children, as pupils assaulted two teachers.

Some students are very old in Grade 12. They were working and came back to school. The age of students in Grade 12 ranges from 17 to 35 years. Learners demanded a farewell function and caused some problems. They were demanding to go to East London beach and enjoy themselves with school funds, while paying R30.00 per annum at the school. This brought the school to a halt.

(vii) REDEPLOYMENT

The School lost 5 teachers from 20 to 15. An English teacher that was going to take up a post at the school, failed to come and learners have no English teacher in Grade 12. Teachers are demotivated and over loaded.

Most teachers that were identified for redeployment have left the School. They were extremely demotivated and did very little work for the students to write examinations at the end of the year.

(viii) CULTURE OF LEARNING, TEACHING AND SERVICE

Teachers and SGB members are trying to improve the culture of learning and teaching. Good ideas are encouraged and teachers are conducting afternoon classes, because the learners come late to school, walking from far away villages. Mr Gwija from Specialized and Specialist Section, of the Department of Education had come to teach students study skills methods and career guidance.

The School has policies on paper and a code of conduct, but it is impossible to implement these policies.

The School has joined All Saints project that assists with learner support material and Zingisa Project that supports learners with Winter and Spring School. They have no knowledge of Operation Fundisa driven by SADTU.

(ix) DEVELOPMENTAL APPRAISAL SYSTEM

The Developmental Appraisal System has just been introduced and the School is working on the framework and guidelines.

(x) TEACHER MOTIVATION

The Building is demotivating and teachers don't feel like going to school. Learners don't come to school in the first or second week, because they have to come and clean the School.

The School is dirty, with animals sleeping and urinating in the classrooms. Even people relieve themselves in the classrooms and teachers have to clean before teaching.

The environment of school B impacts negatively on the ethos of the school and high learner performance. Human relations between educators and the principal are poor. This is not a motivating factor for both teachers and the principal. Learners behavior is a menace to educators and the principal at times and that destroys enthusiasm and zeal for work. The level of commitment to school effectiveness in this school is low, as health standards are also low. This situation does not create a good environment for the culture of teaching, learning and service.

CHAPTER FOUR

4.1 INTRODUCTION

This chapter focuses on drawing comparison between the two schools that contribute significantly for the differences in learner's performances at these schools. The comparison focuses on physical plant, community involvement; school governing body and leadership.

4.2 SCHOOL PHYSICAL PLANT

The concept of building school A was an effort of government in partnership with business to build a school that would benefit both and the community, and the needs of business, which is quality production, profit making and public images through social projects that was translated in the choice of the location of the school , its architectural design and capital injection in construction and infrastructure and quality productivity .

School B though in the District of Mdantsane , of the same Department of Education , was a partnership between a disadvantaged rural community of predominantly unemployed people that valued education , with a Department of Education that built only three classrooms out of twelve with no maintenance assistance for more than thirty years . This arrangement translated into poor quality workmanship of physical structures in remote gravel road accessible location with no quality and productivity as the essence school.

Quality structures attract parents that demand quality work from teachers and learners. and good teachers search for good schools, that are easily accessible with infrastructure that enhances motivation and productivity. School A's physical structures provides security that engenders identity and ownership from stakeholders and the support and defence of all education programmes of that school.

Poor workmanship on physical structures of a school attracts teachers, parents and learners that have limited options. The quality of physical structures of school B infuses anxiety and insecurity, to educators, the absence of basic infrastructure hampers motivation and impacts negatively on the quality of education provided. Since the lynch pin on student motivation is the teacher a less teacher motivating environment of school B would breed mediocre performance on all stakeholders.

School A is securely fenced with no outside interference. School B is not fenced and people and animals are vandalizing the school. It is now a health hazard to both learners and educators. The cleaning of cattle dung and human feces before teaching and learning is demoralizing to learners and educators alike and grade 12 performance is negatively affected.

School A has classrooms that take 35 learners that is an acceptable number for a teacher to manage.

School B has classrooms that accommodate 60 learners. These classrooms have no doors and some windowpanes are broken and corrugated roofs are leaking with no ceiling. There is no teaching of grade 12 on rainy days in School B.

School A has functioning toilets and School B has no functioning toilets for learners and educators. That unhealthy situation drains teachers and learners in School B.

4.3 LEARNERS

School A grade 12 students' age is between sixteen and seventeen. They give no discipline problems except for late coming which is constructively addressed by the principal and parents. The students respect teachers and the principal. They conform to the principal's instructions and not hold meetings during tuition time, except when the

principal gives them permission during the last half an hour of the school day when student have pressing matters.

In School B grade 12 students' age varies from seventeen to thirty five. Teachers reported two incidents of assault on teachers by students and the stoning of the principal. These are very dangerous students.

4.4 PARENTS AND COMMUNITY

The parents and community of School A are supporting the school. Parents meetings are attended by many parents as they get their pupils' progress reports in these meetings school fees receive financial reports and adopt school budget. The community does not vandalize the school.

In School B, the parents and the community are not supportive to the school. They only come to school in a negative mood to find teachers in trouble . They are against teachers calling police when criminal offences are committed by learners.

They allow the school classrooms to be vandalized as cattle and goats sleep in school classrooms, that have stolen doors and broken windows. They failed to support and protect teachers assaulted by learners. This situation does not help the culture of learning and teaching in School B.

4.5 SCHOOL GOVERNING BODIES

School A has a culture of a competent School Governing Body, that functions with authority and support of the entire school community. It is a highly motivated, inspiring school governing body that understands its roles and responsibility, uses its mandate constitutionally and legally, and demands accountability from all stakeholders.

The School Governing Body plans its programmes, presents them to the parents for adoption and implements with parental support and legal authority. The financial management policies are closely monitored strictly enforced and financial reports are audited by the Department of Education.

School Governing Body members are committed to uplifting the school, and organize learner support material from outside the school in support of the culture of learning and teaching.

They defended the school in the implementation of redeployment against the Department of Education and threatened to sue the Minister of Education if the process would jeopardize the learning and teaching in their school. They co-operate and collaborate with stakeholders in supporting their school, the principal and school management. The School Governing Body is financially poor but resourceful, with good ideas that are implemented for quality education at their school. They sow the seeds of democracy by involving stakeholders in decision-making and report regularly, to their constituencies.

However School B is plagued by a history of incompetent School Governing Bodies, that have a culture of misappropriation of school funds, infighting and stepping down before end of their terms of office. There is an investigation of the past interim School Governing Body that was unprocedurally put in place without following South African Schools Act 84 of 1996. They are investigated for squandering school funds. The process is implicating the chairperson and a treasurer, who was a teacher at the school, and the principal for inefficient control measures. Angry teachers and disgruntled poor parents are negatively affected and the culture of learning and teaching is dealt severe blows. that translates in poor grade 12 performance.

The School Governing Body has a constitution and proposed monthly meetings that don't sit. Parents' meetings are not planned and are called when there are issues and problems. This does not augur well for constructive parental involvement and a culture of teaching and learning in the environment of School B.

4.6 LEADERSHIP

The leadership of a school principal plays an indispensable role in establishing an effective culture of teaching and learning in a school.

School A has a strong visionary leader that believes that the quality of teaching does not depend as much on material things one has got but on the teacher, his attitude, plan and presentation of the lesson. The President of South Africa once said, "a good teacher is a good teacher even under a tree."

She believes in participatory democracy, inclusive decision-making, team-work and collaboration of all stakeholders in school. She sees her staff as a dedicated team of teachers that empathizes with learners and get the very best out of them. A prophesy is said to be the cause of its fulfillment.

School B principal is conservative and traditional in approach. He has problems in handling democracy, and believes that unions brought lots of rights for teachers that led to poor management of schools and rendered him an ineffective leader. He feels that male staff are more co-operative than female staff that he says he likes to sit the staff room from morning to afternoon chatting. He feels that teachers can suggest things that put his job at stake. He likes rewarding a teacher that pleases him.

Most studies in leadership would identify the principal of School A as probably a more effective leader than of School B.

This situation, once more puts school B at a disadvantage and school A at an advantage for implementing a culture of teaching and learning that would produce good grade 12 performance .

The principal of School A has an open management system that levels the hierarchy of management structure . She plans and consults extensively on the allocation and distribution of work .

She uses administrative tools like registers to control staff and learners' punctuality , and absenteeism . She confronts wrong doings by teachers and learners at initial stages and involve others to correct the situation . She never leaves a class during tuition time and demands the same from teachers . She immediately confers with a teacher that produces poor grade 12 results in his /her subject and plan a corrective strategy to improve the results .

The principal of School B believes that teachers are demotivated because of the conditions of the school and use this as a scapegoat for being irresponsible and refuse to go to class fearing for their health in coudung smelling classrooms .

He plans in his office with the management team , and sells his plans to the staff that express their views . He accepts their views because they are in majority .

The principal works alone and feels that teachers don't want to work . At times he thinks that the staff has no feelings and the majority don't care for him . He feels that the management training he got helped him very much to change . He now involves teachers in decision making . He used to carry a big stick and forced teachers to work and they were more productive than now .

The management system in School A would yield better school effectiveness than management in School B .

Teachers and learners in School A are highly motivated and teachers and learners are demotivated in School B .

4.7 FINDINGS

In analyzing the data I found that some of the possible reasons for the difference of performance in different schools are differences on the following :

The difference of communities' relations with school

The level of parental involvement in schools

The calibre of principal leadership

Management competency of the management teams

Capacity of School Governing Bodies to govern schools

Level of motivation of learners and educators

The physical structures and available material and human resources

The age and behaviour of learners and inconsistent policy implementation by government officials .

Understanding how these issues impact on learner performance, will perhaps, assist in how school may improve their performance. Each of these issues should become the subject of in-depth research in different schools and context so that we may learn from it and inform our actions for growth and development.

4.8 CONCLUSION

The situation in these two schools differ, this difference in learner performance. The physical conditions that are appalling, with learners crowded, and uncomfortably seated, reduce the level of concentration and affect the learner performance negatively. Adult learners have family responsibilities and controlling them is difficult in a school.

Learners that are not controlled by educators don't perform as those controlled. Very big difference in ages of learners impacts negatively on learner performance in a school. The support of the parents and the community is motivating to both learners and educators and enhance the learner performance. The level of competence and organization of the school governing body determines the implementation of COLTS in a school.

A motivated team collaborates and focus at the common objective of high learner performance. Visionary leadership, and participatory democratic management style encourages collaboration and positively impacts on learner performance.

BIBLIOGRAPHY

ANC (1994). A policy framework for education and training.

Braamfontein: ANC Education Department.

Ashton, P. & Webb, K. B., (1986). Making a difference: Teachers' sense of efficacy and student achievement. New York, NY: Longman Press.

Atkinson, E.S., (1997). Identification of some causes of demotivation amongst key stage 4 pupils studying design and technology. Ph. D. Thesis. Newcastle-upon-Tyne. Newcastle University.

Bootzin R.R. & Acocella, J.R., (1989). Abnormal Psychology - Current Perspectives. New York McGraw-Hill Publishing Company.

Chubb, J.E., (1988). Winter. Why the currant wave of school reform will fail. Public Interest 90.28-49.

Comstock T.W. (1987). Modern Supervision. Teseas A&M University, Delmar Publishers Inc.

Department of Education (1999). Yearbook. South African Embassy. Washington.

Department of Education (1996). The Organisation Governance and Funding of schools (White Paper 2). February 1996. Vol.363. no. 16987. Pretoria Government Printers

- Du Brin..A.J. (1978). Human Relations – A Job Oriented Approach. Prentice-Hall, Virginia.
- Du Four (1986). Must Principals choose between Moral and Effective Schools? Teacher Morals and Effective Schools. United Kingdom.
- Education Labour Relations Council. (year undisclosed). Developmental Appraisal for Educators. Educators Labour Relations Council. Pretoria.
- Etzioni (1988). The Moral Dimension Towards a New Economics. New York. The Free Press.
- Fraevkel J. & Wallen N.E. (1993). How to design and evaluate research in Education.
- Ghosh. K & Kumar. P.. (1991). Organisational Theory and Behaviour. New delhi anmol Publications.
- Grobler B.R (1993). Educational Leadership. Rand Afrikaans University.
- Korodia Y.M.. (1996). Effective School Leaders in South Africa : The Challenges of Reconstruction and Development. Paper presented at conference on "Global Perspectives on School Leadership." Sweden.
- Livingston J.S.. (1988). Pygmalion in Management. Harvard Business Review.

- Luthans, F., (1995). Organizational Behaviour. New York. McGraw Hill.
- Mmusu R., (1996). The needs assessment for a teacher induction programme in Sebokeng Schools. University of Durban –Westville.
- Molefe, N., (1996). Investigation into the role played by principals in enhancing the development of pupils' self-concept. University of Durban-Westville
- Myers, K. & Goldstein, H., (1997). Failing Schools or Failing Systems?. Harvard University.
- Newstrom, J. W. & Davis, K., (1993). Organizational behavior at work. New York. McGraw Hill.
- Ngidi, V., (1996). High School Principals play a major role in making schools effective at Ndwedwe Circuit. University of Durban-Westville.
- Rallis, S.F. & Highsmith M.C., (1986). The Myth of the "Great Principal" Questions of School Management and Instructional Leadership. Harvard.
- Robbins, S.P., (1984). Management : concepts and practices. Englewood Cliffs: Prentice-Hall.
- Robbins, S.P., (1993) Organizational behavior : concepts, controversies, and applications. Englewood Cliffs : Prentice-Hall.

Rosenthal R. & Jacobson L. (1968). Pygmalion in the classroom. New York. Holt. Rinehart. and Winston. Inc.

Stoner. J. A. F., Freeman. R.E. & Gilert. Jr. D.R., (2001). Management. London. Prentice-Hall.

Van der Westhuizen P.C., (1994). Effective Education Management. Pretoria. Haum.

Wagner III J.A. & Hollenbeck J.R., (1998). Organizational Behaviour (Security Competitive Advantage) 3rd Edition : Practice-Hall.

Weiner. B (1992). Human Motivation. Metaphors. theories and Research. London. Sage.

136 Goodall Road
AMALINDA
East London
20 January 2001

The Chairperson
The School Governing Body

Sir/ Madam

Re-Request to use information from your school for research purposes

I am currently registered for a Masters in education with the university of Durban-Westville. The topic of my dissertation is "An investigation of possible reasons for consistent distinct differences of performance of grade 12 learners in senior secondary schools in Mdantsane district of East London." I request to use information from your school for the study. The principal and three grade 12 educators will be interviewed at your school. I will peruse school documents that can be provided by the principal.

The findings of the study can be utilized by the department of education for improvement and school development. All the information obtained will be strictly confidential.

I look forward to your approval

Yours faithfully

S.S. Maselwa

ANALYSIS OF STD 10 RESULTS 1997: MERIT ORDER: MDANTSANE DISTRICT

SCHOOL	NO. WRÖTE	NO. PASS	PERCENTAGE	NO. FAIL	PERC.
1. BUCHULE	39	34	87.18	5	12.82
2. NYAMEKO	59	50	84.75	9	15.25
3. P. NGCELWANE	62	47	75.81	15	24.19
4. S.K. MAHLANGU	106	80	75.47	26	24.53
5. DAVID MAMA	120	83	69.17	37	30.83
6. ERIC MNTONGA	84	56	66.67	28	33.33
7. MZOMHLE	109	70	64.22	39	35.78
8. SINETHEMBA	138	88	63.77	50	36.23
9. KHULANI	143	86	60.14	57	39.86
10. ULWAZI	108	57	52.78	51	47.22
11. MIZAMO	171	88	51.46	83	48.54
12. HLOKOMA	160	81	50.62	79	49.38
13. MOSES MABHIDA	173	87	50.29	86	49.71
14. SINIKIWE	62	31	50	31	50
15. INKWENKWEZI	73	34	46.50	39	53.42
16. S.E.K. MQHAYI	79	36	45.57	43	54.53
17. SANDISIWE	139	52	37.41	87	62.59
18. SIKHULULE	75	27	30	48	64
19. WONGALETHU	164	57	34.76	107	65.24
20. SILIMELA	234	79	33.76	155	66.24
21. NOWAWE	137	45	32.75	92	67.15
22. MASIXOLE	93	29	31.18	64	68.82
23. VULAMAZIBUKO	160	49	30.62	111	69.38
24. QHASANA	110	31	28.18	79	71.82
TOTAL	2 798	1 377	49.21	421	50.79

19/11/98

ANALYSIS: FINAL RESULTS: 1998: MDANTSANE DISTRICT

NAME OF SCHOOL	NO. WROTE	M	S	% PASS	% FAILED	FAILURES
1. MZOMHLE	86	15	46	70,93	29,0	25
2. ISITHEMBISO	77	03	28	40,26	59,74	46
3. LOYISO	50	05	23	56,0	44,0	22
4. SINIKIWE	93	03	33	38,71	61,29	57
5. SANDISIWE	190	07	79	45,26	54,74	104
6. MOSES MABIIDA	127	07	61	53,56	46,46	59
7. QHASANA	99	0	34	34,34	65,66	65
8. KIHULANI	116	12	66	67,24	32,76	38
9. ULWAZI	96	04	65	71,88	28,12	27
10. WONGALETHU	139	05	58	45,32	54,68	76
11. HLOKOMA	181	07	78	46,96	53,04	96
12. ZINZANI	40	0	05	12,50	87,50	35
13. SAKHISIZWE	46	06	18	52,17	47,83	22
14. BUCHULE	48	0	30	62,5	37,5	18
15. MASIXOLE	118	04	35	33,05	66,95	79
16. S.E.K. MQHAYI	94	12	29	43,62	56,38	53
17. SOLOMON MAILLANGU	89	14	57	79,78	20,22	18
18. ERIC MINTONGA	93	10	47	61,29	38,71	36
19. NYAMEKO	74	11	55	89,19	10,81	08
20. INKWENKWEZI	79	03	37	50,63	49,37	39
21. PHILEMON NGCWELWANE	92	16	45	67,03	32,97	31
22. YULAMAZIBUKO	176	04	42	26,14	73,86	130
23. NOWAVE	151	04	24	18,54	81,46	123
24. MIZAMO	193	03	91	48,7	51,3	99
25. SILIMELA	190	13	77	47,37	52,63	100
26. DAVID MAMA	132	08	65	55,3	44,7	59
27. SINETHEMBA	221	06	60	29,5	70,14	155
28. SIKHULULE	82	03	22	30,49	69,51	57
TOTAL	3 172	185	1 310	47,13	52,87	1 677

1999-2000

ANALYSIS OF THE DISTRICT NOV/DEC/1999: MERIT: MDANTSANE DISTRICT

SCHOOL	NO. WROTE	NO. PASSED	NO. FAILED	% PASSED	% FAILED	NO. OF M'S
1. KHLANI	65	52	13	30.00	20.00	8
2. BLCHULE	43	34	09	79.07	20.93	0
3. PHIL. NGCELWANE	34	62	22	73.31	26.19	13
4. NYAMEKO	37	63	24	72.41	27.59	12
5. ULWAZI	39	60	29	67.41	32.58	3
6. S. MAHLANGU	105	55	50	52.38	47.62	9
7. ERIC MNTONGA	95	46	49	48.38	51.58	10
8. VLAMAZIBUKO	134	64	70	47.76	52.24	7
9. SAKHISIZWE	116	53	63	45.69	54.31	4
10. MASIXOLE	115	30	65	43.43	56.57	4
11. QH-ASANA	128	54	74	42.19	57.81	2
12. SIKHULULE	116	46	70	39.65	60.34	1
13. DAVID MAMA	134	53	81	39.55	60.45	13
14. MOSES MABHID,1	113	43	70	38.05	61.95	7
15. INKWENKWEZI	32	31	51	37.81	62.20	5
16. SANDISIWE	136	51	85	37.50	62.50	5
17. MIZAMO	126	47	79	37.30	62.70	5
18. S.E.K. MOHAYI	75	27	48	36.00	64.00	0
19. MIZOMILE	147	52	95	35.37	64.63	5
20. WONGALETHU	108	35	73	32.41	67.59	6
21. SITHEMBISO	77	23	54	29.87	70.13	1
22. HLOKOMA	149	44	105	29.53	70.47	7
23. SILIMELA	151	40	111	26.49	73.51	4
24. SINIKIWE	119	40	79	23.61	66.39	5
25. ZINZANI	64	14	50	21.87	78.13	1
26. SINETHEMBA	132	25	107	18.94	81.06	7
27. LOYISO	65	12	53	18.46	81.64	0
28. NOWAWE	128	20	108	15.62	84.38	2

TOTAL NO. WROTE : 2983
 TOTAL PASSED : 1196
 TOTAL FAILED : 1787
 % PASSED : 40.09
 % FAILED : 59.91
 NO. OF M'S : 141

13/1/2000
 DISTRICT MANAGER

DEPT OF EDUCATION
 MDANTSANE DISTRICT

13 JAN 2000

MDANTSANE DISTRICT
 PRIVATE BAG
 EAST LON.

MDANTSANE DISTRICT TENTATIVE ANALYSIS/FROM PRELIMINARY SCHEDULE 2000

SCHOOL	CENTRE NO	NO. WROTE	NO. PASSED	PERC. PASSED	NO. FAILED	PERC. FAILED	POSITIONS
1. Nowawe	120501	76	24	31,58	52	68,42	25
2. Mizamo	" "502	101	60	59,45	41	40,59	13
3. Moses Mabhida	" "503	144	64	44,45	80	55,56	16
4. Silimela	" "504	160	31	19,38	129	80,63	27
5. Sandisiwe	" "505	178	121	67,92	57	32,02	9
6. Solom oMahlangu	" "506	94	63	67,02	31	32,98	10
7. Qhasana	" "507	105	40	38,09	65	61,09	21
8. Buchule	" "508	17	14	82,35	03	17,65	3
9. David Mama	" "509	93	59	63,44	34	36,56	11
10. Khulani	" "510	130	119	91,54	11	08,46	1
11. Hlokoma	" "511	89	63	70,68	26	29,21	7
12. Inkwenkwezi	" "512	63	54	85,71	09	14,29	2
13. S.E.K. Mqhayi	" "514	58	45	77,59	13	22,41	4
14. Mzomhle	" "515	170	68	40	102	60	20
15. Masixole	" "516	85	31	36,47	54	63,53	22
16. Nyameko	" "517	85	59	69,42	26	30,59	8
17. Philemon Ngeelwane	" "518	93	67	73,12	25	26,88	6
18. Sinethemba	" "519	139	Not yet	Not yet	Not yet	Not yet	
19. Ulwazi	" "520	83	49	59,53	34	40,96	12
20. Wongaletlu	" "521	118	50	42,38	68	57,63	18
21. Sinikiwe	" "522	97	31	31,96	66	68,04	24
22. Sikhulule	" "523	91	41	45,05	50	54,95	15
23. Vulamazibuko	" "524	195	49	25,13	146	74,87	26
24. Eric Mntonga	" "526	133	103	77,44	30	22,56	5
25. Zinzani	" "530	103	136	34,95	67	65,05	23
26. Sakhisizwe	" "531	135	65	49	70	51,85	14
27. Sithembiso	" "532	92	39	42,39	53	57,61	17
28. Loyiso	" "533	118	49	41,73	69	58,47	19