

**RESOURCES FOR CURRICULUM AS AN ASPECT OF SCHOOL
MANAGEMENT: IMPLICATION FOR WHOLE SCHOOL
DEVELOPMENT**

by

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DEDICATION

**To my wife, Aleyamma and my
daughters, Suja and Sheeba**

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Since the first democratic election in 1994, the South African education system has undergone tremendous changes. The introduction of the new South African Schools Act 84 of 1996 (hereafter referred to as the Schools Act) gives extensive powers to school governing bodies. Therefore school governing bodies have an enormous responsibility to run schools in the most effective and efficient manner to ensure that learners can be provided with the best quality education.

However, the poor matric results that have been produced over the past few years show that there are serious problems in education which have raised serious questions about the management of schools. During the apartheid era schools became sites of resistance to the existing government policies. This resulted in a breakdown of the culture of teaching and learning in most of the schools. This breakdown is the main reason for the poor functioning of a large number of schools in the previously disadvantaged communities. These schools, generally secondary schools, located in the poor and disrupted communities spared by apartheid, share a number of common features including: disputed and disrupted authority relations between principals, teachers and learners; sporadic and broken attendance by learners and teachers; poor school results; conflict and often violence in and around schools; vandalism, criminality, gangsterism, rape, and substance abuse. School facilities are also in a poor state of repair (Christie, 1998:283).

The breakdown of the culture of learning and teaching should not in any sense be taken to mean the 'absence' of a culture of learning and teaching in some schools, what is implied, rather, is the development of a school culture which is inimical to learning and teaching (Christie, 1998:285). It is also necessary to recognize that learning and teaching were of doubtful quality, particularly in black schools, under apartheid, well before the notion of a

breakdown emerged; thus the 'restoration of a culture of learning and teaching, means, in fact its transformation' (Christie, 1988:286).

The transformation of schools into learning organizations where quality education can be provided to the learners is a major challenge faced by education officials and school managers. To provide this quality of education, a high quality and empowering curriculum in a caring and personally concerned educational environment is amongst the most important factors of a just and equitable society - one in which equity and equality of educational opportunity become achievable goals (Aspin et al, 1994:3).

The creation of the culture of learning and teaching and hence the development of the whole school depends on several factors such as the school climate, the staff, the organizational system, and the resources for the curriculum, the school building and so on. The school is an organization in which people with diversity are working towards a common goal. Schools can also be regarded as a complex system in which components like the staff, learners, unions, resources for curriculum, the parents, education department and so on are connected to each other. Therefore whole school development cannot be achieved by developing only one of the above aspects while the other aspects are neglected. However, in the pursuit of whole school development, managers of schools would be coming across numerous problems that are stumbling blocks for the whole school development.

An important factor that blocks or hinders the development of many schools is the lack of resources. The existence of the different educational departments prior to the formation of the first democratic government in South Africa, created different norms and standards in the funding and supply of resources to schools resulting in inequality and disparity among the different population groups. Many schools, mainly in the formerly disadvantaged communities, do not have even the basic facilities. Many schools are overcrowded due to insufficient classrooms and such schools do not have any resources other than the human resource and even this is limited in some schools. The absence of facilities like

laboratories, libraries, administration block, electricity, water, and so on makes it impossible to provide quality education to all.

In this study, the management of resources of the curriculum for the provision of quality education for the learners and its implications for the whole school development are explored and studied.

1.1.1 Assumptions

'Whole schools' do not grow naturally but have to be carefully shaped and tended by both their leaders and their members. The development of the curriculum within a 'whole school' is an even more complex, delicate and time-consuming affair than is the development of the 'whole school' itself (Nias et al, 1992:150). A whole school approach implies a broad, coherent philosophy, thoughtful leadership and professional activity, a concern for the quality of its achievements and the widespread involvement and general job satisfaction of those who work in it (Bastiani, 1995:13). Shortage of material resources affects the amount of motivation, time and energy they had to spare for activity outside the classroom (Nias et al, 1992:221). The achievement of the stated aims of a school depends primarily on the quality of teaching and learning. The quality of education provided by the school depends on different factors such as human resource and the material resources. Hence it can be assumed that:

- * Resources for curriculum raise the standards of education and performance.
- * Lack of resources seriously affects the management of the school and whole school development.

1.2 STATEMENT OF THE RESEARCH PROBLEM

Against the background of the above discussion the research problem is as follows:

- * What are the essential aspects of whole school development?
- * What role do resources play in the management of the school curriculum as an aspect of whole school development?
- * What role do resources for the curriculum play in providing quality education?

1.3 AIMS OF THE RESEARCH

1.3.1 General aim of this research

The general aim of this research project is to investigate the role of school management in whole school development.

1.3.2 Specific aims of this research

In order to achieve the above general aim the specific aims of this research study are to:

- * identify and discuss essential aspects of whole school development
- * discuss the role of resources for the management of the school curriculum as an aspect of whole school development; and
- * discuss the implications that resources for curriculum have in promoting educational standards and whole school development.

1.4 RESEARCH METHODOLOGY

Research methodology means the way in which we proceed to solve problems, that is the research process (De Vos, 1998:37). In this study, the following methods will be used.

1.4.1 Literature study

A literature study will be used to clarify the concept of whole school development and to expose its essential aspects and the management of resources for curriculum. This step involves a review of the literature and related research. The review of the literature and related research contribute to a clearer understanding of the nature and meaning of the problem identified by enabling a person to acquaint himself with the range and depth of scholarly and professional activity that exists within the general area in which the problem falls (De Vos & Fouche, 1998:65). A literature study provides a substantially better insight into the dimensions and complexity of the problem. The goal of a literature study is to:

- place the problem in theoretical perspective
- identify alternative theories for understanding the problem
- identify central concepts (De Vos & Fouche, 1998:67)

1.4.2 Questionnaire

Those essential aspects of whole school development and the management of resources for the curriculum that are under the literature study will be taken up in a structured questionnaire in order to investigate the role of resources for curriculum as an aspect of school management and the implications the lack of resources for curriculum on educational standards and the development of the whole school. A questionnaire will be used in this study to collect data that are unavailable in written records or cannot be readily observed. Questionnaires can be used to determine the extent to which respondents

hold a particular attitude or perspective (Babbie, 1995:141). The findings from the literature survey and from the empirical investigation can be used to assist principals in their management of resources or lack of resources for the curriculum as an aspect of the whole school development.

1.5 DEMARCATION OF STUDY

For the purpose of this research a sample of both primary and secondary schools from various provinces will be used. The following aspects also need to be kept in mind:

- * The research study is on the management of whole school development (WSD). Twenty-six M.Ed. students were involved in the research project.
- * The management of whole school development was assumed to consist of the:
 - management of the school
 - management of the school community; and
 - management of educators.

This particular researcher is involved with eight (8) other students in researching management of schools and its implications for whole school development. The group formulated 90 items for use in a structured questionnaire and this researcher was responsible for designing 10 items on resources for curriculum as an aspect of school management (see chapter 3).

1.6 CLARIFICATION OF CONCEPTS

“Development “ means developing or being developed (all senses). For the purpose of this study development means to improve the quality of education and to achieve academic excellence by the school.

“Resource” means wealth, supplies of goods, raw materials etc. which a person or an institution has or can use. In the context of this study resources refer to human and material resources like qualified and committed staff, school buildings, text books, stationery, libraries, laboratories, basic facilities and so on.

“Curriculum” refers to course of study in a school. Within the school context the term curriculum refers to a body of knowledge that is taught to learners. It also includes skills, attitudes and values.

1.7 DIVISION OF CHAPTERS

Chapter 1 contains a brief description of the background to the research problem. The aims of the research and the method of research are also discussed.

Chapter 2 is a literature study on the role of resources for curriculum as an aspect of school management in relation to whole school development. It also investigates the implications that resources for curriculum have on educational standards and whole school development.

In chapter 3 the research design and the questionnaire are discussed. The findings are presented and the questions formulated in respect of the resources for curriculum are discussed.

Chapter 4 analyses and interprets the empirical data collected.

Chapter 5 summarizes the findings and recommendations are made.

1.8 CONCLUSION

Education has a key role to play in helping people to develop their culture in response to inevitable social change. To do this schools must provide a common educational core to

sustain the fundamental universals or cultural core such as values, knowledge and skills that provide society with stability (Reynolds & Skillbeck, 1976:6). To provide the knowledge and skills to the learners, schools must have an atmosphere that is conducive for the effective learning and teaching. To create such an atmosphere schools must have adequate and appropriate resources.

In this research study the various types of resources that are required for the curriculum are explored and analysed. The role of these resources in the delivery of quality education to the learners as well as the implications for whole school development are studied. A literature study and a structured questionnaire are used to obtain relevant data. The findings from the literature study and the research will be used to draw conclusions and these findings will be used to assist the managers to enable them to manage the resources for the curriculum to provide quality education to the learners and develop the school as a whole.



CHAPTER 2

RESOURCES THAT ARE REQUIRED FOR THE CURRICULUM AND THEIR EFFECT ON THE QUALITY OF EDUCATION

2.1 INTRODUCTION

Education has a key role to play in helping people to develop their culture in response to inevitable social change. To do this schools must provide a common educational core to sustain the fundamental universals or cultural core such as values, knowledge and skills that provide society with stability and vitality (Reynolds & Skillbeck, 1976:6). Learning is an individual process, which requires the right atmosphere based on personal and sensible relationship with other learners and essentially with adults and interaction between learner and educator. To create an atmosphere that is conducive for effective teaching and learning, schools must have resources. These resources include both human and physical, for example, qualified and committed educators, proper buildings, specialist rooms, media center, basic facilities like electricity, running water, access to telephone and finances. The quality of education provided in a school can be significantly improved by the use of necessary learning and teaching materials like audio- visual equipment, reference books, and the necessary materials for the presentation of lessons be it science or technical subjects.

The need to provide a "resource center" of learning resources - books, slides, charts, film clips, tapes, media of all kinds - for the learners to use in learning is a common thread winding through nearly all of the innovations in modern education. There are two aspects to the matter of providing resources. First, ways and means of producing more and more resources for educators and learners must be desired. Second, ways to recall those already produced resources for instant use must be sought (Green et al, 1966:A17).

Not all schools in our country have the necessary resources to provide the quality education expected to be given to our learners. Resources are insufficient to accomplish certain tasks. Cut backs on human resources imply cuts in courses and increased class sizes. Therefore managers have to look at innovative methods of using resources that are on hand (William, 1993:19). Indices of the school such as physical resources in terms of adequate school buildings and facilities and human capital in terms of an adequate number of skilled staff can be more fully understood within a system of spatial distribution (Raynor, 1974:160).

While some of our public schools are struggling to acquire the basic facilities and the minimum resources that are needed to provide the quality education to our learners, most of the independent schools have adequate resources and facilities at their disposal, they are, therefore, able to provide top quality education to their learners. The availability of resources is therefore one factor that motivates parents to seek education for their children at the independent schools.

Learners at the independent schools generally tend to have higher academic achievement, higher levels of self-esteem, better attendance, fewer discipline problems and somewhat higher aspirations for post secondary education than those in public schools (Randall, 1994:112). Independent schools make their own decisions about the qualifications of staff. Probably a higher proportion of educators in the independent sector is a graduate, compared with the maintained sector (Johnson, 1987:71). Independent schools need the same kind of resources as maintained schools in order to survive - learners, educators and money. They obtain and manage resources in characteristically different ways from schools in the maintained sector (Johnson, 1987:82).

But it doesn't mean that all the private schools have the same standard, reputation and high academic achievement. The above generalization applies to well established independent schools that have already established a good reputation and are run by people who are committed, dedicated and they really care about the well being of their learners.

The available evidence suggests that independent schools almost without exception have demonstrated a concern for the child and provided an adequate education. This helps to explain the continued existence and popularity of independent education and the departure of learners from public to independent schools in recent years (Randall, 1994:90). Also independent schools have a historical legacy of providing quality education (Randall, 1994:90). This shows that there is a clear distinction between the quality of education provided by the independent schools and that of the public schools. Among other factors sufficient resources for the curriculum could be an important factor that is making it possible to make independent schools unique in achieving high academic standards for their learners.

The success of independent schools is therefore largely attributed to the availability of resources. However, unlike independent schools, the majority of schools in South Africa, especially schools previously under the department of education and training, have limited resources. This contributed to the poor standards of education and high matric failure rate.

Most schools in South Africa have suffered from extreme shortages in terms of resources. This has deeply affected the life of school and, in some cases, has made it almost impossible to pursue educational goals (Davidoff & Lazarus, 1997:115).

In this chapter, the different types of resources that are needed for the curriculum, the effect of lack of resources on the quality of education and the implications for whole school development are discussed.

2.2 HUMAN RESOURCES

No development, whether individual or corporate, could take place without resources. Resources must be given a wide meaning, because we need not only items such as materials, equipment and space, but also skilled personnel (Nias et al, 1992:220). The importance of human element in an organization is increasing along with the pace of

change. Change demands innovations and innovation demands that we unleash the creative potential of our people (Morgan, 1989:33). Popular opinion often leads us to conclude that money is the most scarce and most valuable organizational resource (Morgan, 1989:33). But in most organizations especially those that are not in immediate financial difficulty, the true key and scarce resource is excellent people (Morgan, 1989:33). In any school the success, failure or development of it mostly depends on its employees, namely the educators, administrative staff and the non-teaching staff. Managers therefore have an important task of recruiting the right people for the right job. There are schools where learners are taught by educators who either have no relevant qualification in the subject which they are teaching or are unqualified, but are teaching learners even up to the matric level. In some schools, although the educators have all the necessary qualifications to teach, they show no commitment towards their profession, for a variety of reasons.

In such schools little or no effective teaching or learning takes place. Instead of being able to focus on their substantive task of learning and teaching, schools have become caught up in forms of conflict, aggression and uncertainty that cannot be contained within a weak organizational structure. Principals, educators and learners have lost focus and have directed their energies towards the malfunctioning of the institution, at the expense of substantive learning and teaching (Christie, 1998:293). Education Minister Kader Asmal, for instance, claimed that the public does not believe that the educators are worth what they are being paid (*The Star*, 1999:1). This statement arises out of his concern for the quality of education given to most of our learners in many schools in South Africa. The low pass rate of learners in the Senior Certificate examinations indicates that the quality of education given to our learners is below the expected standards in many schools. Every school needs educators who are totally committed to their profession and play an active role in creating a culture of teaching and learning in schools. Once an atmosphere of effective teaching and learning is established then all the stakeholders in the school can channel their energy and time to other areas where development is needed and this facilitates the development of the entire school. Therefore, educators and other stakeholders, who are part of an institution that is dysfunctional, should be prepared to change

their attitudes and behavior towards the creation of the culture of teaching and learning. Organizations desperately need people who are able to cope with change, even if they don't quite enjoy it (Morgan, 1989:33).

Human resource planning needs special attention for the effective management of the schools. Human resource planning has been defined as the process of getting the right number of qualified people into the right job at the right time (Byars & Rue, 1997:116). Organizational objectives and the strategies for achieving those objectives are meaningful only when people with the appropriate talents, skills and desire are available to carry out those strategies (Byars & Rue, 1997:116).

In South African schools the provision of human resources has been unequal, with many schools being staffed by underqualified educators. This has a direct impact on the quality of education and could lower the standard of education given in some of the schools. Learners are leaving some of the township schools to attend ex-Model C schools or independent schools. Those institutions are faced with the threat of right-sizing and re-deployment of staff due to the drop in the number of learners. This drop in the number of learners in some schools is mainly due to the very low standard of education given to the learners and the lack of the culture of teaching and learning. This low standard of education and the lack of the culture of learning and teaching is partly due to the inability or lack of commitment of the managers of those schools to provide the type of leadership that is needed to create the atmosphere which is essential for an effective school. Managers with good leadership qualities and a vision for their organization can turn those township schools that are consistently failing to provide quality education to their learners into learning organizations.

The purpose of an organization is to enable ordinary human beings to do extraordinary things (Drucker, 1989:155). It is the task of the organization at the same time to neutralize the individual weakness of its members and develop them to provide quality education to the learners. If a school hasn't got a group of people who are committed,

qualified and totally dedicated to their profession, then the quality of education given to the learners will be of no standard at all. The development of such schools will be a formidable task for the managers of those schools. The teacher commitment, that is a readiness to allocate scarce personnel resource to work has a clear bearing upon the curriculum development. Commitment itself is dependent on motivation, time, energy and the presence of other claims which individuals felt to be more immediate or more pressing than their own professional development or involvement in the concerns of others (Nias et al, 1992:220).

The test of an organization is the spirit of performance (Drucker, 1989:155). The success of an organization means the extent to which it succeeds in achieving its organizational goals measured against specific set standards of achievement (Gerber, 1987:21). These goals cannot be achieved without the necessary resources such as capital and physical resources, which are static and can only take a dynamic character through the intervention of the human resource. So there is a casual relationship between the success of the organization and the utilization of its human resources, which activates the other resources (Gerber, 1987:24). In view of the above, for the success of school, it needs qualified and committed educators to manage the physical resources effectively for the maximum benefit of the learners. However, in 1995, 8% of educators in six of the provinces were unqualified, they had no teaching qualification, although they might have had other qualifications (Sidiropoulos et al, 1997/98:118). Some 27% of educators were considered underqualified (less than matric and a three - year teaching qualification), while 65% were fully qualified. The following table provides a breakdown of the proportion of qualified, underqualified, and unqualified educators in six of the provinces in 1995. From the information below, in Table 2.1, it can be seen that about 27% of the educators were considered underqualified, while 65% were fully qualified.

TABLE 2.1
EDUCATOR QUALIFICATION BY PROVINCE: 1995

	<i>Proportion of educators unqualified</i>	<i>Proportion of educators underqualified</i>	<i>Proportion of educators qualified</i>
Free State			
Public schools	9.4%	40.7%	50.0%
Independent schools	22.2%	15.0%	62.8%
Gauteng			
Public schools	3.7%	18.9%	77.4%
Independent schools	21.5%	6.7%	71.8%
Mpumalanga			
Public schools	14.2%	23.2%	62.6%
Independent schools	11.7 %	4.0%	84.2%
North West			
Public schools	12.5%	33.7%	53.8%
Independent schools	14.1%	18.4%	6.75%
Northern Cape			
Public schools	12.5%	22.6%	64.9%
Independent schools	32.7%	5.1%	62.2%
Northern Province			
Public schools	4.1%	28.5%	67.5%
Independent schools	22.3%	10.7%	67.0%

* Information on the other three provinces was not available.

Source: South Africa Survey 1997/98

It is evident from the table that there are still schools in our country with educators who are unqualified or underqualified. The quality of education given to the learners by those educators who are underqualified unlikely be of the expected standards. This is due to the fact that those educators probably haven't got the sufficient knowledge in those subject

areas they are handling. Therefore the education department has to come forward with strategies to make sure that all the schools have qualified educators to teach the various subjects. The management of the school also has a responsibility to select excellent and capable people who can assist them in transforming the schools into learning organizations. Human resource that is available in a school is the most important resource that can be effectively used to give quality education to the learners and this in turn develops the whole school.

The graph below shows the proportion of qualified teachers in public schools in six provinces in 1995 (South Africa Survey, 1997/ 1998:120).

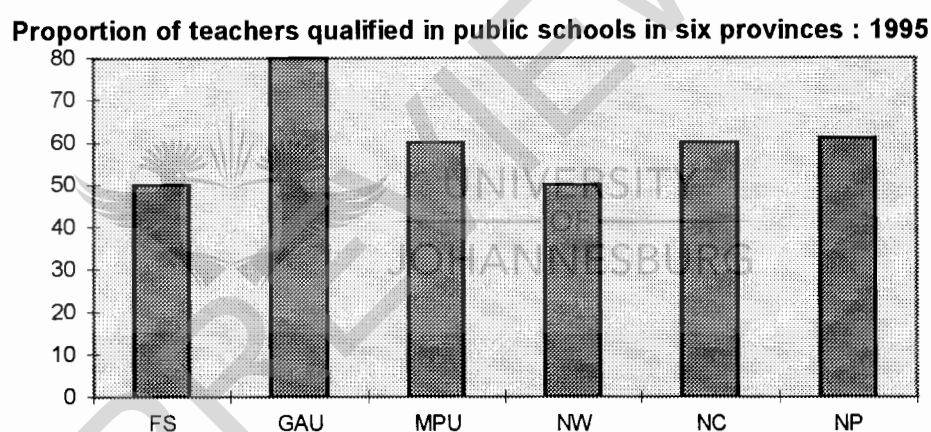


Fig 2.1

* Information on the other 3 provinces was not available.

Source: South Africa Survey 1997 / 98

The graph above shows that out of the six provinces that are compared only one province, Gauteng has almost 80% of its educators qualified. For the remaining provinces around 50% of the educators are qualified and almost half of the educators are either underqualified or unqualified. The effect of the presence of unqualified or underqualified educators is always noticeable when the matric results are published every year. There are schools that are producing less than 10% pass rate in the matric examination. In the high