



# **EDUCATION MANAGEMENT ASSOCIATION OF SOUTH AFRICA**

**11<sup>th</sup> International Conference - 2009**

**7, 8 and 9 August 2009**

**Groenkloof Campus,  
University of Pretoria, cnr George Storrar and Leyds Streets, Pretoria, South Africa**

**Programme and Book of Abstracts**

***Education Administration, Management and Leadership:  
Are we failing Education?***

## Word of welcome

On behalf of the Education Management Association of South Africa [EMASA], we are honoured to welcome you to our annual international conference at the University of Pretoria, Education Groenkloof Campus, in Pretoria from 7 August to 9 August 2009.

We believe that this conference is of the utmost importance to the discipline of Educational Administration, Management and Leadership, especially in the light of the resurgence of School Leadership qualifications, the questioning of Leadership success and effectiveness at Higher Education Institutions as well as within teachers unions and associations.

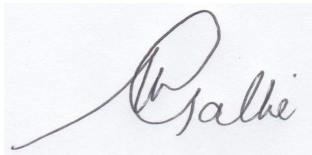
With the conference theme: Education Administration, Management and Leadership: Are we failing education?, the organising committee believes that practitioners are compelled to reflection, and take stock of the challenges, achievements and goals of our discipline and its contribution to education.

We want to welcome all our international and local participants, without whom we are not possible to host such a conference every year. We believe that the network building efforts between Nigeria and Namibia are certainly bearing fruits. Not forgetting the consistent presence of our colleagues from the UK. We know that your attendance will add value and contribute towards our growth and the future strength of our discipline and EMASA in general.

Finally we wish to acknowledge the productive partnership and sponsorship between EMASA and BELMAS, in particular the research grant that enables us to produce our SAJELM journal, of which copies will be share with participants at the conference.

We are looking forward to welcoming you to Tshwane!

Best wishes



**Dr Muavia Gallie**

**Chair: 11<sup>th</sup> International Conference – 2009 Organising Committee**

<b>EMASA 2009 ORGANISING COMMITTEE</b>
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## PROGRAMME SCHEDULE

<b>FRIDAY 7 AUGUST</b>	
14:00 – 1700	<b>Registration</b> – in front of the Lecture Halls (L6, L7 and L8)
17:00 –17:30	Tea/Coffee – in front of the Lecture Halls (L6, L7 and L8)
17:30 – 18:30	<p><b>Plenary</b> – L8  <i>Programme Director: Cyril Samuels</i>  <b>Singing of the National Anthem</b>  <b>Official Opening</b>  <b>Muavia Gallie:</b> President of EMASA                      Irma Eloff: Dean of the Faculty of Education, University of Pretoria                      Performance Soshanguve Philadelphia School Choir</p>
18:30 – 19:30	<p><b>Keynote Address</b>  <b>Zandile Kunene:</b> President of the Commonwealth Council for Educational Administration and Management (CCEAM); past president of EMASA; Executive Director of Matthew Goniwe School of Leadership and Governance (MGSLG)</p>
19:45	Dinner – in the Side Hall of the Cafeteria
<b>SATURDAY 8 AUGUST</b>	
08:00 – 09:00	<b>Registration</b> – in front of the Lecture Halls (L6, L7 and L8)
09:00 – 10:00	<p><b>Plenary</b> – L8  <i>Programme Director: Muavia Gallie</i>                      Keynote Address  <b>Brahm Fleisch:</b> Worked as a lecturer in the Department of Education at the University of the Witwatersrand, as a District Director in the Gauteng Department of Education. Was visiting scholar at the University of Toronto where he completed his book, <i>Managing Educational Change: the State and School Reform in South Africa</i>. Returned to the University as an Associate Professor undertaking research in the fields of school effectiveness/improvement and education law. In addition to numerous articles and book chapters, current publications include: <i>Primary Education in Crisis: Why South African Schoolchildren Underachieve in Reading and Mathematics</i> and forthcoming (co-authored) <i>The Constitution in the Classroom: Law and Education in South Africa, 1994-2008</i>. He initiated an NRF funding research programme exploring issues related to school access,</p>

	participation and attainment. Fleisch serves on the editorial board of the <i>Journal of Educational Change</i> and is a reviewer for national and international journals. Has teaching commitments at both undergraduate and post-graduate levels and supervises M Ed and Ph D students.		
10:00 – 10:30	Tea/coffee – in front of the Lecture Halls (L6, L7 and L8)		
10:30 – 12:00	<b>Break away session 1</b>		
	L6	L7	L8
12:00 – 13:00	<b>Plenary – L8</b> <i>Programme Director: Vitallis Chokoko</i> <b>Keynote Address</b> <b>Jonathan Jansen:</b> Honorary Professor of Education at the University of the Witwatersrand and Scholar-in-Residence at the Oprah Winfrey Leadership Academy for Girls in Johannesburg, South Africa, recent Fulbright Scholar to Stanford University (2007-2008), former Dean of Education at the University of Pretoria (2001-2007), Honorary Doctor of Education from the University of Edinburgh and recently appointed Rector and Vice-Chancellor of the University of the Free State		
13:00 – 14:00	Lunch - Cafeteria		
14:00 – 15:30	<b>Break away session 2</b>		
	L6	L7	L8
15:30 – 16:00	Tea/coffee – in front of the Lecture Halls (L6, L7 and L8)		
16:00 – 17:30	<b>Break away session 3</b>		
	L6	L7	L8
18:00 – 19:00	L8 <i>Programme Director: Anusha Naidu</i> <b>Video input</b> <b>Minister of Higher Education: Dr Blade Nzimande</b>		
19:00	Gala Dinner – Side Hall of the Cafeteria		

## SUNDAY 9 AUGUST

09:00 – 10:00	<b>Plenary – L8</b> <i>Programme Director: Alison Bengtson Mali</i> <b>Keynote Address</b> <b>Jenny Lewis:</b> Immediate past president and a Fellow of the Australian Council for Educational Leaders (ACEL), current Chief Executive Officer of		
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	ACEL
10:00 – 10:30	Tea/coffee – in front of the Lecture Halls (L6, L7 and L8)
10:30 – 11:00	<b>Performance Agape Cultural Group – L8</b>
11:00 – 12:00	<p><b>Plenary – L8</b>  <b>Keynote Address – Womens’ Day</b>  <b>Thandi Chaane:</b> Comes from a teaching family and was also into teaching. Signed up with the SA Council of Churches with a focus on transformation. Co-founder of READ (Read Education and Development), a literacy programme, and the first in the country to introduce libraries into schools throughout the country. Ex-Director of the Education Information Centre, pioneer of career guidance in schools.  First woman Director Deputy General of the Gauteng Government of Provincial Strategy before joining the Multi-Choice Foundation. Founded a business on her own and is now owner of Human Capital Engine, a transformation, diversity management, human capital training inclined company. Also owner of Siyakha Consulting, a company focussing on transformation.  Currently helping woman from rural areas break into the property and farming industries, by being their “voice”.  Involved with Primovie, running a Diversity Management programme with Ster-Kinekor Pictures. Non-Executive Director on the Primovie Board and Chairperson of the Transformation Committee. Chairperson of Ster Kinekor Transformation Committee aiming to create opportunities in the company to promote black economic empowerment through transfer of skills and outsourcing of opportunities to previously disadvantaged groups. Serves on several boards <i>ia</i> Shareholder and Director of Juta and Company, Chief Executive Office of Tsarona Women Investment, Chief Executive of EVA Solutions and Director of AOC Geometrics.</p>
12:00 – 13:00	<b>EMASA General Meeting – L8</b>
13:00 – 14:00	Lunch - Cafeteria
	Departure

## Abstracts

### **Effective Management and Leadership Ensure Excellent Performance and Success an Education**

**Rehabeam K Auala**

University of Namibia, Namibia

rauala@mweb.com.na

Effective educational management and leadership in education with a vision in pluralistic societies is a subject of great interest and concern in the world today. This paper offers a critical analysis of issues in effective management and leadership in exploring new ideas to ensure excellent performance and success in education. Effective leadership with a vision in democratic societies is a prerequisite for quality education and success in any country in the world. The purpose of schooling is to make learners responsible and capable citizens of the world who are innovative in bringing about change and reform. In pluralistic societies, effective leaders and teacher educators play a major role in bringing up democratic citizens and future leaders. The modern educational management and leadership with a vision in education should ensure excellent performance aimed at improvement of instruction and learning through empowerment, action research and participation of stakeholders, i.e. Ministry of Education, other relevant Ministries, National Council for Higher Education, Advisory Council on Education, Advisory Council on Teacher Education and Training, curriculum specialists, principals, lecturers, experts in educational management and ICT, teachers, Student Representative Council, learners, parents, institutions of higher learning, private sector, industry, non-governmental organizations, unions, school boards, school committees and the community, etc. There is a need for paradigm shift in educational management and leadership training in modern times. Effective leaders of the 21<sup>st</sup> century should have entrepreneurial skills and be able to manage change effectively. Use everyone's strengths to reach the common goals and objectives. Effective managers and educational leaders with a vision should be pro-active rather than re-active to educational change and reform. Education and Training Sector Improvement Programme (ETSIP) should be strengthened to realize the goals of Vision 2030. In order to remain sharp all the time, continuous professional development is a must.

## **Some Timely/Overdue Questions on Education Management Development in South Africa**

**Johan Beckmann**

University of Pretoria, South Africa  
johan.beckmann@up.ac.za

There can be little doubt that when the new democratic order in South Africa began in 1994 the greatest educational challenges were the inequality in the provision of, and access to education and the unsatisfactory quality of the education to which the majority of the people had access. The Report of the Task Team on Education Management Development in Education (Department of Education 1996) confirms that a commitment to address these two key priorities namely achieving equitable access to education and improving the quality of provision has been a hallmark of the government's approach to education and training. Despite various initiatives to address the challenges including laws, policies, restructuring of the system, the removal of discrimination and a new curricular approach (Outcomes-based Education (OBE) these two problems persist doggedly.

Van der Berg (2005) did research on the enduring legacy of apartheid and maintains that the shifts in school level resources to formerly disadvantaged schools since 1994 still leave mainly black schools still performing much worse than white schools. Reddy (2006) and Reddy and Van der Berg (2006), after analysing schools matric mathematics results over time, confirm that the "performance gaps between schools, measured by ex-racial department, has not narrowed".

Van der Berg (2005) further maintains that, on their own, further educational resource shifts may have no more than a limited effect in improving educational outcomes. Greater resource inputs alone cannot improve this situation much unless accompanied by a fundamental reorganisation in how schools function.

In this paper I depart from the point of view that sound educational leadership at school and other levels in the system should be part of the fundamental reorganisation to which Van der Berg refers. I will examine the challenges identified by the task Team on Education management Development (1996) and their recommendations. I will then trace developments in this regard and will conclude by offering recommendations aimed at ensuring that every school and the system as a whole has leadership that can help bring about the transformation that is obviously needed to deliver quality education and to close the current performance gaps.

## **The National ACE: School Leadership Qualification: Does it Produce More Effective Principals?**

**Tony Bush**

University of Warwick, UK and University of the Witwatersrand, Johannesburg, South Africa  
tony.bush@ntlworld.com

The National Department of Education in South Africa is piloting a national qualification for principals, the ACE: School Leadership. Depending on the outcome of the pilot, the ACE may become a mandatory qualification for new principals. The pilot, which is being delivered by universities, involves two cohorts of principals and aspiring principals in six provinces.

The National Department has commissioned research on the experience of the first pilot cohort, funded by the Zenex Foundation. The research has three phases:

- A *baseline* phase to establish the pre-programme needs, expectations and prior knowledge of participants and providers.
- A *mid-term* evaluation to examine the delivery of the programme and the experience of participants.
- An *impact* phase to assess the effects of the programme on participants and their schools.

The research is comprehensive and includes 100% sample surveys of participants, case studies of candidates and their schools, interviews with providers, and observation of teaching, mentoring, networks and in-school assessment.

In this paper, the research director will report on the findings of the research and discuss the impact of the ACE on the attitudes and leadership practice of principals and other school leaders.

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### **Informal Learning at Science Centres**

**P S Chetty**

University of Johannesburg, South Africa  
poovanc@polka.co.za

Science centres are a new and an innovative way of teaching science informally. Science centres in foreign countries are commonly known as Science museums. Presently we have six science centres in operation in South Africa. Science centres are built along similar guidelines of their foreign partners. The concept of science centres have been in South Africa for the last five years.

Visitation to the Science centre with the use of stimuli will enable visitors to build on their existing knowledge and construct new knowledge. Visitation is free and open to all in the public. The science centre is to capture the attention of their visitors with their exhibits. The

exhibits are “hands on” and employ different designs and colours to capture the attention of the learners.

Learning in the science centre adopts a very informal method of teaching as compared to the formal education system. Learners and visitors are to interact with another and share their experiences. Learning occurs by personal, social interaction and the physical settings.

The personal context looks at learning that occurs through motivation and expectations, prior knowledge, interest, beliefs and their choice of exhibits. The personal also engages the learner to stimulate their understanding and most important the learner is to take responsibility for their own learning. Social interaction occurs when visitors engage in interaction with another and learn from one another. The physical refers to the environment and the exhibit design to stimulate the mind of the visitor.

Science centres are to exhibit ideas and concepts rather than objects. Exhibits are for the visitors to explore and handle them and to enjoy the experience of the centre. To ensure the visit is productive and beneficial to the learners, the educator needs to have pre-visit lessons. This would allow for the learners to familiarise themselves to the settings and to know what is expected of them on their visit. Post-visit activities will reiterate the purpose of the visit. The Wilcoxon T-test was administered to confirm that visits to the science centres are beneficial to the learners. This was validated by a Pre, Post Test activities and interviews. Analysis of the data confirms that a previsit, post visit and the interview have shown positive feedback.

Informal learning has a great future to play in the learning of science at schools. South Africa needs to reach out to the country and open the minds of the public to show them the benefits of the centre and how it would help the public and their choice of their careers.

To improve the visit to the science centre the following recommendations and guidelines are recommended for the educator and the learner:

- a) Pre-visit activities
- b) Activities during the visit
- c) Post-visit activities

These recommendations are needed to be worked hand in hand with the science centre to develop better learning skills for their learners and to ensure their visit is fruitful, meaningful and enjoyable.

### **Reason why it should be shared**

Informal learning of Science is a new concept in South Africa. Presently we have a lot of learners attending private schools, ordinary schools, schools in the townships and a limited amount exposed to Home schooling. A very few schools have all the necessary facilities and equipment to conduct practical's to ensure that their learners have exposure and hands on experience to scientific demonstrations.

Informal Learning at Science Centres is a new concept. This is the future of learning Science outside the context of a Formal Classroom and laboratory. It allows the learner/s to engage and interact with practical setups at Science Centres to deduce their own deductions and create a link with their theoretical understandings of concepts. It allows for visitation with their family and friends and this creates an ongoing learning channel of information from toddler→Teenager→Adult.

This is the future of Learning Science for all in South Africa.

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**Talking about Leadership Development in Education: Learnings from Selected Presentations at the British Educational Leadership, Management and Administration Society (BELMAS) 2009 Conference**

**Vitallis Chikoko**

University of KwaZulu-Natal, South Africa  
Chikokov@ukzn.ac.za

The notion of leadership development is currently given prominence because it is believed that good leaders make a difference in their institutions. It is believed that sound school leadership is crucial to school effectiveness. Leadership development programmes seek to create more effective leaders. But what leadership development matters are researchers focusing on? What implications can we draw from these researches regarding leadership development in the developing world? This paper reflects on selected papers presented at one conference recently. Firstly the paper examines the notion of leadership succession. Secondly it turns to the preparation of novice principals. Thirdly it briefly discusses some approaches to leadership development. Fourthly the paper examines stages of development of schools and the nature of leadership development appropriate in each case. The paper argues that the notion of leadership development is multi-faceted and complex. It concludes that the developing world is lagging behind in terms of leadership development in education.

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**Do Gauteng Principals Use Data/Evidence to Inform their Strategies of Intervention and Improvement within their School Improvement Plans?**

**Melanie Cooke**

Matthew Goniwe School of Leadership and Governance (MGSLG), South Africa  
armel@live.co.za

This paper is an attempt to address deep questions that require looking carefully into the present approaches of how school leaders use data/evidence and information to make informed decisions for school improvement planning.

For school improvement initiatives the gathering of data and subsequent processing and analysis of data into meaningful information are part and parcel of any school improvement

planning. Data interpretation and analysis gives simple and clear statements for school improvement.

Knowledge data provides specific identifiable stages, namely

1. a systematic investigation, obtaining and recording all relevant data so that a detailed school-wide
2. improvement picture can emerge,
3. analysing and interpreting all the facts recorded,
4. investigate and formalise achievement targets during problems solving discussions,
5. designing alternatives for school improvement, and
6. implement plans and reviewing plans throughout the year.

Detailed fact finding, data generation, identification and collection are essential during the investigation stage. Different techniques could be used; interviewing; questionnaires; observation; record inspection of statistics; SWOT analysis; force field analysis; nominal group techniques, etc. It is important that all data/facts must be sectionalised into areas of investigation during the fact finding stage. And the school must have policies, procedures, and systems in place for the generation, collection, storage and retrieval of data. For efficiency, data can be processed by conventional methods (manually) or mechanised (computerised).

The analysis stage of data is an important separate stage between investigations and the design of a school improvement plan. During this process, the data must be organised, summarised and formatted in order to assist the analysis stage. In formalising achievement targets for AYP (adequately yearly progress) it is important to keep the focus during staff meetings using appropriate principles and method in examining, analysing and interpreting data. Determining meaning is fundamental to inform and build support for decision making on targets and action plans for implementation of school improvement plans. During this stage it is important that creative abilities are used in producing feasible alternatives which is formulated into an action plan.

The implementation stage will involve the coordination and control of the school improvement plan to ensure the agreed design becomes operational. School improvement plans must be reviewed to ensure that the plans have been adopted as prescribed in the school improvement plan. The results or outcomes will be used as feedback for future planning.

The framework for any school improvement development and planning should be based on the following principles, namely (i) accurate and reliable data from clearly defined data blocks, and (ii) evaluation of school functionality as the first step in a process of school improvement.

In order to understand the use of data for informed decision making by school leaders the following questions will guide this paper:

1. Do school leaders **collect data** for detailed fact finding on; class and school;

2. Attendance; grades; test scores; and other data including portfolios, surveys, and interviews to make decisions on how to improve teaching and learning?
3. Do school leaders **organize and analyse data** for information to reason or make informed decisions for school improvement?
4. Are we **using the best and most effective available research and literature** on school improvement to inform policies, tools and practices in South Africa?

The paper will attempt to explore to what extent are school leaders' awareness heightened on the importance of information and communication systems. The paper will further attempt to reflect on whether school leaders are able to identifying the functionality levels of their schools by using data and information so as to be able to plan for and calculate their adequately yearly progress based on the functionality level of the school.

The paper will further argue that by using data for informed decision making and analysing the functionality level of schools will assist school leader and district officials to overcoming the often 'one-size-fits-all' approach to school improvement planning and problem solving and by rather making informed decisions that will assist individual schools with their unique challenges.

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## **Educational Leadership Management and Administration, Are We Failing Education?**

**Dorcas Dengu**

National University of Science and Technology, Zimbabwe  
ddengu1956@yahoo.co.uk, dorcasdengu@hotmail.com

### Introduction and Background to the paper

A former principal of Joshua Mqabuko Nkomo Polytechnic in Gwanda Zimbabwe once said "While I am still in change, I want to bring this college through a transition of development where this polytechnic system must take off, I don't want just to do the maintenance, I want to be able to leave a foot print when I go" (M Dube 2003)

The principal of Joshua Mqabuko Nkomo Polytechnic was expressing his sentiments concerning the completion of a new comprehensive polytechnic college in Gwanda. As college principal, he was a leader who exhibited element of being enterprising, adventurous and fearless. This is characteristic of entrepreneurship leaders (Viney 1999)

An interview with this principal revealed that he didn't think having many higher degree qualifications guaranteed innovativeness and originality. He aligned himself with Bill Gates, the computer hacker who quit Haward University because university bored and he adventured into the computer business.

In our changing political and economic environments we also need transformational leadership or entrepreneurial leadership who will lead the type of education that matches the changing environment.

We need leaders who think, leaders who are creative, upright entrepreneurial and brainy. The principal mentioned earlier had a passion for leadership. Some of the leadership qualities exhibited included, ability to set a vision for transforming a teacher's college into a polytechnic, communication effectively with stakeholders in the transition period, setting a personal example which is beyond reproach (importance of integrity). He was able to release people's potential by encouraging people to be their best (Maslow's self actualization need) many lectures where exposed to various leadership training which led them to adopt an entrepreneurial way of life. The change from teachers college to polytechnic bruised some intellectuals. The emergence of a technical section meant, there was need for broader mindedness for the leader who had been leading teachers college. The transformation of a teacher's college into a polytechnic was part of the recommendation of the Nziramasanga Commission (1998) there ought to be a technical or vocational institution in every province or district. In 2090 the state president advocated for vocational training institutions to promote job creation and improved creation of wealth through small scale and later, later scale, projects. All these developments aimed at making education leadership in nation building. The Technical Vocational Education and Training (TVET) Programme in Zimbabwe is responsible for the emergence of a variety of technical institutions in Zimbabwe, which required a new type of leadership which was focused to change. Ability to effectively implemented national instituted programmes requires leaders who understand the politics of education in a given environment.

#### What leaders in Education need to do

From the Gwanda example it is clear we need in our education system a transformational leadership to move with the times, politically and economically.

The Moses type of leadership is ideal from the Bible we learn that Moses had to lead a tribe or a group of people and he had to learn to delegate ( division of labour) to be successful in his leadership. He accepted guidance in his leadership and educational leaders need to be open to criticism and accept it. From Moses we also learn a very successful succession plan, where Moses mentioned Joshua to take over after him. As a leader he had authority and concern for the people he led. Educational leaders need to have concern for the students' future and the relevance of the curriculum. The transformational leader needs to be aware of topic issues such as HIV and AIDS education and to have these integrated in the education system.

#### Leadership Education and Politics

Education and Politics are inseparable therefore we need leadership in education which relates to the needs of the state. An example can be given of Bill Clinton former president of the USA who made it a policy that in every class each student was to have a computer. This has a bearing on the leadership in education that they had to have concern for computers and being computer literate as leaders.

The Nziramasanga Commission Report in Zimbabwe represents political effort to lead in education transformation; the recommendations in the 400 plus page report were to affect pre-school, primary, secondary and tertiary education. Improvements emanating from the

implementation of the report would enhance an effective education system. The symbiotic relationship of education and politics is not always smooth sometimes it is cooperative and other times competitive. Education policies which must be implemented by education leaders ought to be clear. Clarity helps to avoid failure in policy implementation. In implementing education policy there is need for leaders to have adequate human and material resources for effective delivery. There is need for an effective communication system established among the educational leadership so that they continuously focus on the vision of the educational institution.

In Zimbabwe education policies implemented soon after Independence in the 1980s were, Education with Production, Better Schools Programme, Zimfep, Zintec etc. some of these programmes failed because leadership failed to improve the leadership to keep the programmes going.

According to Chisi and Singo (1995) some reasons for failure of educational policy at implementation include, absence of clear objectives, lack of operational guidelines, poor timing, lack of feed back and lack of trained personnel. These things require brainy leadership with foresight.

Leaders need to be accountable if education must not fail. Being accountable means being responsible for education (for learning of students ensuring their time is not wasted by teacher's strikes). Teacher's strikes have led to apathy in teaching as a profession. Supervisors of the teachers are also a pathetic. When there is brain drain of teachers, there is need to have motivational leadership to persuade teachers to stay. The brain drain of leaders also leaves a vacuum behind.

Currently we need leaders in education who will transmit the culture of reconciliation and forgiveness for national healing Education has a role in all this.

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## **Re-Inventing the Nigerian Universities' Dream and the Challenge of Leadership**

**V O Ebuara, L A Udida, W Ekpiken and U U Bassey**

University of Calabar, Nigeria

Obulevictor61@yahoo.com, luluudida@yahoo.com and idohusang59@yahoo.com

The paper examined the issues of re-inventing the Nigerian Universities dream of contributing to the development of the nation through offering services in the areas of teaching, research, capacity building and community service. It is very disheartening to observe that Nigerian Universities over the years have lacked behind in the performance of this formidable task due to the nature and dynamics of leadership as well as the political and economic environment of these institutions. To properly prefer solutions to this problem, there is need to articulate the relationship between the mission of the Universities, its leadership question as well as the specific needs of university's political, social, economic and cultural environment, and the characteristics of a rapidly changing world of works.

## **Primary Education in Crisis**

**Brahm Fleisch**

University of the Witwatersrand, South Africa  
Brahm.Fleisch@wits.ac.za

There is a very distinct, if all too familiar pattern of academic performance in South Africa's primary schools. This is represented on a statistical graph as a bimodal distribution of achievement. Clustered around the first mode or high point are the majority (between 70-80%) of South African primary schoolchildren, overwhelmingly from disadvantaged schools, who are completing primary schooling without being able to read fluently in their school's instructional language. In mathematics, these schoolchildren are acquiring only a very rudimentary knowledge and understanding of mathematics, and have limited proficiency even in basic arithmetic. Clustered around a second mode is a higher achieving group. These children are predominantly from black and white middle-class families and attended relatively well resourced schools. In terms of academic achievement, these children become proficient readers and competent mathematics users by the end of their primary school years.

In this keynote, I explore the reasons for the brute inequity in primary school achievement. Reading and mathematics achievement is constrained by health, nutrition and welfare. Reading and mathematics achievement is conditioned by the degree of alignment between children's language repertoire and the language of schooling. Reading and mathematics achievement is influenced by families' literacy practices. Reading and mathematics achievement is only possible with wide distribution and accessibility of books and other reading material, in and out of schools. But above all else, reading and mathematics achievement is determined by what teachers and learners do in school classrooms. And how well schoolchildren are taught to read and do mathematics is itself determined by a number of factors. It depends on teachers' views of their learners' capabilities, and teachers understanding of what the official curriculum requires of them. It depends on teachers own knowledge and expertise both generally and of the teaching of reading and mathematics. It is also about the amount of time available for learning and the use of that time, and about consistent and appropriate instruction.

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### **The Different Conceptual and Contextual Interpretation and Understanding of the Notion of 'Complex Demographics' in High Functioning and Dysfunctional Schools - Learnings from a School Principal (Headteacher) in South Africa**

**Muavia Gallie**

University of Pretoria, South Africa  
muavia.gallie@up.ac.za

This paper will explore the different interpretation and understanding of a principal from a high functioning South African school (from Gauteng Province) of what are defined as 'simple' and 'complex' demographics (complex ecologies) in an organisation. The Ministerial

Committee report from Christie (2008, p. 123-134) identified ten complex ecologies prevalent within 'schools that work', which often lead to dysfunctional schools.

These ecologies are

1. teacher supply and deployment,
2. teacher quality,
3. teacher development,
4. image of the teachers,
5. resources,
6. social capital,
7. orphans and vulnerable children,
8. discipline and authority,
9. learner pathways, and
10. networking.

In identifying a purposive rather than a representative sample (Gubrium and Holstein 2003, p.84) of schools, sample schools had to have three characteristics, namely

1. a majority learner population coming from poverty stricken, and disadvantaged communities, and therefore obviously be majority black learners,
2. having an admission policy that is not selective in nature (not choosing only the high performing learners from feeder primary schools) and
3. (be a high functioning school based on their successful learner achievement rate at Matric level (grade twelve).

Given the historical legacy of Apartheid, that ended some fifteen years ago, and the legislative design of financial inequality between white and black schools, the study focuses on how these principals deal with and/or overcome these ecologies that are argued to be the cause for dysfunctional schools. The schools identified are part of only 20% of high functioning schools within the education system in the country.

We discuss the different types of the schools within South Africa, namely dysfunctional, low functioning and high functioning (Gallie 2006), and give a brief history of the four schools within the sample. In particular, we reflect on how the principal from the high functioning school interpret and understand the complex 'realities' of her situation, and how she design and redesign her situations to respond to the social and cognitive demands and challenges of her learners, as indicated in the Ministerial Committee report on Schools that work (Christie 2008). The understanding and interpretation of the principal of her complex ecologies are probed through interviews by focusing specifically on the School Readiness Components of Gallie (2008) necessary to deliver quality teaching and learning in her school, rather than the specific complex ecologies of Christie (2008). Furthermore, given the positions expressed by the principal in ensuring that "we (the principals) make them (children) great" (Gallie 2009), we reflect on her personal and individual knowledge based, her capacities and disposition (attitudes and values) that enhance her ability to respond to the challenging contextual conditions.

Finally, we reflect on the career life stages on the principal, and her networking capability to duplicate, extend and distribute her knowledge and learning to benefit a wider group of learners beyond her own schools. We conclude that this principal is overcoming these complex ecologies by focusing her attention on teaching and learning, hard work by all, and through inspirational leadership turning most of the 'complex ecologies' into 'simple ecologies'.

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## **Improving School Leadership Potential: Understanding the Emotional Extremes in Teacher–Principal Relations**

**Jeremy C Koeberg**

Cape Town University of Technology, South Africa  
koebergj@cput.ac.za

Improving schools is seen as the task of the school leader; invariably this observation is interpreted as the principal improving the manner in which leadership is provided to the rest of the school community. The maxim 'good schools have good leaders' thus finds resonance with many who hold this viewpoint. It also becomes the driving force behind pressures (both internal and external) placed on principals to improve schooling conditions conducive to improved schooling outcomes. The primary focus of this paper relates to the internal pressure as defined in the quagmire of teacher's relations with their principals.

Grounded in the complexity of the tension-laden educational reform era, this paper explores the volatile nature of teacher –principal relations as revealed during a study of teacher perceptions of the implementation of an accountability-driven reform policy. The key purpose of this paper is to uncover the source of and factors contributing to the extremes (largely negative) in relations portrayed by teachers of their principals. The extremes of emotion described in participant teachers' narratives about their relationships with their principals were a distinctive feature of all their stories. The consistent manner in which teachers' reported clear patterns of closeness or distance in their relations with the same individual over a relatively short period of time motivated further inquiry into this phenomenon.

Adapting 'emotional geographies framework', the author analyses the narratives of seven teachers' accounts of their relations with their principals. Using informal or unstructured interviews to capture the teacher narratives, the study attempts to make sense of how these extremes in emotion impact the practices, identities and general sense of professionalism. The qualitative data (the teacher narratives) is thematically described and analysed in terms of the emotional geographies framework. Initial findings reveal that where principals exhibit strong support for the teachers' individual aspirations, feelings of closeness are engendered and any sense of principals undermining teacher aspiration invoke distance in their relationships. Teachers' view their principals as key role-players in improving school leadership and schooling outcomes as well as assisting teachers to shape their identities, improve their practices and professionalism.

## **Does classroom management play a role in student progress?**

**CJ Louw**

Tshwane University of Technology, South Africa  
louwcj@tut.ac.za

The success rate and throughput rate of a student is not only important financially, but also psychologically. The progress of students has been researched extensively and many factors are listed in literature as contributing to either success and/or failure. In this study 15 subjects within a specific faculty of a university of technology were observed. Ten subjects could be termed as "poor performing" and 5 as "good performing" subjects through random stratified sampling. Questionnaires and interviews were used to collect data from 1 415 students and 23 lecturers. The research question was: How does the quality of teaching and learning, existing support systems and infrastructure impact on the student pass rate in specific subjects? One specific aim was to compare the subjects within the two strata.

Classroom management was one of the aspects that came strongly to the fore. Classroom management as seen by the respondents includes *inter alia*: monitoring of attendance; regular contact; shorter periods; clear communication; general administration; planned actions; suitable venues; feedback response rate; access to consultation; personal style of the lecturer and mode of delivery. The data from this study seem to indicate that certain aspects of classroom management have an impact on student progress. Recommendations and directions for further study would also be made in an attempt not to fail the education system.

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## **The Challenges Faced by Female Primary School Heads: The Zimbabwean Experience**

**Alfred Henry Makura**

University of Fort Hare, South Africa  
amakura@ufh.ac.za, alfrednyandoro@yahoo.com

The United Nations, a body to which all African Union States are signatories, recognises, in its Universal Declaration of Human rights, the right for every person to partake in the governance of one's country. The constitution of Zimbabwe also recognises the role of women in the form of provisions that guarantee protection from any form of discrimination. Regrettably, the participation of women, particularly in the socio-economic life of African Union member states of which Zimbabwe is a member, has been below par. There appears to be subtle and systematic politics of exclusion and near monopolistic power relations especially in educational administration and leadership that has exacerbated women's marginalisation in Zimbabwe and Africa at large. This has slowed and distorted African development hence the need of an education agenda that honestly incorporates women particularly in education leadership. Education is the panacea for African development.

Apart from struggling to enter the school administration realm, women face unique challenges in surviving in that realm. The hope to achieve the goal of equality in power and decision-making has remained elusive for many women. It is against this backdrop and that of affirmative action of females, that research appears to show that female primary school heads still face obstacles before entering and operating in school administration. The feminist philosophy, a tool of analysis in this paper, opposes the notion that women are submissive and dependent on males. Using Zimbabwe as a case study and epitome of African education development, the paper argues against perceiving girls and women, as victims of cultural sex stereotyping in schools and formal organisations but as an untapped resource desperately needed by the continent.

This study therefore investigated the obstacles or challenges confronting the female primary school administrators in Zimbabwe using a mixed methodology. The sample consisted of about 160 conveniently selected teachers and female primary school heads. Their perceptions, enlisted through interviews and questionnaires, sought to establish and explain heads' challenges in overall school administration and management in the Republic of Zimbabwe. Results showed that institutional factors, colonialism, culture and women's low self esteem worked against their entry and advancement into leadership positions. Teachers' negative attitudes and an unsupportive school environment particularly, adversely affected female heads' effectiveness in overall school administration. The study advocates for the emancipation of women through dismantling the pillars of patriarchy: gender differences, the glorification of patriarchy and subjugation. It proposes gender sameness if we are not to fail education in the 21<sup>st</sup> century. The study implores governments to continue appointing more women to school leadership positions despite the identified challenges. Further results are discussed and implications for educational practice, management and administration highlighted.

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## **Performance Appraisals in Education and the Role School Heads/Principals Play in Motivating Teachers to Perform Better**

**Michael Kainose Mhlolo**

University of the Witwatersrand, Johannesburg  
mikemhlolo@yahoo.com and Michael.Mhlolo@wits.ac.za

Performance based pay for teachers has a long history dating back to 1710 but how to remedy the problem of dysfunctional schools remains a vexed question. One of the most fundamental goals of performance-based rewards was to increase student performance through teacher motivation. While research has argued for a host of factors that have resulted in teacher evaluation systems being superficial, capricious and often failing to address the quality of instruction, there is one reason why performance pay has failed to catch on in public education, which is rarely mentioned. Rewarding teachers on the basis of their performance requires assessment of teachers' performance by credible raters - something the vast majority of public schools don't have. The task of building a better evaluation system, one that is effective, fair to teachers and defensible, is as difficult as it is important.

Due to various pressures, school principals have been reported to play fudging games while at the same time trying to protect their own interests when implementing performance based pay schemes. While it is difficult to ensure principals remain objective in their evaluation it is important to note that for as long as teachers have negative perceptions of the principal's role in a performance based pay system, their motivation remains low and learning is compromised.

In 1991, the Zimbabwe Ministry of Primary and Secondary Education introduced an Accelerated Salary Advancement Scheme, which in essence is a performance based pay scheme. Since its inception, a number of teachers all over the country voiced their concerns about the credibility of the scheme. In view of the critical evaluative role that school heads/principals play in such schemes there was a need to understand teacher perceptions of this role.

The study, from which this paper is drawn, focused on a much broader array of issues to do with performance management of which performance based pay is only a part thereof. Within that broader context of performance management the specific research question that this paper addresses is; "Given the key role played by the school heads/principals and the challenges, biases and tensions that arise from making judgments; how objective and fair were they; as key implementers of the performance appraisal system in the schools?" This paper argues that this objectivity and fairness is best seen through teachers' perceptions of school heads' credibility, for it can be argued also that the process of motivation takes place within the framework of employee perception of the situation. The principals' credibility is going to be discussed in terms of (a) how much training they received, (b) how they awarded scores, (c) how they conveyed feedback to teachers and (d) how they kept record of teacher performances.

A total of 121 educators in this study were purposively sampled from 11 schools both Primary and Secondary in Gwanda district. This study was guided by the Stacy Adams' Equity Theory, which states that employees tend to judge fairness by comparing their relevant inputs into an organization, to the outcomes they receive. The findings seem to indicate that while there was a critical need for remunerative justice for teachers in the schools, most teachers had negative perceptions of school heads/principals whom they perceived as playing fudging games. Although this rendered the system unfair, de-motivating and non-attractive to them, the teachers still felt there was need to improve and not discard the system.

**Keywords:**

Educational management, performance appraisals, teacher motivation, fairness in judging, Zimbabwe Education System

## **We Don't Want to Fail our Leaders: So Let's do Teamwork Training the Experiential Way!**

**Rita Niemann and Susette Brynard**

University of the Free State  
niemannr.hum@ufs.ac.za

From a critical relational perspective this paper focuses on teamwork training through experiential learning as a means whereby meaning of the phenomenon is constituted through the relationship between the individual (the principal) and the phenomenon (the optimisation of team work in the school). How something is experienced and viewed should particularly be explored in terms of the relation between an individual's prior experience, his/her perceptions of the particular situation and the impact it has on the situation - in this case the school.

Team work is one of the best examples of contemporary organizational functioning, embedded in the theories of Vygotsky's (1978) on the social construction of knowledge towards the encouragement of increased dialogue among participants (team members). If training institutions are committed to internalize effective practices among leaders, they may not negate the value of experience in training. In this regard it was particularly David Kolb's work that has been influential in the fields of learning development and education by referring to experiential learning as "the foundations of lifelong processes" (Kolb 1984:3). Through exposing a group of school principals to experiential learning experiences, the inculcation of effective teamwork practices, that could in turn be applied in their school yielded valuable evidence of both their learning experiences of and their insights into collaborative efforts.

After the exercise the principals could reflect on the teams' strategies, the effectiveness thereof, the individual members' roles as well as possible barriers that had to be accounted for. Positive outcomes like those that emerged from this training experience, compel trainers to ask whether they are truly contributing to the empowerment process or whether they might be failing the leaders in need of training. (278 words)

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### **Are We Honest about Improving Performance at Secondary Schools?**

**Moss Nkonyane**

Gauteng Department of Education, South Africa  
Moss.Nkonyane@gauteng.gov.za

The purpose of this paper is to stimulate critical thinking and a debate on performance improvement at secondary schools. We all complain that something is wrong about our system of education. The paper is not a scientific treatise that is aimed at producing scientific theorems. It represents the experience and the assumptions of the author. The author is enmeshed in the educational change process and can therefore not claim to be neutral. A

brief literature review was undertaken to analyse what is known about educational change in South Africa and globally in order to give context to the discussion.

The significance of the paper is to assist policy developers and implementers to think critically whenever they deal with change programmes. When an education system fails to produce the required results, we all have someone to blame. The main target is the school principal. The teachers have their fair share of the blame. Our views of the situation are subjective. We seldom blame ourselves for the lack of contribution to transform the system.

The paper looks briefly at the pre-1994 period and the theme of criticism leveled against the system. The criticism revolved around the purposes of the apartheid system which were clearly identified. The subjugation of the Africans and the blacks was the main purpose. Any attempt to develop and implement a change programme had to take into consideration the impact of the apartheid system and its effects on the education system. The question is whether current attempts at performance improvement should still use apartheid as an excuse or not.

The post-apartheid era has seen a blizzard of change programmes which purport to improve performance at secondary schools. The question is whether those change programmes make any significant impact or not. The observation is that the majority of the change programmes centre around Grade 12 results.

Several challenges that impede a common understanding of the process have been identified. The major ones are conceptual in nature. Concepts such as quality and restructuring are often interpreted differently by both policy developers and implementers. Restructuring, for example, is understood to mean devolution of authority to the lower levels in the schooling system. The challenge is whether South African teachers are ready to be referred to as professionals as it is suggested by the proponents of the devolution theory.

The paper concludes by making recommendations which acknowledge that the apartheid system can be noted as part of our history, but that would not justify blaming all the ills of poor performance on apartheid. All relevant stakeholders in the schooling system have a role to play in the transformation of their schools. The district plays a leading role by ensuring that schools select qualified personnel, but it remains the responsibility of school-based stakeholders to accept the challenge without evading it.

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## **Revisiting Jürgen Habermas's Notion of Communicative Action and its Relevance for South African School Governance: Can it Succeed?**

**Mabovula Nonceba Nolundi**

Walter Sisulu University  
nmabovula@yahoo.co.uk

This paper applies as its theoretical framework the Habermasian principle of 'Communicative Action' and 'Consensus' through deliberation and reasoning. In particular, I focus on 'rational'

and 'argumentative' communication through which School Governance stakeholders could advance arguments and counterarguments. In this paper I explore perceptions of educators concerning the role of learners, their experience and their democratic participation in school governance. I collected data using focus group discussions with educators in five selected schools in the Eastern Cape Province of South Africa. Data was analysed using natural meaning units which represented specific thoughts, feelings or perceptions as expressed by the participants. Results showed that educators are not very eager to accept learners as participants in the structure of school governance. Finally, the paper suggests that through the Habermasian notion of 'Communicative Action' SGB stakeholders will be free to exchange ideas, including not just voicing opinions, but listening, because through the act of engaging and listening (Communicative Action) participants can be persuaded and their thinking could be transformed.

**Keywords:** Communicative Action, School governance, Representative Council of Learners, School governance framework, South African Schools Act, Department of Education.

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## **The Pre-Knowledge Needed by Principals in order to Benefit from the ACE – School Leadership Programme Module on 'Managing Teaching and Learning'**

**Henry J Petersen**

Matthew Goniwe School of Leadership and Governance (MGSLG), South Africa  
pethenry@mweb.co.za

This paper will assess and describe the prior knowledge of principals on the Matthew Goniwe School of Leadership and Governance's Advance Certificate in Education programme, focusing particular on the module – Managing teaching and learning. Assuming that the core purpose of education is learning, the paper reflects on the four processes prior to the process of managing teaching and learning by the principal, namely:

1. What is learning? How does it take place? When? Why? And By Whom?;
2. What is the role of learners within the learning process?
3. What is the role of teachers in facilitating learning?
4. What is the role of the Head of Department in supporting and developing teachers to facilitate learning?

Only then, we believe that the principal will be in a position to understand and perform his/her role in 'managing teaching and learning' by supporting and assisting all the other four processes before. The core question this paper is investigating is: **What is the pre-knowledge needed by principals in order to get maximum benefits from the module dealing with their responsibility of managing teaching and learning?**

### **Overview**

If we think of schooling anywhere in the world and the inevitable image that jumps to the mind, is a classroom full of children and a teacher interacting with them, in order for the

learners to gain optimum value from the interaction. This is a universal perception - Or is it a misperception?

Let us stop and think about this interaction: There is someone "teaching" and there are young people "learning", or so we generally believe. Another universal perception is that once there is "teaching" then automatically there is "learning". Is this necessarily so? This perception needs to be questioned. Due to this misperception, we often find very bad teaching and poor or no learning-taking place in a big number of schools. What needs to be questioned is whether teachers understand what goes into learning, even though they might believe that their teaching lead or result into learning. As far as the module on management of teaching and learning goes, the question that could be asked is: Do managers of teachers understand what the process entails and what they are suppose to manage (the processes) that will lead to good teaching and good learning? One aspect therefore of managing teaching and learning we have to problematise of necessity is whether teachers understand what learning is, and how it takes place/happens. It becomes obvious that this question has to be thoroughly researched, so that when teachers teach, they have a reasonable assurance due to their informed choice of their facilitation strategies that learners are learning.

What is equally important is whether the managers of teachers know what good teaching is (their ability to distinguish between good, average and bad teaching) and whether it leads to optimal learning.

Our society has given the responsibility of preparing teachers to teach to universities and universities of technology. There are numerous books written on teaching methodologies, styles and approaches. The various Departments of Education have programmes to guide teachers on to how to plan and prepare teachers for teaching. They also provide the learning materials and even very broad guidelines on what is to be taught. It is not the intention of this paper to examine teaching or teaching methodologies or approaches, but to concentrate on learning as the intention (the natural product) of teaching. Universities also do provide teacher students with all kinds of theories on learning, from Socrates through to Piaget, Bruner, Vygotsky to the most modern theorists on learning for the 21st century. However, in the classroom where the 'real' teacher meets with the 'real' learner, does the teacher know exactly how to apply those theories of learning for the optimal benefit of the learner?

The methodology that will be following within this study is based on a qualitative approach through a questionnaire that principals participating in the ACE School Leadership programme will conclude. The questionnaire will focus on the four areas indicated as what we call the pre-knowledge necessary before 'managing of teaching and learning' can take place.

We will conclude with a few recommendations that will focus on both the way service providers of the ACE School Leadership go about offering the module on teaching and learning to participants, as well as how the unit standards of this particular module can be adjusted to ensure a higher level of success and impact in our schools when principals have undergone the mentioned training.

## **The Role of the Principal in the Implementation of the National Reading Strategy at Foundation Phase in the Motheo District (Free State Province)**

**MJ Ramabenyane and R Niemann**

University of the Free State, South Africa

ramabenyanemj.hum@ufs.ac.za and niemannr.hum@ufs.ac.za

Principals have the most complex job in education. Not only are they entrusted with the management and leadership responsibilities that go with their positions, but are also responsible for the children's learning. This implies that principalship becomes increasingly complex and challenging as they try to meet the demands of the new education system and simultaneously trying to maintain and uphold excellent standards.

According to PIRLS report (2006) Grade 4 learners from South African schools achieved the lowest means performance scores of 40 participating countries in terms of reading literacy. These Grade 4 learners have just left the Foundation Phase, meaning that the development of reading and writing in the Foundation Phase can be questioned. This notion is also emphasized by the former Minister of Education, Naledi Pandor, who expressed her concern with the 2007 literacy and numeracy survey where the literacy performance scores of grade 3 learners were 36%. All these evidence point to a crisis in the Foundation Phase in terms of reading and writing, implying that urgent intervention mechanisms and strategies have become a necessity to address the problem. The National Department of Education has initiated The National Reading Strategy as a response to the dilemma. The challenge of implementing such interventions consequently, once again, becomes the responsibility of the principal of the school.

This project intended to explore the principals' role in facilitating the implementation of the National Reading Strategy (NRS) at schools. In order to do so it was necessary to

- view the nature and scope of the strategy;
- identify problem areas with regard to its implementation; and
- suggest particular management action to ensure the effectiveness of implementing the strategy in view of attaining effective learning.

In exploring the phenomenon at stake, the researchers approached the project from a *postpositivistic* stance depicting critical realism. The empirical investigation relied on the interpretive-constructive nature of qualitative interviews with 6 primary school principals in order to gain insight into the complexities surrounding the management of implementing the NRS. The data which emerged from the interviews were analysed and interpreted in order to make meaning of the object of study.

The respondents' personal experiences enabled the researcher to construct a framework for dealing with the implementation of the strategy, which necessitates actions on multiple levels such as achieving the outcomes, teacher development and providing guidance and support to those involved.

(395 words)

## **Education Administration, Management and Leadership: Teacher Commitment to the Instructional Programme in Rural Schools in Limpopo Province**

**N B Sadiki and N Marishane**

University of Venda, South Africa

Bsadiki@univen.ac.za and Nylon.marishane@univen.ac.za

In a transformed education system, school principals play an important role in school improvement and their success in this process depends on the extent to which they focus on learning performance. Numerous studies however, indicate that principals do not have a direct influence on learner performance, but can indirectly influence such performance by directly influencing teachers. This suggests that teachers constitute an important link between school leadership and management and learner performance. The Department of Education (DoE) is aware of and recognizes the importance of effective school leadership and management as well as effective teaching and learning to learner performance. This is shown by its commitment to large-scale teacher re-training and school leadership and management development programmes currently underway in the country. The main challenge is that despite the fact that teachers are undeniably instrumental in driving the instructional programme, the majority of them are not committed to the programme. This renders school management and leadership virtually ineffective. Instances of lack of commitment to instructional programme are highlighted in this paper. This paper was designed to examine how teacher commitment to instructional programme influences learning performance and school leadership and management in rural schools in Limpopo Province.

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## **Management and Administration of Nigerian Education System: Problems, Challenges, and the Way Forward**

**Franca U. Udey<sup>1</sup>, V O Ebuara, U I Ekpoh and A O Edet**

Cross River University of Technology<sup>1</sup> and University of Calabar, Nigeria

Obulevictor61@yahoo.com, druduakekpoh@yahoo.com and draniefiok@yahoo.com

Considering the invaluable roles and contributions of education to meaningful individual, social and national development, nobody will dispute the fact that its proper management and administration by competent leaders should be a national concern. This paper attempts to examine educational management and administration in Nigeria by highlighting on some of the problems facing Nigeria education leadership. The paper further discusses the challenges and the way forward with a view to restoring the lost glory of our nation's education system, especially in the areas of relevance, equity, quality and standard. To achieve the objectives, the paper uses ex-post facto survey design to explore opinions on the management and administration of our educational institutions. Using stratified random sampling technique, 250 staff was drawn from a population of 1389 and from three (3) educational institutions, universities, the polytechnic and colleges of education across the country. Data was collected using a questionnaire instrument called educational management and administration instrument (EMAI) Data collected were statistically treated using population t-test (test of one sample mean) and one way analysis of variance (ANOVA) Result obtained revealed that

exploitation, inadequate staff training; poor parenting/guidance and poverty accounted for a fall in standard of education. The paper recommended that there is need for adequate training and re-training of all education managers and provision of sufficient fund for the sector.

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## **System Performance and Sustainability of Higher Education in Nigeria**

**L A Udida, I U Udofia, U U Bassey and E A Egbona**

University of Calabar, Nigeria

luluudida@yahoo.com and Idohusang59@yahoo.com

Higher educational institutions in Nigeria from their modest beginning are expected to offer services that significantly contribute within the context of a sound macro-economic and political environment to the growth of the society. Today, in the process of performing their legal duties, these institutions are confronted with several challenges. The challenges facing Nigerian higher institutions are complex. It is a combination of inadequate performance, limited access, increasing cost, declining quality, rigidity in course selection, and sustainability of the tempo of community service. A good performance of higher education system though is a necessary condition for sustainability of the nation's development, it will however be inefficient and ineffective if reasonable attention is not given to the ability to build capacity, sustain the process and ensure effective utilization of what has been built for the survival of the system. Amongst this backdrop, this study seeks to investigate issues that affect the performance of higher educational institutions and proffer solutions towards sustenance of the system.

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### **Contact details of speakers**

#### **Prof Rehabeam K Auala**

Dean: Faculty of Education and  
President of NEMAS  
University of Namibia, Namibia  
rauala@unam.na, rauala@mweb.com.na

#### **Johan Beckmann**

Head: Dept Education Management and  
Policy  
Faculty of Education  
University of Pretoria, South Africa  
johan.beckmann@up.ac.za

#### **Tony Bush**

Director: Zenex Foundation ACE: School  
Leadership research project  
University of Warwick, UK and University of  
the Witswatersrand, Johannesburg, South  
Africa  
tony.bush@ntlworld.com

#### **P S Chetty**

University of Johannesburg  
South Africa  
poovanc@polka.co.za

**Vitallis Chikoko**

University of KwaZulu-Natal, South Africa  
Chikokov@ukzn.ac.za

**Ms Melanie Cooke**

Matthew Goniwe School of Leadership and Governance (MGSLG), South Africa  
armel@live.co.za

**Dorcas Dengu**

Acting Senior Assistant  
Faculty Registrar  
National University of Science and Technology, Zimbabwe  
ddengu1956@yahoo.co.uk,  
dorcasdengu@hotmail.com

**V O Ebuara, L A Udida, W Ekpiken and U U Bassey**

University of Calabar, Nigeria  
Obulevictor61@yahoo.com,  
luluudida@yahoo.com and  
idohusang59@yahoo.com

**Brahm Fleisch**

University of the Witwatersrand, South Africa  
Brahm.Fleisch@wits.ac.za

**Dr Muavia Gallie**

Dept Education Management and Policy  
University of Pretoria, South Africa  
muavia.gallie@up.ac.za

**Jeremy C Koeberg**

Cape Town University of Technology,  
South Africa  
koebergj@cput.ac.za

**Dr CJ (Ina) Louw**

Tshwane University of Technology, South Africa  
louwcj@tut.ac.za

**Dr Alfred Henry Makura**

Learning Advancement Unit Coordinator,  
Teaching and Learning Centre,  
University of Fort Hare, South Africa  
alfrednyandoro@yahoo.com

**Michael Kainose Mhlolo**

Marang Centre for Mathematics & Science Education  
University of the Witwatersrand, South Africa  
mikemhlolo@yahoo.com,  
Michael.Mhlolo@wits.ac.za

**Prof Rita Niemann and Ms Susette Brynard**

Department of Education Management  
University of the Free State, South Africa  
niemannr.hum@ufs.ac.za

**Mr Moss Nkonyane**

Director: Ekurhuleni South District  
Gauteng Department of Education, South Africa  
Moss.Nkonyane@gauteng.gov.za

**Mabovula Nonceba Nolundi**

Walter Sisulu University, South Africa  
nmabovula@yahoo.co.uk

**Mr Henry J Petersen**

Matthew Goniwe School of Leadership and Governance (MGSLG), South Africa  
pethenry@mweb.co.za

**Ms M J Ramabenyane**

Department of Curriculum Studies  
University of the Free State, South Africa  
ramabenyane.mj.hum@.ufs.ac.za

**N B Sadiki and N Marishane**

University of Venda, South Africa  
Bsadiki@univen.ac.za and  
Nylon.marishane@univen.ac.za

**Franca U. Udey<sup>1</sup>, V O Ebuara, U I Ekpoh  
and A O Edet**

Cross River University of Technology<sup>1</sup> and  
University of Calabar, Nigeria  
Obulevictor61@yahoo.com,  
druduakekpoh@yahoo.com and  
draniefiok@yahoo.com

**L A Udida, I U Udofia, U U Bassey and E  
A Egbona**

University of Calabar, Nigeria  
luluudida@yahoo.com  
Idohusang59@yahoo.com

and

**Compiled by:**

Vitallis Chikoko and Xandra de Fortier

**Edited by:**

Muavia Gallie

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