AN INVESTIGATION INTO THE EFFECTIVENESS OF MANAGEMENT AND LEADERSHIP

OF PRIMARY, COMBINED AND SECONDARY SCHOOLS

IN TERMS OF POLICY, PLANNING AND IMPLEMENTATION

IN EHEKE CIRCUIT, OSHANA EDUCATION REGION

IN NAMIBIA

by

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STATEMENT OF ORIGINALITY AND AUTHENTICITY

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Statement of Originality and Authenticity

I, NANGOLO ADDA BENITA, declare that this dissertation is my own original, unaided and authentic piece of work. I have fully acknowledged and referenced all materials incorporated from secondary sources. This dissertation is submitted in partial fulfilment of the requirements for the degree of Master of Science in Leadership and Change Management at the Leeds Metropolitan University. It has not ,in whole or part, been presented before for any degree or examination at this or any other University.

I have read the Examination Regulations and I am aware of the potential consequences of any breach of them.

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Abstract

The Ministry of Education in Namibia has published the standards that identified twenty – nine aspects of the conditions of a school and its work and provide a way of quantifying the quality of each of these aspects. Seven key areas of the work of schools have been identified. Starting 2007, teams of evaluators begin a program of school evaluations. Grading has to be given to the work of the school on the seven key areas on a four – point scale. In each performance indicator illustrations are given in words of an excellent performance (level 4) on that part of the work of a school, and a performance that show more weaknesses than strengths (level 2). However, no school has been evaluated at level 4 grading in the aspect of management and leadership of schools in Eheke circuit .

This qualitative research set to investigate the effectiveness of management and leadership of primary, combined and secondary schools in terms of policy, planning and implementation in Eheke circuit (Key Area 5, performance indicator 5.1). An investigation based on questions set as a guide in the form of an interview as a data collection instrument was undertaken with a sample population of principals, Heads of Departments, school board members and teachers to determine the effectiveness of management and leadership of schools in terms of policy, planning and implementation in Eheke Circuit.

Findings revealed that schools were operating with less consideration of visions and missions that supposed to be well known by all and school board members were not fully involved in management and leadership activities of the schools. This led to lack of ownership development and poor implementation. It was evident from the findings that much need to be considered and done before grading schools is effected in Namibia starting with improving on the core aspects of management and leadership which are policy, planning and implementation of plans to establish effective management and leadership of schools for reaching the standard of the best practice and for the code of good practice.

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Key words

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Chapter 1

1.Introduction and background to the study

1.1   Introduction

According to Mbumba in the National Standards and Performance Indicators for schools in Namibia (2005), Namibia is known as land of the contrast. In education, there are differences in educational achievement arising from historical, social and geographical causes. However, Namibia's major objective is equality of educational opportunity across the country and a levelling up of standard so that all schools may have advance towards the standards of the best.

1.1.1   Rationale of the study

This is the only study of this nature conducted in Namibia and in Eheke circuit in particular. Others did research from other angles of management and leadership of schools in general but lack alignment of it to primary, combined and secondary schools specifically in terms of policy, planning and implementation. The findings of this study will fill the gap between the existing situations in schools and what is proven to be useful for management and leadership of schools according to what is already researched. This study carries both practical and theoretical importance.

1.2   Background to the study

The Ministry of Education in Namibia has published the standards which identified twenty-nine aspects of the conditions of a school and its work and provide a way of quantifying the quality of each of these aspects. Seven key areas of the work of schools have been identified. Each performance indicator deals with a group of aspects or themes (National Standard and Performance Indicators for schools in Namibia, 2005) The seven key areas are:

- Key area 1:   Provision of resources for the school

- Key are 2: Curriculum and attainment

- Key area 3:   The Teaching and learning process

- Key area 4:   The school as a social unit

- Key area 5:   Management and leadership of school and hostel

- Key area 6:   Links with parents and the community, and

- Key area 7:   Links with other school and the region.

Schools set to be evaluated by external evaluators referred to as National External School Evaluators (NESE) teams composed of inspectors of education, advisory teachers, regional school counsellors and education officers at Teachers Resource Centre (TRC). Schools are selected each year to form a cross section of quality, location and phase. Grading has to be given to the work of the school in the stated key area on a four-point scale. Each performance indicator is illustrated with a level of performance, ranking between level 1 to level 4, for example; for excellent performance a level 4 is awarded in that specific part of the work of a school, and of a performance that show more weaknesses than strengths a level 2 is awarded.

The situation in the school is being compared with these illustrations and assign a grading to each aspect. The four point scale is according to the National Standard and Performance Indicators for schools in Namibia, 2005 are:

- Level 4:   Excellent (strong in all almost all themes)

- Level 3:   Good (more strengths than weakness)

- Level 2:   Fair (more weakness than strengths)

- Level 1:   Weak (extensive weakness)

The use of the standards by the school shows that a good school knows what it is aiming to do, how well it is achieving its aims, what aspects of the school needs work to sustain a

good standard, what aspects of the school need to be improved, what action is planned and whether action what is currently under way, is succeeding or not.

According to Angula in the New Era newspaper: "performance of schools across regions in Namibia is varied and unstable. Reasons for this state of affairs should be identified" (Angula, 2010, p. 10).

Mbumba stretched that the quality of the education currently on offer varies from school to school and indeed from class to class. It is therefore important that means of assuring quality across the country are developed. To do so there is a need for standards for the work of school that are agreed upon nationally in all the schools. The standards need to cover a wide range of aspects of schooling, because schools are complex organisations and aspects of their work contribute to the quality of the educational experience that they offer to the learners (National Standards and Performance Indicators for Schools in Namibia, 2005, p.i).

Starting 2007, teams of evaluators compiled a program to evaluate the performance of schools. Thus far, no school has been evaluated at level 4 grading in Namibia in general and in Oshana Region in particular the Eheke Circuit. Eheke Circuit is composed of nine primary schools, eleven combined schools and two secondary schools, giving a total of twenty two schools altogether. It is situated in Oshana Education Region. The National External School Evaluation Annual Report (2008, p.9) indicates that the implementation of plans was weak in over half of all schools evaluated. The study investigated the effectiveness of management and leadership of primary, combined and secondary schools in terms of policy, planning and implementation in Eheke Circuit schools in Oshana Education Region in Namibia. The study was conducted by the researcher being a principal of a combined school in Eheke Circuit in Oshana Education Region in Namibia. The study was carried out in rural schools divided in the categories of primary, combined and secondary schools in Eheke Circuit. Schools were chosen according to the categories in order to get an overall result on all levels and to get information on what is going on at all the different categories of schools.

The reason why the study was carried out was that since the inception of national evaluation of schools, no school was evaluated at level 4 Grading in the key area of management and leadership of school. The study intends to investigate the effectiveness of management and leadership of schools in terms of policy, planning and implementation. Upon getting the findings the study would recommend code of good practice for effective management and leadership. The study is a qualitative type of research.

1.3   Terms of references

These definition are offered in this chapter, as they may be useful to the reader in understanding the terms used within this study.

- **National Standard and Performance Indicators for schools in Namibia:** Is a measurement which is used to evaluate schools in Namibia in order to give grades to the schools. The purpose is to maintain standards in all Namibian schools (National Standard and Performance Indicators for Schools in Namibia, 2005, p.4).
- **Key Areas:** These are aspects identified to be evaluated in schools with the purpose to maintain standards in Namibian schools (National Standards and Performance Indicators, 2005, p.1).
- **Teachers Self Evaluation (TSE):** Is a form used by the teachers to evaluate themselves in terms of their teaching and learning performance. The content of this instrument indicates what is expected of a teacher in Namibia .The standards are set out in the National Standards and Performance Indicators and each teacher has to evaluate himself/herself honestly and develops a personal development plan to sustain the strengths and to improve on the weaknesses (National Standards and Performance Indicators for schools in Namibia Instrument 2: TSE, 2007 ,p.1).
- **School Self-Evaluation (SSE):** Is a form that teachers fill in to evaluate the school in terms of resources, facilities and all aspects of the school. It is in line with the National Standards and Performance Indicators and has to be completed by all primary,

combined and secondary schools in Namibia, annually before the 15th of October (National Standard and Performance Indicators for schools in Namibia, Instrument 1: SSE ,2007 ,p.1).

- **School Development Plan (SDP):** Is a plan which enlist what the school has planned to carry out in order to improve performance and move towards level 4. All primary, combined and secondary schools in Namibia must develop an own SDP annually before the middle of November, using inter alia the outcome of the SSE (National Standards and Performance Indicators for schools in Namibia, SDP and PAAI, 2007, p.1).

- **Plan of Action for Academic Improvement (PAAI):** Is a list of academic weaknesses and strengths that the school identify and work on them in order for it to improve its academic performance. All primary, combined and secondary schools in Namibia must develop an own PAAI annually before the middle of November, using inter alia the outcome of the SSE (National Standards and Performance Indicators for schools in Namibia, SDP and PAAI, 2007, p.1).

- **Management:** Is about coping with complexity to produce orderly and consistent results (Henry, 2008, p.340). According to the researcher's own points of view, management entails the essence of planning, organising, evaluating and controlling.

- **Leadership:** Is concerned with creating a shared vision of where the organization is trying to get to, and formulating strategies to bring about the changes needed to achieve the vision (Henry, 2008, p.340). According to the researcher's own points of view, leadership is the ability to inspire and influence others to attain collective intended goals.

- **Classroom Observations Instrument (COI**): Is a tool which is used to evaluate the teaching and learning process.

1.4 Problem statement

The statement of the problem is the fact that primary, combined and secondary schools in Eheke circuit are unable to perform at level 4 grading in the key area of management and leadership of schools in terms of policy, planning and implementation.

With this study the researcher's question or curiosity, starts with the fact and evidence that though schools are evaluated and assigned a score according to these four scale grading in order to maintain standards no school has been evaluated at level 4 grading in the whole of Namibia including schools in Eheke Circuit as illustrated by key area averages (refer to figure 1.1)

Figure 1.1 Key Area Averages 2008
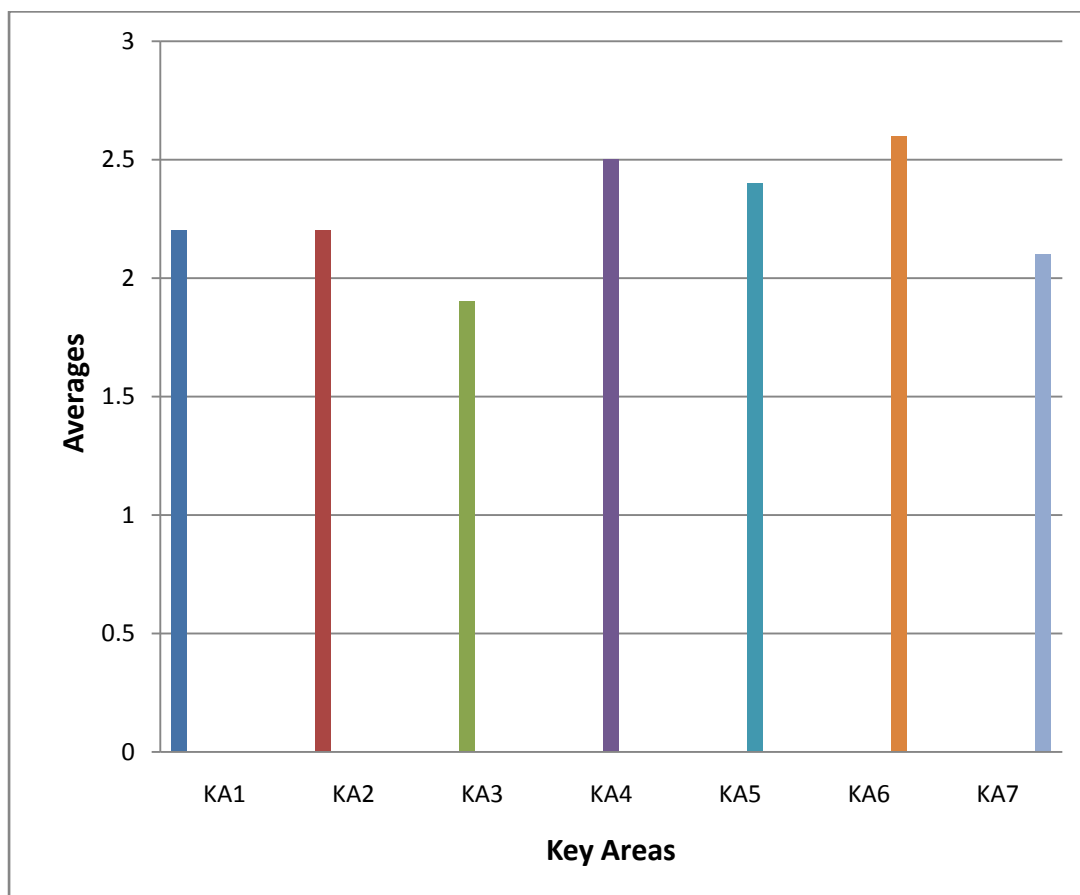
Source: **Ministry of Education Annual Report (2008)**

The researcher is further eager to investigate the effectiveness of management and leadership of schools, key area 5 (KA5) in Eheke Circuit with regard to policy, planning and implementation. This performance indicator is concerned with goals, objectives and policies, self-evaluation, school development planning and implementation of plans at school level.

The researcher is keenly interested to know and understand why schools are not getting to a grade 4 point scale rating in the key area of management and leadership of schools. The researcher recognized a need for the study in order to identify the impediments to effective leadership and management in terms of policy, planning and implementation in Eheke Circuit schools. There needs to be planning of action to be taken, for improvement sake, based on a knowledge of what is going on in the school with regards to management and leadership of schools.

"Planning is usually the responsibility of the managers of the school and they are the school board, school principals and the heads of departments. These individuals have to ensure that their schools standards of expectation are in line with national or regional policy quality assurance. Quality assurance actually means taking steps to ensure quality by being clear about what needs to be done (school aims and policies), taking steps to ensure that the work is done well (school management), taking steps to evaluate whether things are working as well as they should (school self-evaluation) and using the evaluation to make the necessary changes (school development planning)" National Standards and Performance Indicators for Schools in Namibia,2005, p.1.

However this research needs to be conducted in order to put to light the shortcomings that prevent schools to reach a level 4 grading and to recommend the code of good practice to be applied in schools when it comes to effective leadership and management in terms of policy, planning and implementation.

1.5   Research questions

The stated background prompted the researcher to investigate the effectiveness of management and leadership of primary, combined and secondary schools in terms of policy, planning and implementation in order to comply with the standards of the best, according to the National Standards and Performance Indicators for Schools in Namibia (2005). Since

schools are not reaching the level 4 grading to meet the standards set by the ministry, questions that the researcher has are:

- Do schools have clear, written policies that incorporate schools' goals and objectives?
- Are all staff members aware of the schools' goals and objectives and how to implement these?
- Are these policies taken into account the national and regional guidelines?
- Does the school as a whole, each department and each teacher audit their own performance and record the outcomes?
- Do schools have development plans in place and do all the staff members comply with the content thereof?
- What actions have been taken by the management and leadership of the schools regarding the schools' development plans?

1.6 Purpose of the study

1.6.1 Aim of the study:

The aim of the study was to evaluate the effectiveness of management and leadership of primary, combined and secondary schools of Eheke Circuit in Oshana region.

1.6.2 Research objectives:

The objectives of this research study are:

- To examine the effectiveness of management and leadership in schools with particular reference to policy, planning and implementation.
- To establish the role of management and leadership in creating clear, written policies that incorporate the goals and objectives of the schools.
- To determine the extent to which management and leadership ensure that their school as a whole, each department and each teacher audit their own performance.

- To evaluate the role of management and leadership of the schools in drawing up the schools' development plans based on school policies and audits.

- To assess the actions of management and leadership that give effect to the schools' development plans.

- To recommend the code of good practice for management and leadership of schools in terms of policy, planning and implementation.

1.7 Limitations of the study

Time management was a constraint as the researcher has a full-time job, two part-time jobs and a family to take care of and then the study. However, the researcher has drawn up a Gantt Chart that guided her in carrying out the research and adhered to it in order to achieve the personal objectives of completing this study by 01 April 2011.

Cost was also a constraint as the researcher used money to travel to different schools and to buy necessary equipments like tape-recorder and CDs so the researcher allocated a brief budget for this purpose.

The researcher further needed to purchase a Nvivo computer program for qualitative research data analysis of which a researcher did not manage to obtain otherwise.

A major limitation was the fact that the interviews were conducted after school hours so as not to interrupt the normal school's programmes, some respondents were exhausted after a long day's work. The number of respondents dropped from twenty five (25) to twelve (12) respondents as some avoided the interviews by excusing at the latest stage. The researcher had the understanding of the fact that it is not allowable to force the respondents to participate in answering the interview questions as this should be by the respondent's own free will .

The study is limited to a detailed account of effectiveness of management and leadership in terms of policy, planning and implementation and is thus no more than a snapshot of practice in specific settings of the schools under research.

Clearly, the findings cannot be generalised but may alert one to both the possibilities of management and leadership and difficulties encountered in a small sample of Namibia schools that prevent them to reach the level 4 grading which is considered the standard of best practise.

1.8   Significance of the study

This study is of significance as it has the theoretical and practical value of importance to all schools in Namibia. The importance of the study is that it identified the impediments that hampers the management and leadership of primary, combined and secondary schools in terms of policy, planning and implementation in Eheke circuit.

The study is important to the Principals, Teachers, Heads of Departments, School Board Members, Parents, Inspectors of Education, Directors of Education and the Ministry of Education at large. The study may further assists the government of Namibia with vision 2030 that all people should be educated and to achieve the objective that the country will operate a totally integrated, unified, flexible and high quality education that prepare Namibian learners to take advantage of a rapidly changing global environment (Vision 2030, 2004, p.10).

The research analysis will reveal what is going on at three categories of schools in the aspects of management and leadership with regards to policy, planning and implementation. Impediments to effective to effective leadership and management would be identified and the code of good practice would be recommended by the study. It would inform the stakeholders in education to plan suitable strategies that can enable them to standardize schools in circuits, regions and in a country at large. It will create a room for future improvements on the aspects of management and leadership at schools specifically on

policy, planning and implementation. It will awaken the Ministry of Education in Namibia to consider revisiting the program of national evaluation and grading of schools in the country.

1.9 Format of the study

The research report consists of the following five (5) chapters as per table 1.1. The layout of the dissertation is set as follows:

Table 1.1: Summary of chapters and content

CHAPTER	CONTENT
Chapter 1:	**Introduction and background to the study** In the first chapter the study is introduced. It covers the introduction to the research topic to be addressed in the study. It exposes the contextual setting, states the research problem, research questions, research objectives, limitation of the study and the proposed chapter layout. It also discusses the significance of the study and the format of the study.
Chapter 2:	**Literature review** In the second chapter a critical review of the current literature on the research problem is presented which covers the introduction to the literature review and exposition of the issues to be addressed in the literature review. It further exposes existing theory pertaining to the research problem and the research questions and present a summary of the literature review.
Chapter 3:	**Research design and methodology** The research design and methodology used in the study are explained in the third chapter. This chapter starts with an introduction including the rationale of the research method, research design, overview of existing research paradigms and methodologies, description and justification of the research design and methodology selected to address the research questions, exposition of how data was collected and the research instrument utilized, the scope of the study and justification, sampling strategy, research procedure, ethical considerations and how these have been addressed and then perceived limitations of the study in view of design and methodology.
Chapter 4:	**Findings** The results of the study are presented in the fourth chapter. The findings from the research are discussed and interpreted. It will also emphasise the findings from the literature review and finally presents a contribution to be made by this study.
Chapter 5:	**Conclusion and Recommendations** In the fifth chapter conclusions are drawn on the basis of the results of the study. Recommendations are made based on the findings and the literature review. The study further recommends areas for further research and gives the final conclusion towards its end .

Source: Own deductions

1.10   Conclusion

This chapter contextualised the problem under investigation.

The next chapter provides an overview of the literature theories, effective management and leadership theories policy, planning as well as the implementation of plans.

Chapter 2

Literature review

2.1   Introduction

"Management is about coping with complexity to produce orderly and consistent results and leadership is concerned with creating a shared vision of where the organisation is trying to get to bring about the changes needed to achieve the vision" (Henry, 2008, p. 340). Further to Henry, leadership is about change and change requires an adjustment in people's behaviours. To critically analyse this, leadership can be viewed as the ability to inspire and motivate others to attain an intended goal. This implies that the effective and efficient running of any organisation lies with its management and leadership. "Management and leadership are closely associated functions that cannot be attended to separately" (Davidoff and Lazarus, 2002, p. 37).

Management includes taking decision, planning, formulating policy, establishing goals, allocating work, obtaining and making the best use of resources, obtaining finance and exercising control in order to perform the functional task of the organisation as best as possible.

2.2   Literature review

"Management and leadership role is that of formulating school policies, planning the activities with active participation of the staff and the implementation of plans" (Mbumba, 2007, p. 11). This is in line with (Henry, 2008, p. 342) who emphasised that the role of management is to develop coherent systems which will allow plans to be effectively implemented. This means communicating plans to individuals within the organisation, making sure that the right people are in place to carry it forward, and that the management must also have systems in place to monitor the outcomes of human actions. This allows corrective actions to be taken to ensure that plans are properly implemented (Henry, 2008,

p. 342). Similarly, the respective leadership role is one of aligning with the aim to get all people to move in the same direction. The quality of the leadership makes the difference between the success and failure of any organisation, including a school (Millet, 1998, p. 3).

According to Sterling and Davidoff (2000, pp. 27-29) one may have the status, authority and responsibility of a leader, but this does not automatically make one an effective leader. A conscious choice has to be made to be a leader and to grow as a leader in order to become an effective leader. Commitment frees one from making excuses as to why a negative situation cannot change, and allows one to make a real difference to practically any situation.

Davidoff and Lazarus (1997, pp. 153-154) say that the ability of schools to transform themselves is to a great extent dependent on the quality of leadership in the school. Leadership and management capacity in schools need to be built in order to improve the quality of education.

Sterling and Davidoff (2000, p. 22) list the following qualities associated with leadership: accountability, discipline, flexibility, courage, humility, integrity, tolerance, inner strength, confidence, assertiveness, sensitivity, gentleness, perseverance, compassion, consistency, decisiveness, enthusiasm, honestly, empathy, loyalty, dedication, transparency, staying power, dependability and fairness.

It further indicates that the following qualities are emphasised: adaptability, thorough knowledge of human nature, good interpersonal relationships, a sense of responsibility, a willingness to serve, sincere involvement, the ability to work in a team, empathy, respect and warmth, justice, genuineness, clarity and humanity.

Senge identifies three roles of leadership: leader as a designer, the leader as a teacher and the leader as a steward (Henry, 2008, p. 346). According to Burnes, most management and leadership roles require a mixture of transactional and transformational skills. In an ideal world, managers would be able to adjust the balance of transactional and transformational

skills they deploy to match the organisation's requirements at any one time (Burnes, 2009, p. 513).

Marx (1981, p. 211) in Van der Westhuizen, 1991, p. 137) highlights that planning is the management task that concerned with deliberately reflecting on the objectives of the organisation, the resources, activities involved and drawing up the most suitable plan for effectively achieving the objectives. This is in line with Henry who emphasised that it is the central role of the management and leadership to outline on how an organisation intends to achieve its goals. "The goals are the objectives, the strategy that sets out the route to the objectives. A strategy should be developed first, and then the organisation is tailored to meet the requirements of the strategy" (Henry, 2008, p. 6).

2.2.1   Effective management and leadership of schools

2.2.1.1 Vision

"A vision represents a desired state which the organization aspires to achieve in the future. In contrast with goals and objectives, a vision does not change overtime. A vision must tap into the personal goals and values of the organization's employees if it is to be internalized by them. The prerequisite for producing a vision is not a great intellect but imagination, intuition, and ability to synthesize disparate information. The vision statement must be easy to understand and remember" (Henry, 2008, p. 11). This is in line with Davidoff and Lazarus, (2002, pp. 55-56) who state that the vision of a school is the particular way in which the school envisages itself contributing meaningfully towards the society. The vision is the consciously chosen path that the school establishes and the sense of meaning which it attaches to its contributions.

Davidoff and Lazarus (2002, pp .55-56) further argued that the vision is a picture of the school in its ideal form, a picture towards which all role players in the school, the teachers, the parents, the learners, the broader community, the region of education can identify with. Without a vision to work towards, it is very easy to lose a sense of the purpose of schools

and education. According to them building a shared vision should be a creative process which includes sharing values, hopes, and dreams, constraints and possibilities, looking at the human resources available in the school, and integrating all of this into a colourful tapestry which expresses what we are, what we can bring and what we believe in.

Davidoff and Lazarus further state that the vision is the flame which lights the school, which gives members of the school community a sense of pride, a recognition and detailing of the unique contributions that the school alone can make. Schools are centres of learning, and in this way have much in common with one another. However, no one school is identical to another and it is in the particular characteristics which differentiate one school from another that the uniqueness of a school lies. Part of the vision-building process is enabling these unique qualities to shine through, to be the flame of inspiration that guides the school and holds it together in a common sense of purpose. Once developed, the vision needs to be translated into more practical and specific aims.

"Individual visions built by school communities for their particular schools need to be conceived within broader national and regional policies. It is therefore important that a particular school's vision does not go against such policies" (Davidoff and Lazarus, 2002, p. 57).

Leithwood and Aitken (1995,p.28) see the development of an organisational vision as a critical transformational leadership function and those assuming leadership roles feel responsible for helping to move the organisation in the direction of its goals.

2.2.1.2 Mission

According to Henry's (2008, p.11) argument an organisation's mission seeks to answer the question as to why an organisation exists. He further stated that a mission statement can be defined as a way in which the organisation communicates the business it is in to the outside world. Drucker (1995 in Henry, 2008,p.11) argues that a mission statement is the same as

asking the question: What business are we in? A mission statement needs to appeal to a broad spectrum of stakeholder if all these stakeholders are to accept it.

Davidoff and Lazarus (2002, p. 57) state that a mission statement is a written verbalisation which captures and draws together all the strands of the vision. The mission expresses the will and intent of the school. It is the visible what, how, and why of the school. It is what the school believe in, or stand for, or building towards, these are the values that inform this, this is how the school intend to accomplish the aims. Davidoff and Lazarus (2002, p. 57) further argued that a mission statement is written in simple, succinct language, where each word chosen carries special significance. "The language in the mission statement captures the ideal towards which the school is striving. It helps when the mission statement is placed where it can be seen regularly, and where it can become a public statement of the commitment of the school to the achievement of certain aims embedded in certain values. It gives a school a reference point, a statement against which it can be evaluated, and which can be revisited and re-evaluated as the school continues its ongoing process of development. It is necessary to reflect, from time to time, on whether the mission statement still reflects the aims and ideals of the school or not" (Davidoff and Lazarus, 2002, p. 57).

2.2.1.3 Goals and objectives

"Goals are long-term that should be formulated within reference to the mission. Objectives follow the formulation of the goals. These are more specific than the generalised and broader goals" (Du Preez, 1998, p. 7).

According to Allen (1964, p. 122 in Van der Westhuizen, 1991, p. 144) defining of goals is the starting point of management activity. An educational leader wanting to manage effectively must have clearly defined goals.

"Before goals and objectives can be formulated, the school's mission must be clearly described. The goals and objectives of a school should be formulated with reference to the

mission" (Van der Westhuizen, 1991, P.144). To critically analyse this theory, without goals, schools would increase the tendency of disorganisation, chaos and poor performance.

Marx (1981, p. 211 in Van der Westhuizen, 1991, pp. 144-145) maintains that goals and objectives are concerned with how, where, when and by what means objectives are achieved by people. Certain directives are required to answer these questions. The value of making use of goals and objectives may contribute to the following benefits:

1. The various activities are directed.

2. Wastage of time and energy is decreased.

3. Staff members know precisely what is happening.

4. Goals and objectives lead to decision making.

5. Work is co-ordinated and overlapping eliminated.

6. It is possible to determine whether objectives have been achieved.

7. Communication is promoted with schools.

De Wet (1981, p. 51 in Van der Westhuisen, 1991, p. 145) indicates the following guidelines which should be applied to goals:

• They should be generally understood.

• They should be concrete and specific.

• They should be acceptable to those involved.

• They should be balanced.

• They should be achievable.

Van der Westhuizen (1991, p. 145) emphasised that the distinction between goals and objectives is important. Goals are generalised broader and are usually formulated over the long term. They are fairly permanent but may be adapted. Goals say something about what should be achieved after the activity is over and not how things will be during the course of the activity. A goal is usually operationalized into objectives. An objective operates in the

short term and in a sense quantifies the goals which can be measured and evaluated. In formulating an objective the intention should be clearly and readily understood. In addition, the work activities, conditions and standards should be specified as well as the time limit. From this it should be evident that objectives must be attainable and capable of being evaluated and should be the driving force behind the events which describe the objectives.

According to the National Standards and Performance Indicators for Schools in Namibia (2005, p .24) an illustration of a level 4 performance is that the school has clear, written policies that incorporate its goals and objectives. All staff should have copies of the policies, which have been discussed at staff meetings to ensure that all are aware of the school's goals and objectives and share in it. A priority is to improve learners' attainments and the quality of their learning experience.

Van Wyk (1995, p. 6) states that strong educational leadership is imperative if a school wants to achieve its objectives. In this regard the school principal together with the management board have a crucial role to play to achieve effectiveness and efficiency in the school.

2.2.2 Effective management and leadership in terms of policy, planning and implementation

Van der Westhuizen (1996, p. 57) states that education management cannot be restricted to the principal or the teacher in the school situation only. To strongly emphasise on this, the board, heads of departments and other stakeholders in school affairs need to be fully active for effective leadership and management to take place by considering fundamental aspects of policies, planning and implementation.

2.2.2.1 Policy

Policy in the school situation usually means some general plan of action which is designed to achieve a particular goal at the school. It may contain guidelines how persons are going to

exercise their powers and make decisions. A policy also reflects the values which will be taken into account in making decisions. A school policy therefore serves as a guide for making management, functional and administrative decisions and it reflects the school's value system (Botha, 2002, p. 24).

Further to Botha the policy is put on the agenda, is debated and formulated, is implemented and then is often revised. Education policy making is the task of the government, provincial and the management team and governing body of each school. Policy making should also be the task of every educator (Botha, 2002, p. 25).

According to Davidoff and Lazarus (2002. p. 38), a school's policy– in national, regional and school specific terms reflects the identity of a school. It encapsulates particular principles that act as guidelines for practice. They further argued that attempts to understand and change schools should take seriously the need to review and develop policies for the purpose of ensuring that they reflect the education system and school's values. This is a central role of the school governing body (David and Lazarus, 2002, p. 38).

This is in line with Du Preez, (1998, p. 32) defining policies as referring to the guidelines, rules, procedures, codes and directives that regulates the ongoing functions of organisations and people. Unavoidably, the policies created, whether enforced or unenforced, formal or informal, reasonable or unreasonable, communicate powerful messages of trust or distrust, respect or disrespect and optimism or pessimism. Whether intended or unintended, policies reveal the perceptual orientation of the policies markers. This converge with Van der West-huizen (1991, p. 150) stating that a policy should be regarded as a general statement or guideline for decision making to guide those who are involved in the implementation or execution of planning, policies provides guidelines and allows the execution to make decisions within framework. Goel & Goel ((1994, p. 27) in Du Preez, 1998, p. 64) indicate that policy can be seen as the system which provides the framework for the accomplishment of intended objectives. The very special meaning of policy lies in the guidelines it sets for the

achievement of goals and objectives. Every activity should be directed specifically at achieving as set goal. A clear objective should be formulated, which could be adapted continuously to meet changing circumstances. When the objective is laid down, an indication should be given in a policy document as to what is intended, how to set about achieving the objective, who will take action where and when action should be taken to achieve the objective.

The policy is not static, and should be reformulated and adapted continually. Policy has been called the manual and authority for making decision. A school's policy will have an impact on everybody. A school's purpose and function also closely involved the school board and the local authority, which have a legal obligation to assure quality in general. A school policy must be available to all parents or guardians. Following are guidelines for school policy making:

- It must be related to goals.

- It has a long term validity but is not inflexible.

- It must be in writing available to all teachers.

- It must give guidelines about task performance, who, when and what.

- It will save time and increase the quality of decision making.

- It will avoid misunderstanding.

- It must be used realistic.

- Policy should be used, regularly and daily.

Du Preez (1998, p. 67) further emphasized that it should be noticed that schools differ and some schools have complete and comprehensive school policies. A policy can include a variety of aspects such as aims and objectives, confidential matters, professionalism, learners representatives and their duties, matrix farewell, timetable, extra lessons, school transport, request for repairs, tuck shop, use of houses, academic awards, stationary shop, care of books, guidance, photocopying, accidents, keys, handling of furniture's, telephone

calls, staff dressing code, insurance, punishment and detention, budget procedures, tours, ethos of the learners, school attendance, disciplinary measures, homework, immigrant education, religious education, education for handicapped learners, safety of learners, student teachers, extra-curricular activities, school cultural activities, correspondence and filling, the safekeeping and disposal documents, statistics, emergency plans for the school, relations with general assistants, guidelines on the use of computers, school health and dental services, oral and other examinations and practical work. Through clear and written school policies, misunderstanding should be avoided.

The National Standards and Performance Indicators for schools in Namibia (2005, p. 24) prescribes that an illustration of a level 4 performance is that the school has clear, written policies that incorporate its goals and objectives. The policies take account of national and regional guidelines. All policies have to be discussed at staff meetings to ensure that all are aware of the school's goals and objectives, and share them. The National Standard and Performance Indicators for schools to be evaluated at level 4 under the performance indicator of policy, the necessary policy document together with forms and register of the Ministry of Education must be available at the school and available to teachers and should include the following:

- Education Act and Regulations,

- The constitution of the Republic of Namibia,

- Curriculum for Basic Education, Syllabi, Assessment policy, Code of conduct for teachers, Guidelines on leave, Textbook catalogue,

- National policy on HIV and AIDS,

- Orphans and Vulnerable policy,

- The National Curriculum for Basic Education,

- Extracts from public service staff rules on leave regulations and misconduct of staff members, practical guidelines for principal in Namibia,

- National Standards for Education in Namibia.

Additionally, the following information is also required:

- A document on vandalism,

- Continuous assessment policy,

- Learner centred education in Namibia,

- The language policy of Namibia,

- The maintenance policy (manual on maintenance and minor repairs),

- The policy on the cluster system in Namibia,

- Extracts from the treasury instructions,

- Examinations and assessment prescriptions and assessment,

- Subject syllabi for all subjects taught in the school,

- Towards improving continuous assessment,

- Guidelines for teachers on setting and marking assessment,

- Quota lists of materials and suppliers,

- Approved catalogue and quota list of stationary,

- School development fund records,

- Account books and receipt books,

- School board details of members,

- Minutes of meetings, correspondences,

- Vacancies and elections, statistics,

- Circulars from National Institute for Education Development (NIED), Directorate of National Examinations and Assessment (DNEA) and circulars from Formal Education (FE),

- General services, Regional directives and a complete and up to date inventory on general items and textbooks.

It further emphasises that the following internal school policies must be available and known to teachers:

- An internal subject policy for each subject,

- An internal assessment plan for each subject,

- School rules for learners,

- Dress code for teachers,

- Textbook policy and textbook inventory,

- Internal policy on duplication work in the school,

- Responsibility of register class teachers.

With regard to National Standard and Performance Indicators for Schools in Namibia, each teacher must be in possession of a copy of the following documents:

- The National Standard and Performance Indicators for Schools in Namibia (a printed copy),

- The School Self-evaluation Instrument (SSE) (a blank copy),

- The Teacher Self-evaluation Instrument (TSE) (a blank copy),

- The Classroom Observation Instruction (COI) (a blank copy).

It is the policy of the Ministry of Education that the management and all the staff members are involved in a thorough SSE during October of each year. The school board must also be involved in the SSE during October. As a way of self-evaluation each teacher completes a TSE at least once a year. Expectations are that the school as a whole, each department and each teacher audit their own performance and record the outcomes.

2.2.2.2   Planning

Planning includes the setting of a vision, mission, goals and objectives, problems solving, decision making and policy.

For a school to achieve its broad purpose, more specific goal-setting, planning and evaluation are necessary. Planning refers to a rational process or goal-setting that is

pursued in most organisation according to Van der Westhuizen (2002, p. 80) and further exposed that planning procedures includes the following steps:

- An environment analysis: identifying the past, present and future trends and realities in education.
- Vision-building: developing a vision for the school, culminating in the development of a mission statement.
- Goal-setting: developing broad aims as well as specific goals and outcomes in relation to all aspects of school life.
- Reality checking: conducting a SWOT analysis (identifying the strengths and weaknesses of the school, as well as opportunities and threats both inside and outside of the school that will facilitate or hinder the achievements of goals set).
- Developing plans of action: aimed at achieving the goals and outcome set.
- Setting up appropriate structures and procedures (including for monitoring and evaluation).
- Mobilising material and human resources to achieve the plans.

Ongoing evaluation and development.

"The process of planning also needs to include relevant role players in appropriate ways. It is essential to identify who is affected or should be involved in which aspect of school life and to ensure that those people are optimally involved in the process of planning action to achieve goals relating to that aspect" (Davidoff and Lazarus, 2002, p. 83)

Van der Westhuizen (1991, pp.145-147) works indicate that the determination of goals is part of the planning task. When the planning task is evaluated, it is necessary that there should be clear delineated goals with which to carry out evaluation. The goals must be executed. This is done by means of planning and then by embodying what has been planned in the form of policy with a view to the achievement of the goals. Planning by objectives as a management resources is thus on organ sectional and planning opportunity

within which the individual is given the chance to set personal objectives within the broad framework of the school's objectives.

To manage effectively, the first step for principals and educators is the management task of planning that gives purposes and direction to the school. Botha, (2002, p. 29) emphasised that planning must be performed in the school. Its purpose is to manage the future and to ensure that the decision taken on human and other resources are based on school policy.

The following is an example of how a part plan may be drawn up and how the different part plans may be combined and adapted to become a total plan for the school (refer to figure 2.1):

Figure 2.1 Steps in drawing up a plan
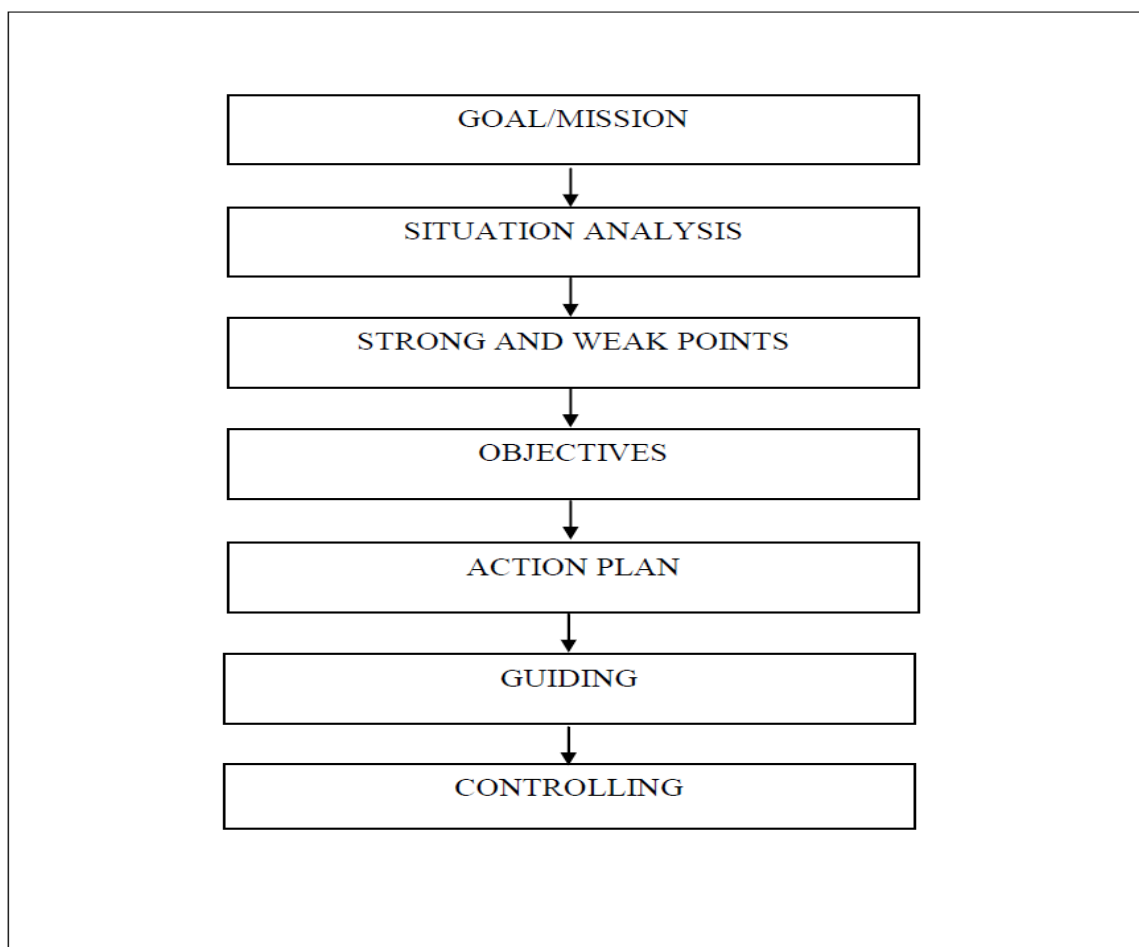
Marx (1981, p. 211 in Van der Westhuizen, 1991, p. 137) regards planning as the management task which is concerned with deliberately reflecting on the objectives of the organisation the resources, as well as the activities involved and drawing up the most suitable plan for effectively achieving the objectives.

The importance of effective planning is as follow (cf. Koontz and O' Donnell, 1964, pp. 79-81, Marx, 1981, pp. 215-216 in van der Westhuizen, 1991, p. 139):

- It is the starting point of the management action,

- Planning is the means of establishing whether the school is still moving in the direction of set objectives,

- It provides time for reflection,

- It causes one to think ahead,

- It causes the educational leader to think continually about set objectives,

- It help towards the pursuit and achievements of objectives,

- It provides the opportunity to consider alternative plans,

- It can lead to better utilisation of people and resources,

- It reduces the chances of overlapping,

- It should be undertaken in accordance with the formulated policies,

- It provides direction to those concerned and leads to team effort, co-operation and better co-ordination,

- It can be adjusted through effective control.

According to Van der Westhuizen (1991, pp.139-141), the following requirements for good planning may be stated :

- It should provide enough internal and external information to plan meaningfully,

- Planning requires much attention before an activity is initiated,
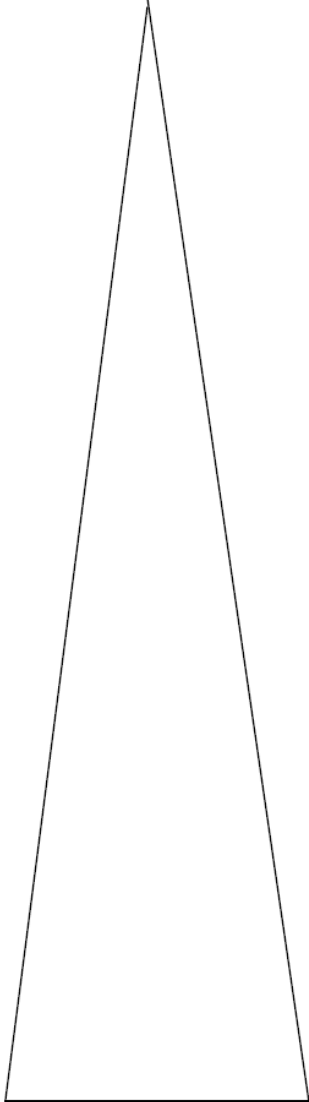
- It should take place within the framework of the formulated national and regional educational policy,

- Planning should always begin with the school principal,

- Planning should be set down in writing,

- Various people may contribute to planning,

- Engage in long and short-term planning,

- Planning serves the purpose of implementing policy and should cover all necessary details,

- Planning should be realistic and capable being carried out.

The following steps are usually followed in the planning action (cf. Robbins, 1980, pp. 128-129, De Wet,1981, pp. 47-48 and Hechter 1981, pp.79-88 in Van der Westhuizen, 1991, pp. 140-141):

- Write down everything which must be done.

- Then determine the priority or order in which the task must be done.

- Compile certain time schedules for feedback or result.

- Identify resources or sources necessary for achieving result .

According to the educational hierarchy in the school, various people will be involved with various types of planning (Van der Westhuizen, 1991, p. 143). Refer to figure 2.2. below.

Figure 2.2 Pyramid Structure in a school

Management Level	Hierarchy	Planning task
Top management : school board, school principal and deputy school principal		1. Draw up overall plan 2. Strategic planning 3. Long-term planning 4. Determine goals 5. Determine guidelines for other management
Middle management : heads of department		1. Plan specific task 2. Functional planning 3. Draw up functional objectives
Operational management: teachers		1. Executive strategic and tactical planning 2. Short-term or operational planning 3. Plan on a daily basis 4. Planning is mainly repetitive

Source: Van der Westhuizen (1991, p. 143)

Much of the earlier work done emphasized on planning. The National Standard and Performance Indicators for school in Namibia, Instrument 1: SSE, (2007,p.10), emphasise that proper time should be devoted to the following planning activities with active participation of the staff :

- Individual subject/phase to include subject specific performance target set in the SDP and PAAI,

- Timetabling and the allocation of subject to teachers (from term to term, during October),

- The extra and co-curricle programmes of the school (from term to term),

- The calendar of activities for the term/year,

- The budget (during October),

- Individual development plan for each teacher according to information gathered during TSE.

It further states that the illustration of a level 4 performance is that school policies should be available at the school and school must audit its performance. The school development plan should contain precise proposals for improvement and these must be prioritised. There should be clear, feasible means described to give effect to the plan. All staff must know what the plan entails for them. The instruction 1: SSE, (2007, p. 10) further stresses that the SDP and the PAAI must be:

- Developed with all teachers involved,

- Reviewed and adjusted according to the outcome of the school self-evaluation in October each year,

- Clear on the activities planned for the school to improve performance,

- Indicates the performance target for each subject,

- Contain precise proposal for improvement of performance for teachers and learners.

It further emphasises that all teachers must be committed to achieve the performance target set in the SDP and PAAI, and that the school board must be involved in developing the SDP and PAAI. Finally the principal must take full accountability for the implementation of the school's SDP and PAAI.

2.2.2.3 Implementation of plans

With references to Henry, (2008, p. 10) the best formulated strategy in the world will amount to nothing if it is poorly communicated throughout the organisation and incorrectly implemented. Effective implementation of strategies and plans required the organisation to be sufficiently flexible in its organisational structure and design. Strategies/plans need to be communicated, understood, and properly coordinated with stakeholder inside and outside the organisation.

A study by Botha (2002, p. 25) states that the implementation of policy is often viewed as the link between policy production and policy practice in schools, the role or the processes of policy implementation. But principals increasingly encounter a fast-changing and confusing policy environment in which they have to somehow work strategically with particular policy prescriptions.

This work is supported by the National Standard and Performance Indicators for school in Namibia (2005, p. 24) and instrument 1 SSE (2005, p.11) that emphasize that the illustration of a level 4 performance school is that action to give effect to the school development plan has been done. The day-to-day activities of the school are well planned in advance by the management and leadership and the staff is informed about what is expected of them.

Strong leadership by the principal must ensures that all activities in the SDP and PAAI are successfully executed. A system must be in place to continuously monitor progress with the SDP and PAAI. All subject/phase teacher are committed to achieve the performance target set in the SDP and PAAI. It then conclude by stating that the staff must receive appropriate training and guidance from the principal and management on the National Standards and Performance Indicators, the SSE, the TSE and the COI.

The information under the literature review are useful for this research because different theorists under review expressed the necessary ideas to be applied for effective leadership and management of any institution of which primary, combined and secondary schools are not exemption. The information under the review shed lights on the problem under

investigation in the sense that the code of good practice is emphasized. Theorists under review emphasised on the institutions to have missions, visions and objectives that are clear and well known to all involved.

Policies should be tailor made for specific institutions and must be known and correctly interpreted by all involved for successful implantation.

Theorist emphasised on planning which is the core responsibility of management and leadership which can be practised by consulting and considering those involved in an institutional running of activities for effective management and leadership.

Information under review are relevant to the study as schools under investigation are also institutions that need to be run effectively taking into account the core aspects of management and leadership that policy, planning and implementation that were discussed under this literature review.

2.3   Conclusion

The National Standards and Performance Indicators for schools in Namibia (2005) is clearly a useful tool in stating that it is the duties of the school leadership and management to ensure that the school as a whole, each teacher, each department should audit their own performance and record the outcomes. It further shows the importance for management and leadership of the school together with the staff and the school board to draw up the SDP and the PAAI annually during October. It also states that the role plays by strong leadership will ensures that all activities in the SDP and PAAI are successful executed. Based on the above literature review, it is evident that there is definitely scope for further research to justify the objectives of the study.

Chapter 3

Research methodology

3.1   Introduction

This chapter investigates the core rationale of this study, the research design, research method, research paradigm and it provides reasons why the specific research method was chosen over the other research types available. As data collection is the main instrument of any research it is of paramount importance that the different data collection types be identified, to provide a clear indication of methodology adopted. Research methodology is influenced by the research objectives and the literature review. Reliability and validity are discussed in the context of this study.

3.2   Rationale of the research method

An appropriate research methodology is of vital importance in order to collect data and achieve the research objectives. In order to delve deeper into the evaluation of effectiveness of management and leadership of schools in terms of policy, planning and implementation for Eheke Circuit in Oshana Region, the researcher used qualitative research method to address the research problem. The exploratory analyses was applied to answer the questions at hand.

3.3   Research design

The design employed for this research is a qualitative approach which means that this research emphasises words rather than quantification in the collection and analysis of data. This research strategy is inductive, constructivist and interpretive

(Bell and Bryman, 2007, p. 731). Interviewing being one method of data collection, was employed during the study.

According to Robson (2002, p.166) a qualitative research develops concept from patterns in data (inductive). It develops meaning from the subject's perspective, it is ideographic whereby the researcher wants to understand the meaning people attach to their every days' lives. Researcher sees reality as subjective, researcher found meaning as he/she comes into contacts with the data, concepts are in the form of themes and categories. The researcher wanted to understand phenomena, data are in the form of words, the researcher design is flexible and develops as the researcher progresses. Data are analysed by extracting themes, the unit of analysis is holistic and concentrates on the relationship between concepts and contexts.

The procedure followed in this research was in-depth interviews where there were one-on-one interactions between the interviewer and interviewees and the purpose was to understand the interviewees' situations (De Vos et al 1998, p. 299). The researcher employed an unstructured and a structured interview type with a schedule. The schedule contains a small number of topics, in this case, policy planning and implementation which the researcher covered during the interview. Such an interview lasted for thirty (30) minutes recorded and transcribed verbatim. All completed tapes were labelled and the researcher carried a back-up recorder. The researcher kept transcript on the all the discussions held. Appointments were scheduled well in advance with the interviewees before these interview sessions.

3.4   Research paradigm

This study is an inductive thought that begins with investigation of specific process in order to reach wider and more general statements. Based on these events the assumption are inferred from the study findings and creates a theory which is the basis of this qualitative approach to research (Shtarkshall, 2004). The research was a field research, conducted in formal settings of schools in order to collect substantial situational information.

3.5   Research strategy

This research sought the participation of seven schools in Eheke circuit for a series of one-on-one interviews based on structured and unstructured questions. The schools sampled included two primary schools, three combined schools and two secondary schools. Guide questions were developed and used for one-on-one interactions (refer to appendix A).

The researcher selected stakeholders for these one-on-one interviews. These respondents were school board members, principals, heads of departments, and teachers from both primary, combined and secondary schools.

3.6   Research instruments

Instruments used for this study were a voice recorder used to record the voices, CDs to save and store the discussions as well as a computer for retrieving relevant information from the internet and for downloading the discussions from the voice recorder onto the CDs. A questionnaire was prepared to serve as a guide during the deliberations for the research.

3.7   Sampling strategy

The researcher employed a conveniences sampling method (Bell and Bryman, p. 498). The population of this research was made up of principals, heads of departments, school board

members and teachers. Schools were divided in the following categories: secondary schools, combined schools and primary schools.

3.7.1   Target population

The researcher interviewed five principals, five heads of departments, three teachers and three school board members taken from all the three categories of schools in Eheke circuit. The informants were selected by listing the names of the twenty two schools in Eheke circuit, Oshana education region, put them according to their categories and then picked up the required number of schools in each category for data collection.

3.7.2   The sampling size

The sampling size for the study was five principals, five heads of departments, three teachers and three School Board members. The sampling size for the study is thus sixteen respondents in total.

3.8   Data collection

The information was collected through a series of twelve one-on-one interviews held with the respondents. The structured and unstructured questions for school board members, principals, heads of departments and teachers were designed and pre-tested. Refinements were made to each question where necessary. The questions used for all respondents were comprised of closed items and open-ended items. These questions served as a guide and some questions developed depending on the responses from the informants.

The researcher visited the targeted schools and conducted face-to-face interviews with the respondents. The researcher carried a voice recorder which was used to record these discussions and notes were also taken to ensure significant responses from each respondent. Upon recording, the researcher downloaded all the discussions onto the computer and burned the information from the computer to the three CDs.

3.9 Data analysis

In analysing these result, the researcher employed a Techs' approach as per De Vos et al (1998, p. 343):

Getting a sense of the whole by reading through all transcripts and jot down ideas as it comes to mind. This was done by thinking about the underlying meanings and write down the thoughts about meaning of each piece of information on the topics. The researcher clustered similar topics together and then identified major topics, unique topics and left over topics.

Furthermore, the researcher took a list of topics and return to the data. The researcher abbreviated the topics by means of codes and wrote those codes next to each segment of data in the transcribed interview, and checked if new categories and codes emerged. Then the researcher formed categories by grouping topics together and determined relationship between categories. The researcher made a final decision on the abbreviation of categories and codes, and alphabetised the codes. The researcher assembled all the data materials for each category in one place and recoded existing data.

In other words, the researcher analysed the data using the comparative method that combines inductive category coding with a simultaneous comparison of all units of meaning obtained across categories (Maykut and Morehouse,1994, p. 126). The comparative method involves selection of units of meaning and subsequently grouping them with similar units of meaning.

In real terms, this means making sense of large checks of information. The researcher consolidated, reduced and interpreted what the respondents have said. Thereafter, the researcher organised the data in the form of categories.

3.10 Validity and reliability of data

3.10.1 Validity measurement

The responses were transcribed verbatim and sent to the respondents to check for correctness in order to ensure validity. The respondents returned the transcripts agreeing that the contents represented their responses.

3.10.2 Reliability

Responses were solicited from specific people who deal with management and leadership at schools, with specific reference to policy, planning and implementation. These respondents were primary sources of information and some evidences of documents in questions were handed to the researcher as evidence. Respondents gave out what exactly is taking place at their specific organizations on a daily basis with regard to the questions on hand. The reliability of the investigations in the schools is generally satisfactory.

3.11   Ethical considerations

The researcher maintained positive conduct throughout these interviews. The researcher was being co-operative but unbiased and impartial. The researcher kept a professional appearance at all times. The researcher prepared a list of questions that were used as a guide during the interview. The type of questions were directed based on their knowledge about the contents of this study. (Nell and Bryman, 2007, p. 264). The researcher showed interest by listening attentively and made no unnecessary movements and gestures in front of the respondents.

The researcher respected the fact that the informants cannot be coerced to answer research questions and that they have rights to refuse to be interviewed if they feel so.

3.11.1 Confidentiality

Before the interview commenced, the researcher emphasised anonymity by indicating that the names of the respondents would not be mentioned in the dissertation and assured the participants that all information provided will be treated with strict confidentiality in order to protect the rights of informants.

3.12   Limitations

Some respondents avoided the interview sessions by excusing at the latest stage and thus reduced the total number of the actual respondents to sixteen.

In fact the interviews were conducted during the Grades 10 and 12 national external examinations which was a hectic and busy time for both teachers, school board members, heads of departments and principals.

In one instance, there was a school board member who could not expressed herself in the English language and she used a vernacular which is Oshindonga, so the researcher provided language translations from Oshindonga language to English language.

The study is limited to a detailed account of effectiveness of management and leadership focussing mainly on policy, planning and implementation at primary, combined and secondary schools and is thus not more than a snapshot of practice in specific settings.

Clearly, the findings cannot be generalised but may alert one to both the possibilities of management and leadership and weaknesses encountered in the aspects investigated under this research in a small sample of schools in Namibia.

3.13   Conclusion

Under this chapter, the focus was on the methodologies applied and a brief description of the rationale for the study. The coverage includes research design followed during the study, it states the research paradigm, the research strategy, research instrument, the sampling strategy and the target population of this study. It further shows how data was collected and analysed, and looked at the validity and reliability of data, ethical considerations were taken into consideration during the research as well as confidentiality involved plus the limitations of this research.

The next chapter presents the findings and analysis of the data collected.

Chapter 4

Presentation of results, discussions and interpretation of findings.

4.1   Introduction

Ten major themes emerged from the collected data as barriers to effective management and leadership of schools when it comes to policy, planning and implementation in Eheke circuit primary, combined and secondary schools. The ten major themes are:

1. Least effective management and leadership,

2. Absence or a lack of schools' goals and objectives,

3. Well written school missions but less known to principals, teachers, heads of departments and school board members,

4. Unavailability of school visions,

5. Need of full participation in the formulation of policies by heads of departments, teachers, school board members and principals,

6. Poor involvement of school board members in planning activities,

7. Less effort in the implementation of plans,

8. Low education level of parents who are serving as school board members,

9. Insufficient monitoring of performance at schools,

10. A dare need for training in management and leadership for school board members, principals and head of departments

These findings are similar in all categories of schools researched. Categories of schools where the study was undertaken were primary schools with Grades 1-7, combined schools with Grades 1-10, Secondary schools: one with Grades 8-10 and the other one with Grades 11-12 in Eheke circuit in Oshana Region. It is against this background that these findings are presented at once because the teaching and learning leadership and management situations are found to be similar in all aspects researched on both school categories studied.

4.2   Research questions

- Do schools have clear, written policies that incorporate schools' goals and objectives?

- Are all staff members aware of the schools' goal and objectives and how to implement these?

- Are these policies taken into account the national and regional guidelines?

- Does the school as a whole, each department and each teacher audit their own performance and record the outcomes?

- Do schools have development plans in place and do all the staff members comply with the content thereof?

- What actions have been taken by the management and leadership of the schools regarding the schools' development plans?

4.2.1   Interview guide questions

Following are the samples of guided questions asked during the interviews which were derived from the above listed research questions. However some of the questions originated depended on the respondents' answers to the questions.

**Table 4.1   Interview guide questions**

Policy	Planning	Implementation of plans
1. What is the mission statement of this school?	1. What is your understanding of a School Development Plan?	1. What is the role of management and leadership with regard to the SDP and PAAI?
2. What is the vision of this school?	2. On what exactly is the School Development Plan of this school is based?	2. As a subject teacher how do you contribute to the achievement of the performance target set in the SDP and PAAI?
3. Can you please give examples of policy documents available at this school?	3. What is contained in the School Development Plan?	3. Did you receive any appropriate training and guidance on the National Standard and Performance Indicator for Schools in Namibia? If yes, who trained you?
4. Who were involved in drawing up these policies?	4. Have proposals for improvement been prioritised?	4. Did you receive any appropriate training and guidance on self-evaluation instrument, if yes, who trained you?
5. Do the policies incorporate the school's goals and objectives?	5. What means are available to effect to the School Development Plan?	5. Did you receive any appropriate training and guidance on the teacher's self- evaluation instrument? If yes, who trained you?
6. What was taken into account when these policies were drawn up?	6. What does the School Development Plan entails for you as a staff member?	6. Overall, whose responsibility is it to implement the plans of this school?
7. Were these policies shared and discussed with at staff meeting?	7. What actions do you take to give effect to the School Development Plan?	
8. Who keep the copies of these policies?	8. What do you actually do with what has been formulated in the plan?	
9. How do the school keep track of its performance?	9. What are the ways of self-evaluation undertaken by this school and what is the frequency?	
10. Do each department audit its performance?	10. What are the examples of planning activities carried out by the management of this school?	
11. Do you as a teacher audit performance?	11. How are you as a teacher involved in the planning activities carried out by the management of the school?	
12. Are the performance of the teachers, department and the school as a whole recorded?	12. What planning activities do you get involved regarding a school board member?	
	13. What planning activities you get involved into as a school board member?	
	14. How do you find these planning duties of the school, easy or difficult? Please motivate your answer?	

Source: **Own deductions**

4.3 **Presentation of the research result according to interview questions.**

The following bar graph displays the results from the interviews held (refer to figure 4.2 below):

Figure 4.2   Results of management aspects evaluated
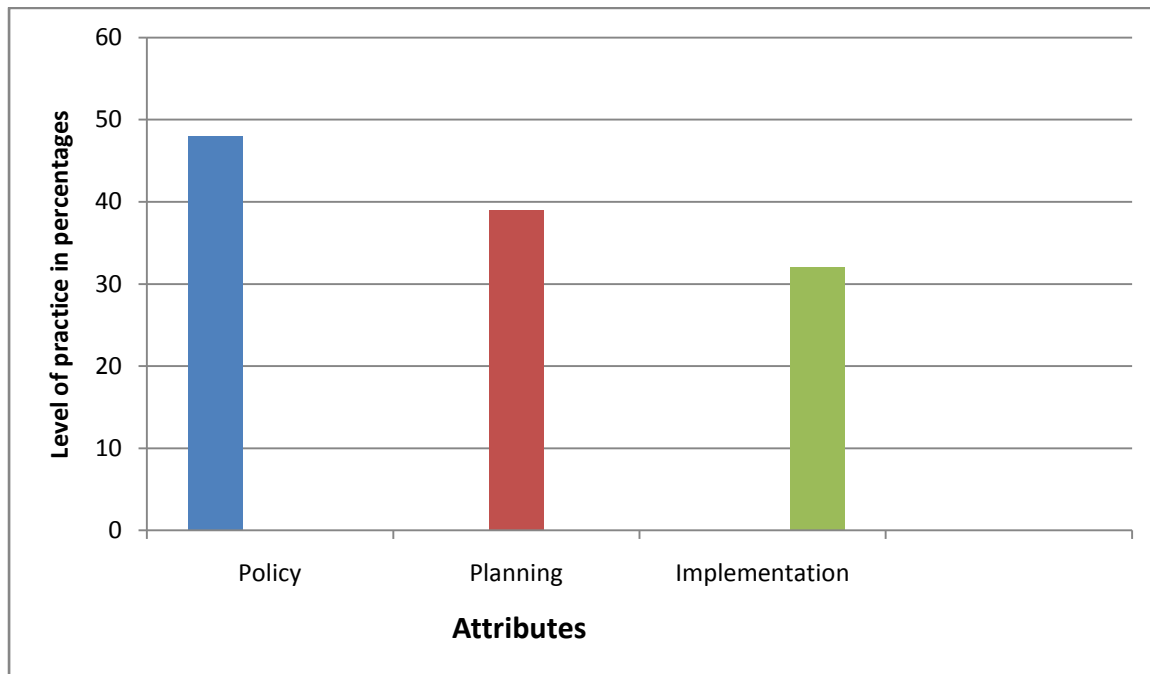
Source: Own deductions

4.3.1   The main findings from the empirical research

The main findings from the empirical research are as follows:

- Least effective management and leadership,

- Absence of schools' goals and objectives,

- Well written school missions but less known to principals, teachers, head of departments and school board members,

- Unavailability of school visions,

- Need of full participation in the formulation of policies by heads of departments, teachers, school board members and principals,

- Poor involvement of school board members in planning activities,

- Less effort in the implementation of plans,

- Low education level of parents who are serving as school board members,

- Insufficient monitoring of performance at schools,

- A dare need for training in management and leadership for school board members , principals and head of departments.

4.4 Discussions of the findings

4.4.1 Least effective management and leadership

Principals as Chief Executive Officers (CEOs) of schools and accountable officers are also tasked with teaching 25% of the teaching load at the school depending on the type of timetable followed by the school. Administration work was also found too much for them.

"I have classes to teach and this makes it difficult for me to carry out my management tasks", Principal of a combined school.

4.4.2 Absence of school's goals and objectives

Goals are not clearly written and less known to the teachers, heads of departments and school board members. Lists of specific school goals are absent at most of the schools. Principals indicated that schools lack written goals as their general goal is to educate children and teach them to perform well and pass.

4.4.3 Well written school missions but less known to principals, teachers, heads of departments and school board members

Schools' missions are well written and displayed in the offices of the principals but cannot be remembered by heart. Heads of departments, teachers and school board members could not even pronounced the missions of their schools and new teachers not always introduced to the missions.

4.4.4 Unavailability of school visions

With all the schools categories, visions are not clearly formulated by these schools. Board members, heads of departments, teachers and even principals cannot remember their schools' visions. Some of the comments during the interviews were: "*I don't know the school vision; I can remember that the school has only a mission but I cannot recall it by heart".* These were some of the responses from a teacher, a school board member and a principal*. Our school has no vision yet, we only have a motto,* said one school principal.

4.4.5 Need of full participation in the formulation of policies by heads of departments teachers, school board members and principals

Different internal policies are available at the schools based on the nature, needs and the situations at each specific school. However, not all policies were drawn with the inputs of those involved in education at schools especially school board members except the school rules.

Since goals and objectives of schools are not clearly written, the alignment of the policies to the goals and objectives is a matter of concern. Copies of the policies are filed either by the secretaries, the principals or by specific teachers who are delegated to deal with a specific aspect to which a policy is related. The level of education for school board members is a matter of concern as they could not also understand and interpret the national policies properly on which the school activities must be aligned. This is a big blow to effective management and leadership of schools.

Policies are not shared regularly at schools and contents are not well known by all involved in managing and leading schools except the school rules. The Namibian Constitution, which is the supreme law of the country is not featuring at all schools visited and individual teachers, heads of departments and school board members are not in possession of the Education Act 16 of 2001 which regulates and guides the legal aspects in education in Namibia, which may be a contributed factor to the current problem as found by the researcher.

4.4.6   Poor involvement of school board members in planning activities of the school

Most of the planning activities are made by the principals and the school level management committee. Parents and school board members are just feedback receivers and were not involved with the planning of the activities.

The SDP and the PAAI are done by the principals and the teachers of the schools. School board members and other parents were not involved and in most cases do not have information on what these planning documents entail .

When it comes to the school budget, the current process starts with the teachers who identify the needs of the school and submitting it to the school boards. The school board meets and screens different items listed in the proposed budget and match these with the possible income of the school. Finally, it is tabled at a meeting with the parents and it has to be approved by majority of the parents. The parents' meetings usually take place in October each year in order to implement the approved budgets early in the next year.

A huge number of new planning activities are in emergence at all categories of schools presently. However time, cost and human resources abilities have a negative effect on these planning. Schools ended up commercial businesses whereby they have to organise bazaars to sell items in order to raise funds for the schools and it is compulsory for fundraising activities to be planned for each year. This impact negatively on the focus and effectiveness of management and leadership.

Plans, amongst others, the National Standard and Performance Indicators for schools in Namibia were formalised at the national level. However, the full participation of teachers, principals, heads of departments and school board members was sought at a low extent if not even at all. For all respondents, inputs for planning activities must be solicited equally from all the stakeholders in education for ownership development's sake, easy and effective implementation and to develop a sense of responsibility and accountability amongst the stakeholders, leaders and managers of schools.

4.4.7   Less effort in the implementation of plans

There is a lot of uncertainty amongst schools on whose responsible for the implementation of certain aspects of these plans. Relevant appropriate necessary training is needed for each plan that is being introduced. Respondents indicated that training on school development plans should be designed for school board members since they are the decision making body of the schools, as well as for the teachers and the heads of departments. Respondents from all school categories indicated the need of appropriate guidance and training to be conducted on the teacher's self evaluation instrument for principals, school board members, heads of departments and teachers on a regular basis.

Principals are also teachers responsible for teaching different subjects and therefore their time for proper monitoring, supervision and guidance is limited and their contribution to the performance targets set in the plan of action for academic improvement is negatively affected.

4.4.8   Low education level of parents who are serving as school board members

The school board is comprised of the parents and teachers. The level of literacy for parents cannot enable them to understand and interpret policies correctly and efficiently. There is no correct match between what is expected from them and their level of qualifications in both school categories.

4.4.9   Insufficient monitoring of performance at schools

Even though each teacher, each department and the school as a whole record and audit the performances, direct proper monitoring is needed in order to address weaknesses identified through the audit for quality teaching and learning at schools and for excellent performance.

Participants indicated that time for management and leadership of schools is limited because of a lack of focus on the task of managing and leading like other managers and leaders of other organisations. Personal Development Plans (PDP) developed by the teachers are not

properly individually studied and monitored by the management and leadership of the schools so as to offer relevant needed assistance.

4.4.10 A dare need for training in management and leadership of schools for school board members, principals and heads of departments

A limited number of principals running schools did not specialize in management and leadership during their professional training that in reality lead them to meeting challenging aspects of management and leadership not being well prepared to bring about effectiveness.

4.5 Findings from the literature review

The vision statement must be easy to understand and remember (Henry, 2008, p. 11). The vision is a picture of the school in its ideal form, a picture towards which all role players in the school, the teachers, the parents, the learners the broader community and the region of education can identify with. Without a vision to work towards, it is very easy to lose sense of purpose of schools and education (Davidoff and Lazarus, 2002, pp. 55-56).

Organization's mission seeks to answer the question of as to why an organization exists. A mission is a way in which the organization communicates the business it is in to the outside world (Henry , 2008, p. 11).

Goals are long term that should be formulated within reference to the mission. Objectives follow the formulation of the goals. These are more specific than the generalised goals (Du Preez, 1998, p. 7). According to De Wet (1981, p. 51 in Van der Westhuizen,1991, p. 145) the following guidelines should apply to goals:

- they should be generally understood,
- concrete and specific,
- acceptable to those involved,
- be balanced and should be achievable.

The National Standards and Performance Indicators for Schools in Namibia, 2005, p. 24 prescribe that an illustration of a level 4 performance is that the school has clear, written policies that incorporates its goals and objectives. All policies have to been discussed at staff meetings to ensure that all are aware of the school's goals and objectives and share in them. A priority is to improve learners' attainments and the quality of their learning experience.

The National Standards and Performance Indicators for Schools in Namibia, Instrument 1:SSE, (2007, p. 10) emphasises that proper time should be devoted to the planning activities with the active participation of staff. It further emphasises that all teachers must be committed to achieve the performance targets set in the SDP and PAAI, and that the school board must be involved in developing the SDP and PAAI. The principal must take the full accountability for the implementation of the school's SDP and PAAI.

Strategies and plans need to be communicated, understood and properly coordinated with stakeholders inside and outside the organisation (Henry, 2008, p. 10).

4.6   Interpretation of the findings

The findings indicated that management and leadership of schools is hampered by some factors that are within the system itself, for example:

- The principal is expected to teach and at the same time to manage and lead the school, an activity which put much pressure on the principal and reduces the effectiveness of his management and leadership style.
- Absence of clearly defined school goals is an indication of broad focus and this can reduces effectiveness as the schools need to be goal driven for it to utilise the time on the activities that are taking the school closer to its vision.
- Missions were well written as part of the instruction given through the regional education office that each school should have a mission statement. However the visions was not known by all involved or even lacking. This led to a lack of familiarization and ownership which was not developed at the school level.

- Formulation of policies was actually done by excluding the bodies that suppose to play a major role in the formulation, for example, school board members who made up the decision making body of the school and teachers who are custodians of the policies and the ones to effect and implement the policies. These individuals were supposed to give their inputs on the different policies. However, this was not the case for all school categories.

The study further indicated that most planning activities exclude the school board members, like the SDP and the PAAI which are vital plans of the schools.

There is uncertainty on who exactly is suppose to implement these plans in schools even though the whole accountability lies on the shoulders of the principal. Need of training in management and leadership skills was strongly emphasised by all respondents at all school categories.

The study further revealed that the level of literacy for parents cannot enable them to understand and interpret policies correctly and efficiently .

Insufficient monitoring of performance is negatively affected by the fact that principals as CEOs of schools are not only focusing on management and leadership but have to be involved in teaching. Training need to be given in the areas of management and leadership to all principals, school board members, heads of department as well as to the teachers for them to be on par with effective management and leadership.

4.7   Contribution of the study

This study will contribute to the effective management and leadership of schools with regard to policy, planning and implementation in such a way that it has identified the areas that hinder the aspects of management and leadership on both primary, combined and secondary schools.

It may create awareness to the relevant authorities, in this case the education region specifically and the Ministry of Education at large to know which aspects need attention if the standard of best practise has to be achieved in different school categories with regard to management and leadership focussing mainly on policy, planning and implementation.

It indicates shortcomings that need to be turned into strengths with regard to effective management and leadership of primary, combined and secondary schools when it comes to policy, planning and implementation.

It gives recommendations that can be considered for reaching the level 4 grading which is an excellent performance rating and the standard of best practise as prescribed by the National Standards and Performance Indicators for schools in Namibia (2005).

4.8   Conclusion

This chapter highlights the findings of the study. The data reveals that in the main there are more negative responses than positive responses. What has come across clearly is the fact that it indicates shortcomings that need to be turned into strengths with regard to effective management and leadership of primary, combined and secondary schools when it comes to policy, planning and implementation. A further finding indicates that lack of leadership and management skills affect the proper running of schools and contribute to delays in the implementation of the National Standards and Performance Indicators for schools in Namibia (2005). Finally, the relationship between all stakeholders must be improved if schools wants to attain a level 4 grading with regards to performance in the education sector of Namibia.

The following chapter presents the final conclusion of the study together with suitable recommendations.

Chapter 5

Conclusion and Recommendations

5.1 Introduction

Different theorists under literature review did not expose the barriers to effective management and leadership of schools when it comes to policy, planning and implementation. Such barriers could be the possible causes of schools in Eheke circuit not being able to reach level 4 grading performance rating on policy, planning and implementation. This study actually filled that existed gap by identifying the barriers to effective management and leadership of primary, combined and secondary schools in terms of policy, planning and implementation in Eheke circuit.

The research has addressed the effectiveness of management and leadership of primary, combined and secondary schools, in terms of policy, planning and implementation. Based on the themes mentioned in the previous chapter, the following conclusions are drawn.

5.2 Explanation of the results

The results from the interviews revealed that effective management and leadership of schools is a prerequisite for a school to perform at level 4 grading. It further revealed that there needs to be full and regular practice of clear, written policies that incorporate a school's goals and objectives for both primary, combined and secondary schools.

All stakeholders are not aware of schools' goals and objectives and not fully share in them. Policies were not all formulated by all stakeholders in the running of the schools. A school as a whole, each department and each teacher should audit their own performance and record

the outcomes but insufficient monitoring prevail. The SDP is available, but all the staff members have no complete knowledge of what the plan entails and board members were not part of the formulation of such a plan. There is a lack of action that gives effect to the ignorance of a SDP by the management and leadership of the schools.

This research revealed that schools are becoming operating business entities, selling items through school bazaars to raise funds for effecting the SDPs.

Majoring in management and leadership is not a prerequisite for one to become a principal and the fact that even illiterate parents can become school board members have a negative impact on the effectiveness of management and leadership of schools when it comes to policy, planning and implementation.

5.3   Recommendations

5.3.1 Introduction

In the light of the preceding findings and conclusions it is recommended that management and leadership of schools reflect critical on the following: vision, mission, goals and objectives, policies, performance audit, planning and implementation of plans for effective management and leadership of the schools.

5.4   Recommendations based on the findings and the literature review

The following are the recommendations based on the findings and the literature review:

5.4.1 Policy

- As the vision represents a desired state which the organisation aspire to achieve in the future, it must tap into the personal goals and values of the organisations employees if it

is to be internalised by them (Henry,2008, p. 11). This means that employees within the organisation should share and develop ownership of their institution's vision in order for them to use their time on activities that are taking them closer to the realization of their vision and to apply maximum time on task.

- The vision should shine clearly for everyone in the organisation to see, so that they can all know where they are heading for and use it to judge the appropriateness of their actions (Burnes, 2009, p. 443). This implies that for example, during the beginning of each semester in schools, the school community has to come together, discuss and share the vision and ensure that everybody has a copy of the vision. This will serves as a guide in everybody's activities towards the realization of the vision. This can enable maximum time on tasks that are taking the school closer to the vision.

- A mission should be set for a school by the management and leadership of the school. According to Henry, (2008, p. 11) a sense mission is an emotional commitment that employees feel towards the organisation. It occurs when employees feel that there is a match between the values of an organisation and those of the individual. The key point is that individual with a sense of mission are emotional, committed to the organization and what it stands for, and what it is trying to achieve.

- From the researcher's critical point of view, a strong and knowledgeable board can make a significant difference in the performances of any organization. Principals are the CEOs of schools, and what a CEO really expect from a board is goal advice and counsel both of which will make the school stronger and more successful.

- Policies includes government, regional and school policies, circulars and directives. All the necessary policy documents, forms and registers of the Ministry of Education must be available at the school and available to the teachers (National Standard and Performance Indicators for schools in Namibia, Instrument 1: SSE, 2007, p.10). Each

individual person should be provided with the copies of the policies. The policies should be shared and discussed, understood and correctly interpreted and ownership of the policies should be developed to ensure successful implementation.

- Du Preez, 1998, p.64) emphasised that a school policy have an impact on everybody. The school purpose and function is also closely involving the school board and that a school policy must be made available to all parents or guardians, teachers, head of departments and the school board members.

- An illustration of a level 4 performance rating is that the schools should have clear, written policies that incorporate its goals and objectives. All staff should have copies of the policies which have been discussed at staff meetings to ensure that all are aware of the school's goals and objectives and share in them. A priority is to improve learners attainments and the quality of their learning experience (National Standards and Performance Indicators for schools in Namibia, 2005, p.24).

5.4.2 Planning

- Management and all the staff members should be involved in a thorough SSE during October of each year. The school board should also be involved in the school self-evaluation programme during October and each teacher must complete a TSE instrument at least once a year. Proper time should be devoted by the management and leadership to do the planning activities of the school with the active participation of the staff (National Standard and Performance Indicators for schools in Namibia, Instrument 1:SSE, 2007, p. 10).The SSE will be used as a tool to draw up the SDP. Teachers, school board members and the school as a whole would benefit from the SSE because they will identify the weaknesses and the strengths of the school .They can sustain the strengths and prioritise the weaknesses in the SDP so that they can improve on the

shortcomings identified in the SSE with the core purpose of improving the school performance.

- The process of planning needs to include relevant role players in appropriate ways (Davidoff and Lazarus, 2002, p. 83). This is in par with the (National Standards and Performance Indicators for schools in Namibia, Instrument 1:SSE, p. 10) emphasises that the SDP and PAAI must be developed with all teachers involved and that the school board members must also be involved in developing the SDP and PAAI.

5.4.3 Implementation of plans

- This research is also recommending that for management and leadership to be effective proper guidance and training must be given by the regional directorate of education on different aspects covered in the evaluation of schools.

- Additionally, principals as CEOs of schools need to be relieved from teaching subjects in order for them to concentrate fully on the supervision, monitoring, and running of the schools.

- A school board is a decision-making body of the school which has high authority over the school, therefore proper training in all aspects that have to do with the effective and efficient running of the school need to be given to them, they need to be fully equipped with relevant knowledge as knowledge is power, in order for them to be able to carry out the task effectively. The level of the board education training need also to be considered in the way that a maximum qualification to be determined for one to be a board member. The research is also recommend that an allowance for these board members should be instituted for each board sitting, instead of them performing the duties voluntary.

- The area of specialization in management and leadership should be a prerequisite for one to be appointed as a principal of any school category to enhance efficiency and effectiveness. In order to become a school board member, a certain agreed level of literacy and education must be achieved for correctness and quality delivery.

5.5   Areas for further research

This research recommends a further research that can investigate the impact of the level of education training of the principals on the effectiveness of management and leadership of schools at primary, combined and secondary school levels. The purpose is to identify the limiting factors that prevent schools to be at level 4 grading and to recommend ways that would gear the schools to level 4 grading with regards to management and leadership focussing mainly on policy, planning and implementation.

5.6   Final conclusion

The effective management and leadership of schools is attributed to the factors concerning the vision, mission, goals and objectives, policies, planning and implementation. This study dealt with all the objectives and questions which were formulated in chapter one of the research. The study further proved that it is essential that school board members, principals, heads of departments, teachers, parents and learners be made fully aware of the factors that militate against effective management and leadership in order for the schools to reach the grade 4 level of performance rating which is the standard of best practise for all schools in Namibia.

The study further reveals that there is a need for full participation in the formulation of policies by heads of departments, teachers, school board members and principals which will subsequently lead to sustainable performance in the long run.

These recommendations will be made available to the education sector in Namibia at large, but mainly to the Minister of Education in Namibia for possible assimilation into their decision-making strategies, which will assist to transform the education sector into a grade 4 level of performance.

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7.   Appendices

Appendix A: Interview guide questions

Appendix B: Research proposal

APPENDIX A – PROJECT INTERVIEW GUIDE QUESTIONS

RESEARCH TOPIC : An Investigation into the Effectiveness of Management and Leadership of Primary , Combined , and Secondary Schools in Terms of Policy , Planning and Implementation in Eheke Circuit , Oshana Region in Namibia.

POLICY

1 . What is the mission statement of this school ?

2 . What is the vision of this school ?

3 . Can you please give examples of policy documents available at this school ?

4 . Who were involved in drawing up these policies ?

5 . Do the policies incorporate the school's goals and objectives ?

6 . What was taken into account when these policies were drawn ?

7 . Were these policies shared and discussed with at staff meetings ?

8 . Who keep the copies of these policies ?

9 . How do the school keep track of its performance ?

10 . Do each department audit its performance ?

11 . Do you as a teacher audit your performance ?

12 . Do the performance of the teachers , departments and the school as a whole recorded ?

PLANNING

13 .What is your understanding of a School Development Plan ?

14 .On what exactly do the School Development Plan of this school is based ?

15 . What is contained in this School Development Plan?

16 . Have the proposals for improvement been prioritised ?

17 . What means are available to effect this development plan ?

18 . What the School Development Plan entail for you as a staff member ?

19 . What actions do you take to give effect to the School Development plan?

20 . What actually you do with what has been done from the plan ?

21 . What are the ways of self – evaluation undertaken by this school and what is the frequency ?

22 . What are the examples of planning activities carried out by the management of this school ?

23 . How you as a teacher involved in the planning activities carried out by the management of the school ?

24 . What planning activities you get involved into as a school board member ?

25 . How do you find these planning duties of the school , easy or difficult ? Please motivate your answer ?

IMPLEMENTATION OF PLANS

26 . What is the role of management and leadership with regard to the SDP and PAAI ?

27 . As a subject teacher how do you contribute to the achievement of the performance target set in the SDP and PAAI ?

28 . Did you receive any appropriate training and guidance on the National Standards and Performance Indicators for Schools in Namibia ? if yes , who trained you ?

29 .Did you receive any appropriate training and guidance on the school – self evaluation instrument , if yes who trained you ?

30 . Did you receive any appropriate training and guidance on the teacher's self – evaluation instrument ? if yes , who trained you ?

31 . Overall , whose responsibility is it to implement the plans of this school?

APPENDIX B :

RESEARCH PROPOSAL FOR A DISSERTATION

RESEARCH TOPIC

An Investigation into the Effectiveness of Management and Leadership of Primary , Combined and Secondary Schools in Terms of Policy, Planning and Implementation in Eheke Circuit , Oshana Education Region.

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A . Gantt chart

B . Budget

C . Schools' evaluation key area average results

1. Introduction and background to the study

According to the (National Standards and Performance Indicators for schools in Namibia, 2005), "Namibia is known as land of the contrast.   In education, there are differences in educational achievement arising from historical, social and geographical causes. However, Namibia's major objective is equality of educational opportunity across the country and a levelling up of standard so that all schools may have advance towards the standard of the best" (National Standards and Performance Indicators for Schools in Namibia,2005, p. i) .

 Namibia Ministry of Education has published the standards that identified twenty-nine aspects of the conditions of a school and its work and provide a way of quantifying the quality of each of these aspects. Seven key areas of the work of schools have been identified . For each of these a number of performance indicators have been written. Each performance indicator deals with a group of aspects or themes. The   7 key areas are (National standard and performance indicators for schools in Namibia, 2005) :

"Key area 1: Provision of resources for the school

Key area 2: Curriculum and attainment

Key area 3: The teaching and learning process

Key area 4: The school as a social unit

Key area 5: Management and leadership of school and hostel

Key area 6: Links with parents and the community, and

Key area 7: Links with other schools and the region."

Schools set to be evaluated by external evaluators referred to as NESE (National External School Evaluators) teams composed of inspectors of education, advisory teachers, regional school counsellors and education officers at TRCs (Teacher Resource Centre). Schools are selected each year to form a cross section of quality, location and phase. Grading has to be given to the work of the school in the stated key areas on a four- points scale. In each performance indicator illustrations are given in words of an excellent performance (level 4) in that part of the work of a school, and of a performance that show more weakness than strengths (level 2).

The situation in the school is being compared with these illustrations and assign a grading to each aspect.

The four point scale is (National standard and performance indicators for schools in Namibia, 2005) :

Level 4: excellent   strong in all or almost all themes

Level 3: Good   more strengths than weakness

Level 2: Fair   more weakness than strengths

Level 1: Weak   extensive weakness

The use of the standards by the school are that a good school knows what it is aiming to do, how well it is achieving its aims, what aspects of the school need work to keep them at a good standard, what aspect of the school   need to be improved, what action is planned and whether action currently under way is succeeding.

Angula's, (2010) article indicates that "performance of schools across regions in Namibia is varied and unstable. Reasons for this state of affairs should be identified" (Angula . 2010, p.10).

"The quality of the education currently on offer varies from school to school and indeed from class to class. It is therefore important that means of assuring quality across the country developed. To so there is a need for standards for the work of school that are agreed upon nationally in all the schools. The standards need to cover a wide range of aspects of schooling, because schools are complex organisations and aspects of their work contribute to the quality of the educational experience that they offer to the learners" (Mbumba, 2005 : i).

Starting in April 2005, teams of evaluators begin a program of school evaluations. However, no school has been evaluated at level 4 grading in Namibia generally and in Oshana Region in particular and in Eheke Circuit specifically . Eheke Circuit is composed of nine primary schools, twelve combined schools and two secondary schools, giving a total of twenty three schools altogether . It is situated   in Oshana Education Region. (The National External School Evaluation Annual Report of 2008, p. 9) indicates that the implementation of plans was weak in over half of all schools evaluated.

With this study the researcher's question or curiosity, starts with the fact and evidence that even though schools are evaluated and put according to these four scale grading in order to maintain standards no school has been evaluated at level 4 grading in the whole of Namibia including schools in Eheke Circuit (see Appendix C).

The researcher is eager to investigate the effectiveness of management and leadership of schools, key area5 (KA5) in Eheke Circuit with regard to policy, planning and implementation. This performance indicator is concerned with goals, objectives and policies, self-evaluation, school development planning and implementation of plans at school level.

The researcher is keenly interested to know and understand why schools are not getting to grade 4 point scale in the key area of management and leadership of schools . The researcher see a need for the study because there needs to be planning of action to be taken, for improvement sake, based on a knowledge of what is going on in the school with regards to management and leadership of schools . However , "planning is usually the responsibility of the managers of the school (principal) and the heads of department. These individuals have to ensure that their schools standards of expectation are in line with national or regional policy Quality assurance.

Quality assurance actually means taking steps to ensure quality by being clear about what needs to be done (school aims and policies), taking steps to ensure that the work is done well (school management), taking steps to evaluate whether things are working as well as they should (school self-evaluation) and using the evaluation to make the necessary changes (school development planning)" (National Standards and Performance Indicators for Schools in Namibia, 2005 p. 1).

This study will be useful in the sense that the Oshana Regional Education Directorate will get information on where exactly schools are failing so that necessary steps will be taken to improve the school situations in order for all the schools to be at level 4 grading and be at the required standards of the best. So the intended audience for the research will be the Regional Education Management for Oshana Region; these are the : Directors, Regional Planners and

Inspectors of education in particular as well as the ministry of education at large. The product of the research will be a scholarly manuscripts.

The overview of the research   proposal entails the following components on addition to this introduction : it will cover the statement of the research problem in which the researcher will highlight issues that are prompting her to make this study , aims and research objectives whereby the researcher will have an overall aim of this research followed by objectives.

It will also display the methodology part which covers the research design, sampling and data/result analysis. Furthermore, constraints will also be identified, followed by the reflection. Moreover, literature will be reviewed whereby the researcher will give the academic theory/framework on the topic enriched by demonstration of resources. Finally, the researcher will compile a list of references that are   referred to and acknowledged in the text.

2. Statement of the research problem

The stated background prompted the researcher to investigate the effectiveness of management and leadership of primary , combined and secondary schools in terms of policy, planning and implementation for reaching the standards of the best. Since schools are not reaching this level 4 grading to meet the standards set by the ministry, questions that the researcher has are:

Do schools have clear, written policies that incorporate schools' goals and objectives?

Are all staff members have copies of the policies which have been discussed at staff meetings to ensure that all are aware of the school's goals and objectives and share them?

Are these policies take account of national and regional guidelines?

Does the school as a whole, each department and each teacher audit their own performance and record the outcomes?

Is the school development plan available, based on school policies and its audit?

Do all the staff members know what the plan entails for them?

Are there actions taken to give effect to the school development plan by the management and leadership of the school?

3. Aims and research objectives

Aim:

To establish effective management and leadership in the school.

Objectives:

1. To examine the effectiveness of management and leadership in schools with particular reference to policy, planning and implementation.

2. To establish the role of management and leadership in creating up clear, written policies that incorporate the goals and objectives of the school.

3. To determine the extent to which management and leadership ensure that the school as a whole, each department and each teacher audit their own performance.

4. To evaluate the role of management and leadership of the school in drawing up the school development plan based on school policies and its audit.

5. To assess the actions of management and leadership that give effect to the school development plan.

6. To recommend the code of good practice for establishing effective management and leadership of primary , combined and secondary schools in terms of policy ,planning and implementation.

4. Methodology

In order to delve deeper into the evaluation of effectiveness of management and leadership of schools in terms of policy, planning and implementation for Eheke Circuit in Oshana Region, the researcher will use qualitative research methods to address the research problem . The exploratory analyses will be applied to answer the questions at hand. This chapter describes the research design to be utilized, sample and data analysis .

4.1 Research design

The design to be employed for this research is a qualitative approach which means that this research will emphasises words rather than quantification in the collection and analysis of data. This research strategy is inductive, constructivist and interpretive (Bell and Bryman, 2007, p. 731). More than one methods of data collection will be used, these are: interviewing and document analysis.

According to (Robson, 2002, p. 166), a qualitative research develops concepts from patterns in data (inductive).It develops meaning from the subject's perspective, it is ideographic whereby the researcher wants to understand the meaning people attach to their everyday's lives . Researcher sees reality as subjective , researcher finds meaning as he/she comes into contact with the data, concepts are in the form of themes and categories. The researcher wants to understand phenomena, data are in the form of words , the research design is flexible and develops as the research progresses. Data are analysed by extracting themes, the unit of analysis is holistic and concentrates on the relationship between concepts and contexts.

Whereas quantitative research usually emphasise quantification in the collection and analysis of data. It is deductive and objectivist (Bell and Bryman, 2007, p. 731). According to (Robson, 2002, pp.4, 45, 88, 95), quantitative research is deductive that collects data to test previously stated hypotheses , models and theories. Meaning is determined by the researcher. It is objectively wants to measure and test hypotheses to predict and regulate people's behaviour. Researcher sees reality as objective and tests hypotheses given in the initial research statement. Concepts are in the form of variables and the researcher wants to control phenomena. Data are in the form of numbers and the research design is fixed . Data are analysed statistically and the unit of analysis is variable.

The research procedure to be followed in this research will be in-depth interviews where there be will be one on one interactions between an interviewer and an interviewee and the purpose is to understand the interviewee' situation (De Vos et al 1998, p . 299). The researcher will employ an unstructured interview type with a schedule. The schedule contains a small number of topics, in this case, policy planning and implementation which the researcher will cover during the interview. Such an interview will last for one hour and is recorded and transcribed verbatim. All completed tapes will be labelled and the researcher will carry a back-up recorder. The researcher will keep transcripts on the discussions held. Before any interview session , the researcher will make appointments with the interviewees.

4.2 Sampling

This research will employ a stratified sampling method (Bell and Bryman 2007, p . 498). The population of this research will be made up of principals, head of departments, school board members, and teachers. These schools will be divided in the following categories: secondary schools, combined schools and primary schools. The researcher will interview eight principals, eight head of departments, six teachers and three school board members taken from all the three categories of schools in the circuit .

The informants will be selected by listing the names of the twenty three schools in Eheke circuit, Oshana education region, put them according to their categories and then pick up the required number of schools in each category. Before the interview, the researcher will emphasise anonymity and assure the participants that all information will be treated with strict confidentiality in order to protect the rights of informants.

The researcher will maintain a positive conduct, being co-operative but unbiased and impartial and dress formally. The researcher will prepare a list of questions that will be used as a guide during the interview. The type of questions will be questions about knowledge (Nell and Bryman, 2007, p .264).

4.3 Data analysis

In analysing these results, the researcher will employ a Tesch's approach using the following steps as per (De Vos et al 1998 , p . 343) :

Getting a sense of the whole by reading through all transcripts and jot down ideas as they come to mind. The researcher will select the best interview and go through it . Thinking about the underlying meaning and write down the thought about meaning of each piece of information in the margin. This will be done for all participants . The researcher will make a list of all the topics. Cluster similar topics together then identify major topics, unique topics and left over.

Furthermore, the researcher will take a list and return to the data. Abbreviate the topics by means of codes and write these codes next to each segment of data in the transcribed interview, and will see if new categories and codes emerge.

Then the researcher form categories by grouping topics together and determine relationships between categories. And will make a final decision on the abbreviation of categories and codes, and alphabetise the codes. Finally the researcher will assemble all the data material for each categories in one place and recode existing data.

5. Constraints

Time management will be a constraint as the researcher have a full – time job , two part -time jobs and a family to take care of and then this study. However, the researcher has drawn up a Gantt chart that will guide her in carrying out the research (see appendix A) and will stick to it in order to achieve the personal objective of completing this study by December 2010.

Cost can also be a constraint as the researcher will use money to travel to different schools and to buy necessary equipments like tape-recorders and CDs but she will allocate a brief budget for this purpose (See Appendix B).

The other constraint will be for getting an Nvivo computer program for qualitative research data analysis.

6. Reflection

Choosing a topic was a hectic task to the researcher as difficulties were experienced in finding out which topic is researchable. A list of 13 topics of interest within an own organisation was compiled but all the 12 topics were so broad.

The researcher's computer program for drawing up Gantt chart has expired, renewing it was not possible and buying a new one was also not possible because of a limited budget.

The researcher has to draw the Gantt chart manually using excel instead of office word project program. The whole process was a challenge to the researcher.

7. Literature review

"Management is about coping with complexity to produce orderly and consistent results and leadership is concerned with creating a shared vision of where the organization is trying to get to bring about the changes needed to achieve the vision" (Henry, 2008, p. 340). This implies that the effective and efficient running of any organization lies with its management and leadership .

"Management and leadership role is that of formulating school policies, planning the activities with active participation of the staff and the implementation of plans" (Mbumba, 2007, p. 11). This is in line with (Henry, 2008, p. 342) emphasis that the role of management is to develop coherent systems which will allow plans to be efficiently implemented. This means communicating plans to individuals within the organisation, making sure that the right people are in place to carry it forward, and that the management must also have systems in place to monitor the outcomes of human actions. This allows corrective action to be taken to ensure that plans are properly implemented (Henry, 2008, p . 342). Similarly, the respective leadership role is one of aligning with the aim to get all people to move in the same direction. Leadership is also about change and change requires an adjustment in people's behaviour (Henry , 2008, p. 343).

Senge identifies three distinct roles of leadership : the leader as a designer, the leader as a teacher and the leader as a steward (Henry, 2008, p . 346). According to Burnes, most management and leadership roles require a mixture of transactional and transformational skills. In an ideal world, managers would be able to adjust the balance of transactional and transformational skills they deploy to match the organisation's requirements at any one time (Burnes, 2009, p. 513).

Marx (1981, p . 211 in Van der Westhuizen, 1991, p . 137) highlights that planning is the management task that concerned with deliberately reflecting on the objectives of the organisation, the resources, activities involves and drawing up the most suitable plan for effectively achieving the objectives. This is in line with (Henry , 2008 , p.6) emphasis that it is the central role of the management and leadership to outline on how an organisation intends to achieve its goals. "The goals are the objectives, the strategy that sets out the route to the objectives. A strategy should be developed first, and then the organisation is tailored to meet the requirements of the strategy" (Henry, 2008, p . 6).

Although the (National Standards and performance indicators for schools in Namibia, 2007), is clearly a useful one in stating that it is the duties of the school to ensure that the school as a whole, each department and leadership of the school to ensure that the school as a whole, each department and each teacher audit their own performance and record the outcomes and while it is also important for the management and leadership of the school together with the staff and the school board to draw up a school development plan (SDP) and the plan of action for academic improvement annually during October (National standards and performance indicators for schools in Namibia, 2007) and that strong leadership ensures that all activities in the School Development Plan (SDP) and Plan of Action for Academic

Improvement (PAAI) are successfully executed, clearly there is scope here for a great deal more research that

- examine the effectiveness of management and leadership of schools in particular with specific reference to policy, planning and implementation;

- establish the role of management and leadership in creating up clear , written policies that incorporate the goals and objectives of the school;

- determine the extent to which management and leadership ensure that the school as a whole, each department and each teacher audit their own performance;

- evaluate the role of management and leadership of the school in drawing up the school development plan based on school policies and its audit;

- asses the actions of management and leadership that give effect to the school development plan.

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APPENDIX C:

LOCAL LEVEL APPROVAL: POSTGRADUATE RESEARCH PROJECT

Low risk project involving human participants

Name: NANGOLO ADDA BENITA

Programme: MASTER OF SCIENCE IN LEADERSHIP AND CHANGE MANAGEMENT

Project Title: AN INVESTIGATION INTO THE EFFECTIVENESS OF MANAGEMENT AND LEADERSHIP OF PRIMARY, COMBINED AND SECONDARY SCHOOLS IN TERMS OF POLICY, PLANNING AND IMPLEMENTATION IN EHEKE CIRCUIT IN OSHANA REGION, IN NAMIBIA.

Human Participants Involved

8 Principals- 2 for secondary schools, 3 for combined schools and 3 for primary schools.

8 Heads of departments- 2 for secondary schools, 3 for combined schools and 3 for primary schools.

6 Teachers- 2 for primary schools, 2 for combined schools and 2 for secondary schools.

3 School board members- 1for primary, 1 for combined and 1for a secondary school.

Relations with Human Participants

In-depth interviews where there was one on one interactions between an interviewer and an interviewee were conducted.

Consent Form

Thank you for agreeing to be interviewed for this research: AN INVESTIGATION INTO THE EFFECTIVENESS OF MANAGEMENT AND LEADERSHIP OF PRIMARY, COMBINED AND SENIOR SECONDARY SCHOOLS IN TERMS OF POLICY, PLANNING AND IMPLEMENTATION IN EHEKE CIRCUIT IN OSHANA REGION,IN NAMIBIA.

Your participation will remain confidential and all data will be anonymised to ensure your identity, and that of any colleagues or companies you might mention, is not revealed. You are also able to withdraw from the interview at any time.

The interview will be audio-recorded in order to capture the detail of the discussion. The recording will be transcribed and the audio recording destroyed in one year's

time(this allows us the option of returning to the original recording if the transcription is unclear).

Please sign below to indicate your consent for participating in the research.

Name:..

Signature:..........................

Date:...........................

Student Undertaking

I confirm that I am proposing to undertake this research project in the manner described. I understand that I am required to abide by the terms of this approval throughout the life of the project. I also understand that I may not make any substantial amendments to this project without consent, and that if I wish to make significant amendments to the project I will seek approval for this immediately, and will not undertake such research unless and until approval is granted. I understand that if I infringe the terms of this approval my work may not be marked.

Signed   **Date**

....

Supervisor's agreement

Name   **Signature**   **Date**

....

Approval-Research Ethics Co-ordinator

Name   **Signature**   **Date**

....