THE MANAGEMENT OF PHYSICAL RESOURCES BY PRINCIPALS IN THE RURAL SECONDARY SCHOOLS OF THE EASTERN CAPE PROVINCE, SOUTH AFRICA

by

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PROMOTER: PROFESSOR PRAKASH SINGH

January, 2009
DECLARATION

I, Daphne Gumbi, declare that:

THE MANAGEMENT OF PHYSICAL RESOURCES BY PRINCIPALS IN THE RURAL SECONDARY SCHOOLS OF THE EASTERN CAPE PROVINCE, SOUTH AFRICA

is a result of my own research, and has never been submitted by me to any university for the purpose of obtaining a degree.

................................. .................................
Signature                              Date
DEDICATION

DEDICATED TO ALL STUDENTS

that I taught since 1975 to 2008; their commitment to choose to be responsible citizens of our beloved country,

and

THE GUMBI AND NGCIKIZA FAMILY MEMBERS

Who are selflessly committed to the upliftment of the quality of education in South Africa, especially for the disadvantaged masses, and who see in every child the spirit of leadership.
ACKNOWLEDGEMENTS

For the completion of this milestone in my education career, I am strongly reminded of the extent to which I am indebted, with heartfelt thanks and appreciation to the Almighty God, Jehovah Elezier, my help, the source of all wisdom, for being the One who through his unfailing love, mericles and favour made all this possible following people in my life whose encouragement, enormous support and personal sacrifices made this research study possible, whom I ask the Lord to bless abundantly:

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To all those and several others unnamed, I say: I owe it all to you. This is your accomplishment, too.
This research study examined whether the physical resources in rural secondary schools are adequate and are managed properly by the school principals, for quality education to be achieved in the Eastern Cape Province. The dramatic changes in South Africa recognized that the future depends on an education system which develops the full potential of all learners. Although the Constitution of South Africa is advocating for equal education for all, there are disparities which are evident in the quality of the infrastructure, especially in remote rural areas where the fundamental requirements for effective education are lacking such as, water, electricity, sanitation and basic educational equipment.

This shows that, although policy and legislative frameworks for transforming the education system have been put in place, managing the change is still a key challenge especially that of physical resources. Management of physical resources illustrates the problems facing principals by pointing to the lack of basic facilities in many rural secondary schools. In terms of the provision and management, many challenges remain, like most schools do not have adequate physical facilities. School buildings such as classrooms are inadequate or unsafe with no toilets, libraries, laboratories and many learners and teachers do not have learner teaching support materials (LTSMs). On the other hand, in terms of the Constitution, the Department of Education is responsible for bringing redress, equality and to upholding the Constitutional values such as shared decision-making, transparency, shared accountability and empowerment for equal partnership with other stakeholders.

The physical resource management is one of the major responsibilities of principals. Their leadership is largely about ensuring that a clear and shared sense of direction is developed for both leadership and management. The school
system meant that schools have moved nearer to the communities they serve and this has led to schools being more accountable to their communities.

This study further investigated whether there is a significant correlation between the management of physical resources and quality education as well as the eradication of poverty in the rural secondary schools of the ECP. The proper execution of the management tasks of planning, organizing, leading, and controlling (POLC) by the principals have contributed extensively to the success of the schools. Therefore, this will mean that the act of managing physical resources through POLC and the process of working with or through SGBs, teachers, parents, learners, EDOs and the community at large to achieve set goals of education of relevance, excellence and quality education by effectively and efficiently using the physical resources in a school climate and environment that is collegial.

The study showed that there is a link between management tasks (POLC) and collegial style of leadership in the school. The literature reviewed supported the view that the invitational style of leadership and collegiality increase the potential of a school to manage its physical resources economically, efficiently and effectively, particularly in a climate where the resource handlers take ownership of the school especially in remote rural settings.

The 255 out of 300 subjects (85%) chosen to participate in this study were selected on the basis of their accessibility. Convenience sampling was used to conduct the study as this ensured that the population represented stakeholders that manage physical resources at schools, such as deputy principals, head of departments and teachers. Questionnaires were distributed, completed and collected personally. The questionnaires were analyzed and gaps such as the effects of lack of physical resources and how the learners’ profile were affected were reinforced by individual and group interviews that were semi-structured as
well as participant observations from principals at O.R Tambo, Chris Hani and Amathole District Municipalities were conducted.

It was deduced from the statistical data presented that there is a significant correlation between the principals’ management tasks and the quality of education. This shows that the more the principals blend properly planning, organizing, leading and control management tasks the more the physical resources will be managed better, that is, effectively, efficiently, economically and transparently and the less the bringing together of management tasks the less the meaningful management of physical resources will be. The study supported the hypothesis that a combination of management tasks performed by the principals positively influences the proper management of physical resources in rural secondary schools of ECP. The study rejects both null hypotheses that there is no significant correlation between planning, organising, leading and controlling as leadership functions of PRs and the quality of education in rural secondary schools of ECP as well as, that principals of rural secondary schools are not expected to possess adequate leadership knowledge and skills to effectively manage available PRs in their rural secondary schools.

This study affirms the view that adequate physical resources are crucial as well as the appropriate management skills of principals for high quality education to be achieved in rural secondary schools. Without adequate physical resources, proper handling of the limited physical resources and the possession of management skills by principals, rural schools are less likely to succeed in their efforts to improve education.
KEYWORDS

- Physical resources
- Management
- Physical resource management
- Rural secondary schools
- School principals
LIST OF ACRONYMS

ACE  Advanced Certificate in Education
CDE  Centre for Development and Enterprise
ECDoe Eastern Cape Department of Education
ECP  Eastern Cape Province
EDO  Education Department Official
EI   Emotional Intelligence
ELRC Education Labour Relations Council
EMIS Education Management Information System
FGD  Focus Group Discussion
IQ   Intelligence Quotient
JJS  Junior Secondary School
KSD  King Sabata Dalindyebo
LS   Leadership Skills
LSM  Living Standard Measure
LTSM Learning Teaching Support Material
ME   Matric Endorsement
MEC  Member of the Executive Committee
MIS  Management Information System
MPL  Member of Provincial Legislature
NCS  National Curriculum Statement
NDoE National Department of Education
NMMU Nelson Mandela Metropolitan University
NSC  National Senior Certificate
NSNP National Schools Nutrition Programme
NSPE Nutritional Support to Primary Education Programme
NQF  National Qualifications Framework
OBE  Outcomes-Based Education
PFMA Public Finance Management Act
POLC Planning, Organizing, Leading and Controlling
<table>
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<tr>
<th>Abbreviation</th>
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<tr>
<td>PR</td>
<td>Physical Resource</td>
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<td>PRM</td>
<td>Physical Resource Management</td>
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<td>RDQ</td>
<td>Research-Designed Questionnaire</td>
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<tr>
<td>RQ</td>
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<tr>
<td>SA</td>
<td>South Africa</td>
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<tr>
<td>SADTU</td>
<td>South African Democratic Teachers’ Union</td>
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<td>SALGA</td>
<td>South African Local Government Association</td>
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<tr>
<td>SASA</td>
<td>South African Schools Act 84 of 1996</td>
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<tr>
<td>SDP</td>
<td>School Development Plan</td>
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<td>SDPI</td>
<td>School Development Plan Institute</td>
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<tr>
<td>SES</td>
<td>Socio-Economic Status</td>
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<td>SGB</td>
<td>School Governing Body</td>
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<td>SMT</td>
<td>School Management Team</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>SSS</td>
<td>Senior Secondary School</td>
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<tr>
<td>SWOT</td>
<td>Strengths, Weakness, Opportunities and Threats</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
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<td>WCDoe</td>
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CHAPTER ONE

GENERAL ORIENTATION AND BACKGROUND OF THE STUDY

1.1 Introduction

One of the mandates of the Department of Education in the Eastern Cape Province (ECP) is to provide quality education by means of managing physical resources (PRs) in the schools for learner improvement, which could be accessed by all rural school learners for the duration of their lifetime. According to the former Member of the Executive Committee (MEC) for Education in the ECP, Matomela (2005) there is a great need for adequate PRs to enable the Eastern Cape Department of Education (ECDoE) in the ECP to deliver on the mandate just mentioned above. Most importantly, the challenge is to manage the available resources more effectively, efficiently and economically.

In terms of the constitution of South Africa, the government is tasked with the responsibility of redressing inequality and bring equity to education in the South African context. In addition, the state must ensure that these constitutional obligations are met since many schools do not have adequate PRs. This includes a lot of teachers and learners who do not have basic instructional and learning materials, especially in rural secondary schools (ECDoE, 2006 b: 26). This is further supported by the objectives of the National Qualifications Framework (NQF) document whose intention is for redress of past unfair discrimination in education, training and employment opportunities and thereby contributing to the full development of each learner and the social and economic development of the nation at large (NDoE, 1996).

indicates that the circumstances such as limited classrooms, unspent budget allocation for infrastructure spill over into schools and affect their performance, as the ECP has the lowest matric pass rate in South Africa, with barely more than half of the learners who wrote the examinations in 2008 passing, that is 50.6% (Sokana, *City Press* 4 January, 2009: 4). Furthermore, Figure 1.1 below shows the lack of classrooms in rural areas.

**Figure 1.1: Learners taught under a tree**

![Learners taught under a tree](image)

**Source: (Daily Dispatch, 2005: 1)**

Figure 1.1 shows that there are still learners that are taught under trees especially in rural areas (*Daily Dispatch*, 9 March, 2005: 1). According to Asmal (2003: 123), many children still learn under unsuitable and unsafe conditions.
Furthermore, the former Minister of Education, Kader Asmal (2003: 124) states that the government is still attempting to address basic needs with respect to infrastructure to rural schools which were constrained by the legacy of neglect and underdevelopment during the apartheid era. Tom (2005: 4) concurs with Asmal when he declares that 237 of the mud schools are extremely unsafe in the ECP and that 939 mud-structure schools have to be replaced because they cannot be renovated due to their unsafe conditions. According to Nelson Mandela (2005: 82):

\[\text{...there can be no contentment for any of us when there are children, who do not receive an education that provides them with dignity and honour and that, does not allow them to live life to the fullest.}\]

In 2003, the Nelson Mandela Foundation conducted research on education in South African rural communities. The research dealt with educational problems within the context of poverty in rural areas. According to the Emerging Voices (2005: viii-xi), the Foundation’s research is based on the hypothesis that rural education and its potential for development is linked with problems of poverty in rural communities. This participatory research was conducted in Bizana, Lady Frere and Peddie in the ECP as well as KwaZulu-Natal and Limpopo Provinces.

This research was based on answering questions such as:

\[\text{How can education improve the living conditions of rural children and communities in the future?}\]

The survey covered all school facilities and used a sample of 595 households and 144 primary schools in the three provinces. The research focused on these three provinces because they have the highest levels of poverty and the lowest levels
of educational attainment in South Africa. The findings show that the relative scarcity of resources and poverty of rural communities seriously hinder the developmental possibilities that might be achieved through education in these areas. As a result, the former President of the Republic of South Africa, Dr. Nelson Mandela, believes that the major challenge facing rural South Africa, particularly the ECP, is the task of improving the quality of education (Emerging Voices, 2005: 144-147).

Despite the entire Eastern Cape Provincial Education Department’s effort to improve the quality of education, the grade 12 pass rate for the province has been consistently low; in fact, the lowest in South Africa in the past three years, 2005 to 2008 (see Table, 1.1). According to Bongco (Daily Dispatch, 18 January 2007: 3) these results are not without their reasons. An analysis of this, however, reveals a picture of inequity, under-resourcing, the effects of poverty and management problems with most principals not given proper advice. According to Prince (Daily Dispatch, 15 January 2008 a: 4), one principal stated, “instead of cracking the whip of underperforming schools, the department should first deliver all the necessary equipment and address structural problems and then ask why your school is under performing as the majority of schools have no desks”. The principal further asked, “How is a child supposed to concentrate under such conditions?”

The ECP, where this study was conducted, is largely rural. The economic status of the province is much more affected by rural settings where there is high rate of poverty and unemployment. Schools in the rural communities are affected by the status quo. Table 1.1 below shows the Eastern Cape grade 12 examination results from 2005 to 2008 with a matric endorsement, (see Table, 1.2) that is below 15%, which were the lowest, as other provinces in 2006 ranged from 60% to 84% and in 2008 ranged from 51% to 78%. (Oliphant, City Press, 1 January, 2006: 4; Sokana, City Press, 4 January, 2009: 4).
Table 1.1: Eastern Cape grade 12 examination results from 2005 to 2008 compared with other province

<table>
<thead>
<tr>
<th>Province</th>
<th>2005 Pass %</th>
<th>2006 Pass %</th>
<th>2007 Pass %</th>
<th>2008 Pass %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape</td>
<td>56.7</td>
<td>59.3</td>
<td>57.1%</td>
<td>50.6</td>
</tr>
<tr>
<td>Free State</td>
<td>77.6</td>
<td>72.2</td>
<td>70.4%</td>
<td>71.8</td>
</tr>
<tr>
<td>Gauteng</td>
<td>74.9</td>
<td>78.3</td>
<td>74.6%</td>
<td>76.4</td>
</tr>
<tr>
<td>KwaZulu Natal</td>
<td>70.5</td>
<td>65.7</td>
<td>63.8%</td>
<td>57.6</td>
</tr>
<tr>
<td>Limpopo</td>
<td>60.1</td>
<td>60.0</td>
<td>58%</td>
<td>54.3</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>58.6</td>
<td>65.3</td>
<td>60.8%</td>
<td>51.8</td>
</tr>
<tr>
<td>North West</td>
<td>63.0</td>
<td>67.0</td>
<td>67.2</td>
<td>68.0</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>78.9</td>
<td>76.8</td>
<td>70.3%</td>
<td>72.7</td>
</tr>
<tr>
<td>Western Cape</td>
<td>84.4</td>
<td>83.7</td>
<td>80.6%</td>
<td>78.4</td>
</tr>
<tr>
<td>National</td>
<td>68.3</td>
<td>66.6</td>
<td>65.2%</td>
<td>62.5</td>
</tr>
</tbody>
</table>

**Source:** (NDoE: 2008: 8)

Table 1.2: Matric endorsements (ME)

<table>
<thead>
<tr>
<th>Province</th>
<th>ME % 2005</th>
<th>ME % 2006</th>
<th>ME % 2007</th>
<th>ME % 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape</td>
<td>8.8</td>
<td>10.1</td>
<td>9.3</td>
<td>14.3</td>
</tr>
</tbody>
</table>

**Source:** (NDoE: 2008: 8)

There has been an outcry as observed in the Imbewu Programme in the ECP, that maintenance of school property is the most neglected item, seeing that the success of the curriculum in a school depends largely on the extent to which resources are successfully acquired, properly maintained, effectively used and efficiently managed (ECDoe, 2006: 7). The current Minister of Education, Naledi Pandor stressed the importance of PR conditions in schools, where she succinctly pointed out that (Chisholm, 2005: 23):
...there are collapsing classrooms, lack of toilets and electricity, but also issues such as libraries, laboratories and sports fields, which negatively affect schools to be whole places of social and individual development for communities and their children.

This illustrates that lack of resources continues to be a problem and management of the limited PRs in rural secondary schools (disadvantaged schools) which affects the quality of education and therefore create the need for this study.

Asmal (2003: 122) asserts that the system must have both financial and PRs sustainable so that it can effectively meet quality education requirements. According to Chisholm (2004), the purpose and mission of the school is to approach physical resource management (PRM) in a businesslike and systematic way if maximum value for limited resources is to be gained. Matomela (2005: ii) further emphasized that a high quality of education will not be realized unless resources are efficiently and strategically managed. Moreover, Pretorious and Machet (2004: 129) assert that despite a decade of democratic governance, gross inequalities still exist within the schooling system in terms of poor school management. Simeon (2002: 326-331) further believes that among the many aspects of the education system that needs to be redressed is the management of schools.

South Africa is not the only country that is affected by the lack of PRs. Studies (Bell: 2004) from rural America show that there are equally well known disadvantages of rural schools where schools often lack expensive laboratories and libraries with specialized equipment. Rural secondary schools are often rather isolated and lack the cultural assets found in urban areas such as museums, libraries and theatres. Most importantly, schools in the remote rural settings generally lack adequate financial and PRs. As a result, most teachers
teaching in rural schools in the United States of America (USA) teach many different subjects, some outside of their fields of specialization (Bell, 2004: 104).

Furthermore, with regard to the extent to which PRs are managed, Collins (2003) asserts that in New Zealand three quarters of their smaller schools are in rural areas. A research conducted by Whittall (2001) suggested that smaller rural schools had particular difficulties with aspects of self-management. The majority of teaching principals expressed concerns that the dual role is a challenging one, especially without the initial principalship qualification. In 2003 various support initiatives for schools struggling with aspects of self-management were developed where smaller rural schools clustering were encouraged to promote rural schools to work together to overcome self-identified issues (Collins: 2003).

1.2 Background to the problem

The problem that guides this study is that there is lack of adequate PRs in rural secondary schools in the ECP. Where there are such limited resources, management of those resources is a problem and is questionable. Within this problem of management of existing limited PRs and lack thereof, there seems to be other underlying concerns that impact on quality education and relate to lack of, and poor management, such as:

- socio- political concerns and problems associated with the lack of PRs;
- concerns and problems relating to quality delivery of the National Curriculum Statement (NCS);
- challenges relating to poverty eradication, the feeding scheme to achieve quality education in the ECP; and
- concerns and problems identified by principals in the rural secondary schools.
1.2.1 Socio-political concerns and problems associated with the lack of PRs

From the beginning of 2003 to 2008 there has been constant stream of reports in local and national newspapers that express concern about the lack of resources and its management in rural areas. The gravity of the matter is evident in an article that appeared in the *Daily Dispatch*, (March 2005: 8) whereby it stated that the ECDoE needs R2, 0 million to build 12 000 new classrooms to deal with overcrowding. In addition, sanitation also proves to be a major challenge with 840 schools needing urgent intervention. In 1279 schools, learners have no access to decent water facilities and 1924 schools have no electricity. Matomela (2006: 3) concurs with the above issue in his observation that a large part of the budget is paying for an increase in the employment of teachers whilst classrooms to accommodate learners are not enough. The *Daily Dispatch* (13 March, 2008a: 12) noted that the current MEC for Education, Makgato, confirmed further during the 2008/09 budget and policy speech that there is still a tremendous lack of PRs in rural schools. Dilapidated classrooms, absent administrative blocks, no laboratories, no libraries, inadequate water and sanitation and no security fencing are evident in these schools.

The current Minister of Education, Naledi Pandor in her budget speech for 2006 / 2007 stated (Media SAfm: 2006):

*... poor schools do not have enough resources to teach effectively.*

Nel, (2006: 3), former MEC for Finance, in his Eastern Cape budget speech 2006/ 2007, stated that the major area of expenditure by policy area and expenditure by vote for the 2006/2007 financial year is education with an estimated expenditure of R13 billion, 49% of the provincial expenditure. The first item on the priority list of the budget of the ECDoe is to reduce the backlog in classroom construction and school equipment.
Subsequently, from 2003 to 2008, ECDoE has been heavily criticized by the ECP South African Democratic Teachers’ Union’s (SADTU)’s chairman, Mzoleli Mrara, who stated that the ECDoE has failed to address the crisis of mud-structure schools, hence thousands of learners from rural areas are subjected to hazardous conditions as the Department is not currently prepared to establish viable rural schools (The Herald, 14 July, 2008; 1). One may question whether there is proper management of the available limited facilities. Soudien (2005) states that at provincial and district levels, there are “woeful tales” of mismanagement and poor levels of support infrastructure to schools of rural provinces such as the ECP which continues to be sites for educational disadvantage of their learners. Members of provincial legislature (MPLs) Bobby Stevenson, Max Mhlati and Zingisa Mkabile contend that (Daily Dispatch, 2 September 2007a: 7):

… incompetence, maladministration, lack of focus, will, commitment and incapacity in the provincial government is evident in service delivery.

Mazosiwe, the acting finance portfolio chairman of the EC provincial legislature, concurs with the above statement when he mentioned that the persistent challenge of under-expenditure is a huge issue. Although it has been initially so, it continues to be a persistent issue (Daily Dispatch, 2 September 2007a: 7)

Critics of the Department on PRs continue to lament on the chronic under-spending especially that, at some rural schools learners sit on drums or bring old chairs from home, instead of being provided with proper furniture. There is a dire shortage of desks and tables, especially in rural secondary schools. It is a desperate situation to the extent that certain learners come very early to school in order to grab the few desks and chairs that are available (Daily Dispatch, 2 September 2007b: 7).
1.2.2 Concerns and problems relating to quality delivery of the National Curriculum Statement (NCS)

According to the Eastern Cape Department of Education (ECDoe: 2006), the National Curriculum Statement (NCS) has been designed to make it more relevant to the needs of the society in order to achieve sustainable, economic and development growth. Furthermore, the curriculum is designed to ensure that young South Africans acquire the knowledge, skills and values that influence the quality of education outcomes. As a result, learners need to realize their potential to contribute to social and economic development and to participate fully in building successful communities.

The NCS has been developed with a vision for teaching to become more facilitative, using co-operative learning techniques and various forms of assessment methods so that classrooms become exciting places of learning in which a new pedagogy is required to develop citizens who are independent, critical and reflective thinkers (Moll: 2006). According to Moll (2006), the pedagogy needs to:

- facilitate the engagement by learners in an individual learning process;
- ensure that all learners have the same opportunities to learn, and yet at the same time, address individuality and individual needs of learners;
- appreciate that learners are capable of success, ensure that school is essentially a preparation for life-long learning, make learners take responsibility for their own learning with a respect for the environment, and the ability to participate in society as a critical and active citizens;
- give learners the responsibility to find their own answers from a variety of resources and to interpret and use information appropriately; and
- be aware of the social, moral, economic and ethical issues that face South Africans and people around the world.
The pedagogy discussed above does not take place in an abstract environment. It occurs in a setting where overcrowded classrooms inhibit individual attention to learners. There are limited textbooks, no support learning materials, no libraries and no laboratories and other facilities that promote independent thinking in most rural secondary schools of the ECP. These facilities are needed to address curriculum transformation in schools. This is one of the NCS requirements especially in the case of teaching Mathematics, Accounting and Science. These subjects are prioritized since they are compulsory in all schools including rural schools (Daily Dispatch, 13 March: 2008a). According to Rault-Smith (2007: 4) generally, learners sit in groups while whole class teaching takes place and all learners read from the same book and the same page, reading in unison. Rault-Smith (2007: 5) further contends that lack of resources leads to rote learning.

Chisholm (2003: 21) asserts that the complexity of the Outcomes-Based Education (OBE) as embodied in the NCS has been a disaster for teachers. This is due to the fact that access to resources is not easily available, especially in rural schools. On the other hand, teachers and EDOs challenges are highlighted by the Western Cape Department of Education (WCDoE) where NCS is internationally benchmarked and requires knowledge and skills to actively participate in, and contribute to a democratic South African society and economy. Most importantly, the NCS requires effective management tasks such as planning through commitment (WCDoE, 2006: 3).

According to Rault-Smith (2007: 8), the Director of Curriculum Development of the Western Cape Department of Education, in order for the NCS to be realized, it depends on the careful planning and hard work of all those involved in the education sector for example: departments of education, higher education institutions, teachers, school management teams, school governing bodies,
parents and, of course, learners. They should all work together to achieve success.

As a result, there is an increased need of the availability of PRs such as laboratories and libraries in rural secondary schools and also to develop capacity building in management skills in order to deliver quality education. Rault-Smith (2007) asserts that the current crisis in the achievement of learners in the South African educational system, especially in the ECP, may well be the result of the challenges of the management of PRs.

1.2.3 Challenges relating to poverty eradication, the feeding scheme to achieve quality education in the ECP

The National School Nutrition Programme (NSNP), especially in primary schools, was introduced to primary schools as a poverty-alleviating scheme that provides a meal for children from poor communities. The purpose of the programme is to enable participation and to enhance learner achievement. The NSNP has been supported by Matomela (2005: iii) when he asserts that social issues such as poverty impact significantly on the learners; it is for instance not possible to effectively teach a hungry or malnourished child and also expect outstanding results.

Furthermore, provincial statistics for 2007 reveal a state of poverty, and illustrate that inequity still exists in the educational system especially in terms of under-performance. Vally (2000: 7) asserts that the vast majority of South African learners live in poverty, a situation that, if not sufficiently ameliorated, will reduce the effectiveness of education reform. However, Pellino (2006: 13) seems to counteract this notion. Pellino (2006: 13) states that poverty should not be an excuse to expect less from rural learners. The fact that they are poor does not mean they cannot succeed. Indeed they come to school with numerous
challenges that interfere with their learning but the ECDoE and teachers need to find ways to help them overcome their challenges. Education in this case is the only gateway to break the cycle of poverty.

The ECP, being one of South Africa’s poorest provinces, has the highest rates of learners dependent on the school-feeding scheme. Despite the high ideals and the urgent need, the Eastern Cape school nutrition programme has been beset by a litany of problems. As a result, the Eastern Cape government decided to launch a new pilot scheme in an effort to deal with the crisis. In July 2006 the entire pilot project fell apart. According to George (2007: 4), 10 000 learners stayed away from school to protest against the ECDoE’s failure to address the feeding scheme problems. Complaints were received from schools and the community at large with no positive response.

The former Eastern Cape Premier, Nosimo Balindlela decided to appoint a review task team to look into the matter. A preliminary report released in December 2006 showed fraud and widespread corruption in the programme. Balindlela decided to suspend the entire project and launched a forensic probe into the matter (George, 2007: 4). According to George (2007: 4), more than R100 000 000 (a hundred million rand) disappeared which was intended for starving children in the ECP, and as a result the school feeding scheme of R230-million controlled by one person and intended to cater for a million children, collapsed barely six months after it was launched.

It emerged that food was not reaching learners in about five thousand schools in the province. By the time the scheme collapsed, the Department had paid out R230-million and it was not clear where the rest of the R100-million was spent. Among glaring irregularities that were found was the case where education officials were unable to provide supporting documents for R20 million paid to meal servers as part of the NSNP. In May 2007, auditors released a report
revealing that only R3.5 million of the R230 million allocated by government for feeding scheme in the ECP was ever accounted for and in June 2007 the Scorpions were instructed to investigate (Jika, 2007: 1).

Most of the recipient rural junior secondary schools were affected by the collapse of the feeding scheme. At the collapse of the scheme, these children were left without acceptable alternatives. The present research study discovered that where food was delivered, trucks that were supposed to bring bread would come very late or fail to come at all, and most of the learners would go home on empty stomachs. Teachers that were interviewed complained that boxes of peanut butter had fungus and apparently the nutritious drink had expired. Learners complained of upset stomachs after the consumption of the food. Details of these discoveries are discussed in chapter four.

Costa Gazi (2007: 8) claimed that the government is abusing learners in a way that equally matches individual reported cases of child abuse. Moreover, there is a lack of concern for the poor learners’ health. Even though Johnny Makgatho (2008: 12), in his budget speech of 2008/2009, indicated that the Department’s target was to feed all primary school learners at a cost of R1, 50 per learner, a meagre cost amount that is below the living standard measure (LSM). There has been a repeat scenario in 2008 whereby 50% of the budgeted funds for the feeding scheme were reported to be missing and the problem of non-delivery of the feeding scheme to schools goes back to square one (Daily Dispatch, 20 October 2008b: 9).

1.2.4. Concerns and problems identified by principals in the rural secondary schools

Rural communities remain disadvantaged compared to their urban counterparts. In terms of the Constitution of South Africa, each individual has a right to basic
and quality education. Hence, the government acknowledges the role of education in the social and economic development of the country. It is a fact though that there are numerous problems experienced by rural communities, for example, lack of basic services, inadequate classrooms and conditions of school infrastructure that affect access and quality of the schooling experience.

The inequality of education in rural secondary schools is a consequence of large classes, lack of textbooks and LTSMs. The principals who were invited to the ECDoe’s *principals’ indaba*, stated that the ECDoe must first deliver all the necessary equipment and address structural problems before the ECDoe can enquire about the reason for the underperformance of rural schools (Prince, 2008: 6). One of the reasons for underperformance is that the majority of rural secondary schools have no furniture including desks.

According to Oliphant (*City press*, 10 February 2008: 10) school principals argue that no-fee schools are set to fail because the allocated money is insufficient for the daily running of the schools, buying of stationery and, as a result, they are not feasible. The rural secondary school principals even said that:

> All we (principals) are being told by the department is to fund-raise, but how do we ask people who have no food on the table to fundraise for the school?

In support of the principals, the unions further stated that, (Oliphant, *City press*, 10 February 2008: 10):

> The money the government is allocating to Section 21 schools arrives very late. As a result rural secondary schools are still faced with overcrowding, so the reality is that it is a jungle out there and only the fittest survive.
On the other hand, principals are blamed for underperforming their management tasks and are expected to execute their management tasks or roles effectively under such unfavourable conditions (Daily Dispatch of 27 January, 1999: 12). Clement and Vandernberghe (2001: 43) assert that principals are experiencing a growing pressure to deliver high quality education irrespective of the conditions they function in.

According to Cole, Godden, Lawrence, and England (2006: 35) one of the problems for education in the ECP is poor management trends that lead to ineffectiveness in the schooling system. As a result, the NDoE has prioritized the improvement of school management as a means of improving the quality of education for South Africa (Business Day, 30 November, 2004: 12). This is the premise in which there is an urgent thrust in this study. Furthermore, the above discussion illustrates that principals, as school leaders, are still expected to effectively execute their management tasks properly even though they are equipped with limited PRs.

1.3 Research question (RQ)

The main question in this study is: What can the principals do in order to improve the management of available physical resources in the rural secondary schools of the Eastern Cape Province, South Africa?

This main question can be addressed through the following sub-questions:

- How effective is planning, organizing, leading and controlling as leadership functions done by principals in the management of PRs in the rural secondary schools of the ECP?
• Is there a relationship between the management of PRs and the quality of education in the rural secondary schools of the ECP?

• Do principals of rural secondary schools possess adequate management knowledge and skills to enhance the management of available PRs in rural South African schools?

1.4 **Research hypotheses and null-hypotheses**

Taking into consideration the management of PRs in rural secondary schools, the following hypotheses and null hypotheses for this study are predicted.

1.4.1 **Research hypotheses**

*Hypothesis: 1*

A combination of management tasks performed by the principals positively influences the effective management of PRs in rural secondary schools of the ECP.

*Hypothesis: 2*

There is a significant correlation between planning, organising, leading and controlling as leadership functions of PRs and the quality of education in rural secondary schools of the ECP.
Hypothesis: 3

Principals of rural secondary schools of the ECP are also expected to possess adequate leadership knowledge and skills to effectively manage available PRs in their rural schools.

According to Weirsma (2000: 457), a hypothesis is a proposition about the solution to a problem, the relationship of two or more variables, or the nature of some phenomena. A hypothesis is not an end in itself, rather an aid in the research process. It is often general and limited in number and is used as framework for the research. Leedy and Ormrod (2005: 54) also state that a hypothesis is a tentative proposition set forth to assist in guiding the investigation of a problem or to provide possible explanations for the observations made.

In other words, a hypothesis is an intelligent guess about how the research problem may be resolved. Furthermore, Wiersma (2000) concurs with Leedy and Ormrod (2005) when he notes that a hypothesis is an educated guess about possible differences, relationship or causes that are founded on some theory or knowledge relating to the problem under investigation.

1.4.2 Null-hypotheses

Null-hypothesis: 1

Non-combination of management tasks or roles performed by the principals do not positively influence the effective management of PRs in rural secondary schools of the ECP.
Null hypothesis: 2

There is no significant correlation between planning, organising, leading and controlling as leadership functions of PRs and the quality of education in rural secondary schools of the ECP.

Null hypothesis: 3

Principals of rural secondary schools of the ECP are not expected to possess adequate leadership knowledge and skills to effectively manage available PRs in their rural schools.

Leedy and Ormrod (2005) aver that a null hypothesis is a statement about the expected outcomes for the variables of the research study. A null hypothesis is formulated when the researcher hypothesises that there will be no differences between groups, no relationship between variables and no patterns in the data. Further, Leedy and Ormrod (2005: 55) state that a null hypothesis is used primarily during statistical analysis where the hypothesis shows that its opposite is probably not true which the null hypothesis is. The null hypothesis does not necessarily reflect the researcher's expectations but is used principally because it is better fitted to statistical techniques which are aimed at measuring the likelihood that a difference found is truly greater than zero (Imenda & Muyangwa, 1999: 84). Imenda and Muyangwa (1999: 85) further highlighted criteria for good hypothesis as follows:

The researcher should have definite reasons based on either theory or apparent real-life evidence in deciding that a particular hypothesis is worthy of testing. The hypothesis should state an expected relationship between two or more
variables. A hypothesis should be tested by way of a well-articulated statistical procedure. The hypothesis should be stated clearly, and brief as possible as done for this study.

1.5 Aim and objectives of the study

The main aim of the study is to investigate the teachers' perceptions on the current position regarding the management of PRs by principals in rural secondary schools in the ECP. In order to arrive at the stated aim, the objectives of the study are as follows:

- To establish whether principals manage the PRs of their schools through proper planning and budgeting processes.
- To determine whether effective organizing of PRs is conducted through delegation and coordination.
- To examine whether the leadership style that is appropriate for the management of PRs is in line with the vision of South Africa of democratic transformation is utilized, in order to enable the rural secondary schools to improve the standards of achievement and quality of education for all learners.
- To determine the control measures that the principals execute in the management of PRs.
- To identify appropriate leadership knowledge and skills required by principals for effective and efficient management of PRs.
1.6 Significance of the study

It is envisaged that the research findings will:

- enable planners of education to have a greater awareness of the state of PRs in rural secondary schools in the ECP;
- result in a well coordinated capacity building programme for PRs planning and management;
- result in an effective and efficient manner of utilization of PRs in the rural secondary schools;
- lead to better academic achievement in rural secondary schools;
- enable learners in rural areas to access equal and quality education.

1.7 Limitations and delimitation of the field of research

The research study will focus on the eastern region of the ECP only because of financial constraints. Although there are four categories of resources, such as human, time, financial and physical, this study will focus specifically on PRs in rural secondary schools in particular (Commonwealth Secretariat, 1993: 25).

1.8 Research design

Both the quantitative and qualitative research methods were used in this study of rural secondary schools in the ECP. In this study research instruments such as questionnaires, semi-structured interviews and participants’ observation techniques were used. Principals of the three district municipalities, that is, O.R.Tambo, Chris Hani and Amathole were selected to participate in this study. All these municipal areas form part of the ECP.
Leedy and Ormrod (2005: 94) state that quantitative research is an enquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures in order to determine whether the predictive generations of theory hold true. Quantitative research is used to answer questions about the relationship among measured variables with the purpose of explaining, predicting and controlling phenomenon.

In contrast, qualitative research produces descriptive data of the participants by the written or spoken word. It involves identifying the participant’s beliefs and values that underlie the phenomenon. Qualitative research is idiographic and thus holistic in nature. The aim of this approach is to understand the social life and meaning that people attach to everyday life (De Vos, Strydon, Fouche, and Delport, 2002: 79). Leedy and Ormrod (2005: 94) emphasize that qualitative research is typically used to answer questions about the complex nature of a phenomenon with the purpose of describing and understanding the phenomenon from the participant’s point of view.

Bogdan and Biklen (2003: 4) further assert that qualitative research is descriptive. The data collected take the form of words or pictures rather than numbers. The data include interview transcripts, personal documents and other official records. The written word is very important in qualitative research, both in recording data and disseminating the findings. Nothing is taken for granted, and no statement escapes scrutiny. Both research methods are discussed in chapter five.

1.9 Clarification of terms
1.9.1 Eastern Cape Province (ECP)

ECP is one of the nine provinces of the Republic of South Africa as shown on the map (Figure 1.2). The ECP is the largest Provincial Education Department in
terms of the number of schools to be administered, and the second largest, behind KwaZulu-Natal, in terms of the number of educators and learners. According to the Education Management Information System (EMIS) statistics compiled by the Department of Education, the Provincial education system in 2005 comprised 6,304 public schools. The same data revealed that there were 2,184,103 learners in public ordinary schools. In 2008, of the 60,294 learners that wrote grade 12 examination, 30,496 achieved the National Senior Certificate (NSC) in the ECP (NDoE, 2008: 10). The study was conducted in the ECP as it is predominantly rural in nature. The ECP has six (6) district municipalities and one metro, as it appears in Figure 1.3 below. Three of the following municipal districts were selected and made to be the focus of this study, which are: O.R.Tambo, Chris Hani, and Amathole.

**Figure 1.2: Provinces of the Republic of South Africa**

![Provinces of the Republic of South Africa](Image)

**Source:** (SALGA, 2005)
Figure 1.3: District municipalities of the Eastern Cape Province

Source: (SALGA 2005)
1.9.2 Rural secondary schools

The Oxford English Dictionary (Soanes & Stevenson, 2004: 1260) refers to rural as related to countryside rather than the town or urban area. The features on social, economic, educational and cultural can define rural schools. These rural features are (Prew, 2007: 4):

- Distance to towns.
- Lack of access to services and facilities such as electricity, water and sanitation.
- Poor infrastructure like roads and bridges to schools.
- Low levels of health, educational and economic status of the community.

All the above-mentioned rural features pose a serious challenge to delivery of quality and equal education in rural areas. For example, lack of basic skills, inadequate PRs, learners travelling long distances to school, overcrowded classrooms and lack of teaching media are major challenges that affect accessibility to quality education.

1.9.3 The principal

The nature of the principal’s hierarchical position warrants that as the leader of the school s/he should possess appropriate managerial, administrative and leadership skills. According to Mentz (2002: 174), the principal serves as the catalyst for areas in need of specialist management and leadership attention. This implies that the principal may also possess professional knowledge, skills and attitudes that may have a direct influence on the general operation of the school. For instance, the principal is accountable to the school’s governing body and the ECDoE. It is therefore necessary for the principal to ensure that the various school communities are informed of the decision-making process of the school. The principal should be willing to receive constructive criticisms from staff.
members in order to enhance the effectiveness of the school in the economic management of PRs.

1.9.4 Resources

Resources can be divided into four main categories, for example, human resources, financial resources, time and PRs (Commonwealth Secretariat, 1993: 25). For the purpose of this study, only the PRs will be dealt with in detail. PRs can be categorized into internal and external resources. These can be fixed or current assets.

Internal PRs are as follows:
- appropriate textbooks, work books and reference materials;
- visual and audio-visual materials;
- tools and equipment;
- furniture; and
- feeding scheme.

External PRs to the school are as follows:
- physical infrastructure: sports field, libraries, school building, toilets;
- water and electricity.

Non-fixed resources have a short life span, for example: inventory such as, stationery, maintenance material or consumables. These resources are generally referred to as ‘current assets’ in accounting terms. In contrast, fixed resources (non-current) assets have an extended life span that is usually greater than one year. It is usually expected that these resources would extend to more than one reporting period. This is especially observed in the case of furniture, buildings and equipment. The figure 1.4 below explicitly shows the classification mentioned above.
The research study covers all of the above-mentioned resources and refers to them as PRs. Trade mark and goodwill have been excluded for the purposes of this study.
1.9.5 Physical resources (PRs)

The NDoE (2004: 16) states that a physical resource is a resource controlled by an entity (the school). PR and asset are used interchangeably, since in the private sector an asset is a nomenclature that is used and in educational setup PR is commonly used. In this study words, that is, PR and asset will be used for purposes of clarity. According to Hisrich and Peters (1998: 66), PRs represent items that are available to be used in venture operations. The role of PRs is to support the delivery of a government service to the public. The NDoE (2004: 17) further states that, if a physical resource does not contribute effectively to support programme delivery, it should not be held or used and must be disposed of.

1.9.6 Management

According to Smit and Cronje’ (2004: 10), management is a process of planning, organizing, leading and controlling (POLC) the resources of the organization (in this case the school) to achieve the stated organizational goals in a productive manner. Marx, Rooyen, Bosch and Reynders (2006: 349) concur with Smit and Cronje’ (2004) when they stated that management is a rational process which deals with the use of scarce resources as well as management tasks such as planning, organizing, leading and controlling to attain certain objectives. Each management task affects all the others. Planning (P) is therefore the starting point of the management process followed by organizing (O), leading (L) and then control (C) (Eden, 2001: 97).

Control is a measure to ensure whether POL is correctly implemented. It also requires the principal to establish control mechanisms and identify performance gaps to address them (Van Deventer, 2003: 75). This is illustrated in Figure 1.5 below.
Moreover, in this study effectiveness and efficiency are employed in addressing the management of PRs. According to Robbins and DeCenzo (2001: 21), management refers to the process of conducting activities in an effective and efficient manner using resources that engage human resources. Robbins and DeCenzo (2001: 21) identify the differences between efficiency and effectiveness where efficiency is concerned with minimizing the costs of resources in the completion of activities whilst effectiveness is concerned with the successful completion of activities. Coleman, Bush and Glover (1996: 4) state that effectiveness is the fullest possible attainment of the goals and objectives of the school. On the other hand, efficiency aims to produce the desired output in the
cheapest way possible. Furthermore, Ruding (2000: 64) states that cost-effectiveness (value for money) may be expressed as the extent in which the school’s aims are achieved at a minimum cost that is effective, efficient and economical.

In view of the above, management may be seen as a rational process of accomplishing tasks with the help of other people. For example, the principal performs management tasks such as planning, organizing, leading, and controlling (POLC) with the school community aimed at achieving the vision of the school. Moreover, in the style of managing, constitutional values must be included. These are usually transparency, shared responsibility, democracy and accountability (Davies and Ellison 2003; Marx, et al. 2006).

Management in this study, therefore, means managing PRs through POLC. This will be spearheaded by the principal working as a team member with the teachers, the school governing body (SGB), parents, learners, educational development officers (EDOs) and the community at large. This would facilitate the accomplishment of planned goals that aim at relevant, excellent and quality education by effectively and efficiently using the available PRs in a collegial school environment.

1.9.7 Physical resource management

Physical resource management (PRM) is a systematic, structured and continuous process covering the life-span of a resource that is supposed to support service delivery (NDoE, 2005: 9). This process guides the acquisition, use, safeguarding and disposal of PRs, to make the most of their service delivery’s potential and to manage the related risks and cost of the resource. The NDoE (2005: 10) further states that to be effective, PRM needs to be considered as a comprehensive and multi-disciplinary activity that takes into account a range of factors such as, PRM
principles, the PRs’ life cycle and the policy and legislative environment to guide the proper management of PRs.

PRM requires principals, as accounting officers, to take full responsibility and ensure that proper control systems exist with preventive mechanisms, stock levels at an optimum and economical levels in place. Furthermore, Section 38 (1) (d) of the Public Finance Management Act (PFMA) requires that principals should ensure that processes and procedures are utilised for the effective, efficient, economical and transparent use of the schools’ PRs (NDoE, 1999).

1.10 Outline of the study

The study comprises of eight chapters that are organised as follows:

Chapter one
The general orientation and background of the study is provided in this chapter. It introduces the problem for investigation as well as the significance of the study. The research design to be used and delimitation are also included in the discussion. Most importantly, the hypotheses for this study are also introduced at this stage.

Chapter two
A pilot study demonstrates the existence of the envisaged problem which justifies the significance of the study. At this stage, the focus is on the analysis of documents obtained from the ECDoE report for district development and support on the monitoring of opening schools in January 2006. Furthermore, interviews were conducted with:

- the provincial asset management section employees at Bisho;
- local asset management personnel at King Sabata Dalindyebo (KSD);
- Nyandeni local municipalities; as well as
• one principal in the Mqanduli educational district situated at KSD local municipality.

**Chapter three**
This chapter focuses on the literature review of PRM in rural secondary schools. The review is primarily based on broad information on the principals’ role on planning, organising, leading and controlling (POLC) of PRs in rural secondary schools.

**Chapter four**
This chapter focuses on the relationship between PRM and quality education. This includes the principals’ management skills required to enhance PRM.

**Chapter five:**
This chapter outlines the research methods that are used in the study. Both the quantitative and qualitative research methods are discussed including a description of the different methods used to gather data. The sampling procedures and criteria used in selecting the subjects of the study are outlined. The issue of ethical considerations is taken into account.

**Chapter six**
This chapter focuses on the findings of the research study. The data analysed in this chapter is based only on the quantitative methods.

**Chapter seven**
The findings of the research based on qualitative methods are discussed in this chapter.

**Chapter eight**
This chapter provides the conclusions and recommendations of the study.
CHAPTER TWO

PILOT STUDY

2.1 Introduction

This chapter serves to highlight results of the pilot study that the researcher has undertaken prior to conducting this research. According to De Vos et al. (2002: 211), a pilot study is a small research conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate. In short, a pilot study can be regarded as a small-scale trial run of all the aspects planned for use in the main enquiry. According to Mouton (2001: 103), the most common error in doing research is that no piloting is conducted.

Prior to conducting the pilot study which formed the basis for this research, the researcher came into contact with an ECDoe document for school inspection reports on monitoring and development of rural schools in the district municipalities of the ECDoe which she analysed (ECDoe: 2006: 1-133). The document titled: ECDoe report on monitoring of opening of schools—January 2006: District development and support was published in January 2006 and is analysed in this study. The diagrammatic representation in Table 2.1 and Figure 2.1 below, show the distribution of schools that were inspected for PRs in ECP. The study concentrated only on three (3) District Municipalities that had inspected quite a number of rural schools; (Chris Hani with 355 rural schools; O. R. Tambo with 314 rural schools; and Amathole with 160 rural schools). The data collection is based on the conditions of the PRs and challenges faced by management in rural secondary schools. According to the report (ECDoe, 2006: 1), these challenges of PRM seem to be similar with other District Municipalities. The data that was analysed led to the following representation:
Table 2.1:  Inspection report of PRs in ECP rural schools

<table>
<thead>
<tr>
<th>Represented By District Municipalities And Metro District Municipalities</th>
<th>No. of Schools Inspected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukhahlamba</td>
<td>5</td>
</tr>
<tr>
<td>Cacadu</td>
<td>70</td>
</tr>
<tr>
<td>Alfred Ndzo</td>
<td>99</td>
</tr>
<tr>
<td>Amathole</td>
<td>160</td>
</tr>
<tr>
<td>Chris Hani</td>
<td>355</td>
</tr>
<tr>
<td>OR Tambo</td>
<td>314</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1003</td>
</tr>
</tbody>
</table>

Source: (ECDoE, 2006)

Figure 2.1:  Inspection of PRs in ECP rural schools represented by district municipalities

Source: (ECDoE, 2006)
According to Silverman (2005: 160), documentary analysis is primarily based on written internal (annual) reports that are analysed in such a way that they produce reliable evidence. This is especially relevant in this study as it offers innovative ways to explore meanings and social functions of texts in educational research. In support of the above evidence, Best and Kahn (2003: 187) point out that document analysis permits an evaluation of the interpretation and a check as to whether procedural guidelines have been adhered to. They are supported by Flick (2006: 248) who suggests four criteria for assessing the quality document to be analysed. They are as follows: authenticity, credibility, representatives and meaning, that is, whether the evidence is clear and comprehensible.

After reading and analysing the document the researcher became convinced that there are problems that rural schools faced in relation to the management of PRs. Subsequently to that, the researcher decided to conduct a mini-study as a form of piloting before conducting the main study.

2.2 Pilot study

According to the South African Local Government Association (SALGA) (2005: 75), the ECP has six district municipalities and one metropolitan municipality and that municipal area is Nelson Mandela Metropolitan. Among the municipal areas is OR Tambo which has seven sub local municipalities, for instance, King Sabata Dalindyebo (KSD), Mhlontlo, Nyandeni, Port St John, Ntabankulu, Mbizana and Ngquza Hill Municipalities. However, only two local municipal areas were selected for the pilot project and that was KSD and Nyandeni in the OR Tambo district municipality. KSD comprises of Mqanduli and Mthatha educational districts. At Nyandeni only the Libode educational district was chosen for the study. This municipal area was sampled because of its proximity and convenience; as the researcher is also residing in the KSD municipal area.
2.3 Research sample of the pilot study

This mini-study was conducted during the second quarter of the year 2006. It involved two asset managers for KSD and Nyandeni local municipal areas, one senior secondary school principal was recommended to the researcher by the district office because of its challenges. A total of three asset managers, one from the ECDoe in Bisho and the other from the district office in Mthatha and Libode were used in the pilot study and they were purposively selected because of their expertise in the field of resource management. Moreover, the principal of Mqanduli secondary school was also selected for the pilot study.

Purposive sampling is applied to those situations where the researcher deliberately selects participants because they are likely to produce valuable data. The researcher implemented a research strategy that is applicable to qualitative research with the emphasis on conducting interviews.

2.4 Research tool used in the pilot study

A semi-structured interview was conducted with each participant. The researcher employed the semi-interviewing technique where the subjects were requested to converse in general about their experiences. They were then probed into topics that further arose in the discussion, thus engaging in in-depth interviewing. This type of interviewing assists in identifying certain questions in advance, making sure that the interviews are representative of the group and there is maintenance of rapport, general feeling of closeness, trust, compassion and interest. These qualitative evaluation approaches were used to describe and evaluate the performance of the participants in their natural setting, focusing on implementation and management of PRs at rural secondary schools and what is taking place provincially regarding PRs in rural secondary school (Mouton, 2001: 161).
2.4.1 Semi-structured interview with a senior asset management officer

A semi-structured interview was conducted with a senior asset management officer at the head office in Bisho. This interview focused on what is taking place provincially regarding PRs in rural secondary schools. The interview took place at the offices at Zwelitsha. A tape recorder was used to record the interview. The researcher dwelt on the current state of affairs with regard to the PRs in rural secondary schools. The responses that now follow were grouped into themes.

*The questions centred on the implementation of PRM principles.*

The senior asset management officer indicated that asset management is not viewed as a vital factor in rural secondary schools. Consequently, time frames are not adhered to.

His response was as follows:

*The school principals do not submit asset registers and this is creating problems for us. The district officers wait in vain for these registers.*

The asset manager mentioned the fact that the principals apparently do not have an idea of the extent of their roles in schools.

He noted that:

*The principals do not realise that they are inventory controllers and educators are sub- inventory controllers.*
He also pointed out that principals are disappointing in terms of relations with donors:

*The policy of donations from donors to the school is not taken into account. For example, principals fail to write letters to thank the donors.*

Furthermore, the asset manager pointed out that there is poor co-ordination between the asset offices of the province, the education district offices and schools. Districts do not have personnel to do asset management work and as a result there is a need for more staff because stocktaking reports from schools to the district offices depend on human resource officers. This limitation is not only observed at district level, it is also evident at the head office. The head office only has three asset inspectors. They are expected to perform both inspection and evaluating without any significant effect.

The asset manager remarked that:

*There is shortage of personnel and this is affecting the smooth running of our province. In the district offices also posts are advertised but suitable people do not apply. This does not end there, even here I do run short of staff and there is a backlog of work.*

Subsequently, a follow up interview was carried out with the asset manager of King Sabata Dalindyebo District Office.
2.4.2 Semi-structured interview with an asset management officer at King Sabata Dalindyebo municipality

A semi-structured interview was conducted with the asset officer in the King Sabata Dalindyebo at the Mthatha district office. The interviews were categorized into two levels, that is: expectations and discoveries.

The Mthatha officer pointed out the following requirements:

All machinery is expected to have serial numbers for the purpose of recording losses. All assets of the school must have a government label:

<table>
<thead>
<tr>
<th>RSA</th>
<th>Name of the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___________________</td>
</tr>
<tr>
<td>ECGE</td>
<td>Principal’s office</td>
</tr>
</tbody>
</table>

Verification of asset against the asset register is done every quarter to check possible loss and spot checks at schools should be done continuously.

Excess furniture should be transferred to the schools that do not have the furniture and the Department must be a link for the transfers to be done. Handing-over is essential when a new principal is taking over and a ‘handing over’ certificate should be signed.

According to the KSD asset manager, schools have a problem with the terminology of assets seeing that the asset register items have to be arranged in
alphabetical order. As a result of this problem, schools write items in the wrong column of the register.

The officer further remarked:

**We have problems in this office as we are constantly getting wrong coding and wrong terminology from the submissions from various schools.**

Furthermore, the KSD asset manager revealed that principals do not recognise the monetary aspects of assets. To familiarise them with this aspect they should check the value of each item in the invoice.

The officer complained as follows:

**The invoices submitted in the office are a mess. School stakeholders are submitting invoices that the staff members in this office could not read let alone able to compare with the asset registers. This is very frustrating because it is not the duty of this office to train them.**

The asset manager complained of the fact that even the old furniture which is supposed to be disposed by the schools could not be traced as there are no disposal boards in many schools. He said:

**It is very difficult to know what is going on in schools in relation to how the old furniture is disposed. As I am speaking to you there is lack of disposal boards in schools.**
The asset manager pointed out that the SGB does not cooperate when they want them to account, as it is a shared responsibility of the principal and SGB to see to it that the equipment is safe.

He remarked as follows:

The work is made so difficult by lack of co-operation by the SGBs who must be responsible for the safety and security of the furniture.

Finally, the asset manager revealed that the Department has drafted a policy in an attempt to recover the furniture in the community. They do this through the project called Operation Mazibuye Door to Door Campaign.

He said:

To try to solve the problem the Department has elicited the services of a community project in an attempt to help the schools.

However, according to the asset manager at KSD the project has not achieved much.

2.4.3 Semi-structured interview with an asset management officer at the Libode office

The Libode officer highlighted the following on expectations and discoveries when conducting the inspection especially on keeping records.

He revealed as follows:
My sister, record keeping is a problem in this office. Separate files for furniture and stationery should be kept separately and be up to date. This is the case in most of the rural secondary schools.

He maintained that it is very difficult to see and differentiate between new and old resources.

He said:

As I am talking to you now, it is expected that damaged resources should be kept; especially steel frames for desks and chairs should be kept and be considered for purposes of tendering.

The manager outlined to the researcher the procedure to be followed when disposal of resources are undertaken.

He stated:

There must be a disposal board which is composed of two district officers, two members from head office, two parents and the principal being the chairperson of the board. The board will then decide on the transfer of goods for disposal.

The major problem that was revealed by the Libode asset manager was that of theft especially that it is not reported by the stakeholders of schools. He mentioned that when they arrive at the school, it is only then that the theft or damage of resources are reported to the ECDoe and police.

The loss of assets through burglary, natural disaster and vandalism must be reported to the district manager and to the police. A letter
with a CR No. should be attached to the form that is filled in from the Department of Education.

When they look at the inventory register that are supposed to be at the back of each classroom door, they find that the policies outlined are not adhered to.

He remarked as follows:

*It is difficult to see the inventory register at the back of the door as most of the time it is unavailable. Teachers adopt an indifferent attitude to this requirement.*

The asset manager further revealed that there are always discrepancies during the verification process. For example, one finds that there are more assets than what is actually recorded in the stock register. When questioned about this, principals indicate that the furniture was donated and yet there is no letter of acceptance to this effect as in most cases the acceptance of the donation is through verbal communication. Sometimes the assets are found to be less than the recorded number and no one is willing to take responsibility for this loss.

Finally, the manager revealed that rural secondary schools lack financial and physical planning and here is general lack of maintenance measures.

After the interviews with the asset managers, the next interview was with a principal in the Mqanduli Educational District.

### 2.4.4 Interview with the principal

A semi-structured interview was conducted with the principal of Mqanduli Secondary School in the KSD region. This was categorised into three levels:
• handling of assets;
• problems regarding PRM; and
• SGB cooperation.

Unlike the asset managers, the principal of the Mqanduli Secondary School blamed the ECDoe for not responding to the needs of their schools promptly. This principal of Mqanduli rural secondary school highlighted the following.

She said:

Acquiring physical resources take a long time because the ECDoe does not respond promptly to requests made by the rural schools.

She mentioned that the government is failing because the learning and teaching support materials (LTSMs) delivery process is very slow and this has been the case for the last five years. To date schools had not fully received the LTSMs and as a result there are gross shortages of LTSMs.

She further mentioned that:

Textbooks are few and even the few had missing pages.

The principal mentioned that the school is faced with the problem of lack of infrastructure. She also remarked that due to the shortage of classrooms, they do not have an administration building where they can store books and other resources.

She stated that:
Rural schools lack proper infrastructure and as a result, the asset registers that are supposed to be at the back of the doors are blown away by the wind.

The principal noted that teaching and learning is affected because of lack of infrastructure and other related resources. A school such as hers is badly affected by the lack of resources.

She emphasised that:

Learners do not have a passion for learning because the environment is negatively affecting them. For example, there are no computer and science labs and no photocopying machines.

The principal complained that her school is classified as a no fee school. The schools that are in this category for non-payment of fees experience problems related to lack of funds. She believes that fees are the main source of income for any school.

She said:

It is very difficult to work here as the parents are no longer paying fees because this school is a no fee school.

She also revealed that the SGBs also do not cooperate well with the principals. The complaint was that there is a general sense of apathy on the part of SGBs. They should be actively involved with the general management of PRs in schools.

The principal had this to say:
SGBs do not cooperate since they do not involve themselves in the maintenance of physical resources.

She further reiterated the problems faced by such a school. For instance, the school’s furniture is utilised for weddings and funerals over weekends by nearby villages. As a result, the principal is left powerless in such situations.

SGBs create problems because of the weekly funeral occasions. They do not want the community to be charged for the missing chairs.

2.5 Summary of the findings

The pilot study has revealed that PRM in rural secondary schools requires much attention. This study has identified problems that exist in disadvantaged rural schools.

Most of the rural secondary schools lack PRs and even those limited resources are not managed properly in rural secondary schools. Furthermore, schools do not adhere to the policy and expectation of the asset management regulations as most schools cannot cope with financial planning, adequate physical planning and there is a lack of maintenance measures in place for these schools.

The training of principals and SGBs of rural secondary schools in the planning and management thereof remains crucial. There is a general weakness between the principals and SGBs who seemingly are not quite certain of their roles and responsibilities. This situation leads to mismanagement and maladministration, both of which have been identified to be closely related to poor performance and the dysfunction of schools. There is a dire need for the continuing professional training of teachers to assist principals in the management of PRs.
2.6 Conclusion

From the above findings it becomes crucial that an intensive study needs to be undertaken to investigate the major issues highlighted in the pilot study. The documentary analysis and semi-structured interviews that were used revealed the extent in which PRs are managed in rural secondary schools. The analysis of the results from the pilot study indicates that there is a gross lack of PRs in rural schools. The challenge becomes evident when one views the negative impact that is caused by lack of resources to quality education in rural secondary schools.
CHAPTER THREE

PHYSICAL RESOURCE MANAGEMENT: A THEORETICAL PERSPECTIVE

3.1  Introduction

The present study focuses on the principals’ responsibility in the management of PRs. This is confirmed by Grobler (2005: 96) who states that the success of teaching and learning is largely dependent on the extent to which PRs are effectively and properly acquired, maintained and managed. The aim of the study underpins the principles of PRM regarding four management tasks of the principal such as planning, organizing, leading and control (Marx et al. 2006). The four management tasks should be in place to ensure that PRs are effectively and efficiently managed.

The task of planning is regarded as the first step towards effective management of PRs. It involves identifying ways of reaching the objectives of the school whilst organizing is the second step in the management process. In organizing, roles and responsibilities have to be defined and policies together with procedures established to achieve the school’s objectives. The current study will find out whether the policies that have a bearing on PRM are included in the school’s policies. In view of the fact that the better the resources are organized through policies and procedures, the more consistent and successful the organization will be.

Organizing is followed by leading, where the principal is responsible for getting things done through other people (Smit & Cronje’, 2004: 11). In other words, the principal uses influence and power to motivate staff members using clear communication about the school’s objectives and how to achieve them. The last management task is control for monitoring performance and actions, to ensure
that these actions conform to plans in order to attain the pre-determined objectives.

**3.2 Principle of physical resource management (PRM)**

The principle of PRM has placed responsibility for managing resources under the spotlight and has raised questions regarding the appropriateness and effectiveness of systems and procedures used to manage PRs. The principle behind PRM as stated by the NDoE (2004: 4) is to utilise and to properly manage all resources at the school’s disposal, to ensure that schools remain goal-orientated. The principals can ascertain that schools remain goal-orientated by ensuring that PRs are appropriate to the needs of their learners.

Secondly, PRs are utilised for the purposes for which they were planned. For example, a proper assessment needs to be done and to determine which resources would be required in rural secondary schools. Then the implementation process of the allocation of resources needs to be addressed, so that, they serve the purpose for which they are intended and according to the needs of the school. The intention of this study is to investigate whether rural secondary schools ensure that the relevant needs and objectives of the schools have been met through the management of the PRs by principals.

Greater emphasis should be put on principals especially on the need to make sure that PRs are employed and managed in the most effective way to achieve the required results, through applying for example, preventive and proper maintenance measures. Furthermore, principals in rural secondary schools should implement the means of ensuring that the PR is kept sound and secure. Moreover, principals should employ measures for getting the most from the PR and ensure that the PR is optimally utilised according to the needs of the school. On the other hand, the NDoE (2007: 20) requires that principals should ensure
that individual staff members that are using the PRs are held accountable and report on their usage of the PRs.

There is a need for a guarantee that PRs are used efficiently by principals. The principals should constantly apply cost effective and economic measures. For example, encouraging staff members to handle PRs vigilantly and cautiously, the school should ensure that an answerable person controls and reports on the usage of the resource, in order to ensure that excess resources are not wasted.

A proper assessment should be done on schools’ needs to assess whether schools yield a positive return in terms of quality and value for money. Ruding (2000: 64) purports that:

*It is important to ensure that value for money does not mean cheapest but the suitability of resources, which considers business principles such as, quality of goods, delivery and availability against price, efficiency which also includes cost-effectiveness. Equally, PRs should be guarded with a watchful eye by the school community.*

Following the three broad principles which are goal-oriented purposes, effectiveness and efficiency, are principal’s management tasks namely, planning, organizing, leading and control for PRM.

### 3.3 Management tasks performed by the principals in the management of PRs

The democratic transformation in South Africa requires a mind set of principals to ensure successful participation in the transformation of the educational environment by reflecting the broad vision of South Africa. The South African Schools Act of 1996 (SASA) advocates that every stakeholder must have a
participatory role in the activities of the school whilst the Public Finance Management Act (PFMA: 1999) requires accounting officers, who are principals, to take control measures in terms of the schools finance and safeguard the PRs in their schools.

PRs procured for use over a long period of time must be carefully managed. If the process of purchasing, storage, maintenance and control of PRs is not properly managed, this creates an environment conducive to disorder and theft. It therefore becomes crucial that PRs should be accounted for and asset registers should be kept and updated yearly (NDoE, 2007: 154). The principals' management tasks of POLC may be analysed in terms of the resource life-cycle model.

3.3.1 Resource life-cycle model for the management of PRs at schools

The life-cycle of a resource can be defined, according to the NDoE (2005: 6), as that period that an entity can foresee itself utilizing the physical resource on an economically effective and efficient basis for the furtherance of the school’s improvement. Furthermore, the NDoE (2005: 6) states that the life-cycle of a resource has four distinct phases. They are as follows:

- **the planning and budgeting phase.** during which time the requirement of a new resource is planned for and established;
- **the acquisition phase.** during which time the resource is purchased, or constructed;
- **the operation and maintenance phase.** during which time the resource is used for its intended purpose and is properly maintained;
- **the disposal phase.** when the economic life of the PR has expired and it has to be written off from the asset register.
The life-cycle phases have been integrated along with the four management tasks (POLC) employed by the principals to manage PRs. The first and second phases are incorporated under planning as a management task. The third phase which is operation and maintenance features in all four of the management tasks, whereas the last phase has a bearing on control, planning and leadership. To sum up, the resource life-cycle model is cyclical in nature as illustrated in Figure 3.1

**Figure 3.1:** Resource life-cycle model for the management of PRs at schools

Source: (NDoE, 2004)

The physical-resource planning is fundamental to the effective management of the school’s activities. The NDoE (2004: 19) states that PRs should be recorded and reflected in monetary terms to allow performance to be measured both internally for management purposes and externally for accountability. In other
words, all PRs currently being used need to be identified and evaluated. The evaluations of existing PRs determine whether performance is adequate or not. The result of the evaluations will determine whether the resource needs to be repaired or a new resource has to be purchased.

3.4 Importance of planning as a management task of PRs

The management task of planning gives vision and purpose to the school. According to Marx et al. (2006: 365), planning is the cornerstone on which all other management tasks rest. For example, management tasks such as organizing, leading and control cannot succeed if they are not based on thorough planning. Planning is an integrative continuous management process that is based on a working form that has a long-term perspective and involves all the staff members (Bush & West-Burnham, 1994: 80).

Furthermore, Marx et al. (2006: 365) aver that a good plan makes things happen, because it instils confidence in staff and a sense of being able to influence the future. Planning ensures that everything at the school is running smoothly. In other words, planning is an intellectual activity, and failure to plan is preparation for failure (Van Deventer & Kruger, 2003). One of the objectives of this research is to determine whether rural school principals take planning seriously by involving all resource handlers and whether implementation is carried out according to plan. Evidently, planning is essential to get staff members and the school communities to be committed to take part in determining the present situation through a needs analysis of the school.

3.4.1 Needs analysis

Needs analysis is the first step to assess the present situation of the school. Van Deventer and Kruger (2003: 81) define needs analysis as a process of
determining the present situation in the school. For example, this is performed by first examining the availability and adequacy of the physical facilities of the rural secondary school, such as classrooms, science laboratories and equipment like photocopiers and computers.

Needs analysis assists the school to gain an insight in deciding what the school requires to enable it to perform optimally and to provide quality education or manage their PRs more effectively (Commonwealth Secretariat, 1993: 16). This is the beginning of realistic planning. Furthermore, the examination of the present situation will lead to ascertaining the strength and the weaknesses of the school. According to Van Deventer and Kruger (2003: 82), these can be used for future planning purposes.

The principal and the PRs stakeholders would be able to plan activities that will readily address the gaps in PRM. These gaps may include aspects such as acquisition of equipment, infrastructure that requires maintenance and gaps in staff development. Rural secondary schools that conduct needs analysis would also be able to develop an informed and crucial PRs development plan. Judging from the pilot study, it is clear that this is not the case in rural secondary schools of ECP.

Furthermore, benefits derived from conducting needs analysis leads to an examination at the school’s strategic planning with regard to the strength, weaknesses, opportunities and threats (SWOT) of the school. This will facilitate the drafting of relevant plans regarding the school’s vision and core mission of the school.
3.4.2. Vision and mission of the school

The next step is to determine a better future for the school through the crafting of the school’s vision, mission and objectives. According to Snyder (2008), a vision is not a dream; it is a reality that has yet to come into existence and a vision is supposed to be palpable or plain to leaders. A vision is a target toward which a leader aims his/her energy and resources. In short, a vision is an idea of the future; it is an image, a strongly felt wish. Windeen (1987: 28) posits that a vision is the glue that pulls the organization together; the glue that binds individuals into a group with a common goal. However, although according to the inspection report (ECDoe, 2006: 62) it is apparent that some rural schools have the vision but are not putting the vision into practice let alone a mission.

Notwithstanding, for PRs to be properly managed in rural secondary schools, the principals should be visionaries and purpose driven as leaders. The principal should maintain a balance between a clear understanding of the present and a clear focus on the future. Senge (Senge: 1990b, 7) calls this balance a ‘creative tension’. Therefore, a leader with a vision would be able to have insight into the present as well as in the future, one that grows out of and improves upon the present. When the teachers understand the school’s vision, which is not the case in most rural secondary schools, they also find it easy to understand what the school is trying to accomplish. Each staff member is then able to have insight into the future. In addition, a vision brings meaning to each individual, reaffirming that what an individual contributes is crucial to the school’s success (Ainscow, Beresford, Harris, Southworth & West, 2000: 25).

Snyder (2008: 8) further asserts that the constant presence of a vision especially within sight keeps a leader moving despite various forces of resistance or ‘real’ hardships, such as practical difficulties or challenges in the school. The school’s vision would never be a reality if the principal is not able to deal with the school’s
failures (Snyder, 2008). It is essential that leaders must learn to deal with failure. Leaders must learn to deal with obstacles in their path of success.

Furthermore, as far as Ruding (2000: 11) is concerned there should be a shared and agreed approach to reflect the vision and mission of the school and all developmental plans such as SDP must be underpinned by the vision and mission and should reflect the culture of the school. In addition, Senge (1990 b: 9) states that as people's commitment to the vision grows and it becomes more real to them, they will find it easier to dedicate the time and energy necessary to make the vision a reality. Consequently, the role of a principal in sharing a vision is crucial to determine the future situation of the school.

3.4.2.1 A shared vision

Communication that motivates people to act tends to focus on the core values and beliefs that support the vision (Lotter: 1990). To accomplish this, according to Snyder (2008: 10), leaders who are principals in this regard should act in a manner consistent with the vision in everything they do. They must set a personal example; they cannot afford to send mixed signals by saying one thing and doing another. Alexander (2000: 56) asserts that the first step in communicating a vision to a group is to stress its importance so that people will take an interest in it. If they believe the vision is important and worthwhile, many of them will want to be involved with it, even if they do not understand all the details. The scenario in the ECP is that many rural secondary schools have the vision of the school, but the question of implementation is a challenge (ECDoe, 2006).

Moving toward the same goal, individuals work together rather than as disconnected people brought together because of having been hired coincidentally by the same organization. According to Alexander (2000: 58), a
shared vision can turn the stereotypical corporate hierarchy into a well-organized and harmonious matrix working together toward a common goal.

Due to the above facts, a shared vision keeps peoples' spirits up and helps convince them that the members of the school community are capable to achieve the school’s goals. Furthermore, a shared vision causes people to focus on the future and what it holds; not simply because they must, but because they want to (Snyder, 2008). After the shared vision is in position, the mission of the school should be devised to translate the ideals of the school.

3.4.2.2 Mission of the school

According to Ainscow et al. (2000: 29), the core mission of the school must be explicitly related to the plan for development. Furthermore, Senge (1990: 21) asserts that the mission should be constantly examined and modified to reflect important changes in the environment and ensure continued support and enthusiasm from everyone involved. In short, according to Van Deventer and Kruger (2005: 83), a mission is a declaration and a milestone of what the school should be in the planning for a better future of the school. Seemingly, the rural secondary schools in the ECP have not yet actualized the mission.

The researcher’s interest is to find out whether the mission of the school has a bearing on PRM which leads towards the provision of education for all with regard to quality, relevance and excellence. Apparently, as indicated by the inspection report (ECDoe, 2006), principals of rural secondary schools have not yet discovered the importance of a mission in rendering their schools functional.
### 3.4.2.3 Formulation of school objectives

The school objectives are derived from the mission of the school. Objectives should be congruent with the stated vision and mission of the school. The educational impact of the objectives to become concrete activities will remain the most important determining priorities for a school (Bisschoff: 1997). Seemingly, it does not appear that rural secondary schools are driven by set objectives in their work, especially with regard to PRM.

According to Bush and West-Burnham (1994: 345), the school should have clear objectives and that resource allocation should be organized in a systematic way to facilitate the achievement of objectives. Principals in a rural settings are expected to instil in school community a sense of understanding of the objectives that are formulated in the school. Subsequent to the formulation of the vision, mission and school objectives, the next stage requires developmental plans through policy formulation.

### 3.4.3 Policy-making

Policies should be established to direct the plans of the school, as well as to ensure that plans will be carried out. Planning ensures that the decisions taken on PRs are based on school policy to create a culture of life-long learning and teaching through effective education (Van Deventer & Kruger, 2005: 78). The PR policy should form an integral part of the school policy based on the underpinning principles of the Constitution and SASA. With regard to SASA, the SGBs and the principal should be responsible for policy formulation. The schools should have policies such as finance, procurement and maintenance policies in place regarding the plans for the PRs.
Policy and planning are related management activities in that each requires the other in order to translate aspiration into action. According to Van Deventer and Kruger (2003: 93), policy-making is not a once-off planning action. It is a continuous involvement of the utilization of PRs, to address problems and take decisions, which occur repeatedly in the schools. It also serves as a reference document used by the principal when taking administrative decisions.

Therefore, it is important for the school to have clear policies for the school which will cascade into planning and this will later be translated into a strategy. According to Turner (2005: 86), the planning process is about translation of strategy into realisable specific goals and should specify the actions which ought to occur, that is, SGB, teachers, learners and parents in a school knows what to do and what not to do. Moreover, according to Marishane and Botha (2004: 104), PR allocation and utilisation should be guided by policies in schools. It is a fact that a school that has clear policies becomes orderly is managed effectively. However, there is inconsistency regarding the lending of furniture to the rural community during funerals and weddings, as a result the life-span of the furniture is shortened.

Suffice to state that not all rural secondary schools are able to implement PRM policies. In certain rural secondary schools these policies are just documents that are not implemented. This has been confirmed by the inspection report, (ECDoe: 2006) that in most of the rural secondary schools the principals have a problem of putting policies into practice to such an extent that there is non-implementation of policies. This suggests the need for plans that are strategic and developmental to be in place in order to refine and realign with contemporary issues for the achievement of the mission of the school and for the purpose of assessing the training needs for staff members.
3.4.4 Strategic planning, school development plan and action plan

The strategic planning is at the heart of the management process and is a key factor in PRM. According to Thurlow (2003: 204), strategic planning is a process operating in an extended time frame between three to five years which translates vision and values into significant, measurable and practical outcomes. The process requires two-way communication at all stages and has to be focused on the core purpose and practical activities of the school. Bush and West-Burnham (1994: 80) state that a strategic plan is a continuous process in administration which links goal-setting, policy-making, short-term and long-term planning, budgeting and evaluation in a manner which spans all levels of the organization, secures appropriate involvement of people according to their responsibility for implementing plans as well as of people with an interest in the outcomes of those plans. It provides a framework for the annual planning, budgeting and evaluation cycle. The strategic plan is primarily the responsibility of the school staff and community representatives.

It is important that the school’s strategic plan maps the route between the perceived present situation and the desired future situation. Strategic plans need to be developed on an ongoing basis and short, medium and long term goals need to be set. In the outcomes of the pilot study it became evident that there is no evidence of planning in most of rural secondary schools in terms of the three categories of goals mentioned above. All goals need to have action plans that are drawn up by the teachers so that staff members know what is expected of them.

It becomes apparent that lack of funding may not defer the introduction of a healthy climate, sound culture, collegial leadership style, effective management strategies, and management skills and shared visions. These factors have a better chance of success if the teachers, learners, SGBs, parents and the community at large support the mission of the school and they play a meaningful
role in the decision-making processes. The above-mentioned meaningful support is lacking in rural secondary schools.

The strategic plan of the school is very important where SWOT analysis has to be conducted. According to Robbins and DeCenzo (2001: 106), SWOT analysis refers to analysing the organisation’s internal strengths, on what the organisation is good at doing; how powerful the organisation is to meet the client’s needs. On the other hand, the organisation’s weaknesses represent its resource competitive liabilities as well as external opportunities and threats that enable it to identify a niche that it can exploit. Cronje, Du Toit, Mol and Van Reenen (2000: 118) also concur with the SWOT analysis approach in that they view it as a powerful tool for measuring an organisation’s resource capabilities and deficiencies. This provides a remarkable overview of whether the organisation’s situation is healthy or unhealthy. Currently, the application of the SWOT analysis in rural secondary schools reveals an atmosphere that is not conducive for quality education due to lack of classrooms, insufficient textbooks and school grounds.

Furthermore, the SWOT analysis provides the basis for providing a strategy that focuses on the organisation’s resources that emphasize the capturing of the organisation’s best opportunities, and defending threats to its well-being (Robbins & DeCenzo, 2001: 107). Most importantly, Cronje et al. (2000: 120) state that an organisation’s highest probability of success becomes evident when it has appropriate and ample resources with which to compete with other organisations. The researcher conducted a SWOT analysis of rural secondary schools in the ECP of South Africa. This is presented in Figure 3.2 below. (The SWOT analysis in Figure 3.2 was conducted based on the information gained from the pilot study).
Table 3.1: SWOT analysis of rural secondary schools in the ECP

<table>
<thead>
<tr>
<th>STRENGTHS OF POTENTIAL RESOURCES &amp; CAPABILITIES</th>
<th>WEAKNESSES OF POTENTIAL RESOURCES &amp; DEFICIENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rural secondary schools have ample space without pollution. This space could be developed to provide spacious classrooms and proper school sport grounds.</td>
<td>• Lack of management depth or no proven core competencies on PRM.</td>
</tr>
<tr>
<td>• Principals that could be good leaders and patriots when trained in PRM.</td>
<td>• Lack of PRs and insufficient financial resources to develop the school and to pursue promising initiatives.</td>
</tr>
<tr>
<td>• Innocent learners with great potential that could be easily nurtured, if there were adequate equipment, LTSMs and proper building facilities.</td>
<td>• The principals are short-sighted and driven by circumstances.</td>
</tr>
<tr>
<td>• Parents and grand-parents that have ample time to be actively involved for the benefit of the school in the maintenances of PRs.</td>
<td>• Unable to meet the expectations of the community, as a result quality education is compromised.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
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<tbody>
<tr>
<td>• Rural secondary schools have high enrolment, with learners that have a good potential</td>
<td>• Lack of a strategy to identify threats which handicaps opportunities.</td>
</tr>
<tr>
<td>• Natural resources to study the sciences.</td>
<td>• Principals and the school community have no developmental and implementation plans with proven track record in place.</td>
</tr>
<tr>
<td>• Develop indigenous knowledge.</td>
<td>• No management and competitive skills in place for growth and quality education.</td>
</tr>
</tbody>
</table>
The ideal situation of PRM in rural secondary schools would be to have the following strategies in place:

- A distinctive competence in PRM.
- Ample PRs and a strong financial position to grow the school.
- The principals that are vision driven, purpose driven and value driven.
- Strive to exceed the expectations of the school community with constant monitoring of the expectations to maintain quality education.
- Principals leading through invitational and collegial leadership by empowering resource handlers to take joint ownership of the school’s resources.

PRM decisions should be integrated into strategic planning processes and then to the school development plan (SDP). Once agreed, strategy has to be translated into policy which serves as the basis of decision-making for annual budgets, the maintenance of school property and the professional development of staff. Seemingly, in most rural secondary schools, there is a lack of evidence of planning for PRs.

3.4.5 School development plan (SDP)

According to Xaba (2006: 15), most schools struggle to develop SDPs, let alone to implement them. For this reason, it is important to have a clear understanding of SDP. SDP is a systemic, collaborative and inclusive, ongoing and progressive process undertaken by the school to promote whole school effectiveness, quality enhancement and effective resource deployment (SDPI, 1999: 11). Thurlow (2003: 205) states that SDP is a short term process of twelve to eighteen months which identifies how the strategic plan is to be implemented in a way consistent with the school policy. The SDP mediates between the long-term aims and short-term priorities which are supported by the deployment of human, financial and PRs and is therefore a comprehensive process (Cuckle & Broadhead, 2003: 230).
According to Turner (2005: 88), a SDP sets out aims, realistic objectives, time-frames, performance indicators and costing before stating clearly what the action points might be in terms of learning materials, physical resources, curriculum and management from a whole-school perspective. For this purpose, the SDP should be conducted before the annual budget is drawn. According to the ECDoE (2002: 27), the SDP indicates which resources the school needs to reach its goals and its targets. The SDP mediates between the long-term and short-term priorities which are supported by the deployment of PRs as well as human and financial resources (SDPI: 2003).

The review of the SDP is conducted when prioritization of needs of the school should be addressed. Seemingly, some principals of rural secondary schools develop SDPs only for submissions to ECDoE. From the researcher’s discussions during the pilot study with the principals and the researcher’s observations during interviews, it appeared that the SDP documents were very old there were no reviews conducted. The SDP seems to be a once off event and not a process at all in the rural secondary schools.

3.4.6 Action planning

The action plan is more than a list of a set of priorities; it involves creating a plan that sufficiently assists teachers in the daily roles in school. The action plan ensures that priorities are translated into specific objectives (SDPI, 1999: 21). Action plans are drawn to achieve those objectives (Ainscow, et al., 2000: 31).

New action-plans need to be developed when new priorities for the school have been identified. All the resource holders need to ensure that action plans remain relevant and the shared vision becomes the motivation behind their action plans. The members’ focus should be maintained in order to meet the challenges they
are likely to come across (Ainscow et al. 2000; Singh & Manser 2002; Xaba 2006).

According to Xaba (2006: 17), action plans needs to have specific objectives that are achievable so that action is taken, ascertain the PRs needed and the persons responsible for carrying out those activities, the cost involved time-frames and monitoring mechanisms such as success criteria. Singh and Manser (2002: 63) posit that assessment and evaluation of the action plans are essential if the teachers are to remain focused on the area of improvement. To ensure that the implementation of the action plan takes place, the plan should be detailed, flexible and realistic as much as possible rather than being a blueprint (Ainscow et al. 2000: 128; Xaba 2006: 17).

The research study reveals that there were no action plans for managing PRs in most rural secondary schools in the ECP. It is only when the ECDoE requires stocktaking at schools that the principals think about quantity and quality of the schools’ PRs. It is clear that there are no structures in place to foresee the welfare of the maintenance and management of PRs. In schools, windows, school gates, doors are commonly left open after school hours. Stray animals are not chased away and broken PRs items are not attended to promptly.

The above-mentioned scenario is disturbing because the absence of strategic planning in rural secondary schools, SDPs and action planning demonstrates a compromise on the capacity of the rural secondary schools in translating its vision and mission into the management action. Ruding (2000: 11) confers that all developmental plans must be underpinned by the vision, mission and objectives and should reflect the culture of the school and its team. All these factors must be identified since the budget of the school is based on the SDP and its action plans.
3.4.7 Budget process

The budget process is a crucial factor in the planning of PRs in a school environment. It is therefore necessary to have a clear understanding of the budgetary process. Davies and Ellison (2003: 327) states that if scarce resources are to be used and managed effectively and efficiently by the schools, then a high level of financial understanding is vital. According to Coleman (2003: 6), the budget is one of the most important activities in the PRM as it provides an opportunity to express the objectives, curriculum and PRs of the school in financial terms. In other words, the budget is a mission statement of a school expressed in monetary terms. The manner in which the income of a school is spent depends on the mission statement of schools.

Furthermore, the budgetary process should be closely monitored by the schools in order to compare the actual results to the budget with its projected figures (Vigario, 2005: 231). The implementation of the budget enables the school to plan, co-ordinate, evaluate and control its activities. For instance, the expenditure may be on the purchase of textbooks, educational materials, equipment for the school, maintenance of PRs and extra-mural activities. The above-mentioned responsibilities include stock control, storage facilities as well as the disposal of stock to determine if new equipment is needed.

The purpose of a school budget is to identify priorities and assist in the systematic planning whilst coordinating activities and communicating plans in the school through motivation, monitoring, evaluation and shared accountability. Kani (2000: 38) asserts that for principals to perform their roles, especially that of PRM, it must be closely linked to financial management where schools had to prioritise their physical resource requirements based on a school budget. This view by Kani is further acknowledged by Louw (2002: 23) who states that the demand for resources depends on sound finance planning. Therefore, it should
be important for a school to create a viable financial plan that will promote quality education that is based on the broad principles that govern PRs. This is observed in the inspection report (ECDoE, 2006: 58) where rural principals lack effective general administration and management skills. They are also inexperienced in the management of PRs. Furthermore this leads to lack of accountability and commitment to the general school stakeholders.

Furthermore, Kruger (2003: 125) states that staff members should be encouraged to make inputs to the budget by identifying the needs of the school, paying attention to the following:

- objectives for the year;
- accurate estimate of costs for each item;
- motivation for each expense;
- date when the expense will be incurred;
- priority for each item.

To sum up, the budget is concerned with the allocation of funds in accordance with the activities planned by the school. The allocated resources are coordinated, monitored and eventually evaluated through the budget. This means that it creates an opportunity for continuous financial control. Seemingly, most rural secondary schools draw up budgets and not implement the budget instead they cite meagre income that does not even meet the expected overall expenditure. As a result, the tendency is that most rural schools purchase PR items as the need arises. This is not acceptable and there is a serious need for financial management capacity building, in order to overcome acquisition challenges.
3.4.8 Acquisition plan / phase

According to the ECDoe (2001: 29), any prospective purchase must be checked against the budget. It should only be approved if a real need exists for the PR to be required and that the resources has been planned for and the availability of funds has been confirmed. Secondary schools are required to draw up acquisition plans that detail the rationale for acquisition or replacement of PRs.

It is imperative that the acquisition decisions must be made within an integrated planning framework that takes into account of the objectives of the school and financial constraints. Once the decision to acquire a resource has been established, it can be linked with the estimates of expenditure and the operating budget. The major choice becomes whether to hire, build or buy a resource. The ECDoe (2001: 21) states that schools must try and obtain the best value for money applying sound business principles and using locals for economic upliftment but without compromising on quality.

Prior to submitting orders, the principal should carefully survey each grade’s needs and check the stock on hand so that the right equipment and books are ordered. After the principal has authorised the requisition of the resource, the school treasurer can issue a numbered order form that must be in a duplicate form so that the duplicate is kept on the school premises. According to the ECDoe (2001: 28), purchases may only be made with a valid order form. Appendix B shows the valid order form with details that are usually required.

Once an order has been placed with the supplier, the funds, although still in the school account, are committed for the eventual payment of the order and may not be used for any other purpose. For this reason, the school must maintain a commitment register in order to keep track of its expenditure. Appendix C shows the commitment register form with important details that are required such as,
suppliers name, opening amount, committed amount and available amount. Ruding (2000: 68) advises that the schools should make use of information technology in order to save time particularly in the storage and retrieval of administrative data as well as teaching materials. For instance, equipment purchases records including receipts and guarantees should be kept in the school. On the other hand, Bisschoff (1997: 144) cautions the schools about securing confidential information through the use of passwords. The use of electricity in most rural secondary schools is a challenge and as a result the use of modern technology, in the form of computers inhibits PRM efficiency.

The next stage is the delivery of the ordered resources to the particular school. According to the ECDoE (2001:29), it is a generally accepted accounting practice that two people should obtain a receipt for any delivery. These people must certify in writing that the correct quantity of goods was received and in good condition. Immediately, the new stock would then be recorded on the appropriate inventories.

Arrangements should be made for the right items at the right price and in the right condition to be delivered in terms of the specifications as set out in the original order. It is important to take note that by signing for deliveries for the school, the principal takes full responsibility, for those items and signs the received goods. In the case of damaged goods, received from the supplier, the chief user has the responsibility to have such goods returned to the supplier.
Table 3.2: Effective acquisition steps for the management of PRs

<table>
<thead>
<tr>
<th>STEPS</th>
<th>ASPECTS</th>
<th>RESOURCE ADMINISTRATION DOCUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquiring of budgeted physical resources.</td>
<td>Acquisition plan for the rationale for acquiring physical resources.</td>
</tr>
<tr>
<td>2</td>
<td>Ordering of physical resources.</td>
<td>Valid order form.</td>
</tr>
<tr>
<td>3</td>
<td>Keeping of suppliers funds once a physical resource has been ordered.</td>
<td>Commitment register.</td>
</tr>
<tr>
<td>4</td>
<td>Delivery of the physical resource.</td>
<td>Share accountability of certification of good condition of the product.</td>
</tr>
<tr>
<td>5</td>
<td>New stock actually received.</td>
<td>Signed by the principal and recorded in an appropriate inventory.</td>
</tr>
<tr>
<td>6</td>
<td>Damaged or over delivery of physical resources.</td>
<td>Chief-user to return the damaged or over-delivered physical resources to the supplier.</td>
</tr>
</tbody>
</table>

Generally, the study demonstrates that planning, as a management task, is still a challenge in rural secondary schools. This aspect requires prompt attention from ECDoE authorities for quality education to materialise in rural secondary schools. After the PR is acquired, stored and is ready to be utilised by the school, then the second management task, organising follows in the discussion below.

### 3.5 Organizing as a management task of PRs by principals

According to Marx et al. (2006: 369), organising is an integral part of planning, as organising can be defined as a process in which the required resources are identified to execute and attain an objective. Resources are at the disposal of
the staff members and in this way, the use of resources between individuals and groups is regulated. Van Deventer and Kruger (2003: 109) emphasises that organising is the implementation of planning and it requires the principal to possess formal interpersonal relationships skills in order to motivate his staff in the performance of tasks.

Organising is also significant in the execution of tasks. Organising includes determining which tasks are to be performed and the person responsible for such tasks (Robbins & DeCenzo, 2001: 7).

In this study that task of organising focuses on the principals ability to work as a team member with him/her being the team coordinator, sharing responsibilities and being accountable to them. The principal has the task of organising all the educational activities with the stakeholders in order to achieve the set objectives of enhancing quality education in rural secondary schools. Adesina (1990: 11) points out that when organising, the principal has to identify and coordinate various activities regarding PRs to bring about the desired results.

Through organising, the principal maintains order, in the school. He or she also oversees the implementation of plans and policies. In essence, organising is similar to oiling a machine that is being made ready to function. Importantly, principals are central in the organising task in their schools since they cannot achieve the vision of their schools without the support of their teachers. This reality is sadly missing in rural secondary schools.

The pilot study of this research indicates that principals in rural secondary schools of the ECP possibly do not execute the management task of organising school PRs effectively. This adversely affects quality education, hence the low learner academic achievement levels. Therefore, to avoid a chaotic state in schools, with uncoordinated activities, it is imperative that the principals in rural
secondary schools clearly state the person responsible for carrying out specific delegated tasks.

### 3.5.1 Responsibilities of a delegated person to manage PRs

Delegation is part of organising the PRs of a school where a specific task is given by the principal to a specific staff member through delegation. The principal should be able to delegate responsibilities to other members of staff. It is a significant step as members of staff feel valued when responsibility is delegated to them. According to Ainscow et al. (2000: 117), innovative responses for sustained development require delegation.

Furthermore, the Commonwealth Secretariat (1993: 26) asserts that the principal should delegate responsibility to key teachers in order to ensure the provision of storage and appropriate management of physical resources since resources are expensive and require special attention. According to Sergiovanni (2000: 3), it is most important to note that through effective delegation, the school principal also empowers stakeholders.

Moreover, delegation by the principal promotes teamwork and the team building primary focus is to increase each member’s trust and openness towards one another (Robbins & DeCenzo, 2001: 239). Through delegation principals build a second layer of leadership in schools for succession. Seemingly, in some rural secondary schools, there is a lack of transformation by the principals. Some principals were reported to be under- or over-delegating and that has negative implications on the overall performance of staff members (ECDoE: 2006).

A principal that delegates empowers the teachers in the school to be proactive and make sound decisions on a daily basis. As a result, with the power delegated, the teacher is able to influence others to perform the expected tasks.
In order for the delegated teacher to accomplish the delegated task, s/he should have a certain degree of authority and accountability as well (Quinn, 2003: 20). The delegated teacher is held accountable for the execution of the task given. This accountability goes thus far and not more, because the overall accountability in a school rests with the principal.

3.5.1.1 Accountability of a delegated person

According to Van Deventer and Kruger (2003: 119), the delegated teacher is obliged to give an account of having performed the work delegated to him or her by the principal, in accordance with the set criteria and pre-determined standards. In turn, the principal is accountable to the SGB as well as the District Manager. In other words, the principal is not expected to perform every task but should delegate to other members of staff. Ruding (2000: 10) asserts that accountability is one of the features of effective quality management at schools and a shared accountability by the principal and SGBs in the storage, maintenance and control of PRs is of paramount importance.

In short, accountability occurs when principals have delegated certain duties to their subordinates, but remain responsible for any actions and decisions taken for the success and failures of the school. The concern that is present in the pilot study is that, there is lack of shared accountability and responsibility by teachers, learners and SGBs in rural secondary schools, for instance, desks are left outside the classrooms, broken windows are not attended to promptly and school gates are not closed after school.

The inspection report (ECDoe, 2006: 21) reveals that principals in rural secondary schools in the ECP do not effectively delegate PRM due to lack of interpersonal and organisational skills.
3.5.1.2 Co-ordination

The coordination of activities is an important way of keeping people involved, particularly when changes of policy are being introduced. For example, the SGB's sub-committee on building and maintenance should formulate a PR policy for the school, clearly indicating the roles of all resource handlers in order to ensure that all actions and strategies related to the management of PRs are properly co-ordinated. This is further emphasised by Bisschoff (1997: 93) who states that co-ordination is the synchronisation of all actions, means and techniques within the school.

The principal as a co-ordinator has to develop interpersonal skills. This is the key to establishing greater co-ordination in the school. Furthermore, the principal needs to have clear views and understanding, have good listening skills. In coordinating, the role of the principal is that of a guide to staff as they seek to participate in constructive development of the school. This is facilitated by maintenance, interest and enthusiasm. The principal has a duty of organising teachers to work as teams. This is the key to the success of any plan that is being implemented.

Ainscow et al. (2000: 76) point out that a well co-coordinated school gives individual teachers the confidence to improvise in a search for the most appropriate responses to the situations they meet. Furthermore, Van Deventer and Kruger (2003: 123) posit that co-ordinating is crucial to develop a positive team spirit, high morale, promote good teamwork and this enables the school to work as a unit seeing that and unity is strength. The members of the team should work together to achieve educational outcomes.

According to Van Deventer and Kruger (2003), the procurement policy should deal with the following aspects:
• budgetary controls and dealing with variances;
• routine expenditure: procedure and lists of approved/preferred suppliers and service providers;
• non-routine expenditure: procedures for calling for tenders and quotations, including capital expenditure.

Some rural secondary schools have a separate procurement committee that functions. However, this is not a sub-section of the school’s financial committee. Other rural secondary schools see this as a function of the finance committee. Evidently, rural secondary schools should ensure that their schools have a procurement policy. The pilot study indicates that 65% of rural secondary schools do not have policies.

3.6 Leading as a management task of PRs by principals

3.6.1 Challenges facing rural secondary school principals

There are a number of challenges that rural secondary school principals are confronted with, which compromise the management task of leading by the principals. These challenges may not be exhaustive, but to cite a few:

• Rural secondary schools are principally and constitutionally entitled to the provision of adequate resources and quality education, but that is not the case (Education Labour Relations Council (ELRC), (2003: 52).
• Principals of rural secondary schools are typically confronted with a low socio-economic environment that has a high-poverty rate, where learners are often hungry and ill, lack physical facilities, parental support, study motivation, with a low morale and low self-esteem (Acker-Hocevar & Touchton, 2002: 112).
• Teachers in rural secondary schools often work in dilapidated classrooms and have to cope with inadequate PRs. As a result most of the teachers
have a low self-esteem, low work motivation and low learner expectations; there is lack of respect for learners and their parents (Cole-Henderson, 2000: 86).

- Parents in rural schools are often illiterate or have low educational qualifications, and are in need of health or other social care (Centre for Development and Enterprise (CDE), 2006: 10; Jesse, Davis & Pokorny, 2004: 27).

- The school environment in rural secondary schools is classically characterised by dilapidated buildings, damaged and inadequate furniture, there are no toilets or have sub-standard toilet facilities and untidy school premises that have long grass and are usually unfenced (Acker-Hocevar & Touchton, 2002: 343). The school leadership challenges which are implied by the conditions of the schools are alarming. In essence, these leadership challenges imply that a radical turnaround for the rural secondary schools is needed including the transformation of rural schools is especially in terms of vision, communication, expectations, culture, physical and financial resources, and with quality education as its ultimate goal.

In realistic conditions, the leadership challenges can best be articulated as questions such as:

- Which type of a leadership style would a principal of a rural school employ to lead learners that lack concentration as they often come to school with empty stomachs; teachers with low self-esteem show a lack of respect for learners and their parents and have low learner expectations; parents that are illiterate and lack the supportive role; in an environment characterized by dilapidated buildings, insufficient furniture, and an unkempt environment that is not conducive for meaningful teaching and learning, which compromises quality education?
• In return, how can the principal of a rural setting change the situation by overcoming the above unique rural challenges, in order to create a situation or a learning environment that will provide quality education?

The possible antidote that can be used for these challenges would be the employment of leadership models that are unique for the rural settings.

3.6.2 Models of leadership for the management of PRs in rural secondary schools

Researchers such as Stoll and Fink (1996), Kamper (2008); Singh and Manser (2002) and Jarzabkowski (2003) considered invitational leadership and collegial leadership style as appropriate for a rural school principal. The school’s leadership must be directed by different models of leadership for the effective and efficient management of the PRs. The researcher has identified two models that can be combined in order to enhance a transformational leadership of PRM through an invitational and collegial type of leadership.

3.6.2.1 Invitational leadership style

According to Stoll and Fink (1996), the invitational leadership model using the symbol of invitation to describe positive self-concept and positive preference towards others. According to Stoll and Fink’s (1996:109), invitations are messages communicated to people who inform them that they are able, responsible and worthwhile. Stoll and Fink’s (1996) highlighted four basic premises of invitational leadership which are:

• optimism or hopefulness composed in the belief that people have untapped potential for growth and development;
• respect evident in courtesy and caring; and
• trust the cornerstone of ‘civil society within a school.’
Stoll and Fink (1996: 110-117) describe the four dimensions of invitational leadership, namely, that, invitational leaders:

- invite themselves personally: a key notion of self-confidence;
- invite themselves professionally: a key notion of personal growth;
- invite others personally: key notion: relationships; and
- invite others professionally: key notion: meeting the unique challenges and needs of a specific school in a particular position on the continuum of ‘sinking’, ‘struggling’ and ‘moving’ schools.

The main challenges for bringing about change in structures such as those prevalent in rural secondary schools are (Stoll and Fink: 1996):

- intervention through communication;
- problem solving through motivation;
- school development planning;
- establishing a culture of continuous improvement; and
- maintaining momentum through shared leadership.

Walker and Dimmock, (2005:299) convincingly indicate that invitational leadership (with its basic premises of optimism, respect, trust and intentional care, and the four dimensions of invitational leadership relating to inviting oneself and others personally and professionally, as already indicated) is indeed the characteristic leadership style in successful high-poverty schools. Furthermore, according to Jarzabkowski (2003: 39), there is a need for a collegial community building in a geographically remote rural location, as a means of managing the challenges of PRs.

### 3.6.2.2 Collegiality in rural secondary schools

The management style or approach is significant for the effective management of PRs. West- Burnham, Bush, Neill’ and Glover (1995: 13) and
Jarzabkowski (2003: 139) respectively regard the collegial model as the official preferred model of management for good practice and as an appropriate model for a rural setup. The lack of PRs and the proper utilisation of limited PRs require an effective use of a collegial management style, especially in the remote rural areas.

A collegial model suggests that those who are in authority have a role to play in shared vision, shared decision-making and shares accountability because of the specialist knowledge they ought to posses. A collegial management style at the rural schools advocates that leadership should be collaborative, transformational and based on shared objectives. According to Singh and Manser (2002: 56), a systemic change in management strategies that encourages participation in order to improve the current poor academic performance of learners is required. The collegial model has strong levels of collaboration in which teachers have a common purpose that they share and work openly as a team despite their differences, to be collectively responsible for the attainment of the goal and help each other towards it.

When there is collegiality, the vision of the school is shared. According to Woods and Weasner (2002:183) a vision that does not come from the people of the organisation (school) is a vision that will not have the commitment of all the members. Singh and Manser (2002: 56) posit that the quality of internal management needs to be accompanied by an internal devolution of power which will depend on the following elements:

- planning according to a shared vision and shared decision-making strategies by all the resource handlers;
- developing a sound school culture and a healthy climate that is conducive to meaningful teaching and learning environment;
- managing through participation and collaboration by all the school stakeholders; and
• drawing on support system from SGBs, parents, EDOs, business agencies and the community at large.

If a collegial approach is practiced at school, the teachers become more open to new ideas and resources and they cope better with new demands that would normally exhaust the energy and resources of teachers working on their own (Jarzabkowski, 2003: 40). In rural areas, the present study has reflected that PRs are inadequate. According to Woods and Weasmer (2002), the dissatisfaction by teachers in odd situations such as poor infrastructure and sanitation can be rescued by introducing a collegial environment that would assist new teachers and may reduce attrition as more experienced teachers would create a collegial relationship that would possibly meet academic, social and emotional needs.

This approach views teachers as professionals with potential, encourages shared planning, mutual decision making, increased responsibility and autonomy (Bush, 2003: 52). The participation of teachers is important, as effective implementation is more likely to happen if teachers feel that their decisions are respected and as a result, quality decision-making is likely to be achieved when collegiality is practiced (West-Burham, Bush, O’Neill and Glover, 1995:15). The policies from the national level are supposed to be cascaded from the local to the provincial level. The governments’ requirement is that school policies should be democratic and that schools are expected to be democratic, this being the main reason that collegiality should be practiced in rural secondary schools.

An effective principal would know how to introduce collegiality and would be able to create an environment where a shared vision would be achieved. The introduction of the Section 21 status, the vision of South Africa on education which encourages full participation in decision-making process which empowers the whole community at all levels and bringing in a sense of ownership in order
to achieve maximum performance and quality and the OBE curriculum necessitates collaboration among the resource holders. The principal, in this regard, should attempt to include all the resource holders in decision-making and the level of participation would be determined by the context. Bush (2003: 55) argues that quality decision making is likely to be better when there is active participation of other role players in the management of PRs.

3.6.2.2.1 Challenges that impact on the management of PRs

The scarcity of PRs in rural secondary schools frustrates the teachers and learners and affects their morale. On the other hand, parents do not have an active participatory role in the formulation of PRM programmes since they rarely attend school meetings. Furthermore, for collegiality to occur there should be a sharing of expertise and the principal must offer guidance. Nevertheless, in the majority of rural secondary schools, it has been discovered that parents lack the expertise whilst teachers and principals in these schools also need to be developed in their management practice and leadership skills of how to thrive under such under-resourced environments. According to Bush (2003: 51), collegiality is the most appropriate way to manage schools since this approach is associated with school effectiveness. A healthy school environment, effective culture and collegial leadership may eventually lead to the readiness of all the resource holders to function effectively.

3.6.2.2.2 Management of PRs through shared leadership in a collegial environment

It is the principal who sets the tone in terms of the utilisation of leadership and management practices in the school. The principal provides the culture and motivation that can enhance a shared leadership and management style. The principals' effective leadership focuses on the development of trust through the
practice of shared responsibility and collegiality with other resource holders. School principals need to adapt the leadership structures so that teachers, learners, parents and the community at large are able to play a meaningful role in the management of PRs. They make use of all resource holders to their maximum potential. As a result, changes that need to be made to leadership structures should be viewed as a process of development and adaptation rather than a once-off event.

According to Singh and Manser (2002: 59), principals who demonstrate non-bureaucratic leadership styles support teacher innovation, promote staff cooperation and initiate staff development programmes. Furthermore, principals who demonstrate a collegial management style seldom need to utilise their position of power. The principals’ goals should be to create situations that encourage all teachers to take meaningful risks by participating in the management of PRs in their respective schools. According to Singh and Manser (2002: 57), teachers need to feel that they are able to make a meaningful contribution as members of staff and at the same time assist in creating a common goal for the school. Teachers who have a strong sense of community involvement at school tend to be more supportive of innovation, change and reform programmes. According to Singh and Manser (2002: 58), a sense of community that has its roots in a management structure that is collegially and collaboratively based, has a dramatic effect that leads to a sense of the teachers’ commitment and learners’ academic improvement.

The principal’s management style encourages the delegation of work across the staff and the involvement of staff in decision-making at all levels (Singh and Manser, 2002: 59). The principal provides the preparation, support and guidance for teachers to fulfil their management role. The principal’s management skills are vital in terms of maintaining the commitment of teachers and the interest of learners. The principal needs to monitor and evaluate problems that are
encountered in the management of scarce resources. Through the principals’ skills of motivation, teachers are transformed into highly-motivated individuals who could create their own strategies to overcome the challenges of inadequate PRs. In a collegial environment, the principal needs to motivate the teachers in their role in the management of PRs. This needs to be sustained and their focus maintained. According to the Commonwealth Secretariat (1993: 25), the principal should be responsible for developing an appreciation of PRs and the involvement of everyone in their management spheres.

Individual teachers should be able to act autonomously whilst working interdependently with the school staff. When the teachers adopt a collegial management style they become more involved in the school with greater focus on shared decision-making and accountability. According to Singh and Manser (2002:59), a stronger bond exists between teachers and the management of the school through collegial leadership style. The participation of teachers in the decision-making process creates a sense of ownership that enables shared beliefs, attitudes and values to be created. The teachers demonstrate flexibility in their thoughts and actions that lead to the effective functioning of the school. Through collegial management style, teachers are accountable and responsible for what happens or did not happen at the school. Through this style, teachers achieve a greater participation in planning by being more open to suggestion and change.

Collegiality usually works in most cases as the spirit of team work is maintained in schools. Teachers are held accountable when they are included in the decision-making process in a collegial manner. In such an environment, one reaches consensus. Teachers work in small groups so that they are able to participate in the discussions. The focus is on improving the efficiency of the school by providing the value of education offered to the learners. The collegial management style empowers all teachers and places them in a position of
accountability. The collegial management strategy is vital when creating a sense of shared commitment and common direction.

Learners, in particular need to know that they are the key factor in the school and they must also assist in shaping the schools identity. According to Singh and Manser (2002: 61), the teachers should inculcate the vision to the learners and in turn the learners would work towards the vision of the school. Through the collegial leadership style, the rate of absenteeism amongst learners and teachers would decline as a result of the commitment that has been brought about by the shared vision.

In order to achieve a collegial environment in a school, collegiality must be viewed as a process rather than an event. Due to this, strategies for achieving collegiality should be identified and implemented on a continual basis. They should be monitored and evaluated in order to achieve higher levels of relevancy and excellence in the schools. Hence, the role of the principal is vital in the creation of a collegial environment for effective management of PRs to be achieved.

3.6.3. Intervention through communication

In managing PRs the principal’s primary concern is to establish and maintain good communication both within the school and among the wider school community. For example, the principal may utilise staff meetings to discuss the proper use of PRs. According to Bush and West-Burham (1994: 246), communication is a two-way process, an exchange and sharing of information, attitudes, ideas and emotions. In this instance, communication is two-way process whereby there is a network of communication experiences.
Communication takes place for a variety of reasons. They may be able to persuade, explain, encourage, consult and to propose new ideas. Effective communication networks within the school are essential to accomplish goals, maintain a good working order and adapt to changing circumstances for improvement initiatives. Ainscow et al. (2000: 83) emphasise the importance of frequent personal interactions as the key to success. It is vital that the information flow is accurate, the problems get identified and each person’s perceptions and concerns get aired.

Effective PRM has to start from an understanding of how the communication process impacts on the various managerial tasks. The school should establish positive communication and make sure that the policy is communicated. One major improvement in communication, according to Bush and West-Burnham (1994: 268), is for school principals to empathise with staff through feedback to ensure that a communication has been accurately transmitted and received. Regular feedback on expenditure would ensure that all resource handlers spend funds within the annual budget. Although it is the role of the school leader to ensure that procedures, systems and administrative functions are in place and adhered to, it is also important for the school leader to ensure that all members of the school abide by the systems and structures that are in place. This can only be done through dynamic leadership and effective management skills.

### 3.6.4 Problem-solving through motivation

The ability to motivate people to change their practice is essential and to get results through them is central to the purpose of managing PRs. The school principals have to get to grips with how people are stimulated to participate and be productive at work to create a directional energy. The principal has a responsibility to inspire both the teachers and learners to handle the limited PRs effectively.
Furthermore, learners should be motivated to act responsibly and carefully in the handling of textbooks and other resources to prevent loss. Ruding (2000: 49) notes that successful teams are those whose members have a high level of commitment and involvement, which arises from the motivation that the team members receive. The members of the staff who are well motivated feel secure, confident and competent. Ruding (2000: 50) further suggests the following strategies to increase motivation and commitment:

- lead by example,
- recognise success, appreciate the completed tasks;
- increase the level of consultation and discussion by encouraging staff to share and compare their views in an open and professional manner;
- empower staff through delegation of authority and continued professional development in order to sharpen the staffs expertise through additional knowledge, understanding and skills.

On the other hand, Bisschoff (1997: 102) suggests that the principals’ role is to inspire and actively draw external stakeholders, that is, parents and the community at large into the school’s activities. These stakeholders are supposed to offer support on a continuous basis. This would enable the achievement of quality education.

### 3.7 Control as a management task of PRs by principals

Marx et al., (2006: 389) refers to control as a management task encompassing those activities which are necessary to ensure that all behaviour and actions comply with the stated plans, policies, objectives and procedures of the organisation. According to Smit and Cronje’ (2004), organisations use control procedures to ensure that they progress towards their goals and that their
resources are used profitably. Control enables management to cope with change and uncertainty as well.

For example, it is essential that the principal and the SGB must establish and apply the rules and principles relating to the actual use of the property and equipment. This would include a description of the different roles of individuals. It is imperative to note that control also deals with economic measures, preventative maintenance, environmental management, security and disposal measures. Therefore, the principal and the SGB are to determine the principles and procedures for safeguarding against misuse of property. This also means that there should be proper safekeeping of records. It is interesting to note that, the rural communities have observed a laissez-faire attitude of many principals who have a casual attitude in terms of safeguarding and retaining control measures when it comes to the maintenance of school property (Imbewu project: 1999).

3.7.1 Operation process and maintenance phase

In this phase it is imperative that the principal ensures that there effective utilization and control of PRs. As his/her secondary role is that of an accounting officer, the principal is responsible together with the staff for the utilisation of the PRs in achieving the school’s objectives. The operational plan defines the approaches to be used and what needs to be done to optimise performance and asset life (NDoE, 2005: 46). The main objective of this third phase is to ensure that PRs remain appropriate to programme requirements, are efficiently utilized and are maintained in the necessary condition to support the common objectives of the school at the lowest possible long-term cost.
3.7.2 Managing physical resources economically

Excessive use of consumable stocks and services can rapidly deplete the finances of the school. According to the ECDoE (2001: 37), the principal prevents wasteful expenditures by controlling over-consumption. The following are some of the measures that can be helpful:

- maintain logbooks or registers of the use of equipment to monitor consumption and promote accountability;
- restrict use at peak times, for example when overuse is evident;
- control access to funds for example, by keeping storeroom keys in a safe place;
- restrict usage, for example only local telephone calls, not exceeding fifty photocopies at a time.

Control systems are only really effective if they are regularly checked, analysed to detect patterns of waste and if these are promptly rectified. It is the role of the principal, as a manager, to prevent unnecessary loss or damage of property by taking precautionary measures. It soon becomes apparent that most principals in rural secondary schools do not conduct the above-mentioned supervisory measures. This demonstrates lack of control. There seems to be no one willing to take responsibility of overseeing the economic use of PRs and the security measures thereof.

3.7.3 Security measures

It is advisable that valuable commodities and equipment be kept in secure premises and access be reasonably controlled. All strong room safe-keys should be recorded on a separate page in the school's inventory. According to the ECDoE (2001: 37), the principal should encourage resource stakeholders, that is, teachers, learners, SGBs as well as parents, to act responsibly in securing school
buildings especially after hours. The role of the principal is to promote shared accountability with all the resource stakeholders. The SGB must take steps to promote the securing of the school premises as a whole. There is hue and cry that at many schools there is lawlessness. Principals and SGBs are criticised for this. The Imbewu project confirms findings that the majority of public schools are left open after school hours. Windows are not closed, desks are left outside the class and gates are not even locked (Imbewu Project, 1999: 13-15).

3.7.4 Environmental management

According to the ECDoe (2001: F-5), as stated in the National Norms and Standard for School Funding, routine maintenance and cleanliness are the responsibility of the school community regardless of their poverty levels. Furthermore, regarding environmental management, every member of the school community should play a role in protecting the school against vandalism and littering. It is advisable to allocate responsibilities for cleanliness, beautification and the development of the school.

The present study demonstrates that environmental management is lacking in most of the schools. This has a negative impact on the safety of learners. The ECDoe (2001: F-38) further states that informal inspections of the premises should take place on a regular basis. Moreover motivation could be fostered by means of completion of tasks. The effective maintenance of environmental management promotes a good learning environment.

3.7.5 Administration of inventories and stock control

According to the ECDoe (2001: 42), the principal is personally responsible for keeping updated inventories of the assets and stock on the premises even when this duty maybe delegated to another member of staff. All equipment issued for
use and accounted for on the inventory register is to be accounted for. It is important to have a clear and uniform method of recording data on inventories. According to the ECDoE (2001: 43), persons responsible for inventory control and sub-control have to be identified and trained. All items of furniture or equipment should be clearly marked for easy identification. The complete handing-over and taking over certificates must be submitted whenever the holders of inventory change.

All inventory and equipment should be taken stock of at least once in each financial year. According to the ECDoE (2001: 43), the principal should establish a structure called the Stocktaking Board. The Board should comprise of the principal, all subjects and other inventory controllers in the school (e.g. HODs, subject heads, caretakers, senior administrative assistants) and at least one SGB member. The aim of stocktaking is to review whether the quantity of the store items and equipment corresponds with the balances that are recorded on the accounting records. This becomes a very important control measure.

It is not advisable for the members of the Stocktaking Board do their own stocktaking. However, they should be present when stocktaking is conducted by the Board. The NDoE (2005:37) suggests the following on PR stocktaking:

- nominate the office responsible for receiving assets;
- there should be a central delivery point: that is secure;
- there should be bar codes on supplier assets that is used for identification purposes;
- the condition of assets should be inspected prior to acceptance; and
- the tags should be put onto items after acceptance.

A spot check of some of the items in a school must also be carried out at the end of each school quarter to check any discrepancies found and no damaged school stock may be disposed of or sold without the necessary approval. Shortages of
stock could be due to burglaries. These would be reported by the principals who in turn would report for non-section 21 schools and to the SGB for Section 21 schools. The present study found that a minimal number of schools (10%) conduct spot checks and the district offices do not visit rural schools to check the condition and quantity, although, it is one of their responsibilities to coordinate the PR needs of the schools.

3.7.6 Maintenance process

According to the ECDoE (2001: G-2), the SGBs in collaboration with the principal, are responsible for the proper maintenance of the school buildings and premises. Effective maintenance of school buildings requires a special sub-committee of SGBs who have adequate knowledge and technical skills to manage the processes of calling for tenders as well as quality assurance of materials and workmanship (NDoE, 2007). However, the majority of the rural secondary schools do not have such a policy. Few of the rural schools that do have a maintenance committee do not necessarily have the skills to properly manage PRs.

The PR is maintained so that it would last a bit longer, example photocopier. According to Pychraft, Singh, Phihlela, Slack, Chambers, Harland, Harrison and Johnston (2000: 711), maintenance is used to cover the way in which schools try to avoid failure by taking care of their physical facilities through day to day and preventive maintenance activities. Pychraft, et al. (2000) further highlighted the benefits of maintenance as follows:

- increase reliability and lower operating cost;
- higher quality and lower operating cost;
- longer life span and higher end value;
- enhance safety.
According to the ECDoE (2001: G-3), preventive maintenance should be conducted periodically and should contribute to the continued effective life of a school building, even though the school building may not pose a threat to life or health. As far as the ECDoE (2001: G-4) is concerned it is important that the life expectancy of a product such as a school building should receive constructive maintenance and due attention. Advice is given that considerable maintenance of the school building can be avoided if sufficient attention is given to the salient factors at the planning stages and even during construction (ECDoE:2001).

Regular maintenance of school buildings could lead to major savings in the cost of renovations. The Commonwealth Secretariat (1993: 27) highlights some of the most effective PR preventive maintenance measures. They include the following:

- better planning to identify resource needs and how they may be satisfied;
- better pre-service, in-service and on-the-job training for those who use resources;
- more effective use of storage facilities;
- more accurate and punctual maintenance of all resource records;
- closer supervision and more accountability of both staff and learners.

On the other hand, people who handle resources may be encouraged to draw a roster that indicates the equipment that could be regularly serviced to prevent break-downs. Furthermore, users and potential users of school equipment must be trained to take care of it and use it properly, whilst maintaining and a positive attitude in the whole process.

Bisschoff (1997: 118) posits that it is the responsibility of the principal and the members of staff to supervise the maintenance of school building and furniture. To fulfil this responsibility correctly, learners too should be involved by acting responsibly and by assisting with the general and preventative maintenance. The principal should motivate the staff and learners to report any defects such as
leaking roofs, broken door locks and broken window panes in order to ensure that repairs are carried out promptly. The study shows that even if teachers report defects, nothing is being done by the principal because of financial constraints and that discourages them to even report the matter.

There are benefits the school can derive from a more effective maintenance and management strategy of PRs, as higher level of achievement of the curriculum objectives are related to the proper utilisation of all PRs. The Commonwealth Secretariat (1993: 27) further posits that teachers are likely to become more creative, positive, focused and entrusted in their school work if resources are effectively managed. It is crucial and imperative that the principals take proper and timely maintenance of the PRs.

The effort and money spent on the maintenance of PRs is money well spent. As a result, schools must have systems in place for spot checks, stock-taking and reporting in order to replace parts and servicing the equipments regularly, for quality education to be attained. Ruding (2000: 58) states that in order for PRs to be properly managed there should be a routine maintenance of materials in order that losses and breakages can be identified. The schools should have policies for the maintenance of inventory of all equipment and materials and this should be submitted to external auditors.

3.7.7 Monitoring and evaluation

The principal together with the SGB is responsible for policy implementation as well as monitoring and evaluation to ensure that the policy addresses the needs of the school and to determine whether it streamlines financial management processes. If the policy is not effective in implementing all its elements, the principal should decide which parts should be reformulated or whether the policy should be terminated and therefore re-developed. Control measures help to
prevent as well as to detect and to correct errors that could effect the successful achievement of results.

Financial control within the context of ubuntu and collective accountability implies the sharing of information among all stakeholders as well as the need for transparency (Broodryk: 2006). This means that all role players must be informed about the budget and internal financial control measures. Decision-making should be a collective process. Monitoring and control are aimed at ensuring that finances are available for the planned projects, that money is appropriately used for the intended purposes, and that the income and expenditure is effectively managed. Transparency and collective accountability is essential in co-operative relationships amongst all stakeholders. Financial control will always be an essential part of the effective management of a school.

3.7.8 Stock disposal

Stock disposal is the last phase of the resources life cycle. Stock disposals refer to decisions about getting rid of or recycling items in the inventory that are no longer needed. According to the ECDoE (2001: 47), stock is disposed of because it is redundant and obsolete. These PRs have become obsolete and are no longer suitable for the purpose for which they were originally obtained.

The disposal board can determine what must be removed and must decide on the most effective way to dispose of the items. This would be the end of the life-cycle of a PR and the planning phase will again commence to plan for a new commodity to replace the PR that has been disposed of. Seemingly the majority of rural secondary schools, have no disposal boards where the principal is expected to be the chairperson of the board. As a result there is a collapse of the execution of PRs quality control measures by the principals of rural secondary schools.
3.8 Summary

A combination of the principals’ management tasks of POLC are implemented in a cyclical manner. Firstly, it is crucial for principals of rural secondary schools to drive the process of planning in a shared and focused manner and there must be evidence of planning and implementation of plans.

Secondly, organizing has been discussed to indicate that no plan can be implemented without the other resource handlers being organized by the principal for the execution of PRM through delegation and co-ordination of activities. Furthermore, two styles of leadership, that is motivational and collegial styles of leadership were discussed to specify the importance of leading in promoting PRM. These styles of leadership demonstrate the way the principal as a leader relates with his or her subordinates to achieve the objectives of the school and for the effective and efficient management of the PRs. Moreover, the management task of control as discussed in this chapter ascertains that the operations of the management tasks should be congruent with the set objectives of the school. By implementing, monitoring and evaluating mechanisms to assess whether PRM principles are adhered to and detect gaps in the process. When gaps are identified, are referred to the planning stage for refinement as cyclically shown in Figure 1.5.

There is an indication in this chapter that principals of rural secondary schools are not performing the management tasks as expected. Given the scenario, the effective execution of the combination of the management tasks, the relationship between PRM and the quality of education as well as the acquisition of management skills by principals are necessary for creating a healthy climate and a sound culture that is conducive to meaningful teaching and learning environment.
CHAPTER FOUR

THE RELATIONSHIP BETWEEN THE MANAGEMENT OF PHYSICAL RESOURCES BY PRINCIPALS AND THE QUALITY OF EDUCATION IN RURAL SECONARY SCHOOLS

4.1 Introduction

The chapter focuses on whether PRs in rural secondary schools are adequate and managed properly by the school principals, for quality education to be achieved in the ECP. The researcher will determine whether there is a significant correlation between the management of PRs by the principals and the quality of education in rural secondary schools in the ECP, by focusing on the following aspects:

- overcrowding and its relationship on quality education;
- the shortage of classrooms;
- inadequate learning and teaching support materials;
- high failure rate caused by high poverty levels and an ineffective feeding scheme programme.

The researcher further discusses the management skills relevant in assisting principals to be competent in managing PRs in an effective and efficient manner for quality education in the rural secondary schools to be achieved.

The dramatic changes in South Africa recognized that the future depends on an education system which develops the full potential of all children. Although the constitution is advocating for equal education for all, there are still disparities which are evident in the quality of the infrastructure, especially in remote rural areas where the fundamental requirements for effective education are lacking.
such as adequate classrooms, science laboratories, libraries, water, electricity, sanitation and basic educational equipment.

Although policy and legislative frameworks for transforming the education system have been put in place, managing the change is still a key challenge especially that of PRs. Management of PRs illustrates the problems facing principals by pointing to the lack of basic facilities in many rural secondary schools. In terms of the provision and management, many challenges remain seeing that rural secondary schools do not have adequate physical facilities. Classrooms are inadequate or unsafe with no toilets, libraries, laboratories and many learners and teachers do not have LTSMs (ECDoE, 2006: 22). In rural secondary schools, the state of affairs is questionable and still leaves much to be desired.

According to the NDoE (2003 b: 101), the quality of education in South African schools is worryingly low relative to what South Africa spends on schooling especially in those provinces that are predominantly rural. This has been acknowledged by the NDoE itself and quality is at the focal point of this study and this includes the ECP, where the research was conducted.

4.2 Defining quality

The fact that quality education in rural schools of South Africa is questionable should drive us closer to an understanding of the nature of the concept. Various notions of quality can be found in literature: these range from definitions of quality in terms of exceptionally high standards, excellence, perfection or consistency, reasonably fit for the purpose of meeting the expectations of the customer. Therefore one needs to find out what those expectations are and constantly monitor the extent to which one is satisfying them (Lemmer, 1999: 184; Everard, Morris & Wilson, 2000: 193).
Quality education depends on internationally accepted factors such as (Steyn, 2000: 48):

- physical resources availability;
- relevant curriculum;
- effectiveness of the learning materials;
- restoration of the learning environment.

These areas will be assessed in terms of relationships and the implications whether positive or negative, in rural schools’ efforts to improve their effectiveness in the PRM in order to enhance quality education.

### 4.3 Overcrowding and its relationship to quality education

According to Crouch and Perry (2003: 480) officially, the pupil: teacher ratio is 40:1 in primary schools and 35:1 in secondary schools. In practice, there is still overcrowding and a high pupil: teacher ratios particularly in rural secondary schools. The actual average ratio is 85:1 and 65:1 in primary and secondary rural schools respectively due to the shortage of classrooms. Learners have to sit in double packed classrooms to be educated.

Emeritus, Earthman and Polytechnic (2007: 3) assert that overcrowded schools have been found to have a negative influence on learner performance since overcrowded classrooms are noisier and consequently inhibit teaching and learning. This result in quality teaching to be poor because teachers at first have to attend to disciplinary matters before quality teaching can take place. Usually teachers only have time to cover the basics and do not have time for further exploration of the subject matter and that compromises quality education.

Marshy, (1999: 2) strongly believes that overcrowding have a bearing on behavioural responses such as bulling and learners are unable to cope with the
congested conditions. Duke and Trautvetter (2001) posit that the quality of air inside public school facilities that are congested and overcrowded may significantly affect learners' ability to concentrate. In so much that overcrowding results in poor participation amongst learners. Learners are unable to work in groups and overcrowding have an adverse impact on learning. Cotton (2001) further asserts that decaying environmental conditions such as inadequate ventilation and inadequate classrooms which are falling apart can affect the teaching and learning as well as the health and the morale of staff and students.

As a result, a number of research studies have linked student achievement to the physical infrastructure conditions and overcrowding (Edwards, 1992; Cash, 1993; Rivera-Batiz & Marti, 1995; Earthman, 1998; Lackney, 1999; Corcoran, Walker, & White, 2000; Snow, 2002; Gephardt, 2006; and Van Graan, Leu, Price-Rom & Barrow, 2006).

A study of the District of Columbia rural school system conducted by Edwards, (1992) found, after controlling for variables such as a student's socio-economic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor conditions had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition.

Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Students score on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Poorer achievement was associated with specific building condition factors such as sub-standard science facilities, classroom furniture, more graffiti, and noisy external environments.
A study of overcrowded schools in New York City conducted by Rivera-Batiz and Marti (1995) found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in under-utilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques.

Moreover, a study conducted by Fetler (1989: 113) reflected that the academic achievement was associated with large enrolments, which leads to overcrowding and higher drop-out; and by contrast higher achievement was associated with lower drop-out rate. Furthermore, Fetler (1989) posits that the relationship of drop-out rate with achievement is mediated in part by the relative poverty of the school and Emerging voices (2005: 24) confirm that schools are inseparable from the communities they serve; hence, that is the case in the ECP.

Earthman (1998) concluded that school facilities do affect student achievement and behaviour. School buildings that are in a good state containing modern equipment do provide a positive environment for students to succeed. Lackney (1999) pointed out that those students are more likely to prosper when their environment is conducive to learning and vice-versa.

Another study by Corcoran, Walker, and White (2000) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism. Other disadvantages for teachers include less time to spend on innovative teaching methods such as cooperative learning and group work activities, more time spent on maintaining order in the crowded classroom, and higher levels of burnout which often led to higher faculty turnover. Such factors force administrators to devote more time and energy to maintaining order and hiring faculty than to more important tasks related to improving their schools. According to Corcoran et al. (2000), the American
Association of School Administrators pointed out that students are more likely to prosper when their school environment is conducive to learning.

Snow (2002) further asserts that students in older, poorly maintained buildings tend to be more destructive and less appreciative of their facilities than students in newer schools. A pilot study was conducted in Namibia by Van Graan, Leu, Price-Rom and Barrow (2006). Interviews were used to gather responses from the principals, educators, students and parents in 20 schools. This study confirmed the negative impact of severely limited resources as a cause that threatened the quality of the teaching and learning in poorly resourced schools.

The studies conducted in other countries as cited above concur with the South African experience, especially the ECP, where in The Teacher (February 2000: 11) it was emphasised that large classes inhibit individualized attention and the Daily Dispatch (8 January 2002: 5) reported that the NDoE needs to pay attention to the abnormal high teacher: learner ratio for matriculation pass rates to be improved. The tendency is that teachers in congested classrooms may try to make alternative arrangements and this is a very frustrating experience for them.

Unfortunately, as the overcrowding problem grows in rural secondary schools, more and more teachers are compelled to move from classrooms to church halls, under the tree and neighbouring houses (see glue pictures 7, 8 & 9 attached in chapter seven, pages 254-255). According to the Commonwealth Secretariat (1993: 26), the shortage of resources in schools such as classrooms reduces the extent to which the curriculum can be delivered effectively. As a result, this inconveniences the teacher as teachers without classrooms, feel less prepared, avoiding group work and other innovative teaching strategies.
4.4 The shortage of PR’s contributes to the failure of the OBE curriculum.

According to the Eastern Cape Department of Education (ECDoE: 2006), the National Curriculum Statement (NCS) has been designed to make it more relevant to the needs of the society in order to achieve sustainable, economic and development growth. Furthermore, the curriculum is designed to ensure that young South Africans acquire the knowledge, skills and values which influence the quality of educational outcomes. As a result, learners need to realize their potential, to contribute to social and economic development, and to participate fully in building successful communities.

The NCS has been developed with a vision for teaching to become more facilitative, using co-operative learning techniques and various forms of assessment methods, so that classrooms become exciting places of learning in which a new pedagogy is required to develop citizens who are independent, critical and reflective thinkers (Moll:2006). According to Moll (2006: 21), the pedagogy needs to:

- facilitate the engagement by learners in an individual learning process, ensure that all learners have the same opportunities to learn, and yet at the same time, address individuality and individual needs of learners;
- appreciate that learners are capable of success;
- school being essentially a preparation for life-long learning;
- make learners take responsibility for their own learning with a respect for the environment and the ability to participate in society as a critical and active citizen;
- give learners the responsibility to find their own answers from a variety of resources and to interpret and use information appropriately; and
- be aware of the social, moral, economic and ethical issues which face South Africans and people around the world.
The pedagogy discussed above does not take place in an abstract environment and the large classes of learners that most teachers face in the ECP has resulted in teachers engaging being unable to provide individual attention to learners. There are limited or no textbooks, no support learning materials, no libraries and no laboratories facilities for learners to take responsibility for their own learning, which is the case in most rural secondary schools of the ECP. More so these facilities are needed to address curriculum transformation in schools as demanded by the NCS, especially for mathematics and science teaching, since these subjects are being prioritized and are compulsory for all schools including rural schools (Daily Dispatch, 13 March: 2008). According to Rault-Smith (2007), generally, learners sit in groups while whole class teaching takes place and all learners read from the same book and the same page, reading in unison. Rault-Smith (2007) further contends that lack of resources leads to rote learning totally in contradiction to the principles of OBE.

Chisholm (2005: 7) asserts that the complexity of Outcomes-Based Education (OBE) as embodied in the NSC has been a disaster for teachers, requiring access to resources not easily available, especially in rural contexts. On the other hand the challenge for teachers and EDOs as highlighted by the Western Cape Department of Education (WCDoe, 2006) was that the NCS is internationally benchmarked and will require knowledge and skills for its successful implementation in order to contribute to a democratic South African society and economy. Most importantly the NCS requires effective management tasks such as planning through commitment as stated by the WCDoe that (WCDoe: 2006):

*NCS to be realized depend on the careful planning and hard work of all those involved in education: departments of education, higher education institutions, teachers, school management teams, school governing bodies, parents and, of course, learners; all working together to ensure success.*
Therefore, there is a major need to increase the availability of PRs such as laboratories and libraries and also to develop capacity building in management skills in order to deliver quality education. For the NCS to be implemented successfully, it should be based on the fundamental pillars of quality which are: to invest efforts in planning and preparation instead of merely focused on correction; to concentrate on the process rather than on the results and to have systems in place that are constantly monitored for the achievement of the expected outcomes (Everard, et al. 2000: 195-196). Rault-Smith (2007: 31) asserts that the current crisis in the achievement of learners in the South African education system, especially in the ECP, may well be the result of the challenges that lie in managing the teaching environment.

With the new curricula in place in secondary schools, it should be imperative for rural secondary schools to have enough textbooks, teachers’ guides and other relevant teaching and learning materials. Experience has shown that late delivery or acquisition of teaching and learning materials brings about negative effects to the implementation of the NCS and this adversely affects the quality of education, especially in the ECP rural secondary schools, where the above-mentioned challenges are mostly encountered.

4.5 Lack of learning and teaching support materials (LTSMs)

A study conducted by Mammen (2003: 76) revealed that ‘...for effective learning to occur, learning materials are important’. Learning materials are important to improve students’ learning and their success in assessments (Mammen, 2003: 76). If such materials are not readily available, the failure rate can be exacerbated, especially where students come from poor academic and economic backgrounds (Mammen, 2003). This illustrates that availability of relevant learning and teaching support material is critical for effective teaching and learning. Mammen’s' findings (2003) suggest that providing learners locally
prepared learning materials could serve as a positive step in achieving empowerment and transformation context-based is important for effective curriculum implementation enables students from historically and socially disadvantaged area to succeed (Mammen, 2003: 78).

Sagell and Wilson (2004: 181-182) argue that:

...textbooks have been part of school life for centuries. Instructional innovations have come and gone, but textbooks are still the major instructional tool for most educators.

Textbook content is the most important consideration. Change requires resources. It is difficult for teachers to change their teaching styles if there is not enough learning and teaching material available to support educational change (Sagell & Wilson: 2004).

The research consortium led by Peltzer, Shisana, Wilson, Conolly, and Louw (2005: 100) found that:

...without access to proper facilities and learning materials such as libraries, laboratories and computers, effective implementation of curriculum will be limited. In such a situation the teachers could be experiencing difficulties in implementing curriculum.

The use of relevant and contextual textbooks is crucial in any educational system. When teachers are provided with irrelevant and non-contextual textbooks they develop negative attitudes and this results in poor curriculum implementation. The use of relevant and contextual textbooks shape attitudes as they are the sources of relevant information (Peltzer, et al. 2005: 105). That they
arouse interest means that textbooks which are approved for public schools by the NDoE are deemed to be relevant for the attainment of the set goals by the NDoE. When teachers are involved in the ordering of textbooks, they have a sense of ownership. It encourages the teachers and learners to utilize them. In that case teaching and learning is likely to take place.

The study conducted by Colclough, Al-Samarrai, Rose, and Tembon (2003) in Ethiopia, Ghana, Guinea, Malawi, Mali, Senegal, Tanzania, Uganda and Zambia found that shortages of teaching and learning support materials (see Table 4.1) in the classrooms, created great risks for educational quality and learner performance (Colclough, et al. 2003: 183).

Table 4.1: Number of learners per textbook in their schools

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>NUMBER OF LEARNERS PER TEXTBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guinea</td>
<td>10:1</td>
</tr>
<tr>
<td>Senegal</td>
<td>6:1</td>
</tr>
<tr>
<td>Uganda</td>
<td>6:1</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>5:1</td>
</tr>
<tr>
<td>Malawi</td>
<td>5:1</td>
</tr>
<tr>
<td>Zambia</td>
<td>5:1</td>
</tr>
<tr>
<td>Tanzania</td>
<td>4:1</td>
</tr>
<tr>
<td>Mali</td>
<td>3:1</td>
</tr>
<tr>
<td>Ghana</td>
<td>2:1</td>
</tr>
</tbody>
</table>

This table depicts the number of learners sharing one textbook.
This case could be applicable in some South African schools especially in remote rural areas of the in ECP. The pilot study revealed that a majority (97%) of rural secondary schools have inadequate textbooks with the ratio of 7:1 and even those limited textbooks that are available have missing pages. Looking at the information in Table 4.1 given by Colclough et al. (2003: 183), it is evident that work given by teachers to learners to be done as homework is likely that it would not be done by all the learners as expected. This simply shows that the teaching and learning program is adversely affected by shortages of LTSMs in rural secondary schools. Drastic measures to assist affected schools with shortages of LTSMs should be undertaken with immediate effect to cater for effective implementation of curriculum in all rural secondary schools.

Furthermore, a critic of quality education, Alston (2008: 1) reported that textbooks arrive six months late, if at all, especially in rural schools. Alston (2008) expressed further that teachers must introduce learners to reading, but have barely any books. He regards this situation as ‘a tragedy’; the word ‘criminal’ would be more appropriate (Alston, 2008: 1).

4.6 High failure rate caused by high poverty levels and a lack of an effective feeding scheme programme

Several research studies (such as Funk & Bailey, 1999; Howley & Bickel, 1999; Oniang'o & Kimokoti, 2000; Studdert & Soekirman, 2000; Tomkins, 2002; and Gopaldas, 2001) stressed the link between nutritional status and educational performance.

4.6.1 Eastern Cape experience

The Eastern Cape is one of South Africa’s poorest regions, and children in the province, especially in primary schools, depend heavily on the school-feeding
scheme. The primary school feeding scheme was intended to provide sustenance to poverty-stricken children in their critical growing years, and also to provide them with a major incentive to go to school, allowing them to focus better on their lessons. The purpose of the feeding scheme is to enable participation and to enhance learner achievement. Matomela (2005) asserts that social issues like poverty significantly impact on the learners; it is for instance not possible to effectively teach a hungry or malnourished child and for her/him to do well at school. As a result, learners cannot concentrate on their studies while starving. Furthermore, provincial statistics for 2007 reveal a state of poverty, that inequity still exists in the education system and the under-performance of the educational system continues. The vast majority of South African learners live in poverty, a situation that, if not ameliorated sufficiently, will reduce the effectiveness of quality education (Vally, 2000). As Tomkins (2002: 7) remarked that children who do not eat before coming to school do not perform so well at school.

At the collapse of the scheme, these children were left without acceptable alternatives. The national nutrition programmes of other countries are investigated as to find out how they have handled this issue. Many countries have already taken strides in the process of developing and improving nutrition programmes. Many aspects of these countries’ experiences can be of importance to the Eastern Cape situation, in order to learn and benefit from other countries’ successes.

4.6.2 School feeding programmes: lessons from Kenya

School feeding programmes in Kenya aim at improving and promoting both nutrition education and educational outcomes by sensitizing the public to proper nutrition and feeding habits; diet diversification, food quality and safety. This is done deliberately through the school curriculum, posters and during parent-
teacher meetings and a considerable success has been achieved (Oniang'o & Kimokoti, 2000).

In Kenya, parents play a key role in the school feeding scheme. Where they can, parents support a scheme that provides a hot meal for their children. In such cases, vendors and hawkers are discouraged because of food safety and quality concerns. In arid and semi-arid areas, where families have few resources, parents make only a modest contribution. The government aims at encouraging school enrolment and attendance. It is in these areas where the majority of the population is illiterate and school enrolment is fragile, incentives are required to motivate school enrolment and retention.

The Kenyan government coordinates all school feeding scheme activities. There is continuous monitoring which is beneficial to children and manageable by the schools.

4.6.3 India's national programme of nutritional support to primary education programme (NSPE)

In India, the government-funded nutritional support to primary education programme (NSPE) is working well in rural areas. The provision of food is linked to school attendance. For example, a school child with 80% attendance records is supplied with 3kg grain per month for 10 academic months per year. Furthermore, school children are provided with a hot cooked midday meal and seasonal vegetables. This increases enrolment and attendance, particularly for girls (Gopaldas, 2001).

Policy-makers and implementers of the NSPE have realized that it would benefit the school children more to give them health packages of de-worming, iron,
vitamin A and iodine, rather than just grain. As a result the government is supplying supplements and de-worming medicine.

Effective monitoring and evaluation are strengths of the Indian school feeding scheme. The government of India has developed a computerized management information system with the assistance of the National Informatics Centre in New Delhi in order to record data on enrolment, eligible beneficiaries for NSPE, and quantity of food grains allocated, collected and utilized. The above mentioned scenario could be relevant to the ECP rural secondary schools.

4.6.4 Indonesian monitoring technique

According to Studdert and Soekirman (2000), the Indonesian funds, based on a per-snack, per-child and per-day amount are sent from the national level directly to the local level and not via provinces. Only the school principal may withdraw funds from the bank, and only with a snack menu plan co-signed by the heads of the local women's and parent's associations (Funk & Bailey, 1999).

The compulsory use of locally produced foods is crucial to ensuring that funding is directed into, and kept within, the local economy to intensify local production as well as for home garden produce and school gardens. Through this mechanism, according to Howley and Bickel (1999), small rural schools also reduce harmful effects of poverty; reduces absenteeism; alleviates short-term hunger; increasing total energy intake; and educate children on topics of health and nutrition; which consequently contribute to the national poverty eradication programmes and improve learner achievement. Benefits include lower drop-out rates and higher rates of post-secondary enrolment.
School feeding programmes are one of several interventions that can address some of the poverty, nutrition and health problems of school-age children. If properly designed and effectively implemented, Tomkins (2002: 187) posits that school feeding programmes can achieve a number of goals:

- alleviate short-term hunger, thus increasing attention and concentration span;
- encourage children to attend school and motivate parents to enroll their children in school and improve retention;
- contribute to better nutrition and address specific micronutrient deficiencies in school-age children, especially iron and iodine deficiencies which directly affect cognitive development and Omega 3 and 6 oils which have been shown to improve brain, eye co-ordination and boost intelligence quotient (IQ);
- increase community involvement in schools.

Furthermore, with all the challenges that the rural principals face according to Cumming and Worley (2001: 170), there is a serious need for principals in many cases, to learn new competences, new leadership styles, be capacitated in managerial skills and new approaches to problem solving that entails proper co-ordination, develop more cost-effective approaches, careful continuous monitoring and evaluation of the activities pertaining to PRM.

### 4.7 Principals management skills

In South Africa many school principals have not been trained to manage formal institutions. Fessler (2003: 58) argue that, although one could agree that there are courses for principals in South Africa, these courses are short, not accredited, de-linked from a career path and usually the current training given to school
principals is not well integrated with the challenges facing by them. These courses also sideline the district officials who are then expected to monitor and support training efforts they have not been part of.

Schools principals especially in rural secondary schools, face many challenges, including a lack of training in the management of PRs. It is important for the school principals of rural secondary schools to identify the management skills that are required of them and which they need in order to function effectively in their unique circumstances. There seems to be an overall agreement that effective managers of PRs must be proficient in four general skills areas. These are conceptual, interpersonal, technical and political skills.

4.7.1 Conceptual skills

According to Robbins and DeCenzo (2001: 13), conceptual skills refer to a manager’s mental ability to coordinate all of the organizations activities, analyze and diagnose complex situations. They help managers, school principals in this regard, to see how things fit together and facilitate making good decisions. The conceptual skills that are relevant for principals are decision-making skills and creative skills, which will be discussed below.

4.7.1.1 Decision-making skills

Decision-making is a very important management skill as it determines the direction of the institution and the behaviour of the organizational members. Decision-making is the act of choosing an alternative from among a set of alternatives. The decision-making process includes recognizing and defining the nature of a decision situation, identifying alternatives, choosing the best alternative and putting it into practice (Griffin, 1990: 125). This process is constantly modified by what is perceived or recognized by the decision maker as
relevant. What decision makers see as relevant is determined by a combination of their history and their present situation. Thus, decision-making is a dynamic process affected by forces within both the individual decision-maker and the environment (Atchison & Hill, 1978: 332).

Principals as managers must make different types of decisions (NDoE, 2007: 25). In general, these decisions fall in one of two categories: programmed and non-programmed decisions. Programmed decisions are those that are repetitive and routine. Principals tend to establish fixed policies and procedures for handling those everyday decisions, like for instance, retrial and lending policies with respect to return of prescribed books at the end of the academic year by learners and lending of furniture to the community during week-ends respectively. New policies are more likely to succeed if they have been arrived at through consultation and decision.

Non-programmed decisions, on the other hand, are those made in complex, important and non-routine situations, often under new and largely unfamiliar circumstances. In this category principals find themselves in more ambiguous situations, which are more challenging and pose more risk in terms of decisions. Non-programmed decisions are made less frequently than the programmed decisions and there is an element of uncertainty and risk taking (Payne & Wolfson, 2000: 18). Non-programmed decision making calls for creative problem solving, participatory decision-making and strategic decision-making skills (Schultz, 2003: 38).

It is unfortunate that many principals in rural secondary schools are weak or low in the above-mentioned decision-making skills, because of their indecisiveness or taking decisions unilaterally without promoting a collegial climate that involves the school community in PRM matters, as discussed in chapter six. When a
situation is ambiguous or an un-programmed decision has to be made, creative thinking is required.

4.7.1.2 Creative skills

Nearly all managerial problem solving requires a measure of creativity as managers need to mentally take things apart and arrange the pieces in new and potentially productive configurations. Hence, creativity is the re-organization of experience into new ways and the ability to accept change and uniqueness (NDoE, 2007: 30). Creative skills require special handling of subordinates while still being held accountable for the results. Effective principals must encourage creativity in dealing with staff members (Kreitzner, 1992: 127).

In the pilot study, the researcher found that many rural principals do not motivate teachers to be creative in improvising the utilization of PRs. This is so unfortunate because creative ideas result in a dramatic advancement of knowledge and people generally become creative when they attempt to do them better. It is expected that principals encourage independent action by staff members so that they use their own initiative. As more people actively participate in the decision-making process, more ideas are created and this could address some of the problems of under-resourced rural secondary schools. Creativity occurs at many levels and takes a variety of forms (Huse, 1979: 366). The way in which principals manage creativity can help encourage or stifle creativity. The following are various ways in which creativity can be encouraged in a school.

4.7.1.2.1 Developing a creative organizational culture

Every school has its own, unique organizational culture, which is based on the philosophy and convictions of the school together with the values and norms that
are reflected by the vision, mission and school policies (Kruger, 2003: 3). Therefore, whether or not a school is effective, it certainly has its own culture. This may be functional or dysfunctional. Therefore, organizational culture relates to the manner in which individual and group activities are stimulated and controlled, and how the schools priorities are strengthened and transferred (Van der Westhuizen, 2007: 128).

The general appearance of school physical facilities such as buildings, school grounds and the quality of functionality of furniture can provide fascinating insides into a school’s cultural life. The effect of facilities lies in the impression they create and the meaning they convey about the school. For instance, facilities that are old and dilapidated would be associated with a poor organizational culture and would influence the school organizational culture in a negative way. According to Van der Westhuizen (2007: 136), the buildings of the schools has a significant influence on human behaviour in terms of how people interact, communicate and perform their task.

In a well cared school there will be no bullying, no graffiti on the walls of classrooms and no playing of truancy by learners (Van der Westhuizen, 2007: 138). A school’s organizational culture exercises considerable influence over its performance. In a nutshell, the school culture is the way the school communities do things around the school where they network and interact with individuals and groups in an informal and unofficial manner and that leads to high morale and a positive self image for both teachers and learners (Kruger & Steinmann, 2003: 22).

The school culture is crucial to make a school effective or ineffective. The concept of culture provides direction for a more efficient and stable learning environment, with available adequate PRs needed to facilitate the process of teaching and learning in the rural secondary schools. Ruding (2000: 19) asserts
that strong culture gives a feeling of certainty, sense of belief, sense of purpose and significance to the work done in school by members of staff. Where there is a strong culture, delegation and empowerment of members of staff is more effective since decisions have greater consistency because of the shared culture.

The importance of a positive school culture helps to reduce complexity and uncertainty at the school. It provides consistency in outlook and values and makes possible the process of decision-making, co-ordination and control (Kruger & Steinmann, 2003: 23). A positive school culture influences all stakeholders in the school to be committed, decisive, and binds all members in a common, shared vision to run with. Furthermore, the healthy and sound school culture correlates strongly with teachers’ productivity and positive attitude towards their work and increased learner achievement under an environment that is properly maintained and cared for. The principal’s role is important to create a healthy organizational culture.

The school culture is the key to effective leadership demonstrated by principals and workable organizational development. As leaders of the school, it can be expected that the principals should have strong conceptual skills, including decision-making and creativity skills. Principals are responsible for strategic and developmental planning and implementation of daily operational issues even in rural schools.

The principal’s role should be to practice a leadership style that is collegial in nature. They are expected to demonstrate participatory management skills in the successful management of the schools’ resources. The effectiveness of culture relies on trust, empathy and personal communication amongst all stakeholders. Principals must tie creativity to both long-term and short-term planning, by allowing creative ideas which are essential for stability that would contribute to school’s goals, objectives and vision.
The principal should establish open communication channels in the school, as lack of information is a tremendous block to creativity and change. Furthermore, the principal should maintain open communication with its external environment so that it can sense the need for change and creativity. Moreover, principals should encourage staff members to question the relevancy of current practices and customs (Huse, 1997: 373). The principal should drive the process of improving the school’s organizational culture which is a comprehensive process that requires a solid commitment from all the school’s stakeholders (Soal, 2000: 166).

The principal as school manager should have the expertise to identify and define a problem, as well as to create a solution. A high level of expertise usually brings with it an increased effectiveness and efficiency in coping with the problem (Robbins & DeCenzo, 2001: 205). A solution in a collegial environment is an enabling process in rural secondary schools. This suggests that there is a strong correlation between a positive organizational culture and school effectiveness. Academic achievement and an orderly learning environment are generally recognized as predictors of school effectiveness or academic quality (Van der Westhuizen, 2007: 139).

**4.7.1.2.2 Developing a creative organizational climate**

The concept of climate came to education from the corporate work-place with the idea that it would provide direction for a more efficient and stable learning environment. According to Kruger and Steinmann (2005: 14), the school's climate refers to the quality and frequency of interaction between all the stakeholders involved in the school. The school climate may be seen as those interactions that underpin the school culture which include patterns of activities of a particular school.
The climate reflects the quality of the interactions which are the ways in which things are done and this influences the quality of the interactions. The interpersonal relations reflect the school's climate in the attitudes, motivations and academic achievements of all the people who work in the school. In a nutshell, there is a relationship between the climate of the school and the culture of the school. The climate exists within a school, yet the culture of a school can move beyond the boundaries of the school.

The importance of the organizational climate at schools through the management of physical resources can be divided into three sections:

- the relationship between school climate and learners;
- the relationship between school climate and teachers’ morale; and
- the relationship between school climate and the community.

Kruger and Steinmann (2003: 14), assert that the effectiveness of the school depends on the nature of the organizational climate in the school.

4.7.1.2.3 Relationship between the school climate and the management of PRs through learner achievement

Managing PRs for quality includes how the schools’ stakeholders work as a team and quality values are integrated into day-to-day leadership, management and supervision of the school property. Kruger and Steinmann (2003: 15) believe that a positive and a healthy school climate is one in which learners are assisted along a number of developmental pathways, in a caring environment where learners will be willing to take more risks and continue with confidence in their efforts even if learners fail to succeed the first time.

When the school establishes and maintains a positive school climate, the effects are that there will be effective teaching and learning environment. A caring
environment encourages learners to be motivated to attend school. If the PRs are adequate and are properly managed, there will be reduction of absenteeism, and dropout rates are reduced when the school has a healthy climate. Effective teaching and meaningful learning takes place. In a nutshell, a healthy school climate and proper management of PRs are closely linked with learners’ performance (Kruger & Steinmann, 2003: 15).

This research will determine the effects of PRs on the climate of rural secondary schools. Evidently, parents with a better socio-economic status have a tendency to send their children to urban schools, where there are adequate PRs and a healthy school climate. This contributes to a high level of academic achievement by learners to the satisfaction of their parents (ECDoE, 2006: 81).

4.7.1.2.4 The relationship between school climate and the management of PRs that leads to high morale of teachers

When a good school climate exists, the tendency is that the teachers’ morale becomes high and teachers experience a sense of accomplishment from their jobs. The teachers’ high morale also creates an environment that is more conducive to learning and contributes to the positive school climate. As a result, teachers perform effectively and this influences learner achievement. School climate has an enormous bearing on how teachers perform (Smit & Cronje’, 2004: 227).

On the other hand, according to Bush (2003: 95), the problem of poor conditions in schools leads to a breakdown in the culture of school learning. The school climate is negatively affected by inadequate textbooks, late supply of LTSMs, overcrowded classes and limited assistance from the EDOs. This leads to a poor culture which is characterized by the weak attendance of both teachers and learners, poor or no support by the various stakeholders of the school
community, vandalism, weak leadership and the poor state of building facilities and other PRs.

Kruger and Steinmann (2003: 16) assert that people are more personally involved in their work with an organization (school) when they have a voice in what happens to them. Furthermore, when teachers are motivated, nurtured, supported and valued by the principal and their broad school community, they tend to have a high morale. A healthy and a sound culture requires a principal who acts with care and concern for others through shared participation, charismatic and participatory leadership with a collegial and invitational approach among teachers, SGBs, learners and parents. According to Fessler (2003: 67), the principal creates a culture through what he or she says and does. In other words, the principal sets the tone of the school, the climate for learning and the morale of teachers. The teachers then, take their signal from that behaviour and acts accordingly.

The creation of a healthy school climate involves developing a school community where all members share a set of values, participate in decision-making and support a common purpose. The establishment and maintenance of a positive school environment requires a proper management of PRs on an ongoing basis and a consistent effort from all within the school community. The importance of a positive school climate will be enhanced when the school has a shared vision, a clear mission statement and works toward the achievement of a broader aim and specific objectives that are focused on quality teaching and learning which will promote learner achievement.

The other benefits of a positive school climate will be the maintenance of a safe and well-ordered learning environment, which has been demonstrated by the effective instructional leadership of the principal. The support systems by the SGBs, parents and the community at large through effective communication
among all the members of the school will result in strong school morale (Education System Directory, 2001: 1). The management style of a principal links with the climate of the school either positively or negatively. This leads on identifying the roles that must be undertaken by the community in order to properly manage the PRs of the school.

4.7.1.2.5 The relationship between school climate and the management of PRs that encourages community involvement.

The creation of a healthy climate where the school environment is properly maintained develops a school community where all resource handlers share a set of essential values, participate constructively in decision-making and support a common purpose of the school. All the stakeholders will provide a reflection of the values, beliefs and shared understanding of others involved in the school community. The school climate is seen as being important in supporting the constitutional values of shared accountability, shared decision-making, transparency and shared leadership and this leads to total quality management and whole school evaluation (Pycraft et al., 2000: 536). The community will actively participate in the maintenance of a safe and well-ordered learning environment, since the school will have a shared vision, clear mission and all the members of the community make the vision a reality and that leads to quality education (Kruger & Steinmann, 2003: 17).

It is further contended that the development of a genuine culture of learning in disadvantaged schools, most of which are rural, will be slow and will also depend on the quality of leadership in individual schools. For this reason, the researcher contends that invitational and collegial leadership styles encourage a healthy climate and a sound culture in rural secondary schools.
4.7.2 Interpersonal skills

Interpersonal skills encompass a manager’s ability to work with, understand, mentor and motivate other people, both individually and in groups (Robbins & DeCenzo, 2001: 13). Since managers get things done through other people, they must have good interpersonal skills to communicate, motivate and delegate.

Principals spend considerable time interacting with people, both inside and outside the school. Sound interpersonal skills are therefore needed to communicate with, understand, and motivate individuals and groups. These skills are important at all levels in the schools. According to Griffin (1990: 127), a manager with good interpersonal skills is more likely to be successful than a manager with poor interpersonal skills. In this section, communication, emotional intelligence, motivation, leadership skills and delegation, will be discussed.

4.7.2.1. Communication skills

Communication is a way of exchanging ideas, attitudes, values, opinions and facts (Hellriegel & Slocum, 1990: 503). Almost all communication is concerned with action, initiating action, preventing action or giving people information on which they may wish to act. Communication in schools is important in every activity from policy formulation at management level to developing an individual job description, departmental and teamwork, the writing of reports and handbooks and in building relationships with parents and other members in the wider community (Bell, 2004: 169).

Principals tend to spend a large percentage of their time communicating with other people inside and outside the school. Communication also relates directly to the basic management functions of planning, organizing, leading and control, for instance, participatory and collaborative decision-making, all necessitate
communication. Delegation, co-ordination and organizational culture and development also entail communication. It can be firmly stated that communication is an important part of all managerial activities (Griffith, 1990: 548).

Davis (2000: 209) suggests that principals can improve their communication skills by considering the right time and place to communicate, recognizing cultural barriers and being aware of non-verbal communication such as body language. According to Griffith (1990: 548), listening problems, lack of feedback, resistance to criticism, selective perception and bias are causes of ineffective communication, of which the principals must guard against.

4.7.2.2 Emotional intelligence (EI)

Emotional intelligence (EI) refers to the ability to tune into one’s own and others’ emotions, identify and understand them and then take appropriate action which may also be referred to as advanced common sense (Orme, 2001: 7). EI implies therefore, to be managing your emotions and the emotions of other people in such a way that constructive relationships and goals are achieved. Whilst principals should ensure that effective communication exists in the school, they should be able to develop the correct perception of staff members and appreciate their diversity so that good relations exist in the workplace for the success of the school (Schultz, 2003: 44).

In this way, principals can be able to separate emotional behaviour from objective behaviour. The principal is able to control his/her feelings and this result in tolerance which is much needed in the workplace since it is diverse in most cases. EI is regarded as a major predictor of leadership success and is described by Orme and Cannon (2000: 1) as that which works synergistically with IQ rather than separate from it. According to Werner (2003: 45), principals
with high EI are able to channel their energies towards positive behaviour and they also have good listening skills as well as good negotiation, communication and conflict resolution skills. Principals who possess high EI are effective in motivating their staff members, resolving conflict and in negotiation are vital skills for the changing educational world. Such skills are useful at a time when changing policies have to be implemented, such as now regarding the NCS grade twelve examinations which needs tolerance and expertise from the principals.

4.7.2.3 Motivation skills

An important aspect of any manager’s job is to motivate employees to achieve organization’s goals. Motivation is the result of the interaction between a person’s internalized needs and the external influences that determine behaviour which gives purpose and direction (Plunkett & Attner 1994: 290). The ability to motivate is an important managerial skill. The principal is responsible for helping staff members perform efficiently and effectively.

The principal can only influence his or her subordinates when s/he understands what motivates them (Hellriegel & Slocum, 1990: 424). Motivation is explained by means of content and process models. According to Huse (1979: 420), the different models of motivation overlap. The content models tend to focus more on behaviour and the work situation; attention must therefore be paid to both the person and the situation. In most instances, three things influence employee performance: motivation, ability and the work environment (Griffith, 1990: 437).

The motivation process model begins with needs that reflect a deficiency within the individual. In response to this need, the employee searches for ways to satisfy it. A well known theory of motivation is that of Maslow. Maslow assumed that people are motivated to satisfy various needs and these needs can be arranged in a hierarchy of importance (Griffith, 1998: 439).
Effective principals try to anticipate each staff member’s personal need to provide opportunities to fulfill emerging needs (Griffith, 1998: 440). Motivation alone, however, does not guarantee good performance. Staff members must have the ability to perform a task satisfactorily. In the next section, leadership skills are discussed.

4.7.2.4 Leadership skills

Robbins (2000: 302) defines leadership as the ability to influence a group toward the achievement of a goal. Kourdi (1999: 86) defines leadership in terms of the three overlapping and interdependent circles, which are task, team and individual as shown in Figure 4.1 below.

Figure 4.1: Leadership skills (LS)

Kourdi (1999) argues that these three needs are central to the task of leadership because people expect their leaders to help them achieve the common task, build synergy of teamwork, and respond to individual needs. Task, team and individual overlap as follows (Kourdi, 1999: 88):
when the task is achieved, the team becomes stronger and the teachers are satisfied;
if the staff needs are not met, the staff lacks cohesiveness and performance in the task is impaired and the individual’s satisfaction is reduced; and
if the individual needs are not met, the staff will lack cohesiveness and performance of the task is impaired.

The other two dimensions regarding leadership behaviour are task-oriented behaviour and people-oriented behaviour. The task dimension refers to actions such as emphasis on group goals, defining work assignments and meeting deadlines. The people-oriented dimensions, on the other hand, involves actions such as developing good interpersonal relationships, being approachable and being concerned with the people’s personal problems (Robbins, 2000: 448). Both these dimensions are essential ingredients of effective management of PRM in rural secondary schools.

The school environment is undergoing many significant changes with regards its curriculum and the implementation of new policies. This changing situation calls for transformational leadership that reflects leadership skills such as vision, openness to new approaches, decisiveness, confidence and understanding. The principal should be able to guide and give direction towards the achievement of goals (Robbins, 2000: 450). Collegiality with an element of invitational behavioural styles of leadership can be combined, which will result in:

- shared vision, goal driven and value based;
- shared responsibility;
- participatory and collaborative decision-making and problem-solving;
- fosters a positive self-concept and high self-esteem; and
- shared accountability.
According to Bush (2003: 51), collegiality is the most appropriate way to run schools and is associated with school effectiveness. A healthy school climate, effective culture and collegial as well as invitational leadership can eventually prepare the resource handlers for shared leadership. The leader uses these styles at different times and the leader can switch between styles to suit style needs of the task and the people involved (Kourdi, 1999: 94). It is a worrying factor that most rural principals lack such expertise of leadership styles that could assist them in the management of PRs.

4.7.2.5 Delegation skills

According to Robbins (2000: 543), delegation is a shift of decision-making authority from one organizational level to a lower one, through an assignment of authority to another person (a subordinate) to carry out specific activities. The primary purpose of delegation of authority is clearly to bring about an organization that is effective and efficient. Effectiveness and efficiency imply achieving objectives in the best possible way, without wasting time, material, money or causing dissatisfaction. Unless authority is effectively delegated, duties requiring co-ordination of group activities cannot be effectively assigned to a subordinate since s/he must have adequate authority to accomplish these tasks and assign them to those who look to him / her for management (Koontz, 1995: 85).

Delegation of authority is one of the important managerial arts. Yet, according to the pilot study, it is one of the least practiced arts in rural secondary schools. The reason why principals fail to delegate effectively is that they do not understand the rules governing the delegation process. A principal must know when and how to use the principles and techniques of delegation (Koontz, 1995: 86).
There are certain personal attributes that are associated to delegation and these are (Koontz, 1995: 93):

- personal receptiveness – willingness to give other people's ideas a chance;
- willingness to let go – release decision-making power to subordinates;
- willingness to let others makes mistakes;
- subordinates must be allowed to makes mistakes and the costs of these mistakes should be perceived as an investment in their development;
- willingness to trust subordinates – effective delegation centre on a trusting attitude between superior and subordinate; and
- willingness to establish and exercise broad controls – the principal should not delegate authority unless s/he has some other means of ensuring that the authority is being used to support organizational goals.

All of the above skills can be learnt through experience and continuous training which is what is expected the principals to be engaged on, for PRs to be properly managed. Attention now shifts to the technical skills required by principals.

4.7.3 Technical skills

Technical skills are a manager's ability to use the tools, equipment, procedures, techniques, processes and practices of a specialized field (Robbins & DeCenzo, 2001: 13). Though principals need not be an expert, they must have enough technical knowledge and skills to intelligently direct staff members, organize tasks, communicate work groups’ needs to others and solve problems.

In the current situation, the information requirements for managing PRs in schools are growing rapidly with time. In these circumstances, principals will understandably place a premium on having easy and quick access to high quality information required for decision-making and strategic planning activities. This
means that rural secondary schools will have to pay a great deal of attention to information resource management (Wilkinson & Cave, 1990: 49).

The challenge of effective PRM is to design a system that uses a common base of data capable of delivering appropriate information to meet a range of needs in a school. In the school context, there is an increasing demand to provide support for school administration in areas like financial management, PRM and word processing. An appropriate computer system will be needed for record keeping and pupil profiling. This is a challenge in rural secondary schools because of the limited infrastructure with no electricity and no office administration block for safe keeping of confidential and important official documents. These official documents could be the annual school budget, tendering requirements, purchasing orders, inventory control and staffing requirements statistical returns. Appropriate training and support programs for principals as well as staff in the use of computers are essential so that they support each other to share the responsibility and accountability of running smoothly the management of PRs.

Focus of the discussion will be on computer skills and financial management skills as these skills are essential to all principals, irrespective of whether they are based in a rural or urban school for the effective, efficient and economic as well as transparent PRM.

4.7.3.1 Computer skills

Skilful information and computer management are essential components of the organizational strategy, effectively and control. Because information is a strategic tool of increasing importance, the principal and staff need to view information as a resource, understand the cost of information, know how to comprehend information and be familiar with the basics of information processing (Kreitner, 1992: 554).
As the need for new information grows and the school as an organization evolves, so too must the ways in which it gathers, processes, stores and disseminates information. The information system must be continually updated to provide what is needed. Computerized information systems perform clerical information provision, decision support and programmed decision-making functions. Such a system allows for computer networks where information can be exchanged internally and externally electronically, programs shared and common data bases accessed. Workflow automation is also possible as the process of transferring and creating documents is electronic and reduces delays caused by the manual transfer of information (Robbins, 2000: 222).

Principals who do not foresee, read and react to changes in the school cannot do their jobs well. Today it is harder to stay abreast of things, due to the speed at which changes occur. It is therefore important that principals develop management information system, to ensure that they get the right information at the right time.

A management information system (MIS) is a formal collection or process that provides managers with suitable quality information to allow them to make decisions solve problems, carry out their functions and operations effectively and efficiently. Information highlights problems and potential problems by putting managers in touch with present conditions and developing trends. Information also gives principals the data they will need to complete future research and to make future plans, both on a strategic and operational level (Plunkett & Attner, 1994: 648).

Effective MIS must be designed to meet the specific needs of schools such as:

- meeting the school’s objectives;
- provide information flow; and
- deliver the right quality and quantity of information.
Principals need to be aware of personal computer security risks. Reports about destructive computer ‘virus’ and ‘worm’ programs secretly implanted within the software; have heightened that awareness (Kreitner, 1992: 556).

### 4.7.3.2 Financial planning and control skills for principals

Section 21 of SASA outlines the proposed self-managing school as one which will manage its own finances. Resources and the management thereof are decentralized. The objective is to ensure that parents and the community know on what basis the available resources are distributed in their area and also give SGB’s freedom to take expenditure decisions that match their own priorities and the guarantee that their own school will benefit if they achieve efficiency savings. Wilkinson and Cave (1990: 34) argue that the principle underlying the decentralization of finance is that the delegated system of management are based on the claim that, if decisions about resource allocation are taken as close as possible to the operational part of the process, better quality decisions will emerge. By involving staff in the running of the school, by giving them some autonomy in making their own decisions within the constraints of a predetermined budget, an incentive will be provided to improve efficiency and effectiveness of PRM.

Principals therefore need proper training in financial management so that they are able to take sound decisions that will result in an improvement in the quality of education provided. Financial control techniques and methods can be thought of as tools that help principals access how effectively they are moving towards pre-determined goals. These techniques provide performance-related information that principals can compare against standards and determine actions where necessary (Griffith, 1990: 715). They provide principals with quantitative standards against which to measure and compare resource consumption (Robbins, 2000: 177). Principals need to be able to read and analyze financial
statement, the most common being the income statement and balance sheet, so that they can draw up recommendations for the future. Principals also need to understand what is meant by the ratio analysis outcome to the organization. They need to understand liquidity ratios, profitability ratios, debt ratio and activity ratio (Wilkinson & Cave, 1990: 49). The outcome of the audits performed need to be analyzed by the principals and the implications understood. The rural secondary school principals lack the above-mentioned financial planning and control skills, as the pilot study has revealed and a relevant and well coordinated skills training is urgently required.

Moreover, principals are faced with the challenge of effective PRM of designing a system that uses a common base of data capable of delivering appropriate information to meet a range of PR needs in a school. For example, an appropriate computer system will be needed for purchasing orders, record-keeping and inventory control of the PRs.

4.7.4 Political skills ('soft' skills)

This area is related to the ability to enhance ones position, build a power base, and establish the right connections (Robbins & DeCenzo, 2001: 13). Even though political skills ('soft' skills) (NDoE, 2007: 176) might have a negative connotation for some people, they are essential skills in the workplace.

Organizations such as schools are political arena's in which people compete for resources. Politics is related to who gets what, when and how. Politics is closely intertwined with the concept of power. When principals convert their power into action, they are engaging in politics. Those with good political skills have the ability to use their power bases effectively. Principals with good political skills tend to be better at getting PRs for their schools than are principals with poor political skills (Robbins, 2000: 554).
A principal can be more politically adaptable by framing arguments in terms of school’s goals, developing the right image, gaining control of the organizational resources, creating obligations, appearing to be indispensable, increasing visibility, getting a mentor, developing powerful allies, avoiding “tainted” members and supporting the boss (Robbins, 2000: 555).

Principals should be encouraged to combine their political skills with qualities such as patience, perseverance, integrity, valuing adversity and ‘ubuntu’ in order to be effective in acquiring and managing PRs. According to Broodryk (2006: 2), ‘Ubuntu’ refers to values of intense humaneness, caring, sharing respect, compassion and associated with images of supportiveness, cooperation and solidarity. These personal qualities of the principals translate into positive behaviour and better group interaction in order to enhance quality education through proper PRM. It is therefore imperative that principals should be politically correct and have the necessary networking skills, in order to be effective in the acquisition and management of PRs (NDoE, 2007: 176).

The principals of rural secondary schools should strive to network and form partnership between the school community (internal) and private sector (external) for infrastructural developments in their schools to be obtained. The principal as a school leader is also expected to display excellent customer service and delivery skills, along with proven business and political acumen. In addition to building partnerships, they must walk the talk, show incredible drive and enthusiasm, get things done, demonstrate innovation and think ‘outside the box’ (NDoE 2007: 176). Principals are also entrepreneurs who must identify opportunities, prepare to take risks and challenges. There is still a big challenge to rural principals to succeed in doing so.
4.8 Summary

Based on the analysis of the above-mentioned studies, it can be summarised that with overcrowding due to the shortage of classrooms, textbook and stationery shortages, non-availability of libraries and science laboratories, lack of management skills, as well as the feeding scheme’s poor co-ordination and monitoring system adversely affects quality education in rural secondary schools of the ECP. All these issues need to be addressed in earnest by the ECDoE in consultation with the school principals to avoid poor quality education. The matriculation results of 2008 bear testimony to this.
CHAPTER FIVE

RESEARCH DESIGN AND METHODOLOGY

5.1 Introduction

This chapter provides a comprehensive description of the procedures with regard to the research design and the methods of this study. Three forms of data capturing, in the form of questionnaires, interviews and participant observation techniques were used. When choosing these three research tools, the researcher followed Cantrell (1993) and Miles and Hubermans’ (1994: 26) suggestions on why, how and when to choose research instrumentation. These tools enabled the researcher to gain a bigger and better understanding of what is taking place in the rural schools, in relation to the management of available PRs by principals. The subjects were then sampled accordingly.

The researcher considered a number of important questions regarding sampling procedures, such as:

- Will the whole population or a sample be studied?
- If sampling is preferred, which sampling procedure is most suitable?
- How large should the sample be?
- How representative should the sample be?

The researcher now focuses on the sampling strategy she used when selecting respondents for this study.
5.2 Sampling

According to Miles and Huberman (1994: 27), all research involves sampling. According to them no study, whether quantitative, qualitative or both, can include everything.

They (Miles & Huberman, 1994: 27) assert that:

*You cannot study everyone everywhere doing everything.*

Non-probability convenience sampling was employed for both the quantitative and qualitative studies because the subjects were selected on the bases of their accessibility and availability. Moreover, the focus was on rural secondary schools, therefore rural areas were targeted. Non-probability sampling procedures according to Sarantakos (2002: 151) do not employ the rules of probability theory, do not claim representativeness, and are usually used for exploration and qualitative analysis. The sample used in this study therefore, covers the OR Tambo, Chris Hani and Amathole District Municipalities in the Eastern Region of the ECP, with specific focus on:

- Mthatha in the KSD Region,
- Queenstown in the Lukhanji Region, and
- Butterworth in the Mnquma Region.

These Eastern Cape Municipal areas are the focus of this study as shown on the map (see Figure 1.3, page 24).

The sample for the quantitative study comprised three hundred subjects in rural schools in the Eastern Cape, spreading across District Municipalities in the former Transkei regions, and ensured representativeness of the population. The former Transkei region, now one of the biggest areas of the Eastern Cape Region, was and is still under-resourced when it comes to PRs. The researcher chose
convenient sampling to select the respondents in the research study. The respondents were selected on the basis of their availability. They are teachers who have registered in different programmes on the different campuses of Walter Sisulu University (WSU) such as Chris Hani in Queenstown, Amathole in Butterworth and KSD in Mthatha.

5.3 Profile of the sample

Stratified sampling techniques as applied in the quantitative study enabled the researcher to get data that is reliable by dividing the target population into different groups called strata (Vockell & Asher, 1995). For the qualitative study, five rural secondary school principals for individual semi-structured interviews and twenty one principals for FGDs were interviewed. The researcher ensured that the research participants satisfied different population strata. For instance, both males and females were represented in the sample. Teachers from section 20 and section 21 schools were selected. This ensures that the sample represented a cross section of teachers in post level one posts (classroom teachers), post level two (heads of department) and up to the level of deputy principals. The teachers’ perceptions of principals were imperative, in order to find out how the principals manage the PRs and for that reason principals were omitted from the sample. The following factors were therefore taken into consideration when selecting the participants for the study:

- gender representation;
- respondents’ post level;
- respondents’ age;
- teaching experience;
- type of school;
- classification of the school;
- home language;
- education level of the respondents.
Tables 5.1-5.8 indicate the details of the sample for the quantitative research design.

**Table 5.1: Gender representation**

<table>
<thead>
<tr>
<th>GENDER</th>
<th>NUMBER</th>
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<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>58.8</td>
</tr>
<tr>
<td>Female</td>
<td>105</td>
<td>41.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
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</tbody>
</table>

**Table 5.2: Respondents’ post level**

<table>
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<th>POST LEVELS</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal</td>
<td>80</td>
<td>11.8</td>
</tr>
<tr>
<td>Head of Department</td>
<td>87</td>
<td>13.7</td>
</tr>
<tr>
<td>Teacher</td>
<td>188</td>
<td>74.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 5.3: Respondents’ age**

<table>
<thead>
<tr>
<th>AGE</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 – 30</td>
<td>10</td>
<td>3.9</td>
</tr>
<tr>
<td>31 – 40</td>
<td>67</td>
<td>26.3</td>
</tr>
<tr>
<td>41 - 50</td>
<td>113</td>
<td>44.3</td>
</tr>
<tr>
<td>51 - 60</td>
<td>65</td>
<td>25.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 5.4: Teaching experience

<table>
<thead>
<tr>
<th>YEARS OF EXPERIENCE</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10</td>
<td>5</td>
<td>2.0</td>
</tr>
<tr>
<td>11 – 20</td>
<td>121</td>
<td>47.5</td>
</tr>
<tr>
<td>21 – 30</td>
<td>75</td>
<td>29.4</td>
</tr>
<tr>
<td>31 and above</td>
<td>54</td>
<td>21.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 5.5: Type of school

<table>
<thead>
<tr>
<th>TYPES OF SCHOOLS</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 21 rural state school</td>
<td>85</td>
<td>33.3</td>
</tr>
<tr>
<td>Section 20 rural state school</td>
<td>170</td>
<td>66.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 5.6: Classification of school

<table>
<thead>
<tr>
<th>SCHOOL CLASSIFICATION</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Secondary</td>
<td>172</td>
<td>81.0</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>83</td>
<td>19.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.7: Home language

<table>
<thead>
<tr>
<th>LANGUAGES</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xhosa</td>
<td>216</td>
<td>84.6</td>
</tr>
<tr>
<td>Other</td>
<td>39</td>
<td>15.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.8: Education level of the respondents

<table>
<thead>
<tr>
<th>CERTIFICATE, DIPLOMA &amp; DEGREES</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>College certificate</td>
<td>36</td>
<td>14.8</td>
</tr>
<tr>
<td>College diploma</td>
<td>91</td>
<td>37.3</td>
</tr>
<tr>
<td>Professional degree</td>
<td>40 all set</td>
<td>16.4</td>
</tr>
<tr>
<td>Degree plus a teaching diploma</td>
<td>34</td>
<td>9.4</td>
</tr>
<tr>
<td>Post graduate diploma</td>
<td>54</td>
<td>22.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
</tr>
</tbody>
</table>

After the selected participants completed the questionnaires, semi-structured interviews and focus group discussions (FGDs) were conducted with the participants then completed the data gathering process. The qualitative research design is explained later in this chapter.

5.4 The research process

Permission to conduct this research was obtained from the district managers of three districts in the OR Tambo District Municipality, Chris Hani Municipal area and Mathole Municipal area. Section 20 and 21 teachers of schools respectively were the main targets of the study. Letters requesting permission to conduct research in schools in these districts were personally handed to the district
managers. The district managers were requested to hand them over to various schools in their districts. The reason was that the researcher was unable to cover such big areas by herself.

In the district offices, the researcher got an opportunity to explain the research procedure to the district managers. A similar procedure was followed to obtain consent from principals to conduct research in their schools. All participants were informed objectively and honestly about the purpose, nature and importance of the research, and their freedom to refuse participation and of any possibility of psychological discomfort. According to Maruyama and Deno (1992), informed participant consent is crucial when conducting research, not only for ethical reasons, but also because it increases participation as people are more willing to support and participate in a research they understand and see as important. All the procedures were done to make sure that ethical considerations were taken care of.

When carrying out empirical studies, a number of ethical issues arise. The view is supported by Robson (1999: 471) who maintains that in all circumstances, investigators must consider the ethical implications and psychological consequences for the participants in their research. The researcher outlines ethical issues covered for this study.

5.5 Ethical considerations

Collecting data from subjects raises ethical concerns. According to Cohen, Manion and Morrison (2002: 71), the researcher should fully explain at the outset the purpose and procedures of the research to the subjects; the researcher should be as objective as possible. Every effort was made to inform participants in a manner that encouraged choice of participation.
Thus, participants had a choice to participate or not in the research, and the ethical principle of accountability was adhered to. Careful thought was given to the design, conduct and reporting of research. Melville and Goddard (1996: 45) enumerate several ethical aspects to be considered:

- avoiding harm to people;
- have due regard for people's privacy;
- respect people as individuals;
- do not subject people to unnecessary research;
- keep data collected confidential.

This implies that the subjects should not be identifiable to any one reading the research report and they must be treated with respect. The abovementioned ethical principles were adhered to and applied to all participants. When the researcher administered the questionnaire, she took into consideration ethical concerns.

Respondents should not be identifiable to any one reading the eventual report. According to Seale, Gobo, Gubrium and Silverman (2006: 231), subjects have the right to know that they are being researched, the right to be informed about the nature of the research and the right to withdraw at any time. Informed consent was achieved by providing an explanation of the research, the implications of participating, and that participants were free to withdraw their involvement at any time during the study.

Anonymity and confidentiality were adhered to, to protect the participants in this study. No names of persons and schools were required of participants. Questionnaires merely indicated the level at which participants operated within the school, be it a junior secondary or senior secondary school, as well as whether they are ordinary teachers, heads of department, or deputy principals. The anonymity and confidentiality encouraged participants to respond frankly
and freely, as the degree of confidentiality of the information given was guaranteed (Cohen & Manion, 1994: 366).

5.6 Case Study

Goode and Hatt (1952: 331) pointed out that the case study is a way of organising social data so as to preserve the unitary character of the social object being studied. According to them, this strategy for understanding provides an interesting comparison with the reductionism approach of some quantitative research. The question then is: what is a case?

According to Punch (1998: 150), it is difficult to give a full answer to this question, since a case may be simple or complex. However, Miles and Huberman (1994) define a case as a phenomenon of some sort occurring in a bounded context. Thus the case may be an individual, or a role, or a small group, or an organisation, or a community, or a nation. They state that it could also be a decision, or a policy, or a process or an incident or event of some sort, and there are other possibilities as well. A case study even allows the researcher to observe events as they unfold and to interview those who participate in these events.

This study therefore, is a case study of PRs in the rural ECP secondary schools. The researcher’s methodology was largely derived from established research literature. A key strength of a case study is its use of a triangulation, which involves the method of using multiple sources for collecting data. Triangulation involves cross-checking data and interpretations by drawing upon different data sources, methods and perspectives. The rationale for using multiple sources of data is based on the ideas of replication and convergence (Robson, 1999). The researcher made systematic use of multiple sources when collecting data with the aim of achieving results through in-depth description, as well as analysing and answering the research question(s). This experience demonstrated the
thickness of the description of the problem being studied and consistency in the interpretation of the data collected.

5.7 Choice of research instruments

Cantrell (1993: 91) posits that instruments are tied to the purpose of the study and the structure of the design. She further asserts that the primary instrument for qualitative methods is the inquirer himself or herself. For Lincoln and Guba (1985), the human instrument is the instrument of choice, regardless of any imperfections, because its adaptability best meets the research requirements tied to the interpretive paradigm. However, the human instrument may use other instruments to collect qualitative data such as a list of interview questions, and observational checklist or a traditional paper-pencil instrument and many others (Cantrell 1993: 91).

In support of this view, Miles and Huberman (1994: 42) pose the following questions in regard to design decisions concerning instrumentation:

- Does the researcher want to avoid blinders or pursue specific data?
- Does the researcher emphasise context or be able to generalise to some degree?
- Do they believe that focus should be on the development of an instrument (before or during data collection) and on the degree of structure and not miss important information or reduce extraneous data?

As far as the credibility of the study was concerned, as already mentioned by the researcher above, there have been methods employed to realise this. The aforementioned three forms of data collection methods have been used for attaining the credibility of the researcher’s findings. The use of methods from different sources and of different methods of collecting data, that is, questionnaires, interviews and observation entries was an attempt to enhance
the credibility of the study. Moreover, this study used both quantitative and qualitative methods of inquiry.

5.8 Reasons for using both quantitative and qualitative research

Methodological justification for bringing qualitative and quantitative methods together is provided by Bryman (1988: 109). At a general level, the reasons for combining are to capitalise on the strengths of the two approaches, and to compensate for the weaknesses of each approach. At the same time, the specific reasons for combining the approaches should be considered in particular circumstances and context of the research (Punch, 1998: 246). This is called the mixed method approach.

The mixed method approach appealed to the researcher, after the analysis of the literature pertinent to the study, a combination of the quantitative and qualitative research methods was found appropriate for the present study. Therefore, this study of the rural secondary school principals used both quantitative and qualitative research approaches because, quantitative research is usually driven by the researchers concerns, whereas qualitative research takes the subject’s perspective as the point of departure (Neuman, Brazelle, Van Staden, Heyns & De Wet 2000: 284).

After conducting a study in three municipal areas by means of questionnaires (quantitative) that, were completed by the teachers the researcher then collected data through interviews and observation procedures which are both qualitative methods and the respondents being the rural secondary school principals. This methodological stance resonated with the purpose of this study to find out what principals as key and professional respondents in this study understand and do with reference to the management of PRs in their respective schools.

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The reason for this multi-methodology can be found in the statement by the following researchers, (Neuman et al., 2000: 285; Mouton, 2001: 56; Bogdan & Biklen, 2003: 63; Creswell, 2003: 211; & Leedy & Ormrod, 2005: 87). They suggest that the relevance of using multiple approaches together is to obtain an acceptable level of authenticity and improve accuracy. Moreover, the formulation and administration of the questionnaires and the interviews are described in detail.

5.9 Quantitative design

The main reason for including a quantitative design in this study was to make the research study as representative as possible. Three hundred questionnaires were distributed in three areas of the ECP. However, from the three hundred questionnaires, only two hundred and fifty five were returned and analysed. The questionnaires were used to gather information about the condition, availability and handling of PRs and roles that are played by principals in the management of PRs in rural secondary schools.

Furthermore, the questionnaires used served to substantiate the literature pertaining to the management tasks that the principals must execute in order to manage the resources effectively. The purpose of the questionnaire was to provide the most valid and reliable set of responses possible to the research questions posed. This study investigated how the limited PRs were handled and managed by the principals. The questionnaires were found to be suitable for this purpose. In addition, the questionnaires were used to obtain information of the roles of the principals and a substantial amount of data was collected in order to find out the extent to which PRs are being managed by them. The ultimate goal of this study was therefore to learn about a large population by surveying a sample of that population.
5.9.1 **Pilot testing of the questionnaire**

In an attempt to lessen the problem of a badly constructed questionnaire, a pilot group consisting of three school principals was asked to look at the questionnaire. The pilot testing was done so as to check for ambiguity, confusion and poorly prepared items (Leedy & Ormrod, 2005: 88). After the pilot study was conducted it was found necessary to omit some questions and the final questionnaire ended up consisting of 101 (one hundred and one) questions. The pilot study was very significant because the questionnaire formed an important measurement tool for this investigation. It was only after the questionnaire was declared suitable by the pilot group that the data gathering process commenced.

5.9.2 **Administration of the questionnaire**

Teachers were handed the questionnaires and these were collected personally by the researcher once completed. One hundred questionnaires were delivered in each district:

- Mthatha;
- Queenstown; and
- Butterworth.

Out of three hundred questionnaires distributed two hundred and fifty five (255) questionnaires were returned. This represented a return of 85%.

Every effort was made to ensure that questions were answered sincerely as in the letter of introduction to respondents; a request was made for sincere and honest responses. Melville and Goddard (1996: 114) remark about intellectual honesty where the researcher must be honest about the methods used for the results and about who did the work. Moreover, for ethical reasons, respondents
were advised not to disclose their names or the names of their schools. Confidentiality and non-disclosure of identity was maintained throughout.

5.9.3 **Method of inquiry: teacher’s questionnaire**

A covering letter (see appendix E), explaining the nature and purpose of the research, was handed to the participants together with the questionnaires. The questionnaire given to the teachers was designed to obtain information about the management of PRs by principals of the rural secondary schools.

The items of the questionnaire were compiled with sensitivity and the greatest care in order to avoid ambiguity.

As a result, the questionnaire has clear and concise questions. When the questionnaire was compiled the following factors were taken into consideration:

- there was a close relationship between the problems identified, the objectives of the research and the questions asked;
- the questionnaire has a wide coverage of issues, seeing that the present research on management of PRs in rural secondary schools is a broad issue, questionnaires serve as a suitable, if not an excellent tool in information gathering for this purpose.

The questionnaire was divided into FOUR sections. The questionnaire was broken down into constituent parts to obtain answers to research questions. The questionnaire was divided according to the following structure:

Section A: demographic variables;
Section B: physical infrastructure of rural secondary school;
Section C: availability and handling of PRs;
Section D: role played by principals in the management of PRs in rural secondary schools.
Section A focused on the demographic variables: gender, professional status, teaching experiences and highest level of education, to ensure that all the necessary information reflected in the sample of respondents in the rural secondary schools of the ECP was collected. Eight statements were constructed using the contingency question format.

In section B, questions identified the lack of PRs pertaining to infrastructure. The section was developed with the information from the pilot study in order to include all the rural characteristics pertaining to the physical infrastructure of rural schools. Fourteen statements were constructed: requiring information on access roads, fencing, and construction of school buildings, water and sanitation.

Section C of the questionnaire identified the availability and handling of PRs in the rural schools. This section was designed in an in-depth manner as it identified six aspects: classroom inventory, learning and teaching support material, furniture, school environment, security and feeding scheme. Sixty two questions were constructed for Section C.

The respondents had to answer all questions. Respondents were required to read each statement carefully and decided on the most appropriate response. The respondents were required to describe the statements from “strongly agree” to “strongly disagree”. The respondents were to circle the appropriate number on the five-point Likert scale that best described their responses to each statement that was designed to be as convenient as possible. The following scale was used for Section C:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>S.A. (Strongly Agree)</td>
</tr>
<tr>
<td>4</td>
<td>A (Agree)</td>
</tr>
<tr>
<td>3</td>
<td>N (Neither)</td>
</tr>
<tr>
<td>2</td>
<td>D (Disagree)</td>
</tr>
<tr>
<td>1</td>
<td>S.D. (Strongly Disagree)</td>
</tr>
</tbody>
</table>
Section D identified the principals as major role players in the management of PRs in rural secondary schools. The statements were categorized into subheadings for more clarity and focus. The statements were based on the four activities of management processes which are planning, leading, organizing, and controlling (Robbins & DeCenzo, 2001: 6). The role of the principal comprised of planning which was based on shared vision, budgetary process and developing plans.

Organizing was divided into two categories namely: delegating and coordinating, which determine how and who is to manage resources. Challenges facing rural principals and collegial leadership model are the two aspects of leading. Control was inculcated through leadership approaches that ensure the principal accomplishes management of PRs as planned through shared decision-making and shared accountability. In addition, management skills that are required for the effective management of the PRs by the principal were also examined. Section D comprised of twenty questions.

A five-point Likert scale was used in designing the items in section D. In the Likert scale the respondents were asked to circle the appropriate statement that best describes the behavioural role principals play in the management of PRs according to the following: Always - which is extremely noticeable, Often - very noticeable, Sometimes - moderately noticeable, Seldom - barely noticeable and Never - not noticeable. The key that was used for Section D is given below:

5 = Always (extremely noticeable)
4 = Often (very noticeable)
3 = Sometimes (moderately noticeable)
2 = Seldom (barely noticeable)
1 = never (not noticeable)
The questions were phrased in simple English in order to avoid misinterpretation or misunderstanding by non-English speakers in the rural schools. Furthermore, long-worded questions that were double barrelled and loaded were eliminated. After the analysis of the questionnaires, the focus was on the qualitative paradigm and semi-structured interviews were conducted with five principals and twenty-one principals for the FGDs selected purposefully because of their availability and accessibility.

5.9.4 Statistics on the correlation coefficients between the management of PRs by principals and the physical infrastructure and the quality of education at rural secondary schools in the ECP, South Africa

According to Bernstein, Foxcroft, McCallum, Schultheiss, Seymour, Stead and Southey (2007: 77), the basis for the selection of the statistics to be used depend on the type of scales used. The Pearson Product-Moment Correlation Coefficient (referred to as Pearson correlation or simply r in the rest of the text) has been used in this study to analyse the relationship between the management of PRs by principals (section B in the questionnaire) and the quality of education in rural secondary schools in the ECP, South Africa (sections C and D) because all the relevant variables were measured as interval scale data. The keys that were used for the sections B, C and D of the questionnaire are given below:

- **Section B**

  SB = The physical infrastructural features (SB1-14)
### Table 5.9: Physical infrastructural features (SB1-14)

<table>
<thead>
<tr>
<th>SB</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 1</td>
<td>Condition of the boundary fence of the school.</td>
</tr>
<tr>
<td>SB 2</td>
<td>Type of access road to school.</td>
</tr>
<tr>
<td>SB 3</td>
<td>Condition of access road to school.</td>
</tr>
<tr>
<td>SB 4</td>
<td>Wall type of construction of the school building.</td>
</tr>
<tr>
<td>SB 5</td>
<td>Roof type of the school building.</td>
</tr>
<tr>
<td>SB 6</td>
<td>General condition of classroom structure.</td>
</tr>
<tr>
<td>SB 7</td>
<td>Status of the electricity supply of the school.</td>
</tr>
<tr>
<td>SB 8</td>
<td>Drinking water supply situation at the school.</td>
</tr>
<tr>
<td>SB 9</td>
<td>Sanitation situation at the school.</td>
</tr>
<tr>
<td>SB 10</td>
<td>Structures that are present at the school, that is principal’s office, staffroom, store-room and school hall.</td>
</tr>
<tr>
<td>SB 11</td>
<td>Site used for instruction other than the normal school classrooms, that is, church halls, neighbouring house &amp; under trees outside.</td>
</tr>
</tbody>
</table>
| SB 12 | Description of instruction rooms available in school, that is,  
  * classrooms that are divided to accommodate more than one class group;  
  * science laboratory  
  * computer room  
  * media centre / library  
  * Specialist room for home economics. |
| SB 13 | Spot check inspectors of PR’s are conducted, weekly, monthly, quarterly, yearly or not done at all. |
| SB 14 | A plan for renovation of existing building is:  
  * firmly in place,  
  * some guidelines exist; and  
  * no plan in place. |
• Section C

SC = The available and handling of PRs (SC1-SC9)

Table 5.10: Availability and handling of PRs (SC1-SC9)

<table>
<thead>
<tr>
<th>SC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 1</td>
<td>Classroom Inventory</td>
</tr>
<tr>
<td>SC 2</td>
<td>Library</td>
</tr>
<tr>
<td>SC 3</td>
<td>LTSMs</td>
</tr>
<tr>
<td>SC 4</td>
<td>Equipment</td>
</tr>
<tr>
<td>SC 5</td>
<td>Sports</td>
</tr>
<tr>
<td>SC 6</td>
<td>Furniture</td>
</tr>
<tr>
<td>SC 7</td>
<td>School ground</td>
</tr>
<tr>
<td>SC 8</td>
<td>Security</td>
</tr>
<tr>
<td>SC 9</td>
<td>Feeding scheme</td>
</tr>
</tbody>
</table>

• Section D

SD1 = The management tasks and skills of principals SD1.1 - 1.5

Table 5.11: Management tasks and skills of principals SD1.1 - 1.5

<table>
<thead>
<tr>
<th>SD1.1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SD1.2</td>
<td>organizing</td>
</tr>
<tr>
<td>SD1.3</td>
<td>Leading</td>
</tr>
<tr>
<td>SD1.4</td>
<td>control</td>
</tr>
<tr>
<td>SD1.5</td>
<td>management skills</td>
</tr>
</tbody>
</table>
Bernstein et al. (2007: 78) posit that the Pearson correlation is a way to measure the relationship between interval or ratio scale variables. A positive relationship according to Bernstein et al. (2007: 79) means that as the scores of one variable increase, so do the scores of the other variable. Evidently, as the scores of one variable decrease, so do the scores of the other variable decrease too.

In this study the Pearson correlation is used to analyse questions such as:

- Is effective management of PRs related to quality education?
- Is the execution of the four management tasks related to the proper management of PRs?
- Do principals of rural secondary schools possess adequate management skills to enhance the management of available PRs in rural South African schools?

For a correlation coefficient to be deemed significant it must be both statistically and practically significant. For a significance level of $\alpha = .05$ and given the sample size of 255 in this study it implied that statistical significance is obtained if the absolute value of $r$ was greater or equal to .131, whereas the threshold value for practical significance is .300.

5.10 Qualitative research method

For the qualitative research method, five schools were selected. Three schools were from section 20 for Junior Secondary School (JSS), and two schools were from section 21 being Senior Secondary School (SSS). Initially, ten schools were to be used. These five schools were schools that were identified after questionnaires were analysed. The purpose of the qualitative research was to determine the principals’ views on PRM and how this correlated with the teachers’ perceptions. These were the schools the researcher intended to make a
follow up study with. However, Magodla JSS, Mqanduli Village JSS, Maqeke JSS, Mabuza SSS and Kwelera SSS with the permission of the district manager were selected. These are all pseudonyms. The use of pseudonyms became necessary for the schools and the participants because of the sensitive nature of the comments made and to maintain the ethical requirements of the study.

Before the study was conducted, an assurance was again given to the principals of secondary schools that the identity of the schools and the principals would remain confidential and that a copy of the interview transcript for interviews and photographs taken would be made available to each school for scrutiny before and after the interviews. This was done in accordance with the guidelines governing ethics and the education law where it is suggested that the portrayal of persons in forms that subject them to the possibility of recognition should be avoided (Mouton & Babbie, 1998).

5.10.1 Semi-structured interviews

The researcher decided to conduct the semi-structured interviews in the natural setting and focused on processes on how PRs activities are conducted and how they got that way in an attempt to obtain a holistic picture about the handling and the management of PRs in rural secondary schools in order to confirm findings from quantitative study. The main populations were principals in the targeted districts. Only five schools principals were selected: two school principals from O.R.Tambo, two school principals from the Chris Hani and one school principal in the Mathole District Municipal areas. They were selected because of the nature of their schools which were similar to the rural secondary schools in the ECP. The teachers’ responses were essential to determine how principals responded in 5.10.1 and 5.10.2. The semi-structured interviews was as a follow-up to the quantitative research method in which teachers (post level 1-3) participated.
The reason for choosing fewer sites was that the interviews needed much time to be spent at each site. The purpose of the researcher to go personally to the rural secondary schools was to observe the conditions at each of the rural secondary schools. This provided the researcher with greater insight into the teachers’ responses as well.

The researcher was able to gain insight about the culture that could not be obtained in any other way. In other words, the researcher was a careful observer, interviewer and listener by watching what happens, listens to what was said, asked questions and collected whatever data was available. Furthermore, the researcher developed a relationship of trust. This approach helped to achieve the main goal of the study which was to find out more about the effectiveness of managing PRs in rural secondary schools. This provided the researcher with greater insight into the teachers’ responses.

These interviews enabled the interviewer to have more latitude to probe beyond answers and enter into a dialogue with the interviewees. Further, these interviews promoted understanding of the meanings people hold for their everyday handling of PRs. These interviews were employed in conjunction with participant observation, document analysis and the descriptive data was gathered in the subject’s own words so that the researcher will develop insight on how subjects interpreted their own situation. These semi-structured interviews focused and directed on particular areas of PRM and were guided by some general questions with room for probing whenever the need arose.

Appendix E contains an in-depth interview guide which has been categorized into four questions that were formulated to get a holistic picture of the management of PRs. An interview guide was used during the semi-structured interviews to collect data according to the following areas of the questions:
Question one: Area covered: Lack of PRs in rural secondary schools and effects on quality education.

Question two: Area covered: Planning and budgeting process.

Question three: Area covered: Management of PRs through handling, maintenance and disposal of PRs.

Question four: Area covered: Training needs of principals.

According to Bodgan and Biklen (2003: 96), the advantage of semi-structured interviews are that the researcher is confident of getting comparable data across subjects who are at ease and talk freely about their points of view which result in producing rich data. The interviewer felt comfortable to ask for clarity when the respondents mentioned something that seemed unfamiliar. According to Weirsma (2000: 250), the interviewer should maintain an expression of genuine interest in what the subjects are saying, by being a good listener.

The researcher made use of an interview guide. According to Henning, Van Rensburg and Smit (2004: 189), an interview guide is a carefully worded interview schedule which is assembled and which permits more latitude. Bogdan and Biklen (2003: 71) assert that interview guides are most commonly used in multi-site studies where guides are used primarily to gather comparable data across sites. Furthermore, interview guides assist the interviewer to be focused and directed.

Henning et al. (2004: 190) remark that interview guides allow respondents to express themselves at length, but offer enough shape to prevent aimless rambling. The interviewing process included a schedule that had a shorthand guide for each question in order to avoid irrelevant data and to look to specific categories of data. The advantage of an interview guide, according to Imenda and Muyangwa (1999: 154), is that the researcher is better enabled to get
meaning out of the information provided by the respondent. A tape recorder was planned to be used to record the interview but the respondents were afraid that they may be victimized. As a result, the researcher made copious notes of the interviews. Those notes were scrutinised by the interviewees as well to detect any possible misrepresentations and errors.

5.10.2 Focus group discussions

Focus group discussions (FGDs) were used. FGDs are also a qualitative technique involving between six to twelve people talking spontaneously and freely (Bryman, 1988: 268). In this study only principals were invited to participate to discuss their own experiences about the negative effects of lack of PRs on performance and quality education. The principals were viewed by the researcher as information-rich key informants, the most knowledgeable and informative about the phenomena the researcher is investigating (McMillan & Schumacher, 2001: 378). The FGDs served as an instrument to assess the teachers’ responses on the principals’ abilities to manage PRs in rural schools.

Twenty one principals who registered to study an Advanced Certificate in Education (ACE) for principals in School Leadership were divided into three groups of seven covering three District Municipalities out of six of the ECP. The District Municipalities were OR Tambo, Amathole, and Chris Hani. A tape recorder was used to capture the discussions. The FGDs allowed new and valuable thoughts that did not emerge when questionnaires and semi-structured interviews were conducted. The FGDs helped to reveal consensus views. The researcher was able to gain first hand insights into the respondents’ attitudes and perceptions. The FGDs gave an opportunity for the researcher to pose questions to a sequence of individuals, taking turns around a table. The discussion in appendix H was focused on the following area:
The negative effects of lack of physical resources (PRs) on teaching and learning with special reference to the OBE curriculum and National Curriculum. Statement (NCS).

In addition, the researcher used analytic induction which is a grounded theory approach in a multi-study that provides a firmer basis for generalization. As a result the FGDs were more effective and its findings are tabled in chapter seven.

5.10.3 Participant observations

According to Denscombe (2003: 192), observation offers the social researcher a distinct way of collecting data. It does not rely on what people say they do, or what they say they think. Instead, it draws on the direct evidence of the eye to witness events first hand. Furthermore, Denscombe (2003: 193) asserts that observation is based on the premise that, for certain purposes, it is best to observe what actually happens. The view is supported by Sarantakos (2002: 160) who maintains that participant observation is one of the fundamental techniques of social research.

The researcher in this study took into consideration what Denscombe (2003) maintains and decided to embark on this oldest method of data collection. Permission was obtained from the five schools. The actual nature and purpose of observation was made known to all the schools' stakeholders. Pictures were taken in full view of the principal and other interested parties. There is a saying that an eye is a thief. The researcher could not have afforded not to utilise this kind of data collection technique. The situation in the schools where the researcher visited warranted such technique. The pictures the researcher took with the permission of the schools will be presented in chapter seven.
The advantages of using this kind of research technique are explained in greater details by Sarantakos (2002: 162) who maintains that the approach:

- provides information when other methods are not effective;
- employs a relatively less complicated and less time-consuming procedure of subject selection;
- it can offer data when respondents are unable and/or unwilling to cooperate or to offer information;
- it approaches reality in its natural structure, and studies events as they evolve;
- offers first-hand information without relying on the reports of others;
- allows the collection of a wide range of information, even when this information is thought to be, at the time of study, irrelevant; and
- it is relatively inexpensive.

The researcher gained the trust and established rapport with the research participants. During the time of picture capturing, questions were asked seeking clarity from the school stakeholders. At first the researcher started out being non-selective in terms of what to observe, however, as time went by, she aimed to get an overall picture of the situation.

There were aspects that emerged as important, strange and unusual that sometimes invited the researcher’s attention such as seeing learners sitting down writing tests as there were no furniture. During break time, learners just roamed around the school with nothing to do as there were no play grounds. The researcher kept a diary where she recorded her observation in details, the field notes which she later transcribed them into data.
5.11 Validity and reliability of the research instruments

According to Imenda and Muyangwa (1999: 143), validity seeks to ascertain the extent to which a given instrument addresses the problem. Weirsma (2000: 275) states that validity refers both to the interpretation and generalizability of results whilst reliability is concerned with replicability of both procedures and findings. To make sure that the findings of the research study are valid and reliable, both qualitative and quantitative research methods were used. Also, the participants included teachers for the quantitative research method and principals for the qualitative research methods. This was done to ensure that the findings were balanced in terms of perceptions by both teachers and principals on how effectively principals manage PRs in the rural secondary schools. Furthermore, before the actual data collection, the research-designed questionnaire (RDQ), the interviewing guide and FGD statement were checked for validity and reliability which are discussed below.

5.11.1 Validity of the research instruments

5.11.1.1 Content validity

According to Neuman et al. (2000: 286), content validity addresses the question whether a full content of a definition is represented in a measure? Measures should represent all areas in a conceptual space. To Thorndike (1982: 120) content validity is a kind of assumption where items of the instrument are carefully examined by experts, who attest to what degree, they consider the instrument valid.

In the present research, the primary data collection instrument was a research-designed questionnaire (RDQ) that was used to collect data covering all various aspects which the research study is researching on. Three prominent principals
together with two senior colleagues from the Walter Sisulu University (WSU) teaching Business Management and Educational Resource Management in the Faculties of Economic Science and Education respectively were asked to review the RDQ, the interviewing guide and FGD statement to judge the relevancy of each item. These comments were further scrutinized and refined by Professor Prakash Singh from the Nelson Mandela Metropolitan University (NMMU).

After the pilot study was conducted, it was found necessary to omit some questions and the final RDQ ended up consisting of 104 (one hundred and four) questions. The interviewing guide covered finally six areas and one FGD statement. The RDQ, the interviewing guide and FGD statement were considered to be clear, concise, appropriate and meaningful by the pilot group. After this process the RDQ, the interviewing guide and FGD statement were considered to be meaningful and appropriate by the experts who refined them.

By so doing, the researcher ensured the validity of data collecting instruments and as a final version before they were administered to the participants. The participants' responses to the content were enough for the researcher to make generalization.

5.11.1.2 Concurrent and construct validity

Concurrent validity was measured in the semi-structured interviews and the FGDs, where the notion of predicting present events was done (Imenda & Muyangwa, 1996: 131). For example, interviewees were asked to indicate the relationship of PRM and the quality of education. Furthermore, POLC as management tasks for principals for managing PRs was examined in relation to performance as required from them.
In the RDQ, and the interviewing guide as well as the FGD statement the items measured were related to the kind of statements participants generally made about their own and other's experiences of the best practices; in this case it was felt that the frequencies of respondents to all questions were taken into account, thus contributing to the construct validity of the instruments (Niemann et al. 2000: 286). It was necessary in every situation to ascertain that a given instrument measures the attribute it was meant to measure, as Imenda and Muyangwa (1996: 132) claim that construct validity transcends all other forms of validity.

5.11.2 Reliability of the research instruments

Reliability means that the test is accurate, dependable and consistent. In other words, reliability refers to the measuring instrument consistently yielding the same results each time it is administered. To improve reliability of the study triangulation was used (Wellington, 2000: 24). In this study, RDQ was employed together with semi-structured interviews and FGDs as well as participant observations. The benefits of implementing different research instruments that are based on both quantitative and qualitative research methods have been highlighted by Creswell (2003: 221) that reliability will measure consistently and will be free of unpredictable kinds of error whilst Henning et al. (2004: 192) state that the procedures will produce similar results under constant conditions on all occasions.

The reliability of the questionnaire is presented in the form of Cronbach’s Alpha and is printed in reliability statistics Tables 5.10 - 5.17. The standardised item Alpha is computed where inter-item are specified with the mean, range and variance which indicates a high reliability of the questionnaire ranging from 0.748 to 0.973 Cronbach Alpha.
Table 5.12: Case proceeding summary of all the items

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Cases Excluded</td>
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<td>.0</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
</tr>
</tbody>
</table>

a. Listwise deletion based on all variables in the procedure

Table 5.13: Reliability statistics of all the items SB1-SB14, SC1-SC62, SD1-SD20

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.973</td>
<td>96</td>
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</tbody>
</table>

Table 5.14: Case processing summary of items SB1-SB14

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<tr>
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</tbody>
</table>

a. Listwise deletion based on all variables in the procedure

Table 5.15: Reliability statistics of items SB1-SB14

<table>
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<tr>
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<th>N of Items</th>
<th>Description</th>
<th>Cronbach's alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section B (SB)</td>
<td>8</td>
<td>Physical Infrastructure</td>
<td>0.748</td>
</tr>
</tbody>
</table>
Table 5.16: Case processing summary of items SC1-SC 62

<table>
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</tr>
</thead>
<tbody>
<tr>
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<td>255</td>
<td>100.0</td>
</tr>
<tr>
<td>Cases Excluded</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>100.0</td>
</tr>
</tbody>
</table>

a. Listwise deletion based on all variables in the procedure

Table 5.17: Reliability statistics of items SC1-SC 62

<table>
<thead>
<tr>
<th>Score</th>
<th>N of Items</th>
<th>Description</th>
<th>Cronbach's alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section C (SC)</td>
<td>62</td>
<td>Availability and handling of physical resources</td>
<td>0.90</td>
</tr>
</tbody>
</table>

Table 5.18: Case processing summary of items SD1-SD 20

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Cases Excluded</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
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</tbody>
</table>

a. Listwise deletion based on all variables in the procedure
Table 5.19: Reliability statistics of items SD1-SD 20

<table>
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<th>Score</th>
<th>N of Items</th>
<th>Description</th>
<th>Cronbach's alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section D (SD)</td>
<td>20</td>
<td>Principal’s management tasks (POLC) and skills</td>
<td><strong>0.973</strong></td>
</tr>
</tbody>
</table>

Based on the above evidence and as presented by Cronbach's Alpha, the internal consistency for each item of the RDQ indicated by the reliability coefficients is very high. The overall Cronbach reliability for the whole RDQ ranged from .748 to .973 which can be described as having very good reliability (Cohen & Manion, 1996: 140 & Niemann & Kotze', 2006: 614).

5.12 Limitation of the study

Not all schools in the ECP were involved in this study. Due to the fact that the ECP is the largest Provincial Education Department in terms of the number of schools to be administered, and the second largest, behind KwaZulu-Natal, in terms of the number of teachers and learners, this study was conducted to only rural secondary schools, since ECP is predominantly rural in nature. The convenience sampling was used to select the sample for the quantitative investigation. Only teachers in all post levels were invited to complete the RDQ and principals were excluded in order to avoid biasness and to gain a thorough reflection of the 'modus operandi' about the management of PRs by the principals. The RDQ was sent to a sample of 50% of the district municipalities, that is, three out of six municipal areas of the ECP.

The qualitative investigation on semi-structured interviews and participant observations were conducted with five rural secondary principals and twenty one
principals on FGDs. Only rural secondary principals were invited to participate. The findings for both quantitative and qualitative investigations can be transferable to different contexts and from school to within the population. This is due to the fact that the quantitative sample was representative and that the contexts in which principals of rural secondary schools in the ECP operate do not differ widely. This was evident during both the quantitative and qualitative investigations where participants expressed similar views.

5.13 Summary

This chapter has focused on the research methodology employed in this study and the research methods the researcher used. Both quantitative and qualitative methods were discussed as well as the rationale for choosing them. The sampling technique used and subjects was also discussed. Specific reference was made to convenience sampling. The data collection techniques were explained. Pilot-testing of the RDQ was done to check for language usage, validity and reliability. The validity and reliability of the data was also described.
CHAPTER SIX

DATA ANALYSIS AND DISCUSSION OF RESULTS:
QUANTITATIVE RESEARCH FINDINGS

6.1 Introduction

This chapter illustrates the research data collected from the research participants who are teachers and was analysed and interpreted taking into cognizance the main research problem, sub-research questions and the hypotheses mentioned in previous chapters. As described in chapter five, a quantitative research methodology was used which was accomplished, with the use of questionnaires. The questionnaire contained 104 questions categorized under four sections. Section A, which consisted of eight questions that were aimed at providing information about the demographic variables of the respondents (teachers) and their respective qualifications, was not used for analysis, but to ensure that all the necessary information that reflects a purposive sample of respondents was collected. The physical infrastructure in section B with fourteen questions and the availability and handling of PRs in section C with sixty two questions were analyzed to examine whether there is a positive relationship between PRM and quality education when PRs are adequately available. A summary of the responses made by the respondents to the questionnaire is presented and interpreted in a tabular and graphic form (Babbie & Mouton, 2008: 422).

The role played by principals (in section D) in the management of PRs in their respective schools through the execution of four management tasks, that is, planning, organizing, leading and control (POLC), together with the management skills necessary for effective and efficient management of PRs consisted of twenty questions were analyzed. The questions in section D were analyzed to find out whether there is a significant and practical correlation
between the combinations of roles in planning, organising, leading and controlling of PRs performed by the principals to positively influence the proper management of PRs in rural secondary schools of ECP. This was based on the teachers’ responses, that is, how they viewed their principals’ PRM strategies.

6.2 Data analysis: questionnaires

The following procedure of writing of questions made it easy for the researcher to analyse the data. Firstly, on:

What could be done by the principals in order to enhance the management of available PRs in rural South African Schools?

Secondly, on:

What could be the relationship between the physical infrastructure features and availability and handling of PRs to enhance quality education?

The items on the questionnaire focusing on how effectively planning, organizing, leading and controlling are executed by principals in the management of PRs in rural secondary schools is analysed below. The POLC functions of principals is analysed in terms of how teachers viewed their principals.

6.2.1 Planning as a management task of PRs by principals

How effectively is planning executed by principals in the management of PRs in rural secondary schools?

6.2.1.1 The principal encourages effective planning of resource needs in terms of the school’s shared vision
Graph 6.1: The principal encourages effective planning of resource needs in terms of the school’s shared vision

Table 6.1: The principal encourages effective planning of resource needs in terms of the school’s shared vision

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEVER</td>
<td>19</td>
<td>7.5</td>
<td>7.7</td>
<td>7.7</td>
</tr>
<tr>
<td>SELDOM</td>
<td>101</td>
<td>39.6</td>
<td>40.9</td>
<td>48.6</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>68</td>
<td>26.7</td>
<td>27.5</td>
<td>76.1</td>
</tr>
<tr>
<td>OFTEN</td>
<td>36</td>
<td>14.1</td>
<td>14.6</td>
<td>90.7</td>
</tr>
<tr>
<td>ALWAYS</td>
<td>23</td>
<td>9.0</td>
<td>9.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>247</td>
<td>96.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>8</td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is evident from Table 6.1 that with a total of 188 respondents who are teachers and a cumulative percentage of 76,1% confirmed the fact that the management tasks of planning PRM through a shared vision are never, seldom or sometimes applied by the rural principals (see Graph 6.1). This is against the spirit that a principal has a responsibility to utilize his or her planning skills to encourage teachers and other relevant stakeholders to plan PRs according to the shared vision which will lead to effective planning.

The question is whether the principal is able to drive the vision to be a shared vision. More so, the shared vision must be reviewed regularly to be appropriate to the needs of the school. Coleman (2003: 158) suggests that the vision should be inspirational so that the members of the organization are motivated to work towards its goals with pride and enthusiasm. Moreover, staff members will feel internally driven to achieve the school’s objectives dictated by the vision.

Furthermore, the data in Table 6.1 revealed that barely 27% of the teachers mentioned that principals, sometimes planned in terms of the school’s vision. For this reason, principals are encouraged to seriously relate planning with shared vision, as shared vision keeps peoples' spirits up and helps convince them that the members of the school community are capable to achieve the school’s goal and improved learner achievement. Moreover, Fitzgerald (2003: 1) highlights the benefits of shared vision of which the principals must be aware of, that, a shared vision inspires people and gets them to pull together to accomplish something worthwhile and for cooperative action. In return, the staff members will feel that their values and ideas are incorporated into what the organization is trying to achieve.

Evidently, one of the pillars of quality are clearly defined goals, as Everard et al. (2000: 195) believe that more effort in preparation should be through planning attempts instead of focusing on corrective action. In short, first things first, the
school community must be encouraged by the principal to conform to the shared vision to minimize errors that are outside the vision. The principals must be made aware of the importance of driving the school through the vision. Without a vision and clearly defined goals the school could be in a hopeless situation. The vision and mission statement is a barometer to measure the schools’ success and failures. Shared vision is a must in order to have direction and a common goal.

Furthermore, teachers should be motivated to accomplish what is contained in the vision and a sense of ownership must exist. Moreover staff members should preach the vision to the learners, so that learners would work with greater effort.

6.2.1.2 The principal ensures that only resources budgeted for are purchased

Table 6.2: The principal ensures that only resources budgeted for are purchased

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEVER</td>
<td>19</td>
<td>7.5</td>
<td>7.8</td>
<td>7.8</td>
</tr>
<tr>
<td>SELDOM</td>
<td>141</td>
<td>55.3</td>
<td>57.8</td>
<td>65.6</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>22</td>
<td>8.6</td>
<td>9.0</td>
<td>74.6</td>
</tr>
<tr>
<td>OFTEN</td>
<td>35</td>
<td>13.7</td>
<td>14.3</td>
<td>88.9</td>
</tr>
<tr>
<td>ALWAYS</td>
<td>27</td>
<td>10.6</td>
<td>11.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>244</td>
<td>95.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
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<td></td>
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<tr>
<td>System</td>
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<td>4.3</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>255</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Regarding the issue of purchasing only items that have been budgeted for, the teachers' view of their principals is that principals do not adhere to this PR principle as graph 6.2 showed that 57.8% seldom adhere to the budget. This is a worrying factor because, for effective management of resources to be achieved principals are supposed to stick to the budget and manage the budget properly. This is against the theory on budgetary processes.

Furthermore, Louw (2002: 23) points out that resource demands depend on sound finance planning. Therefore it should be important for a school to create a viable financial plan that will promote quality education that is based on the
broad principles that govern PRs of purchasing only items that have been budgeted for. Hence, Vigario (2005: 231) emphases that it is crucial to conduct financial planning because the implementation of budgetary process enables the school to plan, co-ordinate, evaluate and control its activities.

Even though a limited number of principals 25.4% do budgeting as indicated by teachers in Table 6.2, they however lack the technical skills such as financial planning and financial control as pointed out by the teachers. As Davis (2000: 210) notes, if scarce resources are to be used and managed effectively and efficiently by the schools, then a good level of financial understanding is vital. Everard et al. (2000: 209) posit that budgeting should start with SDP and to achieve the objectives of the school depends on the availability of resources. Furthermore, Table 6.2 showed 74.6% reflected that the principal has a low score that was reflected by teachers in ensuring that only resources budgeted for are purchased. Everard et al. (2000: 214) further insist that what needs to be done is to see how the school can best use the budget available to the school, for example, reduce the cost of cleaning by requesting learners to keep the school’s facilities attractive and neat.

6.2.1.3 Plan for renovation of existing buildings

Graph 6.3: Plan for renovation of existing buildings
Table 6.3: Plan for renovation of existing buildings

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN FIRMLY IN PLACE</td>
<td>18</td>
<td>7.1</td>
<td>7.4</td>
<td>7.4</td>
</tr>
<tr>
<td>SOME GUIDELINES EXIST</td>
<td>30</td>
<td>11.8</td>
<td>12.3</td>
<td>19.7</td>
</tr>
<tr>
<td>NO PLAN IN PLACE</td>
<td>194</td>
<td>76.1</td>
<td>79.5</td>
<td>99.2</td>
</tr>
<tr>
<td>OTHER</td>
<td>2</td>
<td>0.8</td>
<td>0.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>244</td>
<td>95.7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Looking at Table 6.3 above, it is apparent that 79.5% of the teacher respondents confirmed the fact that the management tasks of planning through developmental and improvement plans by principals in rural secondary schools are not in place. This is against the spirit that a principal has a responsibility to focus on the core purpose and practical activities of the school (Thurlow, Bush and Coleman, 2003: 204). Comparatively 20.5% confirms the availability of renovations is far smaller than 79.5% which on the other hand is denying the availability of plans. If the majority of responses rejected that renovation plans are available in the rural secondary schools, it is doubted if there can be any implementation of what is not there.

In a school that has no plan in place for maintenance and renovations there are negative effects on learning and learners achievement as Cotton (2001) points out that building renovations lead teachers to have a feeling of hope and encourage the teachers to be more committed with better buildings. The findings in this regard suggest that almost 80% of the rural secondary schools are not
aware of the importance of planning as Marx et al. (2006: 365) assert that a plan is important because it instils a sense of being able to influence the future.

The ranges of low and high scores of planning as a management task by principals as viewed by teachers in rural secondary schools of the ECP is reflected in Table 6.4 below.

**Table 6.4: Score: Planning**

<table>
<thead>
<tr>
<th></th>
<th>Renovation Plans</th>
<th>Shared Vision</th>
<th>Budgetary Process</th>
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</thead>
<tbody>
<tr>
<td>Low</td>
<td>79.5%</td>
<td>76.1%</td>
<td>74.6%</td>
</tr>
<tr>
<td>High</td>
<td>20.5%</td>
<td>23.9%</td>
<td>25.4%</td>
</tr>
</tbody>
</table>

It is evident that the principals of rural secondary schools in the ECP are weak (low) in executing the management task of planning. The principals have a low range between 79.5% and 74.6% as confirmed by the teachers’ responses. The lowest range being the renovation plans, followed by shared vision as well as budgetary processes. These findings on planning answers the sub-question of RQ1 negatively, which asks: How effective is planning as a leadership function done by principals in the management of PRs in rural secondary schools?

### 6.2.2 Organizing as a management task of PRs for principals

How effectively is organizing executed by principals in the management of PRs in rural secondary schools?

#### 6.2.2.1 The principal delegates responsibility to monitor the use of PRs
Table 6.5: The principal delegates the responsibility to monitor the use of PRs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEVER</td>
<td>5</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>SELDOM</td>
<td>14</td>
<td>5.5</td>
<td>5.7</td>
<td>7.8</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>153</td>
<td>60.0</td>
<td>62.4</td>
<td>70.2</td>
</tr>
<tr>
<td>OFTEN</td>
<td>42</td>
<td>16.5</td>
<td>17.1</td>
<td>87.3</td>
</tr>
<tr>
<td>ALWAYS</td>
<td>31</td>
<td>12.2</td>
<td>12.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>245</td>
<td>96.1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>10</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6.5 shows that the importance of delegation of activities of managing PRs is poorly undertaken as only 29.8% of principals as pointed out by the respondents delegate responsibilities to teachers to monitor the use of PRs. According to Turner (2005: 30), PRM is too complex for any one person and a good leader should be able to delegate responsibilities where appropriate, since the principal is not expected to perform every task. Therefore, as pointed out by Van Deventer and Kruger (2005: 118), principals should delegate, because, if the work is not shared among the staff members, the school will lack initiative, creativity, confidence and adaptability. Bush and West-Burham (1994: 240), further assert that members of staff are valued when responsibility is delegated to them and that leads to greater effectiveness.

In a nutshell, Table 6.5 reveals that rural secondary principals are not aware of the values of delegation. As a result, principals should be developed to have
capacity on the organizing skills in order to enhance quality education in rural secondary schools. However, it is necessary for principals to delegate duties to teachers. In essence, it is one of the core duties and responsibilities of principals to distribute the PR activities fairly among staff (Beckmann, 2002: 84). Moreover, for administrative functions, such as, acquisition of PRs and stock control to be conducted effectively and efficiently delegation measures are essential. If principals do not delegate PRM then PRs will not be effectively and efficiently managed (Ruding, 2000: 10).

Furthermore, the principal should co-ordinate PRM activities in order to ensure that delegation of tasks takes place in an orderly manner (Ainscow et al. 2000: 117). Van Deventer and Kruger (2003: 123) believe that coordination is crucial to develop a positive team spirit, high morale and promote good teamwork which enables the school to work as a unit. The principals should try to delegate work and involve the staff in decision-making at all levels. This will lead to a far stronger bond between the teachers and the school management team.

Evidently, the responses from the teachers point out clearly that, rural secondary school principals need to be equipped aptly with the skills and knowledge of organizing as a management task.

6.2.2.2 The principal delegates the responsibilities of maintaining PRs to their teachers
Table 6.6: The principal delegates the responsibilities of maintaining PRs to their teachers

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEVER</td>
<td>2</td>
<td>.8</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>SELDOM</td>
<td>17</td>
<td>6.7</td>
<td>6.9</td>
<td>7.7</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>146</td>
<td>57.3</td>
<td>59.3</td>
<td>67.1</td>
</tr>
<tr>
<td>OFTEN</td>
<td>43</td>
<td>16.9</td>
<td>17.5</td>
<td>84.6</td>
</tr>
<tr>
<td>ALWAYS</td>
<td>37</td>
<td>14.5</td>
<td>15.0</td>
<td>99.6</td>
</tr>
<tr>
<td>21.00</td>
<td>1</td>
<td>.4</td>
<td>.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>246</td>
<td>96.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>9</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Organizing can be thought of as a critical process in that it identifies what is to be done and who is to do it. If this crucial process is not executed by the principal properly as the situation in the present study indicates that 67.5% participants reflected that their principals do not delegate and that has negative effects especially with maintenance. Snow (2002) argues that learners with poorly maintained school buildings seemed to be more destructive and less appreciative of their facility, since poor maintenance is associated with feelings of frustration.

Moreover, Lackney (1999: 3) asserts that maintenance of physical conditions have direct positive or negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment. Hence, building renovations lead teachers to feel a renewed sense
of hope and commitment. In this study the respondents showed a quite disturbing picture as only 32.5% scored their principals high on delegation measures where teachers are delegated to take the responsibilities of maintaining PRs.

It is because of the above discussion that principals of rural secondary schools should take prompt action through delegation of the maintenance of the PRs by teachers and preventive measures should receive priority.

**Table 6.7: Score: Organizing**

<table>
<thead>
<tr>
<th></th>
<th>Delegation for Monitoring</th>
<th>Delegation for Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>70.2%</td>
<td>67.1%</td>
</tr>
<tr>
<td>High</td>
<td>29.8%</td>
<td>32.9%</td>
</tr>
</tbody>
</table>

### 6.2.3 Leading as a management task of PRs by principals

How effectively is leading executed by principals in the management of PRs in rural secondary schools?

#### 6.2.3.1 The principal adopts a collegial approach to involve everyone in the management of PRs
Graph 6.4: The principal adopts a collegial approach to involve everyone in the management of PRs

When a principal seeks to become effective in managing the limited PRs, s/he must create a collegial climate that will translate into innovation and high commitment amongst the school members (Murgatroyd & Morgan, 1994: 80). Hence, collegiality is highly appropriate for PRM in rural secondary schools. Although Graph 6.4 evidently indicates that 75.3% of the respondents showed that their principals (of their rural secondary schools) do not adopt a collegial approach that involves everyone in the management of PRs. For collegiality to be effective, the processes of shared leadership need to prevail.

In essence leadership challenges imply a radical turnaround for the school, taking up transformation as regards shared vision, two-way communication, high expectations, healthy culture, effective physical and financial resources, with the quality of education in mind. In this study only 24.7% respondents proved that
their principals are adopting a collegial approach. Collegiality allows principals and teachers to share responsibilities through the development of a common purpose. The introduction of a collegial style of management can help transform the school into a more vibrant, happy and successful centre of learning (Singh & Manser, 2002: 57). It is clear that a collegial leadership style can help rural principals extract the best from people and the most effective and efficient educational climate can be created at a school when collegiality is employed (Lofhouse, 1994: 6).

6.2.3.2. The principal encourages participatory decision-making with the school community

Table 6.8: The principal encourages participatory decision-making with the school community

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>NEVER</td>
<td>19</td>
<td>7.5</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td>SELDOM</td>
<td>141</td>
<td>55.3</td>
<td>64.8</td>
</tr>
<tr>
<td></td>
<td>SOMETIMES</td>
<td>24</td>
<td>9.4</td>
<td>74.5</td>
</tr>
<tr>
<td></td>
<td>OFTEN</td>
<td>25</td>
<td>9.8</td>
<td>84.6</td>
</tr>
<tr>
<td></td>
<td>ALWAYS</td>
<td>38</td>
<td>14.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>247</td>
<td>96.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>8</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>255</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In Table 6.8 the principal scored low by their teachers in encouraging participatory decision-making with the school community in determining the school’s needs for PRs; this was highlighted by 74.5% of the respondents. This is
quite disturbing because in a collegial climate, schools should make decisions and policies through the processes of discussion and consensus in lieu of their shared vision. It is no longer the sole responsibility of the principal but rather it becomes a responsibility that is shared by the entire staff (Bush, 1993: 14). Bush concurs with Singh (2005: 13) as he believes that the emancipation of teachers as decision-makers creates a climate in a school that encourages teachers to participate in the development and change process in governing their schools.

It is evident in Table 6.8 that only 25.5% respondents pointed out that their principal encourages participatory decision-making with the school community in determining the school’s needs for PRs where teachers are to feel comfortable in their capacity as decision-makers and be unafraid to take decisions based on PRM. Teachers must feel that they own the decisions made in a collegial leadership environment. Fourie (2000: 29) points out that people are best motivated to work towards goals that they have been involved in setting and to which they therefore feel committed, and that is one of the characteristics of collegial leadership.

Moreover, quality education depends on collegial leadership practices such as participatory decision-making with the school community being firmly in place (Singh, 2005: 15).

6.2.3.3 The principal motivates teachers to be creative in improvising low cost teaching media
It is the responsibility of the principal to motivate staff members, learners to raise their morale as well as parents and community at large, to act willingly toward the common objectives of the school. The ability to motivate people to change their practice is essential and to get results through them is central to the purpose of managing PRs. Evidently, most of the respondents, that is 77.5%, reflected that their principals fail to encourage other stakeholders to utilize PRs to their full potential. Even the principals do not motivate their teachers to be creative in improvising low cost teaching media, hence 76.8% confirmed the weakness. As a result, the principals scored low as motivators by their staff. The principal has a responsibility to inspire both teachers and
learners to handle the limited PRs effectively. Furthermore, learners should be motivated to act responsibly and carefully in the handling of textbooks, portfolios and infrastructure.

Ruding (2000: 49) posits that successful teams are those whose members have a high level of commitment and involvement, and they arise from the motivation that the team members receive. The members of the staff who are well motivated feel secured, confident in their abilities and worthy. It is imperative that school principals increase motivation and commitment of their staff members by leading by example, recognizing and appreciating the work done by teachers and build on it, and increasing the level of consultation and discussion by encouraging staff to air, share and compare their views in an open and professional way (Ruding, 2000: 50).

On the other hand, Bisschoff (1997: 102) suggests that the principal should inspire and actively draw external stakeholders, that is parents and the community at large into the school’s activities and encourage support on a continual basis for the maintenance of a high level of participation. According to Turner (2005: 50), strong motivators create directional energy for their working teams and building teams to develop a sense of coherence and unity of purpose.

Table 6.9: Score: Leading as a management task

<table>
<thead>
<tr>
<th>MOTIVATOR</th>
<th>COLLEGIAL INVOLVEMENT</th>
<th>PARTICIPATORY DECISION-MAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>77.5%</td>
<td>75.3%</td>
</tr>
<tr>
<td>High</td>
<td>22.5%</td>
<td>24.7%</td>
</tr>
</tbody>
</table>
6.2.4 Control as a management task of PRs by principals

How effectively is leading executed by principals in the management of PRs in rural schools?

6.2.4.1 The principal encourages shared accountability with their teachers in the management of PRs

Graph 6.6: The principal encourages shared accountability with their teachers in the management of PRs

A collegial model suggests that those who are in authority have a role to play in shared accountability because of the specialist knowledge they ought to possess.
Teachers have a responsibility to explain and justify their decisions to the principal and parents. The stronger the professional autonomy of teachers the more responsive will they be to their clients. Professional accountability is effective in securing proper performance as accountability would be for adherence to principles of best practice (Bush & West-Burham, 1994: 317). On the other hand, Ruding (2000:10) states that accountability is one of the features of effective quality management at schools.

Principals have shared accountability with the SGBs in the management of the schools’ PRs for providing quality education to their children (Coleman et al., 1996: 57). The teachers should have a voice that should be heard and taken seriously. It had not always been this way. In this study the majority of respondents 72.1% scored their principals low in control through share accountability with their teachers in the management of PRs (see Graph 6.6). The teaching staff as a whole should be made accountable and responsible for what is happening at the school. Collegial leadership style empowers all teachers and places them in positions of accountability. Parents are also considered to be the partners of the school who must also take responsibility in PRM and must be accountable for their actions.

6.2.4.2 Spot check inspections for PRs

Graph 6.7: Inspection of physical resources
Table 6.10: How often spot check inspections for PRs are done?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>WEEKLY</td>
<td></td>
<td>.4</td>
</tr>
<tr>
<td>MONTHLY</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.6</td>
</tr>
<tr>
<td>QUARTERLY</td>
<td>25</td>
<td>9.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.7</td>
</tr>
<tr>
<td>YEARLY</td>
<td>72</td>
<td>28.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40.7</td>
</tr>
<tr>
<td>NOT DONE AT ALL</td>
<td>147</td>
<td>57.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>248</td>
<td>97.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>Missing System</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is important that PRs must be frequently be checked and be controlled to ensure their effective use. However, 59.3% respondents reflected that in their schools spot check inspection of PRs are not done at all and only 29% of the respondents indicated that it is done yearly. According to the Commonwealth Secretariat (1993: 27), it is important to recognize that shortages originating within the school and schools may overcome weak control of PRs by good school management practices like spot checks and preventive maintenance measures.

Furthermore, according to Cameron (2000: 2), spot checks could be an important tool in helping to improve the environment. Moreover, Cameron (2000: 5) posits that spot checks should be planned and executed in order to achieve the outcomes of proper utilization of PRs.
Table 6.11: Stock register of textbooks is monitored twice a year

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>SD</td>
<td>66</td>
<td>25.9</td>
<td>26.6</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>108</td>
<td>42.4</td>
<td>43.5</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>12</td>
<td>4.7</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>50</td>
<td>19.6</td>
<td>20.2</td>
</tr>
<tr>
<td></td>
<td>SA</td>
<td>12</td>
<td>4.7</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>248</td>
<td>97.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>7</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>255</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Graph 6.8: Stock register of textbooks is monitored twice a year
Everard et al. (2000: 196) believe that constant monitoring is one of the features of quality assurance in meeting the expectations of the customer. Everard et al. (2000: 196) further suggest that school principals should concentrate on the process rather than the result; making sure that the subordinates make few errors as much as possible in the first place but certainly do not frequently repeat the same mistakes.

Hence, De Bruyn (2003: 284) pointed out that principals should develop a culture in which continual monitoring and review are accepted as an integral part of the school’s best practice. Most crucial of all is that twice a year the principal should conduct monitoring of stock register and review variances items with teachers and decide what action, if any needs to be taken (see Graph 6.8). A significant number of the respondents 70.1% disagreed that the stock register of textbooks is monitored twice a year, only 25% agreed which means that even though there are limited resources these are not handled effectively through monitoring and evaluation (see Table 6.11).

What is disturbing is that rural principals as managers cannot guide nor monitor what are right because they do not have the skills to do so (Media, SA FM: 24/07/08).

Table 6.12: Score: Control as a management task

<table>
<thead>
<tr>
<th>DATA</th>
<th>Inspection</th>
<th>Monitoring</th>
<th>Evaluation: Shared Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>59.3%</td>
<td>70.1%</td>
<td>72.1%</td>
</tr>
<tr>
<td>High</td>
<td>32.5%</td>
<td>29.9%</td>
<td>27.9%</td>
</tr>
</tbody>
</table>
6.2.5 Skills necessary for managing PRs by their principals of rural secondary schools

Do principals have the necessary skills to manage PRs in rural secondary schools?

6.2.5.1 The principal lacks the necessary skills to manage PRs

Table 6.13: The principal lacks the necessary skills to manage PRs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEVER</td>
<td>38</td>
<td>14.9</td>
<td>15.6</td>
<td>15.6</td>
</tr>
<tr>
<td>SELDOM</td>
<td>31</td>
<td>12.2</td>
<td>12.7</td>
<td>28.3</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>13</td>
<td>5.1</td>
<td>5.3</td>
<td>33.6</td>
</tr>
<tr>
<td>OFTEN</td>
<td>55</td>
<td>21.6</td>
<td>22.5</td>
<td>56.1</td>
</tr>
<tr>
<td>ALWAYS</td>
<td>107</td>
<td>42.0</td>
<td>43.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>244</td>
<td>95.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>11</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Almost seventy two percent (71.7%) of the teacher respondents scored their principals high proving that principals lack the necessary skills to manage PRs. Comparatively 28.3% confirms the availability of the necessary skills for managing PRs and this is far smaller than 71.7% which on the other hand is denying the availability of skills.

The findings in this study indicates that the majority of the teachers, that is of the respondents, 71, 7% of the respondents shows that the principals in the rural secondary schools are not equipped with specific management skills for managing PRs as intended in the Education Law and Policy Handbook (2001: 3c-9) in order to be able to carry out their responsibilities effectively.

In South Africa, rural school principals and members of school management teams have not been trained to manage formal institutions especially in
managing PRs. Although one could agree that there are courses for school principals in South Africa but these courses are short, not accredited, not well integrated with the challenges faced by principals and sideline the district officials who are then expected to monitor and support training efforts they have not been part of. In 2007-2008 the NDoE has initiated for the first time in South Africa (SA), a formal qualification for principals, an Advanced Certificate in Education (ACE) for management and leadership training (NDoE, 2007).

The principals urgently require various skills (as highlighted in chapter four) to be effective in the PRM. However, the study has found that only 15.6% principals have these required skills. If the majority of response rejected that principals have the necessary skills for managing PRs in the rural secondary schools, it is doubted if there can be any effective and efficient PRM in rural secondary schools.

On the other hand, developing the managerial skills of principals alone would not go very far in the provision of quality education, it is imperative that teachers, SGBs and parents must also be equipped in PRM skills. The above-mentioned concern is supported by Fullan (2001: 136) who asserts that the beauty of a learned community is that these communities integrate development and accountability.

6.2.5.2 The principal organizes staff development workshops to train teachers in the management of PRs
Table 6.14: The principal organizes staff development workshops to train teachers in the management of PRs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>NEVER</td>
<td>167</td>
<td>65.5</td>
<td>68.7</td>
</tr>
<tr>
<td></td>
<td>SELDOM</td>
<td>13</td>
<td>5.1</td>
<td>5.3</td>
</tr>
<tr>
<td></td>
<td>SOMETIMES</td>
<td>10</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td></td>
<td>OFTEN</td>
<td>35</td>
<td>13.7</td>
<td>14.4</td>
</tr>
<tr>
<td></td>
<td>ALWAYS</td>
<td>18</td>
<td>7.1</td>
<td>7.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>243</td>
<td>95.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>12</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>255</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Graph 6.10: The principal organizes staff development workshops to train teachers in the management of PRs
The findings to this study in Graph 6.10 revealed that the responses from teachers indicated that 68.7 percent of them pointed out that the principals ‘never’ organize staff development workshops to train teachers in the management of PRs. According to Beckmann (2002: 84), one of the roles of a principal is to develop staff training programmes for teachers in their respective schools. Furthermore, Prinsloo (2003: 68) confirm that there are no continuous professional development programmes to revitalize teachers’ efforts. As a result workshops conducted so far are not helpful.

There is a limited effort from principals to organize staff development programmes. Evidently, Table 6.10 showed that only 7.4% of principals as pointed out by teachers organize and conduct staff development workshops at school level. It is for this reason that the NDoE (2000: 39) claims that the principal’s role is to provide teachers with in-service training and capacity development. It is unfortunate that principals fall short in doing this significant task. It is disturbing that most principals are not aware that staff development plays a pivotal role in schools improvement.

The principal is expected to pay considerable attention to the staff development by providing a range of opportunities matched to the individual needs and encourages staff. Cumming and Worley (2001: 170) believe that organizational changes frequently demand new skills from the principals and other stakeholders. Furthermore, Simbanegavi (2006: ii), who conducted a study in Zimbabwe, believes that to realize the goals of equity, equality, quality and efficiency, challenges relating to ineffective management of PRs such as continuous capacity building of resource handlers need to be seriously addressed.
Table 6.15: Score: Management skills

<table>
<thead>
<tr>
<th></th>
<th>Physical resource management skills</th>
<th>Staff development workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>76.4%</td>
<td>78.2%</td>
</tr>
<tr>
<td>High</td>
<td>23.6%</td>
<td>21.8%</td>
</tr>
</tbody>
</table>

Table 6.16: Descending order of principals’ management tasks and skills

<table>
<thead>
<tr>
<th>Ranking (Low)</th>
<th>Management Tasks And Skills</th>
<th>Number Of Possible Respondents</th>
<th>Average Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training skills</td>
<td>244</td>
<td>77.3</td>
</tr>
<tr>
<td>2</td>
<td>Planning</td>
<td>245</td>
<td>76.7</td>
</tr>
<tr>
<td>3</td>
<td>Leading</td>
<td>246</td>
<td>75.8</td>
</tr>
<tr>
<td>4</td>
<td>Organizing</td>
<td>246</td>
<td>68.7</td>
</tr>
<tr>
<td>5</td>
<td>Controlling</td>
<td>248</td>
<td>67.2</td>
</tr>
</tbody>
</table>

Table 6.16 shows that all the tasks of the principals for management of PRs are ranked low. These roles have been ranked in a descending order. This indicates that training needs for principals is the most needed and crucial in the management of PRs with an average cumulative percentage of 73.3%. The training capacity is followed by planning with a slight difference of 0.6%, in other words these are more or less the same; the third descending category is leading which is a crucial role for principals with an average cumulative percent of 75.8. The next descending management role is organizing with an average cumulative...
percent of 68.7 and the last management task is controlling with an average cumulative percent of 67.2 which is ranked also low, which means that principals are weak and they struggle to execute all their roles for managing PRs. Hence, the researcher concentrates now on the relationship and the impact that the poor execution of the four management tasks (POLC) and lack of management skills of rural secondary school principals have on the quality of education in rural secondary schools of the ECP.

6.3 **Analysis of the relationship between PRM and the quality of education in rural secondary schools of the ECP**

There is a significant correlation between the management of PRs by the principals and the quality of education in rural secondary schools in the ECP.

6.3.1 **Overcrowded classroom impact negatively on teaching and learning**

Table 6.17: **Overcrowded classroom impact negatively on teaching and learning**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>Valid</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>SD</td>
<td>6</td>
<td>2.4</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
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<td>3.1</td>
<td>3.3</td>
<td>5.8</td>
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<tr>
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<td>.8</td>
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<tr>
<td>A</td>
<td>55</td>
<td>21.6</td>
<td>22.8</td>
<td>29.5</td>
</tr>
<tr>
<td>SA</td>
<td>170</td>
<td>66.7</td>
<td>70.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>241</td>
<td>94.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>14</td>
<td>5.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Regarding the issue of overcrowded classrooms Table 6.17 above shows 70.5 percent of the respondents being teachers reflected that overcrowded classrooms impact negatively on teaching and learning. Emeritus et al. (2007: 2) concur with the findings asserting that overcrowded schools have been found to have a negative influence upon learner performance, particularly those in rural and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of learners which is the aim of this study.

Having learners to sit in a double packed classroom, Duke and Trautvetter (2001) posits that the quality of air inside public school facilities that are congested and overcrowded may significantly affect learners' ability to concentrate. Furthermore, Corcoran, Walker, and White (2000: 19) indicated that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism. Moreover, Corcoran et al. (2000: 28) further pointed out that learners are more likely to prosper when their environment is conducive to learning.

Findings in this study show that only 2.5% ‘strongly disagree’ that overcrowded classrooms impact negatively on teaching and learning. Contrary, an article in The Teacher (February 2000: 10-11) emphasised that large classes inhibit learner individual attention and the Daily Dispatch, (8 January 2002: 5) noted that the NDoE needs to pay attention to the abnormal high teacher: learner ratio for matriculation pass rates to be improved.

6.3.2 Site used for instruction other than normal classrooms because of shortage of classrooms
Table 6.18: Site used for instruction other than normal classrooms because of shortage of classrooms

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>VALID PERCENT</th>
<th>CUM NATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid CHURCH HALL</td>
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<td>14.5</td>
<td>17.8</td>
<td>17.8</td>
</tr>
<tr>
<td>Neighbouring House</td>
<td>46</td>
<td>18.0</td>
<td>22.1</td>
<td>39.9</td>
</tr>
<tr>
<td>Under Trees/Outside</td>
<td>115</td>
<td>45.1</td>
<td>55.3</td>
<td>95.2</td>
</tr>
<tr>
<td>OTHER</td>
<td>10</td>
<td>3.9</td>
<td>4.8</td>
<td>100.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>208</td>
<td>81.6</td>
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<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>47</td>
<td>18.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the overcrowding problem grows, Table 6.18 shows that more and more teachers are compelled to move from classroom to church halls, teach under trees and in neighbouring houses: 55.3% teach under trees whilst 22.1% teach in neighbouring houses whereas 17.8% use church halls for instruction (see picture 8 in chapter 7, Page 255). According to the Commonwealth Secretariat (1993: 26), the shortage of any resource such as classrooms reduces the extent to which the curriculum can be delivered effectively. As a result, this inconveniences the teacher in planning their lessons properly. Teachers without classrooms, feel less prepared, avoiding group work or other innovative teaching strategies.
As a result, the shortage of classrooms in this study showed that 83% of the respondents divide a classroom to accommodate more than one class group. As pointed out by Earthman (1998), such school facilities do affect student achievement and behaviour. School buildings that are in a good state of repair containing modern equipment do provide a positive environment for learners to succeed. Lackney (1999) pointed out that these learners are more likely to prosper when their environment is conducive to learning and Gephardt (2006) remarked that inadequate PRs have a negative impact on teaching and learning.

6.3.3 The shortage of classrooms contributes to the failure of the NCS

Table 6.19: The shortage of classrooms contributes to the failure of the NCS

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>13</td>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
</tr>
<tr>
<td>D</td>
<td>10</td>
<td>4.1</td>
<td>4.1</td>
<td>9.3</td>
</tr>
<tr>
<td>N</td>
<td>2</td>
<td>0.8</td>
<td>0.8</td>
<td>10.2</td>
</tr>
<tr>
<td>A</td>
<td>55</td>
<td>22.8</td>
<td>22.8</td>
<td>32.9</td>
</tr>
<tr>
<td>SA</td>
<td>165</td>
<td>67.0</td>
<td>67.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The NCS has been developed with a vision for teaching to become more facilitative, using co-operative learning techniques and various forms of assessment methods so that classrooms become exciting places of learning (Moll: 2006). However, Table 6.19 evidently showed that 89.9% of teachers agreed that the shortage of classrooms has a negative contribution to the failure
of the NCS. The large classes, which most teachers face in the ECP has resulted in teachers not providing individual attention to learners, hence the failure in the implementation of OBE.

Only 4.1% of the respondents disagree that the shortage of classrooms has a negative contribution to the failure of the NCS. Contrary to this view, there are limited textbooks, no support learning materials, no libraries and no laboratory facilities for learners to take responsibility for their own learning which is the case in most rural secondary schools of the ECP. Two hundred and twenty one (221) respondents out of 255 agreed that the shortage of classrooms have a negative impact on the implementation of the NCS. These facilities are needed to address curriculum transformation in schools as demanded by the NCS, especially for mathematics and science teaching, since these subjects are being prioritized and are compulsory for all schools including rural schools (Daily Dispatch, 13 March: 2008).

With the new curriculum in place in secondary schools, it should be imperative for rural secondary schools to have enough textbooks, teachers’ guides and other relevant teaching and learning materials. Experience has shown that late delivery or acquisition of teaching and learning materials brings about negative effects for the implementation of the NCS and this adversely affects the quality of education, especially in the ECP rural secondary schools.

6.3.4 There is high failure rate, high poverty levels in the community and a lack of an effective feeding scheme
Table 6.20: There is high failure rate, high poverty levels in the community and a lack of an effective feeding scheme

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>23</td>
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<td></td>
<td>N</td>
<td>8</td>
<td>3.1</td>
<td>3.3</td>
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<td>20.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>245</td>
<td>96.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>10</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>255</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

This study revealed that feeding scheme is not provided throughout the year due to inadequate funds, although the ECP is the poorest region, and learners depend heavily on the school-feeding scheme. This is a fact highlighted by 79.6% respondents. As indicated by Vally (2000) that the vast majority of South African learners live in poverty, a situation that, if not ameliorated sufficiently, will reduce the effectiveness of quality education.

School feeding programme in the ECP as indicated in this study by 85.8% respondents that learners are provided with only one meal a day which is not nutritious although the poverty levels in the community are high. Even though many learners come to school without having eaten anything and there is an inadequate provision of the feeding scheme, as pointed out by 186 teachers out of 245 respondents which is 93% of the respondents agreed to that.
The ECP should learn from the school feeding programme in Kenya aimed at promoting both nutrition education and educational outcomes by sensitizing the public to proper nutrition, food quality and safety. Furthermore, the Indian experience should be adopted where learners are provided with a hot cooked midday meal and seasonal vegetables. This increases enrolment, attendance, retention of learners, lower drop-out rates and higher rates of post-secondary enrolment (Gopaldas, 2001; Studdert & Soekirman, 2000). However, there is a need for the government to coordinate all school feeding activities. Continuous monitoring is also necessary in order to formulate a programme that is beneficial to learners and manageable by the schools. The Kenyan case highlights the need to monitor programme impact in order to develop more cost-effective approaches.

On the other hand, according to Studdert and Soekirman (2000), the Indonesian funds are sent from the national level directly to the local level and not via provinces which is the case in the ECP. In the Indonesian monitoring technique, only the school principal may withdraw funds from the bank and only with a snack menu plan co-signed by the heads of the local women's and parent's associations using locally and seasonal produced foods from the school gardens (Funk & Bailey, 1999). Through this mechanism, according to Howley and Bickel (1999), Indonesian rural schools reduce harmful effects of poverty and educate children on topics of health and nutrition; this contributes to the national poverty eradication programmes and improves student achievement.

The NDoE must develop like India an effective monitoring measure, which is a computerized Management Information System in order to record data on enrolment; eligible beneficiaries for NSPE; and quantity of food allocated, collected and utilised to feed hungry and impoverished learners.
6.4 Analysis and interpretation of the correlation coefficients between the management of PRs by principals, the physical infrastructure and the quality of education at rural secondary schools in the ECP, South Africa

The findings of this study as analyzed below support the hypotheses that there is a statistically and a practically significant correlation (relationship) between the availability, handling of PRs and quality education in rural secondary schools of ECP. The findings also indicated that there is both statistically and practically significant correlation between the management tasks of principals, which are, planning, organising, leading and controlling (POLC) and the effective and efficient management of PRs in rural secondary schools of ECP. The correlation coefficients indicate that there is both statistical and practical significance between the availability of physical resources (SB) which shows the physical infrastructural features (PIF) of PRs in rural secondary schools and the quality of education (SC) and also between the management tasks of principals, which are, POLC (SD). The correlation coefficients were calculated to show the relationship between the variables (measures) of the physical features (infrastructure) (SB), the availability and handling of PRs (SC) and the role played by principals through POLC in the management of PRs (SD).

As mentioned above, a measure of relationships was used, namely the Pearson Product –Moment Correlation \( (r) \). The calculation of \( r \) is to show the linear relationship between any two of the variables. According to Huysamen (1997: 70) and Bernstein et al. (2007: 79), the calculation of \( r \) provides an objective measure of the strength of the relationship between the two variables. The level of significance for a two-tail test is \( r \geq .131 \) if it is statistically significant and \( r \geq .300 \) if it is practically significant. It is pointed out by McMillian and Schumacher (2001: 614) that the degree to which subjects maintain the same relative position on any two measures is shown by \( r \). In other words \( r \) shows how much
agreement exists between each of the variables listed below. For each pair of the variables the co-efficient of correlation value, the significance levels and the number of cases \((n)\) is given.

A total of 255 responses were used to study and analyze the relationship between the availability and handling of PRs and the quality of education as well as the execution of the principals’ management tasks (POLC) on the effective and efficient PRM. The statistical details are presented in Tables 6.20 below. Hence, the responses were considered holistically in analyzing the relationship between the management of PRs by principals and the quality education in rural secondary schools in the ECP of S.A.

**Table 6.21: Pearson Product Moment Correlations for summated scores (\(N=255\))**

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<thead>
<tr>
<th>Score</th>
<th>SB</th>
<th>SC1</th>
<th>SC2</th>
<th>SC3</th>
<th>SC4</th>
<th>SC5</th>
<th>SC6</th>
<th>SC7</th>
<th>SC8</th>
<th>SC9</th>
<th>SC</th>
</tr>
</thead>
<tbody>
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<td>.512</td>
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<td>.492</td>
<td>.348</td>
<td>.333</td>
<td>.448</td>
<td>.504</td>
<td>.303</td>
<td>.587</td>
</tr>
<tr>
<td>SC1</td>
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<td></td>
<td>.617</td>
<td>.565</td>
<td>.514</td>
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<td>.469</td>
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<td></td>
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<tr>
<td></td>
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<td>.344</td>
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<td>.640</td>
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<td>.801</td>
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<td>SD1.5</td>
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<td>.922</td>
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<td>.801</td>
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</tr>
</tbody>
</table>

Statistically significant if \( r \geq .131 \)

Practically significant if \( r \geq .300 \)
6.4.1 The relationship between the physical infrastructure features and availability and handling of PRs to enhance the quality of education

Table 6.21 presents the Pearson Correlation Coefficients (r) of the variables: physical infrastructural features (SB) of the rural secondary schools in the ECP and all the inventory of the available and handling of PRs to enhance quality education in rural secondary schools (SC1-SC9).

According to Huysamen (1997: 70), the positive relationship indicated in Pearson's (r) @ \( r \geq .131 \) is statistically significant and (r) @ \( r \geq .300 \) is practically significant. The Pearson correlation statistical and practical values are greater than .131 and .300 respectively indicating a positive correlation between physical infrastructural features (SB) of the rural secondary schools in the ECP and the available limited PRs in rural secondary schools (SC1-SC9). When there is an increase in SC, SB will also increase.

**Table 6.22: Pearson Product Moment Correlations between physical infrastructure and the availability and handling of PRs**

<table>
<thead>
<tr>
<th>Score</th>
<th>SB</th>
<th>SC1</th>
<th>SC2</th>
<th>SC3</th>
<th>SC4</th>
<th>SC5</th>
<th>SC6</th>
<th>SC7</th>
<th>SC8</th>
<th>SC9</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB</td>
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<td>.512</td>
<td>.399</td>
<td>.492</td>
<td>.348</td>
<td>.333</td>
<td>.448</td>
<td>.504</td>
<td>.303</td>
<td>.587</td>
<td></td>
</tr>
<tr>
<td>SC1</td>
<td>.512</td>
<td>.617</td>
<td>.565</td>
<td>.514</td>
<td>.307</td>
<td>.469</td>
<td>.607</td>
<td>.577</td>
<td>.388</td>
<td>.773</td>
<td></td>
</tr>
<tr>
<td>SC2</td>
<td>.512</td>
<td>.617</td>
<td>.473</td>
<td>.641</td>
<td>.472</td>
<td>.454</td>
<td>.555</td>
<td>.440</td>
<td>.395</td>
<td>.785</td>
<td></td>
</tr>
<tr>
<td>SC3</td>
<td>.399</td>
<td>.565</td>
<td>.473</td>
<td>.365</td>
<td>.410</td>
<td>.449</td>
<td>.496</td>
<td>.488</td>
<td>.450</td>
<td>.693</td>
<td></td>
</tr>
<tr>
<td>SC4</td>
<td>.492</td>
<td>.514</td>
<td>.641</td>
<td>.365</td>
<td>.596</td>
<td>.486</td>
<td>.612</td>
<td>.515</td>
<td>.442</td>
<td>.784</td>
<td></td>
</tr>
<tr>
<td>SC6</td>
<td>.333</td>
<td>.469</td>
<td>.454</td>
<td>.449</td>
<td>.486</td>
<td>.548</td>
<td>.441</td>
<td>.456</td>
<td>.405</td>
<td>.708</td>
<td></td>
</tr>
<tr>
<td>SC7</td>
<td>.448</td>
<td>.607</td>
<td>.555</td>
<td>.496</td>
<td>.612</td>
<td>.441</td>
<td>.443</td>
<td>.621</td>
<td>.437</td>
<td>.790</td>
<td></td>
</tr>
<tr>
<td>SC8</td>
<td>.504</td>
<td>.577</td>
<td>.440</td>
<td>.488</td>
<td>.515</td>
<td>.406</td>
<td>.456</td>
<td>.621</td>
<td>.493</td>
<td>.748</td>
<td></td>
</tr>
</tbody>
</table>
Table 6.21: above indicates that a significant relationship which is both statistical and practical exists amongst the variables namely the available and handling of PRs (SC) in rural secondary schools and the physical infrastructural features (SB) of the rural secondary schools in the ECP. For example, the Pearson correlation between SC1 and SC2 (classroom inventory and library) and SB (physical infrastructure) is both 0.512 with a highest significant r-value of 0 which is greater than 0.131 and 0.300. Of the total number of respondents, 87.7% and 98% for shortage of classrooms and non-availability of libraries respectively ranked them high (strong) in the relationship between PRM and quality education.

### Table 6.23: The Pearson Product Correlation Coefficients for SB and SC1 – 9

<table>
<thead>
<tr>
<th>Correlation Coefficient r</th>
<th>0.512</th>
<th>SC1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed) p</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>255</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlation Coefficient r</th>
<th>0.512</th>
<th>SC2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed) p</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>255</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlation Coefficient r</th>
<th>0.399</th>
<th>SC3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed) p</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>255</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlation Coefficient r</th>
<th>0.492</th>
<th>SC4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed) p</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>255</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlation Coefficient r</th>
<th>0.348</th>
<th>SC5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed) p</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>255</td>
<td></td>
</tr>
</tbody>
</table>

Statistically significant if $r \geq 0.131$; Practically significant if $r \geq 0.300$
Table 6.23 presents the Pearson $r$ Correlation Coefficients of the variables. The respondents’ rating of the lack and handling of the PRs (SC1-9) and the respondents’ ratings of physical infrastructural features in rural secondary schools have a positive relationship and that may have an influence on quality education (SB1-14). The above table presents the findings of the Pearson’s Product Moment Coefficient $r$ used to show the symmetric measures and the relationships between the variables. According to Huysamen (1997:70) the positive relationship indicated in Pearson’s $@ p < 0.01$ and $p < 0.05$ as shown in the above table can be regarded as being significant.
Table 6.24: Correlation between PRM (SC) and the quality of education (SB) in a descending order

<table>
<thead>
<tr>
<th>Variance of quality education (SB)</th>
<th>Variance of PRM SC 1-9</th>
<th>Statistically &amp; practically significant in a descending order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Inventory</td>
<td>SC 1</td>
<td>.512</td>
</tr>
<tr>
<td>Library</td>
<td>SC 2</td>
<td>.512</td>
</tr>
<tr>
<td>Security</td>
<td>SC 8</td>
<td>.504</td>
</tr>
<tr>
<td>Equipment</td>
<td>SC 4</td>
<td>.492</td>
</tr>
<tr>
<td>School grounds</td>
<td>SC 7</td>
<td>.448</td>
</tr>
<tr>
<td>LTSM and Textbooks</td>
<td>SC 3</td>
<td>.399</td>
</tr>
<tr>
<td>Sports</td>
<td>SC 5</td>
<td>.348</td>
</tr>
<tr>
<td>Furniture</td>
<td>SC 6</td>
<td>.333</td>
</tr>
<tr>
<td>Feeding scheme</td>
<td>SC 9</td>
<td>.303</td>
</tr>
</tbody>
</table>

Statistically significant if \(r \geq .131\)
Practically significant if \(r \geq .300\)

As Table 6.24 above shows the variables of PRM (SC) and the quality of education (SB) in their descending order, beginning with the highest variable and ending with the lowest. For example, lowest ranked by the respondents is SC9 (feeding scheme) as having also both the statistical and practical significance of 0.303 which is below low (weak) than all the other variables and the highest are the classroom inventory and library being both having practical and significant of .512. This indicates that a significant relationship exists between all the variables of SC1-SC9 and SB, hence suggesting quite a strong relationship between the availability of PRs (SC) and physical infrastructure (SB) at rural secondary schools.
The correlation coefficients given in the above-mentioned Tables, that is, Table 6.21 and Table 6.22 clearly show that the bivariate distribution of the variables have a positive and a direct relationship. The Pearson $r$ indicates that the two variables namely the physical infrastructure and the availability and handling of PRs rated by the respondents are significant and therefore directly related. In other words, the findings of the present study reject the null hypotheses that, there is no significant relationship between the management of PRs and the quality of education and rural secondary school principals are not expected to possess adequate leadership knowledge and skills to effectively manage available PRs in their rural schools.

Evidently, the greater the lack and improper handling of the limited PRs at rural secondary schools the lower the quality of education is likely to be. For Table 6.22, 6.23 and 6.24 the core finding is that all correlations are significant. This implies that schools in the ECP with below average physical infrastructure typically have below average of the availability and handling of PRs, hence the quality of education is severely compromised.

6.4.2 The Pearson Correlation Coefficients for SC and SD1 – 5

The correlation coefficient given in Table 6.25 below clearly shows that the bivariate distribution of the variables has a direct relationship. The Pearson $r$ indicates that the two variables namely PRM (SC), that is, the availability and handling of the PRs together with the four management tasks of principals and skills (SD1) rated by the respondents have both practical and statistical significance and therefore are directly related. The results in Table 6.25 are based on the significant correlations being between the entire physical infrastructure (SCI-SC9) and the global score for the quality of management tasks (SD1).
Table 6.25: Pearson Product Moment Correlations for PRs and management tasks (POLC) of principals

<table>
<thead>
<tr>
<th>Score</th>
<th>SD1.1</th>
<th>SD1.2</th>
<th>SD1.3</th>
<th>SD1.4</th>
<th>SD1.5</th>
<th>SD1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB</td>
<td>.276</td>
<td>.256</td>
<td>.219</td>
<td>.286</td>
<td>.386</td>
<td>.336</td>
</tr>
<tr>
<td>SC1</td>
<td>.567</td>
<td>.584</td>
<td>.513</td>
<td>.527</td>
<td>.703</td>
<td>.676</td>
</tr>
<tr>
<td>SC2</td>
<td>.384</td>
<td>.415</td>
<td>.416</td>
<td>.425</td>
<td>.548</td>
<td>.511</td>
</tr>
<tr>
<td>SC3</td>
<td>.420</td>
<td>.475</td>
<td>.439</td>
<td>.418</td>
<td>.560</td>
<td>.539</td>
</tr>
<tr>
<td>SC4</td>
<td>.210</td>
<td>.234</td>
<td>.192</td>
<td>.228</td>
<td>.396</td>
<td>.304</td>
</tr>
<tr>
<td>SC5</td>
<td>.078</td>
<td>.113</td>
<td>.104</td>
<td>.047</td>
<td>.265</td>
<td>.156</td>
</tr>
<tr>
<td>SC6</td>
<td>.084</td>
<td>.153</td>
<td>.088</td>
<td>.038</td>
<td>.352</td>
<td>.188</td>
</tr>
<tr>
<td>SC7</td>
<td>.436</td>
<td>.344</td>
<td>.278</td>
<td>.317</td>
<td>.450</td>
<td>.430</td>
</tr>
<tr>
<td>SC8</td>
<td>.205</td>
<td>.218</td>
<td>.215</td>
<td>.239</td>
<td>.443</td>
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</tr>
<tr>
<td>SC9</td>
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<td>.273</td>
<td>.255</td>
<td>.187</td>
<td>.431</td>
<td>.335</td>
</tr>
<tr>
<td>SC</td>
<td>.403</td>
<td>.429</td>
<td>.383</td>
<td>.375</td>
<td>.630</td>
<td>.529</td>
</tr>
</tbody>
</table>

Statistically significant if \( r \geq .131 \); Practically significant if \( r \geq .300 \)

- Classroom inventory-SC1, library- SC2 and LTSMs- SC3 have a statistical significant and have a direct relationship on all four management tasks and skills.
- Equipment-SC4 and feeding scheme-SC9 have a statistical significant and have a direct relationship on skills-SD1.5 and the global score for management tasks (SD1).
- The noticeable exception is the low positive value of sport (SC5) and furniture (SC6) are not significantly related to any of the five management tasks.
- School grounds (SC7) and security (SC8) are related to the global score for the quality of management tasks and most of the individual management tasks.
Table 6.26: The Pearson Correlation Coefficients for SC1 and SD1 - 5

<table>
<thead>
<tr>
<th>SC1</th>
<th>Correlation Coefficient r</th>
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<th>SD1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sig. (2-tailed) p</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>255</td>
<td></td>
</tr>
<tr>
<td>SC1</td>
<td>Correlation Coefficient r</td>
<td>.584</td>
<td>SD1. 2</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) p</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>255</td>
<td></td>
</tr>
<tr>
<td>SC1</td>
<td>Correlation Coefficient r</td>
<td>.513</td>
<td>SD1. 3</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) p</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>255</td>
<td></td>
</tr>
<tr>
<td>SC1</td>
<td>Correlation Coefficient r</td>
<td>.527</td>
<td>SD1. 4</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) p</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
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</tr>
<tr>
<td>SC1</td>
<td>Correlation Coefficient r</td>
<td>.703</td>
<td>SD1. 5</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) p</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>255</td>
<td></td>
</tr>
</tbody>
</table>

Where r-values are reported as $\geq .131$ and $r \geq .300$ they should be interpreted as being statistically significant and practically significant respectively. Where p-values are reported as .000 they should be interpreted as being less than .0005.

Table 6.26 presents the respondents’ (teachers’) rating of the lack and handling of the PRs with particular emphasis on classroom inventory (SC1) and the respondents ratings of the role that is played by principals in the management of PRs through the management tasks of planning (SD1.1), organizing (SD1.2), leading (SD1.3) and control (SD1.4) as well as the skills (SD1.5) necessary for effective and efficient management of PRs in rural secondary schools. The above Table 6.25 presents the findings of the Pearson’s Product Moment Coefficient $\rho$ used to show the symmetric measures and the relationships between the
variables. According to Huysamen (1997: 70) the positive relationship indicated in Pearson’s @ p < 0.01 and p < 0.05 as shown in the above table can be regarded as being significant.

**Table 6.27: Pearson Product Moment Correlations for the elements of management tasks and skills of principals**

<table>
<thead>
<tr>
<th>Score</th>
<th>SD1.1</th>
<th>SD1.2</th>
<th>SD1.3</th>
<th>SD1.4</th>
<th>SD1.5</th>
<th>SD1</th>
</tr>
</thead>
<tbody>
<tr>
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<td>.844</td>
<td>.785</td>
<td>.802</td>
<td>.532</td>
<td>.882</td>
</tr>
<tr>
<td>SD1.2</td>
<td>.844</td>
<td></td>
<td>.833</td>
<td>.835</td>
<td>.604</td>
<td>.916</td>
</tr>
<tr>
<td>SD1.3</td>
<td>.785</td>
<td>.833</td>
<td></td>
<td>.887</td>
<td>.640</td>
<td>.922</td>
</tr>
<tr>
<td>SD1.4</td>
<td>.802</td>
<td>.835</td>
<td>.887</td>
<td></td>
<td>.578</td>
<td>.903</td>
</tr>
<tr>
<td>SD1.5</td>
<td>.532</td>
<td>.604</td>
<td>.640</td>
<td>.578</td>
<td></td>
<td>.801</td>
</tr>
<tr>
<td>SD1</td>
<td>.882</td>
<td>.916</td>
<td>.922</td>
<td>.903</td>
<td>.801</td>
<td></td>
</tr>
</tbody>
</table>

Statistically significant if $r \geq 0.131$; Practically significant if $r \geq 0.300$

For Table 6.27 the core finding is that all four management tasks and skills of principals for correlations are significant. This implies that typically principals perform on the same quality level for all five elements of management.

**6.4.3 Summary of results for the relationships between physical infrastructure, the availability and handling of PRs and the quality of principals’ management tasks**

Pearson $r$ examined the relationship between PRM and quality education as well as management skills plus PRM. Management tasks and PRM examining their strength and direction where there is a positive and a direct relationship between these variables. The findings of this study as reported above collaborate with the
hypotheses that there is significant relationships between the availability, handling of PRs and the quality of principals’ management tasks in rural secondary schools of ECP as well as that principals of rural secondary schools are also expected to possess adequate leadership knowledge and skills to effectively manage available PRs in their rural schools.

6.5 Summary

It can be summarized that, together with overcrowding due to the shortage of classrooms, textbook and stationery shortages, non-availability of libraries and science laboratories, as well as the feeding scheme’s poor co-ordination and monitoring systems with all its adverse implications certainly hamper quality education in rural secondary schools of the ECP. All these issues need to be addressed in all earnest by the NDoE together with the school principals to avoid poor quality education. Principals need in many cases, to learn new competences, new leadership styles and new approaches to problem solving that entails careful continuous monitoring and evaluation of the activities pertaining to PRM.
CHAPTER SEVEN

DATA ANALYSIS AND DISCUSSION OF RESULTS:
QUALITATIVE RESEARCH FINDINGS

7.1 Introduction

This chapter deals with the qualitative research findings from the interviews with school principals. These responses were coded into five themes. Each theme has its own sub-themes and are analysed to back up the main theme. This was done as a follow-up from the responses from teachers derived from the questionnaires. In this qualitative research only principals were invited to participate to discuss their own experiences through individual semi-structured interviews and FGDs. Five principals were selected in the individual semi-structured interviews and were viewed by the researcher as information-rich key informants, the most knowledgeable and informative about the phenomena the researcher is investigating. The purpose of the individual semi-structured interviews was to determine the principals’ views on PRM and how this correlated with the teachers’ perceptions.

The individual semi-structured interviews from the five principals were followed up by the FGDs. The FGDs comprised of twenty one principals that were divided into three groups of seven principals per group. The FGDs catered for the principals’ views and valuable thoughts that did not emerge in-depth when questionnaires and semi-structured interviews were conducted with the teachers. The FGDs helped to reveal consensus views. The responses centred on the management tasks of planning, organizing, control, leading as well as skills in the management of PRs by principals of rural secondary schools. More in-depth understanding was solicited. The five main themes focused on the management of PRs; that is the four management tasks of principals and the relationship
between PRM and the quality of education in rural secondary schools. The analysis below is based on both the individual interviews and FGDs.

7.2 Planning as a management task

The first theme that was covered was on planning as a management task for the principals. The respondents were required to respond to the following question.

What is the position with regard to the planning of PRs at your school?

7.2.1 Strategic planning and school developing planning

Eighty percent of the principals stated that no strategic plans in their schools were conducted.

One principal said:

No strategic planning is conducted in this school. This is because here we do not have a document specifically prepared so as to carry on with this task. The Department of Education through the circuit office have some samples however, we never bothered ourselves into modelling our own document.

The above response is applicable to other schools although some did not put this as convincingly as in the above school. On the other hand, some principals indicated that their schools have School Development Plans (SDPs) but these SDPs are not used effectively. However, a principal states that there is some strategic planning done from time to time at the school although there was nothing to back that evidence. He indicated that because there is no security in
the school, documents got lost. This is quite disturbing because as stated by Metcalfe (2008: 3), the lack of strategic planning results in an inability to plan high level goals and translate them into reality.

7.2.2 Vision and mission

All five school principals indicated that they have a vision and mission for the schools but it is not a shared vision and mission. According to the principals, some of the reasons why the vision is not shared by all are that not all stakeholders know what the vision is. One principal indicated that for a vision to be shared, it needs to be communicated and accepted by all stakeholders including learners. The drafting of the vision, mission, and values of the school is something that needs to be embraced by all members on a consensual basis.

One principal said:

*If there is no school and a school is run in a shack, that task becomes very difficult to fulfill.*

On the other hand, one of the principals maintained that when he arrived at the school, the vision and mission statement of the school was written boldly on the outside wall of the principal's office facing the road. Every one passing by was able to read it without even coming to the school premises. However, during the heavy floods last year, the building collapsed and the vision was gone. Ever since then, nothing happened and the building has not been built yet. Eighty percent of the principals stated that even though they have a vision and mission and try to reach the goals set out for the schools, but it is not easy to attain them with the limited resources.
One principal explained:

As a principal I just quickly develop it to be submitted to the District Office of the Department of Education. For that matter there is no time to involve stakeholders in vision crafting.

In this way the activities of principals do not comply with the collegial leadership style of planning through a shared vision. Although some rural secondary schools have visions, it appears that according to 90% of the rural principals interviewed, they are just there as compliance issues to the NDoE and do not have any bearing on PRM. As a result, rural school principals are unable to ensure the conversion of visions into organizational realities, a skill that needs to be developed in order to deliver quality education in rural schools.

7.2.3 Budget implementation

School principals that were interviewed were from Section 20 and Section 21 schools. The principals from section 20 schools painted a gloomy picture of why they do not have resources and the fact that the ECDoE is dividing the schools as to those who have and those who have not. Those principals belonging to Section 20 maintained that it is not easy to budget and use money for the improvement of their schools and resources as they are only given a paper budget that is controlled in the district office. They assert that they are only allowed to write down everything they estimate for the year. That is the reason why it is called the paper budget. This is a difficult situation as the school is not even sure if what they have requisitioned for whether they were likely to get.

One principal said:
The money is not even directed straight to your school, all schools use the money and it is first come, first serve basis and you are at the mercy of the district officer.

Those principals whose schools are Section 20 painted a different picture from those of Section 21 schools. Those schools that belonged to Section 21 schools handle finance themselves. The money is deposited into the schools bank account and they use it according to their discretion as long as they keep proper receipts. However, principals complained that the government provides finance but the funds fall far below what the schools have budgeted for, which makes it very difficult to acquire and maintain PRs in rural secondary schools. Most principals complained that their schools need a lot of money for maintenance and they find it difficult to build decent toilets through the limited budget they receive from the ECDoe.

One of the principals from a Section 21 school pointed out that:

*It is very difficult to budget because the process is inconsistent, the Department deposits the money very late, after the schools have re-opened and the amount deposited is insufficient, so it makes it difficult to estimate the income for expenditure.*

Another principal from a Section 21 school stated that:

*Sometimes it is the duty of the school to look for tenders to build toilets as the school does not have toilets and we are using the toilet from the nearby home, and this is not a pleasant situation.*
Some principals stated that their schools are also Quntile 2, which is no fee school. With the no fee school, they complained that money arrives late and resources need to be purchased. They mentioned that they are not allowed to buy books for the learners but to wait for a long time for school books and other learning material to be delivered. At the time when the researcher was interviewing these principals, resources such as books were not delivered to their schools.

Ninety percent of the principals reflected that there are insufficient funds because most parents are unemployed or learners come from poor communities and do not pay school fees or pay the fees very late. The income received is far less than the expenditure required. As a result, the schools’ activities do not run smoothly because no financial plans are properly in place. This results in schools not fulfilling their role of providing quality and equal education to learners from poverty stricken rural communities.

7.3 Organizing and control as management tasks

The second theme centred on organising and control as a management task. Only one question was asked and expected to be answered for this theme. Management of physical resources through proper operational, preventive maintenance and disposal procedures are vital for effective and efficient management of PRs to be achieved. The question that was presented to the respondents was:

\[
\text{How do handlers of resources manage the physical resources?}
\]

The responses from the principals were classified into the following categories:

1. management of PRs economically;
2. security measures;
3. preventative maintenance;
4. feeding scheme;
5. environmental management; and
6. disposal management.

7.3.1  Management of physical resources economically

School principals felt that resources such as school furniture are looked after fairly well by school children, parents and teachers. The majority of these principals indicated that they see to it that learners take good care of the school furniture, because if they do not do so, there is no hope of getting new furniture. Because of a lack of financial resources, the principals together with the school governing body and school management teams have strategies to see to it that the school furniture is well looked after by the school community.

One of the principals revealed that during weekends when there are activities such as funerals in the surrounding homesteads, chairs are borrowed by community members. As a school, they met as stakeholders to discuss how this should be handled. They resolved to allow the community to be given the chairs, but they are monitored by a specific teacher allocated for that with the help of a SGB member. They maintained that they do not have grounds for refusal as the desks and chairs are donated to them by the community. The school itself does not have furniture and the furniture was provided to them by members of the community.

*If you look at these desks, they are hand made as they were given to us by the chief of this location.*

The researcher was shown the furniture donated to the school by the teachers and children.
Another interviewee stated that:

\[
\text{In my school we ask for a minimal fee for the furniture borrowed by the school community, but the majority of parents are unable to pay. This borrowing situation shortens the life span of furniture.}
\]

### 7.3.2 Security measures

The principals showed mixed feelings when it comes to security measures. Some maintained that there is some form of security although minimal; however, others stated that there is no proper management for security services. The principals believed that the security should be provided by the NDoE, whilst others believed that security should be the responsibility of the community.

They all agreed that schools are vandalized and it is very difficult for them to look after the school after hours. They all agree that the schools are vandalized by the community members but the people do not want to come forward and report this bad habit to the school. Although the community is supposed to be the owners of the school, they do not take pride into looking after it as they felt that even the government does not put the education of rural learners as a priority and a right. They believe that the government is only looking after the schools that are near the road and do not care about the schools deep in the rural communities. This shows that security is not taken very seriously to guard school resources where there is a high risk of security problems.

One of the principals maintained that:

\[
\text{School communities have no sense of ownership. Parents need to be fully involved in securing both learners and the school property.}
\]
because schools cannot afford to employ security guards to protect
the school from burglary and vandalism.

Furthermore, the government has no plan in place to employ security guards or
caretakers for the schools. Most schools do not have a policy on security. One of
the principals remarked:

The gate is not locked because the gate is not even there. It was
stolen.

To those limited schools that have security guards, principals complained that
these security guards are not equipped for the job and are at a great risk; hence
the job is not properly done. As a result there are still cases of vandalism on the
school properties even though security guards are present.

7.3.3 Preventive maintenance

In relation to this, almost all principals agreed that they are lacking in preventive
maintenance. Various reasons that hinder this aspect range from lack of finance,
poor building structures, poverty and lack of skills. The majority of the principals
indicated that their schools are being used by the community but the SGBs do
not always avail themselves when the community is using school property to
check on mismanagement of PRs.

We cannot refuse the community when they want to use the
school.

One principal recalled that on one occasion he refused to give the community
permission to use the school after the school was vandalised for a community
function. However, he was told unsympathetically that this is not his school, and after a while he is going to leave and the school will remain here.

Almost all the principals complained that it is very difficult to have preventive maintenance at their schools, as broken window panes, fenceless yards, dirty outside and inside school grounds and rusting tanks are the order of the day because there is no money and no maintenance plan in place. The school grounds are full of litter and this is not conducive to creating a healthy educational milieu. According to Chisholm (2004: 9), patterns of uneven infrastructural resources are the indicators of quality and when rural schools are not maintained and are let in the cold and wind, there is little incentive for learners to stay in school and this may result in truancy and other forms of unacceptable behaviour.

Sparkes (1999: 19) further remarked that truancy tends to be higher among learners from low socio-economic status (SES) backgrounds. Truancy is associated with poorer academic performance at school. Having high levels of unexplained absence at school has also been found to be associated with poorer early adult outcomes. This shows that the type of a school can have long term positive or negative effects if the school is well cared for or not (Ruge, 1998). Studies conducted by Considine and Zappalà (2001) report that children from low SES families are more likely to exhibit the following patterns in terms of educational outcomes compared to children from high SES families:

- lower levels of literacy, numeracy and comprehension;
- lower retention rates, that is, children from low SES families are more likely to leave school early;
- higher levels of problematic school behaviour (e.g. truancy);
- less likely to study specialised mathematics and science subjects;
• more likely to have difficulties with their studies and display negative attitudes to school.

7.3.4 Feeding scheme provision

Principals agreed that the feeding scheme is a good initiative from the ECDoE as rural children come to school hungry. This initiative succeeded into drawing children to school. As a result of the feeding scheme rural children come to school regularly, and the school enrolment increased. However, all the principals complained that the feeding scheme is poorly administered by the ECDoE. Some days, the feeding scheme does not function at all. Furthermore they maintained that on many occasions the food comes to their schools not covered and full of dirt.

One principal complained that:

*The feeding scheme has low nutrients and is stale.*

According to this principal, there are no mechanisms by the government to check the credibility of the providers of the feeding scheme. Bread is carried on open bakkies (vans) transporting the food to schools and the people responsible for distribution do not even care for the hygiene aspect. When they try to find out how the tendering process is done, they are just informed to keep out of that business as it is the responsibility of the government.

All the principals complained that the feeding scheme was supposed to assist in the strategy for the eradication of poverty but it lacks co-ordination and monitoring from the ECDoE.
Seeing that monitoring systems are not in place, it has resulted in the collapse of the feeding scheme provision. As a result of the collapse of the feeding scheme it has adversely affected the performance of the learners. Learners lack concentration from poverty stricken homes. Acute absenteeism, high drop-out rate and high failure rate are the order of the day in most rural secondary schools. Sometimes the children are only able to get food from school as there is nothing to eat at home.

7.3.5 Environmental management

The principals complained of the maintenance of the school grounds. They compared their schools to those schools where caretakers are employed by the government. Even principals from Section 21 schools complained that from their budget, they are unable to employ a full time caretaker as the money is not always enough for a full time person. As a result the school grounds are dirty, littered and the grass is long and is dangerous as this could attract snakes.

The schools, according to the principals, are unable to buy a lawn mower as it is expensive. Those schools with no infrastructure could not afford to buy it. Furthermore there is no place for its safe keeping. They do not have storerooms to keep valuable equipment such as the mower. The climate of the schools is not conducive to learning and the principals are often blamed and held accountable for all problems in the schools.

Looking at the play grounds is the same problem. The grass is long and the grounds are full of broken bottles which continue to be health hazards to learners. Ninety percent of the principals complained that grass is never cut because the schools cannot afford to pay prices charged by people and learners are no longer enthusiastic to do manual work.
One principal pointed out of the window, showing the researcher the conditions of their playgrounds.

*Our kids are unable to compete in zonal, provincial and national competitions because we do not have sports facilities in this school.*

The principal was confident that if the situation could be changed, their learners could go as far as the Olympics. Some of the principals were hoping that this study could be publicised so that many people know what they are subjected to in these schools.

According to Barnard (2000: 495), the school environment has a formative influence on its uses, in fact Winston Churchill once said:

*We shape our dwellings and then our dwellings shape us.*

Hence school buildings and grounds have a definite impact on the holistic development of learners.

**7.3.6 Disposal management**

For the school principals, disposing old and unused equipment is not an easy task to do. Some principals indicated that desks’ frames are not disposed of. They are stored at the back of the classrooms, waiting for the asset management department for inspection and recycling but they never come. This has resulted in the shortage of furniture as there are no replacements.

The problem of the unavailability of the asset manager is hindering the equipping process of the schools. The researcher was informed that for new furniture to be made available, stocktaking for old resources need to be done first. Some of the
schools instead of deposing old desks, they ask a local carpenter to fix the desks. Some of these desks are injuring the children as from time to time sharp objects which are used to fix the desks injure them.

### 7.4 Leading as a management task

Leading as a management task is one of the most important roles to be performed by school principals as they are expected to be role models in relation to resources in their respective schools. PRs are expensive and the tax payers are interested in their proper management. This section of leading as a management task was guided by the following question:

*Who are the different role players that manage the physical resources at your school?*

Responses to the above question centred on the:
- role of the principal;
- role of the teacher;
- role of the SGB;
- role of learners; and
- role of parents.

#### 7.4.1 Role of the principal

All principals indicated that they do look carefully on the use and management of their school resources. Even with principals whose school infrastructure is not adequate, they indicated that whatever they have in the form of school furniture or any other resource they look after them well.

They confirmed that:
You have seen and noticed that we do have desks and chairs donated by the community, every person in the school including myself we take pride into guarding such equipment.

One principal stated that:

After school the learners take their desk to the nearby homes and very early in the morning they take them back to their respective classrooms.

Most of the interviewees indicated that the principal has a major role to play in the management of PRs. The principal is the one who must lead all the stakeholders of the school on how to properly manage the school resources.

7.4.2 Role of the teacher

From the principals’ responses, it transpired that the teaching staff assists the principal to encourage learners to act responsibly by telling the learners to report problems concerning PRs. However, there are mixed feelings from school to school. One interviewee indicated that some of the PRs are stolen by the learners, or learners do not take care of the resources and leave them anywhere and they are subject to disappearance.

However, other principals that were interviewed indicated that teachers only focus on the number of furniture for their classes and tend to have nothing to do with the overall management of PRs of the school. On the other hand, as a researcher after carefully considering such statements, the researcher could not see anything wrong when teachers are looking so jealously after their class...
furniture. Overall, all teachers look after the furniture in their respective classrooms.

Another principal complained that teachers even if they report broken furniture or window panes, nothing is being done by the principal to rectify that because of lack of funds for maintenance and as a result teachers stop reporting and leave things as they are. The researcher politely advised that effective management means that teachers have an equal responsibility to provide quality education to learners.

7.4.3 Role of the SGBs

From the principals’ responses, it transpired that the SGBs do not encourage parents to act responsibly and to take ownership of the school. This culture of a lack of encouragement by SGB members stems from the fact that the SGB members felt that they are doing a lot of work for the school but the government is not compensating them. This is in complete contrast to what the researcher has noticed more especially from those communities who provide furniture for their schools.

7.4.4 Role of learners

The communities around the schools are expected to look after the school, but most of them do not take ownership of their schools. Ninety percent of the principals indicated that learners do not act responsibly. As a result learners vandalize the school as lots of break-ins are done by learners. Reading between the lines the researcher sensed that principals suspect learners who are vandalising the school property. The researcher suspects that this is just speculation as other people have a capacity to vandalise the school as well.
One principal remarked as follows:

_The learners vandalize water tanks and window panes are broken whilst doors and gates are stolen._

### 7.4.5 Role of parents

The principals that were interviewed indicated that parents are reluctant to assist in the management of PRs, as some parents take school furniture and use it in their homes. Typical remarks were:

_Parents do not act responsibly when they borrow the school furniture for funerals and weddings as they bring the furniture broken or with a shortage and as a result the lifespan of the limited furniture is shortened._

Eighty percent of the principals did not hide the fact that the school furniture is used for community activities other than the school. The parents believe that it is their right as community members to use the school property as it is their school. The SGBs, although they played a major role in borrowing and collection of resources such as chairs to the community they struggle to keep them intact or watch them from time to time whilst such resources are in the possession of individual community members.

### 7.5 Skills necessary for principals to manage the PRs properly

The area covered in this section was in relation to the training needs of the principals. This idea emanated from the view that the training of school principals’ form a cornerstone in affirming and empowering governors and managers to execute their functions with the view to increase school
effectiveness and efficiency based on the principles of democracy. Principals must be equipped with management skills to perform their roles well. The following question guided the responses:

*Do school principals have adequate skills to manage physical resources effectively at the rural schools?*

### 7.5.1 Skills needed for school principals

Principals that were interviewed reflected that school principals do not have essential training, and those who have some, it is not enough. This is evident by the lack of management skills such as: planning, communication, leadership, motivational, networking, facilitation, maintenance and security related skills that would equip the principals to be capable and competent in the management of PRs.

One of the principals emphasized that the principals and SGBs have no skills whatsoever.

He said:

*There are no systematic or planned workshops designed by the NDoE. Formal training in Higher Education Institutions (HEIs) is absolutely essential.*

Ninety percent of the principals that were interviewed indicated that when the first SGBs were formed they attended workshops but unfortunately SGBs are changed after every three years and there are no longer workshops anymore and as a result, the present SGBs have no clue about management skills.
The report given by the interviewees was that SGBs are even involved in formulation of policies and procedures at school. On the other hand, ninety nine percent of the interviewees indicated that planning skills are needed and are very crucial:

*Principals need training. We know that there is an ACE for school principals but we are not involved. We do not know how the principals who are studying were selected, we are waiting, and maybe our time will come.*

### 7.6 Relationship between PRM and the quality of education in rural secondary schools

The area covered in this section was on lack of PRs in rural secondary schools. In order for schools to provide quality education and equal education to all learners and successfully carry out its day to day activities throughout the year, schools need adequate PRs. The question that guided the responses (in conjunction with a short hand guide) was:

*How does a lack of resources affect the education of your learners?*

<table>
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<tr>
<th>Table 7.1: Short hand guide on PRM and quality education</th>
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<tr>
<td>Absence of textbooks, LTSM, asset and attendance registers</td>
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<tr>
<td>Overcrowding and shortage of classrooms</td>
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<tr>
<td>Deplorable conditions of toilets</td>
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<tr>
<td>Shortages of water or no running water, no tanks, no taps</td>
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<tr>
<td>Shortages of furniture e.g. desk, tables, chalk, filing cabinets and chairs</td>
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<tr>
<td>No school hall, no sports ground, untidy school grounds, lack of fencing and bad roads?</td>
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Assisted by the use of the short hand guide, the following responses of the principals are analysed below:

7.6.1 Absence of textbooks, LTSMs, attendance and asset registers

Resource allocation is still a problem in rural secondary schools and principals that were interviewed in this present study are concerned about the ECDoE’s capacity for service delivery. The principals in Section 20 schools argue that although proper requisitions are submitted, delivery of LTSMs and textbooks is unreliable. The textbooks that they receive are often not the same as those ordered. The inappropriate delivery of goods leads to frustration and educators then blame the principal or the committee responsible for acquisition for not placing the orders correctly. Adversely, principals in Section 21 schools assert that the money that the NDoE allocates to Section 21 schools is meagre and, as a result, textbooks are limited, for example, one principal explained as follows:

*My school’s situation is so pathetic, as the school can only afford to purchase five textbooks for forty learners to share, that causes a lot of havoc and as a result teaching and learning suffers.*

The absence or limited number of textbooks, insufficient or late delivery of LTSMs together with the non-availability of attendance and asset registers at schools affects the education of learners negatively. Referring to his school, one of the principal interviewed remarked that:

*Most topics demand each learner to have his or her own textbook, but because of lack of textbooks, effective teaching and learning has been hampered, as a result homework and assignments are not done in time, or not at all.*
Because of the lack of textbooks and LTSMs, most learners do not get enough information for their projects. This results in the failure of the implementation of the NCS. Attendance registers come very late, almost at the end of the first or even in the second term and that affects the keeping of records of learners’ attendance.

One principal remarked:

*Asset registers do not come at all.*

All five principals that were interviewed unanimously stated that insufficient textbooks and LTSMs have a negative effect on the success of teaching and learning, as delays in delivery means that learners have to share books and this leads to disciplinary problems and poor performance by them in the tests and examinations. CASS becomes a major hurdle for rural secondary school teachers to manage.

### 7.6.2 Overcrowding, shortage of classrooms and furniture

Overcrowding results in poor participation amongst learners. Learners are unable to work in groups. One principal remarked, referring to his school:

*The lack of resources affects grossly the performance of learners in my school. I am referring to the shortages of furniture e.g. desks, tables, filing cabinets and chairs.*

Another school principal said:

*A student cannot perform well if she is sitting on the floor. Teachers do not have filing cabinets. They have to move with their*
master portfolios now and again and that affect their daily preparation.

Another principal said:

*There are no desks in our schools, worst of all, how can you get proper handwriting from learners without furniture. Learners sit down on the floor and use their knees as a desk to write. Really, lack of resources affects education badly in our rural secondary schools.*

Due to the shortage of furniture, learners sit in threes or fours. As a result learners copy one another’s work. True and genuine assessment of learners is hampered. Eighty percent of principals stated that important documents such as school reports, schedules and confidential documents are lost and even seen by unauthorized people due to lack of filing cabinets. Effective teaching and learning do not take place when it rains and some learners are taught under the trees, due to shortage of classrooms.

One principal pointed out:

*Effective teaching and learning do not take place in my school when it rains and my learners cannot be taught under the trees, when it rains. Health in this case comes before education.*

Another principal said:

*Overcrowding results in poor participation amongst learners. Learners are unable to work in groups and our learners lack*
creativity and debating skills; skills that NCS requires. How can the OBE work when there are no resources?

7.6.3 Deplorable conditions of toilets, shortage of running water

Eighty percent of the principals pointed out that their schools have no toilets whatsoever, the researcher saw that herself. Even those schools that have toilets, their state is deplorable and results in contagious diseases. One principal stated that:

There is no water; learners are always in danger of contracting cholera.

Another principal stated that:

There are water taps but they are usually shut-down with the result that learners and teachers have to do without drinking water for the entire day which is very difficult to cope with.

7.6.4 Absence of school halls, sports ground, untidy school grounds, lack of fencing and poor roads to school

Almost all the principals interviewed mentioned that there are no school halls or even community halls which meant that open grounds were used to have important meetings with learners or the community. Furthermore, there are no social gatherings for youth which affects the learners’ full potential and self-esteem.

Eighty percent of principals stated that sports grounds are in poor condition. As a result learners are unable to display their potential talents as they would
display on a proper playground. Most principals stated that learners and teachers expressed fear in their schools due to the lack of school fences.

Roads are very poor, it is very difficult for learners to go to school when it is raining, and because of that, time is wasted enormously during rainy seasons. One principal remarked that:

*In our school there is no security whatsoever the rate of child rape is very high. The school needs to be a safe place for both quality teaching and learning to be realized.*

### 7.7 The relationship and effects of a lack of PRs on learners, OBE approach through the NCS curriculum and quality education in rural secondary schools

In this section, the area covered was on the effects of a lack of PRs on learners as the education system is no longer teacher centred but learner centred. It is therefore vital that PRs in rural secondary schools be provided adequately to produce quality education in terms of OBE. The question which guided the responses was:

*Explain how your school has been affected by the lack of PRs to implement OBE?*

#### 7.7.1 Effects of lack of PRs on learners

All the principals interviewed indicated strongly that quality of education has adversely affected the performance of learners because of a lack of proper infrastructure and shortage of classrooms which leads to overcrowding. The
overcrowding makes it impossible for learners to concentrate as the environment is not conducive for meaningful learning. One principal mentioned that:

We have to accommodate for example, more than ninety learners in one classroom. This is not acceptable to realise the outcomes of OBE.

The learners are not holistically educated since there are no school halls and sports ground.

One principal stated that:

Lack of sports facilities hinders learners from playing sports. This affects their emotional and social development as well as reduces their future careers in sports.

The shortage of furniture is also a contributory factor, which requires most of the learners to sit on the floor, and that, affects the morale of the learners.

Another principal makes mention that:

The lack of desks has affected us in our school as there is a decline in enrolment; learners moved and went to other schools.

One principal stated that in her school there is always a fight for desks and the tendency has been the survival of the fittest, since desks become instruments for fighting. As a result their handwriting is very poor and it is difficult to improve their writing skills. Violent conflicts happen because of a shortage of desks.
Learners usually come late to school because of the long distance they have to travel. No transport is available because of poor roads to school. That affects their ability to perform to their full potential as they come already exhausted to school. They also have health problems during winter. The interviewees further complained that most of the learners come to school with empty stomachs because their parents are unemployed or they have been affected by the HIV/AIDS pandemic.

One principal stated that:

*The standard or level of education in rural schools does not correlate with the standard for learners in urban areas and rural learners are far behind their counterparts in relation to quality education. The constitution advocates equal education for all but the gap is wide especially in our rural schools as compared to our urban counterparts.*

Another principal indicated that they are producing learners with poor quality of education and she further said:

*Our students do not get enough information to do research on their projects because of the lack of libraries. How can we cope with the NCS without such facilities?*

Schollar (2001: 214) noted that learners in schools where there have been interventions such as those by READ - which introduces books into schools - show a distinct advantage in reading and writing skills.
7.7.2 Effects of the lack of PRs on the NCS curriculum and OBE

After the researcher interviewed the principals, she noted that 100% of the interviewees mentioned similar challenges and frustrations about how the lack of different PRs have affected the implementation of the NCS curriculum adversely. The individual interviews were followed by the FGDs for the purpose of obtaining an in-depth and a group dynamic picture of the situation. According to Levin, Pretorious, Viljoen and Zulu (2007: v), the National Curriculum Statement (NCS) replaces all previous curricula and is one of the primary tools created to bring about the social and economic changes needed to transform South African society into that envisaged in the South African Constitution.

As a result, it is envisaged that learners will have the values to act in the interests of the society based on respect for democracy, equality, human dignity and social justice, as proposed in the Constitution. It is expected that learners emerging from the study through NCS would be able to think logically, analytically, holistically and laterally as well as transferring skills from familiar to unfamiliar situations (Chisholm, 2003: 21). In short, learners need to realize their potential, to contribute to social and economic development and to participate fully in building successful communities.

The teachers are expected to fulfil the seven roles of a teacher for NCS to be implemented successfully, teachers as, (NDoE, 2000: 17): mediator of learning; interpreter and designer; subject specialist, assessor Leader, administrator and manager; scholar, researcher and lifelong learner; and Community citizenship and pastoral role. The learner and the teacher discussed above will not succeed if the school environment is not conducive to meaningful teaching and learning especially in rural areas. The rural secondary schools are challenged by circumstances that have adverse effects on the implementation of NCS, (Prew, 2007: 7).
A summary of the reflections of the principals interviewed is provided in Table 7.2.

**Table 7.2: Summary of the reflections on the negative effects of the lack of PRs on OBE and NCS teaching and learning by the rural principals that formed the FGDs**

<table>
<thead>
<tr>
<th>DISTRICTS OF THE PRINCIPALS THAT WERE INTERVIEWED</th>
<th>PHYSICAL RESOURCES THAT ARE LACKING IN THEIR DIFFERENT SCHOOLS</th>
<th>THE NEGATIVE EFFECTS OF LACK OF PHYSICAL RESOURCES ON OBE CURRICULUM &amp; NATIONAL CURRICULUM STATEMENT (NCS). (TEACHING &amp; LEARNING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following three educational districts formed the FGDs with seven (7) principals in each group:</td>
<td>The examples of PRs that are lacking in the three districts: - inadequate classrooms - insufficient furniture such as: • desks, • tables, • steel cabinets • chairs.</td>
<td>• Overcrowding, as a result individual attention cannot be given. • Low performance because of sitting arrangements in block or outside. • No proper group work is conducted and no proper learning space. • Limited creativity. • Poor handwriting especially in subjects like Mathematics and Accounting e.g. ledger books. Learners are unable to write accurately. • They get tired quickly and have untidy work. • Learners fighting over</td>
</tr>
<tr>
<td>• MTHATHA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• QUEENSTOWN</td>
<td></td>
<td></td>
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<tr>
<td>• BUTTERWORTH</td>
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</table>
the desks and as such delay teaching and learning.

- With the limited furniture learners don’t concentrate and that creates conflicts.
- Assessment is also affected adversely.

<table>
<thead>
<tr>
<th>2. Textbooks and LTSMs</th>
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<tbody>
<tr>
<td>- limited relevant textbooks</td>
<td></td>
</tr>
<tr>
<td>- No stationery</td>
<td></td>
</tr>
<tr>
<td>- No proper teaching aids such as posters, projectors, models, and maps.</td>
<td></td>
</tr>
<tr>
<td>- No supply of newspapers and magazines.</td>
<td></td>
</tr>
</tbody>
</table>

- Teaching about something they cannot see and that compromise meaningful teaching and learning.
- Not getting prescribed books relevant to OBE & NCS.
- Learning cannot be enhanced where teaching media and periodicals are insufficient.
- Where learners are obliged to share the materials.

<table>
<thead>
<tr>
<th>No technological equipment such as:</th>
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<tbody>
<tr>
<td>- TV,</td>
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<tr>
<td>- DVD,</td>
<td></td>
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<tr>
<td>- Computers and</td>
<td></td>
</tr>
<tr>
<td>- photocopiers</td>
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- Not well orientated with current issues.
- Limited scope.
- No access to Internet for information.
- Communication is very
<table>
<thead>
<tr>
<th></th>
<th>Lack of storage facilities for teachers and learners, e.g. such as:</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>• steel cabinets</td>
<td>• Learners without proper records because of bad filing. (Lost work).</td>
</tr>
<tr>
<td></td>
<td>• cupboards.</td>
<td>• Portfolio files out of order during moderations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Confidential documents get lost.</td>
</tr>
<tr>
<td>4 Library and science laboratories.</td>
<td></td>
<td>Very difficult to investigate, research and to broaden the scope of learners, an underpinning principle of NCS.</td>
</tr>
<tr>
<td>5 Human resources</td>
<td>• No well-trained educators-relevant for the NCS in all learning areas.</td>
<td>Overloading of educators</td>
</tr>
<tr>
<td></td>
<td>• No qualified teachers to teach: - mathematics literacy, - mathematics and - science.</td>
<td>Poor quality of education. (Raw children.)</td>
</tr>
<tr>
<td></td>
<td>• No support from subject advisors.</td>
<td>Attending poorly managed workshops.</td>
</tr>
</tbody>
</table>
The researcher argues whether educational planners have taken into consideration the realities of poor, under-resourced, dilapidated rural secondary schools when the implementation of the NCS commenced.

### 7.8 Findings from participant observations

During school visits, the researcher observed that textbooks and LTSMs were very scarce in schools. Participant observation research technique is based on information collected by the researcher, as the event under investigation takes place. According to Imenda and Myangwa (2000: 37), the great advantage of the observational process is that it enables the researcher to collect direct information about human behaviour that can only be collected indirectly by measurement techniques such as paper-and pencil tests and questionnaires. For example, very rich information based on allocation, status and conditions of resources in rural ECP secondary schools was captured by means of photographs which will be later analysed in this chapter.

The analysis was based on infrastructure, teaching and learning resources, extramural activity resources e.g. conditions of sports fields, and overcrowding of classrooms. The first resource the researcher looked at was the infrastructure in the schools she visited.
7.8.1 Infrastructure/ School buildings

Picture 1: A poor classroom infrastructure with limited resources

Picture 2: Limited desks and classrooms
Here in South Africa there is much discussion about restoring a culture of teaching and learning in schools. However, if schools are not fully equipped that could be a distant dream, for example, the first picture that the researcher had captured proved without a doubt that there is lack of resources. This picture confirms that principals could not do much in this circumstance as there are no classrooms to teach learners. Learners are shown sitting under trees and the teacher in those conditions is trying to make ends meet (pictures 2, 3 & 4 on page 247-250).

There were many schools the researcher visited where similar situations were observed. In the second picture for example, community members provided resources such as desks themselves so that their children receive tuition. Such resources could not be placed in classrooms as there are no infrastructures in those respective schools. There are no libraries which is a prerequisite for research- based activities as required for the OBE curriculum.

When schools work together with families to support learning (e.g. making desks for children), children are inclined to succeed not just in school, but throughout life. Such participation of parents and families is critical not only in the very beginning of the educational process, but throughout a child’s entire academic career. Connections to this broader community are necessary not only because of the need to concrete knowledge, but also to garner necessary support that will be required to change schools and to keep them improving.
Another observation made by the researcher was that these schools were characterised by overcrowding. Providing learning resources help to bridge the gap between what learners can know and do, and what they need to know and do, by acknowledging the abilities of learners, and seeking to strengthen and develop them. In these schools the researcher is adamant that teaching and learning were also affected.

Teaching is supposed to take place in an instructional situation. If in such big classes resources are not provided by school authorities the teacher will be unable to carry out the task of educative teaching. According to Duminy and
Sohnge (1982: 95), teaching resources are used to develop the learner’s knowledge and reasoning power. The higher levels of achievement are obviously the levels that teachers strive to achieve, however, if the resources are not enough and classes are overcrowded like these classes in the pictures, this could be more difficult to achieve and evaluate. According to Emeritus et al. (2007: 3), overcrowded classrooms are noisier; inhibit teaching and learning and that result in the teaching quality to be poor because teachers at first have to attend to disciplinary measures before teaching takes place.

7.8.3 Teaching and learning resources

7.8.4 Picture 4: Limited teaching and learning resources

The third pictorial analysis made was in relation to teaching and learning. Teaching and learning is badly affected in most of the schools the researcher visited. Coming inside the classrooms was not a very pleasing scene. The teachers tried all what they could to give the learners good education, but their
efforts were hampered by lack of resources such as writing books and textbooks. In some of the schools the researcher noticed that there was not a single textbook for children to consult, no desks and learners are taught under a tree. The teacher only used talk and chalk and even the little they provide as teaching aids got lost as they could not keep them inside their classrooms.

Children in the classrooms because of various circumstances do not have writing material such as books. During one of the visits the researcher talked to one of the teachers to find out more about what she observed in one of the classrooms. The teacher who looked so frustrated explained that the school is situated in a poverty stricken area and they are unable to change the status quo. They appealed each and every year to the Department of Education for help but nothing is happening. Rault-Smith (2007) contends that lack of resources leads to rote learning totally in contradiction to the principles of OBE and the current crisis in the achievement of learners in the South African education system, especially in the ECP, may well be the result of the challenges that lay in managing the teaching environment.

The condition that the researcher witnessed was very depressing. The principal himself has lost hope, but he himself is trying to make ends meet. The principal informed the researcher that sometimes, he provides newspapers for children to learn. What the principal is doing is highly commended because newspapers contain current information on a wide range of topics and newspapers contain a variety of information which pupils may find interesting, useful or entertaining.
7.8.4 Sports grounds

Picture 5: Poorly maintained sports ground

The other picture the researcher analysed was the one which showed that extramural activities were performed on dangerous sporting grounds, where long grass and broken bottles could injure children at any given time. The researcher tried to find out why the grounds were not prepared and why they were left in such conditions. The answer was simple and straightforward. She was informed that the ground belonged to the community and not the school. Because the school has not been allocated proper space, the school children are suffering at
the moment. The schools lacked even resources such as playgrounds and this shows that the children who are schooling in such schools, their talent are not fully developed. The condition of playgrounds makes it impossible for children to participate in sports. When children’s brains are not developed through play, it is no doubt that teaching and learning is affected. An old saying is that, *healthy bodies develop healthy minds.*

If children are to acquire such sporting skills they need opportunities within the community of the school. Learners will not by themselves suddenly gain the skills, tolerance and courtesy that is needed. Sport facilities must be prepared and be equipped to teach its pupils how to participate productively. If an approach to schooling is to become the norm in the future, the development of the appropriate skills will need to be part of the school curriculum, indeed to be part of the very fabric of school life from the earliest years. Only thus will children be able to develop the ability to handle empowerment and to participate actively and positively throughout their schooling to whatever degree is appropriate for their age level.

7.8.5 Unsafe classroom

**Picture 6: Unsafe classroom**

- 237 of the mud schools are extremely unsafe in the Eastern Cape.
939 mud-structure schools have to be replaced because they cannot be renovated since their condition is very bad and unsafe.

7.8.6 Alternative arrangement to avoid congested classrooms

Picture 7: A church used as an alternative for instruction purposes

Teachers in such situations:

• are less prepared;
• avoid group work or other innovative teaching strategies which involve rearranging the room or require extra materials;
• cannot employ media-based education;
• end up doing the bare minimum.

Picture 8: Dilapidated church used as a classroom

Picture 9: A shack used as a classroom
Barriers to education have to be confronted and broken down by providing resources to schools and the key to good learning is good education and teaching which can equip learners with skills or tools to construct their own knowledge. In order for social and political change to occur, the researcher knows that there needs to be skilful, organised action aimed at changing the structure of society through teaching and learning. By providing schools with resources, the teaching process will aim to build learner confidence so that learners can trust themselves and in the process become independent and skilled learners. If teachers, for example, are going to foster skills and values by organising classrooms to provide a greater variety of teaching and learning methods, including more active and participatory ones, then they will have to be provided with enough resources.

Resources such as school libraries and school media or resource centres are distant dreams to children at rural schools. At the same time the Department of Education is expecting these schools to perform at the level of the schools that are highly resourced, like schools in towns, and former model C schools. When results are to be analysed, such schools are always threatened for closure, without taking into consideration realities such schools are facing. It is imperative that our rural schools be well equipped to protect the educational interests of future generations of learners in these communities.

7.9 Summary

Evidently, quality education is determined by the conditions under which learners and teachers work. If there is a lack of capacity to plan, use and manage the available limited PRs, quality education may be compromised. It is therefore important that all resource handlers in schools consult, plan, organize, lead, implement and control the PRs in order to improve the academic performance of rural learners equal to those of their urban counterparts.
CHAPTER EIGHT

RECOMMENDATIONS AND CONCLUSIONS

8.1 Introduction

The purpose of this closing chapter is to suggest both short and long term comprehensive infrastructural and refurbishment plans for rural schools in the ECP. The Eastern Cape rural secondary schools as has been uncovered by the findings of this study revealed that there is an urgent need to provide rural schools with appropriate and adequate infrastructure and resources to improve and sustain quality teaching and learning in such schools. If nothing could be done to improve vigorously the state of all classrooms and teaching equipment and related facilities the schooling system in this province is bound to collapse.

Secondly, this chapter shows that principals are the accounting officers in their respective schools. It further shows that as school principals they are not just responsible for infrastructure and resources (movable or unmovable assets) but also it is their responsibility to create the learning environment that should be conducive to both teachers and learners. Thirdly, this chapter shows how lack of infrastructure and PRs has a direct impact on teaching and learning. Here the researcher argues that lack of resources creates barriers to education of a black child in rural secondary schools as no responsible teaching and learning will take place where there are no resources and poverty of rural communities seriously hinder the developmental possibilities that might be achieved through education. An analysis of this, however, reveals a picture of inequity, under-resourcing, the effects of poverty and management problems with most principals lacking skills in properly managing the limited PRs.
In its final section, this chapter offers ways on how the NDoE, the school stakeholders such as principals and the community for these aforementioned schools should do in order to properly manage both infrastructural and physical resources for their respective schools. The implication is that resources however limited, need to be properly managed for them to last for much longer period of time, and those who are responsible for their safe keeping such as principals of schools need to be accountable. The question is what must they do?

8.2 Summary of the findings

8.2.1 Findings from the questionnaire completed by teachers

A summary of the findings from the questionnaires completed by teachers are presented below. It is imperative to state that the research hypotheses are supported by the findings in this study and the null hypotheses are rejected.

• POLC and skills for principals

The findings indicate that the principals of rural secondary schools are not well versed with the management of limited PRs, including acquiring, delegation, maintenance and gaps in staff development. This is in agreement with research hypothesis 1 which confirms that a combination of management tasks performed by the principals positively influences the effective management of PRs in rural secondary schools of the ECP. In addition research hypothesis 2 predicts that there is a significant correlation between planning, organising, leading and controlling as leadership functions of PRs and the quality of education in rural secondary schools of the ECP.

Planning as a management task is functional. Principals are not aware of the importance of vision in the schools. In the findings, it soon becomes apparent
that most schools do not budget well. Funds are used when the need arises, and as a result, in certain schools funds are depleted before the end of the academic year. This leaves the school with insufficient resources to maintain PRs. For instance, renovation plans are not available in rural secondary schools. Nevertheless, for effective management of resources principals need to stick to a proper budget. When principals do not delegate PRM tasks, this results in the non-involvement of staff in decision-making at all levels and affects the morale of staff. Quality education depends on collegial leadership practices such as participatory decision-making with the school community being firmly in place which is not happening in these rural secondary schools.

Principals in rural secondary schools do not adopt a collegial approach that involves everyone in the management of PRs. For collegiality to be effective, the processes of shared leadership need to prevail. Even though there are limited resources these are not handled effectively through monitoring and evaluation.

It is clear that principals in the rural secondary schools are not equipped with effective management skills for managing PRs although these are essential in the carrying out of their responsibilities of PRM. Principals in rural secondary school need to be equipped aptly with the skills and knowledge of organising as a management task. As a result, principals should be developed to have capacity on the planning, organising, leading and control skills in order to enhance quality education in rural secondary schools. Evidently, the research hypothesis: 3 is accepted that principals of rural secondary schools are also expected to possess adequate leadership knowledge and skills to effectively manage available PRs in their rural schools.
• **PRM and quality education**

The present study rejects the null hypothesis that there is no significant relationship between the management of PRs and the quality of education. Evidently, the greater the lack and improper handling of the limited PRs at rural secondary schools, the lower the quality of education. This implies that schools in the ECP with below average physical infrastructure typically have below average availability and handling of PRs. Hence, the quality of education is severely compromised.

Overcrowding due to the shortage of classrooms contributes to the failure of the NCS. Textbook and stationery shortages, non-availability of libraries and science laboratories, as well as the feeding scheme’s poor co-ordination and monitoring systems with all its adverse implications certainly hamper quality education in rural secondary schools of the ECP. These findings support the research hypotheses that there are significant relationships between the availability, handling of PRs and the quality of principals’ management tasks in rural secondary schools of ECP. In addition, principals in rural secondary schools are also expected to possess adequate leadership knowledge and skills to effectively manage available PRs in rural schools.

**8.2.2 Findings from the individual semi-structured interviews and FGDs of rural secondary school principals**

The findings from the qualitative study are presented below.

• **POLC and skills**

All five school principals indicated that they have a vision and mission for the schools but it is not a shared vision and mission. The activities of principals do
not comply with the collegial leadership style of planning through a shared vision. Although certain rural secondary schools have a vision, it appears that they are just there as compliance issues to the NDoE and do not have any bearing on PRM. No strategic planning is conducted in these schools.

Almost all the principals complained that it is very difficult to have preventive maintenance at their schools, as broken window panes, fenceless yards, dirty outside and inside school grounds and rusting tanks are the order of the day because there is no money and no maintenance plan in place. The school grounds are full of litter and this is not conducive to creating a healthy educational milieu.

All the principals complained that the feeding scheme is poorly administered by the ECDoe. Some days, the feeding scheme does not function at all. Furthermore, they maintained that on many occasions the food comes to their schools exposed and full of dirt. All the principals complained that the feeding scheme is supposed to assist in the strategy for the eradication of poverty but it lacks co-ordination and monitoring from the ECDoe. Much has yet to be done to improve the feeding scheme.

The principals who were interviewed indicated that parents are reluctant to assist in the management of PRs, since some of these parents take school furniture and use it in their own homes.

Resource allocation is still a problem in rural secondary schools. Principals that were interviewed in this study were concerned about the ECDoe’s capacity for service delivery. The principals in Section 20 schools argue that although proper requisitions are submitted, delivery of LTSMs and textbooks is unreliable. The textbooks that are received often do not tally with the numbers that were ordered. Adversely, principals in Section 21 schools assert that the money that
the NDoE allocates to Section 21 schools is meagre and, as a result, textbooks are limited.

Overcrowding of learners in schools results in poor participation in class. Learners are unable to work in groups due to the shortage of furniture. Learners sit in groups of threes or fours. As a result learners copy from one another and these compromises the implementation of the NCS.

Principals confessed that they do not have essential training regarding their management responsibilities. This is evident by the lack of management skills such as: planning, communication, leadership, motivational, networking, facilitation, maintenance and security related skills that would equip the principals to be competent in the management of PRs.

8.2.3 Participant observations

During the school visits, the researcher observed that textbooks and LTSMs were inadequate in schools. Secondly, the schools were characterised by overcrowding. Overcrowded classrooms are noisier; inhibit teaching and learning and that result in the teaching quality to be poor because teachers at first have to attend to disciplinary measures before teaching takes place. The schools lacked resources such as playgrounds; this shows that the children’s extra-mural activities are not fully explored.

The situation in these schools confirm that principals could not do much in such circumstances as there are no classrooms to teach learners. In these schools the researcher observed that teaching and learning is adversely affected.

Principals of rural secondary schools have not been provided with skills to cope with the management of the limited PRs. There is no evidence of physical-
resource planning at rural secondary schools which is fundamental to the effective management of their schools’ activities.

Summing up, all these issues need to be addressed in earnest by the ECDoE in consultation with the school principals to avoid poor quality education. The matriculation results of 2008 bear testimony to this. Just more than fifty percent of grade 12 learners passed in 2008. This is not good at all.

8.3 Accountability

The idea of principals being the accounting officers in their schools is very crucial in South African schools at the moment. In a schooling situation, accountability means that school principals should act on behalf of government. They are required by law to answer to the people for their action and policies, which should serve the interests of every role player in the schooling situation. This domain of responsibility involves accountability: having assumed authority for making key decisions more especially with the lending and borrowing of school furniture by the communities where they are situated.

School principals are not just responsible for infrastructure and resources (movable or unmovable assets) but also it is their responsibility for creating the learning environment to be conducive for teachers and learners. They are also accountable for the results to their immediate constituents. One of the reasons why education is such a hotly debated topic within social policy is that everyone in society holds a stake in it, in one way or other. In other words accountability is related to responsibility and ownership if people are involved in decision-making about matters affecting their schools.

It is the duty of the principal to involve both teachers and learners in decisions more especially with regard to school resources so that each one of them is
accountable. Accountability in the schooling system, more especially in relation to the infrastructure and resources, will mean institutionalising the responsibility according to codes of conduct and the meeting of formal expectations. School resources are not necessarily the responsibility of the principal only and everybody on the school premises and as well as the community must be aware of that because failure to realise this will have negative implications for teaching and learning.

8.4 Implications of lack of infrastructure and PRs for teaching and learning

Here in South Africa there is much discussion about restoring a culture of teaching and learning in schools. However, if schools lack infrastructural and PRs just as the Eastern Cape rural secondary schools revealed by the data, teaching and learning will be affected. This lack of resources creates barriers to education for a black child as no responsible teaching and learning will take place. Although parents in some communities are trying to improvise, the government must be urged to overcome this by providing necessary resources to these rural secondary schools. The key to good learning is good education through commendable teaching which can equip learners with the skills and their own knowledge required for them to pursue a career.

In order for social and political changes to occur, we all know that there needs to be skilful, organised action aimed at changing the structure of society through teaching and learning and this could be achieved if there are enough resources to teach the children. In this sense, learners will not only experience such methods in their own learning on the subjects if they do not have desks and chairs to sit on and write. Teachers on the other-hand will be unable to perform their tasks to the best of their ability. Moreover, learners will be unable to choose topics for group-work, individual projects and learn decision-making skills. They
will need the necessary infrastructure and PRs to be provided as early as possible in their education.

Learners in the classroom situation will learn skills in order to answer questions properly, and to argue effectively and in this way learn the methods of writing comprehension tests and assignments. Their task will be to search for information in the texts which will help them to argue their point effectively. If there are enough teaching and learning resources during teaching and learning, learners will be equipped with the force of reason and logic which will drive the construction of knowledge. This means that the development of knowledge must start as early as possible. If learners are to acquire such skills they need opportunities within the school. In this way, the Eastern Cape school results will be improved, not the disappointing grade twelve results of 2008 which was barely over 50%.

The communities surrounding the schools need to be enlightened with what is going on in schools. They must be made to understand that if they loot and destroy the infrastructure and limited resources in the schools, they are destroying the future of their children. It is well known that when schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Such participation of parents and families is critical not only in the very beginning of the educational process, but throughout a child’s entire academic career. Connections to this broader community are necessary not only because of the need to concrete knowledge, but also to garner necessary support that will be required to change schools and to keep them improving.
8.5 Recommendations

8.5.1 Infrastructural development plan for rural secondary schools

In relation to the lack of infrastructure for rural secondary schools in the ECP, the researcher recommends that the ECDoe should address the following:

- Set up short, medium and long term infrastructural development plans for all rural schools that are informed by the long term development plans of historically black schools as they have suffered from lack of infrastructure due to Bantu Education and apartheid laws of the past system of governance.
- Construct new facilities to accommodate new infrastructural supplies in the classrooms so as to keep up with new developments in the educational sector.
- Build laboratories, libraries, resource centres teaching and administrative offices for both learners and teachers to implement OBE successfully.
- Provide all teaching staff and learners with appropriate and adequate office and classroom space for quality teaching and learning to occur without any hindrances.

8.5.2 Teaching and learning facilities

Furthermore, in relation to teaching and learning facilities, the ECDoe should, as a matter of urgency:

- Provide and introduce to teachers and learners in the schools the latest learning and teaching technology in order for all of them to keep abreast of the latest international, technological and scientific developments.
• Create opportunities for both teachers and learners to use E-learning and other related technological innovation so that learners can progress with their independent studies.

• Create opportunities for learners to show their creativity and innovativeness in class and to use technology in time of need.

• Create opportunities for rural school reward innovation through competition and awards for outstanding performance.

• Intensify the use information technology in all rural secondary schools.

8.5.3 Effective implementation of the NCS

For NCS to be implemented successfully, should be based on the fundamental pillars of quality which are:

• To invest in developing infrastructure because without access to proper facilities and learning materials such as libraries, laboratories and computers, effective implementation of the NCS will be limited.

• To have policies and procedures in place that are constantly monitored for the achievement of the expected outcomes.

• Use cooperative learning techniques by using various forms of assessment methods in which spacious classrooms become exciting places of learning in which independent, critical and reflective thinkers are developed. However, it should be borne in mind that, it is difficult for teachers to change their teaching styles if there are not enough learning and teaching materials available to support educational change.

• Make learners take responsibility for their own learning with respect for the environment and the ability to participate in society as critical and active citizens.

• Give learners the responsibility to find their own answers from a variety of resources and to interpret and use information appropriately.
• Become more facilitative for diverse abilities as change in education requires adequate resources. NCS requires access to resources not easily available, especially in rural areas.

• The ECDoe, as it strives to implement the NCS, should earnestly take into consideration the realities of our poor, under-resourced, dilapidated rural secondary schools.

8.5.4 Competences of rural secondary school principals

In relation to the principals of rural secondary schools, they will need to be:

• Principals need in many cases, to learn new competences, new leadership styles and new approaches to problem solving that entails careful continuous monitoring and evaluation of the activities pertaining to PRM.

• Engaged effectively in efficient financial management strategies and techniques, more especially those of section 21 schools.

• Principals whose schools fall under section 20 will need to be engaged and be exposed in exploring opportunities for income generation and in vigorous fundraising, so as to be in a better position to buy resources for their schools, whilst waiting for the Department to provide both infrastructure and PRs for their respective schools.

• Be encouraged to explore opportunities for generating additional funding including a marketing drive in order to raise the profile of their schools in the province and to attract learners to come and study in their schools.

• Newly appointed principals to be trained and be introduced to induction programmes so as to be confident in their newly appointed positions.

• Organise workshops and be provided with resources and training facilities immediately after being promoted to their management positions.
• Exposed to short courses on leadership and management skills and strategies to avoid poor quality education..
• Work in partnerships with higher education institutions for formal training of principals.

8.5.5 Community involvement

To community members in surrounding schools the ECDoe should:

• Inculcate in people the day-to-day behaviours which will support teaching and learning of their children, for example, when all community members see that the schools are serving their purposes, they tend to see them as their schools, and when schools have an active and explicit mandate from the public, they are more likely to be orderly and excellent.
• Create an environment which provides all members with an opportunity to learn about good communication, mediation and conflict-reducing techniques, tolerance, and civic responsibility, and also a place where the effects of these values can be seen.
• Engage community members in a number of activities that promote social action for the protection of their schools.
• For this to occur, a positive climate, characterised by humane and caring social relationships among community members and the school is necessary. Parents are often eager to support their children’s learning but do not always know how to help or why their involvement is important and this aspect must be strengthened.
8.5.6 School feeding programmes

School feeding programmes should be aimed at:

- Improving and promoting both nutrition education and educational outcomes.
- Sensitizing the public to proper nutrition and feeding habits; diet diversification, food quality and safety.
- ECP parents should play a key role in school feeding scheme. Parents can support the scheme by providing a hot cooked midday meal and seasonal vegetables for the learners.
- Feeding scheme should be decentralized.
- Principals should take active role in financial planning and financial control.
- Continuous monitoring is also necessary that is more cost-effective, beneficial to learners and manageable by the schools.
- The ECP Government can develop a computerized Management Information System in order to record data on enrolment, and quantity of food allocated and utilized.

This process can:

- reduce the harmful effects of poverty;
- reduce absenteeism;
- alleviate short-term hunger;
- educate children on topics of health;
- contribute to national poverty eradication programmes; and
- improve student achievement.
8.5 Conclusion

This chapter provides recommendations of what needs to be done to improve infrastructure and PRs in the Eastern Cape rural secondary schools. Here the researcher argues that there must be a strong strategic planning by the ECDoe to improve rural secondary schools. Furthermore the researcher argues that both short and long term comprehensive infrastructural and refurbishment plans for rural secondary schools in the ECP must be done as a matter of urgency so that quality teaching and learning takes place and also to develop capacity building in management skills in order to deliver quality education.

The core aspect of this closing chapter is the cultivation of good infrastructural and resource management so that the school learning environment is improved. It has been suggested that the partnership between the school communities and school stakeholders in general can enable all stakeholders to learn about their responsibilities in bringing back the culture of teaching and learning through proper management of their school resources. The findings of this study clearly illustrate the urgency for the overhaul in the provision of PRs in rural secondary schools. Further delays will jeopardise the education of our poor disadvantaged masses.

The findings of this study clearly support the research hypotheses that quality education in rural secondary schools depends on the availability of PRs and the principals’ skills in PRM.

Finally the following picture and quotes below reinforce the necessity to provide equal and quality education in all rural secondary schools:
The former president of the Republic of S A, Dr Mandela said (Nelson Mandela, 2006):

There can be no contentment for any of us when there are children, who do not receive an education that provides them with dignity and honour and allows them to live to the full.

Furthermore, as pointed out by Singh (2008: 1):

*Education kills poverty!*

*Bana Pele! Our children come first! ALUTA CONTINUA!*
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of teacher development, quality in education, teaching and learning: 


LIST OF APPENDICES

Appendices from A-H
APPENDIX A

INTERNAL REQUISITION FORM (ECDoE,2001:29)

DATE: 
Requisitioned by (section)..............................................

Responsible officer..............................................................

SUPPLIER: Amount:

ALTERNATIVE SUPPLIER: Amount:

REASON FOR CHOICE OF SUPPLIER

ITEM(S) QUANTITY UNIT PRICE\DETAILS TOTAL COST

BUDGET ITEM: FUNDS AVAILABLE

SIGNED(Responsible officer)

AUTHORISED BY

SIGNATURE
APPENDIX B

OFFICIAL ORDER

SCHOOL

E-mail

Principal

Date: Supply To:

Suppliers Address School Address

Signature: Principal Requested By

<table>
<thead>
<tr>
<th>Qty</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB:
1. Invoices must be rendered to the Principal.
2. The order number must appear on all invoices.
<table>
<thead>
<tr>
<th>Date</th>
<th>Suppliers Name</th>
<th>Expenditure Description</th>
<th>Requisition No</th>
<th>AMOUNTS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Opening Amount</td>
<td>Committed Amount</td>
<td>Available Amount</td>
<td></td>
</tr>
</tbody>
</table>
The District Director  
Department of Education  
Province of the Eastern Cape  

Dear Sir/Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT RURAL SECONDARY SCHOOLS**

Apart from being a Senior Lecturer at Walter Sisulu University in the Department of Commercial Studies Education at Nelson Mandela Drive campus in Mthatha, I am also completing my PhD in Educational Management at the Nelson Mandela Metropolitan University. My promoter is Prof Prakash Singh.

Recent studies have suggested that the management of physical resources has a very important role in the organizational culture as well as the climate of the schools which assist in obtaining quality and maximum teaching and learning in schools.

The target population consists of teachers, heads of department and deputy principals and principals at schools in the Eastern Cape. No learners are required to participate in the research. Participation is purely voluntary. In order for me to conduct my research at schools I am aware that I need the necessary permission from the Department of Education. I therefore request your support for this research venture.

I assure you that all arrangements concerning the research will be done by me and that the Department will not be accountable for any costs involved. All arrangements pertaining to the research will be negotiated with the relevant principals. I will ensure that the research will not disrupt the process of the teaching and learning. I will
negotiate the distribution, completion and collection of questionnaires and interviews with the principal concerned. All participation is voluntary hence no teachers will be obliged to assist in the research.

The inventory of questionnaires and interviews provided consists of four sections. All four sections need to be completed. The teachers will need between 20-30 minutes to complete the questionnaires. They will need to complete the questionnaires honestly and sincerely as the validity and reliability of the research will depend on their honest responses. Principals and SGB teachers will also need to participate in a semi-structured interview. The research findings will be available to you on request.

All responses will be treated as strictly confidential. Demographic details requested provide important information for comparisons to be made. You are assured that this is not a subtle attempt to identify the school, the staff or the principal.

I have attached a copy of the questionnaire and interviewing-guide for your interest and perusal.

I therefore, request your permission to conduct my research. Please inform me of your decision as soon as possible, that I may arrange suitable times to meet with the principals involved,

Yours faithfully

__________________________
DAPHNE GUMBI
(RESEARCHER)
LETTER OF INTRODUCTION

Department of Commercial Studies
Walter Sisulu University
P / Bag X 1
MTHATHA
5117
17 January 2007

Tel: (047) 502 2539
Fax: (047) 532 6820
Cell: 082 202 1180

TO WHOM IT MAY CONCERN

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY ON:
MANAGEMENT OF PHYSICAL RESOURCES IN THE RURAL SCHOOLS OF
THE EASTERN CAPE PROVINCE

Dear Sir / Madam

I hereby request your participation in the above-mentioned research project and thank you in advance for your co-operation.

The management of physical resources in rural schools is a matter of serious concern for all the stakeholders. This questionnaire is designed to investigate the management of physical resources in our rural schools. It is based on scholastic principles and is vital that I obtain your sincere views on matters relating to physical resources in your school.
I request that you complete the attached questionnaire. Please note the following:

- Your responses will be treated with utmost confidentiality.
- Do not write your name on the questionnaire.
- Your HONEST opinion is merely requested.
- Your first spontaneous reaction is the most valid.
- Please answer all questions.
- Please return this questionnaire to the person from whom it was received as soon as possible.

Your assistance in this regard is highly appreciated.

_________________
DAPHNE GUMBI
RESEARCHER
APPENDIX F

QUESTIONNAIRE

SECTION A: DEMOGRAPHIC VARIABLES

Please place a circle or a tick in the block (or blocks) that is most applicable to you.

1. Gender.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
</tbody>
</table>

2. Current post level.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal</td>
<td>Head of Department</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

3. Age in years.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>31-40</td>
<td>41-50</td>
<td>51-60</td>
<td>61-</td>
</tr>
</tbody>
</table>

4. Years of teaching experience.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-</td>
</tr>
</tbody>
</table>
5. The type of school you are teaching at:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Section 21 rural State school</td>
<td>Section 20 rural State school</td>
</tr>
</tbody>
</table>

6. Classification of your school.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Junior Secondary</td>
<td>Senior Secondary</td>
</tr>
<tr>
<td></td>
<td>Grade 1- Grade 9</td>
<td>Grade 10- Grade 12</td>
</tr>
</tbody>
</table>

7. Home language.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Xhosa</td>
<td>Afrikaans</td>
<td>English</td>
<td>Other (specify) :</td>
</tr>
</tbody>
</table>

8. Highest level of education.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Certificate, e.g. PTC, J STC</td>
<td>College Diploma, e.g. PTD, SPTD, STD, SSTD, CHED</td>
<td>Professional Degree, e.g. BEd (Arts), BEd (Commerce), BEd (Science)</td>
<td>Degree plus a Teaching Diploma, e.g. BA, BComm, BS.C Plus HDE</td>
<td>Post-Graduate Degree, e.g. BEd (Hons)</td>
</tr>
</tbody>
</table>
SECTION B: PHYSICAL INFRASTRUCTURAL FEATURES

Please place a circle or a tick in the block (or blocks) that is (are) most applicable to you.

1. What is the condition of the boundary fence of your school?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Good</td>
<td>Bad</td>
<td>The school does not have a boundary fence or wall</td>
</tr>
</tbody>
</table>

2. Specify the type of access road to your school.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Gravel</td>
<td>Tar</td>
<td>Other (specify):</td>
<td>The school does not have an access road</td>
</tr>
</tbody>
</table>

3. Specify the condition of the access road to your school.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Good</td>
<td>Poor</td>
<td>The school does not have an access road</td>
</tr>
</tbody>
</table>

4. Specify the wall type construction of the school building.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mud/clay</td>
<td>Cement block</td>
<td>Zinc</td>
<td>Face brick</td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>
5. Specify the roof type construction of the school building.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thatch</td>
<td>Zinc</td>
<td>Asbestos</td>
<td>Tiles</td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>

6. What is the general condition of classroom structures?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not suitable for education</td>
<td>Need painting and minor repairs</td>
<td>Building in good condition</td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>

7. Specify the status of the electricity supply of the school.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supplied by Eskom</td>
<td>Using generators</td>
<td>Solar panels</td>
<td>No electricity</td>
</tr>
</tbody>
</table>

8. Specify the drinking water supply situation at the school.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On site piped</td>
<td>On site delivered by tanker</td>
<td>Communal tap</td>
<td>Walking distance to the stream</td>
<td>None</td>
</tr>
</tbody>
</table>

9. Specify the sanitation (toilets) situation at the school.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Flush system septic tank</td>
<td>Ventilated improved pit latrine</td>
<td>Pit latrine</td>
<td>Bucket system</td>
<td>No toilets</td>
</tr>
</tbody>
</table>

10. Indicate whether the following structures are present in your school.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principals office</td>
<td>Staff room</td>
<td>Store room</td>
<td>School hall</td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>
11. Specify the site used for instruction other than normal school classrooms because of a shortage of classrooms.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church hall</td>
<td>Neighbouring house</td>
<td>Under trees/outside</td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>

12. Indicate whether the following description of instruction rooms is available in your school. (Tick whichever is applicable).

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Classrooms that are divided to accommodate more than one class group</td>
<td>Science laboratory</td>
<td>Computer room</td>
<td>Media centre/library</td>
<td>Specialist room for home economics</td>
</tr>
</tbody>
</table>

13. Indicate how often spot check inspections of physical resources are done in your school.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly</td>
<td>Monthly</td>
<td>Quarterly</td>
<td>Yearly</td>
<td>Not done at all</td>
</tr>
</tbody>
</table>

14. Indicate whether your school has a plan for renovation of existing buildings.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan firmly in place</td>
<td>Some guidelines exist</td>
<td>No plan in place</td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>
SECTION C: AVAILABILITY AND HANDLING OF PHYSICAL RESOURCES.

The following statements highlight a number of factors that determine the availability of physical resources and how they are being handled in the rural schools. Read each statement carefully and decide on your most appropriate response. Circle the appropriate number on the five-point scale that best describes your response to each statement.

For the following set of statements:
Circle SA if you STRONGLY AGREE with the statement.
Circle A if you AGREE with the statement.
Circle N if you NEITHER agree nor disagree with the statement.
Circle D if you DISAGREE with the statement.
Circle SD if you STRONGLY DISAGREE with the statement.

EXAMPLE

<table>
<thead>
<tr>
<th>CLASSROOM INVENTORY</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school has adequate classrooms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1.1 If you feel that the above statement is mostly appropriate to your school, you will circle 5 which is STRONGLY AGREE.

<table>
<thead>
<tr>
<th>CLASSROOM INVENTORY</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school has adequate classrooms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1.2 If you feel that the above statement is not appropriate to your school you will circle 1 which is STRONGLY DISAGREE.
1. **CLASSROOM INVENTORY**

<table>
<thead>
<tr>
<th>CLASSROOM INVENTORY</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a shortage of classrooms.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The shortage of classrooms contributes to the failure of the OBE curriculum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Overcrowded classrooms impact negatively on teaching and learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Overcrowded classrooms make it difficult for the teachers to do group work effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Class monitors ensure that classrooms are kept neat and tidy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Teachers draw principal’s attention to classrooms that need repairs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The teacher ensures that windows and doors are closed at the end of the school day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. There are no inventory registers at the back of the classroom doors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. **LIBRARY**

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. The school has a library that is well stocked with books.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. The school does not have a room available to use as a library.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. No library books are available in the school for learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### 3. LEARNING TEACHING SUPPORT MATERIAL (LTSM)

<table>
<thead>
<tr>
<th>LEARNING TEACHING SUPPORT MATERIAL (LTSM)</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. There is a shortage of textbooks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. There is a delegated teacher to issue books to learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. The EDOs ensure that delivery of LTSM is done timeously to schools.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. LTSM are delivered late.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. The school has a system in place to collect/return books at the end of the year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. For a lost book by a borrower, there is a nominal fee which the learner has to pay.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. Stock register of textbooks is monitored twice a year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Disposal of obsolete LTSM is supported by the SGB members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 3. EQUIPMENT

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. There are no photocopying machines in the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. School science laboratories are not functional due to lack of adequate equipment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. Computers are available in the school for all teachers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
5. SPORTS

<table>
<thead>
<tr>
<th>SPORTS</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. The school does not have enough sports equipment to develop the physical skills of learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. Sports equipment is available because emerging black businesses inject financial capital into the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. The school has a well maintained sports ground.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. Due to a lack of equipment and facilities, learners have no interest in sporting activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. The holistic development of the learner is grossly affected by the lack of adequate sport facilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. FURNITURE

<table>
<thead>
<tr>
<th>FURNITURE</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Shortage of furniture adversely affects the morale of learners because many of them have to sit on the floor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. Lack of furniture in the classrooms impact negatively on the learner’s performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32. Furniture shared with the community shortens the life span of the furniture.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
33. Parents do not assist in repairing broken desks and chairs.

34. Furniture requests by the school are attended to timeously by the Education Development Officers (EDOs).

7. SCHOOL GROUNDS

<table>
<thead>
<tr>
<th>SCHOOL GROUNDS</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. The school grounds are not properly kept e.g. there are no flowers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36. Grass is not mowed frequently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. The school does not have money to employ people to maintain the grounds.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. There is no control over litter on the grounds.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>39. School grounds are kept litter free by having bins all around the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. Garbage is removed weekly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>41. The school grounds are not safe for learners because of a lack of maintenance e.g. snakes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### 8. Security

<table>
<thead>
<tr>
<th>SECURITY</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. The school property is adequately fenced.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>43. Gates are locked to prevent learners not to abscond from school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>44. A proper school fence is needed to keep out intruders.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>45. The school has no watchman.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>46. School property is vandalized frequently because of no security.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>47. There is a lack of parental support to secure the safety of the school premises.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 9. Feeding Scheme

<table>
<thead>
<tr>
<th>FEEDING SCHEME</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. Many learners come to school without having eaten anything.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>49. The inadequate provision of the feeding scheme affects learners, as a hungry child is unable to concentrate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>50. The absence of feeding schemes has contributed to a high drop-out rate of learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>51. Parents provide excellent service to prepare the meals for the learners on a voluntary basis.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>52. Parents demand payment to prepare the meals for the learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The school has a well equipped kitchen to prepare the meals.</td>
<td></td>
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<tr>
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<td>----------------------------------------------------------</td>
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<tr>
<td>53.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>54.</td>
<td>Meals are prepared outside.</td>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>55.</td>
<td>The hygienic aspect in the preparation of food is given maximum attention by all stakeholders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56.</td>
<td>There is a high failure rate because of the high poverty levels in the community and a lack of an effective feeding scheme.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td>Because of the poverty levels in the community, learners are provided with tea /milo /coffee in the morning and meals during the lunch break.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td>Learners are provided with only one meal per day.</td>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>59.</td>
<td>Funds are inadequate to provide meals throughout the year.</td>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>60.</td>
<td>The feeding scheme is managed very well at the school throughout the year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61.</td>
<td>The feeding scheme is managed well by the SGB at the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62.</td>
<td>The DOE frequently monitors the effectiveness of the feeding scheme at the school.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1</td>
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</tr>
</tbody>
</table>

320
SECTION D

ROLE PLAYED BY PRINCIPALS IN THE MANAGEMENT OF PHYSICAL RESOURCES IN RURAL SECONDARY SCHOOLS.

Below are a number of statements that identify the different roles that must be played by the school principal in order to manage the physical resources effectively in rural schools. Please indicate the extent to which you agree with the following statements by circling the appropriate number according to the following five-point Likert scale that best describes your observation:

1= Never (not noticeable), 2= Seldom (barely noticeable) 3= Sometimes (moderately noticeable) 4= Often (very noticeable) 5= Always (extremely noticeable)

<table>
<thead>
<tr>
<th>ROLE PLAYED BY THE PRINCIPAL IN THE MANAGEMENT OF PHYSICAL RESOURCES</th>
<th>Never (not noticeable)</th>
<th>Seldom (barely noticeable)</th>
<th>Sometimes (moderately noticeable)</th>
<th>Often (very noticeable)</th>
<th>Always (extremely noticeable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The principal encourages effective planning of resource needs in terms of the school’s shared vision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The principal ensures that only resources budgeted for are purchased.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The principal ensures that the school is stocked with enough learning materials including textbooks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ROLE PLAYED BY THE PRINCIPAL IN THE MANAGEMENT OF PHYSICAL RESOURCES</td>
<td>Never (not noticeable)</td>
<td>Seldom (barely noticeable)</td>
<td>Sometimes (moderately noticeable)</td>
<td>Often (very noticeable)</td>
<td>Always extremely noticeable</td>
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</tr>
<tr>
<td>4. The principal adopts a collegial approach to involve everyone in the management of physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The principal consults with the teachers about the acquisition of physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. The principal communicates openly with traditional leaders for the acquisition and utilization of physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The principal encourages the utilization of physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The principal motivates teachers to be creative in improvising low cost teaching media.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. The principal ensures the provision of storage facilities for equipment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. The principal takes prompt action with regard to the maintenance of physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. The principal adopts a collegial approach in controlling the usage of physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ROLE PLAYED BY THE PRINCIPAL IN THE MANAGEMENT OF PHYSICAL RESOURCES</td>
<td>Never (not noticeable)</td>
<td>Seldom (barely noticeable)</td>
<td>Sometimes (moderately noticeable)</td>
<td>Often (very noticeable)</td>
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</tr>
<tr>
<td>12. The principal delegates to teachers the responsibility of distribution of books.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. The principal delegates the responsibilities of maintaining physical resources to teachers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. The principal delegates responsibility to monitor the use of physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. The principal encourages shared accountability with the teachers in the management of physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. The principal fosters a culture of cleanliness of the school grounds.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. The principal encourages participatory decision-making with the school community in determining the school’s needs for physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. There is an operational vegetable garden through principal’s effort to raise funds.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. The principal lacks the necessary skills to manage physical</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>resources</td>
<td>Never (not noticeable)</td>
<td>Seldom (barely noticeable)</td>
<td>Sometimes (moderately noticeable)</td>
<td>Often (very noticeable)</td>
<td>Always (extremely noticeable)</td>
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</tr>
<tr>
<td>ROLE PLAYED BY THE PRINCIPAL IN THE MANAGEMENT OF PHYSICAL RESOURCES</td>
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<td></td>
</tr>
<tr>
<td>2. The principal organizes staff development workshops to train teachers in the management of physical resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
</tbody>
</table>
APPENDIX G

INTERVIEW GUIDE

Seven main questions are the focus for the semi-structured interview. The questions are preceded by a short preamble and each question covers an important area on school physical resources. A short hand guide supports each question in order to assist the interviewer with clues for probing questions which will ensure that the interview process achieves its objectives.

QUESTION 1

Area covered: Lack of physical resources in rural schools

In order for your school to provide quality and equal education to all learners and successfully carry out its day to day activities throughout the year, your school needs adequate physical resources.

How does a lack of resources affect the education of your learners?

Short Hand Guide

<table>
<thead>
<tr>
<th>Absence of textbooks, LTSM, asset and attendance registers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcrowding and shortage of classrooms</td>
</tr>
<tr>
<td>Deplorable conditions of toilets</td>
</tr>
<tr>
<td>Shortages of water or no running water, no tanks, nor taps</td>
</tr>
<tr>
<td>Shortages of furniture e.g. desks, tables, chalk, filing cabinets and chairs</td>
</tr>
<tr>
<td>No school hall, sports ground, untidy school grounds lack of fencing and poor roads to school</td>
</tr>
</tbody>
</table>
QUESTION 2

Area covered: Budgeting process (financial planning)

The budgetary process is considered to be one of the most important activities in the management of physical resources.

Does your school have access to sufficient funds to finance the acquisition, utilization and maintenance of physical resources?

Short Hand Guide

| Strategic planning and school development plan |
| Shared vision and mission, goal driven and value based |
| Budget implementation, monitoring and evaluation |

QUESTION 3

Area covered: Management of physical resources through handling, operational, maintenance and disposal.

Management of physical resources through proper operational, preventive maintenance and disposal procedures are vital for effective and efficient management of physical resources to be achieved.

How do your school’s stakeholders manage the physical resources?
QUESTION 4

Area covered: Support by role players in the management of physical resources
Physical resources are expensive and cannot be replaced easily.

Explain how the different role players assist in the management of the physical resources at your school?

Role played by the principal
Role played by teachers
Role played by the SGB
Role played by learners
Role played by parents
QUESTION 5

Area covered: Training needs of the principals

The training of school principals form a cornerstone in affirming and empowering governors and managers to execute their functions with the view to increase school effectiveness and efficiency based on the principles of democracy. Therefore, the principals must be equipped with management skills to perform their roles well.

Do school principals have adequate skills to manage physical resources effectively at the rural schools?

Short Hand Guide

**School principal**

| Planning skills: shared vision and mission, goal driven and value based. Identification of physical resources to be acquired based on the school budget. |
| Communication skills: consult, consensus, participatory and a two-way communication. |
| Motivational skills: motivates, encourages, promote creativity and ownership. |
| Delegation skills: shared responsibility and accountability with shared authority. |
| Leadership skills: shared decision making, collaboration and collegiality. |
QUESTION 6

Area covered: lack of physical resources

It is vital that physical resources in rural schools be provided adequately to produce quality education.

Explain how your school has been affected by the lack of physical resources?

Effect of lack of physical resources on learners
APPENDIX H

FOCUS GROUP DISCUSSIONS WITH RURAL SECONDARY SCHOOL PRINCIPALS

Twenty one principals, who have registered to study an Advanced Certificate in Education (ACE) for principals in School Leadership, were divided into three groups of seven in a group covering three District Municipalities out of six of the ECP. The District Municipalities were:

- OR. Tambo,
- Mathole and
- Chris Hani.

The researcher to pose questions to a sequence of individuals, taking turns around a table. The discussion was focused on the following area:

The negative effects of lack of physical resources (PRs) on teaching and learning with special reference to the OBE curriculum and National Curriculum. Statement (NCS).