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MANAGING THE ENVIRONMENT

A CASE STUDY OF A NATAL CO-EDUCATIONAL
WHITE HIGH SCHOOL AND ITS RESPONSE
TO CHANGING ENVIRONMENTAL CONDITIONS

by

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submitted in partial fulfilment
of the requirements for the degree of
Master of Education
(Educational Administration)
in the
Department of Education
University of Natal
Durban

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DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

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Secondary Schools - South Africa

ACKNOWLEDGEMENTS

The writer wishes to record her thanks to the following for their assistance with the presentation of this dissertation:

- (1) Mrs Julia Prosser, the supervisor of this dissertation, for her guidance, interest and encouragement.
- (2) The Headmaster and Staff of High School 139 for their willingness to provide the writer with information pertaining to the study.
- (3) The Senior Deputy Principal of High School 139 for helping the writer record an accurate description of changes in the management of the school.
- (4) Miss Cynthia Stevenson for her encouragement and willingness to assist in the presentation of this dissertation.

ABSTRACT

In the post de Lange period education was faced by uncertainty and change. There was a call for a greater contribution to education by the private sector and parent communities. This case study examines the response of a co-educational white high school, High School 139, to its environment.

Different environmental types are discussed and the concept of turbulence introduced. The macro and meso environments of High School 139 are described with attention paid to the legal, political, economic, cultural, educational, sociological and technological factors which influence school management in times of uncertainty and change. Socio-political issues are addressed as well as problems relating to customers, suppliers and competition within the school.

The case study explains how government funding at High School 139 was not adequate for the cost of education if standards were to be maintained and how the school management explored alternative approaches in order to meet these financial needs.

The school introduced a 'Foundation Trust Fund' and the way this was done, together with the impact on internal structures, is described.

The academic and secretarial staff are one of any school's most valuable resources. Consequently the researcher sought the opinion of the staff on how the introduction of a Foundation Trust had affected their involvement at High School 139. This was done by means of a questionnaire and the results of this

survey are presented in detail.

The researcher concludes that turbulent environmental conditions are not likely to abate in the foreseeable future. Improvement in educational activity does not necessarily depend on more money and more teachers being available, but on the articulation of practical and moral decisions.

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CHAPTER 1.

MANAGING THE ENVIRONMENT:

1.1. Introduction:

The school, by its very nature, is a key element in the society of which it is a part. There are, however, schools which appear to exist in a closed environment. A closed environment is one in which school management has total control over goal setting, choice of personnel, resource management, structural arrangements and all aspects of decision-making affecting the school. However the school environment is broad and dynamic. Socio-political, technological and economic change in the external environment penetrate the school boundaries. It is one of the tasks of educational managers to monitor these environmental changes and manage environmental conditions in order to achieve the aims of their organisations.

The purpose of this dissertation is to show how one co-educational high school has responded to turbulent conditions in the environment.

This introductory chapter focuses on contextualising the research problem. The changing and turbulent educational environment is highlighted and research methodology applied in this study is discussed.

1.2. The context of the study:

Individual schools usually lack the ability to control

pressures which emanate from the environment.[1:132] In South Africa cut-backs made by education departments affecting staffing and monetary allocations cannot be controlled by individual schools. Pressures vary in degree but are likely to impact on the goals of the organisation, technology and the participants.

As a result of social, political and economic factors, combined with the influences of British and American ideas, South African schools face new challenges in their interaction with the parent and business communities. Schools have been forced to reconsider their relationships with the environment.

In 1980 the Cabinet asked the Human Sciences Research Council (HSRC) to investigate all facets of education in South Africa and to submit a report within twelve months. The HSRC appointed Professor J P de Lange, Rector of Rand Afrikaans University, as the leader of the research team.

The de Lange Commission published its report in October 1981 and defined eleven principles for the provision of education in South Africa. The report emphasized that the principles should be read as a whole and that one should not attempt to consider the implications for the provision of education in South Africa in an isolated context. [2:14] Principle 6 of the report states:

The provision of formal education shall be the responsibility of the State provided that the

individual, parents and organised society shall have a shared responsibility, choice and voice in this matter.

The formal response of the Government to de Lange was published in a "White Paper on the Provision of Education in the Republic of South Africa" in November 1983. This paper, produced by the Minister of National Education, Dr Gerrit Viljoen, confirmed its acceptance of the eleven principles. Although many aspects of the report were addressed in the White Paper, there seemed to be considerable emphasis on the interpretation of Principle Six. It said that the Government favoured encouraging private initiative in education and also the devolution of functions to other authorities or the private sector. It went on to say that education policy should take into account 'community values' and allow 'full scope for self-determination for each population group in regard to education....'

There were varying responses to the report ranging from extreme disappointment to regarding it as a major breakthrough.

On the positive side it was believed that the Government had made a real commitment to equal opportunities and equal standards in education. Other reactions indicated that the White Paper failed to address real issues such as rigid apartheid and under-utilisation of facilities. [3:430]

The allocation of resources to the different bodies responsible for education in the Republic of South Africa continued to be

an issue in the post de Lange period. Resource management, as practised by the Minister of Finance and his advisers, determined the deployment of all other real resources in state education. This included the supply of teachers, schools and equipment as well as technological innovations adopted by educational institutions.

Since 1976, and particularly since the de Lange Report on the Provision of Education in the Republic of South Africa, there has been an increased focus on the disparity in the allocation of resources to the different educational departments. This has resulted in reducing the annual increase per capita in white education and increasing the allocation per capita for pupils in black schools. Table 1.1. below shows that the change in spending on white education is below the inflation rate, whereas that spent on black education is considerably in excess of the inflation rate.

TABLE 1.1.

PER CAPITA EXPENDITURE

	1985/1986 Per capita expenditure Including capital expenditure	1986/1987 Per capita expenditure Including capital expenditure	1987/1988 Per capita expenditure Including capital expenditure	1988/1989 Per capita expendit Including capital expenditure
African (in white- designated areas only)	387,02(32,6%)	476,95(23%)	595,39(25%)	764,73(2
White	2 746,00(42,6%)	2 508,00(-9%)	2 722,00(9%)	3 082,00(1

*The percentage in brackets indicates the increase over the previous year.

Source: South African Institute of Race Relations 1986 - 1989/90.

The researcher does not deny the need to address problems which have arisen in the field of black education but is attempting to monitor the response of a particular white community to this change in allocation of funds.

The cut in spending on white education in 1986/87 meant that there was less money to be allocated to white schools. The implication of this was that there would be less teachers, bigger classes and less extra-curricular activities: generally a reduction in the standards that the white community was used to.

The issue of teacher-pupil ratios was also highlighted and it was increasingly apparent by 1986 that the Government would be obliged to address this matter, if it was to be seen as acting in the interests of the black people.

The figures in Table 1.2. indicate the favourable teacher/pupil ratio enjoyed by pupils in white schools and the contrasting figures for black pupils.

TABLE 1.2.
PUPIL/TEACHER RATIOS

	1986	1987	1988	1989
African (in white-designated areas only)	41,6 : 1	41 : 1	41 : 1	38,9 : 1
White	15,7 : 1	16 : 1	16 : 1	17,4 : 1

Source: South African Institute of Race Relations 1986 - 1989/9 and Education and Manpower Development, 1989, No.10.

Owing to the decline in the allocation of government funds to white education, management bodies of white schools had to seek

alternative means of funding. Parents were seen as the obvious source for the extra funds as they had the greatest immediate interest in their children's education and, with the apparent backing of de Lange and the Government White Paper, a new type of school fund was introduced. High School 139 conceived and nurtured the idea of a Foundation Trust Fund in that period. As schools became more dependent on their communities for funding there was an increase in the demand for accountability to, and greater interaction with, community representatives.

1.3. The research process:

1.3.1. The essence of the problem:

Environmental conditions brought about a change in the management of High School 139. The pressures from the macro environment forced High School 139 to review its relationship with the environment and this impacted on the goals and structure of the organisation, resource management, technological development and membership.

1.3.2. Choice of research topic:

The writer selected this particular theme because of her interest in change in education in South Africa. She is particularly interested in how people within educational organisations respond to change and what innovative responses schools make. Change often creates conflict and uncertainty and the management of change is of particular importance in

white schools today.

1.3.3. The unit of analysis:

High School 139 was the focal organisation throughout this study. There were, however, sub-units within the organisation which formed observation units. These included academic staff, secretarial staff, academic departments, the School Management Team, the School Management Council and the Parents' Association.

1.3.4. The research goal.

The writer aims to describe the environment of the school and show how High School 139 and its community responded to turbulent conditions.

To achieve this aim the dissertation incorporates a discussion on the environment of the school, including turbulence and response to turbulent conditions; a detailed description of how the Foundation Trust was introduced and how it operates; a study of the impact of the Foundation Trust on the management of High School 139 with particular emphasis on goals and structure, resources, technology and members of the organisation; and a report on how staff responded to changes in the school environment.

1.3.5. Research Method.

As the dissertation focuses on one organisation, it is ideographic in nature. In essence it is a case study, looking

at the unique features of an organisation. The study is both descriptive and explanatory.

1.3.6. Literary survey.

Owing to the nature of this study it was not felt that a full literary survey was applicable. However, in many cases references are made to literature relating to organisational environments and these references are acknowledged by the writer.

1.3.7 Data sources and survey techniques.

The Headmaster and staff of High School 139 offered full support to the writer and the following sources of data were used in the research process:

- * Personal involvement and observation.
- * Minute books of the School Committee and Parents' Association.
- * Access to financial statements.
- * Information from involved members of the organisation which has been gathered by means of a questionnaire and informal discussion.
- * Legal documents relating to changes within the organisation.

It is believed that the combination of the above sources provided reliable information.

1.3.8. Data processing.

The minutes of all meetings which were held in connection with the introduction of a trust fund at High School 139 were scrutinised and summarised. Correspondence relating to the formation of the Trust was also studied and copies of all legal documents made. An analysis of the accounting system in operation prior to the formation of a Parents' Association was made and of how this system was adapted to accommodate change.

The results of the survey were processed manually and reported under the main categories selected for the survey instrument.

1.3.9. Analysis and drawing of conclusions.

As this study was of an exploratory and descriptive nature, there has been no attempt to prove any particular hypothesis. The aim was to identify manageable and unmanageable environmental influences and to monitor the responses of individuals and groups of individuals to those influences. Throughout the study the researcher attempted to be objective and to identify the areas of concern in managing the school environment. Suggestions of possible solutions to some of the problems which have arisen have also been made.

1.4. Demographic Details:

High School 139 is co-educational and situated in the broader Durban geographical area. It is controlled by the Natal Education Department, caters for white pupils from Standards

Six to Ten and displays most characteristics of the Christian National ideology, prescribed by the National Education Policy Act of 1967. The capacity of the school is one thousand pupils but since 1985 enrollment has been below this figure.

Academic standards are good if one compares academic results with the provincial average. More than 50% of the Standard Ten pupils gain a Natal Senior Certificate with exemption and less than 8% fail to pass at the Senior Certificate level.

The School is in a relatively high income area, where a large number of the residents hold senior administrative and executive positions. However, some of the feeder schools are situated in less affluent areas where not all household incomes can be regarded as above average for white South Africans.

1.5. Definition of terms:

1.5.1. The Environment of the School.

Most studies in educational management appear to focus on the organisation at a particular time. There is, therefore, a tendency to see facets of management as being static and defined. The environment of the school, in reality, is dynamic and undefined. It embraces not only the internal processes but also everything outside the boundaries of the organisation.

In this study the environment of High School 139 was divided into three levels - the micro or manageable environment, the meso - or semi-manageable environment and the macro -

non-manageable environment. An attempt has been made to show the contrast between the task and general environments, a description of the environment used by Jackson, Morgan and Paolillo. They refer to the specific environment of the organisation as the task environment and the broader environment as the general environment.[4:57]

1.5.2. Turbulence:

Turbulence is an environmental condition which arises out of uncertainty and complexity. According to McCann and Selsky there are two driving forces which promote turbulence:[4:89]

- (a) an escalating scale and density of social interaction brought about by population growth and its demands; and
- (b) increasing, but uneven, technological innovation that is diffused through all aspects of social activity.

They quote Emery and Trist, and Woodward, and say:[4:88]

"An environment is not turbulent as long as a member has the requisite resources and skills to meet the demands the conditions impose. Only when such conditions become truly problematic - that is, when the level of 'relevant uncertainty' confronting a member makes its continuing adaptation uncertain - can the label 'turbulent' be assigned to an environment."

Turbulence is a relative term. It is shown in this study that the macro environment of High School 139 could be described as turbulent and how the school community responded to this condition in order to reduce uncertainty and increase stability.

Although the school referred to has been given a fictitious name, the study was based on a particular high school and every effort has been made to give an accurate description of the school environment. All documents presented are accurate copies of originals. Only the actual name of the school has been changed to High School 139.

1.6. Summary:

In this chapter the writer contextualised the theme of the case study. The research methodology was discussed and the environment of the school and turbulence were defined. In Chapter Two the concept of the environment of the school is expanded upon and turbulent conditions emanating from the external environment of High School 139 will be discussed.

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CHAPTER 2

THE ENVIRONMENT OF HIGH SCHOOL 139

2.1. Introduction:

The environment of an organisation embraces everything outside the organisation. It refers to factors external to the organisation but these factors impact on the internal structure of the organisation, as well as day to day operations.

In this chapter different environmental types are described and factors which contribute to turbulence. The macro and meso environments of High School 139, prior to the introduction of the Foundation Trust, are also described. It will become clear that it was necessary for the management of the school to respond to the turbulent conditions emanating from the environment, if it were to maintain the standards of education being demanded by the community.

2.2. Environmental Types:

2.2.1. Emery's and Trist's Typology:

Emery and Trist, in the typology that they developed, ordered organisational environments on a continuum from static to turbulent. They assessed the environments of organisations according to the amount of change taking place in them and the complexity of knowledge necessary to operate successfully in those environments. [1:63]

Emery and Trist describe four environmental types, these being:

Placid, Randomised. An organisation operating in this type of environment cannot predict the environment but can operate in it independently. This environmental type is regarded as the simplest and organisations can exist as small single units.

Placid, Clustered. In this environment organisations depend on correct prediction of environmental factors. The environment is not rapidly changing, but planning is very important and organisations operating in this type of environment tend to be larger and more hierarchical.

Disturbed, Reactive. The ability to predict the environment becomes difficult because of other similar organisations, which must be considered by the focal organisation. Flexibility is important if the organisation is to survive.

Turbulent Field. This highly complex, rapidly changing environment is a result of interconnectedness of organisations, more interdependence between society and economic organisations, and the increased use of research and development to meet competition. The result for organisations is greatly increased uncertainty.

In developed countries the environment of the school would be

regarded as simple. There would be little uncertainty in assessing the environment, little structural change within educational organisations, standardised control and a decentralised bureaucratic form. In South Africa, particularly during 1986 and 1987, the amount of change and degree of complexity in educational environments increased considerably. Groups, other than those directly responsible for education, adopted social responsibility programmes, which often had a bias towards black education.

2.2.2. The Partitioned Environment:

McCann and Selsky, in their paper entitled "Hyperturbulence and the Emergence of Type 5 Environments" extend Emery's and Trist's typology to include a fifth environmental type - the partitioned environment. They argue that this type emerges as a result of social triage and partitioning and contains "highly bounded domains called social enclaves and social vortices." McCann and Selsky argue that "past writings ... have not recognised the highly differentiated impact that threatening environmental conditions have on members sharing an environment." [1:88]

The adaptive capacity of an organisation to respond to turbulent environmental conditions becomes a vital ingredient for survival.

McCann and Selsky say that the partitioned environment is the last of the evolutionary stages in the transformation of one

environmental type to another, before a 'vortical' environment emerges - one in which hyperturbulence is endemic and the environment is totally unmanageable.

2.3. Turbulent Environments:

Selsky and McCann, in developing their argument for the emergence of a partitioned environment, build up a series of propositions. These propositions describe environmental conditions in turbulent environments before hyperturbulence becomes endemic and are listed in Figure 2.1. The emphasis is on the levels of complexity and change within the environment, the ability of the members of an environment to adapt and "use resources and skills to process information, make sense of their environments and act, whether reactively or proactively, to build or at least to maintain their viability." [1:89]

Selsky and McCann argue that the emergence of social enclaves and social vortices is not an unusual phenomenon in an environment. They say that when scarce resources and skills are threatened, or apparently threatened by environmental factors, groups of people sharing a unique identity form social enclaves. Rules and norms define membership and create boundaries protecting these enclaves. [1:95]

They go on to say that:

"The partitioned environment is one scenario for environments that have begun to overwhelm their members adaptive abilities. Attempts at

THE EMERGENCE OF TYPE 5 ENVIRONMENTS PROPOSITIONS BY McCANN AND SELSKY

- Perceptions of turbulence as an environmental condition depend on the prevailing level of complexity and change relative to a member's adaptive capacity available for managing those conditions.
- The capacity of an individual, group, organisation, or interorganisational collectivity for managing environmental complexity and change is contingent not only on its own capacity, but also on the capacities of those sharing the environment with it.
- Unless timely solutions to the limitations confronting the use of collaborative strategies are found, turbulence can escalate beyond the range of adaptive capacity within an environment, resulting in still another fundamental transformation of its structure.
- When an environment becomes grossly overloaded, but before hyperturbulence becomes endemic, attempts to partition or segment the environment into domains radically varying in turbulence and adaptive capacities will first occur.
- Social triage implies that the gap between those with and those without sufficient adaptive capacity will increase, not lessen, under turbulent conditions. The rate at which this gap grows will be a function of: (a) how quickly turbulence accelerates; (b) the amount of excess capacity within the environment; (c) the ability of members to minimize dysfunctional consequences of their interdependencies with other members; and (d) the type and enforceability of prevailing ethical standards.
- Three criteria for obtaining membership within an enclave are: (a) the adequacy of a member's current adaptive capacity; (b) its ability to contribute excess capacity and build the capacity of others within the enclave; and (c) the compatibility of the values and goals of prospective members.
- The rate and extent of enclave formation depends on: (a) the abilities of members to differentiate among their functional and dysfunctional relations; (b) the speed at which they can break off undesired relations by becoming self-sufficient or minimally dependent on others with needed capacity; and (c) their ability to create and enforce boundaries.

FIGURE 2.1

preserving and protecting adaptive capacity at a domain level result in social enclaves." [1:97]

Factors emanating from the external environment threatened High School 139. The standard of education, demanded by the community was dependent on maintaining or increasing resources. As a result the Foundation Trust Fund was formed to protect and preserve the expectations of those sharing the environment.

2.4. The Environment of High School 139.

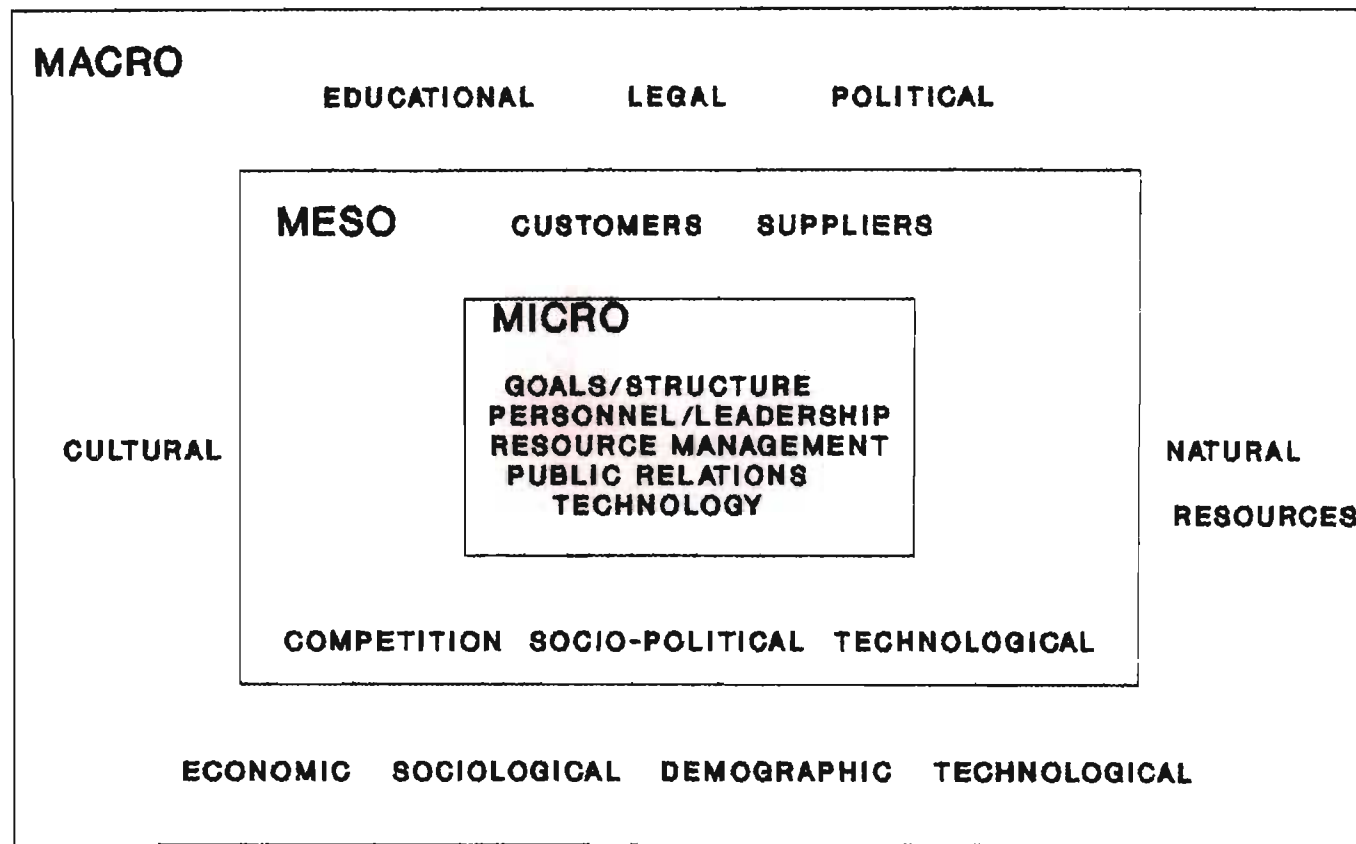
A model representing the environment of High School 139 is shown in Figure 2.2. The writer has divided the school environment into three levels. The macro level is the broader external environment, which is not manageable by the school, and the most turbulent of the environments; the meso environment is the external environment which is semi-manageable, and the micro environment is the specific environment of the school, which is manageable.

2.4.1. The Macro Environment:

The macro environment of the school, which is likely to affect the management of the school, comprises legal, political, economic, cultural, educational, sociological and technological components. Educational managers should scan their boundaries in an attempt to monitor the impact that these factors are likely to have on their organisations. As turbulence is usually a result of increased uncertainty and complexity in the environment, each of the above components

HIGH SCHOOL 139

THE ENVIRONMENT



(Adapted from "The Relationship of General & Task Environment
to the Organisation" Morgan, Jackson and Paolitto.

FIGURE 2.2.

will be briefly considered in order to show how the macro environment of High School 139 may be regarded as turbulent. These components are inter-related and a composite picture should be drawn rather than a fragmented vision.

2.4.1.1. The Legal Environment:

The state has legal duties in connection with education. Van Schalkwyk, in "The Education System" (1986) says that the state gives a juridical base to formal education. This is done by means of consultation between educational leaders of the community, education officials and government representatives to conceptualise an education act. The rights of all parties concerned with education must be protected by the state by harmonizing mutual legal relationships and by exercising judgement where there are differences between parties. It is the task of the state to integrate and harmonize the large variety of activities in education by means of suitable regulations, rules and ordinances in order to ensure an efficient education system. The legislative power of the state includes the power to levy taxes and to decide on how the money should be spent. [2:211]

As a result of existing legislation, the structure of education in South Africa is decentralised with seventeen departments of education responsible for its provision.

2.4.1.2. The Political Environment:

Political activity, and particularly politically motivated

violence, has an enormous impact on creating turbulent environmental conditions. Political violence continued in 1986.

The State of Emergency, which had been imposed in July 1985 was lifted in March 1986, but a second State of Emergency was declared in June 1986.

The Minister of Law and Order, Mr Louis le Grange, stated in February 1986 that the Government would not hesitate to combat unrest with force, if this was necessary, to restore order and stability. He blamed unrest on the creation and exploitation of a feeling of dissatisfaction among black South Africans, as well as the obstruction of the Government's reform initiatives.

In April 1986, a Progressive Federal Party (PFP) MP, Mr Roger Hulley, accused the Government of losing control of a number of black townships. At the same time, right wing opposition parties were proposing harsh measures to deal with the violence. Observers, at the time, believed that the Government shifted its stance from a belief that the conflict resulted from a 'communist conspiracy' or 'outside agitators'; to an acknowledgement that social and economic conditions, faced by black people provided motivation for revolutionary action and sentiment.

In 1985 'necklacing', as a form of political killing, received local and international press coverage. It was reported by the Institute for Strategic Studies, University of Pretoria, that

672 people were victims of this death from 1984 to June 1987.

At that time, Mrs Winnie Mandela, wife of the then jailed ANC leader, Mr Nelson Mandela, addressed a public meeting in Munsieville on the West Rand and she was reported to have said:

"Together, hand in hand, with our boxes of matches and our 'necklaces', we shall liberate this country."

Whilst this form of killing was condemned by many political organisations, there were those who called for elimination of "collaborators with the enemy". Furthermore, the President of the African National Congress (ANC) said that the ANC would step up its military operations in South Africa and he called for an intensified armed struggle.

This political activity penetrated the black education system bringing about further school boycotts, intimidation and a break down in authority. The black student population adopted the slogan "Liberation Now - Education Later" and it was reported that in Soweto only one in five candidates reported for the 1986 matric examinations.[3:512-515]

This political activity caused concern and fear amongst the white citizens of South Africa and it became evident that any Government strategies to stabilise conditions would not only be costly but result in a reduction in expenditure in other state budgets.

2.4.1.3. The Economic Environment:

The first principle of the de Lange Commission recommended:

"Equal opportunities for education, including equal standards in education, for every inhabitant, irrespective of race, colour, creed or sex, shall be the purposeful endeavour of the State."

The Report expanded on the financial implications of the principles for the provision of education.

Firstly, it said that the level of financing between different individuals, regardless of sex, creed, race or colour, needed to meet a condition of parity if education of equal quality was to be provided. Furthermore, realistic norms should be set to determine the financial needs and the responsibility of the State in meeting those needs.

Secondly, the Report said that although the State can be expected to assume responsibility for financing education, economic constraints existed. There were other community needs for State financing such as Health and Welfare. If the needs of these sectors were not given consideration, there could be a negative effect on the effectiveness of spending on education.

A third point made was that the individual and community would have to make some level of financial commitment to supplement the State's contribution to education. This would help to "bridge the gap" between the State's provision of education and

the variety of educational needs. [4:72]

In the light of Principle One, and the subsequent response by the Government in its White Paper, it became clear that the Government would do its best to address educational disparities between different population groups. The sector, which was likely to receive a reduction in State spending, was white education. There was no certainty as to how rapidly the problem would be addressed but there was no doubt that changes would occur.

During 1986 many local and overseas companies had pledged, or donated, large sums of money towards education and training in South Africa. However, disinvestment from South Africa by companies from the United States resulted in a reduction in spending on social responsibility programmes. Most of these funds had been pledged for improvement of black education. Disinvestment, sanctions and the drop in the price of gold all contributed to turbulence in the economic environment which, in turn, affected the management of High School 139.

2.4.1.4. The Cultural Environment:

According to Venter in "The History of Education" (1979) the special significance of cultural structures in education arises from the realisation that man is a cultural being in a twofold manner: on the one hand he is a product of culture and on the other, a creator of culture. Cultural traditions are passed on from generation to generation and, by example and teaching,

from ancestors to descendants. He goes on to say that it is not only the origin of culture which exercises a particular influence on the nature of education, but also the direction taken by culture in the course of history which is decisive for education.[5:118-119]

In recent years there has been a call for multi-cultural and non-cultural education in this country,. This again raises questions of uncertainty and complexity. How can an educational system change in order to accommodate such demands?

2.4.1.5. The Educational Environment:

The educational environment in South Africa has always been complex. Partitioning on the basis of colour had been in existence since before the National Party assumed power in 1948. The traditional apartheid education appears to have failed on two counts: firstly, it has not been a successful 'social control' and secondly, it has not been producing the motivated, disciplined, trained and technically competent labour force required by the industrial sector.[Nasson: Education from Poverty to Liberty (6:48-49)]

Empirical evidence shows the inequalities of provision. Table 2.3. shows the percentage number of children completing twelve years formal schooling across the race groups, together with percentage figures of underqualified, and properly qualified teachers.

TABLE 2.3.

Percentage distribution of racial inequalities in education.

	White	Black	Coloured	Indian
Pupils completing 12 years of formal schooling. 1963 - 1975	58,4	1,96	4,4	22,3
Teaching force which is severely under-qualified, i.e. does not hold a minimum of a Std 10 school-leaving certificate and a teaching certificate. (1978)	3,6	85	66,14	19,7
Teaching force which is properly qualified, i.e. holds a degree and a postgraduate teaching certificate. (1978)	34,0	2,45	4,5	20,5

Source: Education from Poverty to Liberty: Edited by
Bill Nasson & John Samuel 1990.

There was, with de Lange, a commitment to 'education of equal opportunity for all'. Nasson, in his paper "Redefining inequality: education reform and the state in contemporary South Africa" quotes the De Lange Report with reference to differentiation:

"Differentiation based purely on differences of race or colour, cannot be regarded as relevant grounds for inequality of treatment and is consequently contrary to the social and ethical demands for justice. (HSRC, 1981:209)"

In response Nasson says that:

"This new logic has not been without some material effect. It has undoubtedly signified a new

commitment to begin shifting the balance of fiscal advantage between white and black educational constituencies." [6:57]

Another factor contributing towards uncertainty in the educational environment resulted from a conference held in December 1985 by the Soweto Parents' Crisis Committee (SPCC). At this conference the concept of "People's Education for People's Power" took form.

According to Gardiner in "Liberating language: people's English for the future", "People's Education for People's Power" is but one manifestation of the political, cultural and intellectual ferment of our time. He argues that:

"Out of longstanding convictions about the utter inferiority and inappropriateness of Bantu Education has emerged a wider vision of the need to restructure the base of education in this country." [7:159]

Gardiner goes on to say that by perceiving education in much wider terms than school (and institution-based programmes can imply,) "People's Education for People's Power" encourages thinking about the interests of the whole of society.

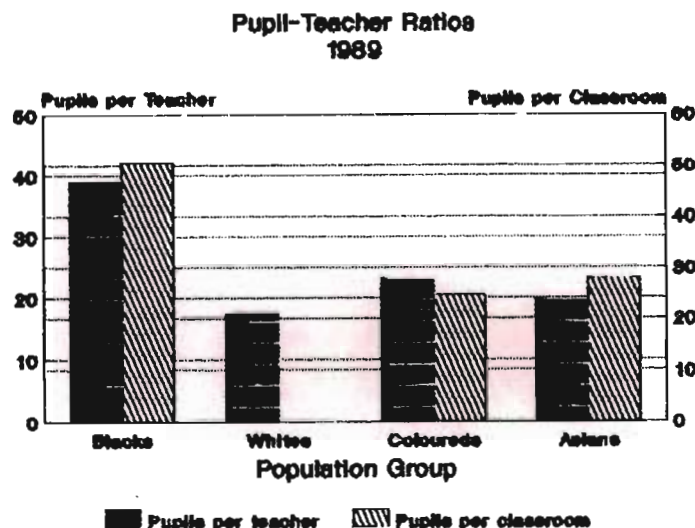
"People's Education for People's Power" generated much discussion in educational circles. Academic staff at High School 139, as well as community members interested in education, realised that the Government had a responsibility

for improving the quality and quantity of education for the whole of society. There was, however, a fear that changes in the educational system might result in the imposition of a new curriculum and ideology on the School. The external environment appeared to be increasingly turbulent and a determined effort was made to find a way of protecting the resources of the School.

Faced by a reallocation of state funds, as well as uncertainty about the implications of People's Education, white communities became increasingly fearful of the lowering of educational standards, declining levels of attainment, higher teacher-pupil ratios and inadequate qualifications of teachers. Comparisons were made between white and black education, and white communities realised that if they were to protect their resources, then financial sacrifice was inevitable. Table 2.4. gives a comparative view of pupil-teacher ratios by race and pupils per classroom. The latter figure was not available for the white group. If the Government were to address the issue of providing education of equal quality for all South Africans the standards enjoyed by white pupils would be affected. The pupil-teacher ratio and number of pupils per classroom would have to be increased in white schools. It is understandable that communities which enjoyed the privileges of low pupil-teacher ratios and a comparatively small number of pupils per classroom would not want to relinquish them.

Table 2.4.

Source: Education and Manpower Development, 1989, No.10.[8:20]

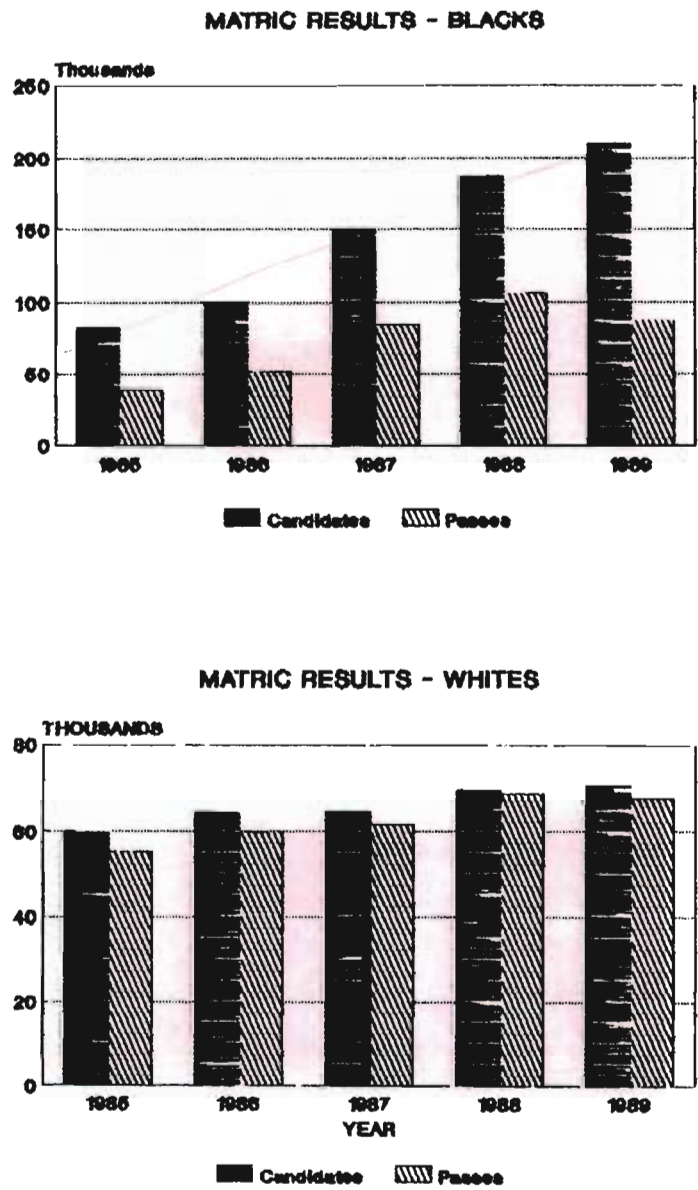


White communities were not only fearful about increased pupil-teacher ratios but also concerned about falling academic standards. Figure 2.5. gives an indication of the results of black and white students. The first graph shows that in excess of 90% of white candidates pass the matriculation examination. In comparison, 56% of black candidates entered at this level pass the examination.

The disproportionately high level of state funding contributed to the high examination success rate enjoyed by the white population group. As has been indicated earlier in this chapter, classes had been kept small and teachers were well qualified. Although the need to improve the broader educational base was recognised, white parents were willing to make financial sacrifices to maintain high academic standards.

Figure 2.5.

Source: Education and Manpower Development, 1989, No.10.[8:15]



The senior management team of High School 139 was aware that the educational environment was changing. It recognised a need to protect and preserve accepted educational standards and those in management positions, together with influential community leaders, were challenged with formulating a policy for change.

2.4.1.6. The Sociological Environment:

Wayne Hoy and Cecil Miskel discuss the school as a social system in detail in "Educational Administration - Theory, Research, and Practice". They write that the processes that organise human behaviour have two sources:

- '(1) the structure of social relations in the group;
- and (2) the culture of the group; that is the shared beliefs and orientations that emerge to unite the members of the group.'

They state that as individuals engage in social interactions, they develop common conceptions of acceptable and desirable behaviour. Moreover, they point out that norms have two important components: a general agreement about appropriate behaviour, and secondly mechanisms to enforce expectations.

Hoy and Miskel define a social system as "a bounded set of elements and activities that interact and constitute a single social entity." A social system must be bounded in some manner from its environment and "the environment is anything outside

the boundaries of the unit of analysis that (1) affects the attributes of the internal components and (2) is changed by the social system itself." [9:54-55] They state that the environment contributes students, materials, energy, information, and cultural values, whilst the school returns educated persons, information, and entertainment.

The sociological environment in South Africa is complex. Society in this country is composed of many social systems. Until the mid 1980's education for white South Africans was relatively stable, routine and institutionalised. It was, however, during this period, that education became highly politicised and white communities became more protective and eager to maintain equilibrium within their schools.

2.4.1.7. The Technological Environment:

From a macro perspective, one should concentrate on the developments in the scientific and technological community outside the organisation, the speed at which technology develops and guidance to organisational leaders as to how it should be applied.

Anne Jones, in "Leadership for Tomorrow's Schools" [10:35] talks about the 'micro-technological revolution, which many teachers fear may put them out of work...' as a factor which increases turbulence surrounding schools. She also states that teachers are likely to be needed more than less, but that the emphasis would change from the cognitive/academic aspects of

learning to the affective aspects of learning.

The De Lange report addressed issues in connection with educational technology. It indicated that integrating educational technology, as a supporting service, in the provision of education, could help to resolve problems in connection with high pupil-teacher ratios, large class groups, needs of individual learners and teacher shortages in some subjects.

Furthermore, the Report stated that an urgent need had arisen for top level co-operation among bodies such as the SABC, the Post Office, education authorities and the private sector if television, the computer, telecommunication and information retrieval systems were to be integrated.

The Report suggested that the success of educational technology was more dependent on attitudes of teachers than on highly specialised personnel.

Benefits resulting from the implementation of educational technology included the following: the quality of education in the classroom might be enhanced; the accent could shift from the teacher being the giver of information to that of manager of teaching and learning; pupils could be more motivated to explore subjects in depth because information would be more accessible; educational technology could benefit remedial teachers; with better technological support teachers could possibly manage larger groups - particularly in subjects where teacher shortages existed. [4:49-51]

This section of the report was a powerful force for change from the macro educational environment considering that the micro-computer was making its debut in South Africa. In 1981, when the de Lange Report was published, international computer companies in this country were competing to introduce the PC - personal computer. Prior to 1981 computers, and their links with telecommunication systems, were valued for their business applications rather than as aids to be used in education.

The suggestions made in the de Lange Report raised questions of doubt and excitement, complexity and fear - factors contributing to turbulence.

The Soweto Riots of 1976, the boycotts of 1980 and the disturbances in black education in the middle Eighties forced communities to consider alternative approaches to education. These alternatives ranged from a conservative call for growth and improvement to the more radical call for "Peoples' Education" and alternative societies.

2.4.2. THE MESO ENVIRONMENT

There is a tendency in South Africa for teachers to protect their task environment and promote a culture of expertise.

There is an attitude that the teachers are the qualified educationists and the ones who know. However, pressures from the environment demand a re-assessment of the situation.

Although education may be the specific concern of schools, there is a large number of external bodies which have an

interest in schooling and how educational organisations achieve their goals. Inputs from external groups affect the micro politics of the school and these environmental pressures mix with internal aspirations adding to the complexity of decision making.

The meso environment of the school is the external environment which is semi-manageable. According to figure 2.2. the components of this environmental level are socio-political factors, customers, suppliers and competitors. These environmental factors should not be viewed in isolation but together with the influences of the broader macro environment and the specific task environment of the school.

2.4.2.1. Socio-Political Factors:

Socio-political factors include government control of organisations, public political attitudes to education and the relationship between the organisation and the organised teaching profession.

2.4.2.1.1. High School 139 and the Natal Education Department

High School 139 is controlled by the Natal Education Department (NED) which falls under the Department of Education and Culture, House of Assembly. This bonds the school to the NED and means that there is a close relationship between the NED and the principal, teachers and clerical staff of High School 139. The most important person in this relationship is the

principal as he has the task of negotiating with the Department on matters of staffing, support for school activities, involvement with subject advisers, responding to emergencies, providing information and responding to, as well as, implementing policies or initiatives.

Since the mid 1980's the principals of NED High Schools have been faced with reductions in staff and monetary allocations which do not enable them to meet the running costs of their schools. This effective reduction in resource allocation has affected the nature of the relationship between the principal and the NED. Whilst he is controlled by the formal structures and legitimate purposes of the Department, he is, at the same time, making every effort to promote the interests of his school. In the case of High School 139, the goals set by the School Management Council, and decisions agreed to be correct at School level, may be in conflict with those promoted by the Education Department. For example, the School is determined to maintain low teacher-pupil ratios, whilst the Department of Education and Culture is attempting to increase these. There is a tension between the collective goals of the Department of Education and Culture and those of High School 139 as a discreet institution.

2.4.2.1.2. The public attitude to education

There is a common belief in South Africa that there should be one education department with uniform standards and approved syllabuses. At the time of writing there are seventeen

different departments of education. This differentiation leads less privileged groups of society into believing that they are being deprived of opportunities and facilities. A mass education system, would not be able to address the complex needs of this country. A mass education system suggests that there would be one education system. Taken to an extreme this implies that every child would be exposed to the same curriculum and examined by a single body. As de Lange stated "equal education ... does not imply identical or the same education for everybody." [4:207] Barriers against a single education system include, amongst others, language, culture, the labour market and logistics based on the size of the country. Even if there were a single accepted language as the medium of education, the competence level of pupils would vary to such an extent that further barriers would be imposed.

Determination of policy, in respect of education, has to be a high priority in establishing a new political dispensation.

2.4.2.1.3. High School 139 and the organised teaching profession.

The Teachers' Federal Council replaced the South African Teachers' Council for Whites in 1987. By law all teachers in NED schools are obliged to belong to this organisation. At the same time the teachers of High School 139 are members of the Natal Teachers' Society (NTS). The relationship between the School and the NTS was slightly strained when the Trust Fund

was introduced. The main objection was aimed at teachers receiving disbursement for their involvement in extra-curricular activities. Many educators saw a commitment to extra-curricular activities as part of the teacher's role. Payment for this involvement was not regarded by all members of the NTS as ethical and the professional status of teachers at High School 139 was questioned.

2.4.2.2. Customers, Suppliers and Competition.

The mid 1980's was a period when education was under the spotlight. There was an increase in the amount of South African literature on the theme and repeated emphasis on the inequality of provision for the races.

All the environmental components discussed in the section on the macro environment were having an effect on the white community. Emigration increased; sanctions and disinvestment brought about retrenchment and redundancies and economic factors resulted in cutbacks in education. The number of white children seeking places in high schools dropped, which meant that some schools were forced to close or merge with others.

For educational institutions to remain viable, educational managers were forced to devise effective means of coping with dynamic environmental forces. The educational "market place" was changing and managers needed to ensure that their organisations would be able to continue to attract customers, supply educational demands and compete in turbulent conditions. The ultimate client of the education system is the society of which it is part.

2.5. SUMMARY:

The above discussion has shown how environmental forces in the mid-eighties created uncertainty and complexity in education. There was an enormous gap between the attitudes and actions of participants in the white education arena towards equal education for all South Africans. At the same time the community of High School 139 called for action which would protect the quality of education which it deemed desirable. The parent community had made a considerable financial investment in the School since it was founded. It was willing to continue to make a financial contribution towards the education of the children in order to maintain desirable standards of education.

The Management Team of High School 139 had the support of others, such as the parent community, sharing the environment, and this gave the School the capacity to find a solution. In the next section it will be shown that High School 139 responded to turbulent conditions in the environment by forming a Foundation Trust Fund. This enabled the School to generate sufficient funds to maintain the standards of education the community demanded.

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CHAPTER 3

HIGH SCHOOL 139'S RESPONSE TO TURBULENT CONDITIONS

3.1. Introduction:

The turbulent conditions emanating from the macro and meso environments, described in the previous chapter, became increasingly apparent to the management of High School 139 at the beginning of 1986. Responsible parties needed to respond to turbulent conditions in order to preserve and promote the goals of the school.

In February 1986 the Headmaster informed the School Advisory Committee - the body appointed by parents which, together with the headmaster, controlled and managed the educational institution - that the auditors had suggested that High School 139 should introduce a 'trust fund'.

High School 139 would be unable to maintain the desired standards of education if it continued to depend on the monetary allocation received from the state and the low contribution made to the school fund by parents.

In this chapter the circumstances leading to the introduction of a trust fund are discussed followed by a brief discussion on the financial management of the School prior to 1987 and an explanation of how the School Committee of High School 139 obtained a mandate from the parent body to introduce the Foundation Trust Fund.

3.2 High School 139's Financial Management prior to 1987.

Prior to the introduction of a Foundation Trust Fund, High School 139 had the following sources of income:

- (a) Monetary allocation - the amount paid by the Province per child.
- (b) Payments made by parents to meet the costs of extra items such as the school magazine; matric entry fees which were paid directly to the Natal Education Department; and the entry fee to the Matric Dance - a sum which helped meet the cost of running the dance.
- (c) School Fund - a non-compulsory contribution made by parents which had remained at R160,00 per annum per child for the previous two years.
- (d) Fund-raising - this included activities such as occasional fetes or cake sales.
- (e) Donations - this includes direct payments made to the school as gifts towards certain projects.
- (f) Money raised through school services such as the thrift shop, tuck shop and locker rentals.

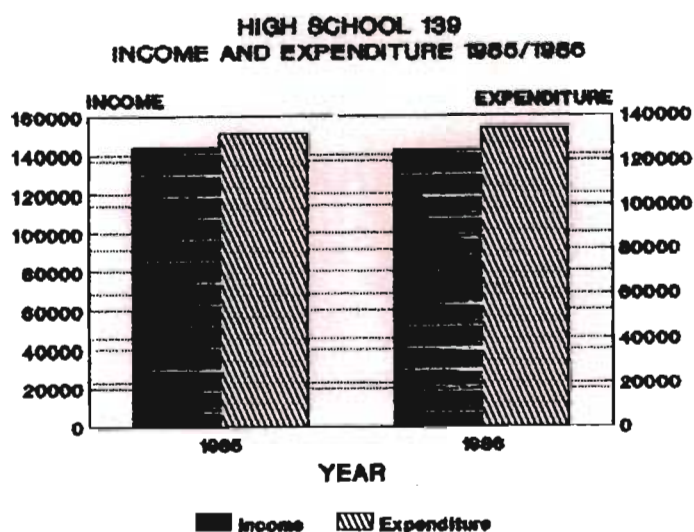
All monies raised through items (c) to (f) were put through the accounts of the School Fund which had to meet a variety of expenses:

- (i) Administration expenses - these included auditor's expenses, cleaning, bank charges,

- insurance, maintenance of grounds and equipment, office machine expenditure, stationery, as well as sundry expenses.
- (ii) Capital expenses - expenses such as air conditioners, building renovations, computer and audio-visual equipment and carpeting.
 - (iii) Cultural expenses - choir, school library costs, special occasions such as Speech Day, expenses for attendance by pupils to outside cultural activities such as drama productions.
 - (iv) Sports expenses.
 - (v) Educational expenses - entrance fees to 'olympiad' type competitions, as well as extras such as additional copies of text books for teacher reference.
 - (vi) Motor vehicle expenses - the School owned a number of mini-buses which had to be maintained at the School's expense.

The total income and expenditure for High School 139, for the calendar years of 1985 and 1986, are shown in figure 3.1. It does appear, at a glance, that expenditure exceeded income in 1985 and 1986. This is not the case as the scales for income and expenditure on the graph differ. However, if one interprets the graph correctly, it will be seen that the expenditure in 1985 and 1986 was very close to the income. This was at a time when inflation was being predicted to be at a minimum of 15% per annum.

Figure 3.1.

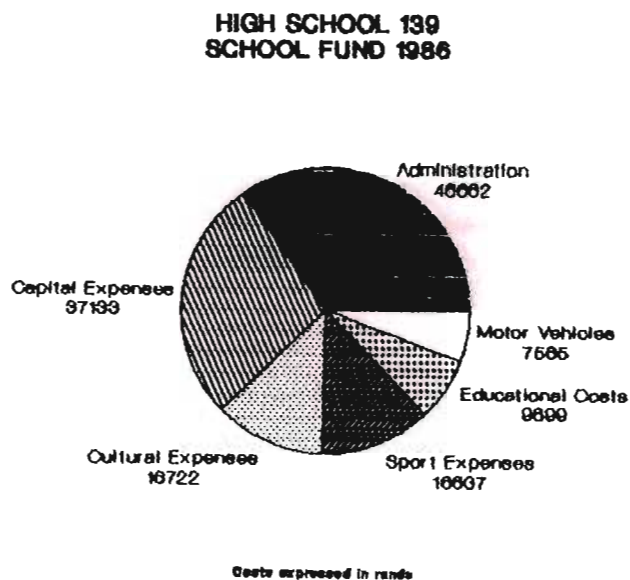
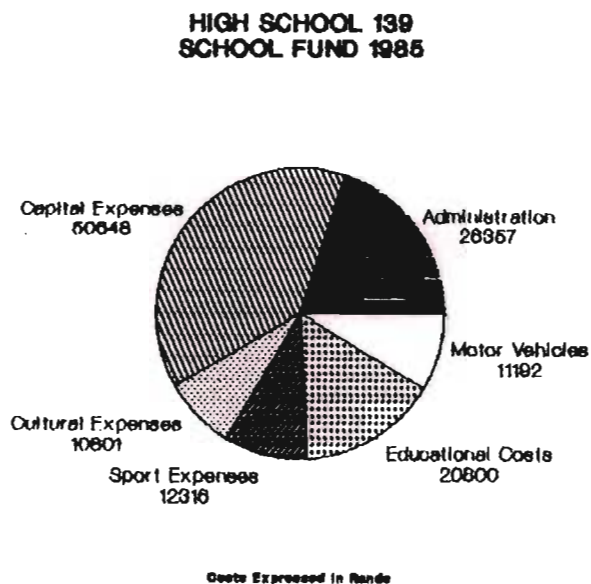


A breakdown of expenditure is shown in figure 3.2. It may seem strange that educational expenses are apparently so low in an educational organisation. One must note, however, that one of the highest educational expenses is that of teachers' salaries and at this stage all of these were being met by the state. Furthermore, most of the other expenses incurred were in support of educational activity. The implication of this statement is that there are activities which occur in a school which may not be directly linked to classroom activity. However, monies spent in support of administrative activities, the development of capital projects and costs incurred in

respect of sporting and cultural activities all support the broader educational programme.

Figure 3.2.

Source: High School 139 Balance Sheets 1985 and 1986.



Monetary Allocation from the state was used to pay for the following:

- Text books
- Library books
- Telephone
- Audio visual equipment
- Sports equipment
- Cleaning materials
- Gas
- Electricity
- Refuse removal
- Bantu registration fees
- Water
- Laundry
- Equipment - e.g. Grounds maintenance equipment
such as spades, forks and wheel-
barrows.
- Subject expenses - e.g. Chemicals, blackboard
instruments, maps.
- Medical treatment - maintenance of adequate
supplies for the sick bays.
- Stationery

It will be noticed that there was a significant overlap between the application of funds from Monetary Allocation and School Fund. This situation worsened when there were insufficient funds in Monetary Allocation to meet the needs outlined above. Text books, for example, in the mid-eighties, increased in price significantly. Imported books, in particular, quadrupled in price as a result of the decline in the value of the rand and the imposition of increased import duty. The increased import duty on text books had a direct effect on the local market as the demand for locally produced texts rose.

The Monetary Allocation Fund and enrollment figures for High School 139 are shown in Figure 3.3. for the period from 1985 to 1988.

Figure 3.3.

Monetary Allocation and Enrollment

YEAR	ENROLLMENT	MONETARY ALLOCATION	PER HEAD
1985	879	R71 746,00	R81,62
1986	920	R132 974,00	R144,54
1987	902	R71 596,00	R79,37
1988	839	R93 220,00	R111,11

The allocation fluctuated considerably over this period. To be of real significance one needs to compare these figures with those of other race groups. The average inflation rate, as measured by the rate of increase in the consumer price index, grew from 16,2% in 1985 to 18,6% in 1986. [1:716]

The Headmaster of the school was responsible for the control of the School Fund and Monetary Allocation. This responsibility was, however, largely delegated to one of the deputy principals. The structure of financial management at that time is indicated in Figure 3.4.

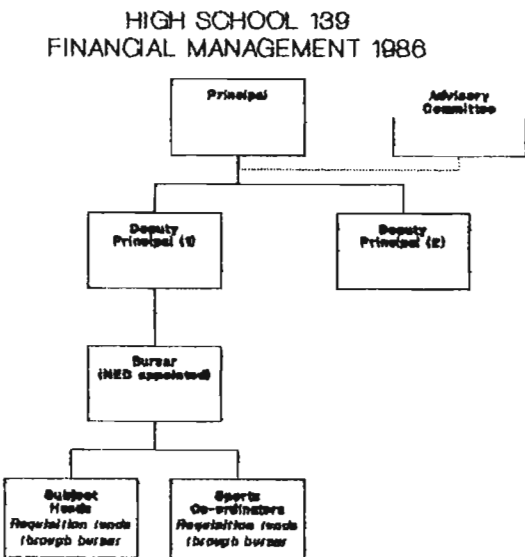


Figure 3.4.

As has been stated above, the sum of R160,00 per pupil per annum was contributed to the School Fund (non-compulsory) and a sum averaging at close to R100,00 per annum was forthcoming from the Natal Education Department. From this income High School 139 was expected to provide a full educational programme - academic, cultural and sporting. Pupils in white schools expected free exercise and text books, and it was quite clear that an alternative source of funding had to be found and a suitable strategy for the raising of funds adopted.

3.3.The Introduction of High School 139 Foundation Trust Fund.

In April 1986 the Advisory Committee was replaced by the School Management Committee. One of the first tasks of this body was to formulate a plan to introduce a trust fund.

A sub-committee was formed to draw up a proposal for the introduction of a trust fund. The principal of a Transvaal school, which had successfully introduced a similar fund, was approached and supplied the committee with information and advice.

In order to introduce the Trust Fund the following steps had to be followed:

- (i) A mandate from the parent body had to be obtained in favour of the formation of the Trust Fund.
- (ii) A full analysis of the existing income and

expenditure of the school had to be made.

- (iii) The legal aspects of the Trust formation would have to be investigated, including income tax legislation.
- (iv) School activities had to be re-arranged and a Parents' Association formed: this was necessary as the Parents' Association would eventually assume responsibility for certain activities and expenses and the School would remain responsible for others.
- (v) A full budget of anticipated expenditure would have to be prepared for the 1987 school year.
- (vi) On implementation a new accounting system would have to be introduced.

The order of activities listed above was not sequential. The mandate from the parent body to go ahead with the Trust Fund was essential, but the School Committee had to know the full legal and financial implications of the new venture if it were to receive the support of the parents.

After numerous committee meetings and sub-committee meetings a special meeting of High School 139 was held in July 1986. The object of this meeting was to engender support for the introduction of the Trust Fund, to explain how it operated and to answer questions parents might wish to ask.

The meeting was addressed by the Headmaster of High School 139, the Chairman of the School Committee, a chartered accountant, who was a member of the School Committee, and the Headmaster of the Transvaal school, which was already operating a trust fund.

In his address the Headmaster of High School 139 gave a factual account of environmental conditions affecting the school. He spoke of the equalization of financial support in education to be given to all races, the De Lange Report and subsequent White Paper which had stated that the individual and private sector would have an increased responsibility towards formal education, the need for local communities to support their school financially and the provision made in the National Education Policy Act for increased parental participation. He also spoke about the price increases being faced by the School for items such as text books and stationery and the fact that the State no longer carried out free maintenance and repairs. He finally spoke about the number of teachers being reduced saying that at High School 139 alone that number was likely to be four by the end of 1987. The effect of this would be larger classes, a possible shortage of teachers in certain subjects and a possibility of reducing the number of extra-curricular activities within the School.

The Chairman of the School Committee spoke about the School Committee's vision of the future and the sound foundation of this relatively young school. He said that the changes

envisaged could "result in a considerable improvement with better and more parental involvement in education generally. Education is a partnership between parents and teachers for the benefit of our children. We must all know our responsibilities in this regard. We cannot and do not want to take over the responsibilities of the Headmaster and his professional staff, but if we work hand in hand the results of our efforts will be clearly reflected in the image of our School and our children." [2]

The Chairman said that the future limited financial support by the State for white schools left High School 139 with three options:

- i) Acceptance of a gradual decline in educational standards.
- ii) Maintenance of the present standards.
- iii) Improve standards as much as possible.

In consideration of the three options the Chairman made the following observations:

- "i) If we are not prepared to contribute more towards the education of our children, then a decline in standards would be inevitable. We can blame the Government and their policies and shout as much as we like that education is their responsibility. We can refuse point blank

to pay more because we are already overtaxed and feel that education is the Government's responsibility. The fact remains that our position with this option will not change and that we will have to be satisfied with the consequences.

- ii) If we decide to maintain the present standards, then we will have to increase our school fees marginally every year - probably in line with the inflation rate. With this option we will continue to live from hand to mouth. We cannot expect wonders, but at least there should not be a deterioration from what we presently have. This means that we will sit and wait for events to overtake us and make financial adjustments where necessary.
- iii) If we go for this option, we need to become innovative. We will have to get moving and be fully prepared. It could be the beginning of great things to come. If we desire more for our children, nobody except ourselves can change it. For this option, an enlightened attitude will have to be adopted." [3]

The Chairman went on to identify standards which needed to be maintained or improved: improved academic, cultural and

sporting results, preservation of present teacher/pupil ratio, the economical use of money, a school to be proud of, a school that would be respected and sought after, where children would like to go and where teachers would feel that it was a privilege to teach.

The chartered accountant, and member of the School Committee, presented a financial report to the parents, based on the existing 1986 figures, and indicated that there would be a deficit of R7000,00 at the end of 1986. Income and expenditure budgets for 1987 were also presented and these are included as appendices at the end of this paper.

The Headmaster of the Transvaal school, which had successfully introduced a trust fund, then addressed the parent body. He explained how the fund operated. Instead of all the different sections of the school operating independently and organising their own fund-raising activities, they were combined to fall under one body. Parents were no longer asked to contribute to the variety of different activities in which their children were involved, but were asked to pay one monthly sum to the Trust Fund. The monies accumulated in this way would meet the needs of the various school activities. Moreover, donations to the Trust Fund entitled the donors to tax relief, the extent of which was dependent on individual marginal tax rates. A more detailed discussion on the operation of the Trust Fund is included in Chapter Four.

The meeting was then shown a list of activities which were currently offered by High School 139, as well as some which could be introduced in the future. Parents would be invited to form committees to help run clubs. A teacher appointed by the Headmaster, would be responsible for the activity. The committees would formulate goals, prepare budgets and help run the activities of the clubs within the school.

After general discussion it was proposed that the School Committee go ahead with its intention to launch High School 139 Foundation Trust. This proposal was carried by one hundred and eighty votes to two. The Natal Education Ordinance No. 46 of 1969 defines the composition of a quorum at meetings of parents. A quorum is present if the number of parents equals 20% of the pupil enrollment or 100 representatives, whichever is the lesser. As this condition was met, the School Committee was able to accept the decision of the Meeting.

3.4. Summary:

This chapter described the environment of High School 139 prior to the introduction of the Trust Fund. Financial management prior to 1987 was also discussed. The way in which the School Committee gained a mandate from the parent body to proceed with the Trust Fund has also been described. In the next chapter the writer will indicate how the Foundation Trust was introduced.

REFERENCE LIST:

1. SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (1988) 'Survey of Race Relations in South Africa, 1986, Part 2'
2. Minutes of the Special General Meeting of Parents held at High School 139 on 23 July 1986.
3. The Chairman's address at the Special General Meeting of Parents held at High School 139 on 23 July 1986.

CHAPTER 4.

THE CHANGING ENVIRONMENT OF HIGH SCHOOL 139.

4.1. Introduction

In the previous chapter the environmental factors which led to the introduction of the Foundation Trust were discussed. In this chapter the change in structure of the school and legal procedures for the functioning of the new system are described.

4.2. The School Committee

The School Committee of High School 139 was constituted in terms of "Regulations for the establishment of Regional and School Committees" published in the Provincial Gazette dated 27 March 1986. [Appendix 2] A copy of the rules of the School Committee are attached in Appendix 3A.

As the parent body had given the School Committee a mandate to introduce a Foundation Trust Fund at its meeting in July 1986, the next task of the Committee was to work with the management of High School 139 in order to restructure activities to enable the new system to be introduced.

Paisey, in "Organization & Management in Schools" (1981) has written at length about structure. He defines structure as the "deliberate patterning of relationships between organisation members." He says that "a vital task of management is

continually to match real people to the structure that an organisation requires to discharge its task." [1:68]

The Chairman of the School Committee followed up the historic July meeting of High School 139 parents with a letter to all parents. He reiterated much of what had been said in various addresses at the meeting and told parents that High School 139 Foundation Trust would be established in the foreseeable future. The establishment of this Trust required sophisticated financial planning and control and the effective involvement of parents, teachers and children.

4.3. The Restructuring of School Activities

Existing school activities were formed into clubs. Each club was known as "High School 139 Parents Association ...

Supporters Club" depending on the nature of the activity. The affairs of clubs were administered by parent committees, elected annually at the clubs' annual general meetings. A chairman, secretary, treasurer and as many members as were deemed necessary were elected to each parent committee. In addition, the teacher in charge of the activity served on the committee as the Headmaster's Representative. The functions of the clubs were mainly supportive and advisory and are listed below:

- * Active support of the Club's activities.
- * Advice on ways and means of engendering enthusiasm in the Club.

- * Advice in terms of the general needs of the Club.
- * Advice in terms of budgetary matters.
- * Arrange all social functions.

The Headmaster's Representative had to attend all meetings in an ex officio capacity and had the power of veto. The Rules of the Supporters Clubs are attached in Appendix 3C.

Initially there were twenty-six clubs as shown in table 4.1.

TABLE 4.1.

Girls' Hockey	Chess/Computers	
Cricket	Wind Surfing	
Squash	Surfing	
Debating/Public Speaking	Water Polo	
Boys' Tennis	Equestrian	
Girls' Tennis	Catering	
Boys' Hockey	Photography	
Rugby	Matric Dance Committee	
Drummies	Wildlife	
Swimming	SCA	
Athletics	Academic Activities	
Netball	Drama/Choir	
Maintenance	Transport	

4.4. The Parents' Association

The Chairmen and Treasurers of all Supporters Clubs were automatically members of the Parents' Association. The Parents' Association in turn fell under the auspices of the School Committee. The main functions of the Parents' Association were to consider the budgets of each club and adjust these where necessary; to draw up an overall budget based on club budgets; to hold general discussions on

constructive ways and means to promote the school and its activities and engender enthusiasm in the clubs.

The Rules of the Parents' Association are attached in Appendix 3B.

4.5. Legal Procedures

The Foundation Trust had to be registered as an educational trust fund and accordingly a Trust Deed had to be drawn up. This Deed contained details pertaining to the establishment of the Trust, objects of the Trust, powers of the Trustees, appointment of Trustees, meetings of Trustees, books of account, security and the policy regarding amendments to the Deed. A copy showing the format of the Deed, is included in Appendix 4A with a subsequent amendment in Appendix 4B.

4.6. Financial Management:

In the months following the meeting, at which the parent body had given the School Committee a mandate to form a Trust Fund, financial planning became a major task. The success of the project depended upon the accuracy of budgeting and the ability of financial managers in the future to keep the school's operations within these budgets.

Various clubs were formed and each Club Committee was faced with the task of accurately forecasting its financial requirements for 1987.

The 1987 budget, the first in the new system, was divided into three sections:

- 1) The Parents' Association's budget which was drawn up by parents in conjunction with teaching staff. This budget was designed to cover the activities of the twenty-six Supporters Clubs.
- 2) The School Fund was, and is, administered by NED regulation. A School Fund Committee was elected. This was made up of five members of staff and two parents. Included among staff members must be the headmaster and a senior staff member. The NED appointed bursar attends finance meetings to answer questions relating to financial issues.
- 3) The Foundation Trust budget, which was drawn up by the Trustees, incorporated requests by and suggestions of parents and staff. This budget was designed to meet strategic short, medium and long term capital and other requirements.

It has been claimed that the first budget of the Parents' Association took approximately 3000 man-hours to prepare. This can be attributed to the fact that each of the twenty-six Supporters Clubs had to, not only draw up their initial

budgets, but had to revise them and reduce them until they reached realistic and acceptable levels. Further, this exercise was undertaken, in many cases, by teachers and parents who lacked expertise in the field of financial management.

A copy of the revised budget of the Parents' Association is attached in Appendix 5 - this gives an indication of the amounts, administered by the Parents Association, which were spent on the various activities taking place at High School 139.

The Parents' Association's budget had to be combined with those of the School Fund and Trust Fund, and the overall budget for 1987 is summarised in Table 4.2.

Table 4.2.

Parents' Association Budget	R162 678	
School Running Expenses	R 93 572	
Teachers' Incentive	R 40 000	
Short Term Capital Items	R 64 050	
Trust Fund	R 52 500	

TOTAL	R412 800	
	=====	

Under the new system a Foundation Finance Committee was formed to administer the Trust Fund. This committee, in turn, was responsible to the Management Council which reported to the Trustees who were legally responsible for financial management.

The introduction of a trust fund increased the duties of the Finance Committee. The parent members of this Committee had

close links with the commercial and industrial world. In committee meetings parent members were able to offer their expertise to the school management, to propose the most viable way of resolving a financial problem and to offer advice in connection with suppliers and school expenditure.

A major task confronting the Finance Committee, in preparation for the introduction of the Trust Fund, was to determine the fee to be levied per child. Furthermore, it had to be decided which items would be paid for by the Foundation and which items would be excluded.

Table 4.3 gives an indication of items that parents would have to continue to pay for and would not be provided by the School.

Table 4.3.

! Certain art materials	School Uniforms	!
! Technical Drawing sets	Sports Uniforms	!
! Material for sewing classes	Pens, pencils etc.	!
! Accommodation on tours	Calculators	!
! Drummie uniforms	Geometry sets	!
! Specialised coaching clinics	Some H/C exercise books	!
! Films for cameras		!
! Entrance fees to plays etc.		!

A further decision had to be made regarding items that would have to be supplied by parents, who refused to contribute to the Foundation Trust Fund. These are listed in Table 4.4.

Table 4.4.

Olympiad fees	Theatre visits	
Science outings	Theatre workshops	
Geography field trips	Cookery fees	
History field trips	Physics Winter School	
NSC entry fees	D & D chess fees	
Computer disks	Outside cricket coaching	
Drummies transport	Equestrian items	
Outside hockey coaching	Matric dance entrance fee	
Outside netball coaching	Photography item	
Outside rugby coaching	Squash court rental	
Outside squash coaching	Surfing fees and coaching	
Outside swimming coaching	Wildlife club transport	
All away tours		

The final budgeted amount for 1987, including a Reserve Fund and Long Term Capital Projects Fund, was R615 000. In order to meet this amount it was agreed that for the first and second child each family would be charged R60 per month and that a further R10 per month would be levied for the third and fourth child. Staff members paid a reduced fee, which in the first year was approximately 14% of the annual fee. This has been increased subsequently and a figure of 25% is visualised as being a fair contribution.

4.7. Income Tax Implications:

Section 18A of the Income Tax Act of 1962 (RSA) allows a tax-payer relief for donations made to educational organisations. The greater of R500 or 2% of taxable income is allowed as a tax deduction. The implication of this for parents contributing to the Foundation Trust Fund is illustrated in table 4.5.

Table 4.5.

TAX IMPLICATIONS

	<u>1 Child</u>	<u>2 Children</u>
Yearly contribution	720,00	1440,00
Less allocation to school fund	(108,00)	(216,00)
Claimable for tax deduction in terms of Section 18A - donations to educational funds	614,00	1228,00

Examples:

1) At R32 000 p.a. (40% rate) Tax relief	245,60	256,00
Monthly contribution =	39,53	or 80,67
2) At R45 000 p.a. (47% rate) Tax relief	288,58	423,00
Monthly contribution =	35,95	or 66,75

NB: Figures taken according to calculations made in 1986.

4.8. High School 139 Staff Disbursement Fund:

With the introduction of the Foundation Trust a special sum of money was allocated for staff disbursement. The purpose of this was to give staff, for their involvement in school activities, an annual bonus, as a token of gratitude from the parent body. The aims of the Disbursement Fund, as initially stated, were to recognise and reward teachers (an acknowledgement from parents); to promote a happy and contented staff; and to attract well qualified staff to High School 139.

Decisions had to be made as to how much should be allocated to this Fund, who should administer it and how it should be

administered. There was controversy over the introduction of the Fund and arguments were raised for and against disbursement bonuses. On the negative side some parents, in particular, voiced the opinion that the total involvement of teachers in school activities was part of the job which teachers had chosen. However, High School 139 was not the only Natal high school to offer such incentives and soon the issue was raised by the Natal Teachers' Society. A circular was issued by the NTS advising members of the consequences of participating in incentive schemes and "moonlighting".

The teachers of High School 139 generally regarded the disbursement scheme as a positive attempt made by the parent body to acknowledge their contribution to broader educational activities. Whilst the number of staff had been reduced as a result of government cutbacks, the involvement of teachers, in many cases, increased as a result of the introduction of the Foundation Trust. The number of extra-mural activities increased and teachers who organised activities had to attend regular meetings with parent committees.

In the first year R40 000 was set aside for the Staff Disbursement Fund. The administration of the fund generated a great deal of discussion. Every attempt was made to allocate the sum fairly and a committee led by the Senior Deputy Principal, including one Head of Department and several Post

Level One teachers, was formed to decide on the allocation of the Disbursement Fund.

Points were given to staff members who were involved in school activities which extended beyond their commitment to classroom duties. At the end of the year the sum allocated to the Disbursement Fund was divided by the total number of points allocated to all teachers. This resulted in a point-value in monetary terms. The Principal and Deputy Principals were excluded from the scheme as the committee felt that the School Committee would be in a better position to assess their contribution.

It was acknowledged that it was impossible to allocate points to every single activity carried out by staff members. The disbursement was divided into three areas - academic, service and extra mural. It was also agreed that no comparison between the areas could be made but that the emphasis should be on extra mural activities.

On the academic side points were allocated on a sliding scale on the basis of position - e.g. Head of Department, Subject Head, Registration Teacher and Teacher. Staff members were also allocated points for service to High School 139. Service was first acknowledged after three years and up to a maximum of eleven years. The balance of the points were allocated for extra mural involvement. Teachers in charge of activities were given a fixed allowance and teachers, who were also involved

with but not in charge of sporting and cultural activities, were also acknowledged monetarily.

During the fourth year of the implementation of the Staff Disbursement Fund there was a change in the administration of the Fund. Points were no longer allocated for service nor for positions of responsibility. There was a shift in emphasis from a reward for long service and holding positions of responsibility to commitment to extra curricular activities. Staff reaction to these changes is recorded in the next chapter.

4.9. The first year of High School 139 Foundation Trust:

The Annual General Meeting of High School 139 Foundation Trust was held in November 1987. The Headmaster gave a review of how the first year had progressed. He said that he regarded himself as the 'man in the middle'. He said that in accepting the scheme, he realised that he would have to relinquish certain aspects of control, if parents were to be more meaningfully involved in the school. He added that parents had a greater say in the finances of the school and that the number of meetings (on money allocation) had quadrupled. Parents had "encroached" on but not "usurped", areas of academic development, cultural and sporting activities. He said that this was a good thing because of the enthusiasm it had built up amongst parents. It had, however, brought about a decentralisation of control. In the past the Headmaster had

direct control through his teachers. With the introduction of the new system the upward and downward channels of communication were opened. Nevertheless the Headmaster said that he did not regret having taken the step as one had to change with the times. He said that the financial aspect had been very successful and that other schools frequently approached him with a view to instituting similar schemes. He did not doubt that pupils were benefiting from the scheme and that teachers appreciated its value.

The Financial Report was presented and there was discussion about the number of families who had refused to contribute to the Trust Fund. During its first year of implementation it was discovered that:

- 338 families paid in full
- 219 families paid a reduced fee
- 7 families - staff (reduced fee)
- 29 families were unable to pay
- 3 families refused to pay
- 70 families did not respond at all

There was an element of resentment from parents, who paid fees, towards those who did not. It was generally agreed that as the Trust Fund became more established, parents would realise that they were expected to make their contribution to it and that the figures quoted above would improve.

4.10. Summary:

This chapter has concentrated on the actual implementation of the Foundation Trust of High School 139 and the duties and

responsibilities of the various participants. The way in which the parent body and the staff responded to the demands of a major change in thinking on the provision of education is remarkable. There was an enormous amount of restructuring within the school, accommodation of parents' interest and involvement and changes in attitude which had to be catered for. The impact of such a change, not only commends the way in which the community of High School 139 responded to, but also indicates how important it was for it to respond to the turbulent conditions emanating from the macro environment.

The time spent on planning, and the hours spent in consultation with interested and involved parties were major factors which contributed to the success of the first year of operation of the Foundation Trust Fund.

Economic environmental conditions worsened during 1987. Monetary allocation from the Natal Education Department was less than it had been in 1985 and the community of High School 139 had taken its first steps to protect its resources.

REFERENCE LIST:

1. PAISEY, A. (1981) "Organisation & Management in Schools" Longman, London and New York.
2. Minutes of meetings of the School Committee of High School 139.

CHAPTER 5

STAFF PERCEPTIONS OF THE CHANGING ENVIRONMENT OF
HIGH SCHOOL 139.

5.1. Introduction:

The staff of an educational organisation is one of its most valuable resources. It is essential that the Management Team, and particularly the Headmaster, of the school attempts to determine the attitudes and perceptions of the individuals who form this indispensable group. Anne Jones, in "Leadership for tomorrow's schools" states that 'Observing and reflecting on behaviour is an important ingredient in our understanding of the dynamics of school life.' [1:166] She comments that the task of the Head is more difficult and more complex as society becomes more complex and complicated. [1:164]

The success of a school depends on the commitment of teachers and support staff and there should be open channels of communication whereby Management is in a position to assess, accurately, staff perceptions. Hoy and Miskell state that knowledge of the organisation, as well as group and individual dimensions of social systems, provide insights for improving communication processes in the school. [2:314]

In previous chapters various environmental factors impacting on the school were discussed. It was shown how complexity and uncertainty, particularly in the political, educational and

economic environments, increased turbulence. The response of those involved in the management of High School 139 to these turbulent conditions, and the formation of the Foundation Trust Fund were also described.

Evaluation of innovative measures is an essential task of management. The researcher felt the need to ascertain, as accurately as possible, the effect that changes in the School environment had on staff.

In this chapter the discussion focuses on the method of assessing staff opinion and a report on the findings. No hard and fast conclusions have been drawn, as the research in this field has been of an exploratory nature. This area of the investigation, that is the human aspect, is both sensitive and necessary. Sergiovanni and Starratt, in "Supervision: Human Perspectives" state that supervision of human resources depends on basic beliefs about human nature. They go on to say that those beliefs are consistent with political and religious beliefs and that acting on those beliefs enables men and women to work together effectively.[3:359] For this reason, the comments made by Staff of High School 139, in connection with all aspects of school life, should not be ignored by School Management.

5.2. Methodology:

It had been the researcher's original intention to conduct interviews with members of the Management Team as well as senior

and junior teachers and secretarial staff to gauge opinion. In pilot interviews, however, it became apparent that there would be limiting factors. Firstly a lengthy interview would limit the number of people whose opinions could be canvassed. Secondly, the respondents tended to ask the researcher for her interpretation of the questions. The researcher did not want to direct the respondents towards any particular line of thought. If the responses were to be meaningful, and of value to School Management, then it was necessary that respondents were given the opportunity to express frank and open opinions. In order to achieve this it was decided that questions should be of an exploratory nature and open-ended in structure. The aim was to explore staff attitudes towards, and perceptions of, environmental factors.

The writer therefore decided that the survey should be conducted by means of a written questionnaire. There were forty-eight questions in the questionnaire, a copy of which is included in Appendix 6. Copies of the covering letter sent to the selected target group are also included in Appendix 6A and Appendix 6B .

The main categories in the questionnaire focussed on the goals of the School, academic activities and teacher effectiveness, extra curricular involvement, staff disbursement, parental involvement, enrollment, resource management, the technological environment, leadership and morale.

The questionnaire was not anonymous, as the very nature of the questions led to the identity of the respondent being known to the researcher. Respondents however, were assured that their answers would be kept confidential. Of the forty-three questionnaires sent out there were thirty-four replies.

Thirty-one members of the teaching staff were asked to complete the questionnaire and twenty-seven replied. This included every single member of management, including those on leave, and all senior teachers. A senior teacher is defined as a teacher on post level one with at least one merit award. Twenty-four of the respondents had been teaching at High School 139 prior to the introduction of the Foundation Trust and for at least three years after its establishment. The table below gives details of the research sample:

TABLE 5.1.

Category	Sex	Number issued	Number of Returns
			Actual %
Management	M	5	5 100
Management	F	2	2 100
Snr Teacher	M	2	2 100
Snr Teacher	F	8	7 88
Teacher	M	5	4 80
Teacher	F	9	7 77
Secretary	F	7	5 71
Former Teacher	M	5	2 40
TOTAL		43	34 79%

It is interesting to note that the thirty-four respondents had a total of 286 years service at High School 139, giving an average of 8,4 years service per person. The implication of this finding was that the respondents were very familiar with the environment of High School 139.

5.3. Method of analysis:

The data from the returns was analysed by manual methods. Essentially all the information for a particular category was collected, sorted and reported on. Statistical tests were not carried out as it was not the researcher's intention to prove any particular hypothesis.

5.4. Organisational goals: results as perceived by staff.

5.4.1. Introduction:

The questions relating to the School's goals focused on staff perceptions of goals, the influential individuals or groups in goal-setting, and the recording in writing of organisational goals. The Staff perceptions of goals may be divided into those that were perceived to be the desired goals of the School, and those which were perceived to be the actual goals of the School. Although in some cases perceptions of Staff members co-incide, in others there is a clear difference of opinion. Furthermore, the researcher based this part of the report on individual perceptions. Goals of the School, perceived by

Stated ?
certain individuals, may not co-incide with the actual goals of the School. These perceptions varied with the individual's position in the School, his degree of job satisfaction, personal motivation and value system.

5.4.2. Perceptions of desired goals:

The goals of the School were expressed in various ways, but the following emerged clearly as desirable:

- * High School 139 aims to provide an environment in which each pupil is able to achieve his full potential academically, physically, spiritually and emotionally.
- * It is desirable for a pupil to develop creatively; develop critical thinking; have an enquiring mind; to question everything; to acquire problem-solving techniques; and to achieve good results in the Natal Senior Certificate.
- * It is desirable for a pupil to be fully involved in extra-curricular activities and preferable for pupils to be involved in both cultural and sporting extra-curricular activities.
- * High School 139 aims to serve the community by providing an education which is consistent with the social norms of the community. In this regard it is

desirable that the broader educational environment of the school equips pupils with sound moral and ethical growth, tools to cope with life in general, and an interest in the community of which they are part.

5.4.3. Perceptions of actual goals:

The perceptions of the actual goals of the School are not as idealistic as those identified as the desired goals. The following include examples of these perceptions:

- * High School 139 aims to be a viable alternative to neighbouring private schools.
- * High School 139 aims for academic and sporting excellence. (Several respondents indicated doubt about the order of importance of these activities.)
- * Goals are quantitative and not qualitative - the respondents who expressed this opinion suggested that the number of passes or failures in a given subject, or the number of pupils participating in a sport was used as the measure of success, and that not sufficient emphasis was placed on the quality of learning or participation.
- * Appeasement of the parent body and 'selling' the school to the community at large.
- * To have a good reputation in the community.
- * To maintain elitist education.

- * To maintain and further white education for the privileged few.

There were also senior teachers who claimed a total lack of knowledge of School goals.

5.4.4. Comment:

Twenty-six members of the survey group did not know whether the goals of the School were recorded in writing. Four acknowledged that departmental goals were set. As there had been no discussion of these goals at management level, uncertainty was expressed as to whether departmental goals automatically became School goals, and if there were areas of common ground when goals between departments were compared. An interesting statement was made by a senior member of the Management Team. Mr X stated that:

"I know several schools that have no known or published goals and whose overall achievements are certainly no less than those who have goals. In fact, goals (like rules) which are carefully recorded are often an end in themselves: the act of preparing and publishing them is self-fulfilling and the authors then consider their task complete whereas in fact it has not yet begun!"

The above statement appears to be particularly relevant in times

of turbulence and uncertainty. Written goals need to be re-assessed regularly. Uncertainty in the educational environment impacts on the goals of the organisation, and the re-stating of goals could become a task which would conflict with the more important tasks of the organisation: it could become so time consuming that broader educational tasks would be neglected. Response to turbulent conditions depends on the adaptive capacity of the members of the organisation and particularly on the adaptive capacity of those in leadership positions. Anne Jones says that schools and their staff often feel very insecure when faced with innovation. She quotes Kanter and states that 'satisfaction does not come from the tight ship, having everything under control, but from being able to solve problems quickly, imaginatively, in a way which gives staff a feeling of pride in belonging to such a creative and adaptive organisation.' [1:192]

There was an interesting paradox in the section on goal-setting. Whereas the large majority of staff did not know whether the School goals were recorded in writing, an equally large number knew who set the goals. Respondents, who were not members of the School Management Team believed that the School Management Team was the most powerful group in goal-setting. The School Management Team believed that the Principal and Parent Management Council were the most influential in goal-setting.

Organisations, groups and individuals included in those perceived to influence goal-setting were the Government, Natal Education Department, the School Management Council, the Headmaster, the School Management Team, Subject Heads, Senior Staff, Staff and the Parents' Association.

The School Management Council, Headmaster and School Management Team emerged as groups which were dominantly in a position to influence goal-setting. It was suggested that groups, other than those listed above, should be consulted when determining goals. These included the student body, representatives from the "job market" - employment agencies and representatives from commerce, industry and the professions, as well as local municipality and community representatives.

There was a very strong suggestion that staff, other than management staff, should be brought into goal-setting. Seventeen respondents expressed the belief that non-management staff should have more influence in setting objectives and goals. All the groups and organisations mentioned above are part of the school environment; all have an interest in education at High School

139.

5.4.5. The Foundation Trust and Goal Setting:

In the final question about goals the target group was asked how the introduction of the Foundation Trust had influenced goal-setting. Four people did not respond to this question as

they did not feel that they had sufficient knowledge to comment. A further four respondents stated that the Foundation Trust had had no direct or indirect influence on goal-setting. Of the remainder asked for their opinions: twelve people commented on the much greater role played by the parent body and the pressure staff members felt because of this. Mr Y stated that "the Headmaster, and therefore the staff, are clearly under more pressure to produce 'visible' results. There is more pressure to perform." Two people maintained that the introduction of the Foundation Trust had decreased the amount of input in goal-setting by teachers, and had upset the school's role in goal-setting. Financial aspects were referred to by several respondents. These were referred to both positively and negatively. On the positive side it was stated that extra funds enabled the School to achieve more tangible goals and that additional teaching aids had been purchased to further academic goals. It was pointed out, however, that the School had become very materialistic in its goal-setting and that "everything appeared to revolve around finance". Miss Z linked the financial influence and parental pressure together by saying: "...they want to get what they are 'paying for' ... good results ... all quantitative".

When asked whether funds generated by the Foundation Trust were being used to promote the goals of the School, eighteen respondents emphatically stated yes. The rest of the respondents

did not respond or were uncertain regarding how resources were managed.

All the above comments related specifically to goal-setting and staff perceptions of goal-setting at High School 139. The influence of the Foundation Trust should be seen in perspective. The increase in parental involvement in education and the greater financial commitment was not unique to High School 139. The changing economic and educational environment in South Africa has brought changes in school management. The de Lange Commission called for extra parental involvement and financial support of educational organisations. High School 139 responded to these changes by introducing the Foundation Trust Fund. Other schools increased the parent contribution to their School Funds, and others responded to changing conditions by expecting parents to pay for items which had previously been provided by government schools free of charge. The cause of the pressures being experienced by the staff of High School 139 cannot be attributed solely to the introduction of the Foundation Trust.

5.5. Academic Activities and Teacher Effectiveness:

5.5.1. Introduction:

This section of the survey attempted to ascertain how the introduction of the Foundation Trust had influenced academic activities and teacher effectiveness. The researcher asked how

the introduction of the Foundation Trust had influenced teachers' or secretaries' activities. Teachers were required to comment on their classroom and departmental activities, as well as the influence of the Trust on their effectiveness as teachers. Secretaries were asked whether the introduction of the Foundation Trust had affected their task.

5.5.2. Classroom and Departmental Activities:

The responses to these questions were obviously limited to teachers and particularly to those who had been at High School 139 prior to the introduction of the Foundation Trust. Nineteen of the teachers who responded had been at High School 139 prior to 1986. A further five were teachers with more than ten years' teaching experience and they were able to draw comparisons between their experiences at other schools and those at High School 139.

Only four of the twenty-four teachers categorised above indicated no effect or a negative effect of the Foundation Trust on their academic activities. Two indicated that the introduction of the Foundation Trust had no effect whatsoever on their classroom or their departmental activities. One commented on the increased burden of administration, and a final negative comment indicated that field trips were limited, as the parents could no longer be asked to pay for these excursions. This particular comment was negated by teachers in other departments.

A large number of positive effects were indicated. Teachers favourably commented on the following:

- * Improved classroom facilities which included the provision of video cassette recorders, televisions, overhead projectors, computers, tape recorders, laboratory equipment for both Physical Science and Biology, as well as more text books, reference books, video and audio cassettes, of charts, maps and art material.
- * Easier access to financial resources - if a department required teaching aids it was able to motivate through the Trust Fund for monies to purchase the items.
- * Increased parent and teacher interaction broadening the spectrum on educational activities - many teachers responded well to increased parental involvement. It was suggested that some parents took more interest in their children's academic progress. In turn teachers felt more motivated about their teaching and, there was an increased consciousness of being accountable for the quality of pupil learning.
- * More subject tours and excursions.
- * Improved provision for teachers to attend in-service conferences, as well as subject conferences, in other than local venues.

- * Easy access to photocopying and duplicating facilities.
- * Additional teachers being employed by the Foundation Trust and so keeping classes to reasonable size.
- * In the science subjects more practical work being done because of the increased supply of equipment.

5.5.3. Teacher effectiveness:

Having been asked how the introduction of the Foundation Trust had affected departmental and classroom activities, teachers were asked whether its introduction had made them more effective teachers. Despite the positive response to the change in the classroom and departmental activities, there was a distinct split regarding perceptions of teacher effectiveness. Two of the teachers, who did reply to questions about their classroom activities, did not respond to the question on effectiveness. This reduced the number of responses used to twenty-two. One teacher was uncertain. Ten teachers said that the introduction of the Foundation Trust had improved their effectiveness as teachers and eleven said that it had not. Those who said that it had improved their effectiveness, gave improved facilities as their reason. Those who said that it had not improved their effectiveness suggested that professionals always did their best; that teaching is a skill acquired during years of experience, usually with some natural talent; that a good teacher will always teach to the best of his ability; and whether there

were a Foundation Trust or not teachers should do their best.

Mr V said: "After twenty-five years I have a good system that works - nothing can improve now."

5.5.4. **Comment:**

Effective schools, according to David Reynolds in "The Search for Effective Schools" [4:230] display a variety of characteristics.

These include:

1. Resource levels/expenditure per pupil - there must be enough money and facilities to ensure that every pupil is supplied with essential learning equipment such as adequate classroom space, text books and qualified teachers.
2. Quality/quantity of plant/buildings.
3. Class size/pupil-teacher ratio.
4. School size.
5. Academic press.
6. Pupil participation in school life.
7. Psychological environment of the classroom.
8. Teacher expectations.
9. Institutional control.
10. Rewards and punishments.

These characteristics are relative to the school as an organisation. However, they impact on every teacher in the school. If class sizes increase or if resources are withdrawn

pressures increase and teachers are likely to be less effective. If class sizes remain small and resources are increased, teacher effectiveness is likely to increase. Effectiveness is not, therefore, totally dependent on teaching skills nor on a willingness to do one's best.

5.6. Extra-curricular activities:

5.6.1. Introduction:

Traditionally High School 139 offered a large variety of extra curricular activities. These were of a sporting and cultural nature and all staff were expected to be involved in the extra curricular programme.

The teachers at High School 139, in its commitment to the extra curricular programme, did not differ from those at other schools. There were members of staff who had a preference for sporting activities and those who favoured cultural activities. There were also those who were involved in both. Twenty-eight of the respondents answered the questions pertaining to this section of the questionnaire.

5.6.2. Extra-curricular involvement:

Staff members were asked whether their extra mural commitment had increased since the introduction of the Foundation Trust; did they think that the commitment of others had increased; and what reasons did they give for a strong extra-curricular commitment.

Nine people said that their extra-curricular involvement had increased but only due to the greater number of meetings with parents. Two respondents indicated that their increased involvement was a result of being at the School for a longer period. In their first year at the School they had not been fully involved in the extra curricular programme, but with increased knowledge of the system and its needs, their involvement increased. Two people also indicated that their increased involvement was a result of their own children being older; their own children did not make the same demands on their time on weekday afternoons.

Apart from the need to attend more meetings with parent committees, most of the staff did not believe that their own involvement in the extra-curricular programme had increased substantially since the introduction of the Foundation Trust. However, sixteen respondents perceived that the involvement of other people had increased since the introduction of the Trust. Two more said that it was possible that other teachers had become more involved in the extra curricular programme and three said that they had perceived no apparent change. There were seven who did not respond to this question. The researcher questions how the majority of staff can claim that their involvement has not increased, and almost the same number claimed that the involvement of others has increased? Reasons for the increased involvement of others include the following: the willingness of

hardworking teachers; financial reward; the increase in the number of clubs and activities; an environment in which it was difficult for anyone to avoid doing his share; an increased number of tournaments, matches and coaching clinics; and increased parental involvement. There were other reasons cited for teachers having a strong commitment to the extra curricular programme and these included a sense of duty; altruism; improvement in pupil-teacher relationships; improvement in teacher-parent relationships; enjoyment of the activity; guilt; social activity; loyalty to the School and staff; and it was also mentioned that originally sport drew some teachers to the profession.

5.6.3. Comment:

It would appear from the above comments and responses that the introduction of a Frust Fund brought about little change in staff involvement in the extra curricular programme. There did appear to be changes in the approach to the programme by teachers. Statements were made that suggested teachers were involved in the extra curricular programme for financial reward, or because of feelings of guilt. There also appeared to be a 'watchdog' attitude which crept into the system. A large number of teachers appeared to be totally aware of the involvement of others.

As pupil-teacher ratios increase and there are teacher cutbacks it is probable that schools will have to rationalise their extra curricular programmes.

5.7. Staff Disbursement:

5.7.1. Introduction:

Following the introduction of the Foundation Trust at High School 139, a sum of money was budgeted annually for staff disbursement. This has been mentioned in Chapter Four. The aim of this fund was two-fold. Firstly, it was an acknowledgement, by the parent body, of staff involvement in activities over and above classroom duties. Secondly, it acted as an incentive to make the commitment to such activities more attractive. High School 139 was one of the first schools in Natal to introduce such a fund, and this had an impact on the School environment and the broader educational environment in the Province.

In an attempt to understand staff perceptions of this Fund the researcher asked the target sample whether it agreed in principle with staff disbursement? Should extra-curricular commitment be rewarded in this way? Was extra-curricular commitment recognised through the Fund and should there be any changes in the administration of the Fund?

5.7.2. Staff perceptions of disbursement:

This was the only section of the survey which received a 100% response. Of the thirty four respondents, twenty-five(74%) agreed with the principle of staff disbursement, six(18%) disagreed and three(8%) had reservations. One of those who

disagreed with disbursement suggested that some teachers were being rewarded for neglecting their classroom duties. A similar response was gained in respect of the question as to whether extra-curricular involvement should be rewarded in this way. The first indication of conflict occurred in response to the question of recognition of extra staff commitment and this is discussed in the next sub-section.

5.7.3 Recognition of extra staff commitment:

The wording of this question was: "Do you think that extra staff commitment is recognised through this Fund?" This opened up a vigorous debate and the perceptions of teachers and secretarial staff in this field would certainly be valuable to anyone trying to administer such a fund, or introduce a similar incentive scheme.

There were eleven respondents who emphatically agreed that extra staff commitment was recognised through the Disbursement Fund. A further six emphatically denied that commitment could be recognised through such a system, whilst the remaining eleven respondents gave qualified positive and negative responses. The school environment lends itself to this type of division because of the large number of varied tasks which have to be performed by the participants. An important consideration, however, is that management should continually monitor the climate, reassess staff feelings and give members of the organisation an opportunity to

express their opinions. Differing opinions help to create a growing and successful organisation provided there is a platform from which these opinions can be expressed. If they are merely expressed as criticisms of management, or to ease one's particular frustrations, they can be damaging to the school.

Those members of the School who claimed that the Disbursement Fund did recognise extra staff commitment argued that the greater the individual's commitment, the greater the financial reward. It was further mentioned that as the money was allocated on the basis of hours of duty, and not on a subjective assessment, there could be no better way of measuring commitment. One respondent mentioned that those people who were heavily involved in extra curricular activities, and received a substantial payment at the end of the year, no longer felt resentful towards those who were less involved or not involved at all. Furthermore, in one particular sport, there had been a shortage of coaches prior to the introduction of the Foundation Trust, and now this situation no longer existed.

The arguments against the Staff Disbursement Fund were weighted on the side of measurement of commitment rather than disagreement with the principle. No respondents made any personal statement against the principle of staff disbursement. One did mention, that through dealings with the parent body, ~~that~~ it was apparent that some of the parents did not agree with the principle. They argued that the extra curricular activities of the staff were

part of their duties and did not entitle them to any further reward. Many of the responses to this section were neither positive nor negative. These are included in the next section and it is apparent that, in essence, those who favour or disagree with staff disbursement have similar arguments.

5.7.4 Reservations about staff disbursement:

The reservations listed below are those which the researcher found to be representative of staff feeling at High School 139:

- * It was questioned whether it was possible to measure commitment.
- * There was the difficulty of assessment and equation of involvement.
- * High profile activities tended to receive greater recognition than 'behind the scenes' teacher involvement.
- * The disbursement fund appeared to be weighted in favour of sporting activities rather than cultural and general school involvement.
- * The measurement of extra-curricular commitment in terms of hours posed problems for those members of staff who were involved in activities which were not time-tabled to happen for a particular number of hours per week.
- * Quality of commitment received no recognition.
- * Latitude and a degree of subjectivity was required in

the application of an apparently rigid set of criteria.

- * Extra commitment to improving the quality of one's classroom performance was not acknowledged.
- * Secretaries felt that their contribution was neither recognised nor acknowledged.

5.7.5 Administration of the Staff Disbursement Fund:

The administration of the Staff Disbursement Fund was discussed in the previous chapter. The focus in this section was on how teachers and secretarial staff at High School 139 perceived the administration of the Fund, and what they would do to improve or change the administration of the Fund. Some of the responses are similar to those reservations expressed about staff disbursement in the previous section. Of the thirty-four people who responded to the question on administration, eight said that they did not know enough about how it was administered to comment. Several respondents claimed that they would look for a 'fairer' distribution, but did not know how they would achieve this. Generally it was acknowledged that the Committee, which drew up the criteria for allocation of the Staff Disbursement Fund, had attempted to arrive at a fair and equitable distribution. The following points were raised:

- * Responsibility and service allowances, which had been withdrawn after the third year of the fund, should be re-introduced. Under the original system points were

allocated to Heads of Departments, as an acknowledgement of their increased work-load. These were withdrawn from the system in the fourth year of operation. Furthermore, in the first three years, teachers were allocated a certain number of points for completed years of service at High School 139. Arguments put forward in this respect, particularly favoured the older members of staff who may have been more involved in extra-curricular activities in years prior to the introduction of staff disbursement.

- * Several respondents recognised that the sum paid was merely a token payment and would only be truly effective in acting as a motivating force, if the sum of money allocated was considerably increased.
- * There was a strong representation from sports' coaches that teachers, involved in weekend activities, should be given much more acknowledgement than those people who could perform their duties during the week.
- * There was an equally strong representation from those opposed to staff disbursement that the Fund should be placed at the disposal of a committee responsible for staff development. This money would then be used to finance management programmes, educational meetings and courses, the purchased of educational journals and costs relating to activities which would be of benefit

to the School, as well as the professional development of the teachers.

- * There was a suggestion that the whole system of payment should be made public.
- * A number of respondents stated that there should be no cash payments. It was suggested that weekend excursions to resorts, or household and sporting goods to a given value would act as incentives to teachers and secretarial staff to contribute more to the extra curricular programme. This appeared to put teaching on a par with commercial selling and "payment for results".
- * An incentive for good classroom results was ignored by the system and mentioned by three respondents.

Although all the above comments were an expression of personal feeling about the distribution of the Staff Disbursement Fund, they do little to address the issue of managing such a fund. Those members of management and teachers, who to date had been given the responsibility of managing the Fund were almost certainly aware of the strengths and weaknesses of the system. Until someone is able to suggest an acceptable alternative, criticisms will be levelled at the administrators. Even if an alternative plan was introduced, there would be staff members who would believe that they were not getting a 'fair deal'.

If management were able to create an environment in which the teachers believed that they were able to express their opinions freely, in a sensible and professional way, without any fear of recrimination, discussion of the above topic could be extremely beneficial and may have a bonding effect on the group. Staff disbursement will continue to be a subject for discussion at High School 139 for many a year. The differing opinions of groups of teachers, as well as groups of parents, will ensure that this issue does not take a back seat.

5.8. Parental Involvement:

The educational environment in South Africa has encouraged parental involvement in education, particularly since the early 1980's and the de Lange Commission's enquiry.

Certain situations are sometimes imposed upon an educational organisation without the key operators, that is the teachers, having very much influence. The School Management Council of High School 139, and the parent body, voted in favour of introducing the Foundation Trust. The teachers and secretaries automatically became part of the new system. The environment of the school underwent an enormous change as parents became involved in committees responsible for running activities. The Headmaster's Representative on these committees could no longer act as he wished, or refer to the Headmaster or one of his deputies for advice as freely as he had in the past. He was now

compelled to consult with parents who made demands and gave advice. In this section of the report the researcher attempted to determine how the members of the staff of High School 139 responded to greater parental involvement.

The participants in the project were asked whether their involvement with parents had increased since the introduction of the Foundation Trust; whether there had been an overall increase in parental involvement since the inception of the Foundation Trust; what their feelings were about parental involvement in school activities and an assessment of the amount of power held by the School Management Council, Parents' Association and individual parents.

5.8.1. Quantity of Parental Involvement:

Those respondents, who were not employed at High School 139 in 1986, were not able to comment on whether their involvement with the parent body had increased or not. However, twenty-one respondents claimed that their involvement had increased, whereas only four said that it had not. It was unanimously agreed that there had been increased parental involvement since the Foundation Trust had been introduced and that parental involvement was necessary for the running of an effective school.

5.8.2. The Quality of Parental Involvement:

The participants in the research project were asked how they felt about parental involvement in educational activities. From the responses recorded it would appear that the teaching and secretarial staff of High School 139 favoured the public control and professional models of accountability rather than the partnership model.

The main formal characteristic of the public control model is that of managerial hierarchy in which teachers are required to perform tasks set by the head who is accountable to the local education authority.[5:34] The local education authority, in turn, is responsible to the government of the time. The government's power to control educational activities is gained through the mandate given by voters in general elections.

Those who favour the professional model argue that external control does not determine accountability, but that the school is self accounting. They do not see accountability in individual terms but as a collective obligation. Kogan quotes Sockett (1980) who ascribes the following characteristics to the professional model of accountability: "accountability would be for adherence to principles of practice rather than for results embodied in pupil performance; accountability would be rendered to diverse constituents ...; the teacher would be regarded as an autonomous professional ...; evaluation through measurement of

pupil performance ... would be replaced by a conception of providing information for constituents allied to a proper system of redress through a professional body." [5:42] This contrasts with the public control model which tends to view the teacher as a 'social technician' in a given hierarchical structure.

The partnership model looks towards reciprocity between those who run institutions and those who enjoy the use of them. Kogan states that the uniqueness of the individual should be recognised and that there should not be more than minimum consensus over the goals of education and that consensus need not be entrusted to professionals. He goes on to say that the partnership model moves away from the assumptions that schools can accommodate desirable traditions, norms, skills and ways of delivering services that society as a whole wants and that the school should not be held completely accountable for providing pluralistic as well as mono value education. [5:108]

Joan Sallis argues that a child's success requires two active participants. She states that if this is the case then fears, misunderstandings and sensitivities should be removed. [6:44]

As mentioned earlier the staff of High School 139 unanimously agreed that parental involvement was necessary for the running of an effective school, but, they jealously guarded their professional status and right to make decisions on educational issues.

Many of the comments indicated that teachers were prepared to tolerate limited parental involvement. Points raised on this issue included comments suggesting that there should be no unwarranted interference; that involvement was desirable provided it was supportive; that a supportive role was good but sometimes misguided; enthusiasm, self-interest and dubious educational values ruled the day; and that parental involvement should be confined to extra curricular activities. It was stated that parental involvement was fine as long as parents rendered assistance, but did not interfere in the day to day running of the School. One teacher said:

"To support - yes; to advise - yes; to change - no;
involvement in academic matters - none!"

Several comments on parental involvement also related to school management and leadership. Statements made on this issue suggested that parental involvement was a good thing provided that it was carefully controlled. One respondent said that it was a good 'idea', subject to strong leadership provided by the Headmaster. He went on to say "Great, but their power must be controlled by a strong, sensitive, ethically strong head." It was suggested that careful parameters should be set in order to prevent involvement becoming interference.

The writer wonders how the teaching staff of High School 139 would respond to a suggestion made by Joan Sallis in "Schools

Parents and Governors" on parental involvement in assessment of teacher effectiveness. In a discussion on parents as clients or partners she says:

'The question of parent and pupil input to teacher appraisal is bound to generate heat, but parents and older pupils do have a very clear impression of teacher effectiveness, and I would hope we could give some thought to how we might incorporate them as part of the total process once it has become routine to have appraisal ...[6:40]

5.9. Enrollment:

In this section of the survey an attempt was made to gauge how the respondents felt about school enrollment. They were asked two questions: firstly, what was their attitude to increased or decreased enrollment and secondly, whether they thought that the Foundation Trust had had a positive or negative effect on enrollment at High School 139.

The conditions in the external environment of the school clearly affected the responses to these questions. At a time when education was seen to be in a crisis situation, (the Natal Education Department was reducing the staff allocation to its schools; rumours about government pension funds abounded; and promotion prospects were limited) many of the responses to these questions exposed personal fears experienced by teachers.

Increased enrollment was seen as healthy if taken from a business perspective. It was stated that increased enrollment would create greater financial reserves which, in turn, could be used to improve facilities and resources, both physical and human, within the school environment. Increased enrollment also gave the respondents a feeling of security of tenure at a time when there were severe job cut-backs in white education. Decreased enrollment implied the opposite, that there would be a reduction in teachers and this would result in teachers losing jobs at High School 139.

Two respondents presented a moral and political argument for increased enrollment. They stated that we should no longer be paying 'lip service' to the education crisis but should be playing our part in attempting to alleviate the situation. If the School is able to accommodate 1000 pupils it should enrol 1000 pupils and get on with the task of resolving the associated problems. Teachers who made these statements believed that all white schools should increase enrollment to a maximum by taking in pupils from other races. Problems resulting from this action should be tackled as they arose.

Several respondents said that they favoured increased enrollment provided that the existing teacher-pupil ratio could be maintained. At the time of the survey, the teacher-pupil ratio was 1:18 at High School 139, and the average class size per subject was twenty-five. A fear was expressed about having to

cope with classes of forty to fifty pupils. At the same time it was suggested that there was a possibility that teachers would have no choice in these issues in the future if there were changes in educational legislation and structures.

Most of the respondents agreed on the effect the Foundation Trust had had on enrollment. They said that, initially, it had had a negative effect on enrollment. This was attributed to the substantial increase in fees at High School 139 compared to those levied in neighbouring government schools. However, it was almost unanimously agreed that since the benefits of the system had become apparent, enrollment had started to increase - chief among the benefits being tax relief on a portion of the contribution to the Trust Fund. One response suggested that the introduction of a bursary scheme for academically gifted standard five pupils had helped to increase enrollment. Two respondents attributed the initial drop in enrollment to environmental factors and not the introduction of the Trust Fund. They said that there was a general decline in the number of white school goers and that High School 139 was not unique in experiencing decreased enrollment in 1987. Furthermore, the area in which High School 139 was located did not attract young families with school going children, as property prices were extremely high.

From the above discussion, it is apparent that most of the teachers at High School 139 favoured increased enrollment. The

fears that were expressed result from uncertainty about the future of education and from turbulent environmental conditions.

5.10. The Technological Environment:

The researcher attempted to assess how much knowledge the teachers at High School 139 had regarding the resources available to them, and their attitudes to changing technology.

The questions in this section of the survey emphasised the use of computers at school, but were also designed to find out what other technological innovations the teachers would like to see used at High School 139.

5.10.1. The use of computers at High School 139:

The researcher asked the respondents whether they knew the number of computers which had been purchased by the School since the introduction of the Foundation Trust, and to what use they had been put. Eighteen respondents indicated that they did not know how many had been purchased, and sixteen indicated that they had a rough idea of the quantity. Only five respondents suggested that they did not know what the computers were being used for, whilst the rest said that they were aware of some of the uses and applications. The most common being: administration, computer studies, computer literacy, and computer aided learning in mathematics, history and biology. Some of the respondents hinted that the machines were possibly being under utilised, and that

certain departments were given preferential treatment when they applied for computers. Several teachers indicated that they did not even know how to switch on a computer and that the Management of the school should consider ways of making the staff computer literate.

Only fifteen respondents positively supported the purchase of the computers. The computer teacher was seen to have had considerable influence in the purchase of IBM compatible computers, whereas the Headmaster and Senior Deputy Headmaster were acknowledged as the prime motivators for technological innovation and advancement. The installation of a networked computer system had also received the support of the Parents' Association and School Management Council.

Twelve respondents said that they believed that the computer teacher had been given too much control over the purchase of machines in the period up to the end of 1990. Most of the respondents, however, did not answer this question or said that they did not have enough information to respond to it.

5.10.2. Computer Aided Learning (CAL):

Answers to this question followed almost exactly departmental division in the school. Nearly all the language teachers saw very limited use for computers, whereas the teachers of more scientific and technical subjects saw computer aided learning in a positive light. A second division which was apparent, was

between those who had had some personal experience of using computers, and those who had little interest in using them.

Favourable comments were made about computer aided learning. Several respondents said that it was an effective and valuable tool in education; that it added variety to teaching; it was an essential part of modern education if used properly; that there was excellent software available and that teachers had been trained to design and write their own programs; and that it was invaluable in helping prepare children for employment in the commercial and industrial sectors.

Those respondents who were negative in their attitude towards CAL tended to talk about "the teacher becoming lazy and relying on the computer" and "it cannot replace the teacher". Furthermore, the few respondents who adopted this approach failed to mention that other teaching aids such as audio and video tapes could also be used ineffectively.

5.10.3. Desired technological improvements:

Awareness of financial constraints was clearly a consideration when teachers spoke of technological improvements at High School 139. Most of the suggestions were to improve the quantity and quality of apparatus already in use in the School. Numerous respondents spoke of improving facilities, particularly venues, for viewing videos and of increasing the number of video machines. Others mentioned that the number of overhead

projectors should be increased, that there should be more computers and a greater variety of subject software. There was an extravagant suggestion that the School should put computers in every classroom linked to overhead projectors. The researcher gained the impression that several teachers were still fearful of the use of computers and genuinely required training. There was a tendency to condemn the use of computers in schools because of a lack of knowledge of how to operate them.

Several respondents spoke of the need for purchasing up to date language laboratories with particular emphasis on English and Zulu.

There was an implicit notion of morality underlying many of the responses on technological innovation - a suggestion that the resources available in the improved technological environment of High School 139 could be used to benefit less privileged children in their educational endeavours.

The researcher believes that the respondents perceived the technological environment of High School 139 to be dynamic and manageable. There were individuals, or groups, who had greater control over the management of resources and technological innovation, and those who doubted the value of modern developments. In managing this aspect of the school environment there is a need to marry the two groups - a need to find an acceptable balance between direct teaching and the correct application of technological advancements.

5.11. LEADERSHIP:

5.11.1. **Introduction:**

The writer does not intend going into a detailed discussion on the meaning of leadership. An attempt was made to discover how the survey respondents perceived leadership in a co-educational high school environment, and whether they thought that the introduction of a Foundation Trust at High School 139 had any effect on school leadership.

5.11.2. **Perceptions of Leadership:**

There were two questions in the questionnaire which were designed to find out how teachers, and the secretarial staff, at High School 139 perceived leadership. The first dealt with the concept of leadership in the school environment and the second queried the role of the principal in an effective high school. Ten of the thirty-four respondents did not answer the questions on leadership as they felt they were not qualified to do so. A further six saw the role of headmaster and the concept of leadership as synonymous. Several respondents did not recognise any member of the School, other than the Headmaster, as being in a leadership position. However, the following characteristics were considered desirable for those who held positions of authority:

- * An ability to inspire staff and pupils to achieve their potential.
- * Those in positions of authority should show initiative.
- * Leaders should be interested and motivated, and have a clear idea of where they are going.
- * Leaders should set goals and standards and ensure that these are met.
- * Leaders should set the tone of the school both academically, extramurally and in the discipline of the school.
- * Leaders should have an over-riding concern with educational, not bureaucratic issues.
- * Leaders should be able to command loyalty and respect.
- * Leaders should lead by example and be able to give advice.
- * Leaders should be aware of the unique position of the individual in the school.
- * Leaders should be tolerant of differing viewpoints.
- * Leaders should have an ability to manage resources, delegate authority and maintain standards.

5.11.3. The Role of the Headmaster:

The headmaster is the key figure in managing the school environment. Staff expectations of a headmaster ranged so broadly that it would be impossible for one person to fulfil the roles and duties. It was for this reason that the researcher

selected the following set of statements made by teachers and secretarial staff on the role of an effective headmaster:

- * "A headmaster should be strong, well-educated, cultured, well-balanced and have clear ideas on what he wants, makes them plain to those he wishes to lead, and make it easy to achieve his goals."
- * "A headmaster should be an enlightened, effective manager."
- * "The headmaster should establish goals, see that they are achieved, motivate pupils, staff and parents to contribute to the effective running of the school and create an academic atmosphere."
- * "The headmaster should be a leader, an administrator, a decision-maker; he should have the personal touch - with his door always open - and his mind too!"
- * "He must have charismatic leadership qualities."
- * "The headmaster should show clear leadership; be sympathetic to problems experienced by staff and pupils; be aware of problem areas and have the ability to rectify these problems; be able to promote the ideals and image of the school."
- * "The headmaster should be an educational leader and the manager of human and material resources."
- * "He is a figure-head and ultimate leader. His views influence the whole school. He needs to foster ideas

of benefit to the whole school and not on an individual basis."

- * "He should set goals with each individual on the staff in relation to their unique position in the school."
- * "He should be "captain of the ship". He should maintain overall command while having effective personnel who take on delegated tasks and feed information upwards."

5.11.4. Leadership and the Foundation Trust:

As mentioned earlier only twenty-four respondents answered the questions on leadership. There was a 50% split of opinion on the question whether leadership style should be affected by the introduction of the Foundation Trust. Those who said that they did not think that the two were related did not support their answers. Those who felt that there was a relationship argued that the introduction of the Trust Fund had extended the organisational boundaries - more parties were interested in the School management - and suggested that a democratic style of leadership was desirable. It was stated that the Headmaster, in particular, received input from far more groups than previously and this should have an effect on his leadership style. It was suggested by one respondent that, owing to the fact that there were so many sub-groups which played a part in the decision-making process, ~~that~~ the Headmaster should be more

adaptable than the average principal.

Seventeen respondents claimed that the introduction of the Foundation Trust had had an effect on school leadership. Three were uncertain and four said that it had not. The general trend was to suggest that leadership was more burdensome and complex; that the Headmaster's authority was occasionally undermined by parent bodies and, at the same time the Headmaster had been made more accountable to parents because of their greater financial contribution. It was said that those in decision-making positions were, in some instances, intimidated or manipulated by the parent body.

5.12. Morale:

5.12.1. Introduction:

The researcher included the following statement in the survey document in the section on morale:

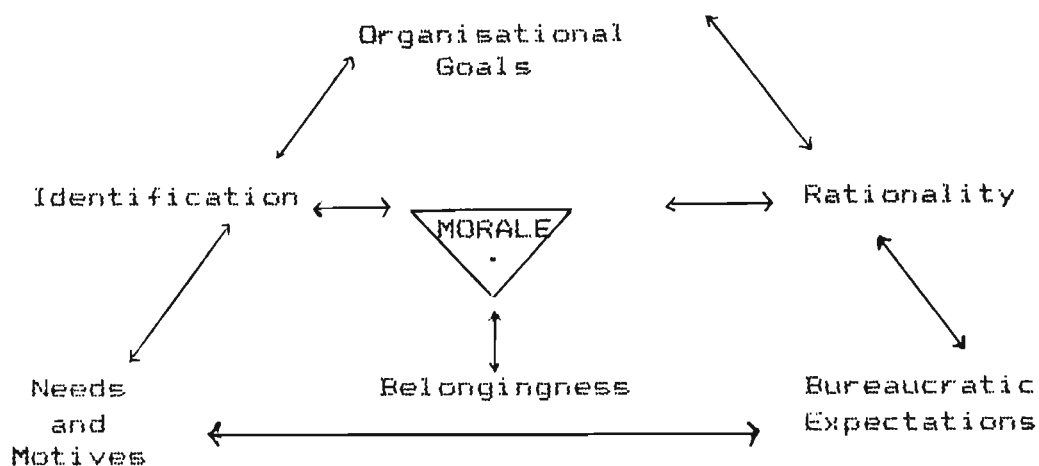
"When morale is low, conflict, frustration and stress increase. When morale is high, there is an atmosphere of collegiality where staff share ideas, focus on collective tasks, co-operate with one another and there is a common belief in the value system and goals of the school."

According to Hoy and Miskel [2:68] there are three components of morale and they argue that morale cannot be high if any one of

these three components is low. The three components are identification, rationality and belongingness.

Components of Morale.

Source: "Educational Administration - Theory, Research and Practice" Second Edition : Wayne K. Hoy and Cecil G Miskel: 1978 : Random House, New York.



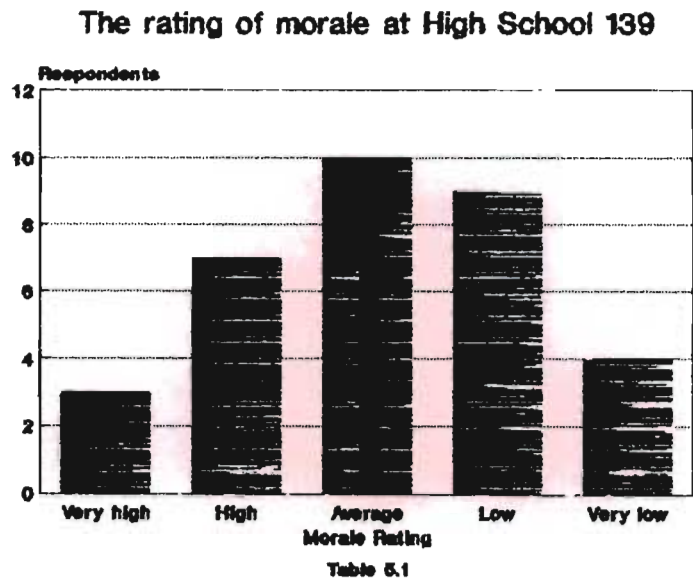
Identification is the congruency between individual needs and organisational goals and rationality refers to a congruence between bureaucratic expectations and organisational goals. Hoy and Miskel state that a sense of belongingness results from the extent to which bureaucratic expectations and personal needs are compatible. They refer to morale as being a function of rationality, identification and belongingness. [2:69]

This more academic definition is not in conflict with that used by the researcher. Respondents were asked how they rated morale at High School 139 and were asked to support their answers. They

were also asked whether the School displayed a bureaucratic nature. In many cases goals, needs and bureaucratic expectations were included in some form in the responses.

5.12.2. How Morale is Rated at High School 139.

Thirty-three of the respondents answered the questions on morale High School 139. The results are shown on the graph below:



As can be seen from the graph there is neither consistency, nor a trend which can be read from the results of the survey. There are simply groups of teachers who believe the morale to be high, others who believe that it is average and those who believe that it is low. Their reasons are discussed in the next section.

5.12.3. Conflict in morale rating:

This section puts forward the reasons given by the respondents for morale being either high, average or low at High School 139.

High Morale:

The group who believed morale was high advanced the following reasons: a high degree of commitment by staff; staff were very concerned and co-operative; there was no shortage of commitment to excellence; there was good-natured banter and esprit de corps which is evident at social occasions; "I have experienced little conflict in my relationship with colleagues and feel I work well with them", said one, and another maintained: "mine is high but I'm an optimist".

Average Morale:

Some teachers suggested that the morale at High School 139 was neither higher nor lower than that at the average government high school, and, that most of the factors which affected morale were emanating from the external environment of the School. These included: decreasing white pupil numbers causing closure of schools and a declining number of promotion posts; inadequate salaries for teachers; lack of funds for merits; bigger classes and less free periods because of staff cut-backs; introduction of merit and appraisal systems; anxiety about the future; political uncertainty; uncertainty about curriculum, salaries and pensions;

the fact that teachers always take their work home with them; low salary increases for secretarial staff and an increased extra-curricular burden resulting from staff cut-backs.

Low Morale:

Some respondents blamed mainly problems in the internal environment of the School for morale being low. Managers of school environments, that is principals and their management teams, could benefit from taking note of these problems as most of them can be solved.

Low morale was attributed to the following factors: teachers were not treated as true professionals and felt that decisions were superimposed on them; it was mentioned that there was a total lack of collegiality and one staff member mentioned feeling 'poles apart' from the thinking of many of his colleagues; ideas were not shared; several respondents spoke of staff division suggesting that there were distinct cliques; one teacher said that whilst the whole staff had similar goals and common values, it appeared that some teachers or departments were favoured by senior management, particularly where the allocation of resources was concerned; it was said that there was some frustration and conflict as certain staff members felt that the goal of high academic achievement was not being advanced; communication between the Staffroom and top management was criticised and one teacher said that she almost could feel an

'air of secrecy'; and finally one respondent said said "... teachers are in 'the trench' alone and generally only hear from Management when they have done something wrong. Management members give little indication that they care about individual members of staff."

5.12.4. **Comment:**

The section on low morale is particularly significant to those in managerial positions. Almost all factors mentioned indicated some form of breakdown in communication. Hoy and Miskell state that communication underlies school climate, motivation and decision-making. However, they argue that one cannot conclude that all school problems involve communication.[2:291] They specify three characteristics of school bureaucracies which are particularly critical to formal systems of communication. These are the degree of centralisation in the hierarchy, the organisations shape, and the level of information technology. [2:303]

With the introduction of the Foundation Trust, structures at High School 139 changed adding complexity to certain tasks. More people, including parents, were involved in decision-making. The number of hierarchical levels in the School did not alter, but teachers operating on different levels, often had to listen to, and report to, more people. It is possible that formal channels of communication were not always open during changing times.

However, during these times, informal channels of communication were often vital. Hoy and Miskel state that "facts, opinion, attitudes, suspicions, gossip, rumours and even directives flow freely through the grapevine".[2:304]

Sergiovanni and Starratt quote Miles in a discussion on organisational health. "Miles describes the healthy school as one that exhibits reasonably clear and reasonably accepted goals...; communication that is relatively distortion-free...; equitable distribution of influence to all levels of the organisation ...; ... effective and efficient use of inputs ...; cohesiveness; a feeling of well-being among the staff ...; ... innovativeness ...; and an active response to its environment [3:60]

The above characteristics cannot be separated as they are characterised by a high degree of interdependence. Management would need to consider all of the above if it were to take the comments about low morale seriously.

5.13 Summary:

The results of the survey presented in the preceding sections show that respondents gave considerable thought to their answers to the questionnaire. The responses, in many cases, were both sensitive and perceptive and the researcher believes that those managing the school environment would learn a great deal from approaching their most vital resource, the staff, when looking

for solutions to problems. The turbulent conditions emanating from the external environment have had an enormous impact on staff members of High School 139. At the same time they have been faced with changing internal conditions, and there is a need for those in senior management positions to create an internal environment in which teachers want to teach and feel valued.

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CHAPTER 6

CONCLUSION

6.1. Introduction:

In the preceding chapters, the writer described environmental factors impacting on education in the early 1980's; the responses made by one white co-educational high school, High School 139, and perceptions of the changes, as experienced by staff.

6.2. Turbulence and the School Environment:

According to Selsky and McCann, the driving forces which promote turbulence include an increase in social interaction brought about by population growth and its demands and, increasing, but uneven, technological innovation. [1:89]

Selsky and McCann argue that when an environment becomes grossly overloaded, attempts at partitioning are made by those people sharing the environment. Highly bounded domains called social enclaves and social vortices are formed. Social vortices occur in those sectors of the environment in which hyperturbulence is endemic and the environment is totally unmanageable. In the mid-eighties the environment in black education was complex, unstable and reaching a point of being unmanageable.

Social enclaves form when groups of people, sharing the

environment, create a shared unique identity for protecting scarce resources and skills from perceived and real threats. Membership of a social enclave depends on three criteria: the adequacy of a member's adaptive capacity; his ability to contribute excess capacity and build the capacity of others in the enclave; and the compatibility of the values and goals of prospective members. [1:97]

In 1985, the community of High School 139 felt threatened by the changes taking place in the political and educational environments. Strategies adopted by the Government, to stabilise conditions in the macro environment, would be costly and would almost certainly result in a drop in spending in other sectors. In order to protect the resources of the School, and desired standards of education, the parent body, led by the School Committee, formed the Foundation Trust Fund and the allied Parents' Association.

The Parents' Association, under the auspices of the School Committee, may be seen as a group of people sharing an environment and forming a social enclave. Through the formation of the Parents' Association, members of the environment attempted to adapt and use resources and skills in order to maintain their viability. [1:89] Owing to the relative affluence of the community, aided by the willingness of members to give time and expertise, a new approach to resource management at High School 139 was introduced.

6.3. The Impact of Environmental Pressures:

Bush, in "Theories of Educational Management", points out that there are three major effects of the impact of environmental pressures on the nature and style of management. These are: that planning horizons are reduced because of the uncertainty surrounding staffing levels, enrollment and available finance; that school management becomes dominated by resource issues; and that decision-making tends to be drawn to the centre of the institution. [2:10]

Turbulent environmental conditions, in the 1980's, were described in Chapter Two. These had numerous effects on white education. Emigration increased resulting in decreased enrollment, government schools experienced cuts in their staff ration and resource allocation. These environmental pressures impacted on school management.

Those responsible for the management of High School 139 faced these environmental pressures. Through the introduction of the Foundation Trust Fund, money was allocated for the employment of additional teachers and hence the School was in a position to boast that favourable teacher-pupil ratios were being maintained. Although planning horizons were limited, it was believed that the formation of the Trust Fund would help maintain stability in the School environment.

Resource issues did dominate school management and many hours were spent budgeting and allocating funds.

In 1987, the Headmaster of High School 139 reported back to the parent body. Amongst other things, he said that decision making had become decentralised and his role had become that of co-ordinator. This appears to conflict with the third effect described by Bush - that is that decision making was drawn to the centre of the organisation.

6.4. The Success of the Foundation Trust:

After the first year of the Foundation Trust, the Headmaster addressed the parent body. He emphasised that the scheme was most successful financially, and that the pupils and teachers were benefiting from the new system. He said that in accepting the formation of the Trust Fund, and Parents' Association, that he had to relinquish certain aspects of control if parents were to be more meaningfully involved.

In the early years of the Foundation Trust enrollment at High School 139 dropped. This was attributed to factors in the external environment rather than to changes in the internal environment of the School.

Staff members viewed the Trust Fund favourably. Better teaching aids were supplied including text books, overhead projectors, science equipment and computers. Teachers also appreciated the

'bonus' which they received annually through the Staff Disbursement Fund. Although reservations were expressed about parental involvement in school activities, it was generally accepted that this was necessary and worthwhile. The parent body's involvement in activities gave both teachers and parents a better perspective of school activities and the roles of those involved. The role of the Headmaster was also seen to change and after the first year he said that he saw his role as that of co-ordinator. There was a great deal of restructuring of activities and financial management in order to accommodate parents' interest and involvement and this brought about changes in attitude.

Communication channels also changed. Parents liaised with the Headmaster's representatives, at committee meetings, on a variety of matters. The parents helped to draw up budgets for the different activities as well as make suggestions about the ways the activities should be run. This information was taken back to the Headmaster via his representatives and at meetings of the Parents' Association.

Some teachers felt that the Headmaster's role and position had been challenged and that he had lost some of his power. Others did not believe that the introduction of the Foundation Trust Fund had any effect whatsoever on his role. However, as has been pointed out, his ability to delegate duties, as well as co-ordinate all activities, increased in importance.

6.5. Trends in 1991:

At the time of writing, turbulence in the environment has not declined. Education remains a key issue in discussions on a new dispensation in South Africa. In 1990, and early in 1991, schools had to determine their own policies regarding integration, on the basis of colour, within prescribed parameters.

High School 139 was in a position to consider semi-privatisation. The Foundation Trust Fund had been established and the principle of paying school fees, which were higher than the average government high school, had been accepted.

New goals were formulated by the School Committee and these appear in Table 6.1. These goals stated that the School believed that every child had the right to attend school in his own neighbourhood and that the school should serve its community. It was stated that education was a partnership between the School and the home and that commitment and co-operation would ensure the success of the partnership. Furthermore, the goals confirmed that the traditions, values and standards of the School were well founded and worth preserving. It was also stated that the School should be able to adapt constructively to environmental changes as they occurred.

Through these goals various boundaries were created. These were

HIGH SCHOOL 139 GOALS

- We believe that the future of South Africa will be non-racial in character, and that ultimately there will be one, non-racial education system for all State schools.
- We believe that every child has the right to attend a school in his or her neighbourhood and that all children who live within our geographical area should be eligible for admission, subject to the application of valid education criteria to facilitate admission. [This means that we believe that our schools should be open to pupils of all races.]
- We believe that our schools should serve our community. Because of this we believe that each school community has the right to make known its unique culture and ethos.
- We believe that pupils applying for admission to our schools should be selected in terms of their ability to benefit from the education offered by each school.
- We believe that good education focuses on the personal development of each pupil, and should provide opportunities for intellectual, physical, cultural and religious development.
- We believe that education is a partnership between school and home; between parent, teacher and pupil. We believe that commitment and co-operation ensure the success of the partnership.
- We believe that the traditions, values, standards and individual character of the various community schools are well founded and worth preserving. Nevertheless, we believe in the importance of adapting constructively to the changes that occur about us.

Formulated by the School Committee in October 90.

geographical boundaries, boundaries on the basis of tradition, values and standards and boundaries formed by academic standards.

In March 1991 the parent body was asked to vote on 'opening' the School to pupils of other races. This motion was overwhelmingly carried and in January 1992, High School 139 will admit pupils from other race groups.

Those responsible for policy making at High School 139 will, in the future, be confronted by two major and conflicting issues. On the one hand there is the desire to preserve the standards which the School community has enjoyed for the past thirty years. On the other hand, there is an acute moral awareness of the repeated call for 'equality' in education and one education system. If the School is allowed to remain a semi-autonomous institution, there is little doubt that the parent community will continue to support the School both financially and with its expertise. One cannot predict the response of the School if the Government, or any future government, were to prescribe enrollment policies which conflicted with, or challenged those of High School 139.

Maurice Holt, in "Judgement, Planning and Educational Change" states that: [3: Preface x]

"It is clear that improvement cannot simply be a matter of more money, or more teachers, or more

performance testing. Improvement must lie in the nature of educational activity and the practical and moral decisions by which this is articulated."

The School Committee of High School 139, as well as the Headmaster and his staff, wish to see the School maintain its position in the community. As further environmental pressures impact on the School it will have to respond to them. The nature of educational activity will change and many teachers look forward to this with enthusiasm. There are others who will be resistant. School leaders will be faced with the challenge of articulating moral and practical decisions which will affect their schools and, at the same time, allow them to pursue the main aim of all schools - that of effective teaching and learning.

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APPENDIX 1A

HIGH SCHOOL 139

INCOME BUDGET 1986

1. Number of Pupils : 930

2. Contribution

- Monthly	- First Child	13,33
	- Second Child	10,00
	- Third & Fourth Child	6.66
		=====

- TOTAL	138 600
---------	---------

Less Allowance for special cases of hardship	20 600

	118 000

Less Operating Expenses	90 000

	28 000

Less Capital Expenditure	36 000

Deficit	(7 000)
	=====

APPENDIX 1B

HIGH SCHOOL 139

EXPENDITURE BUDGET 1986

Administration Expenses	9 550	
Cultural Expenses	7 300	
Educational Aids	24 750	
Ground Maintenance	12 900	
Insurance	1 000	
Sport	17 250	
Athletics	750	
Cricket	3 200	
Drummies	1 000	
Hockey	1 600	
Rugby	2 850	
Refreshments	3 600	
Tennis	800	
Water Polo	700	
Other	2 750	
Stationery including equipment, maintenance photocopying, term calendars and school magazine	6 250	
Transport	11 000	
TOTAL OPERATING EXPENSES	90 000	
Capital Expenditure	36 000	
Offset Printer	9 520	
Photocopier	15 430	
Lockers	2 700	
Picket Fence and		
Sightscreen	3 500	
Tuckshop Extension	3 500	
Other	1 850	
		126 000
		=====

APPENDIX 1C

HIGH SCHOOL 139INCOME BUDGET 1987

1. Expected number of Pupils : 975

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
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2. Contribution

Monthly :

- 1st and 2nd Child	30	35	40	50
- 3rd and 4th Child	10	10	10	10

Total	345 000	403 000	460 000	573 000
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Less :

Allowance of

special cases of
hardship

69 500	80 500	92 500	114 500
--------	--------	--------	---------

275 500	322 500	367 500	458 500
---------	---------	---------	---------

Less Expenses

103 500	103 500	103 500	103 500
---------	---------	---------	---------

Contribution to
short, medium and
long term projects

172 000	219 000	264 000	355 000
---------	---------	---------	---------

Less medium term
projects

170 000	170 000	170 000	170 000
---------	---------	---------	---------

2 000	49 000	94 000	185 000
-------	--------	--------	---------

Teachers and
Groundsman

66 000	66 000	66 000	66 000
--------	--------	--------	--------

Capital Projects
Investment Fund

(64 000)	(17 000)	28 000	119 000
=====	=====	=====	=====

- Foundation
Trust

APPENDIX 1D

HIGH SCHOOL 139

EXPENDITURE BUDGET 1987

School Committee Operating Expenses	103 500
Medium Term Projects	170 000

	R273 500
	=====
Teachers 3 x R20 000	60 000
Groundsman	6 000

	R 66 000
	=====

APPENDIX 2

Extract from the Provincial Gazette No. 153, 1986 dated 27 March 1986.

REGULATIONS FOR THE ESTABLISHMENT OF REGIONAL AND
SCHOOL COMMITTEES

PART II

Powers, Duties and Functions of School Committees.

17. (1) The school committee shall, in accordance with directives issued by the Director from time to time -

- (a) regularly ascertain, in conjunction with the principal, the condition of the school buildings, grounds, furniture and equipment and submit an annual report in this regard to the Director;
- (b) arrange for the provision, maintenance and repair of all physical facilities assigned to its control;
- (c) refer to the relevant regional committee requests for the provision maintenance and repair of physical facilities assigned to the control of such regional committee;
- (d) decide on the use of school property while not being utilised by the school;
- (e) assist in the collection and provision of monies for the benefit of the school;
- (f) approve the budget for the expenditure of monies collected or provided under paragraph (e);
- (g) advise the principal in regard to the allocation of any official monies accruing to the school, and
- (h) from time to time -
 - (i) scrutinise the books of account (both official and other) of the school and report any irregularities to the Director;
 - (ii) arrange for the aforesaid books of account to be annually certified to be correct by a responsible person or audited, and
 - (iii) annually present certified or audited school accounts to the relevant regional committees,and the principal shall, for the purposes of sub-paragraph (i) and (ii), make the aforesaid books of account available to the school committee whenever so requested;

- (i) make recommendations to the Director regarding the filling of posts of principal and deputy principal;
- (j) bring to the notice of the principal cases of indigence which come to its notice;
- (k) make recommendations to the principal regarding -
 - (i) the daily opening and closing times of the school, within the official duration of the school day;
 - (ii) the extramural activities of the school, and
 - (iii) codes of behaviour for pupils;
- (l) make decisions regarding school uniform, and
- (m) subject to the provision of subregulation (2), bring, through the agency of the principal, to the attention of the Director any matter which in its opinion affects the administration and control of the school and make recommendations thereon; provided that should any such matter or recommendation involve the principal personally such matter or recommendation may be brought directly to the attention of the Director who may take such steps as he considers necessary or desirable to bring such matter and recommendation to the attention of the principal.

(2) the provisions of subregulation (1) (m) shall not be so construed as to authorise a school committee to become directly involved with the day-to-day administration and control of the school or the exercise and performance of his powers, duties and functions by a member of the staff of the school.

(3) The monies referred to in subregulation (1) (e) and (g) shall be administered by the principal.

(4) The implementation of the educational programme of the school is the responsibility of the principal.

(5) Information of a personal nature concerning pupils or staff is confidential to the principal and shall not, otherwise than in accordance with an order of a Court of competent jurisdiction, be disclosed.

(6) The school committee may communicate on official matters with members of the school staff only through the agency and with the consent of the principal.

(7) The school committee may say, with the general or specific approval of the Director and subject to such conditions as he may impose, employ teaching and non-teaching staff for the purpose of the school.

APPENDIX 3A

R U L E S

OF

THE SCHOOL COMMITTEE OF HIGH SCHOOL 139

GENERAL

1. The School Committee is constituted in terms of the "Regulations for the establishment of Regional and School Committees" (hereinafter referred to as 'The Regulations') published in the Provincial Gazette dated 27 March 1986.
2. The Committee shall be known as High School 139 School Committee.
3. The election, composition, powers, functions and duties of the Committee shall be as laid down in The Regulations.
4. These rules shall be adopted by a resolution of the Committee and approved by the Director of Education and may be altered or amended only by a similar procedure.

MEETINGS

5. At the first meeting after its election the School Committee shall elect a Chairman, Vice-Chairman and a Secretary.
6. The Chairman shall preside at all Committee meetings and in the absence of the Chairman, the Vice-Chairman shall

preside. In the absence of both the Chairman and Vice-Chairman, those present shall elect a Chairman for that meeting.

7. Notice of meetings shall be given in writing at least seven (7) days before such meeting. The notice shall give the date, time, venue and agenda for such meeting.
8. Leave of absence from any meeting in terms of Clause 15 (1) (c) of The Regulations shall be sought from the Chairman prior to such meeting.
9. In the event of no quorum being present the meeting will be postponed for seven (7) days at which all persons present will constitute a quorum. Notice of such deferred meeting will be sent to all members.

MINUTES

10. The Secretary shall keep full minutes of all meetings in a properly bound Minute Book kept for that purpose. Minutes shall be approved at the next meeting of the Committee and signed by the Chairman accordingly.
11. Minutes shall be circulated to all members as soon as possible after the relevant meeting.

SUB-COMMITTEES

12. The Committee may appoint such sub-committees as it deems necessary or desirable for the proper exercise and

performance of its powers, functions and duties of such sub-committee. The Committee may co-opt persons other than members of the Committee to serve on such sub-committees provided that a member of the Committee shall serve as Chairman of each such sub-committee.

13. The Committee may appoint a representative/s from within its members to serve on other committees of the school (e.g. finance, etc.) and/or other schools.

Certified a true copy of the Rules adopted by High School 139
School Committee at a meeting on

CHAIRMAN

APPENDIX 3B

R U L E S
OF
THE PARENTS ASSOCIATION

1. NAME

The name of the Association will be the High School
139 Parents Association.

2. MEMBERSHIP

Comprises the Chairmen and Treasurers of all
Supporters Clubs.

3. AFFILIATION

This Association falls under the auspices of the
School Committee and is subject to its surveillance.

4. FUNCTIONS OF THE ASSOCIATION

- (a) Consider the budgets of each Club and
adjust where necessary.
- (b) Draw up a budget based on Club budgets.
- (c) One of the functions of the Association is to
hold general discussions on constructive ways
and means to promote the school and its
activities and engendering enthusiasm in the
Clubs.

5. ELECTION OF OFFICE BEARERS

5.1. The following Office Bearers shall be elected annually:

- (a) Chairman
- (b) Deputy Chairman
- (c) Secretary
- (d) Treasurer

6. Any vacancy arising in the Office Bearers shall be filled by election at the next regularly constituted meeting of the Association.

6.1. At the end of each meeting the date for the next meeting shall be set. This to be at least quarterly.

6.2. The quorum of the Association shall be at least 50% of the Association.

6.3. In the event of their being no quorum, a second meeting shall be called one week later when those present shall comprise a quorum.

6.4. The Chairman, or failing him/her, the Deputy Chairman shall preside at the Meeting.

6.5. The Treasurer shall attend all meetings of the Finance Committee as a full member of that Committee.

6.6. The Chairman of the Association (or Deputy Chairman in his absence) is ex officio a member of the Finance Committee.

6.7. As appointment of the Trust is for a two (2) year period, should the Chairman and/or Deputy Chairman not serve a second successive year of office then

they shall be obliged to resign and shall be replaced by the new encumbrance.

7. The Secretary shall convene all meetings and shall take records and minutes and shall conduct correspondence.
- 7.1. Full minutes shall be kept in a properly bound Minute Book and a copy lodged with the Chairman of the School Committee within 14 days of the Meeting.
- 7.2. The Notice of Meeting, Agenda and Minutes of the previous meeting shall be given not less than 7 days prior to the meeting.
8. The Annual Budget (detailed on a monthly basis) must be presented to the Finance Committee before the end of September each year.
9. HEADMASTER AND/OR REPRESENTATIVE
Must attend all meetings in an ex officio capacity with the power to refer any matter to the School Committee for arbitration.

APPENDIX 3C

R U L E S

1. NAME

The name of the Club will be High School 139

Parents Association _____ Supporters Club.

2. AFFILIATION

This Club falls under the auspices of High School 139

School Committee and is subject to its surveillance.

3. FUNCTIONS OF THE CLUB

(a) Active support of the Club's activities.

(b) Advice of ways and means of engendering
enthusiasm in the Club.

(c) Advice in terms of the general needs of the Club.

(d) Advice in terms of budgetary matters.

(e) Arrange all social functions.

4. TOURS

The financing of tours outside normal fixtures is to
be raised outside the precincts of the School and outside
the general Parent Body.

5. ELECTION OF OFFICE BEARERS

The management and affairs of the Club shall be in the
hands of a Committee elected at the Annual General Meeting.

(a) Chairman

(b) Secretary

(c) Treasurer or Secretary/Treasurer

- (d) As many members as the meeting deems fit
to elect at the Annual General Meeting
- (e) The Headmaster's representative -
Teacher in charge of activity.

- 6. The Committee shall have the power to co-opt.
Such co-opted members shall be without voting powers.
- 6.1. Vacancies arising in the Committee during the year shall
be filled by election at the next regularly constituted
meeting of the Club.
- 6.2. At the end of each meeting the date for the next
Committee meeting shall be set.
- 6.3. The quorum of the Committee shall be at least 50% of
the Committee.
- 6.4. In the event of there being no quorum, a second meeting
shall be called one week later when those present shall
comprise a quorum.
- 6.5. The Chairman, or failing him/her, the Secretary shall
preside at the Committee meeting.
- 6.6. The Chairman and Treasurer shall attend meetings of
the Parents Association as representatives of their
Club which will be held at least quarterly.
- 7. The Secretary shall convene all meetings and shall take
records and minutes of proceedings which shall be open
to members; and shall conduct correspondence on behalf of
the Club.

7.1. Full minutes shall be kept in a properly bound Minute Book and a copy lodged with the Chairman of the School Committee.

7.2. The Notice of Meeting, Agenda and Minutes of the previous meeting shall be given not less than 7 days prior to the meeting.

7.3. The Secretary shall hold Membership Forms as a record of the names and addresses of all the members.

8.1. The Treasurer shall open a Banking Account, in the official name of the Club - see item 1 above, and keep proper books of account and shall be entitled to operate upon such account by means of cheques signed by any two of the following Office Bearers.:

CHAIRMAN	SECRETARY	TREASURER
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8.2. The Treasurer must submit a monthly income and expenditure account before the 10th of the following month to the Chairman of the Finance Committee.

8.3. The Annual Budget (detailed on a monthly basis) must be presented to the Parents Association before 15 September each year.

8.4. The Books must be available for annual audit purposes.

8.5. All surplus funds are to be returned to the Parents Association as determined by the Finance Committee.

9. HEADMASTER'S REPRESENTATIVE

The Headmaster's Representative must attend all meetings in an ex officio capacity with the power to veto. Where arbitration is needed, further representation can be made by the Chairman to the School Committee.

10. ANNUAL GENERAL MEETING

10.1. The quorum of the Committee shall be at least 50% of the Committee.

10.2. In the event of there being no quorum, a second meeting shall be called one week later when those present shall comprise a quorum.

10.3. The Annual General meeting of the Club shall be held before 31 August of each year.

10.4. The Secretary to advise all members of such meeting at least 14 days prior to the meeting being held.

10.5. The Secretary shall call the register of all signed up members who are entitled to vote, and the following business shall be conducted:

- 10.5.1. (i) Confirmation of Minutes of the previous Annual General Meeting and any Special Meeting.
- (ii) Chairman's Report
- (iii) Election of Office Bearers
- (iv) Budget
- (v) General

11. SPECIAL GENERAL MEETING

Special General Meetings must be called for if 15% of the members request such a meeting in writing to the Secretary -14 days notice of such a meeting must be given.

11.1. The quorum to be 50% of signed up members.

11.2. In the event of there being no quorum, a second meeting shall be called one week later when those present shall comprise a quorum.

12. The function of the Headmaster's Representative is:

- (a) Arrange fixtures
- (b) Allocate coaches
- (c) Select teams
- (d) Elect captains and vice-captains
- (e) Recommend awards to the Awards Committee
- (f) Ordering of equipment etc.

THE ABOVE RULES HAVE BEEN LAID DOWN BY THE SCHOOL COMMITTEE AND ARE NOT SUBJECT TO ANY CHANGE WHATSOEVER EXCEPT BY THE SCHOOL COMMITTEE.

APPENDIX 4A

PROTOCOL NO

NOTARIAL DEED OF TRUST

KNOW ALL MEN WHOM IT MAY CONCERN:

THAT on this the day of in the year of Our Lord One
Thousand Nine Hundred and Eighty Six (1986) before me -

XXXXXXXXXXXXX

of DURBAN in the Province of Natal of the Republic of South
Africa, Notary Public by lawful authority duly admitted and
sworn, and in the presence of the subscribed witnesses,
personally came and appeared -

XXXXXXXXXXXXX

(hereinafter referred to as "the Appcarer")

AND THE APPEARER DECLARED THAT :

WHEREAS it is proposed to launch an appeal for funds needed to secure the progressive development of

HIGH SCHOOL 139

(hereinafter referred to as "the SCHOOL")

AND WHEREAS his Principals are interested in the SCHOOL as past pupils and/or parents of pupils who are attending or have attended the SCHOOL and represent many persons who have the welfare of the SCHOOL at heart and will be associated with the said appeal.

AND WHEREAS it is necessary and proper that moneys and other movable and immovable property which may be donated as a result of the said appeal or for any other reason or which may at any time in the future become available to the Trust hereinafter mentioned should be vested in Trustees and administered by them under and in terms of this Trust Deed.

AND WHEREAS it is desirable and necessary for the said Trust to be created as a continuing channel for benefactions and for its objects to be set forth and the duties and powers of the Trustees to be defined.

NOW THEREFORE THESE PRESENTS WITNESS THAT:

1. ESTABLISHMENT OF TRUST

There shall be established a Trust Fund to be known as

HIGH SCHOOL 139 FOUNDATION

(hereinafter referred to as "the Trust").

2. OBJECTS OF THE TRUST:

The objects of the Trust shall be :-

- (a) to promote, foster and advance the interests of the SCHOOL and of all those who from time to time are pupils at the SCHOOL and of all members from time to time of the staff of the SCHOOL by such means as in the discretion of the Trustees may seem to be expedient and in particular and without in any way limiting the generality of the foregoing by providing further or better academic or recreational facilities, adding to or replacing buildings, establishing or otherwise providing hostels or other boarding and lodging facilities, constructing and maintaining playing fields and other sporting amenities, providing further or better benefits for staff members such as housing, additional security or other benefits, providing scholarships and bursaries and generally to

effect any improvements in the amenities of the SCHOOL, subject however to the express limitation imposed in sub-clause (b) hereof.

- (b) In no circumstances shall it be, or be deemed to be an object of the Trust to receive donations to be devoted towards defraying any expenditure directly incurred in respect of tuition or boarding fees for, or of the granting of any bursary to, any person nominated by a donor to the Trust.
- (c) to collect moneys and to accept contributions in money or otherwise and whether by way of donation, bequest or otherwise and to apply the same or the income therefrom for all or any of the objects set out in (a) hereof.

3. POWERS OF TRUSTEES :

The Trustees shall have power :-

- (a) to initiate, carry on or be concerned with the collection or raising of funds for use by the Trust.
- (b) to receive all contributions in money or otherwise on behalf of the Trust.
- (c) to invest the funds of the Trust from time to time in accordance with the specific powers vested in the Trustees in terms hereof and without limiting such

powers generally in such manner as the Trustees may in their entire and unfettered discretion consider to be in the best interests of the Trust with power to vary such investments from time to time.

- (d) to borrow money and as security for repayment thereof and interest thereon to mortgage or charge any of the assets of the Trust.
- (e) to lend money to such persons and on such terms as may seem expedient and in particular to any person having association with the SCHOOL or the TRUST; to give guarantees of any contract or obligation by any person or in connection with any matter relating to the SCHOOL or the TRUST.
- (f) to acquire by purchase or otherwise to take on lease any movable or immovable property.
- (g) to dispose of, realise, alienate, exchange or otherwise deal with any property belonging to the TRUST.
- (h) to manage and superintend immovable property belonging to the Trust and to repair, alter, demolish and rebuild buildings and erections thereon.
- (i) to open and operate upon a banking account or accounts in the name of the Trust.

- (j) to apply the Trust's Fund, either capital or income or both, or any portion thereof, to such extent and in such manner as in the discretion of the Trustees may seem to be necessary or expedient in the interests of the Trust and in the furtherance of the objects thereof.

Provided that at least 75% (seventy five per centum) of the net income of the Trust will be distributed within a period of 12 (twelve) months from the end of financial year in which income accrued.

- (k) to institute, conduct, defend, compound or abandon any legal proceedings by or against the Trust or concerning the affairs of the Trust.

- (l) generally to do all such acts as the Trustees deem necessary or expedient in the interests of the Trust and in the furtherance of the objects thereof.

4. APPOINTMENT OF TRUSTEES :

- (a) The Trust shall be administered and managed by a Board of not less than six (6) and not more than eleven (11) Trustees (hereinafter called the Board of Trustees") who shall be

- (i) two persons appointed from time to time by the duly elected SCHOOL Committee the first such

persons being XXXXXX and XXXXXX

and

- (ii) The Headmaster for the time being of the SCHOOL, the present Headmaster being XXXXXX
- (iii) Two persons appointed from time to time by the Parents Association of the SCHOOL, the first such persons being XXXXXX and XXXXXX
- (iv) One person appointed from time to time by the Past Pupils Association, the first such person being XXXXXX
- (v) Not more than 5 (five) persons to be appointed from time to time by the Trustees who hold office in terms of (i) (ii) (iii) and (iv) above.

The Trustees shall hold office for a period of two (2) years reckoned from the date of their appointment and shall be eligible for re-appointment at the expiry of this period.

(b) Vacancies occurring in the Board of Trustees shall be filled as follows:-

- (i) if the vacancy occurs due to a person appointed in terms of clause 4(a) (i) ceasing to be a

Trustee, the vacancy shall be filled by the duly elected SCHOOL Committee.

(ii) if the vacancy occurs due to a person appointed in terms of clause 4(a) (iii) ceasing to be a Trustee, the vacancy shall be filled by the Parents Association of the SCHOOL.

(iii) if the vacancy occurs due to a person appointed in terms of clause 4(a) (iv) ceasing to be a Trustee, the vacancy shall be filled by the Past Pupils Association.

(iv) if the vacancy occurs due to a person appointed in terms of clause 4(a) (v) ceasing to be a Trustee the vacancy may be filled by the Trustees who hold office in terms of clauses 4(a) (i), 4(a) (ii), 4(a) (iii) and 4(a) (iv).

A Trustee appointed to fill a casual vacancy shall be subject to retirement at the same time as if he had become a Trustee on the day on which the Trustee in whose place he is appointed was appointed.

5. MEETINGS OF TRUSTEES:

(a) The Board of Trustees shall meet at least twice in each year and at all meetings thereof:

- (i) 3 (three) members shall form a quorum where the Board of Trustees consists of 6 or 7 members.
- (ii) 4 (four) members where the Board of Trustees consists of 8 or 9 members.
- (iii) 5 (five) members where the Board of Trustees consists of 10 or 11 members.

Minutes of such meetings shall be kept in a Minute Book provided for that purpose and at least 7 (seven) days notice shall be given of a Meeting unless such notice is waived by all Trustees.

- (b) At its first meeting, the Board of Trustees shall elect a Chairman and a Deputy Chairman each of who shall hold office for the current financial year. Thereafter the Chairman and Deputy Chairman shall be elected for each succeeding financial year. The Chairman of any meeting shall have a deliberative but not a casting vote.

6. OTHER OFFICES:

The Board of Trustees may appoint, either from amongst their number or otherwise, a Secretary and a Treasurer to the Trust and may engage such other persons as employees as they may deem necessary and may disburse whatever sums are required for the administration of the Trust.

7. BOOKS OF ACCOUNT:

The Board of Trustees shall cause proper books of account of the Trust to be kept and shall ensure that these are audited each year. A statement of assets of the Trust and of the manner in which the assets and income therefrom have been dealt shall be prepared by the Board of Trustees at the end of the financial year, which shall be reckoned from the 1st of January to the 31st December and such statement shall at all times be open for inspection by the subscribers and donors to the Trust.

8. SECURITY:

No Trustees shall be obliged to give security to the Master of the Supreme Court or any other official for the due administration by him of the Trust.

9. GENERAL:

(a) The Board of Trustees may appoint from their number one or more sub-committees and may delegate to such sub-committee any of the powers vested in the Board of Trustees by this Trust Deed.

(b) The Board of Trustees may in its discretion hand over the investments of the Trust to a nominee company controlled by a reputable Bank or Investment Company.

- (c) No Trustee shall in any way be liable for any loss or damage that may be suffered by the Trust either as a result of any investment of any of the funds of the Trust or through any act or omission either by himself or of any other Trustee in the execution of the duties of a Trustee under this Deed of Trust or in relation thereto unless the same happens through his own fraud or dishonesty.
- (d) In the event that any moneys or property hereafter contributed to the Trust subject to the condition that any such settlement shall be used exclusively for a specific purpose the Board of Trustees shall subject to the provisions of sub-clause (e) hereof administer the settlement accordingly and shall be expressly forbidden to vary any of the terms and conditions unless authorised thereto in writing by the settlor.
- (e) Nothing in sub-clause (d) hereof shall permit or oblige the Trust to receive donations to be devoted towards defraying any expenditure directly incurred in respect of tuition or boarding fees, or of the granting of any bursary to, any person nominated by a donor to the Trust, and such donations shall not in any circumstances be accepted by the Trust.

10. WINDING UP:

Should the SCHOOL, in the sole and unfettered opinion of the Board of Trustees, at any time cease to exist substantially in the form in which it exists at the date hereof then the Trust shall terminate and the Board of Trustees shall be subject to the provisions of clause 9(d) hereof make over the net assets, after satisfying all its liabilities to such Educational Fund as defined in Section 18 A of the Income Tax Act as amended and which is approved by the Minister of Finance of the Republic of South Africa which is itself exempt from tax, as the Board of Trustees in its sole discretion may determine.

11. AMENDMENT TO TRUST DEED:

Any of the provisions of this Deed may be altered or added to in a manner not inconsistent with the original purpose as set out in clauses 2(a) and 2(b) by a resolution passed by not less than two-thirds of the total number of members of the Board of Trustees provided that no such amendment shall be of force and effect unless and until the same is approved by the Honourable the Minister of Finance of the Republic of South Africa. Not less than fourteen (14) days' notice shall be given to each Trustee of any meeting at which any such resolution is to be considered and the notice shall specify the nature of the alteration proposed.

AND LIKEWISE came and appeared before me

XXXXXXXXXXXXX

he being duly authorised hereto under and by virtue
of Powers of Attorney granted to him by the said

XXXXXX
XXXXXX
XXXXXX
XXXXXX
XXXXXX
XXXXXX
AND
XXXXXX

Which Powers of Attorney were signed at Durban and remain
filed in my Protocol and the Appearer declared on behalf of
his principals that they hereby accept appointment as
Trustees in terms of this Deed of Trust and undertake with
other Trustees to be elected or appointed in terms of
clause 4 hereof, to observe and carry out the terms and
conditions hereof.

THUS DONE AND EXECUTED at DURBAN on the day, month and year
first aforewritten in the presence of the subscribing
witnesses.

AS WITNESSES:

- 1. NOTARY PUBLIC
- 2. APPEARER

QUOD ATTESTOR

NOTARY PUBLIC

APPENDIX 4B

AMENDMENT TO TRUST DEED (MARCH 1988)

1. Amendment to Trust Deed

The Trust Deed shall be amended :-

1.1. by the addition of an additional clause numbered 2(d) reading as follows:-

"2(d) to establish a special fund in the Republic of South Africa for the sole purpose of receiving donations to be used exclusively for the defrayal of any expenditure directly incurred in providing educational or training facilities (including expenditure on board and lodging facilities, but excluding any expenditure in respect of tuition or boarding fees for, or the granting of any bursary to, any person nominated by a Donor to the Trust) for the benefit of the pupils, students or trainees of the School".

1.2. By the deletion of clause 3(c) and the substitution therefor of the following:-

"3(c) to invest surplus cash funds of the Trust from time to time with one or more financial institutions as defined in Section 1 of the

Financial Institutions (Investment of Funds Act) of 1984".

- 1.3. By the deletion of clause 3(e) and the substitution therefor of the following :-

"3(e) to lend money to such persons and on such terms as may seem expedient and in particular to any person having association with the SCHOOL or the TRUST, save that interest free loans shall only be made to beneficiaries of the TRUST, all other loans shall be subject to payment of interest at rates not less than prevailing commercial rates from time to time to give guarantees and enter into suretyships for the performance of any contract or obligation by any person or in connection with any matter relating to the SCHOOL or the TRUST".

- 1.4. By the deletion of clause 3(f) and the substitution therefor of the following :-

"3(f) to acquire by purchase or otherwise or take on lease any movable or immovable property, save that no immovable property shall be acquired for letting purposes, nor shall the Trust engage in any trading operations or speculative transactions".

- 1.5. By the addition of an additional clause numbered 9(f) reading as follows :-

"9(f) the TRUSTEES shall be entitled to give occupation of immovable property owned by the TRUST to beneficiaries of the TRUST free of any charge therefor but shall not be entitled to grant such rights of occupation to any other person or class of persons".

- 1.6. By the addition of an additional clause numbered 9(g) reading as follows:

"9(g) Notwithstanding anything to the contrary hereinbefore contained, the TRUSTEES shall not be permitted to transfer either their income or the capital of the TRUST to the School Fund".

2. In all other respects the said Trust Deed is to remain unaltered.

APPENDIX 5:

HIGH SCHOOL 139

PARENTS' ASSOCIATION BUDGET 1987

<u>Academic activities</u>	+ 67 000	
<u>Maintenance</u>	+ 20 000	
<u>Catering</u>	+ 11 000	
<u>Transport</u>	+ 9 000	
		<hr/>
		107 000

Major Clubs

Cricket	
Drummies (R5 000 to R7 000 per club)	
Girls Hockey	25 000
Rugby	

Middle Order Clubs

Athletics	
Computers	
Equestrian	
Matric Dance (R2 000 to R4 000 per club)	
Photography	
Swimming	
Wind Surfing	19 000

Smaller Clubs

Chess	
Debating	
Boys Hockey	
Netball	
SCA (R500 to R2 000 per club)	
Squash	
Surfing	
Water Polo	
Wildlife	
Tennis	12 000

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TOTAL	R163 000
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APPENDIX 5

IN THIS QUESTIONNAIRE THE IDENTITY OF THE RESPONDENT IS NOT ANONYMOUS. HOWEVER, ALL REPLIES WILL BE TREATED CONFIDENTIALLY. YOUR HONEST AND CANDID OPINIONS WILL LEAD TO A MORE RELIABLE REPORT AND WOULD BE GREATLY APPRECIATED.

IF YOU FEEL THAT YOU ARE NOT IN A POSITION TO ANSWER ANY PARTICULAR QUESTION PLEASE SAY SO.

1. Name: (You may remain anonymous if you wish.)-----

2. Position in 1986-----

3. Position now-----3.1.Years service at High School 139-----

4. What do you perceive to be the goals of the school?-----

5. Do you know whether the goals of the school are recorded in writing?-----

6. If you agree that there are goals, who do you think sets these goals?

7. Which groups do you think have the most influence in goal-setting?

8. How do you think the introduction of the Foundation Trust has influenced goal-setting?

9. Do you think that there are other groups or persons who should be involved in goal-setting? If so who?

10. What effects has the introduction of the Foundation Trust had on your classroom/secretarial activities?

11. What effects has the introduction of the Foundation Trust had on your departmental activities?

12. Do you think that the introduction of the Foundation Trust has improved your effectiveness as a teacher? If so how? If not, why not?

13. Has your extra curricular involvement increased since the introduction of the Foundation Trust.

14. Do you think other people are more involved in extra curricular activities since the introduction of the Foundation Trust? If yes why do you think this is so?

15. Do you think there are other reasons than those you have mentioned above for a strong extra curricular commitment? If so what other reasons?

16. Do you agree or disagree with a staff disbursement fund?

17. Should extra curricular commitment be rewarded in this way?

18. Do you think that extra staff commitment is recognised through this fund. Please support your answer.

19. If you administered the fund would you make any changes? If yes please expand.

20. Has your involvement with the parent body increased since the introduction of the Foundation Trust? If so please expand.

21. When morale is low, conflict, frustration and stress increase. When morale is high, there is an atmosphere of collegiality where staff share ideas, focus on collective tasks, co-operate with one another and there is a common belief in the value system and goals of the school.

21.1. How would you rate morale in the school?

21.2 Please support your answer in 21.1.

22. What is your attitude to increased/decreased enrollment?

23. Do you think that the Foundation Trust has had a positive or negative effect on enrollment? Please support your answer.

24. What are the greatest changes that you have noticed in the management of resources since the introduction of the Foundation Trust. [Resource management includes the management of money, people, equipment, materials and space.]

25. Do you believe that the funds generated by the Foundation Trust are being used to promote the goals of the school?

26. Do you think that enough money is being allocated to employing extra teachers?

27. Do you think that enough money is being spent on promoting effective teaching and learning? Please support your answer.

28. Do you know how many computers have been purchased since the introduction of the Foundation Trust?

29. Do you know what these computers are being used for?

30. What is your attitude to computer aided learning?

31. Who do you think, within the school environment, has/had the greatest influence in bringing about recent technological changes?

32. Do you think that the purchase of so many computers was necessary?

33. Do you think that the computer teachers over the past few years have had too much control over technological innovations?

34. What technological innovations would you like to see in this school?

35. Bureaucracies are characterised by clearly defined hierarchies, strict and systematic discipline and control over the performance of duties and a top down form of leadership.

- 35.1. Do you think that the school displays a bureaucratic nature? Please support your answer.

- 35.2. Do you think that the structure of the school and characteristics indicated above have changed since the Foundation Trust was introduced? Please expand.

36. What do you understand by leadership in the school environment?

37. Do you think that the Foundation Trust has had an effect on the leadership of the school?

38. Do you think that leadership style has anything to do with the Foundation Trust?

39. What role do you think that a principal should play in an effective high school?

40. Has there been an increase in parental involvement since the introduction of the Foundation Trust?

41. How do you feel about parental involvement in school activities?

42. Do you believe that parental involvement is necessary in the running of an effective school?

43. Please comment on the amount of power you think the School Management Council, Parents' Association and individual parents have.

44. Do you think that the school has an effective public relations policy?

45. Do you think that it is necessary for a school to have a public relations policy?

46. Please comment on the influence the Foundation Trust has had on selecting a model for the future of education at the school.

47. Please make an overall comment on how you think that the Foundation Trust has affected the school.

48. When the Chairman of the School Committee first addressed the parent body about the introduction of a Foundation Trust he said that the parents had three choices:
- 1) To leave the total responsibility for education to the state and accept the consequences of declining standards.
 - 2) To maintain standards by increasing school fees annually in line with the inflation rate.
 - 3) To raise standards by following the innovative route of introducing a trust fund.

Do you think that the implementation of a trust fund has achieved the aim of raising standards. If so why? If not why not?

THANK YOU.

APPENDIX 6A

COVERING LETTER A:

Dear

As you are probably aware I am in the process of writing a dissertation for the completion of an M. Ed degree.

The title of the dissertation is "Managing the Environment" and one of the main topics is the Foundation Trust of High School 139.

I am attempting to gauge staff perceptions of the success of the Foundation Trust and should be most grateful if you would complete the attached questionnaire and post it back to me within the first two or three days of the holidays.

If you feel that you are not in a position to comment on a particular theme please just say so. At the same time, if there are any areas that you would like to expand on in depth, please do not restrict your response to the allocated number of lines.

The success and accuracy of this survey depends on the number of people who respond. I have chosen the target carefully and really value your input - I do hope that you will find the time to complete the questionnaire and return it to me as soon as possible.

Yours sincerely

APPENDIX 6B

COVERING LETTER B:

Dear

As you are possibly aware I am in the process of writing a dissertation for the completion of an M. Ed degree.

The title of the dissertation is "Managing the Environment" and one of the main topics is the Foundation Trust of High School 139.

This involves an attempt to gauge staff perceptions of the success of the Foundation Trust. Although you are no longer at High School 139 I should be grateful if you would complete the attached questionnaire and post it back to me within the first two or three days of the holidays. I am sure that your contribution would be valuable.

If you feel that you are not in a position to comment on a particular theme please just say so. At the same time, if there are any areas that you would like to expand on in depth, please do not restrict your response to the allocated number of lines.

The success and accuracy of this survey depends on the number of people who respond. I have chosen the target carefully and really value your input - I do hope that you will find the time to complete the questionnaire and return it to me as soon as possible.

Yours sincerely

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