

Managing Institutions Differently in the 21st Century for Efficacious Grounds: Making Schooling a Societal Exercise

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ABSTRACT The paper reports and discusses how practitioners in institutions aspire for space, variety and independence to be themselves. This is a 21st century phenomenon occurring in public secondary schools. The paper is conceptual and empirical in nature within the qualitative research paradigm. The question guiding the paper is to what extent is the desire to operate independently by practitioners in schools, leads to efficacious schooling? Literature study and interviewing technique were used to collect data. Out of the population of 543 schools across Limpopo Province's districts, twelve schools were conveniently sampled. Findings reveal a desire by practitioners to be free to articulate their ideas on the management of themselves and their institutions currently and in future. Practitioners aspire to be valued and are susceptible to monotony. The researchers recommend that further studies regarding longing for space, a different leadership style and independence by the 21st century institutional incumbents, be undertaken.

INTRODUCTION

Institutional incumbents of the 21st century are dissimilar to their predecessors. For instance, they are susceptible to monotonous pattern of managing and leading (Morena 2015: 47). This therefore, calls for an outlandish, manner of managing and leading which is largely responsive to societal needs, aspirations and values (Allen 2014: 20; Miller 2015: 39). The thesis of this paper is that managing and leading 21st century institutional incumbents to the total disregard of their distinct peculiarity and personalities could be a source of institutional underperformance and general stagnation. This is on the basis of radical educational reforms that at times overwhelm them. Managing and leading educational institutions differently in the 21st century is one of the surest ways of making incumbents and the institution itself efficacious (Yukl 2006: 56; Nkosi 2016: 10). Van Deventer and Kruger (2010: 65) assert that 21st century schools rise or fall on the basis of who lords over them and how are management and leadership tasks executed. Bush and Westburman (1994: 36) articulate that in the 21st century, educational institutions' proper planning prevents poor performance. With the 21st century institutional incumbents, afford-

ing them what they aspire and desire where practicably possible, has a monumental effect of enabling them to be always efficacious (Mashele 2016: 13). Pursuance of institutional efficacy or good organisational performance serves to remind that in the 21st century, celebrating and rewarding institutional mediocrity has to be supplanted and superseded with institutional excellence. This signifies that institutional excellence in educational institutions, unlike mediocrity, knows no expiry date. The manner of managing and leading 21st century institutions should be such that the multitudes inside and outside the educational institutions, are greatly enriched other than massively impoverished (Levin 2011: 8; Southey 2012: 12).

As part of being managed and led differently for efficacious grounds, 21st century educational institutions require to create a workplace environment that is vibrant, heart-warming and indescribably competent for the institutional incumbents to showcase their potentials and talents (Bayat et al. 2014: 185). In such workplaces, institutions are likely to be able to convey an air of serenity to keep nervous personnel to be calm and focused. This is part of energizing the mind and stimulating creative thinking in a vibrant institutional space (Haupt 2012: 30). Spillane et

al. (2015: 37) emphasise that efficaciously or excellently managed and led institutions stand to foster a credible and incredible workplace learning experiences that are embedded in an institution's radical ideological posture. When a school is managed differently and efficaciously, it is likely to have clout with educational service recipients (Coetzee et al. 2011: 32; Bodibe 2012: 31; Memela 2012: 13). In the interest of managing and leading 21st century educational institutions differently for efficacious purposes, institutions operating like cartels and fiefdoms where policies and protocols are foreign principles and anathemas, have to be obviated at all costs. Failure to do so could make such institutions to celebrate mediocrity and frown upon excellence, which amounts to putting the cart before the horses (Davidoff and Lazarus 2003:72, Clarke 2007: 27; Kendall 2007: 18). In this paper, terms such as incumbents and practitioners refer to personnel in schools. Other terms such as institutional management, space, variety and underperformance of institutions form part of the indispensable vocabulary of this paper.

Objectives

This paper sets out to report on and discuss how practitioners in educational institutions aspire for sufficient space, variety and independence to be themselves. The second objective relates to getting a direction on where to begin and what exactly to do differently to overcome the challenge of perennial underperformance of educational institutions. This finally aims at having efficacy or performance in educational organisations of the 21st century, being a societal exercise.

METHODOLOGY

As part of ethics, the researchers explained to participants before soliciting data from them that their participation was voluntary and all information were to be treated with strict confidentiality and used for research purpose only. Interpretivism and the Learning Organization Philosophy undergird this paper. These perspectives enabled the researchers to frame the paper and to make meaning from the idea of managing educational institutions or schools differently for efficacious grounds. Owen (2015: 150) advises that educational organisations that peren-

cial struggle to perform may be experiencing institutional disharmony. The perspectives assisted the researchers to gain instructive and insightful experiences on the management and leadership of educational institutions this century, as witnessed and experienced by institutional incumbents. The theoretical perspectives helped with the reporting on and discussing how practitioners in educational organisations aspire for adequate space, variety, and independence for themselves. The frameworks acknowledge the subjectivity of the idea and the question of managing institutions differently in the 21st century for efficacious grounds (Cohen et al. 2007: 86). Managing and leading an institution to become efficacious is not as simple as it sounds especially with the generation of institutional incumbents populating our schools this century. The reality that schooling is a stake-holder exercise, makes the creation of institutional efficacy a hugely demanding task to perform with success. With the utilisation of Interpretivism and the Learning Organisation Philosophy as the theoretical perspectives underscoring this paper, the arduous task of comprehending the process of coming from inefficacy to efficacy, became less burdensome and less obscured for researchers. Out of the population of 543 educational institutions across Limpopo Province's five districts, twelve public secondary schools were conveniently sampled. Schools were sampled on the basis of the researchers knowing them and their appropriateness to the objectives of the paper. The size of the sample is commensurate with the paper being qualitative in nature. In each school, three sampled respondents in the form of teachers, parents and learners were interviewed. The inclusion of parents and learners as part of the sample, was in order to triangulate the generated data. Lehlaha (2011: 27) remarks that a relatively small number of participants selected, can provide the researchers with an adequate high degree of probability and true reflection of the sampling population. This is and has been the conviction of the researchers when resorting to this kind of manageable sampling (Babbie 1992: 220). This kind of sampling, reflects how this paper prioritised studying the cases in-depth for the sake of comprehending how efficacy comes about in schools. The problem under study, namely, of educational institutions perennially underachieving year in and year out, owing to mismanagement and general lead-

ership vacuum, necessitated a convenient purposeful sampling. The sampling type is in line with the research paradigms and the data construction techniques for this paper. The researchers had an interview schedule containing questions for the categories of respondents chosen for this paper (Mouton 1996:19; Creswell 2010: 143). A developed interview schedule was piloted with respondents who were not part of the three sampled schools. The aim of piloting was to identify weaknesses and to remedy them timeously. Literature study as partnered with in-depth interviews, helped immensely to corroborate and triangulate the secured responses from respondents (Higgs and Smith 2010: 73). Given the nature of the research problem for this paper and the kind of data the researchers emerged with, content analysis was selected to analyse the constructed data. Niewenhuis (2007: 101) as quoted by Lehlaha (2011: 31) contends that content analysis is a systematic approach to qualitative data that analyses, identifies and summarises the message content. Utilising content analysis as part of Interpretivism and the Learning Organisation Philosophy, focused more on reporting on and discussing how practitioners in educational organisations aspire for adequate space, variety and independence to be themselves. The analysis of data was never handled as a separate stage from all other research steps. In the process of constructing data, data analysis was performed and it entailed sorting and constructing information into categories, formatting the information into a story, creating themes out of the data, and actually writing the text. Data analysed was generated for a specific purpose, derived from particular methodologies, looked at from a particular perspective and discussed from a particular point of view (Maykut and Morehouse 1992: 127). Data analysed for this paper was the one constructed being about the perennial underperformance of institutions which leads to lack of institutional efficacy in educational organisations. Data analysed included capturing, coding and analysis into themes. An inductive approach to analysing the responses from the research respondents was undertaken to allow patterns, themes, and categories to emerge rather than being imposed prior to data collection and analysis. Similar responses were grouped together into categories which were subsequently utilised for the discussion of the results of this paper. This identification of

themes, provided depth to the insight about the individual views of teachers, learners and parents pertaining to managing institutions differently in the 21st century to replace institutional inefficacy with institutional efficacy. The researchers analysed data pertaining to the paper, utilising the constant comparative method. This is an approach which complements the content analysis in the sense of first requiring that as the first step, all tape recorded data be transcribed and typed verbatim. Copies of transcripts were made to be used in data analysis. Data pages were coded to their sources that were either from teachers, from learners or from parents. Ultimately, the researchers emerged with themes and categories and applied them to report on and discuss results of the paper (LeCompte and Preissle 1993: 163). Data analysed entailed dissecting, pulling into pieces and tearing apart the constructed data (King 1963: 63; Leedy 1993: 87; Hord and Somerso 2008: 56).

This is as a result of the relevance and significance the researchers found in those points of view. A research problem such as: *to what extent is the desire to operate independently by practitioners in educational institutions, ushers in a new mode of institutional management in the 21st century?* was at best investigated through the illumination of the Interpretivist school of thought and the Learning Organisation Philosophy better than through others (Fullan 1993: 35; Waghid 2003: 46). The selected perspectives enabled the investigators to frame the study as well as making meaning from the whole notion of managing institutions differently in the 21st century for efficacious grounds. The two school of thoughts, accentuate the significance of understanding and validating interpretations in their own contextual terms instead of emphasizing the need to verify interpretations against an "objective" world. Since the issue of managing institutions differently for efficacious grounds in the 21st century, is by its very nature complex, the researchers deemed it appropriate to subject such a problem of study to both Interpretivism and the Learning Organisation Philosophy to have the deficiencies and shortcomings of one theoretical perspective being covered and remedied by the other. The researchers remind that the nature of the research problem was found to be convenient to illuminate, report on and discuss when approached from the said two perspectives (Moloi 2005: 56).

The review of literature confirms that institutional incumbents of the 21st century are heterogeneous from their predecessors on institutional management related-matters. Literature study further emphasises that proper planning prevents poor performance. An efficacious educational institution, could be argued to be spot on in terms of its planning and the performance of other management functions (Alpha 2002: 36). In the 21st century, no educational institution has to be allowed to be morphed into a rudderless institution with no sense of direction and loss of educational compass. This happens where educational platitudes substitute analysis, and where blind following by institutional incumbents takes the place of active engagement. Again, in the 21st century, the state of the mind of every institutional member determines the state of life of the educational institutions he or she serves (Majola 2016: 24).

RESULTS

Articulating Current and Future Manner of Institutional Management

Educational institutions are populated by people requiring to be managed and led differently to produce different results. Data abundantly showed that many 21st century educational institutions, lack institutionally healthy-minded managers and leaders who are capable of leading with difference. These are organisational heads, that are evolutionary in nature and who are aware of the epoch they operate in individually and collaboratively (Bernstein and McCarthy 2011: 8; Modiba 2011: 6; Mgxashe 2011:15; Mueller 2011: 8). Lack of such key personnel is an enormous setback for many educational institutions. This is the case because 21st century educational institutions, aspire and value to be managed and led differently for efficacious purposes. Where the expressed point is not forth-coming, it may not be stunning to have an educational institution being inefficacious, something which the theoretical perspectives underscoring the paper and the review of literature abundantly advocate against. Teacher 1 of school A laments and bemoans that “in our institution we are being led and managed as if we are still in the 18th century and this contributes noticeably to our general incompetency”. Parent 1 of the same school derides that “if i am

given an opportunity of heading this school, the level of general discontentment on the manner of management would definitely scale down despite my illiteracy level”. Learner 1 of the same school bemoans that “how we are being taught and looked after in this school, impact on the highest drop-out rate, this school experiences as compared to all other schools within the vicinity”. Summing up what has been articulated by the three respondents, the researchers infer and deduce that 21st century people are different from their predecessors and therefore qualify to be managed and led in relation to the epoch or era they are in, namely, the 21st century. Clarke (2009: 3) supports the above when advising that failing to take into cognizance the century of institutional management is a recipe for disorder. It has to be emphasised that these results may not be generalised beyond the paper in view of the study being part of the qualitative research.

Hankering After being Valued and Regarded

No educational institution has to operate in the same fashion from inception up to eternity. Nature does necessitate that at some stages, an educational institution re-organises, restructures and re-cultures. Both the theoretical perspectives underpinning the paper and the relevant literature reviewed confirm that organisational change is for proficiency purposes and also part of refreshing institutions. The research finding in this paper reveals that scores of educational institutions were found to be too rigid and routinized such that concepts like re-organization, restructuring and re-culturing were alien and foreign to them. This research finding is being supported by a Teacher 2 claiming that “in my own secondary school, I suspect it could only be me and few others who have heard of these three concepts, namely, re-organization, restructuring and re-culturing, let alone roll them out in our institutions”. Parent 2 of the same institution reasons that “operating in an unchanged setting, for long, implicitly promotes compliance and uncritical thoughts”. Learner 2 of the same school attests that “our school should be the last in the whole world in terms of transformation and other impactful changes”. These research respondents mean that institutional incumbents do get fed-up to always be subjected to an educational institution that literally and

figuratively enslaves and subjugates them in the form of operating in an antiquated and old-fashioned manner. Clarke (2009: 5) advises that in an educational institution a challenge has to be identified and processes be put in place to formulate solutions based on the cause of that problem. Re-organization, restructuring and reculturing of an educational institution have a potential and capacity of turning an institution around to perform differently, with everyone seeking to be valued and regarded unconditionally. The researchers infer and deduce that when institutional members get what they aspire, such as being valued and highly regarded, they constantly perform (Bayat et al. 2014: 185).

Susceptibility to Monotony

The delivery of an educational service has to promote and facilitate human development. Those who lord over schools, have to ascertain that there is always sufficient obsession for the development of learners and other stakeholders. The research finding in this paper divulges that plentiful educational institutions in Limpopo Province, lack managers and leaders obsessed with the advancement of learners. Teacher 3 of school C reminds that “i cannot last recall when in this institution have i witnessed any of my colleagues performing their job with passion and infatuation for developing others”. Parent 3 of the same school contends that “people of this century appear to have been drained of any amount of passion and infatuation for whatever they are doing”. Learner 3 of the same school protests that “if our school was passionate and infatuated in our scholastic achievement, we would not be annually repeating grades in large numbers”. The researchers infer and deduce that all the expressed views by the research respondents emphasise how much 21st century institutions and people dream of being managed differently for them to improve and enhance their efficacy in a monotony-free environment. Mkhabela (2011: 15) and Ramphele (2011: 21) remind that in the 21st century, institutions deserve to be populated by managers and leaders able to cajole subordinates in a monotony-breaking fashion to do tasks where force or coercion would never succeed. Modiba (2012: 6) articulates that current institutions deserve and qualify for the deployment of seasoned managers and leaders who de-routinize institutions and

constantly enhance their efficacy. Both the theoretical perspectives underscoring this paper and literature reviewed emphasise the need to keep monotony at its lowest ebb when dealing with institutional incumbents of this century. This is being done through performing anything and everything with enthusiasm and passion at all times to lead and manage schools that are ever in a trajectory of evolution and brilliant learner results (Nkosi 2016: 10).

Over-Leading versus Under-Management

Twenty-first century educational institutions are so sensitive to performance such that if they deserve and qualify for under-leading and receive over-leading, this may stifle and suffocate institutional performance. Furthermore, if they qualify for over-management and get the opposite, this may compromise performance (Miller 2015: 38). The research finding in this study discloses that sufficient educational institutions are not able to strike a balance between guarding against either over-leading or under-management. Teacher 6 of school F narrates that “our school underperforms year-in and year-out due to under-management.” Parent 6 of the same school reiterates that “as a parent component, we lament the over-leading of every entity in the school to the level of descending the institution into the dys-functionality mode”. Learner 6 of the same educational institution recounts that “our Learners’ Representative Council experience on a daily basis over-management and under-leadership by all learners, to the point of grounding learners’ performance given the demoralization effect”. The researchers infer and deduce that conditions in a school have to be considered to measure an amount of management or leadership each school requires. This is being confirmed by the theoretical perspectives underpinning the paper together with the pertinent literature reviewed for the paper. Finally, Mabote (2008: 4) articulates that every educational institution prescribes for either over-management or under-leadership or both of them.

Inability to Deal and Cope with Workplace Rivalry

It is no exaggeration to state that as educational managers or leaders in the 21st century, to be opposed it is inevitable and to be defeated is

optional. Turner (2000: 85) stresses that tried and tested managers and leaders have to be encouraged by obstructions other than being disheartened by them. One of the findings in this paper is that many current managers and leaders are not successfully able to deal with workplace rivalry. Parent 7 of school G emphasizes that “21st century institutional members should not be docile, quiet and gullible when things do not move at their workplace”. Teacher 7 of the same institution remarks that “straight talk breaks no friendship referring to when those who lord over an educational institution are taken to task by their words or deeds”. Learner 7 of the same institution asserts that “expressing a different opinion all-together to even an adult at school is no sign of disrespect, but a sheer outgrowing of an acquiescence upbringing”. The researchers infer and deduce that the expressed views explicitly suggest that Twenty-first century managers and leaders have to be different and heterogeneous compared to their predecessors. This stands to enable them to be a good match to the generation of institutional incumbents populating organizations this century. This matter is being sufficiently emphasised by the theoretical perspectives underscoring the paper and the literature reviewed. Modiba (2012: 4) and Morena (2015: 47) sum this eloquently and fluently when observing that nowadays schools are a site of struggle for all who spend hours there, but that the attainment of institutional objectives have to matter more than anything else.

Performance as Emanating from Multi-Causality not from Single-Causation

Twenty-first century educational institutions yield magnificent results when they are being managed and led in line with the century they are in. Amongst others, brilliant performance that emanates from magnificent and exquisite institutional management or impressive organisational management, could be necessitated by the creation and maintenance of appropriate organizational systems and structures. In addition, better management of physical and financial resources assist adequately as part of good institutional management to bring about a high performing and functioning educational institution (Spillane et al. 2015: 69). One of the findings confirm that praise-worthy institutional performance is a product of multi-causality other than

of single-causation. Teacher 8 of school H advises that “scholastic performance in educational institutions reside in the classroom and depends on fine lesson delivery, instructional leadership and committed learners amongst others”. Parent 8 of school H confirms that “it is an array of factors in and outside the school that are responsible for the high functioning and performance of an educational institution”. Learner 8 of the same school advises that “Learner dedication to studies, which is not being matched with excellent lesson delivery by teachers plus the acquisition of sufficient and relevant learner materials, could not alone engender star institutional performance”. Ramphela (2011: 21) accentuates that there is a need to completely overhaul the South African education system to make it functional and responsive to societal hurdles and needs. This is supported by Kuseka (2008: 22) when advising that 21st century educational institutions, need to learn to resort to their own witticism to wrench themselves out of the welter of challenges of this century, which include not being managed and led in a uniquely 21st century way. The theoretical perspectives underpinning the paper and the review of literature have stressed enough the evolutionary nature of current schooling and the requisite demand for fresh ways of lording over today’s educational institutions. On the basis of that, the researchers infer and deduce that there is no turning back from the road of leading and managing present institutions different from their predecessors.

Alertness to the Source of Functionality or Dysfunctionality

Educational institutions need to be efficacious in all respects (Southey 2012: 12; Majola 2016: 24). One of the findings centre around schools being aware of the source of their performance or underperformance. Teacher 10 of school J comments that “our educational institution performs inconsistently and nobody seems to attempt to comprehend the cause of this”. Parent 10 of similar school consents that “It is fast becoming a culture in this educational institution to fail to secure a convincing response as regards the fluctuation of learner performance”. Learner 10 of similar school avows that “getting exactly clear to what is behind the up and down scholastic performance of learners

here is something celestial and outlandish". The articulated frustrations by research respondents over educational institutions failing to account and explicate the origin of their functionality or otherwise, is indeed a concern worth attending to. Bernstein and McCarthy (2011: 8) articulate that challenges facing educational institutions transcend training and skills of managers and leaders. The researchers infer and deduce that 21st century citizenry is no longer as docile and gullible as their predecessors as regards being starved of a genuine explanation on institutional underperformance and persisting to keep quiet about that. The theoretical perspectives of this paper together with the review of literature, encourage digging deep to the rationale behind the persistent under-delivery of some educational institutions.

DISCUSSION

The aim of this paper is to report on and discuss how practitioners in educational institutions aspire for sufficient space, variety and independence to be themselves and attempt to create efficacious educational institutions. Those are the institutions that are the pride of a society. A plethora of evidence is confirming that it is not every educational manager or leader with the capability to make a school efficacious. It is educational managers and leaders who are healthy-minded and who possess a potential of making educational organisations they preside over, to be averse to inefficacy (Arden 2013: 86; Mashele 2016: 13). Those are the managers and leaders who allow subordinates a space of articulating how they enjoy to be managed currently and in future. As Matabane (2015: 15) succinctly puts it, it is educational leaders and managers who do not outsource their thinking, who are likely to promote institutional autonomy between the institutional incumbents. As it has been expounded, such organisational heads do succeed in managing institutions that are ever efficacious. Considering that the 21st century institutional incumbents harbour certain expectations from their own institutional heads, the latter has to be aware of those expectations to be able to grant them. Attempting to suppress them, could be too costly for the performance and the functionality of educational institutions. Granting the expectations could add productive, high perfor-

mance and general functionality of the educational organisation to the celebration of society (Spillane et al. 2015: 37). Research results of this paper have revealed that many of the incumbents populating educational institutions do wish to be acknowledged and recognised as part of the valuable cog of the institutions they are part of. Affording those institutional members high regard is a panacea and remedy to institutional underperformance (Maxwell 2014: 115). A phrase that keeping on doing things in the same way leads to the achievement of similar results is appropriate in this context. Research results reveal current institutional incumbents to be sensitive to being managed and led in the same way for long. As per the findings of this paper, when current institutional incumbents are not being treated to any new way of managing and leading, their productivity and performance dip. This is attributable to 21st century institutional members being susceptible to monotony with regard to being managed and led in an unchanging fashion. The implication for organisational heads is to ascertain that in the interest of keeping educational institutions they are presiding over, ever functional and high performing, they need to diversify their management and leadership styles, to keep their subordinates ever encouraged to perform maximally and optimally (Nkosi 2016: 10). Equally significant for organisational heads of the 21st century, is to keep on fathoming how much of management and leadership is required by subordinates at a given time. Failure to discern that, is likely to lead to over-management when under-management was appropriate. The same applies to over-leading when under-leading is what an institution and its people aspire for good performance and the delivery of superior institutional results. This places current educational managers and leaders between the rock and the hard place as regards lording over current institutional incumbents who are vastly different from their predecessors. Considering that no organisation is free from conflict and rivalry between institutional members, it is essential that managers and leaders adopt intervention plans and strategies to subside institutional wrangling and quarrelling. Failure to do so could delay the delivery of brilliant and magnificent performance by schools (Allen 2015: 30). That would have been unfortunate, as a result of too much energy being expended on infighting other than on the delivery

of the mandate of schools which is dispensing knowledge to learners. Research results in this paper have vindicated that in the 21st century, whenever an educational organisation performs, that has to be traced back to a number of variables that are behind that achievement. The same applies to when an educational institution underperforms. Institutional performance and underperformance are these days understood in terms of multi-causality instead of single-causation by schools. This new way of approach and understanding has been necessitated by the nature of incumbents populating institutions and the large scale evolution characterising and defining the 21st century schooling. The implication of this to the current organisational heads is ascertaining that they always create enabling environments in the institutions they lord over, for the occurrence of institutional efficacy at all times. The same applies to institutional members, they need to contribute to the creation of multiple conditions and circumstances at their workplaces that facilitate their productivity, institutional functionality and high performance of their schools (Majola 2016: 24). This suggests that when an institution performs or underperforms, all institutional incumbents need to be able to explain, given the number of variables behind the state of affairs.

CONCLUSION

Both the review of literature and the theoretical perspectives undergirding the paper, played a critical role in talking to the results of the paper. In addition, literature study and the two selected theoretical perspectives, provided the better context within which the entire paper had to be located and comprehended. Small wonder that institutional incumbents especially subordinates, were exposed by the research results to be susceptible to monotonous manner of managing and leading. Institutional incumbents were further exposed by research results to be productive when being allowed a space of autonomy in terms of how they are being managed and led. The lesson learnt from the objectives of the paper is that when people in an organisation are satisfied about how they are being managed and led, that leads to institutional performance soaring. The thesis of the paper is that managing and leading 21st century institutional incumbents to the total disregard of their

distinct peculiarity and personalities, could be a source of institutional underperformance and general stagnation.

RECOMMENDATIONS

The researchers recommend that schools be provided with healthy-minded managers and leaders who are likely to be evolutionary and well-suited to the epoch schools currently operate within. Healthy-minded managers and leaders are likely to allow institutional incumbents a space of articulating their preferred manner of institutional planning, organising and control. Furthermore, since underperformance could result from organisational rigidity, the researchers recommend re-organisation, restructuring and re-culturing of secondary schools which as the results have shown, do replace institutional monotony with organisational vibrancy, something that fosters productivity and high performance by all. The researchers further recommend that current 21st century public secondary schools, need to avoid both over-management or under-management as well as over-leading and under-leading. Conditions and circumstances prevalent in a particular educational institution, need to dictate with regard to how much of management and leadership a school aspires and qualifies for. This also avoids the experience of monotony by institutional incumbents. The researchers contend that balancing management and leadership as required by one institution and not the other, stands an educational institution in good stead as regards dealing with the experienced workplace rivalry. Such institutional animosity has a potential of preventing the reign of institutional harmony which triggers and orchestrates good performance in educational organisations. In addition, the researchers recommend that current organisational heads need to bear in mind that these days, institutional performance is a matter of multi-causality other than of a single causation. This suggests that the manner in which public secondary schools are being managed and led, has to tap into the contribution of all the factors and contexts upon which institutional performance and functionality could be ascribed to. Finally, since 21st century institutional incumbents largely aspire valuing, the researchers recommend that organisational heads need not starve their subordinates of acknowledgements and recognition as and when they have distinguished themselves through exquisite and impressive performance.

LIMITATIONS

The limitation of this paper is that it mainly concentrates on reporting and discussing how practitioners in institutions aspire for sufficient space, variety and independence for themselves. Of major concern is that the paper solely focuses on public institution to the total exclusion of private ones. Furthermore, within the public institutions, the paper concentrates only on public secondary schools. It would have been proper that the paper proceeds to place adequate attention to both primary and tertiary institutions. The reason is, the aspiration for sufficient space, variety and independence by institutional practitioners affect not only those in public secondary schools, but even those in public primary and tertiary institutions. This is the serious flaw about this paper.

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