

# Unforeseen Effects of the Post-Provisioning Model in Principal's Administrative Roles in South African Public Schools

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## ABSTRACT

This study aims to investigate the effects of the Post-Provisioning Model in the management of public secondary schools in the King Cetsh wayo district of Kwa Zulu-Natal province in South Africa. Apart from previous studies on PPM, this investigation was conducted quantitatively to present numerical data. Since the study presented numerical data, this study was found grounded in the positivist paradigm. The literature findings reveal that school principals experience poor strategic management, lack of capacity-building workshops, poor filling of vacant posts; failure to manage educator job satisfaction, late admission of learners, and poor redeployment processes of educators. Empirical findings of this study also confirm such effects of PPM which threatens school management roles. The paper concludes by the submissions that there is a need to revise PPM implementation to address challenges and support the management roles of school principals. Moreover, there is a need to incapacitate school managers regarding the management of PPM for its effective implementation.

**Keywords:** Management, strategic management, leadership, post redistribution, redeployment, curriculum implementation.

## INTRODUCTION

The adoption of the Post-Provisioning Model (PPM) as a policy in the South African education system was a first step to addressing unjust practices of the apartheid government (Mdlalose, 2003). As PPM is a formula-driven model, its outcome is referred to as Post-Provisioning Norm (PPN) (Ntuli, 2012). According to the Education Labour Relations Council (2001), PPM policy was aimed at ensuring proper and fair distribution of the total available posts to all public schools in an equitable, transparent, and resource-efficient manner. Despite the just and redress significant shifts made by the Department of Basic Education (DBE), the researcher is concerned about formidable management roles that seem to have been ignored by DBE officials to school principals. Since the implementation of PPM was assigned to school principals, they have experienced several challenges, namely; poor transparency on how PPM works; failure to fill vacant posts on time; failure to manage educator job satisfaction, late admission of learners; high employment number of SGB-paid educators; conflicts on redeployment of educators and disturbance on instructional time (Bharath, 2004; Naicker, 2005; Ntuli, 2012; Salmon and Sayed, 2016).

In this study, PPM is defined as a distribution mechanism or a formula-driven model set to direct the establishment of posts based on available financial resources and teaching and learning needs and to allocate the state-paid human capital in schools. It is a resource allocation model designed by DBE to distribute educator posts and funds to aid school operations in maximizing quality teaching and learning in schools. The model uses two key criteria, namely, the number of learners at school, and the particular needs of

learners at each school (Mthombeni 2002; Bharath, 2004; Naicker 2005; Rakabe 2016; Makhoba 2018).

Effective curriculum implementation in South African schools depends on the management of resources by DBE officials. This view is confirmed by Magano (2014), who supports the view that poor school performance is to be attributed to failure by education authorities to ensure that schools are adequately resourced and staffed with well-prepared educators. Principals have roles to play in ensuring that PPM produces positive results when implemented by DBE officials. Furthermore, ensure that teaching and learning run smoothly without any hindrance (DBE, 2013).

## MOTIVATION OF THE STUDY

There has been a serious outcry about the impact of PPM in the South African education system. If this challenge is not addressed by DBE officials, shortly public secondary schools will be closed due to poor implementation of PPM. Many public secondary schools have been shut down due to failure to meet operational requirements as a result of PPM (Rashida, 2012; Magubane, 2020). Undertaking this study may serve as a base to make the DBE officials and other education stakeholders aware of the impact PPM has in the management of public secondary schools. The study could also contribute to improving the implementation of PPM policy in schools. It could further reveal current practices of PPM and find how management roles are affected by its implementation to improve PPM efficiency.

## THE REVIEW OF LITERATURE

### Principal's administrative roles in PPM

The principal is given powers by the provincial Head of Department (HoD) to be the representative for the DBE in addressing PPM processes. However, principals require strong input from the DBE, which includes educators' characteristics, clear communication from officials, transparency, relevant facilities, and administrative capacity in the implementation of the PPM (Waston, 1998; Naicker 2005). The researcher believes that these factors could minimize the dissatisfaction of educators and principals in the implementation of the PPM.

Since principals represent the DBE, it is their responsibility to ensure that human capital is used for the benefit of the educational institution (KwaZulu-Natal Department of Education, 2010). Thus, the principal needs to make sure that the school obtains qualified and specialized educators and all the other resources that learners need. Bolman and Deal (1991) state that school principals need to understand that their school exists to serve human needs, and that if it does not it is useless. The DBE and the principals need to ensure that quality human resources are employed so that the aims of the school will be well accomplished.

Pont *et al.*, (2008) state that there is increasing evidence that within each school, school leaders can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur. This means that a principal must ensure the proper establishment of the facilities, qualified staff, and infrastructure that will ensure that various skills and talents are used. Presently, what matters to the DBE is the distribution, the issue of whether or not principals are staffed accordingly to meet the teaching and learning needs of the school is difficult to prove (Makhoba, 2018; Magwaza, 2022). The question of whether the educator is of high quality or not is not considered in the redeployment, and whether resources are sufficient for schools to achieve set objectives is still ignored (Bharath, 2004; Magubane, 2020). The researcher believes that effective curriculum implementation is compromised.

The principal's role in achieving good working conditions, job satisfaction, and an appropriate organizational climate for both educators and learners seems to have been ignored by the PPM. Mdlalose

(2003) and Bharath (2004) agree that the PPM disrupts the school culture and job satisfaction, thus threatening the environment of teaching and learning. The researcher argues that sustaining the school culture and job satisfaction could ensure that quality teaching and learning take place.

On the other hand, it cannot be ignored that implementing teaching and learning depends largely on the availability of resources, adequate textbooks, learning and teaching aids, a favourable learner-educator ratio, qualified educators, student discipline and commitment, and adequate parental involvement. Besides all these, an instructional support system and senior management posts in schools are aspects of the PPM that affect curriculum implementation (SADTU, 2010; DBE, 2013). The researcher asserts that a combination of these factors, which are mainly controlled by the PPM, could favourably affect curriculum implementation. PPM creates educator and physical resource uncertainties which impede the planning and forecasting of school management (DBE, 2013).

Planning is not only about making and deciding what to do but about forecasting what will happen during implementation (Makhoba, 2018). At present, the PPN affects planning and to a large extent curriculum implementation in schools. When principals are expected to plan for the next academic year, sometimes they find it difficult to plan for a series of actions to take place because PPN certificates are released late (Naicker, 2005).

The late release of PPN does not allow for proper staff planning and allocation efficiency (SADTU, 2015). The current implementation of the PPM affects the planning of schools in the sense that some plans cannot be well accomplished owing to the unpredictability of human resources. The DBE (2013) confirms that the PPM undermines the strategic role of principals in planning organisational activities.

Education Labour Relations Council (2018) argues that the consultation processes on PPN at the provincial level often pose challenges resulting in disputes as the model used by the employer does not cater to material conditions. It does not only bring disputes at the provincial level but even at the school level. Bharath 2004 concurs with the view that disputes over redeployment seem to have challenged principals and are continuing to raise their “ugly heads” when there are no platforms to address grievances. Declaring “excess educators” or “surplus educators” has caused many conflicts between educators and principals in schools over the years. The DBE (2013) states that the following conclusions could be made by educators who have been identified as in excess in relation to redeployment. They:

- may have been identified through principal’s mismanagement of the process;
- may not be happy to have been so declared surplus;
- may not like or be willing to be redeployed to other schools;
- may not have the relevant qualifications for the vacant post;
- are very likely to be qualified in a subject where there is an oversupply of educators;
- may feel unsecured as their job security is under threat;
- may be emotionally stressed by the processes.

The principal has a role in organizing all relevant educational resources needed for curriculum implementation. In most cases, the DBE’s failure to fill posts has been a factor in disorganizing many schools. Thwala (2014) confirms this view, by postulating that school principals often find ‘red tape’ imposed by DBE officials that leads to delays in the appointment of educators, leaving schools without staff at the beginning of the year. The researcher argues that most schools, particularly poorly resourced ones, are disorganized in their timetable and some classes are left unattended.

The PPM implementation disorganises many school principals in a sense that extra-curricular and co-curricular duties increase; timetables are changed during the course of the year to accommodate redeployed educators; classes are left unattended due to being inadequately staffed – creating disciplinary problems for

the remaining educators (Mthombeni, 2002; Barath, 2004).

Technical validating PPN certificates remain a serious challenge to many school principals (Ntuli, 2012). Poor training of school principals in the implementation of PPM fails the educators at ground level. It leads to poor transparency in declaring “surplus educators” or “additional educators” to the post-establishment-meaning they may not know how Last-In-First-Out worked to declare surplus educators (Magubane, 2020).

The effects of downsizing the educators have been problematic to many school principals who implement PPM. As the policy implies that bigger enrolment amounts to more educators/resources, on the other hand, it means low educator resources to schools with declining enrolment. The effects of low enrolment have caused huge harm in the curriculum delivery, and to a large extent schools with a low enrolment have been closed as a result. Downsizing leaves principals with difficulty in staffing available educators – having to redo staffing and giving duty-loads to the survivors of downsizing (Buthelezi & Makhoba, 2020; Magwaza, 2022).

Learner migration affects PPM in many schools, particularly in those that are in rural areas where the population is very low. For instance, if learners leave the school during the course of the year, to the next school, late admission has to take place to accommodate new learners. This will influence enrolment of the school, principals in this case might find it difficult to manage as the floor space and teachers might not be available for the learners to be accommodated (Simelane 2014). In that sense, PPM is blind to late admission of learners who migrate from one school to another during the course of the year as they are not allocated funds and educators during the course of the academic year.

There is a problem with so-called ‘non-viable schools’. These schools are known to be those with fewer than 200 learners. Principals of such schools struggle to operate schools of this nature which often lead to stress and uncertainty- having to account for poor performance while there is no DBE support. In such schools, principals resign, or schools get closed due to lack of support from DBE. As PPM does not consider such cases, poor or rural schools with low populations get disadvantaged thus, thus infringing learners right to education. Non-viable schools, according to Rashida (2012), experience the following handicaps:

- a low allocation in terms of norms and standards for public school funding;
- low PPN leading to multigrade teaching;
- limited subjects or curriculum offerings;
- poor infrastructure, especially in rural and farm schools;
- insecurity of tenure on privately owned land;
- restrictions on improving/extending facilities in public schools on private property;
- no specialist teaching and learning spaces, and limited recreational spaces.

### **Practical guidelines of the PPM implementation process**

The ELRC (2001) provides the following as the range of procedures that principals need to understand before taking action on establishing posts:

- The Senior Educational Management (SEM) apprises principals on the criteria for the determination of educators ‘additional/surplus’ to the staff establishment and implementation procedures.
- Immediately on returning from the briefing meeting with the SEM, principals apprise staff at a formal staff meeting of the allocated staff for the current year, and the criteria and implementation procedures related to the PPN.
- The principal must identify those posts that are vacant and those that are surplus based on the curricular needs of the school.

- He/she must Inform staff on the procedures for determining educators ‘additional/surpluses to the staff establishment, and the effect it will have on the establishment.
- Union shop stewards located at the school should be present at the staff meeting. In addition, the ELRC (2001) provides that the public-school principals, during the identification of the additional or surplus educator(s) in the teaching staff establishment, should consider the following:
- Permanent educators are classified according to the main subject or subjects/group of subjects (secondary school) or phase (primary school) to be taught.
- Considering the approved curricular needs of the school, the principal allocates the permanent educators in terms of the main subject or subjects/group of teaching subjects into the relevant subject/s or phases.
- Should two or more educators compete for the same post after considering the curricular needs, the principle of last-in-first-out in the service of the department, based on current years of continuous service, must be applied.
- The principals, after consulting with the educator staff, may recommend that educators who may be declared ‘additional/surplus’ be absorbed into vacancies that exist or will exist shortly (not longer than six months).

## AIM AND OBJECTIVES OF THE STUDY

The objective of the study is to investigate how PPM impacts the management roles of principals at public secondary schools in the King Cetshwayo district. On the other hand, this study intends to answer the research question: “How PPM impacts the management roles of principals at secondary schools in the King Cetshwayo district in South Africa?”

## RESEARCH DESIGN AND METHODOLOGY

### Research approach

The study opted for a positivist paradigm grounded in a quantitative research approach. Adams and Lawrence (2015) argue that quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques. The quantitative approach was employed to present the findings mathematically since the objective of quantitative research is to develop and employ mathematical models for presenting the data. The study employed a quantitative research method to answer the research questions numerically. The survey design was used to answer research questions and objectives.

### Population and sampling

Probability systematic random sampling was employed. A list of schools was obtained from the Education Management Information System (EMIS) unit of the Department of Basic Education in the King Cetshwayo district. Every second school in the list of secondary schools was selected from the sampling population. This led to 100 school principals being selected to participate in the study. A total number of 80 respondents returned the completed questionnaires.

### Instrumentation

Questionnaires were used in this study with closed-ended questions. Closed-ended questions were typically asking the respondent to make choices from a set of alternatives. The Likert Scale was used to provide alternative answers – *strongly agree (SG)*, *agree (A)*, *undecided (U)*, *strongly disagree (SD)*, and *disagree (D)* . The questionnaires were considered to be the right instruments since they conserved the right to anonymity



(Kumar, 2014; Adams & Lawrence, 2015).

**Data presentation, interpretation, and analysis**

Responses were coded quantitatively and developed frequencies to establish choices and prevailing impacts of PPM in the management roles of principals at public secondary schools. The data gathered was verified by statisticians and educational management experts. This process served to fulfill the validity and reliability requirements of the quantitative study. This is consistent with, Neuman (2014), who maintains that reliability and validity are always central concerns in all measurements of any investigation. Reliability ensures that there is consistency, whereas validity addresses the question of how well we measure social reality using our constructs (Cresswell 2014; Adams & Lawrence, 2015).

**RESULTS AND DISCUSSION**

Table 1: Gender of respondents (School principals, n = 80)

Gender	Respondents	Percentage
Female	23	28.75%
Male	57	71.25%
<b>Total</b>	<b>80</b>	<b>100%</b>

Table 1 shows the gender of respondents who participated in the study. The female respondents were 28, 75%, while 71, 25% were male. Table 1 shows that large percentage of males participated in this study. This is consistent with the patriarchal nature of society- where gender stereotype is biased towards male school principals since they are regarded as better managers by communities at public secondary schools. Mutabai *et al.* (2016), vindicates this view that all around the world, men are to dominate over women in all positions of power. In the case of South Africa, this can be found in colonial and biblical teachings which dictate that men are superior to women, therefore positions of power must be availed to men.

Despite the significant shifts made by the RSA government in addressing inequalities in the RSA Constitution, these inequalities in all spheres of government are still prevalent. Naidoo (2013) concurs with the view that although there have been many convincing grounds and evidence for equal representation of women in leadership, progress towards these initiatives has been notably very slow. Culture and religion mainly influence many societies to be patriarchal which impedes progress for fair representation of women in leadership positions (Mutabai *et al.*, 2016).

Table 2: Principals views about management practices pertinent to PPM

ITEMS	N&%	SA	A	U	D	SD	T
(A) The DBE sets clear directives as to how the PPM is to be implemented in your school.	N	07	50	02	13	08	<b>80</b>
	%	8,75	62,5	2,5	16,25	10	<b>100</b>
(B) The principal sees transparency in the implementation of the PPM through formulas.	N	04	19	01	43	13	<b>80</b>
	%	05	23,75	1,25	53,75	16,25	<b>100</b>
(C) There is a need for the principal to influence the processes of the PPM in schools.	N	49	27	01	00	03	<b>80</b>
	%	61,25	33,75	1,25	00	3,75	<b>100</b>
(D) The SGB-paid educators reduce the learner-educator ratios.	N	42	23	02	07	06	<b>80</b>
	%	52,5	28,75	2,5	8,75	7,5	<b>100</b>
(E) The documents on implementing the PPM are not ambiguous	N	02	26	11	21	20	<b>80</b>

	%	2,5	32,5	13,75	26,25	25	<b>100</b>
(F) The redeployment of educators does not disturb teaching and learning in the school.	N	01	01	01	24	53	<b>80</b>
	%	1,25	1,25	1,25	30	66,25	<b>100</b>
(G) The PPM considers the late admission of learners in the school.	N	02	02	01	24	51	<b>80</b>
	%	2,5	2,5	1,25	30	63,75	<b>100</b>
(H) The PPM is in line with the strategic planning of the school.	N	01	06	02	31	40	<b>80</b>
	%	1,25	7,5	2,5	38,75	50	<b>100</b>
(I) The principal has got a platform to address grievances about PPM implications.	N	02	05	02	43	28	<b>80</b>
	%	2,5	6,25	2,5	53,75	35	<b>100</b>
(J) The PPM does not ensure job satisfaction of educators.	N	29	29	09	04	09	<b>80</b>
	%	36,25	36,25	11,25	05	11,25	<b>100</b>
(K) Post vacancies are not filled timeously by the DBE.	N	52	21	00	04	03	<b>80</b>
	%	65	26,25	00	05	3,75	<b>100</b>
(L) The principal regards multi-term PPN as a solution.	N	08	39	18	06	09	<b>80</b>
	%	10	48,75	22,5	7,5	11,25	<b>100</b>
(M) There is a need to revise the month in which PPN certificates are issued in terms of the PPM.	N	36	33	06	05	00	<b>80</b>
	%	45	41,25	7,5	6,25	00	<b>100</b>
(N) The principal sees the need for training in the implementation of the PPM.	N	31	37	10	02	00	<b>80</b>
	%	38,75	46,25	12,5	2,5	00	<b>100</b>

**(A) The DBE sets clear directives as to how the PPM is to be implemented in your school.**

In this study, most of the principals (71, 25%) were clear about directives from the DBE in terms of how PPM should be implemented. Waston (1998) confirms that principals require strong inputs, which include clear communication from DBE officials, transparency, facilities for, and administrative capacity in the implementation of the PPM. For principals to implement PPM policies, they must be capable of interpreting and applying policies for a successful implementation.

**(B) The principal sees transparency in the implementation of the PPM through formulas.**

Table 2 shows that 70% of the respondents disagreed that there is transparency in the implementation of the PPM through formulas. The challenge for 70% of respondents about transparency may be ascribed to the fact that some had never attended the training in implementing PPM policy. Ntuli (2012) notes a major shortcoming in the PPM process in the technical validation of the PPN, because it involves the knowledge of the formula and weighting of the subjects. For this, lack of training may result failure in implementation.

**(C) There is a need for principals to influence the processes of the PPM in schools.**

Table 2 reveals that 95% of the respondents affirmed the need to influence the processes of the PPM in schools. Naicker (2005) states that PPM implementation is the task of the principal, as the implementer of policy at a school level, to point out to educators, as the policy recipients, the objectives and the processes involved in the implementation of the PPN. This assertions, basically mean that respondents to this bureaucratic policy are general staff members (educators) at a school level.

**(D) The SGB-paid educators reduce the learner-educator ratios**

Table 2 shows that 81, 25% of respondents endorsed that SGB-paid educators reduce learner-educator ratios. The hiring of SGB-paid educators not only reduces the learner-educator ratios, but it also reduces the

educator workloads (Naicker, 2005; Mestry and Ndhlovu, 2014). Pumping more funds by SGB and DBE successfully enabled many schools to hire SGB-Paid educators, thus enhancing operational efficiency with schools.

**(E) The documents on implementation of the PPM are not ambiguous.**

Table 2 shows that despite the majority pointing of principals 51, 25% disagreed that documents on the implementation of the PPM are not ambiguous. The last remaining percentage leaves a lot to be desired, as to how they attend to PPM challenges. Implementers and recipients of policies will always put their interpretations and meanings to intended policies in schools thus leading to variation and poor implementation of policies (Naicker 2005).

**(F) The redeployment of educators does not disturb teaching and learning.**

Table 2 shows that 96, 25% of respondents disagreed that the redeployment of educators does not disturb teaching and learning. The process of moving posts and educators around is highly complex, and has proved to be destabilizing in curriculum delivery (Prew et al. 2015 in Salmon and Sayed 2016). This leads to many questions in terms of timing in redeploying educators to different schools.

**(G) The PPM makes allowance for the late admission of learners to schools.**

Table 2 reveals that 93, 75% of respondents disagreed that the PPM makes allowance for the late admission of learners to schools. According to Equal Education (2011), the late admission of learners to schools was a real impediment to school management and resource distribution. Migrating students from one school to another could be a challenge in that there are many social and economic challenges that may lead to migration, thus pushing schools to admit learners at a later date. This has resulted in some schools being underfunded and understaffed, consequently failed to operate efficiently (SADTU 2015, Makhoba 2018 and Sibiyi 2019).

**(H) The PPM is in line with the strategic planning of the school.**

Table 2 shows that 88, 75% of respondents disagreed that the PPM is in line with the strategic planning of schools. This shows that principals' roles of planning, organising, leading, and controlling the schools are undermined by the implementation of PPM. This finding is consistent with DBE (2013), who concurs with respondents in asserting that the principals' roles in strategic planning are undermined by the PPM. There may be a need to revise the time in which redeployment takes place to allow schools a smooth transition and operation efficiency.

**(I) The principal has a platform to address grievances about PPM implication**

Table 2 shows that 88, 75% of respondents disagreed that the principal has a platform to address grievances about PPM implications. The lack of some kind of support structure may lead to abuse in the PPM, and poor implementation of policies in general (Bharath, 2004, Salmon and Sayed, 2016). Educators who may not be "liked" by principals or SMTs for various reasons may be declared "surplus" to get rid of them through abusive PPM implementation (Magubane, 2020). In this instance, they may have concerns but have no platform to discuss and resolve them effectively.

**(J) The PPM does not ensure the job satisfaction of educators.**

Table 2 shows that 72, 5% of respondents considered that the PPM does not ensure job satisfaction of educators. Mdalose (2003) reveals that educators' job satisfaction has not been poorly considered in the implementation of the PPM in schools. Many educators get stressed when PPM certificates are about to be



issued due to the uncertainties and instability they bring to the lives and future of educators together with their families. PPN certificates may come with implications that push educators to relocate to far areas and get divorced from their families. Academically, a lot of teaching responsibilities may be given to remaining educators as a result of downsizing. It may also compromise the quality of teaching and learning (Sephton 2017; Magwaza, 2022).

**(K) Post vacancies are not filled timeously by the DBE.**

Table 2 shows that 91, 25% of respondents confirmed that post vacancies are not filled timeously. Naicker (2005) maintains that the filling of vacant posts by the Department is often characterized by lengthy delays in advertising and filling posts in a permanent capacity. The late filling of vacant posts may result in some schools having unattended classes, and to a large extent this may affect curriculum implementation (Thwala, 2014; Salmon and Sayed, 2016). Lengthy delays have eroded confidence and timeously filled vacant posts to all education stakeholders by DBE. A positive culture is required to bring reliability to education stakeholders.

**(L) The principal regards multi-term PPN as a solution.**

Table 2 reveals majority of principals (58, 75%) see multi-term PPN as a solution to the instability that shakes the management's attempts to effectively implement the curriculum. Naicker (2005) further states that engaging in a three-year PPN agreement could make sound planning sense for school principals and possibly ensure stability. Multi-term PPN agreement allows for planning and stability in schools (SADTU, 2015). More importantly, it allows for growth in professional development which enhances quality performance.

**(M) There is a need to revise the month in which PPN certificates are issued in terms of the PPM.**

Table 2 shows that 86, 25% of respondents endorsed the need to revise the month in which PPN certificates are issued. According to Ntuli (2012), the late release of the PPN does not allow for proper human resource planning and allocation efficiency. The DoE (2002) provides that schools are supposed to receive their PPN certificates in September of the year preceding implementation. In PPM implementation, this has remained the daunting task to DBE officials for more than a decade. The late issuing of PPN certificates creates anxiety and uncertainty for school principals which affect strategic planning within schools (Magubane, 2020).

**(N) The principal sees the need for training in the implementation of the PPM**

Table 2 shows that 85% of the respondents saw a need for training in the implementation of the PPM. Nemutandani (2003) confirms the finding by postulating that workshops to incapacitate principals on the PPN and related issues could ensure that a fair measure of transparency exists in the distribution of educator posts. Training before any change plays a crucial role in eliminating unnecessary errors in school operations (Karimi, 2016).

## **CONCLUSIONS AND RECOMMENDATIONS**

The objective of this article was to investigate how PPM impacts on management roles of principals at public secondary schools in the King Cetshwayo district of Kwa Zulu-Natal province in South Africa. The empirical findings reveal that school principals experience serious impacts of PPM which encumber the management roles of principals at public secondary schools. Among other empirical findings confirmed in this study; school principals experience a lack of capacity-building workshops in PPM implementation; poor and late filling of vacant posts; obstruction of the principal's strategic management roles, late release of PPN

certificates; and poor redeployment processes of educators which negatively impede teaching and learning. The article is concluded by the submissions that incapacitating principals and revising the PPM policies and implementation processes could ensure effective management of schools thus improving quality delivery of teaching and learning.

The recommendations of this study are as follows:

- There is a need for the employment of SGB-paid educators to reduce learner-educator ratios and educator workload.
- The DBE needs to revise the month in which PPN certificates are issued in terms of the PPM policy.
- There is a need for management development programs that will incapacitate principals on the implementation of PPM in schools.
- The redeployment should take place before the next academic year, hence avoid redeployment during teaching and learning.
- The PPM should be in line with the strategic plans of the schools to accommodate management plans of individual schools.
- There should be timeously filling of vacant posts since most principals experience delays in filling of vacant posts.
- There is a need for a multi-term PPN strategy that will ensure stability in schools and government expenditure bills.

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