AN INVESTIGATION INTO THE ADMINISTRATIVE

PROCEDURES OF TEACHER EDUCATION IN COLLEGES

OF EDUCATION IN KWAZULU

by

DLOKWAKHE EPHRAIM MKHIZE

A DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN

PARTIAL FULFILMENT OF THE REQUIREMENT

FOR THE DEGREE OF

MASTER OF EDUCATION

IN THE DEPARTMENT OF EDUCATIONAL PLANNING AND ADMINISTRATION

AT THE

UNIVERSITY OF ZULULAND

SUPERVISOR   :   PROFESSOR A J THEMBELA
CO-SUPERVISOR   :   MR R V GABELA
DATE SUBMITTED :   JANUARY 1992

ACKNOWLEDGEMENTS

D E D I C A T I O N

This work is dedicated to my wife NOMTHANDAZO and our son, NJABULO in gratitude for their loving support and constant source of joy.

D E C L A R A T I O N

I, DLOKWAKHE EPHRAIM MKHIZE, do hereby declare that
this dissertation represents my own work in conception
and execution, and that all the sources I have used
have been acknowledged by means of direct and indirect
references.

D E MKHIZE

The purpose of this dissertation was to investigate how KwaZulu Colleges of Education equipped teacher-trainees as prospective principals of schools with certain administrative procedures.

The central view held by this study was that the nature of a teacher's work comprises both teaching and administrative functions. This suggests that the nature of teacher education and training too, must of necessity, be seen to be acknowledging this reality.

To attain the above ideal, the "Teaching Science Course" must be restructured so that it is able to produce effective and efficient teachers, managers, administrators and leaders.

The critical review of the Teaching Science Syllabus presented above (paragraph 2.12), showed that the "Teaching Science Course" had no potential to produce the calibre of a teacher and school principal envisaged by this research.

The researcher was satisfied that the study was successful because :

A.   FINDINGS

      It was able to reveal empirically, that the current programme of teacher education offerred by KwaZulu Colleges of Education, did have certain flaws. Special attention was on the "Teaching Science Course" because it had as one of its components "school management and control" (paragraph 2.12.1) above and appendix C).

B.   RECOMMENDATIONS

      The research findings carried a lot of weight. These enabled the researcher to make the following recommendations:

      —   emphasis should be put on both theory and practice.
      —   teacher-trainees should be equipped with administrative procedures.
      —   course content should be restructured to produce teachers and managers.

- the programme should allow for preservice training for potential school principals.
- the concept of internship shoud be explored.
- the regular research on management and leadership needs should be conducted.
- regular staff development programmes, focussing on specific management issues should be mandatory for all school principals.

C. PLAN OF ACTION

- change the name of the course.
- aim at producing subject teachers and managers.
- base course content on sound theory and practice.
- stretch duration of the course over full period of training.
- base evaluation on both theory and practice and,
- establish criteria for selection of lecturers.

The proposed plan of action will hopefully improve the quality of teachers and school principals in this region.

Die doel van hierdie verhandeling was om te ondersoek hoe
die KwaZulu-onderwyserskolleges aspirant-onderwysers toerus
wat as toekomstige skoolhoofde sekere administratiewe
prosedures moet volg.

Wat in hierdie studie van sentrale belang was, was die feit
dat die aard van die onderwyser se werk beide onderrigtende
en administratiewe funksies inhou.   Dit veronderstel dat
vanwee die aard van die onderwyser se onderrig in opleiding
hierdie realiteite noodsaaklikerwys in gedagte gehou moet
word.

Om bogenoemde ideaal te bereik, moet die kursus in Didaktiek
(Teaching Science) so gestruktureer word dat dit bekwame en
effektiewe onderwysers, bestuurders, administrateurs en
leiers sal vorm.

'n Kritiese oorsig van die Didaktiek-sillabus (paragraaf
2.12) toon dat die genoemde kursus in Didaktiek geen poten-
siaal het om onderwysers en skoolhoofde te vorm wat van die
kaliber is wat in hierdie ondersoek nagestreef word nie.

Die navorser is tevrede dat die studie suksesvol was, soos
blyk uit die volgende:

A.   BEVINDINGE

      Die studie was in staat om aan te toon dat die huidige
      program vir die opleiding van onderwysers deur die
      KwaZulu-opleidingkolleges sekere gebreke het.   Be-
      sondere aandag is gegee aan die didaktiek-kursus omdat
      een van die komponente daarvan skoolbeheer en - bestuur
      is.

B.   AANBEVELINGS

      Vanwee die gewig van die bevindinge wat uit die navors-
      ing voorvloei, kan die volgende aanbevelings gedoen
      word:

      —   klem moet geplaas word op beide teorie en praktyk
      —   aspirant-onderwysers moet toegerus word
            betreffende administratiewe prosedure
      —   die kursusinhoud moet herkonstrueer word om
            bekwame onderwysers en bestuurders daar te stel

- die program moet voorsiening maak vir voordiens-
  opleiding van potensiele skoolhoofde
- die idee van internskap behoort ondersoek te word
- gereelde navorsing oor bestuur en leierskap
  behoort onderneem te word
- gereelde personeelontwikkelingsprogramme,
  toegespits op besondere bestuuraspekte, behoort
  vier skoolhoofde verpligtend te wees.

C.   AKSIEPLAN

- Wysig die naam van die kursus
- Streef daarna om vakonderwysers en
  bestuurders op te lei
- Baseer vakinhoud op gesonde teorie en
  praktyk
- Stel maatstawwe vas vir die keurig van
  dosente.

Hierdie voorgestelde plan van aksie sal hopelik die
kwaliteit van onderwysers en skoolhoofde in hierdie
streek verbeter.

TABLE OF CONTENTS

PAGE

CHAPTER ONE

CHAPTER TWO

CHAPTER THREE

CHAPTER FOUR

CHAPTER FIVE

LIST OF TABLES

APPENDICES

LIST OF FIGURES

CHAPTER ONE

1.   ORIENTATION TO THE PROBLEM

1.1   INTRODUCTION

        The skill of managing is .... not only the
        first skill needed, it is also the most
        important because in its absence all else
        fails or is ineffective.

        Lomax : (1982) in van Wyk (1990a : 2)

Educational institutions are places of instruction
and learning which cater for certain human needs.
Institutions such as Colleges of Education have
particular goals relating to education and
training of teachers. The goals and objectives of
each educational institution are, to a lesser or
greater extent, rooted in both the universal and
particular goals of the community.

A community's educational needs are determined by
its circumstances, such as the educational and
developmental levels of its members. The human
needs, in turn determine the type of educational
programmes and institutions that will be
established in such a community.

Each type of an educational institution in turn calls for a particular type of education management. This implies that management principles and procedures have to be applied in different ways to achieve the objectives of each specific type of educational institution.

To arrive at the desired style of education management, one needs to note the community's situation, circumstances, its educational needs and finally its existing educational institutions and courses taught in those institutions.

To launch itself on the road to civilisation and development, a community needs people with leadership, entrepreneurial and creative qualities and initiative. One of the purposes of tertiary education is to produce this type of manpower. The value of tertiary education to a community consists inter alia of the following goals:

a) to promote and maintain civilisation and progress

b) to supply high-level manpower needs such as:
   i) professional people

ii) community leaders at every level and field, such as in education, church, industry, commerce, conservation and security.

c) to produce people with initiative, creativity, perseverance, boldness and such like qualities; and people with a general scientific orientation.

It may be safely stated that tertiary educational institutions, such as teacher colleges of education have a two-fold duty to the community, namely:

i) to supply a particular need of tertiary education; and

ii) to produce the type of tertiary education a community requires for its development. In other words, the type of education the evolving state of its civilisation requires at that point.

The mission, goal and task of a tertiary educational institution are concerned not only with the current needs but especially with the

civilisation, development and personal progress of
people who can guide the community to higher
levels where they can achieve desirable, universal
values. Educational institutions should influence
a community significantly and normatively, making
a positive impact on it.

When current needs are the sole concern, a
tertiary educational institution becomes a mere
manpower factory, a purely pragmatic affair. If,
on the other hand, current needs are ignored and
education geared to ideal, theoretical and
philosophical norms, tertiary education becomes an
irrelevant exercise of little or no practical
value to the community. The two tasks are equally
important needs and ideals, practice and theory.

Tertiary education is unacceptable unless it
comprises principles, norms and values on the one
hand and techniques, skills, and knowledge on the
other hand. These components must maintain some
equilibrium. This suggests that every educational
institution has both an instructional function
(transmission of knowledge, skills, techniques and
so forth) and an educational function (moulding
and inculcation of principles, norms and values).

A community is moreover, the sum or totality of a large number of individuals. These individuals, being unique, have unique educational needs. Responsible education implies relevant education which provides a variety of educational opportunities: a network or system consisting of various types of constitutions. Each supplies a particular educational need in that community, and together they cater for the most comprehensive spectrum the community can afford.

In line with these views Ringle and Savickas (1983 : 650) state that

> In college education, the next two decades may represent the first real management challenge. Never before have colleges had to choose between equally viable alternatives, account so closely for human and fiscal resources, defend their mission so openly, or protect balanced education when the pressure is for a balanced budget.

The assertion that nowadays teacher education colleges are apt to face "real management challenge" is the purpose of this study. Its aim is to focus on some management procedures to which teacher trainees are supposed to be exposed.

Castetter, (1981 : 28) contends that a school
system is created to fulfil a set of expectations
which are made explicit through institutions'
statutes and policy statements. Attached to this
is a legal and policy framework which defines the
nature of the activities and the roles of the
system. The roles are further defined by rules,
regulations, procedures, practices and programmes.

Each individual in the organisation, while having
a specific task(s) to perform and to interact with
other individuals, brings to his work certain
needs which he seeks to satisfy. When the needs
of the individual and the demands of the
organisation are not congruent, problems arise
which affect both the individual and the
organisation. Seldom, if ever, are organisational
demands and individual needs completely
compatible. Causes of the disparity reside both
in the individual and in the organisation.

With the above introductory observations having
been made, the problem of this research may now be
carved out more clearly. The succeeding
paragraphs will attempt to define the problem of
this investigation.

1.2   BACKGROUND TO THE PROBLEM

The researcher acknowledges the fact that scholars
such as Dhlomo (1979) and Mbhele (1985), among
others, have investigated teacher education in
KwaZulu. For example, Dhlomo (1979 : 4) states,

> The schools of KwaZulu are of necessity
> expected to meet the social, economic and
> educational needs of KwaZulu.

In his statement of the problem Dhlomo (1979 : 10)
says,

> The teachers in KwaZulu schools therefore have
> a tremendous responsibility on their
> shoulders, for, any educational system is as
> good as the teachers who serve it. The
> quality of teacher training in KwaZulu must
> therefore be investigated.

On the other hand, Mbhele (1985 : 14) pronounces
the aim of her research as follows:

> Firstly to determine certain types of
> instructional problems presently prevailing in
> the colleges of education in KwaZulu.

Secondly, the study aimed at determining if these problems could be solved through the various unique techniques of computer assisted instruction.

However, this study notes that none of the empirical studies conducted so far have focused on teacher education and training in KwaZulu with reference to preparing prospective teachers for administrative procedures and roles.

This research therefore proposes to conduct an investigation into teacher education in KwaZulu; and to concentrate specifically on yet another aspect namely, the administrative procedures.

The importance of teacher education is amplified by Thembela (1988 : 3) when he says that:

Never in the history of education in this province has a convention or an assembly of all the rectors of colleges of education (irrespective of race, colour or creed) been called to discuss and consider this important issue of teacher education.

The purpose of this conference was, _inter alia_ to co-operate with one another in the business of teacher education.

Before delving too much into the discussion, it is essential to define and discuss some key concepts that will be used frequently in this study.
This will help avoid possible ambiguities and misinterpretations.

1.3   **DEFINITION AND DISCUSSION OF CONCEPTS**

Unless there is an apparent contradiction of terms, the following operational definitions will be used.

1.3.1   **Organisation**

The term organisation may be defined to mean an organisation of people, that is, in its nominal form, it means a group of people who have banded together because they have fairly compatible interests, and they strive towards the attainment of similar purposes, while acknowledging the fact that their purposes can only be best achieved by the efforts of many. (Paisey 1983 : 24)

In its verbal form, it may be taken to mean the
arrangement or patterning up of human
relationships so that a co-operative action may be
afforded to achieve certain agreed-upon goals. In
this sense, the term organisation is equivalent to
the term "organising" which according to Cloete
(1984 : 79) means marshalling and arranging people
or human structures into a specific functional
pattern, so that their activities may follow a
certain course of action which ensures the
attainment of the anticipated outcome.

1.3.2   **Management Versus Administration**

The concept of management can best be explained by
distinguishing it from the concept administration.
Although these terms are sometimes used as
equivalents, when used in the context of this
study we have to agree with Hall (1979 : 2) who
holds that management

         is principally concerned with the
         determination of the overall policy;

whereas administration is

> that part of management which is concerned
> with the installation and execution of the
> procedures by which the programme is laid down
> and communicated.
>
> (Hall 1979 : 70)

Hall's views are supported by such authors as Stace (1984 : 70) and Dressel (1987 : 101) who maintain, that in tertiary educational context, management has become the established term for the task assigned to professional practitioners. Management is therefore defined as:

> Action-orientated and purposive utilising
> resources to best effect, and relating the
> organisation to its environment.
>
> (Stace 1984 : 12)

Administration, on the other hand, refers to routine tasks that are basically reactive and may be typified "as involving command and control". (Stace 1984 : 72)

1.3.3   Administrative Procedures

In defining the concept of procedure, Marais, (1984 : 8) explains the difference between dictates and procedures. That vehicles have to be licenced is a dictate, but the way in which licensing occurs is a procedure. That a board chairperson has to take the chair is a dictate, but the way in which the meeting has to be conducted is a procedure usually contained in the standing orders.

Procedure therefore, refers to the successive stages followed in the performance of a task. Koontz and O'Donnel (1968 : 87) describe it as follows:

> Procedures are plans in that they establish a customary method of handling future activities. They are truly guides to action rather than thinking and they detail the exact manner in which a certain activity must be accomplished.

Therefore, an administrative procedure(s) would of necessity refer to a series of established steps to be followed in the act of administering

institutional affairs and undertakings. In the context of this study, administrative procedures refer to the formulated and prescribed steps and modi operandi for the achievement of administrative and functional objectives.

1.3.4   **Tertiary Educational Management**

The concept of tertiary educational management indicates that we are dealing with a particular type of management, namely educational management which should be distinguished from, for example, national government, public management and business management. Van Wyk (1990a : 6) states that the concept tertiary educational management emphasises that the institutions that concern us here do not function at school level, but rather at post-school level. Therefore they may be described as the non compulsory education sector. For purposes of this study tertiary educational management is regarded as a comprehensive term that refers to the management of not only such obvious institutions as universities, teachers colleges of education and technikons, but also to institutions such as technical colleges, and colleges of education and training units of

private or government bodies. Within this broad framework the emphasis in this study will be placed on those universal qualities and issues of management which should be an integral part of teacher education and training nowadays.

1.3.5 Manager

This refers to one who controls, directs or conducts business or household affairs with efficiency and frugality so that set objectives may be attained by actions and discussions initiated by him.

The activities of a manager are action-packed (Dressel, 1987 : 101). Managers may be differentiated into top managers e.g. Rector and Vice-Rectors; middle managers e.g. college administrator, senior head of department and heads of department, and bottom line managers e.g. senior lecturers and lecturers.

1.3.6 Leadership

This investigation accepts that leadership is not the monopoly of management, for the members of an

organisation are influenced by all sorts of other people besides managers. This suggests that even followers are leaders, because they too influence others perhaps more than they imagine. This implies that, wherever there is human interaction, there is leadership, everyone influences everyone else. However, while everyone leads to some degree, some are more influential than others, hence the term "leader" usually refers to the most influential.

Gorton (1980 : 263) rightly acknowledges the fact that leadership has been defined in a variety of ways by theorists, researchers and practitioners. Cowley in Gorton (1980 : 263) concurs by saying that "the leader is one who succeeds in getting others to follow him".

In line with this definition Stodgill in Gorton (1980) states that leadership refers to those activities engaged in by an individual or some members of a group, which contribute significantly to the development, maintenance of role structure and goal directed activities, necessary for effective group performance.

1.3.7   <u>Teacher Education in Black Education in South Africa</u>

Until 1980 the concept of teacher education was used interchangeably with the concept of teacher training. However, in subsequent years there has been much talk about upgrading teacher preparing institutions - a trend which has seen the use of the term teacher training falling into disfavour. Dhlomo (1979 : 6) contends that some public bodies, like the Transvaal Education Department, favour the use of the term Teacher Education when referring to the process of teacher preparation. He argues that this view is based on the premise that the process of preparing teachers for the task of teaching is indeed an educational process.

Advocates of this view hold that if we raise the question of the current meaning of education in the universe or a specific sector thereof, we contribute equally to the formulation of suitable objectives and processes for teacher education. It is further argued that teacher preparation is not merely an impersonal activity for the transmission of knowledge, skills and techniques but it is rather a dialogical encounter between and among human beings, whose ultimate aim is

enlightenment and betterment of one's quality of life in all aspects (Kotasek 1970 : 84 in Dhlomo 1979 : 6).

In England and other countries teacher training colleges are, without exception referred to as colleges of education. However, with regard to KwaZulu, Dhlomo (1979 : 6) points out that the term Teacher Training is normally used to refer to the process of teacher preparation. He further remarks that this concept probably originates from the early theories on teacher preparation whereby the teacher was regarded as a "master of his craft" by virtue of his ability to display certain ascertainable competences or abilities which were believed to be essential to successful teaching. Teacher preparation therefore consisted in drilling the "apprentice teacher" in the mastery of these tricks, procedures and competences.

Nowadays, however, the term teacher training in spite of its limitation, is understood to denote the whole process of teacher preparation including both the academic and professional preparation.

It is in this sense that the concept will be used in the present study.

Lionel Elvin in Hawthorne (1970 : 9) as cited by Dhlomo (1979 : 6) rightly contends that:

> The end product of education is a man or woman equipped for life, the end product of training is a professional person equipped to perform his professional function.

Teacher training in this sense therefore, reveals itself as a bi-polar process consisting of both education and training. If this name is acceptable the correct designation to be used in referring to teacher preparation would then be teacher education and training since both concepts are implicated in the process of preparing teachers. (Dhlomo, 1979 : 7)

1.3.8 College of Education

This is an institution of higher learning whose concern is to offer teacher education and training at post-school level. As such it falls outside the realm of compulsory education. It is career

orientated because its incumbents are students who have chosen teaching as a career. At present there are twelve (12) colleges of education in KwaZulu.

1.3.9   KwaZulu

For the purpose of this investigation the concept KwaZulu will be defined both geographically and constitutionally.

KwaZulu is situated in the province of Natal (See Appendix D) and constitutes approximately 35% of this province. It is a fragmented area which lies between the latitudes 27 degrees and 31 degrees South and longitudes 29 degrees and 35 degrees East, extending from the Mozambique border in the North to the Transkei border - the Umzimkulu river - in the South; from the Indian Ocean in the East to Drakensburg, Qwaqwa and Lesotho in the West. (Bembs, 1975 : 16) in Mncwabe (1985 : 6)

On the constitutional front the Native Land Act No. 27 of 1913 established that certain areas in the South African Union were to be put aside for occupation by the Natives only. The 1936 Native

Trust and Land Act stipulated that more land should be purchased to augment these areas. The total land apportioned to reserves would amount to 13% of the total land area of the union. Zululand in Natal was the reserve which was put aside for the Zulu speaking Natives. When the Nationalist Government came into power in 1948 it formulated and applied a policy later to be called separate development.

The policy of separate development meant that native ethnic groups would be aided to gradually develop into separate independent political entities operating within the framework of the 1936 Act in respect of territorial requirements.

The Black Authorities Act of 1951 set the wheel in motion for this development. In June 1970, the KwaZulu Territorial Authority was inaugurated. This was the first real movement towards self-government for Zululand. In March 1972 it attained the status "Legislative Assembly". Subsequently a constitutional change of name became KwaZulu.

The morphological analysis of the term KwaZulu
reveals that it consists of two morphemes namely,
"Kwa- and -Zulu".

Ndaba (1975 : 20) argues that Kwa- is a prefix
which plays the semantic role of preposition at,
from the place or country of a person, e.g. Kwa-
Mkhize, Kwa-Sokhulu and others of similar
formation. In the light of this analysis KwaZulu
means the place of the Zulus.

On the first day of February 1977, KwaZulu was
proclaimed by the State President to be the self-
governing territory in accordance with the
provisions of the National States Constitution Act
and thereby entered phase two of her
constitutional development. Thorrington-Smith et
al (1978 : 18) in Mncwabe (1985 : 8)

For the purpose of this research KwaZulu then is
the area which presently is under KwaZulu
Legislative Assembly and has its own system of
education, hence this study focuses on colleges of
education which prepare teachers in KwaZulu. A
map indicating the location of these colleges is
provided in Appendix D.

1.3.10   <u>Teaching Science</u>

The term "Teaching Science" as used in this study refers to a course or field of study offered as one of the subjects in colleges of education in KwaZulu. The Teaching Science course is composed of three (3) major components namely,

- the making and use of Teaching Aids and chalkboard work.
- micro-teaching demonstration lessons.
- school management and control.

As the Teaching Science syllabus advises, all these components are directly linked to Teaching Practice and should be involved when the student teacher is being evaluated (Primary Teacher's Diplomas and Secondary Teacher's Diplomas syllabus for Teaching Science 1988 Structure). In paragraph 2.12 this syllabus will be analysed in greater detail.

1.4   STATEMENT OF THE PROBLEM

The problem of investigation as perceived by the writer of this dissertation relates to: do colleges of education for teacher education in

KwaZulu lay any significant emphasis on the administrative procedures which are an essential component of teacher education? Evidence of this apparent discrepancy is borne by the course description of the second and third year teacher trainees, an analysis of which is given full attention in chapter two, paragraph 2.12.

This study holds that:

- the present teacher education institutions in KwaZulu seem to be more concerned with the teachers instructional proficiency which should flow from his mastery of specific as well as universal administrative procedures and theories which are crucially important nowadays even for an ordinary teacher in his own right.

- the current mode of teacher education in KwaZulu colleges of education assumes that the organisational climate in schools is peaceful and the administrative procedures are smooth. It is assumed that all that the teachers need to do is to go into the classroom and teach. This is where the problem begins.

Consequently, what this research presents to us in its problem of investigation is "is the problem of inefficiency, ineffectiveness and even total failure among administrators of various schools in KwaZulu attributable to the nature and quality of training (especially from an administrative perspective) to which they were exposed by their respective colleges of education?"

In the light of the perceived lack of "teacher-trainee grooming" in certain dynamic adminitrative procedures at college level, this research feels justified in making the following speculations - until proven otherwise by the ensuing research evidence.

1.5   HYPOTHESIS

It is tentatively suggested that most teachers land in positions of leadership e.g. principalship, mainly because they were approved by educational authorities concerned on the basis of how good they were as classroom teachers or instructors. Such teachers are not placed in positions of leadership precisely because of the administrative experience and efficiency they have

displayed in the school's structural organisation.

This study further proposes that the present teacher education programmes emphasise the didactic quality of a teacher more than his proficiency in administrative procedures and skills. This view is supported by Thembela (1988 : 18) by asserting that:

The present teacher education programmes for the various "own affair" education departments are not suitable for the future because

".....we need teachers of a high calibre to create and organise a learning environment from which the pupil's potential will blossom".

He goes on to stress that

Teachers must be prepared to understand the dynamics of our social, economic and political life as these affect education. We do not need merely subject teachers who teach the facts of their school subjects well but to no purpose at all except to pass examinations.
(Thembela, 1988 : 19)

In the light of the statements mentioned above this study speculates that one may be a good teacher in the classroom provided that he has the necessary education and training; but the same person may not necessarily be a successful administrator.

Successful school administration does not only involve classroom teaching but it includes a diversity of other roles and administrative procedures and issues which unfortunately accommodate nothing in the likes of administrators by default.

On the basis of the above fallacies and inadequacies apparent in the programmes of teacher education in KwaZulu, this investigation commits itself to achieving the following purposes.

1.6 PURPOSE OF THE STUDY

The purpose of this study was to investigate how programmes of teacher education in KwaZulu colleges of education cater for

- a specific component of teacher education and training namely, to instil, refine and prepare prospective teachers in general, and

- prospective administrators particularly in certain crucially important administrative procedures.

In other words, this research aimed at finding out by means of empirical investigation, whether or not there is any significant emphasis laid by programmes of teacher education in KwaZulu on the prospective teachers' mastery of certain essential administrative procedures and theories over and above the general and/or specific instruction efficiency of a teacher in handling the subject matter.

Calitz, (1987 : 1) correctly states that

the purpose of teacher education is to encourage the growth and development of teachers as persons and professionals. Teachers who are developing are becoming more open, more humane, more skilful, more complex, more complete pedagogues and human beings.

In agreement with the above views this study holds that the skillfulness of a teacher should be comprehensive, that is, it should rest both on his didactic as well as administrative competences both of which are inherently part and parcel of the teachers tasks. This conviction strongly underlined the rationale for this research.

1.7   **THE RATIONALE FOR THE STUDY**

The researcher was prompted by his awareness of the impact of change brought to bear by time, circumstances, conditions and aspirations of whatever nature on schools as organisations, colleges of education or institutions of higher learning, pupils, students, teachers, parents and administrators in particular. Similar awareness was also revealed at the conferences of CORDTEK, (the Council of Rectors and Deans of Teacher Education Institutions in KwaZulu - Natal).

Le Roux (1988 : 3) cites Thembela's emphasis of the importance of CORDTEK to meet and discuss the important issues in respect of teacher education in KwaZulu. The Council of Rectors and Deans of teacher education in KwaZulu also felt the need

for the co-ordination and co-operation of teacher education in KwaZulu.

These observations have fanned a desire and curiosity on the part of the researcher to investigate, report and make worthwhile recommendations on how colleges of education in KwaZulu may prepare and equip student teachers with certain administrative techniques and procedures which are essential for their future roles as educational administrators as well as classroom managers.

The main contention of this investigation is that administration, in the context of our times, demands far more than one's superficial knowledge of office and paperwork. Administration in the context of our times implies dealing with "people" who are inherently difficult to understand, difficult to predict and therefore very difficult to please. This indicates a massive challenge to which teacher colleges of education should commit themselves. Before such an undertaking can be taken, an ability to produce teachers and administrators who will be able to face current

educational stresses and challenges will be hard to achieve. In this regard Moulder (1989 : 83) stresses the fact that all curriculum planning is value laden. In the search for alternative curriculum for teacher education there are thus major value questions that have to be tackled namely, What kind of society do we want? What kind of teacher do we want?

In respect of the above questions Moulder (1989 : 83) hastens to warn that

> we do not have to wait until we have a new society before we try to produce new kind of teachers.

The above warning is a clear indication of the significance of a study of this nature and magnitude.

In trying to answer the question "What kind of teacher do we want? Moulder (1989 : 83) enumerates a number of objectives that teacher colleges of education may set for themselves to attain regarding teacher education and training. Among others he suggests that as of nowadays

We want teachers who are good leaders,
managers, administrators and organisers.

He argues that teachers do not only teach but they
also have to keep records, help with the school
and organise sports and cultural events. In some
communities teachers are expected to play other
leadership roles. Alternative approaches to
education call for more decentralised and
democratic decision making. This implies that
without teacher education and training programmes
which educate and train teachers to lead, manage,
administer and organise, the present colleges of
education in KwaZulu are far from being able to
produce teachers who are well-versed with
effective administrative procedures, we need so
very badly nowadays.

The findings of the empirical investigation will
enable the researcher to make valuable
recommendations for the advancement of teacher
education, and education in general. It is hoped
that by diagnosing certain important factors which
should form an essential component of teacher
education programmes, educators in tertiary

institutions such as colleges of education, will be in a position to modify or upgrade the current syllabi of the course called "Teaching Science". This will help prepare and equip prospective teachers and administrators more appropriately both as effective classroom teachers as well as organisational managers and administrators.

1.8 LIMITATIONS OF THE STUDY

This study intends to focus on teacher education in colleges of education in KwaZulu. It is concerned with finding out how these institutions prepare and equip prospective teachers with knowledge and skills of managing and administering schools of today. This investigation views teacher education and training as crucially important especially as it addresses the bifurcated nature of the teacher's role namely, classroom instruction as to the administrative roles and procedures. This study will centre on teacher education in colleges of education in KwaZulu with reference to administrative procedures.

Its limitations are that it is confined to one department of education out of 14 others in the Republic of South Africa. KwaZulu has twelve (12) colleges of education out of a total number of 59 Black Colleges of Education in South Africa. The situation is that this research concentrates on one aspect of teacher education which the researcher has identified as problematic, namely the administrative procedures. The relationship between this aspect of teacher education and training will be difficult to fathom and that is not the purpose of this study.

1.9 METHODS OF DATA COLLECTION

The following methods were used for the collection of data in this investigation, mainly because of their suitability and relevance to the nature and purpose of this research namely:

1.9.1 Literature Study

A critical study of literature concerning the problem in this study was made. And these were acknowledged accordingly in the text either by means of direct or indirect citations.

1.9.2 Questionnaire Surveys

Remarking on surveys, Mouly (1972 : 234) says:

> Surveys are orientated toward the
> determination of the status of a given
> phenomenon they identify present conditions
> and point to the present needs.

A questionnaire survey was used in this research, for it meets favourably some of the aims of this research (paragraph 1.6 above).

The questionnaire comprised two types of questions namely, open-ended and close-ended. These ensured optimal validity and reliability of the data collected.

This was not a comparative study. However, the researcher wishes to point out that for purposes of analysing and assessing the syllabus for the course called "Teaching Science", it was inevitable that some comparison be used in this study. This explains why data was elicited from the following persons namely:

- the lecturers who teach the course called "Teaching Science" at colleges of education in KwaZulu.

- the lecturers who teach a course called "School Administration" at the University of Zululand. This is the only university which is situated within KwaZulu ad trains teachers specifically and mainly for this region.

- university and college graduates who serve as principals, in the Hlabisa Circuit. There are 132 schools in this circuit.

The population from which the study sample was drawn comprised twelve (12) colleges of education in KwaZulu. The sample itself consisted of 10 colleges of education in KwaZulu because two colleges were used for pretesting questionnaires.

There are 25 circuits in KwaZulu. A selection of one circuit was made for this investigation. All the 132 schools were used as part of the sample. For purposes of pretesting the questionnaires, 25 schools in the Amehlesizwe Circuit were used.

1.9.3   <u>Pretesting or Pilot Study</u>

To check the validity and reliability of the questionnaire, a pilot study was conducted. This included 2 colleges of education in KwaZulu which were not part of the actual sample (see par. 1.9.2 above).

Pretesting refers to a preliminary study which preceded the main study. The aim of pretesting was to predetermine some ambiguities and flaws in the questionnaire. Tuckman (1978 : 15) and Allen (1973 : 44) agree that a pilot test can uncover a variety of failings in the instrument for collecting data, for example, if all respondents reply identically to a specific item, that item probably lacks discriminability, and as much may need some modification or even total elimination.

1.10   **METHOD OF ANALYSING DATA**

Data analysis was accomplished by utilising computer programmes from the IBM 4331 available at the University of Zululand.

1.11   PLAN OF STUDY

Chapter Two presents a brief literature review. The objective is to provide a broad frame of reference within which the problem of investigation is perceived. This is accomplished by discussing some management issues which are regarded by this study as of real importance and relevance for inclusion in the programme of teacher education and training.

Chapter Three deals specifically with the question of what can be done to make the programme of teacher education and training as comprehensive as possible. This is done from the perspective of educational management and administration. In this regard a number of propositions are made.

In Chapter Four the collection, analysis and interpretation of data are presented. The important research findings will be discussed.

Chapter Five is the final chapter of this research project. It will present a summary of the findings as discussed in Chapter Four above. On the basis of the research findings, some

recommendations will be made and then a workable plan of action proposed.

1.12   CONCLUSION

In this preliminary chapter the problem of investigation as perceived by the writer was stated and described, key concepts defined and discussed briefly and the methodology for conducting this research suggested.

The purpose of the study was identified and expressed in an effort directed at finding out how colleges of education in KwaZulu prepare and equip prospective classroom teachers and school administrators with relevant and effective administrative procedures based on fundamental and universal theories of management in education.

Therefore brief highlights of the succeeding chapters are presented to give the reader an overall terrain that this investigation purports to cover. In the next chapter some relevant literature will be reviewed.

CHAPTER TWO

2.   CONCEPTUAL BACKGROUND AND REVIEW OF LITERATURE

2.1   INTRODUCTION

The nature and scope of the problem under investigation has been highlighted in the preceding chapter. This chapter purports to give a theoretical background which will serve as a frame of reference for this research.

2.1.1   This investigation holds that 'educational management and administration hinges on the mastery of certain management skills and administrative procedures.' The degree to which these are mastered inevitably determines one's competence, efficiency and effectiveness as a school manager and administrator. For that reason this study undertakes to investigate teacher education in general, and how it prepares and equips prospective teachers with certain administrative procedures in particular. To achieve this objective some relevant literature will be reviewed.

2.1.2   In this chapter the following issues will receive attention:

2.1.2.1   some key concepts will be presented and discussed
           in the context of the present investigation.
           These concepts have been chosen for specific
           description here because it is believed that they
           are fundamentally important.   For instance, they
           enable one to have a clear conception of: what
           schools are, how they are supposed to function as
           organic wholes in order to attain predetermined
           objectives and what one's place and role should be
           in the overall structural fabric of a school.

2.1.2.2   A brief exposition of some management models whose
           importance lies in their ability to shape the
           behaviour of individuals and groups all of which
           contribute significantly to the overall character
           of a school as a goal-orientated organisation.

2.1.2.3   The importance of understanding and managing
           change so that it does not impact negatively on
           the organisation.

2.1.2.4   The main concern for this chapter is to indicate
           that successful management has to be underpinned
           by sound theoretical knowledge. This study holds
           that sound theory underlies sound practice and
           these should complement one another.   The issues

highlighted in this chapter are an indication of what the study perceives as relevant course context for the teaching science course.

2.1.2.5 Finally, this chapter gives a review of the teaching science syllabus. The aim is to find out whether the content of the syllabus is comprehensive enough to be able to produce a type of a teacher who can at the same time be a good manager of a school.

2.2 KEY CONCEPTS

2.2.1 Education Management Philosophies

There are two extreme views on knowledge namely, positivism and relativism. These views flow from certain scholar's involvement with the theory of knowledge generally known as epistemology.

2.2.2 Positivism

According to Van Wyk (1990a : 9) positivism is a view which is based on natural sciences. It aims at achieving the same type and extent of certainty and objectivity in human sciences as that attained

by rational methods in natural sciences.

He further asserts that positivism has important implications for educational management. For example, it implies that economic principles such as efficiency and productivity, have priority in the educational context. It also suggests that values and facts are separated. The emphasis here is only on one aspect of reality, namely everyday practice as experienced in terms of an organisation's formal requirements. For the purpose of this investigation this suggests that colleges of education would do well to consider exposing teacher trainees and prospective principals of schools to the above views. This would help broaden their knowledge and understanding.

2.2.3 Relativism

Relativism is a school of thought which advocates that knowledge is relative. The basic argument is that, that which is known is only valid for, and influenced by the motives and prejudices of people. Greenfield (1979 : 103) contends that "the interpretation of events depend on beliefs

held by each member of the organisation."
Therefore there is nothing like an objective
knowledge because there are no criteria external
to those claims by which their truth or falsity
can be ascertained. Therefore, it is argued that
what is true or false, is such only in the mind of
the perceiver and not in itself per se.

Relativism is a school of thought which freely
makes use of qualitative methods based on
subjective experiences, stances and attitudes of
managers and administrators of organisations (van
Wyk 1990a : 11).

The significance this has for this study is that
it shows that scientific practice including
management practice is always tainted with certain
biases. This is so because scientists too
naturally subscribe to personal or group values
which determine their view of life and reality.

2.3   THE PLURALISTIC EPISTEMOLOGY

2.3.1   The Nature of Knowledge

A pluralistic epistemology aims to avoid both the
artificial certainty of positivism and the

intolerable subjectivity of relativism.

A pluralistic approach has realistic as well as thought structuring facets so as to cater for the existence of different types of knowledge and more than one method of obtaining it.

It stresses that, objectivity should not be seen as merely a search for knowledge which is "certain and verifiable" in a positivistic sense.

Rather if perceptions differ, common grounds are usually sought in a rational way ad by means of communication, which is not the same as a typical technical rationalistic search. These differences are approached with an open mind, which should ensure "objectivity", that springs from, and is, associated with the need to provide valid reasons for a premise. Such reasons are founded in reality itself and may be held up as principles of educational management such as the principles of efficiency, effectiveness and relevance (van Wyk 1990a : 12).

2.3.2   The Place and Importance of Values in Epistemology

The discussion   in   paragraphs   2.2.2   and   2.2.3
above shows   that   a   distinction   can   be   drawn
between what is actually done in terms of an
organisation's requirements (facts) and what is
regarded as   important   (values).   We can also
distinguish between accepted everyday practice and
that which ca be described as morally justifiable
practice.

In the   light   of   the   above, this study contends
that colleges of education should take it as their
responsibility to   educate   teacher   trainees.
Teachers and principals of schools need to know
that it is not feasible to separate facts and
values as   though they were independent of one
another. This is not practicable because there is
always a balance between facts and values in
educational management.   For   instance,   when
decisions are made by management, both practical
considerations (facts)   and   normative   matters
(values) should be considered.   This shows that
values do play a role in such matters as decision-
making, that is, they give rise to better and more

acceptable decisions. The opposite is also true of facts (Van Wyk 1990a : 13).

Clearly then, values form an integral part in the implementation of management decisions. They are expressed in the functioning of managers since organisation theories frequently display a tendency to be normative and at least to contain an implicit commitment to improving life in organisations (Hoyle 1968 : 1).

2.4   EDUCATION MANAGEMENT PHILOSOPHIES

According to Boseman et al (1986 : 7) an organisation philosophy sets forth the values and beliefs of an organisation like a school. It guides the behaviour of its members in all aspects of the institution activities.

Since theories always rest on philosophical premises such as positivism and relativism, (Van Wyk 1990b : 2) education management philosophies will necessarily rest on or be modelled by the philosophical views, values, beliefs and view of life in general and education management in particular.

Boseman et al (1986 : 10) agree with the above views. They maintain that education management philosophies are underpinned by organisation policies which provide the guidelines that define the "ball-park" within which objectives are established and strategies are determined, implemented and controlled. Policies provide managers with a set of broad constraints that all decisions must satisfy. They establish a universe in which action should be taken. Policies allow managers to choose one alternative among the many available, and to identify those that are totally unacceptable. Organisation policies are formulated by top management, thus reflecting their attitudes and beliefs.

This study advocates that teacher education and training, should among other things, induct teacher trainees in sound theoretical background regarding school management and the inherent fundamentals thereof. This will help improve their practice as teachers and principals of schools.

2.5   EDUCATION MANAGEMENT THEORIES

The general purpose of school administration is to cause school systems to function effectively. The administrative struggle revolves around getting the essential work done through the voluntary co-operation of people (Castetter 1981 : 8). This implies that those who do the work of administering do so under the dictates of certain beliefs and viewpoints. They have what they refer to as theories about how the organisation should be structured, how members are to be motivated, or what kind of leadership style is most effective.

This investigation contends that the complexities involved in administering a school system are such that personal experience, speculation and intuition no longer hold as systematic approaches to problem solving. Consequently, this study advocates that the use of constructs, models and theories should serve as the basis for analysing, understanding, predicting and directing organisational behaviour.

Castetter (1981 : 9) says that education management theory refers to clusters of concepts conceived of as constructs. Constructs in turn can be related to each other in the form of propositions. A full set of propositions is a theory.

In line with the above views, van Wyk (1990b : 4) draws a distinction between education management theories (plural) and education management theory (singular). He asserts that the former refer to the education management ideas and premises formulated by specific people in connection with certain aspects of this field, whereas the latter is generally used in the context of education management praxis, to indicate whether one is concerned with practical aspect or with theory.

In the context of this study a theory has to deal with the manner in which an education institution is being managed or ought to be managed, whereas organisation theories deal with organising and organisational structures (van Wyk 1990b : 4).

2.6   PERSPECTIVE

This means that a matter is being viewed from a certain angle or point of view e.g. historic, comparative perspective etc. What is important to note here is that the perspective from which a matter is viewed, is as a matter of fact, associated with a particular philosophical and epistemological orientation and different goals or set of goals (Van Wyk 1990b : 4). This suggests one's bias evidenced in one's predisposition or attitude and style of leadership.

2.7   EDUCATION MANAGEMENT APPROACHES

An approach refers to a broad school of thought which could for instance, be associated with the most prominent philosophy at a particular time (Van Wyk 1990b : 3). This definition shows that an approach consists of a number of theories which may be grouped together on grounds of corresponding premises, principles, views and characteristics to constitute one or more approaches e.g.

- the classical science approach;

- the behavioural science approach; and

- the contextual approach.

2.8   PARADIGMS AND MODELS

In educational administration frames of reference,
models, or paradigms govern professional practice.
The terms frames of reference, models, and
paradigms are used to refer to systematic ways of
thinking and understanding reality.

Sergiovanni et al (1980 : 40) maintain that
generally, frames of reference refer to mini-
views, while models refer to intermediate views
respectively. However, for the purpose of this
research the   term model will be used generally to
embrace all three connotations i.e. models are
systematic approximations of reality.

In agreement with Sergiovanni et al (1980) van Wyk
(1990b : 3) argues that models are frames of
reference or windows through which we view the
world. Frames help us to order the world, and
decide what action to take.

Therefore this study accepts that models are used to elucidate education management theory and each model should therefore possess at least the following qualities:

- it should reflect reality,

- it should provide a frame of reference,

- must be usable to generate knowledge and information, and

- must be usable as an evaluative criterion.

The following models are applicable to education management, namely:

- Gannon´s management model,

- Flippo and Mansinger´s management model,

- Getzels and Guba´s social behaviour model (Van Wyk 1990b : 6).

To focus more specifically on some management

models, we shall now discuss some models that have
been developed in the context of modern education
management philosophy.

The underlying premise is that teacher education
institutions should enlighten teacher trainees on
the nature and importance of these models in
school administration.

2.9   MODELS OF ADMINISTRATIVE PRACTICE

In practice, a decision process is not likely to
follow the pattern of any single model. This
implies that from one perspective a model may seem
largely collegial and from another, political.
However, these models are used as analytical
templates through which decision processes may be
categorised, understood and evaluated. (Chaffee
1983 : 4).

It is the contention of this study that
prospective teachers and principals of schools
should learn about the various models of decision
making because their work, inevitably involves
decision making in one way or another. Teacher
trainees as likely participants in the decision

making machinery of the school in various ways and levels. need to have effective conceptual tools which will enable them to:

- analyse and modify organisational behaviour,

- recognise and use the most effective kinds of decision processes in given situations, and

- be quick in noticing that results are unsatisfactory, and then understand why, and be able to make appropriate changes in the decision making structure itself.

The significance of the various administrative models cannot be overemphasised. However, Sergiovanni et al (1980 : 40) stress that their essential value to teacher trainees in general and prospective principals of schools in particular, may be highlighted as follows:

- models determine what problems are critical for a particular profession, and provide the practitioner with a theoretical framework for understanding and dealing with problems,

- models underlying teacher education and

training for instance, emphasise remediation of difficulties rather than prevention. Thus teacher education administrators are more likely to be concerned with the critical problem of teaching and administrative abilities of schools in which effective teaching and learning must take place.

- models undergirding the various professions also suggest to the practitioner certain actions and routines as being more valid than others. They also suggest certain standards of proof for determining the effectiveness of these methods.

The significance as presented above show that: An administrator who operates from a "human relation" model for example, might consider interpersonal relationships as the critical administrative priority in a school. This administrator would employ specific techniques such as participative decision making, to improve interpersonal relationship in his school. Consequently he should also judge his effectiveness by positive changes in staff morale.

On the other hand, an administrator who operates from an "accountability" model might consider increased performance as the critical concern in the same school. He would then use specific techniques such as management by objectives (MBO) and teaching by objectives (TBO) to improve performance, and would judge his effectiveness by the number of objectives achieved.

The above examples show that the behaviour and orientation of each administrator is largely governed by the model from which he works. Sergiovanni et al (1980 : 40) concur with this view by saying that substantial changes in professional practice are not likely to occur as a result of tinkering here and there, but rather as a result of substantial shifts in the models which characterise thinking for a particular profession. This is also true of the teaching profession. In the same breadth Thomas Kuhn in Sergiovanni et al (1980 : 40) argues that science does not change as a result of piecemeal accumulation of knowledge, but by "conceptual revolutions" which result in critical shifts in the intellectual thinking for a particular field. This entails changes in the prevailing models such as:

- The bureaucratic model - is directed by conflict, self-interest and power struggle.

- The collegial model - is directed by consensus.

- The rational model - this is directed by values based on supporting data.

- The political model - is directed by conflict, self-interest and power struggle.

- The anarchial model - which is directed by accidents of timing and interest.
  (Chaffee 1983 : 5)

However, it may be noted that not all these models are widely accepted as true reflection of organisational behaviour. Before focussing on individual models, it is appropriate to give a brief historical background on the evolution of these models.

2.9.1   Some Historical Background

The recent intellectual development in administration may be grouped into three major

strands of thought, each of which suggests a fairly distinct model for viewing administration, namely:

- characterised by efficiency,

- characterised by a concern for the person,

- characterised by a concern for politics and decision making.

The efficiency period in administration began in the early 1900 and remained popular until about 1930. Prior to this time a field of administration existed and organisations functioned. But the early 1900 period marked the systematic study of administration as if it were a science. This period was characterised by the development of literature on administration and the formal study of administration took place even at university level. It is generally accepted that modern academic and contemporary professional administrative practice were born of this period. (Sergiovanni et al 1980 : 41)

The person models of organisation and administration were predominant from about the 1950 to 1960s.

Political and decision making views cover a period from the end of World War II to the present. Sergiovanni et al (1980 : 41) believe that this view is now considered by many to dominate present thinking in educational administration.

In the light of the above, it may be stated that even though the models characterised by concern for efficiency and a concern for the person have "had their day" as it were, they have not been completely replaced. Both of them still enjoy advocacy from the university context and from within the practising professions of our times. This is so because much of what they offer still remains appropriate and can still be incorporated into political and decision making views. This implies that in spite of the popularity enjoyed by the latter, they too, will soon find themselves replaced by others. This is bound to occur as part of the natural progression of knowledge in our field of study. The following views, as

expressed by Sergiovanni et al (1980 : 42), bear testimony to this.

They maintain that, as a matter of fact, academic advocates of one or another model are often ideological and dogmatic about what good practice is in educational administration. This yields a great deal of negativism with regard to viewing ideas from competing models.

Sergiovanni et al (1980 : 42) observe that though academic battles over which view is "best" are of interest to practicing administrators, most experienced of these adopt a moderate and tolerant posture. They tend to look for the good in all views. This "wait and see" attitude is based on the premise that each view has features which are appropriate to certain aspects of professional practice but not to others. The other fundamental belief is that, when used exclusively, none of the views is sufficiently comprehensive or true to be helpful.

The following instances show which specific view would be relevant for use in certain specific school situations.

The efficiency model, for example, may be used in establishing high school scheduling routines, or in developing a series of attendance or purchasing management policies. Conversely, applying insights from the same model to problems of teacher motivation, supervision and evaluation is likely to yield adverse staff morale problems.

This suggests that as we discuss strands of thought and inferred models the costs and benefits of using each model must be borne in mind.

Sergiovanni et al (1980 : 42) warn that each model should be chosen and utilised on the basis of its obvious merits and appropriateness to a given aspect of administration.

2.9.2   **Some Major Concerns Regarding the Use of Models**

Chaffee (1983 : 6), among others, states that administrators tend to be apprehensive of management theories because these seem to be overly complex and applied only after action is taken. They are also of the opinion that administrators believe that such theories do not

reflect an administrator´s individual management style.

Theories are viewed as complex abstractions which are unrealistic and cumbersome. Administrators are seen to be too busy making never-ending streams of decisions to analyse past decisions. As such they tend to see no good reason in employing these models. Generally, models seem particularly useless since administrators feel that their personal decision processes are essentially rational though they may have to be modified to suite each specific situation.

To these objections Chaffee (1983 : 6) makes the following counter-claims:

- although models may seem both complex and abstract, they have been shown to reflect reality,

- the analysis of the ways in which organisations make decisions, as distinct from decisions themselves can be very useful,

- decision theories at the organisational level
of analysis, deal with quite different
phenomena that decision theories at the
individual level and these phenomena can be
structured in the organisation so that they
promote a desired decision process regardless
of the specific situation. (Chaffee 1983 : 6)

However, it may be noted that "life is simply not
as tidy as the models imply, and so they do seem
overly abstract" (Chaffee 1983 : 7). Nonetheless,
the essential logic of each model ties its
elements together besides their overly complexity
and abstractness. This study contends that the
chief advantage of using models to analyse events
is that they create a distance between decision
makers and decisions themselves. This implies
that administrators can step back from a
particular situation and ask "What is going on
here?", "What processes are we actually using?",
and "What assumptions are guiding this process?"

Having dealt with the major concerns expressed by
administrators with regard to the usefulness of
models, we may now turn our attention to some
management models.

However, it should be noted that the nature and
magnitude of this research does not warrant a
detailed discussion of each of the 5 models
mentioned in paragraph 2.8 above. The purpose
here is not to discuss management models per se,
rather it is to demonstrate their relevance and
essentiality to programmes of teacher education
and training. The underlying assumption here is
that prospective teachers and principals of
schools should be groomed in some fundamental
theories of educational management.

To achieve the above ideal the bureaucratic model
will be discussed in greater detail. This will be
done as an example to show what, and how these can
be incorporated into the course content of teacher
education. The bureaucratic model is chosen for
specific discussion because most schools, and even
colleges of education are managed along
bureaucratic lines.

2.9.3   The Bureaucratic Model

Schools are organised and operated according to
certain established principles of good management
which emphasise the following:

- division of labour whereby instructional and co-ordinative tasks are allocated to specific roles,

- clear job description linked to some overall conceptions of what the school is to accomplish,

- clear guides, such as
    - span of control,
    - student teacher ratios to help decide the number of teachers needed and how they should be assigned,

- task subdivision and hiring of specialists for certain functions,

- role ordering according to rank, with some enjoying more authority and privilege than others,

- the development of rank, which helps to ensure that those who are lower down in the hierarchy will function in manners consistent with job expectations and goals,

- day-by-day decisions routinised and controlled by establishing and monitoring a system of policies and rules, which in turn, ensure more reliable behaviour on behalf of goals,

- proper communication channels are established and objective mechanisms are developed for handling disputes, allocating resources and evaluating personnel (Sergiovanni 1980 : 42-43)

The notion of good management, defined and described in this sense is directed at the efficient achievement of certain ends. This implies that efficiency cannot be an accidental occurrence in organisations. It requires a great deal of deliberate well calculated planning and execution of tasks. The ends must be clearly defined and the means carefully determined and then stipulated. The basic premise is that, if means are precisely implemented according to plan, ends are likely to be accomplished efficiently. These efficiency values are widely accepted and practiced in the administration of schools and other organisations. Their fundamental concern is efficiency.

Barber et al (1983 : 86) maintain that bureaucracy as a concept is difficult to pin down to one specific definition. However, Marx Weber, a German sociologist, believed that an organisation has got to possess certain characteristics before it can be referred to as bureaucratic.

In line with Weber's views Becher (1984 : 192) argues that the hierarchical model of organisation is characterised by a well defined framework, authority conferred from above, recognisable chains of command, predetermined regulations and procedures, and clearly specified roles. Bureaucracy has certain implications for the bureaucratic model and its underlying philosophy.

2.9.3.1   The Bureaucratic Model and its Underlying Philosophy

The bureaucratic model is based on an underlying philosophy of strict hierarchical arrangements and procedures which give commensurate power to organisation members in their respective areas of operation. The dominant relationship between members is that of superior-subordinate, with strict emphasis on efficiency, productivity and

absolute adherence to rules and procedures of the
organisation. The philosophical foundations of
bureaucracy are based on certain thoughts which
developed during the era of scientific management
the exponent of which was Frederick Winslow
Taylor.

2.9.3.2 Historical Background

A great deal of what is taken for granted as "good
management" flows from an era known as scientific
management. This is a movement which contributed
significantly to the establishment of professional
management in general and educational
administration in particular, transforming it into
a unique field of study.

Frederick Winslow Taylor is regarded by most
scholars as the father of scientific management.
His contribution to organisation and management in
education is widely recorded.

In his Principles of Scientific Management
published in 1911, Taylor offered four principles
which served as the foundation for his science of
work and organisation namely:

- to replace intuitive methods of doing the work of the organisation with a scientific method based on observation and analysis to obtain the best cost - benefit ratio. He advocated that for every task one best way should be determined.

- to scientifically select the best person for the job and train this person thoroughly in the tasks and procedures to be followed.

- to heartily co-operate with the men to ensure that the work is being done according to prescribed standards and procedures.

- to divide the work of managers and workers so that managers assume responsibilities for planning, preparing work and for supervising.

Scholars such as Franklin Bobbitt, and Henri Fayol made notable contributions in support of scientific management (Sergiovanni et al 1980 : 44-48).

In the light of the above Lyndall Urwick, a British scholar of the day, has this to say about

Fayol´s and Taylor´s principles of efficient management or elements of administration as he called them.

> ".... the fact that these principles collected from the writings of half a dozen different people, many of whom made no attempt to correlate their work with that of others, can be presented in a coherent and logical pattern is in itself strong evidence in all experience of the conduct of social groups that a true science is ultimately possible."
>
> (Sergiovanni et al 1980 : 46)

However, Sergiovanni et al (1980 : 49) hasten to state that though the principles of scientific management were enthusiastically adopted in both industry and education, they were not a fully fledged theory of organisation and administration.

The pure form or idealisation of an organisation known as bureaucracy is discernable in Marx Weber´s proposals as expressed in paragraph 2.8.4 above. This idealisation was in the form of a set of structural properties and characteristics such as hierarchy, division of works, rules, procedures, impersonality and gross objectivity.

Both the scientific management and the bureaucratic theories lay emphasis on the increasing efficiency of the entire school as an organisation intent in attaining specific goals.

Bureaucracy emphasises structuring the organisation properly, defining roles and assigning functions, whereas, scientific management emphasises the development of control systems which can engineer the work to ensure standard output.

In each of the above two cases, certain aspects of organisation and administration are emphasised and better understood but other aspects are neglected or given secondary status.

For instance, neither scientific management nor bureaucratic thinking gives adequate attention to the human side of life in the educational organisations. Issues such as individual personality, human needs and such conditions as job satisfaction, motivation and staff morale are clearly secondary.

However, by the 1930's an effective counterforce evolved into a distinct pattern of though about the human aspect of organisations and administration. This came to be known as a human model. It viewed organisations as organic wholes, thereby implying that they were like biological organisms capable of feeling and growth, but also amenable to ill health if not properly nurtured.

The main concerns of the person model are the maintenance and nurturance of the human organisation. Individuals or groups of individuals and their needs are seen as the building blocks to organisational health.

An exposition of this nature and magnitude reveals, among other things, that teacher education colleges in general and particularly in KwaZulu are faced with a great challenge. The challenge is to educate and train teachers not only in good classroom techniques and skills but also in good management skills and procedures based on sound theoretical knowledge.

With regard to the bureaucratic model, the following may be focused on:

2.9.3.3 The Bureaucratic Model and the Formulation of Organisational Objectives

In this regard Bush (1986 : 126-127) states that formal models aver that objectives are set at the institutional level. This suggests that goals are determined by senior staff and the support of the other persons in the organisation is taken for granted. Their activities are evaluated in the light of these official purposes.

However, it is important to note that Becher (1984 : 192) points out that institutions of higher learning like universities do not fit easily into this pattern because, even though hierarchies exist, there is a reasonable amount of latitude that each structural level enjoys in its own right. For example, Deans of Faculties, Heads of Departments and sections enjoy some freedom of choice within the ambit of their faculties or departments.

2.9.3.4   The Bureaucratic Model and its Formal
           Organisational Structure

The definition   of   bureaucracy   as   given   in
paragraph 2.9.3   above   shows   that   its
characteristic features   rest   heavily   on   its
structural design which centres on:

-   clear authority conferred from above,

-   recognisable chains of command,

-   predetermined regulations, procedures and;

-   specified roles.

    (Becher 1984 : 130)

In the same vein, Bush (1986 : 130) advocates that
the hierarchical   model   has   as   its   basis   of
structure, objective   reality   and   hierarchical
arrangement of   personnel   based   on   prominent
superior-subordinate relationships.

Weber in Barber et al (1983 : 86-87) contends that
the specific   organisational   structure   of
bureaucracy is developed and maintained in such a
way that it is dehumanised and   highly task-
orientated. This   implies   that   bureaucratic

organisational structures show no concern for the person and his needs. In agreement with the above views Bush (1986 : 129) further says that, the notion of organisational structure takes on different meanings within the various perspectives. For example, formal and democratic models regard structures as objective realities. Individuals hold defined positions in the organisation, and working relationships are assumed to be strongly influenced by these official positions.

Formal models treat structures as hierarchical with decisions being passed from the leader, the principal, in the case of a school.

2.9.3.5   The Bureaucratic Model and Leadership Style

The bureaucratic model subscribes to a bureaucratic procedure which dictates a course of action governed by a prescribed set of rules in order to achieve uniformity. Accordingly, the most appropriate style of leadership is the authoritarian or autocratic style of leadership.

In this regard, Bush (1986 : 150) asserts that in
the bureaucratic model, it is the head of the
organisation who establishes goals and initiates
all policies. He acts as the main channel of
authority and communication between the various
structural components of the school. (Becher 1984
: 192)

Bush (1986 : 129) concurs with the above views by
saying that within formal perspectives, it is
thought that the official leader has a key role to
play in decision making. He determines goals and
formulates policy. Heads of schools are located
at the apex of the hierarchy.

They are thus acknowledged as leaders both inside
and outside of the institution. It is assumed
that the leader possesses most of the
organisation's power and monopoly of decision
making.

2.9.3.6   **The Bureaucratic Model and the Nature of the
           Decision Making Process**

This study holds that decision making is the most
crucial aspect of any organisation no matter which

organisational structure or model is in operation. However, with regard to the bureaucratic model, Beard (1988 : 51) maintains that the nature of the decision making process is such that the Head of the institution identifies a problem, considers alternative solutions, chooses one of them, and then reports his decision to his subordinates for implementation. He provides no opportunity for them to participate in the decision making process.

The picture depicted here shows that in bureaucratic institutions decisions taken are based on goals that the organisation has set for itself. Therefore, decision making is highly centralised and is characterised by rationalisation even at the expense of personal interests and expectations.

The quality of decisions taken is determined by their adherence to the organisation. In turn, these ensure top efficiency and productivity at all costs.

Since there is a hierarchical arrangement of personnel on the basis of seniority, decision

making inevitably follows a downward trend. This
means that decisions always flow from top managers
to bottom line managers. This sometimes occurs
without any prior consultation and discussion.
Member-prestige normally comes from one's ability
to carry out orders and to maintain the status quo
rather than from being innovative and inventive.

2.9.3.7   The Operation and Use of the Bureaucratic Model

In paragraph 2.8 above, five models of studying
organisations and organisational decision making
have been presented. These generally operate in
three arenas, each with its distinct sets of
values and procedures. Bailey in Becher (1984 :
194) characterises these arenas by using the
metaphor of a stage:

- the front stage is the public arena;
- the back stage is where deals are made; and
- under the stage is where gossip is purveyed.

In describing the first two arenas Bailey points
out that, on the front stage, are parade people
who hold resolutely to their principles, believing
firmly in the good organisation e.g. school, as a

place of learning or a collegiate institution or an instrument to be used in the service of outsiders. Bailey remarks that holding on to these principles is non-rational because they cannot be justified but only asserted. Consequently, when people feel the need to make a deal which sacrifices some of these principles, they get off the front stage and go out of sight where they can behave in an unprincipled fashion by making compromises. The front stage is a scenario for irrationality.

The back stage is where reason takes over, and where adjustments are made to the inescapable demands of an outside world.

In contrast, he elaborates and says that up-front people are proclaiming the principles by which they are 100 percent guided; behind the scenes they reveal that, in fact they are only 80 percent guided by these principles, and someone is perhaps going to give them something in return for trading off the other 20 percent.

Bailey's exposition shows that different types of organisational components, committees or structures occupy different arenas. These are chosen in accordance with their suitability in respect of different stances and postures adopted during the process of bargaining for certain decisions to favour them.

The above background lays good ground for one to realise that the hierarchical aspects of organisations like schools, colleges and universities are typically expressed in the formal managerial structures of such institutions. Since these are subject to a high degree of institutional scrutiny and public accountability, it would appear that the hierarchical pattern of management operates in a front stage arena.

2.9.4   The Democratic Model

Unlike the bureaucratic model the main concern of the democratic model is the "person" in the organisation. Democratic models include all those theories which emphasise that power and decision making are shared among some or all members of the organisation. This indicates that these

approaches range from a restricted democracy where the leader shares power with a limited number of senior colleagues, to a "pure" democracy where all members have an equal say in determining policy.

In support of these views Whitaker (1983 : 54-55) in Bush (1986 : 54) argues that:

- there is likely to be an improvement in the quality of decision made if all those involved in the life of the school have the opportunity to participate in solving problems relevant to them.

- the participation of the staff is important because they usually have the responsibility of implementing changes in policy, rules and procedures of the school.

The real core of all participative models, is the general agreement shared by all members on goals of the organisation. This is essential because goals provide a general guide to the activities of organisational members. Goals also serve as a source of legitimacy. This implies that activities can be better justified if they can be

seen to be in furtherance of the agreed upon objectives, and they serve as valid means to measure the success of the organisation. This implies that an organisation can be said to be effective if it achieves its objectives.

Democratic models are characteristically participative with regard to the decision making process. This suggests that members of the institution have an equal opportunity to influence a policy and action (Bush 1986 : 58).

Since the decision making process is participative, appropriate styles of leadership are also participative.

The shortcomings of democratic models are implicit in the following statement as uttered by Bush (1986: 65-66):

"Collegial management is probably dying - if ever existed at all. Collegiality, the ideal of many was probably never dominant in modern higher education outside a few departmental activities. But social trends will probably

determine even the limited collegial influence that once existed."

In the same breath, Chaffee (1983 : 17) maintains that, it should not be supposed that professions are more capable than others of making a collegial decision. Indeed, their independence of mind and ability to verbalise ideas emphasise differences that less active minds might be willing to overlook.

However, it may be pointed out that even though consensus is the central core of democratic models, absolute democracy is not always really achievable among people. This is so because of certain unavoidable diversities. That being the case, absolute democracy remains an ideal never really attained as the exponents of democratic models would want us to believe they do.

2.9.5   **The Rational Model**

There is a close affinity, between the rational model and the bureaucratic model. The rational model places great value on order and logic than on chaos and intuition (Chaffee 1983 : 12).

The rational model is characterised by its emphasis on values. These serve as a major source of controversy because of the underlying premise that decision makers possess known values, ordered according to alternative preferences, prior to making decisions. This feature is questionable with regard to whether it is possible for individuals, to rank a set of diverse values into a single preference list, and whether values are not actually identified after decision makers have made up their minds on some other grounds.

A counter view to the above is that if there is one or more superordinate goals, a prior value requirement is conceptually possible. Whatever the goal is, it must be stable and must have real meaning for the participants. Chaffee (1983 : 14) believes that with such goals, participants can at least agree about why they are involved, although their recommended courses of action may vary.
One great advantage of the rational model is that the rational decision making process can be a unifying force, binding the actors together rather than dividing them. The unifying property of the rational model also characterises the collegial model (Chaffee 1983 : 12).

2.9.6   The Political Model

The basis of the political model is conflict
resolution. The objectives striven for by
individuals or groups of individuals are based on
a multiplicity of conflicting values and
diversified interests.

The process of the political model begins when two
or more actors are deadlocked or when they have
stakes in the decision.

Differences are worked out interactively among the
actors through negotiation, bargains and coalition
building.

Chaffee (1983 : 19) argues that the success in
using this model within a school, college or
university requires:

- a diversity of interests among actors;

- representation of organisation's interests in
   composite of actors interests;

- power fairly evenly distributed;

- accountability of arenas for negotiation and
  for choice satisfaction.

Chaffee (1983 : 19) stresses that the actions of
actors in the political model are frankly partisan
and, in the eyes of their promulgators, they are
completely justified as the only methods of self
defence against stronger forces. There is a clear
prevalence of "the survival of the fittest"
attitude in actors.

The major drawback is that this approach makes no
provision for a subordinate goal. The educational
function of the institution is simply "forgotten"
in the midst of the power struggle; as such it
assumes a mere rhetorical place in the struggle.

Another drawback is that the result of the
struggle cannot be predicted because the results
cannot be casually linked to objectives and the
final consequences may not serve the interests of
any party.

However, some theorists argue that the disruption
that may evolve from the power struggle is healthy
for the organisation. They believe that it

demands attention   to   critical interests that
otherwise might be unbridged or go unrecognised.

They also contend that the political model is more
efficient than a model requiring consensus because
action may be taken despite differences.

Finally, if all the interests of the organisation
are represented, if power is distributed evenly
enough to promote coalition and if an arena is
provided where bargaining can occur, political
decision making can bring creative solutions that
have widespread acceptance.

2.9.7   **Organised Anarchy**

This model   of decision making occurs through
accidents of timing and interest. Cohen and March
in Chaffee (1983 : 26) conceived of this model as
a result   of their identification   of   common
characteristics promoting this type of decision
making e.g. diversity of goals, ill-understood
technology and the scarcity of time and resources.

These characteristics create ambiguity   in the
midst of which purposeful forms of actions are
impossible.

The logic of this can be likened to that of a
traffic collision. The technology with which the
organisation produces outcomes is not understood,
cause-effect-relationships are not known and
therefore cannot direct the matching of problems
with solutions. Thus the logic of the organised
anarchy is obscure and outcomes very accidental.

The traffic collision scenario painted above may
portray a school principal as a driver of a
skidding automobile whose choice actions are a
kind of panic or survival responses which are not
necessarily purposeful in the sense of being able
to link actions with the intended results. (Cohen
and March in Chaffee 1983 : 26)

This model reveals that actors do not necessarily
make their choices because they are certain of
their results, but simply because certain choices
appear to be likely to yield certain results.
This implies that decisions are made on an ex post
facto basis.

Most of the actions engaged in by actors are
described as "sensible foolishness" because the
underlying assumption is that no choice action is

perfect, a choice made may as well lead to a new round of problems, and the process starts all over again.

The foregoing discussion presupposes that teacher education and training essentially needs to furnish prospective teachers and administrators of schools with conceptual tools such as the administrative models.

This study is of the view that teacher preparation is a complex undertaking. Its complexity is further aggravated by changing needs, expectations and circumstances. The phenomenon of change inevitably encroaches in every sector of a school. This implies that prospective teachers, and principals of schools especially, need to be deliberately equipped with effective skills of managing change in schools as organisations. This ushers us into the next sub-topic of this study namely, understanding change in education.

2.10 UNDERSTANDING CHANGE IN EDUCATION

One of the most difficult tasks of a school principal is to introduce and to carry out change

in his organisation. The recent scenario, particularly in Black education, shows that schools are scenes of crucial and constant changes. This inevitably has serious implications for teachers and heads of such schools as well as for colleges of education involved with teacher education and training (Kendall 1987 : 43).

This study notes with interest that nowhere is this reality more apparent than in the area of Black education in South Africa in general and in KwaZulu Colleges of Education in particular. This indicates that during the foreseeable future institutions and colleges involved in teacher education and training will need to develop alternative special service systems that are cost effective, efficient and specifically geared towards preparing teachers who will be good classroom teachers as well as efficient and effective managers who will be able to keep their schools as stable as possible while showing good understanding of the inevitability of change in organisations.

This view places considerable challenge and responsibility on teacher education and training.

Teacher trainees should look forward with ambition
and preparedness to a time when they will bear an
ever-increasing responsibility   in   future   in
preparing the way for positive meaningful change.

In the light of the above we now take a brief look
at the nature of change and how to manage change.

2.10.1   The Nature of Change

The concept   of   change   is   generally   used
interchangeably with the concept of innovation or
renewal. In the context of this research the
concept change means basically the same thing as
innovation or renewal. This suggests change made
essentially for the sake of improvement.   This
study advocates that change should   always be
change for the better.

If a distinction were to be drawn between the
concept change and innovation the following would
be pointed out namely:

- An innovation is an improvement   which is
  measurable, deliberate, durable and unlikely to
  occur frequently.   Whereas change simply means

that something has happened between some
original time and some later time in the
structure of the school system, in any of its
processes, or in its goals and purposes.

- An innovation is the creative selection,
  organisation and utilisation of human and
  material resources in new and unique ways which
  result in the attainment of a higher level of
  achievement for the defined goals and
  objectives. In this sense innovation
  distinguishes itself from change in that it is
  somehow more deliberate, willed and planned
  rather than occurring spontaneously.
  (Huberman 1975 : 8)

In consonance with the above definition, Van den
Ven (1986 : 150) holds that innovation may be
defined as the development and implementation of
new ideas by people who over time engage in
transactions, and institutional context. An
understanding of how these factors relate to one
another leads to four basic problems that
generally confront school principals. These are:

- a human problem of managing attention;

- a process problem in managing new ideas into good currency;

- a structural problem of managing part-whole relationships; and

- a strategic problem of institutional leadership.

2.10.2   Types of Change

The question we attempt to address here is, what kind of changes are in fact introduced into school systems for which prospective principals would need to be prepared. Huberman (1975 : 9) identifies three sorts namely:

- Hardware changes : this refers to additions to school equipment such as new classrooms, teaching machines, books and playgrounds.

- Software changes : usually refers to the content and the range of the curriculum, or in the methods of delivery and reception.

- Interpersonal relations : these are changes which occur as a sub-category of the software changes.

This focuses on changes in the roles and relationships between teachers and students, between teachers and administrators or between teachers and teachers as in team teaching.

In education, changes in hardware imply changes in roles and relationships, since the product of the school system is a human quality (children's learning), and the fabrication of the product is primarily by interaction between adults and children. Genuine change implies basic change in human attitudes.

Besides knowing and understanding the nature and types of changes that may take place in a school situation, this study suggests that teacher trainees should be introduced to various guidelines that they may follow when they manage change in their schools. These may include the following:

2.10.3   Guidelines for Change

In discussing guidelines for change, the writer acknowledges the fact that he is in no way capable of providing blueprints. At best all he can afford to do is to give some suggestions that have a measure of validity in the given context.

2.10.3.1   Realism

Realism as a guideline for change suggests that a realistic attitude towards change should be adopted. This implies that realities should be borne in mind when establishing guidelines for change. For instance in planning for change, alternative approaches such as the structural, the technological and the functional behaviourist approach are kept in mind throughout. (Maher and Illback 1983 : 461) emphasises that no single approach can be absolutely applicable to all educational situations. This leads us to feasibility as a guideline.

2.10.3.2   Feasibility

Where feasibility is made a criterion for effective change, emphasis should be placed on, that proposed changes must be acceptable, attainable and clearly expressed.
(Van Wyk 1990c : 6)

Change is only feasible when acceptable and when it is made reasonably clear what change invokes and how the individuals concerned will be

affected. A lack of clarity breeds uncertainty, resistance and dubiousness, all of which generate further resistance to proposed changes.

2.10.3.3   **Marketability**

If a change is attainable, the next important guideline should be marketability. In this connection Van de Ven (1986 : 591-592) speaks of "managing ideas into good currency". He also asserts that:

> People become attached to ideas over time through a social political process of pushing and riding ideas into good currency.

This assumes that the so-called good ideas or essential changes should be "sold" at the right moment and in the right way. "Customers" should be positively influenced not only to accept changes but to commit themselves to the successful implementation of those changes. (Van Wyk 1990c : 8)

Marketability as a guideline for change necessitates that there be positive climate in the

organisation and attitudes of organisational members. If the above ideal can be achieved the chances are fair that new ideas can be implemented. This implies that a healthy organisational climate favours the taking and accepting of initiatives, innovative thinking and the accommodation of change (Van Wyk 1990c : 9).

2.10.3.4 **Relevance**

Relevance as a guideline for change implies that the community's needs, aspirations and goals should be reflected in educational institutions like schools. A school as an educational institution cannot be relevant unless it is sensitive to community needs as these emerge in the views of community members. This implies that relevance as a guideline means taking contextual factors into account.

Obviously, consideration of contextual factors should include the accommodation of influence and changes derived from the external environment. This requires constant sensitivity on the part of an educational organisation to the needs and interests of persons and organisations directly related to it (Van Wyk 1990c : 10).

This points to the magnitude and seriousness of the challenge that faces colleges of education in their preparation of teachers, particularly principals of schools who will have to grapple with the problems of managing schools.

2.10.3.5 Flexibility

The concept change or renewal as we have described it in paragraph 2.10.1, implies that the current state of affairs cannot continue indefinitely. Adjustments and innovations are unavoidable. The implication is that an attitude of adaptability (flexibility) in educational sectors, including schools, is essential if future changes are to be handled with care.

Van Wyk (1990d : 11c) maintains that flexibility as a guideline therefore points to the future, in the sense that "provision is made" for an unpredictable future. This depicts a future-orientated thinking, which in turn implies openness to demands and problems as yet unknown and even to "foreign ideas".

2.10.3.6   Cost Effectiveness

Cost effectiveness is our final guideline for the successful implementation of change. This requirement has become a very strenuous one in modern educational institutions. Educational institutions such as schools, colleges, tehnikons and universities are increasingly being expected to perform a qualitatively and quantitatively expanding educational function despite shrinking financial means (paragraph 1.1). There is also the demand for relevant education during a time of constant change and the accompanying unpredictability at various social levels.

Thus, managers of educational institutions are not only expected to ensure that changes meet the criteria of realism, feasibility marketability, relevance and flexibility, but they also have to perform the almost superhuman task of implementing these changes in a cost effective way.

It is unfortunately true that no matter how desirable or even urgent certain changes may be, economic considerations and constraints may rule them out. This calls for a fair balance between the changes being effected and the cost-effectiveness of such changes.

2.10.4   Strategies for Managing Change

Kendall (1987 : 46) suggests that principals contemplating the introduction of an innovation might well start with the following beliefs:

-   the proposed change cannot be regarded as an objective item in itself, the advantages of which can be demonstrated by rational criteria. This implies that change must be seen as a social process enjoying the support of all the people concerned, and each of them will see it in a different light. Kendall (1987 : 46) stresses that it is the meaning they each and all give to the change that is important, not the change as an objective fact that the principal has to deal with. Change is advantageous only in so far as it can be shown to be so within these meanings. It is not enough to show that in abstract, it benefits the organisation.

-   it follows that the manager must not assume that opposition to his proposal is pig-headed simply because he can see the advantages to the organisation. At the very least, opposition makes those who are in favour look much more

critically at the proposal and it frequently happens that opposition demonstrates that the proposed change has no advantage.

- any change of significance must be given a period of time to brew. This can either be given a careful preparation, discussion, pilot projects, monitoring and checking so that full implementation in dealing with the inevitable snags, staff dissatisfaction or disgruntlements and rectification of mistakes. Either way, it takes time and the principal as change agent must calculate the cost of this in deciding whether the change is worthwhile.

The principal must also accept that change in one part of the organisation has effects, some of which cannot be foreseen in other parts. The principal must acknowledge the fact that one cannot think of a once-for-all change insulated and galvanised against everything around it.

For example, the move towards individualised learning with students controlling their own programmes will have effects on power and authority relations between students and staff

in other areas. Once change is underway it creates its own dynamics and ripple effects in the organisation.

The principal should also accept that change works best if it is done through the agency of groups rather than individuals. If a group or team can be persuaded of the usefulness of change, then various groups processes will hardly contain individual opposition. If only individuals are persuaded of change, then they are in a straight fight with other individuals or in an unequal fight against opposing groups. A possible strategy of change is given as follows and it is probable that this will follow six sequential steps. (Kendall 1987 : 46-47)

Firstly, the principal needs to check the state of his school. He must bear in mind that change always creates stress, tension and conflict, and that unless the school is in good health, then he would be asking for trouble if he introduces change.

Secondly, the principal must work out a staff development programme related to the proposed change.

Thirdly, the principal must carefully work out as to what information he will need for the many decisions he will have to take as the innovation is put into operation. As he does this he may find that he needs to re-organise his information system so that what he requires may be produced easily and quickly.

Fourthly, school principals must bear in mind that change can only succeed if it enjoys acceptance by most staff. Without that acceptance, one might just as well forget the whole thing.

Fifthly, the principal must make it his business to keep the organisation as flexible as possible as change is introduced. When a school introduces a change, new positions and structures are created which may pre-empt later room for manoeuvre.

At a later stage, as new situations create new problems, the school may be in real trouble as it tries to loosen up the rigid structures that have been created.

Lastly, once a programme of change is underway it must then be evaluated in some way, and the method for this needs to be worked out jointly beforehand.

2.10.5   Some Problems in the Management of Change

In paragraphs 2.9.4 and 2.9.9 above some guidelines and strategies for managing change have been highlighted. In paragraph 2.9.4 above, it was mentioned that this study is in no position to provide blueprints with regard to the issues discussed herein. However, worthwhile generalisations, propositions, guidelines and observations can be made.

This research holds that school management in general and the managing of change in particular is not without some problems. Some of these will now be highlighted. These are regarded as the most common in school situations. For that reason too, colleges of education would do well to take note of such problems. This would help them maintain a reasonable degree of relevance in their education and training of teachers and principals of schools who will eventually have to deal with some of these problems.

Van de Ven (1986 : 591) correctly points out that to understand the process of innovation is to understand the factors that facilitate and inhibit the development of innovations in educational institutions like schools.

- The human problem of managing attention. People and their organisations are largely designed to focus on, to protect existing practices rather than pay attention to developing new ideas.

- The process problem. This refers to the problem of making ideas into good currency so that innovative ideas are implemented and institutionalised. While the invention or conception of innovative ideas may be an individual activity, innovation is a collective achievement of pushing and riding those ideas into good currency.

- The structural problem of managing the part-whole relationships. This emerges from the proliferation of ideas, people and transactions as an innovation develops over time. A common characteristic of the innovation process is that multiple functions, resources, and

disciplines are needed to transform an innovative idea into a concrete reality.

- The concept of an innovation points to a strategic problem of institutional leadership. Innovations do not only adapt to existing organisational and industrial arrangements, but they also transform the structure and practices of these environments. The strategic problem is one of creating an infrastructure that is conducive to innovation.

Kendall (1987 : 43) agrees with Van de Ven (1986) by saying that it is natural for there to be a resistance to change because:

- the problem for all organisations is that they are structured and arranged to deal with the work in the way they have understood it, and not with work and methods that have not yet been thought of before;

- to organise for what will be rather than what is, has been a necessity for only a small number of organisations, for example the electronics industry and the fashion industry;

- most organisations do note have to make changes
  very often, and they generally do it rather
  badly;

- mostly, people prefer to stay the way they are,
  doing things in a way they are accustomed to.

However, it is clear that despite the above
observations, the force resisting change from the
structure of the organisation and the individual
within it, is counter-balanced to some extent by
the desire people have for a new experience and to
conquer new problems. There is always a force for
change, but in most organisations it is not as
strong as the force for inertia.

Individual Resistance:

With regard to individuals the position displayed
by them to any form of change may have many
sources e.g.

- Most people are greatly influenced by their
  earlier experience and training than by
  subsequent experiences and retraining;

- Individuals tend to think that colleges and schools and indeed the whole of society should be much the same as when they made their first major orientations in their post adolescent and early adult years. People are creatures of habit, and engraved habits are highly resistant to change;

- Even when faced with evidence that might lead to modification of behaviour and attitudes, individuals tend to interpret selectively such evidence so that they can easily fit it in with the kind of life they have worked out for themselves. This tendency of the individual to seek to maintain stability is generally referred to as homeostasis.

The above observation accounts for the individuals' tendency to oppose innovation if it means that he has more work without comparable or commensurate reward. They will also oppose change that might take them into uncharted territory, when their shortcomings and incompetences might be exposed. Everyone has a fear of the unknown.

Organisational Resistance:

Kendall (1987 : 44) notes that the organisation
strengthens the individual's resistance to change
in various ways. On entering the organisation the
individual is incorporated into a network
comprising values, normalities, ways of behaving,
and thinking about his job, that are held by his
other colleagues. Although the individual has a
fair degree of manoeuvre he is constrained in
various ways by conformity to the normalities of
the organisation, and he may internalise these
constraints so that they become part of his
personality.

This network of role behaviour ties the theory
together and gives it coherence and stability.
Any change therefore, that challenges this system
will be seen as both a threat to the individual in
his professional personality, and an attack on the
stability of the organisation.

An hierarchical structure, such as the
departmental structure within a school or college,
also inhibits change because it makes specific
individuals responsible and accountable for the
work of others. Individuals will therefore prefer

to maintain a status quo that is not threatening rather than work an innovation which is not completely in their control but for which they might be blamed in the event of failure.

Kendall (1987 : 44) further emphasises that it is natural for an organisation to develop a strong in-feeling against everything that lies outside. There is also a likelihood of some hostility towards new ideas if they originate from outside.

Whilst not necessarily rejected, proposals coming from outside the organisation will see them as different to, and more threatening than ideas internally generated.

In any kind of organisational structure vested interests of groups and individuals develop. Such interests are primarily concerned with protecting themselves against change, which may take away their advantages or even put them at a positive change.

The view held by Kendall (1987 : 45) is that organisations that have clear rules and regulations which govern their existence, as compared with those that live with uncertainty and

chaos, will resist change. The more an organisation has innovated in the past, the more it is likely to in future. The techniques of change will be better known, the more irrational fears dispelled and those who are likely to be disturbed by any change will have moved to stable organisations.

2.11 SUCCESSFUL MANAGEMENT

Throughout this discussion the term manager is used. Despite its broad application, this discussion uses it to refer also to school principals. As such it is used as an umbrella term because its use is so common and it seems to capture the essence of what a variety of people do when they manage organisations.

Successful management according to Van Fleet (1984 : 23) is the achievement of both efficiency (that means operating in such a way that resources are not wasted) and effectiveness (that means doing the right thing in the right way, at the right time).

This discussion holds that efficiency combined with effectiveness is the "hallmark" of successful management. The manager's success in managing school affairs accrues from his ability to strike a balance between the two. To be able to do this, teacher trainees would have to undergo thorough preparation which has a good mix of education and practical training in the mastering of certain administrative procedures.

This study contends that one who has been thoroughly prepared by one's college of education, especially for administrative roles and procedures, would err less, suffer setbacks less and in fact, the probability is that he would find it much easier to cope with unforetold and stressful situations in his task of managing a school with all its complexities.

In agreement with the above exposition Bogue (1985 : 2) says that

> Many administrators try to live by common
> sense alone

He argues strongly to the effect that,

> today's common sense is often yesterday's
> hearsay.

This suggests that common sense alone is a

limiting and an inadequate guide to practice in
the field of management. The implication this has
for this research is that our teacher education
programmes in KwaZulu should not assume that
common sense alone will always do for a successful
school principal. Bolman and Deal (1984 : 294)
put this beautifully when they say that "leaders
(or managers) or organisations are warned each
year of the impeding difficulties or doom the
future holds."

Given that some say that leaders are born and not
made, that has some truth in it. However, this
study holds that leaders are also made by relevant
educating and training. In line with this view,
Dull (1981 : 54) states that as of now, there is
an urgent need for effective leadership in
education. The need escalates because of the
amounting pressure from many sources and
directions. These force education and all that
goes with it to respond appropriately to new
societal issues. This scales down the question of
chance-to-chance or trial-and-error management.
The call here is for thorough preparation in
management skills and procedures based on a sound
theoretical knowledge.

To be successful, this study is of the view that
managers should be able to create and sustain a
tension-filled balance between the two extremes.
They are able to get things done without getting
done in. They know what they stand for and what
they want. But they are able to think creatively
about how to make things happen and can develop
strategies with enough give to respond to
organisational realities.

In the light of the above presentation it is quite
apparent that colleges of education in KwaZulu and
anywhere else in the world are facing a formidable
challenge with regard to the type and calibre of a
teacher, school principal, manager and leader they
must strive at producing. It is in that tone that
this research is conducted.

The contents of the Teaching Science syllabus does
not seem to be comprehensive enough to be able to
contribute significantly to the production of a
teacher, manager, and administrator envisaged by
this research. Following is an analysis of the
Teaching Science syllabus to show some of its
shortcomings.

2.12   REVIEW OF THE TEACHING SCIENCE SYLLABUS FOLLOWED
        IN COLLEGES OF EDUCATION

2.12.1   Introduction

As mentioned   in   paragraph 1.3.10 above,   the
Teaching Science course is composed of 3 major
components namely:

- the making and use of Teaching   Aids and
  Chalkboard work;

- micro-teaching demonstration lessons;   and

- school management and control.

With regard to the last component the syllabus
stipulates that:

- school management   and   control   should be
  emphasised in the latter parts of the second
  and third years of study;

- student teachers should be given a research
  assignment intended to give an opportunity to
  explore the components of school management.

This exploratory research assignment should be carried out during the observation period of the practice teaching.

2.12.2 Aim of the Course

The aim of the course is stated as:

- to assist the student to become an efficient, human and professionally motivated teacher;

- to help the student to a firm understanding of the management and control of a school, and of his own place in the curriculum.

2.12.3 Objectives of School Management and Control

- to apply departmental policies laid down by the educational authorities;

- to be able to perform the non-academic duties which are concerned with the management of schools and other educational institutions.

2.12.4   Contents of the Course (See Appendix C)

Of specific interest to this study is to
investigate how colleges of education in KwaZulu
prepare prospective teachers and principals of
schools, in certain specific administrative roles
and procedures. To do this, it is necessary to
give a critical analysis of what "management and
control" as one of the components of the "Teaching
Science" syllabus entails. This will enable us to
establish its possible potential in producing a
quality of a teacher, manager and administrator
that this study envisages.

2.12.5   Evaluation

When reviewing the Teaching Science syllabus it
becomes clear that its contents is presented in a
topical form. This may present some problems to
various lecturers who offer this course to student
teachers in colleges of education.

For instance, lecturers may not maintain any
uniformity with regard to what and how much should

be incorporated under each topic. This may lead to differing treatments and standards. A thematic approach is advisable in this regard.

In paragraph 2.2.14.1 above it has been mentioned that, as stipulated in the syllabus, student teachers are only introduced to management and control of schools during the latter parts of the second and third years of study. There is no obvious justification for this arrangement either than that authorities seem to be under the impression that school management and control (as they call it) or school administration (as this study would prefer to call it) is not an important component of the so called "Teaching Science" course, as well as the teacher education and training programme as whole.

In the same paragraph (2.2.14.1), it is stated that student teachers should be given a research assignment with an aim of allowing them an opportunity to explore the components of school management. However, these are not clearly spelled out. One can only assume that it is those stated in the syllabus. These are stated in their

topical form - as such they do not enable various
lecturers who teach the course to know exactly
what and how much should be dealt with under each
topic. Furthermore the topics as they appear in
the current teaching science syllabus do not
necessarily represent a full spectrum of issues
that could be included in a course of study whose
intention is to produce good school managers and
administrators who possess profound theoretical
knowledge which should serve as the basis for
effective and efficient management practice. This
study envisages teachers and principals of schools
who will be something more than mere "routine
keepers".

In paragraph 2.2.14.2 above, one of the aims of
the course is stated as:

- the assistance for the student to become an
  efficient, human and professionally motivated
  teacher. However, what the syllabus does not
  seem to acknowledge is the fact that concepts
  like efficiency and humanness as personal
  qualities may not be easy to realise in a
  period of one year. Perhaps the course content

would have to be more explicit as to how such ideals or qualities could be realised in student teachers.

- The second aim of the course is stated as "to help the student to a firm understanding of the management and control of a school and his own place in the curriculum." The mention of a firm understanding of the management of schools suggests that a student teacher would have to be given an in-depth study of the various theoretical issues pertaining to school management. Unfortunately, the syllabus content as provided in appendix C does not seem to provide this background. The little that it provides seems to be painfully limited to routine and control matters, as though that is all there is to it. This research holds that a firm grip and understanding of the theory that underlies management practice leads to better performance in an organisation. Control is just one of the managerial issues to be studied in a course preferably known as school management or administration.

In paragraph 2.2.14.3, one of the objectives of
the management and control component of the
Teaching Science course is to enable student
teachers to apply departmental policies as laid
down by the educational authorities concerned.
This objective, as stated in the syllabus, seems
to be covertly geared towards producing a type of
a teacher who is a good routine "watch-dog"; who
can do nothing more than maintaining the status
quo. Unfortunately that is not the type of
teacher and manager that this study envisages.
Especially when one bears in mind that some
departmental policies may not even be acceptable
to personnel members. This research is for
colleges of education to be able to educate, train
and produce a type of teacher and administrator
who can be both a policy "maker" as well as a
policy "applier".

The other objective as stated in the syllabus, is
to enable the student teachers to perform non-
academic duties which are concerned with the
management of schools and the educational
institutions. This study contends that
educational management and administration has to

do with both academic and extra curricular activities. It needs to be born in mind that the primary purpose and function of organisations such as school is to offer teaching and education. Therefore, school management basically entails creating a situation where effective and efficient teaching and education can take place optimally. The bottom line in respect of this study is for colleges of education to consciously strive towards producing a teacher-administrator who will be able to fare equitably well in both academic as well as non-academic matters and situations.

This investigation notes with regret that the content of the management and control component of the Teaching Science course does not strike a fair balance between academic and theoretical grounding of the student teacher in broader management concepts, issues, theories, approaches and strategies. Rather, the syllabus is hopelessly limited to routine matters which focus more on control.

This study also notes that the syllabus incorporates some topics whose relevance and

pertinence to school management and administration
is not justifiable viz.,

- classroom organisation and routine, (this could
  be included under subject didactics);

- planning, preparation and record of work could
  do well under respective methods subjects as to
  allow for diversities that may exist among
  various subjects;

- cultural activities. It is not clear what this
  has to do with school management and
  administration except with regard to their
  administration. The same goes for the
  following:

- sports and education outings.

2.12.6   Conclusion

The analysis of the teaching science syllabus as
presented above serves as the springboard for this
investigation. This research was conducted in the
light of the apparent shortcomings in the

syllabus, its content and ability to mould and produce a type of a teacher who can be both a good classroom teacher as well as a good manager and administrator of a school.

The central argument as pursued by this chapter holds that teacher education and training programmes should be seen to be acknowledging the dual nature of a teacher's work. That is, teaching and managing. The degree to which each of these activities is performed depends on the position one occupies in the organisation. A school principal for instance, will have most of his time devoted to managerial commitments rather than to the teaching function.

The topics and sub topics included in paragraph 2.1.2 to 2.1.2.5 attempt to map out the terrain that the course content of the teaching sciences syllabus may incorporate. This investigation has neither power nor intention to prescribe. At best it may make some suggestions.

This research advocates that for colleges of education in KwaZulu to be able to produce successful managers of schools the content of the

teaching science syllabus should strike a fair balance between theory and practice. The research advocates for a comprehensive programme of teacher education, especially from the administrative perspective. This view will be addressed in greater detail in Chapter Three.

CHAPTER THREE

3.   THE SIGNIFICANCE OF COMPREHENSIVE TEACHER
       EDUCATION WITHIN THE CONTEXT OF EDUCATIONAL
       ADMINISTRATION

3.1   INTRODUCTION

3.1.1   The Nature of an Education System

An education system is a composite of various
social structures, each of which is responsible
for a particular facet of educative teaching.
Together these structures provide for the general
and particular educational needs (paragraph 1.1)
of a community according to a particular purpose
and plan (van Schalkwyk 1988 : 1).

An education system is marked by certain universal
and unchanging characteristics which have to be
adapted to different situations (paragraph 1.1).
Accordingly, this research asserts that besides
the general or universal nature and structure of
the education system, teacher education and
training in KwaZulu, and elsewhere, particularly
needs to be able to train and produce teachers who
will be good classroom teachers as well as
efficient and effective school managers and

administrators. This research stresses the need
for teacher education colleges to train and groom
teacher-trainees in proper administrative
procedures and roles.

To support the above views Landman in Badenhorst
et al (1988 : 1) emphasises that:

> teachers can only perform their tasks of
> educating successfully in a school which is
> efficiently managed at every level.

This implies that although school management may
appear to be the responsibility of the principal
and his management team, an ordinary teacher too,
has a very important role to play. This indicates
that educational management and administration is
a necessary component of teacher education and
training.

3.1.2   **Need for Grounding in both Theory and Practice of
         Administration**

While it is essential to produce teachers who are
well-versed with the education system as a whole
in view of its generality and universality, this
study advocates that teacher-trainees should

specifically be given good grounding in both theory and practice with regard to the administrative theories and procedures of specific applicability and relevance to their own context of education and schools in which they are likely to serve as teachers and principals.

This study also holds that teachers do not work in isolation, but in a complex network of relationships which need to be understood and appreciated.

Teachers-to-be should be made aware of their relative structural positions and related tasks to be performed. Everyone else in the system occupies a specific position which entails a set of responsibilities to be performed for the benefit of the whole organisation.

The teaching profession, like all other professions is not without certain legal constraints and implications. Knowledge of the legal provisions and procedures relating to education is of great importance to any teacher. This is especially true today when there is an increasing awareness in both children and parents about their legal rights.

School management as one of the courses offered to
teacher trainees would explore and expose these
issues to them with thoroughness and clarity. It
is for this conviction that this investigation
argues that anyone who will serve as a teacher and
probably later as a school principal needs to be
well versed with administrative procedures which
are inherently part and parcel of every teacher's
daily task as teacher, manager and administrator.
This shows that it is essential for teacher
education programmes to incorporate a component on
educational management and administration. A
strong call for a comprehensive programme of
teacher education and training underlies this
view.

3.1.3 **A Comprehensive Teacher Education Programme**

What this research perceives as a comprehensive
teacher education programme is one that includes
all those aspects of teacher education and
training that are fundamentally essential and
capable to mould the desired calibre of a teacher.
To determine this, two criteria can be used to
test the comprehensiveness of teacher education

programmes as followed in KwaZulu Colleges of Education currently.

The two basic criteria are namely, the didactic criterion and the administrative criterion. These are distinguishable but not separable. For instance, this study observes that management and administration are basically inherent features of all the activities teachers engage in, in schools. This includes even the activity of teaching.

The didactic criterion implies that the teacher's competence is considered in terms of his teaching alone, whereas the administrative criterion has to do with assessing the teacher's competence on the basis of how good he is as a manager and administrator of a school and all that goes on in school.

This study is of the view that principals of schools are a special type of managers, administrators and leaders. It is therefore imperative that they should be prepared specifically for these roles. In other words, it is not enough to assume that once a person has acquired teacher training he has automatically also acquired the necessary training for

principalship. That would mean that the task of principalship and all the complexities of running a school are seriously underestimated.

3.1.4 The Significance of a Comprehensive Teacher Education Programme

The significance of a comprehensive teacher education programme lies in the manpower input. This is viewed in the light of the needs of the education system in which college graduates will eventually serve both as ordinary classroom teachers as well as some special kind of managers and administrators in a variety of ways. This view has been emphasised in paragraph 1.7 above when the rationale for this study was highlighted.

The following section (paragraph 3.2) deals with educational management as an essential component of teacher education programmes. The significance of a comprehensive teacher education programme will become evident as this section is discussed.

3.2   EDUCATIONAL MANAGEMENT AS AN ESSENTIAL COMPONENT
          OF TEACHER EDUCATION PROGRAMME

3.2.1   <u>Need for a Common Core of Knowledge</u>

Hoyle (1986 : 1) states that one of the criticisms levelled against teacher education in Great Britain is that there is so little agreement about what ground should be covered in courses at various levels. South Africa with its segregated systems of education and of teacher education in particular, is no exception to this. One assumption behind this research is that there is a common core of knowledge, skills and procedures that all teacher-trainees should be exposed to. This chapter specifically attempts to map out such a territory.

3.2.2   <u>Public Administration as a Universal Practice</u>

In highlighting educational administration as an essential component of teacher education and training, Cloete (1989 : 1) states that public administration (and this includes school administration) is a universal phenomenon which consists of numerous activities involved in the day-to-day work of public functionaries engaged in a multiplicity of activities like school educational activities.

Against this background Cloete (1989 : 1) further
states that the manner in which public
administration is performed affects the quantity
and quality of the services which public
institutions like schools provide to people. This
implies that, in any particular country, state or
region, the quality of the public administration
will largely determine the quality of community
life.

Therefore it is essential that teachers as public
functionaries should perform their work with
honesty, zest, insight and skill.

3.2.3   **The Contribution Colleges of Education can make**

To ensure that the administration of a school is
undertaken in a knowledgeable and rational manner,
teacher training colleges should play a more
positive role in educating and training a teacher
and administrator who can equitably match this
ideal. This has implications for the nature and
content of the Teaching Science syllabus. For
instance, there needs to be a clear indication
that the course content of the Teaching Science
course does indeed embrace the management-didactic
criterion alluded to in paragraph 3.1.3 above.

Educational management should be included as an essential component of teacher education and training because the nature of a school system is such that teachers are essentially required to play the role of teacher and manager at the same time. The current Teaching Science syllabus does not seem to lay significant stress on the latter.

Certainly, teacher militancy has become one and forever the hallowed images of teaching as a missionary profession.

True indeed is the scepticism of many as to the value and benefits obtainable from schools, given their political legacy, experienced periods of unprecedented promises and short deliveries.

These and many other issues magnify the need for administrative empowerment for our future teachers so that they can understand the complexities of modern administrative roles and procedures. We need people who can cope with the new dimensions in educational management. This research is intended to be one of the right steps in that direction despite the many challenges that face teacher education in general.

3.3   SOME CHALLENGES FACING TEACHER EDUCATION

3.3.1   The Need for Conceptual and Objective Data

There is a general assumption that general experience in teaching prepares one for management or administrative roles such as principalship. Put differently some education authorities assume that if one is a good classroom teacher, one will necessary be a good school principal. A counter view to this highly speculative and fallacious assumption is expressed by Bogue (1985 : 18) when he says that:

> I place high value on learning from experience. In fact, experience may be the most frequent mode of learning for administrators. If good habits are formed by practice, the way to become a good administrator is to administer. But bad habits also, are formed through practice, thus, bad administration is also developed through experience.

In the context of this discussion the above quotation suggests that, to avoid the strong element of chance implicit in the quotation, we better face a conscious and deliberate challenge

of specifically educating and training teachers
for the work of managing and administering
schools. This does not allow, nor leaves anything
to chance and dangerous speculation implicit in
Bogue's quotation. This suggests that as
professionals we should also attend to the
conceptual and objective data in order to put
ideas in the service of improved performance.

3.3.2 Participation in Politics

One of the most serious challenges that faces
teacher education nowadays is the question of
whether or not teachers as civil employees should
be allowed to participate in politics? If so, to
what extent?

Zondi (1991 : 12) asserts that these are pertinent
questions to ask because some Trade Unions and
Staff Associations, whose responsibilities are
generally the negotiation of better conditions for
their members in the civil service, have become
politicised. However, the existence of such
organisations is fairly justifiable. It is
justified by the fact that in the performance of
their daily duties civil servants are actually
executing policy based on some principles or

ideology. In this regard Zondi (1991 : 13) cites
the South African situation where the ruling party
for instance, advocates a policy of separate
development which became the educational policy
for the country. This puts us in a situation
where teachers necessarily have to teach pupils of
their own race group. A decision based on purely
political considerations rather than educational
considerations.

On the basis of the above scenario this study
acknowledges that:

- the participation of civil servants in the
  implementation of policy implies involvement in
  politics;

- when civil servants propose legislation they
  are in actual fact performing a political
  function;

- all policies are influenced by political
  considerations;

- in terms of the Republic of South Africa Public
  Service Act 1984 the civil servants' use of
  their position in the civil service to promote

or to prejudice the interests of any political
party amounts to misconduct.

However, Zondi (1991 : 13) notes that the same Act
makes provision for civil servants to join
political parties, to attend meetings and to serve
on management committees of parties of their
choice. Civil servants are, however, prohibited
from making political speeches, distributing
political documents and chairing political
meetings.

The uncertainty raised by the abovementioned view
shows that the question of political neutrality or
vice versa poses as a serious challenge to teacher
education institutions who still need to educate
teacher-trainees anyway.

3.3.3   Socio-Political Realities facing Teacher Education

An abridged definition of a profession may be
given as, a calling requiring specialised
knowledge and extensive preparation for meeting
its own established standards. It exalts service
above personal gains. It maintains a strong
organisation for advancing its principles and
purposes (Dull 1981 : 89). The above definition

lays good ground for this research to argue that even principals of schools need to be equipped with specialised knowledge and skills. This would provide principals with the necessary mastery of various administrative procedures.

Hannekom et al (1986 : 84) and Dull (1981 : 89) identify twelve characteristics of a profession. One of these relates to acknowledgement that a profession recognises the need for its members to conform to high standards of ethics and professional conduct set out in a published code of ethics.

Mkhize (1991 : 1) observes that in the light of the above, professional values will therefore be typified by honesty, expertise, responsibility and accountability to the profession, its members, the public and political leaders.

The picture as depicted above, shows that teachers are inevitably faced with the dilemma of having to maintain efficiency as demanded by their profession, while on the other hand, they have to remain receptive and responsive to their social, economic and political milieus. More often than not, the environmental factors do infringe upon their professional judgements and behaviours. The

ability to remain within professionally acceptable limits becomes their major challenge in this regard.

Political participation or neutrality is one of the challenges facing teachers of our times. Teachers are expected to remain neutral in a highly politicised and emotionally charged environment. Experience shows that pupils themselves, let alone teachers, do become members or supporters of certain political parties. Some of these may be strongly opposed to the prevailing policies.

The politics-administration dichotomy presented above reveals that teachers have a two-fold function. For example, the very nature of their work entrenches them in a situation where they could be perceived as implicitly or explicitly advancing their own political ends.

On the other hand, they are basically expected to offer teaching and education. This goes hand in hand with the requirement that they should be able to do everything possible to organise the school

so that teaching and learning become optimally possible.

Mkhize (1991 : 1) further emphasises that "although teachers have to perform a dual function, they remain educators, administrators and professionals, and not politicians, political agents or representatives of any political party". The educational scenario as perceived by this investigation is not favourably predisposed to that breed of teachers.

However, this study holds that to be relevant and efficient professionals, teachers must have a proper understanding of the environment within which they have to practice as professional teachers and principals of schools. Their approach to politics should remain compatible with professional and educational aims and objectives. This research calls for teachers who are professionally and administratively wise and well-informed. A challenge to be met by colleges of education.

The reality of our times is that there is no room for teachers who are politically ignorant in the practice of their profession. Everything being

equal, it is undoubtedly colleges of education that should educate, train and produce this type of a teacher.

3.3.4 Courses Offered

A challenge that faces education is that it takes great care that the courses provided by colleges of education do in fact meet the challenges of the future. That is, the content of such courses should be comprehensive enough to be able to produce a balanced teacher. This suggests that teacher training institutions should provide sufficient candidates who comply with the requirements for a trained teacher, administrator and manager. This ideal should be closely monitored from time to time so that necessary updating of curricula can be effected in time.

In similar vein, this study notes with interest that the process of change in South Africa is indeed irreversible. However, it is difficult to say exactly what the final blueprint will be. Change brings uncertainty, and as far as teacher education and training in KwaZulu is concerned, it is important to note that effective and efficient

school management will continue to be a requirement for proper rendering of services.

So too, will the challenge for effective and relevant teacher education and training programme. Probably this is the only way to ensure a teacher training programme that can meet the challenges of the future.

3.4 ADMINISTRATIVE PROCEDURES

3.4.1 Need for Suitable Educational Preparation

Efficient administration depends largely on provision and utilisation of personnel with suitable educational preparation. Nowadays, work situations continually make high demands on incumbents. The emphasis falls on specialised knowledge and skills. Teacher education institutions are inevitably faced with similar demands.

3.4.2 Pressures exerted on school personnel. Hannekom et al (1986 : 78) and Koontz and O'Donnel (1972 : 417) agree that schools like all other organisations exist and operate in a variety of

contexts and milieus. All of which directly or indirectly exert certain pressures on personnel members.

In the light of the above this investigation believes that learning and mastering effective administrative procedures is a prerequisite for effective and efficient administration. For instance, Cloete (1981 : 165) and (1989 : 162) argues that the goal-oriented nature of organisations like schools necessitates that persons should unite their activities in an orderly manner. The objective being the optimal attainment of goals.

3.4.3   Prescription versus Procedures

Prescriptions differ from procedures in that the former are directives as to what must be done, whereas the latter refers to the consecutive steps that must be followed in accomplishing a task (Brynard and Bain 1987 : 4). This study views procedures as prerequisites for safeguarding administrative actions. The view that procedures are merely tediously restrictive and time consuming is not entertained by this research.

3.4.4 <u>Procedures as part of one's daily routines</u>

This study presumes that every organisational member like a teacher or a school principal has to perform a particular function according to a particular set of procedures. In this regard, Brynard and Bain (1987 : 4) maintain that it is up to every official not only to apply but also to improve those procedures that form part of his daily work routine. However, this research argues that to be able to display the necessary degree of creativity implicit in the above views a sound theoretical knowledge is essential. This can be provided by effective pre-service and in-service education of teachers, particularly principals of schools. Every teacher can contribute significantly to improving the quality of service by, <u>inter alia,</u> critically examining the procedural prescriptions applicable to his or her particular work sphere.

3.4.5 <u>Research Premise</u>

This research centres on the premise that procedures exist and that they are unavoidable and even indispensable. With this as our basis we

shall explain why administrative procedures are essential in educational administration.

3.4.6 Central objective for the Study

One of the main objectives of this research is to show by means of empirical evidence that colleges of education in KwaZulu and elsewhere must take significant steps towards educating and training prospective teachers and principals of schools in the mastery of effective administrative procedures.

3.4.7 Distinction between Concepts

Brynard and Bain (1987 : 7) state that procedural codes refer to the written formulation of procedures, whereas the study of procedure embraces, first the examination and definition of the steps taken in executing a particular task, and secondly the scientific systematisation of these steps. The purpose of such systematisation is to reduce the number of steps required for a particular task, to the minimum.

3.4.8   Relationship between Dictates, Prescriptions and
         Procedures

In paragraph 1.3.3 above, Marais (1948 : 8)
explains how a dictate relates to a procedure. In
a similar vein Brynard and Bain (1987 : 7) stress
that it needs to be made abundantly clear to
teacher-trainees that there is a fixed
relationship between a prescription or dictate and
a procedure. However, this investigation is
concerned with administrative procedures and not
with prescriptions or dictates per se.

Nevertheless, the latter may have to be amended as
a result of changes in procedure. In the final
analysis procedures are the touchstones for
determining the effectiveness of prescriptions or
dictates. Therefore what concerns us here is
procedure, that is, the sequence of steps
necessary for performing a task.

3.4.9   Reasons for the Existence of Procedures

Procedures are the consecutive steps that are
taken in order to perform a particular task. This
implies that there is a specific procedure for
every conceivable human task. This suggests that

no task can be performed without taking certain steps in a certain order. In line with this view, Cloete (1989 : 162) maintains that naturally, when an individual or group of individuals are confronted with a completely new task, they devise a method of accomplishing that task. Consequently work procedures come as natural responses to such task situations.

3.4.9.1   Procedures therefore exist simply because no task can be performed without a sequence of steps

However, Brynard and Bain (1987 : 8) assert that naturally a particular task need not always be the same. But given the nature of the task, one is compelled to take specific consecutive steps in a particular order. For example, an empty kettle is not heated and left on the stove for, say, ten minutes then filled with water before one proceeds to heat the water.

3.4.9.2   To avoid chaos and the futility of an exercise, man is naturally forced to consider and to follow some form of procedure.

3.4.9.3   There is a fixed relationship between the objective and the (orderly) way in which tasks are performed in order to achieve it. This shows that procedure does not exist in isolation, but focuses on a predetermined goal.

3.4.9.4   The raison d'etre of procedures is that they are for the good of man. This "common good" can be more specifically described as the safeguarding of the rights of both the public and the organisational official. The process of protecting the rights of both the public and the public functionary operates to the good of both (Brynard and Bain 1987 : 9).

The line of thought pursued by this research is that learning and mastering administrative procedures underlies the efficiency and effectiveness of a school as an organisation. Thus it goes without saying that teachers-to-be, should be thoroughly educated and trained in administrative procedures without which schools as complex organisations cannot be run successfully.

3.4.10 <u>Necessity for Procedural Codes</u>

Cloete (1989 : 162) maintains that schools as organisational settings with a clear mission and objectives would do no less than establishing and judiciously adhering to appropriate work procedures. In the context of this investigation, the above view essentially relates to the task with which colleges of education in KwaZulu are faced. For example, to educate and train teachers not only as effective and efficient classroom teachers but also as efficient managers and administrators of schools.

3.4.10.1 Work procedures are essential so as to ensure uniformity in the execution of standard tasks. For instance, although a school may comprise a number of different departments there will always be those tasks that are common to them all. These may include, the purchase of supplies, staff matters, use of furniture, telephone, school vehicle etc.

3.4.10.2 A school as an educational institution, is essentially a public institution. It admits pupils for the sole purpose of educative teaching.

This is its specialised task which it undertakes to perform on behalf of the general public. The public has regular dealings with the school. It is at this level that procedural codes are essential. Brynard and Bain (1987 : 10) stress that the public should be informed of the administrative procedures which obtain in respect of, for example:

- admission of pupils;
- appointment of staff;
- use of funds, etc.

If procedures are to be changed the public should be informed about this beforehand.

3.4.10.3   Procedural codes are essential in staff training, particularly in the case of new staff or those who are about to be transferred. Better use can be made of staff if procedures are standardised and are laid down in writing. Colleges of Education should play a significant role in this regard. This investigation is of the view that the curriculum for teacher education and training should make a deliberate effort to equip teacher-trainees with specific administrative procedures.

Of particular importance is to produce teachers who can be good classroom teachers as well as managers and administrators.

3.4.10.4   Existing procedural codes serve as a useful basis for the revision of such codes.

3.4.10.5   In schools where certain departments or sections may be geographically decentralised, procedural prescriptions become even more important because they facilitate the execution of tasks in an orderly way.

3.4.10.6   Procedural codes reflect the organisational structure of the school or part thereof. They also depict the prevailing authority relationships and lines of communication. This facilitates the delegation of tasks on the basis of written procedural codes.

3.4.10.7   A procedure that has been carried out as prescribed constitutes a legally valid action. The contrary is also true. Brynard and Bain (1978 : 11) believe that the execution of a task according to prescription and its validity are therefore closely related, and fall within the ambit of Administrative Law.

3.4.10.8   Procedures are essential because they entail elements, of accountability and lawfulness, necessary for the authenticity of administrative behaviours, actions and decisions. However the number of formal procedures should be limited because too many of them could lead to "red tape".

3.4.10.9   Differences in personalities may colour the perceptions of personnel members with regard to organisational goals and objectives, and how these could best be achieved. Procedures are therefore necessary to ensure orderly and co-ordinated actions.

3.4.10.10   The necessity for co-ordination is apparent in the previous statement. Formal procedures make co-ordination possible even in complex organisational settings. Clearly spelt out administrative procedures eliminate possibilities of duplicating and overlapping services in a school. The clearer the procedures, the easier it is to co-ordinate actions.

3.4.11   **The Place of Procedures in School Administration**

Given that each type of work basically has its own procedures, colleges of education would do well to

establish different administrative procedures and then ensure that student teachers are thoroughly educated and trained in such procedures.

To describe in detail all the different types of administrative procedures that exist would require a hefty volume, hence only those procedures required for particular tasks will be highlighted here, as a matter of example. For instance, student teachers would have to be taught about procedures pertaining to:

- pupil admission or dismissal;
- staff appointment or dismissal;
- conducting meetings;
- collection and use of school funds;
- administering corporal punishment;
- conflict resolution;
- communication;
- decision making etc.

3.4.12   **The Study of Procedure as an Essential component of Teacher Education**

Brynard and Bain (1987 : 12) maintain that procedures exist and are aimed at the efficient completion of work. This implies that every task

requires its own procedure. However, this study maintains that it is essential, but not sufficient, to know just this. The logical concern for colleges of education should be, how should the various steps required for the execution of a task be co-ordinated so as to obtain optimum results. The study of various administrative procedures should aim at achieving top efficiency in the execution of school tasks.

This research holds that efficiency is an essential condition or prerequisite, for procedure. In this context efficiency may be defined as the balance between what is necessary for the execution of a task (inputs), and the result (outputs) obtained. Teacher education and training would do no better without purposefully striving towards achieving this quality in its products. Increased efficiency is therefore achieved when the same inputs succeed in rendering more and better services. This is where procedure and especially the scientific study of procedure is so essential for prospective teachers and principals of schools.

3.4.13   <u>Some steps that may comprise an Administrative</u>
          <u>Procedure</u>

          Paragraph 3.4.3   and   3.4.4   reveal   that
          administrative procedures entail steps that need
          to be followed in a certain sequence.   But it is
          also evident that depending on the nature of the
          situation at hand,   deviation from established
          procedures may become essential for the completion
          of a given task. The latter view aligns itself
          with Fred   Fiedlers contingency or situational
          theory. This theory postulates that, as to how to
          manage a given situation or even to perform a
          given task, depends on the contingencies obtaining
          in that situation. Hence also known as   the "it
          depends theory".   This   theory holds that it
          depends on the favourableness of the situation at
          hand, as   to what and how a task   must   be
          accomplished.

          In view of the above, this study suggests that,
          in most general terms, an administrative procedure
          may compromise steps such as the following:

3.4.13.1 Statement of mission, goals and objectives: This
          will help provide a broad frame of reference which
          will give rise to the overall school policy.

School policy will in turn direct school activities and performance of tasks towards common outcomes.

3.4.13.2   Clarification of an organisational structure: This will help personnel members to understand what their structural positions and roles are in relation to the rest of the organisational structure.

3.4.13.3   Division and distribution of work: Perhaps for efficient execution of tasks, work would have to be broken down to smaller parts. These will be better understood and managed. Objectives may be better set and achieved if focus falls on smaller parts of work. Distribution of work entails sharing responsibilities on the basis of expertise and specialisation. The principle of delegation holds in this regard.

3.4.13.4   Establishment of an efficient system of reporting: The premise here is that no work can be effectively and efficiently done without some form of communication going on in the organisation. This suggests that establishing a clear system of reporting will alleviate problems of task

overlapping, omissions, and misdirected tendencies in the performance of tasks. The achievement of mission, goals and objectives stated in paragraph 3.4.13.1 above, largely depends on a proper system of reporting. Organisational members must "keep in touch" so to say. Communication is the backbone of all organisational activities.

3.4.13.5   Establishment of co-ordinating procedures: This ties up with paragraph 3.4.13.4. Effective and efficient co-ordination of organisational activities is not likely to be possible without a proper system of reporting. This will help the various functionaries to know and to understand what, how and when certain tasks must be performed. As Fayol would put it, unity of action is only achievable through effective and efficient co-ordination of procedures.

In conclusion it may be stated that built-in in the above steps, are some procedural control measures. To detect whether tasks are performed according to established procedures, some form of control is essential. The principal for instance, may require that progress reports be submitted to him at certain stipulated intervals, for example weekly, monthly or quarterly. The objective would

be to ensure that the adopted plans and procedures
stay on course. Should there be discrepancies,
these would be corrected before it is too late.
Supervision is the right word to use with regard
to procedural control measures.

3.4.14   Conclusion

The central focus of this chapter falls on the
need for a comprehensive programme of teacher
education and training. This would ensure that
colleges of education such as those in KwaZulu and
elsewhere would be able to produce a type of a
teacher who will be a good classroom teacher as
well as a good manager and administrator of a
school. The assumption that good classroom
teachers necessarily, also make good managers and
administrators of schools, is not cherished by
this study.

This chapter attempted to spell out that teacher
education should be approached in a comprehensive
manner. This means that the teacher education
curriculum should include more than merely
preparing prospective teachers to know what
subjects to teach and how to teach them. As it

has been repeatedly emphasised in this chapter. the comprehensive approach includes the learning of administrative theories and practices about schools as organisations.

In the next chapter a description of how data was collected and analysed will be given.

CHAPTER FOUR

4.   EMPIRICAL INVESTIGATION: COLLECTION, ANALYSIS AND
        INTERPRETATION OF DATA

4.1   INTRODUCTION

The aim of this chapter is to show how research
data was collected, analysed and interpreted. As
mentioned in paragraph 1.9, data was collected by
means of a questionnaire. The questionnaires
consisted of closed and open-ended questions.

Besides some shortcomings that most researchers
would associate with a questionnaire, the
researcher felt that, the questionnaire was
however, the most suitable and relevant tool to
use in collecting data for this investigation. In
this regard Mouly (1970 : 242 cf paragraph 1.9.2)
states that although the questionnaire may have
certain weaknesses, it remains however, the most
widely used technique in normative research. The
use of a questionnaire was justified by its
ability to allow wide coverage with the minimum
effort, financial expenditure and time
consumption. In this way it afforded greater
validity and reliability in results, because it

was able to elicit more candid and objective responses because of its impersonality. Mrwetyana (1983 : 1115) in Ndlala (1985 : 52) concurs with the above view by saying that the questionnaire seems to be the best tool to use in instances where not all respondents are within easy reach in any given target population. It was, for similar reasons and considerations that the questionnaire was used in this research.

4.2   PRETESTING THE QUESTIONNAIRES

In paragraph 1.9.3 above, the value of pretesting the questionnaire, also known as pilot study was mentioned. In consonance with Tuckman (1978 : 15) and Allen (1975 : 44), Goode and Hatt (1959 : 147) contend that a pilot study is launched as a preliminary step to avoid erroneous and insignificant hypotheses. Its main objective is to detect possible weakness relating to ambiguity due to poor morphological formulations.

Mrwetyana (1983 : 122) as cited by Ndlala (1985 : 52) listed the following points to highlight the significance of pretesting questionnaires, namely to:

- provide a trial run of the questionnaire as a data collecting tool;

- determine whether any amendments are needed;

- identify problems encountered by the respondents in the handling of the questionnaires; and

- to determine whether the respondents could complete the questionnaire within a specified time limit.

With the above considerations in mind, two of the twelve colleges of education in KwaZulu were randomly chosen and used for a pilot study. This included college lecturers who teach the course known as Teaching Science. Four questionnaires were completed and returned.

The second set of questionnaires was administered to ten principals of schools in the Mehlwesizwe Circuit. This was done because the researcher wanted to avoid using principals of schools in the Hlabisa Circuit because these were going to be used in the actual sample.

The sample consisted of 132 principals of schools.
School levels and types varied amongst the
following:

- Lower primary schools = 55
- Higher primary schools = 25
- Combined primary schools = 24
- Junior Secondary schools = 17
- Senior Secondary schools = 11
  TOTAL = 132

The suitability of the questionnaire for Teaching
Science Lecturers and School Principals was
determined by analysing the results of the pilot
study. The following flaws were discovered and
corrected:

4.2.1 Length of the Questionnaire

The length of both sets of questionnaires did not
change significantly after the analysis. However,
item 1.7 was split into items 1.7 (a) and 1.7 (b)
for better clarity.

4.2.2 Wording of certain items

Some respondents experienced difficulty in
responding appropriately to items 1.4.1, 1.4.2 in

Appendix B and to items 1.7.1 and 1.7.2 in Appendix A. These items had to do with one's major subjects and discipline. The apparent ambiguity in these terms was eliminated by means of providing some examples.

4.2.3   Elimination of certain items

No items were eliminated on grounds of irrelevance or lack of clarity. This may be attributed to the scrupulous planning and checking of the questionnaire during the time of drafting.

4.3   THE FINAL DRAFT QUESTIONNAIRE AND ITS ADMINISTRATION

Having conducted the pretesting of questionnaires, necessary modifications were effected, e.g. (paragraphs 4.2.1 and 4.2.2.) The two sets of questionnaires were then drafted in their final form.

Both the above sets of questionnaires consisted mainly of closed questions. These were chosen because of their ability to produce quick and short responses. However, to make up for their apparent weakness of limiting and directing the

respondent, space was left at the end of each questionnaire for respondents to give additional information, or to make some comments. Most respondents used this opportunity quite effectively.

4.4   REASONS FOR CHOOSING THE HLABISA CIRCUIT

The Hlabisa Circuit is situated about 100km away from the University of Zululand. As such it has a good mix of University graduates and college graduates who are principals. This has great significance for the study which aimed at finding out how the current teacher education programme actually prepares teacher-trainees for administrative roles and procedures. The Mehlwesizwe and Nseleni circuits were not regarded as good choices for a target population because they lie very close to the University. As such University graduates would exceed college graduates. This would not be in the best interest of this study, whose central focus falls on colleges and the quality of their product, especially from an administrative perspective.

4.5   RESEARCH FINDINGS

In paragraph 1.10 it was said that data analysis was accomplished by making use of the computer programmes. These were chosen purely on the basis of their ability to afford the researcher quick and accurate computation of data. What follows now are the findings that the researcher arrived at. These were based on the two sets of questionnaires namely:

4.5.1   **Questionnaires from Teaching Science Lecturers**

4.5.1.1   **Age Distribution**

The sample of Teaching Science lecturers consisted of 16 respondents. It was found that 31% of the respondents were males and 69% were females.

It was also found that the majority of Teaching Science lecturers were between 20 and 39 years old. This constituted 74% of all the respondents in this age category. Only a small percentage namely 26% of the respondents were above 39 years old.

The significance this has for the study is that it revealed that most Teaching Science lecturers were fairly young persons. This presumed that their teaching experience too may be relatively limited. This is illustrated in Table 4.1 below.

Table 4.1

AGE DISTRIBUTION OF RESPONDENTS

AGE IN YEARS	NUMBER	PERCENTAGE
20 to 29	1	6
30 to 39	11	68
40 to 49	2	13
50 to 59	2	13
60 and above	-	-
TOTAL	16	100

Table 4.1 shows the distribution of the age of the respondents in years. As shown in the table, of the sixteen respondents, twelve reported that their age was between thirty and thirty nine years old, while on the other hand, only 4 respondents said that their age was above thirty nine.

4.5.1.2   Teaching Experience

The empirical data revealed that 50% of the Teaching Science lecturers had only taught this course for not more than four years. A significant 18% of the respondents reported that they had only taught this course for less than two years. This showed that there was a serious lack of matured Teaching Science Lecturers and this may have negative effects on the quality of teachers and administrators being produced. Age distribution is shown in table 4.2 below.

Table 4.2

EXPERIENCE IN TEACHING

EXPERIENCE IN YEARS	NUMBER	PERCENTAGE
Less than 2	3	18
2 to 4	8	50
5 to 6	2	13
7 to 9	2	13
10 and above	1	6
TOTAL	16	100

Table 4.2 above shows that 50% of the respondents had only taught the subject for not more than 5 years. This reflects negatively on the depth and

intensity of their teaching experience so
essential in teacher education and training.

4.5.1.3   Academic Orientation of Teaching Science Lectures

It was found that the majority of the Teaching
Science lecturers were suitably qualified
academically for the work they were doing e.g 50%
of them had full bachelors degree while 31% were
in possession of an honours degree. They were
also suitably qualified professionally because
most of them had a B Ed degree and U Ed or an
equivalent thereof e.g 50% and 18% respectively.
This is represented graphically in figure 4.1 and
4.2 below.

Figure 4.1

RESPONDENTS ACADEMIC QUALIFICATIONS

FIG. 1: ACADEMIC QUALIFICATION
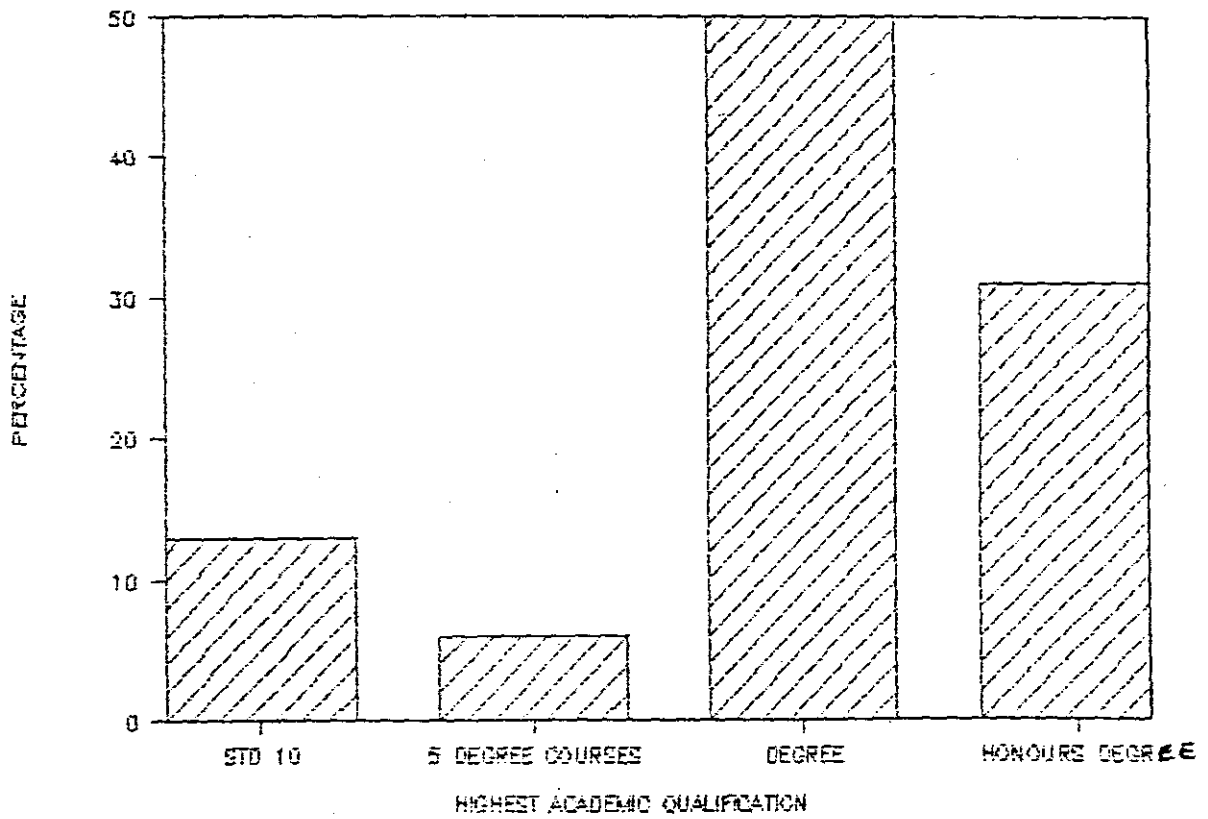
Figure 4.2

RESPONDENT´S PROFESSIONAL QUALIFICATIONS

FIG. 2: PROFESSIONAL QUALIFICATION
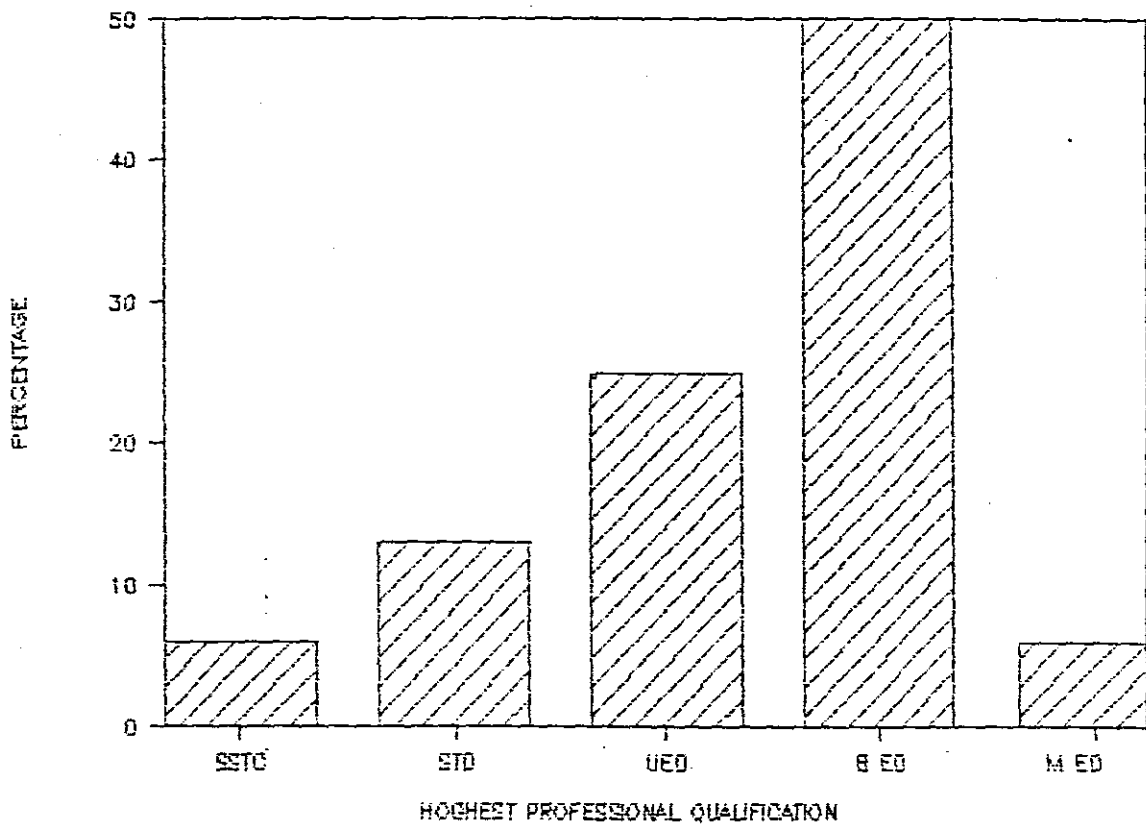
respondents with regards to stating their discipline. To some this was taken to mean the discipline in which they were as Teaching Science lecturers in service, whereas the question referred to their disciplines in terms of their qualifications. The source of this confusion was attributed to the fact that in some cases lecturers are requested to teach courses for which they do not possess any specific qualification.

This is evidenced by the apparent disparity between 43% respondents who reported that their major subjects related to education and 75% who reported that their discipline was education.

4.5.1.4   Management Orientation of Teaching Science
           Lecturers

The majority of the respondents i.e. 68% reported that they had done management as a course. However, only 25% of the respondents reported that they also had some other additional qualifications in educational management. This revealed their suitability as Teaching Science lectures which also includes a specific component of school management and control. An even smaller percentage of lecturers i.e. 18% reported that they possessed certain certificates related to management. This showed that not enough is being done by education authorities towards improving lecture's competence in their fields of specialisation. This has implications for the student teachers who qualify under such lectures.

4.5.1.5   <u>Management Preparation while In-Service</u>

The majority of the Teaching Science lecturers
i.e. 63% reported that they had had an opportunity
to attend seminars and in-service courses related
to educational management. Of these, 38% had
attended up to two occasions while only 18% had
attended up to four times.

Since the majority of Teaching Science lecturers
had not taught this course for more than four
years it is understandable why the majority of
them 38% had only attended seminars and in-service
courses for not more than two times. This
indicates a weakness which, may also affect the
quality of their teaching. Table 4.3 below shows
this clearly.   .

<u>Table 4.3</u>

<u>ATTENDANCE OF SEMINARS AND IN-SERVICE COURSES</u>

FREQUENCY	NUMBER	PERCENTAGE
Once	1	6
Twice	6	38
Thrice	1	6
Four times	-	-
More than 5 times	2	13
Not Applicable	6	37
TOTAL	16	100

4.5.1.6   The Teaching Science Course

Most of the colleges of education in KwaZulu i.e.
88%, have an output of between 0 - 399 new
teachers every year. This probably indicates the
number of new teachers who join the teaching
profession every year.   These get absorbed into
school systems and   inevitably are expected to
perform both   the   functions   of teaching and
administering school   affairs   in   one way or
another. Some   of   these   get   promoted   to
principalship sooner than one would have expected.

Most respondents also agreed that the Teaching
Science course is a compulsory course for all
teacher-trainees. It is included in each of the
three years of study.   As such it stands a good
chance to achieve the ideals held by this study.
Table 4.4 below shows the output rate of various
colleges in KwaZulu.

Table 4.4

NUMBER OF GRADUANTS EVERY YEAR

NUMBER OF GRADUANTS	NUMBER	PERCENTAGE
0 to 399	14	88
400 to 599	1	6
600 to 799	-	-
800 to 999	1	6
1000 and above	-	-
TOTAL	16	100

Table 4.4 above shows most of the teacher education colleges in KwaZulu produce an average of 300 - 400 graduates every year. This is indicative of the possible number of new teachers who enter the profession every year. Their roles will inevitably comprise both teaching and administrative functions.

4.5.1.7   Respondent's Views in Respect of Items 2.4, 2.5 and 2.8

The majority of the Teaching Science lecturers responded positively to the above items i.e. 88%, 100% and 69% respectively. This shows that most Teaching Science lecturers concurred with the view held by this investigation namely, that the programme of teacher education and training should

strive at maintaining a fair balance between teaching competence and administrative competence of a teacher because the nature of the school system demands this duality from a teacher.

4.5.1.8 **Responses to the adequacy of the Teaching Science Syllabus**

The majority of the respondents clearly expressed their views about the adequacy of the Teaching Science syllabus. This is shown in Table 4.5 below.

Table 4.5

NEED TO MODIFY PRESENT SYLLABUS

NATURE OF RESPONDENTS	NUMBER	PERCENTAGE
I agree	12	75
Uncertain	3	19
I disagree	1	6
TOTAL	16	100

Table 4.5 showed that 75% of the respondents agreed that the Teaching Science syllabus needs to be modified so that it exposes student teachers to a fully-fledged study of educational management and administrative procedures. This supports the

central contention held by this investigation,
namely that the current Teaching Science syllabus
followed in KwaZulu Colleges of Education does not
sufficiently prepare student teachers for
administrative procedures essential for effective
and efficient school administration.

4.5.1.9   **Apparent Assumptions of the present mode of
           Teacher Education and Training**

Items 2.9, 2.10, 2.11 and 2.12 highlighted some
assumptions that are apparent in the present mode
of teacher education in KwaZulu. In the overall,
the Teaching Science lecturers agreed that the
present mode of teacher education was based on
wrong assumptions. These collectively affect
their general teacher output. This was a
significant revelation for this study whose
central concern was that the programme of teacher
education as currently pursued in KwaZulu Colleges
leaves much to be desired, especially from the
management-administration point of view.

4.5.1.10   **Responses to the question on the apparent failure
           of the Teaching Science Syllabus to address real
           Management Issues**

The responses of the majority of the Teaching
Science lecturers showed a general agreement that

the current Teaching Science syllabus does not
address crucial management issues such as,
strategies to cope with staff and pupil militancy,
personnel management skills, financial management,
conflict resolution strategies, staff development
techniques, communication skills, leadership
skills and styles, philosophies, approaches,
theories and management principles - all of which
are fundamentally essential to informed and
efficient school management.

Sixty nine percent (69%) of the Teaching Science
lecturers agreed that the current syllabus makes
no provision for student teachers to learn about
certain legal aspects of school management and the
various processes under-girding the day-to-day
school activities. Research evidence also showed
that most of the Teaching Science lecturers were
of the view that the current Teaching Science
syllabus fails to address real management issues.

Evidence of this was borne by 75% of the Teaching
Science lecturers who reported that equal emphasis
should be laid on both the didactic as well as the
administrative competence of a teacher.

4.5.1.11   <u>Some views from Respondents regarding Teacher
            Education and Training</u>

The views that were given by some respondents
revealed their concern about teacher education and
training in KwaZulu. Among other things, they
pointed out that teacher education should equip
student teachers with information pertaining to
the teaching profession, for example, the role of
the teacher, as guided by the conditions of
service which must be updated from time to time.

Table 4.6 below shows some of the views that were
given by some respondents included in the sample.

Table 4.6

SOME VIEWS OF THE RESPONDENTS

SOME OF THE VIEWS OF THE RESPONDENTS	NUMBER	PERCENTAGE
Teaching Science Course should be restructured	5	33
Conditions of Service are outdated	1	6.7
Student teachers should be equipped with information regarding the profession	1	6.7
Teaching Science periods should be increased in order to make room for practicals	1	6.7
More issues included in course will confuse student	1	6.7
The present syllabus is adequate	1	6.7
The abovementioned skills can only apply in practical situations	1	6.7
No response	4	27
TOTAL	15	100

Table 4.6 above shows that 33% of the respondents reported that the Teaching Science courses should be restructured in some way. This indicates their awareness of the inadequacy of the current Teaching Science course as offered by Colleges of Education in KwaZulu.

Their views showed a significant relationship with those advocated by this research.

The above analysis relating to the Teaching Science lecturers shows that shortcomings do not only exist in respect of the Teaching Science course alone, but also in respect of lecturers who offer the course. Such observations are significant for the study. They will enable the researcher to make informed recommendations at the end. The second set of questionnaires was directed to school principals.

4.5.2   Questionnaires from School Principals

4.5.2.1   Age Distribution

The sample of school principals consisted of 72 school principals. This constituted 55% of the total sample. It was found that 57% of the principals were between 40 and 59 years old. A significant 36% showed that some school principals were between 30 and 39 years old. Table 4.7 below illustrates the age distribution of school principals.

Table 4.7

AGE DISTRIBUTION OF RESPONDENTS

AGE IN YEARS	NUMBER	PERCENTAGE
20 to 29	1	1
30 to 39	26	36
40 to 49	23	32
50 to 59	18	25
60 and above	4	6
TOTAL	72	100

Table 4.7 above showed that although the majority of the respondents were old enough to serve as school principals, a reasonable number of teachers i.e. 36% did get promoted to principalship at a fairly young age. This showed that some teachers got promoted to principalship even before they could be said to have accumulated a sizeable teaching experience. This nullifies the experience criterion generally considered when appointments to principalship are made. This leaves us with a number of questions to ask with regard to the valued criteria for one's appointment into a position of principalship.

4.5.2.2   Teacher's Academic Qualifications versus the
           School Category

To find out whether any significant relationship
existed between   the   principals   academic
qualifications and the category of school he or
she heads, these two variables were crossed. It
became clear that there was a significant
relationship between the two variables. For
instance, 72% of the school principals included in
the sample were heads of primary schools without
any university degree, whereas only 4% of the
principals included in the sample reported that
they were heads of secondary schools and that they
were in possession of some university degree.
Table 4.8 below depicts this discrepancy.

Table 4.8

TEACHER QUALIFICATIONS VERSUS SCHOOL CATEGORY

	NO DEGREE		DEGREE		TOTAL	
	NO.	%	NO.	%	NO.	%
Primary School Teachers	52	72	5	7	57	79
Secondary School Teachers	3	4	12	17	15	21
TOTAL	55	76	17	24	72	100

The above table showed that only a small
percentage of the school principals were suitably

qualified for the position of principalship. This
is significant for this study whose view is that
the current programme of teacher education and
training as offered by KwaZulu Colleges of
Education does not acknowledge the ultimate role
of principalship a teacher trainee may have to
play in his/her career as a teacher.

4.5.2.3 <u>School Categories</u>

Figure 4.3 below is a graphical presentation of
the various school categories in Hlabisa Circuit.

FIG. 3: SCHOOL CATEGORY
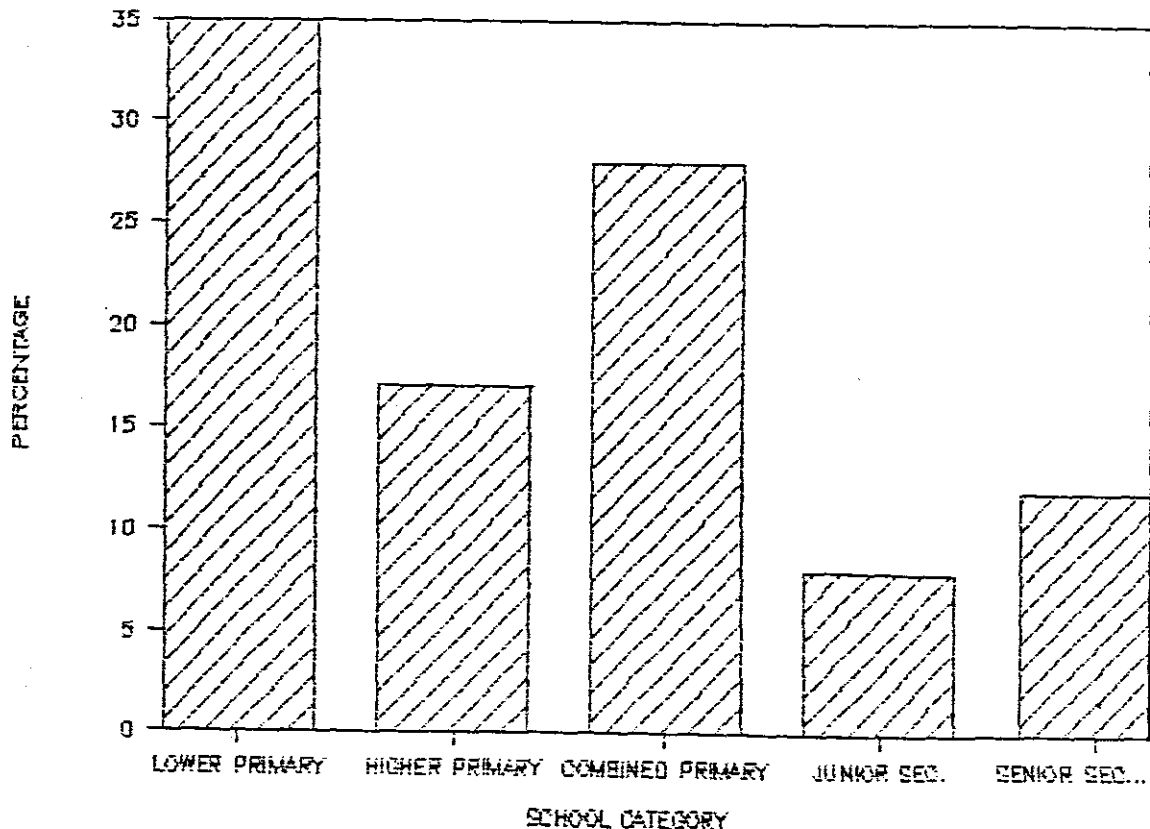
The graph in figure 4.3 shows that the majority of schools are primary schools. This has some significance for this study because it assumes that some connection exists between the type of a school one heads and the qualifications possessed by the incumbent. The category of school presumably has something to do with the type of problems, challenges and demands that will characteristically accrue from the type of incumbents. These problems may relate to their needs which are compatible with their level of development, socially, politically, etc. The total number of pupils enrolled in a school virtually determines the size of the school. The size of the school will in turn determine the number of teachers to be employed. The role of the principal inherently entails taking charge of both the pupil and the teacher component of a school. Teachers seem to be acknowledging this fact. The size of schools in the Hlabisa Circuit is shown in figure 4.4 below. This only shows pupil enrolment per school.

Figure 4.4

PUPIL ENROLMENT

FIG. 4: PUPIL ENROLMENT
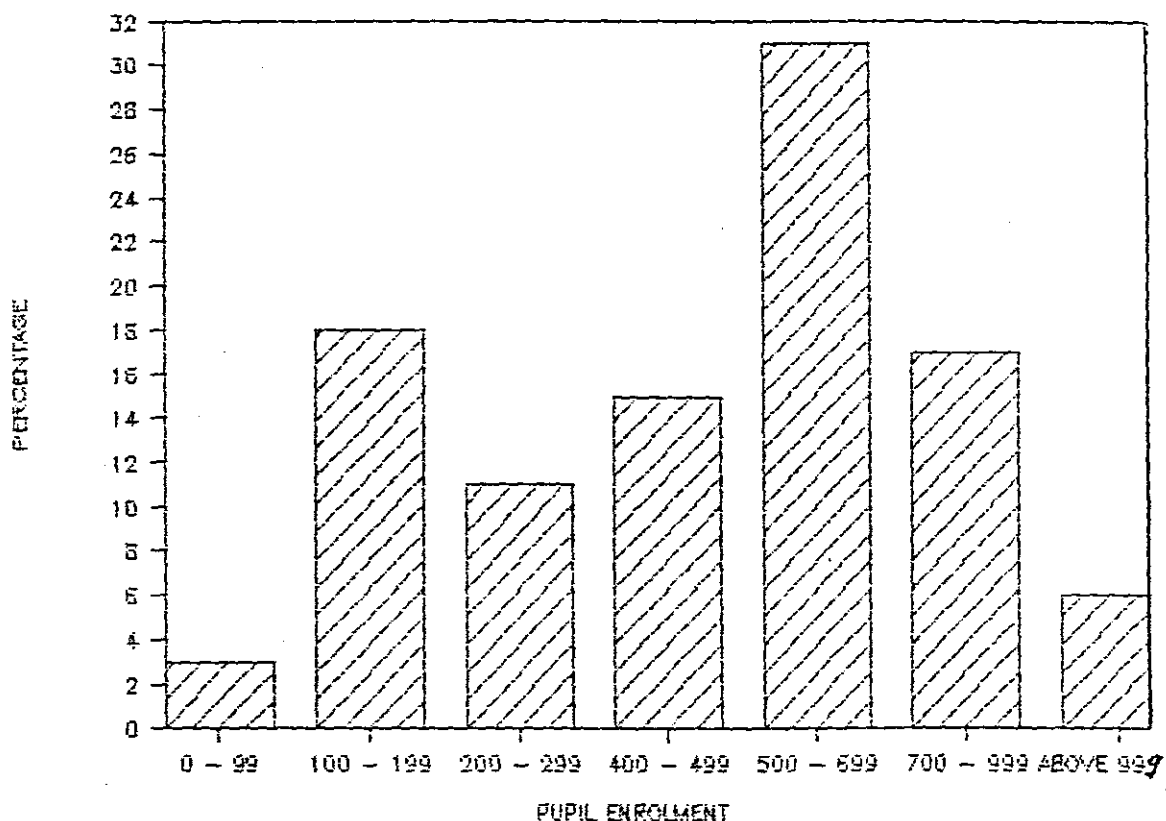
Figure 4.4 shows that the average pupil enrolment per school was reported to be between 500 to 1000 pupils. This was indicative of the complexities and problems that school principals sometime had to put up with. Undoubtedly, therefore, school

principals must be prepared for administrative tasks. This will enable them to cope well with a variety of intricacies and problems involved in managing a school, no matter how big or small that school is. This investigation acknowledges that besides the pupil component of a school, principals also have to contend with the staff component. The bigger the staff is, the bigger the administration challenge is. Figure 4.5 below shows the number of teachers in the various schools in the Hlabisa Circuit.

FIG. 5: NUMBER OF TEACHERS IN SCHOOLS
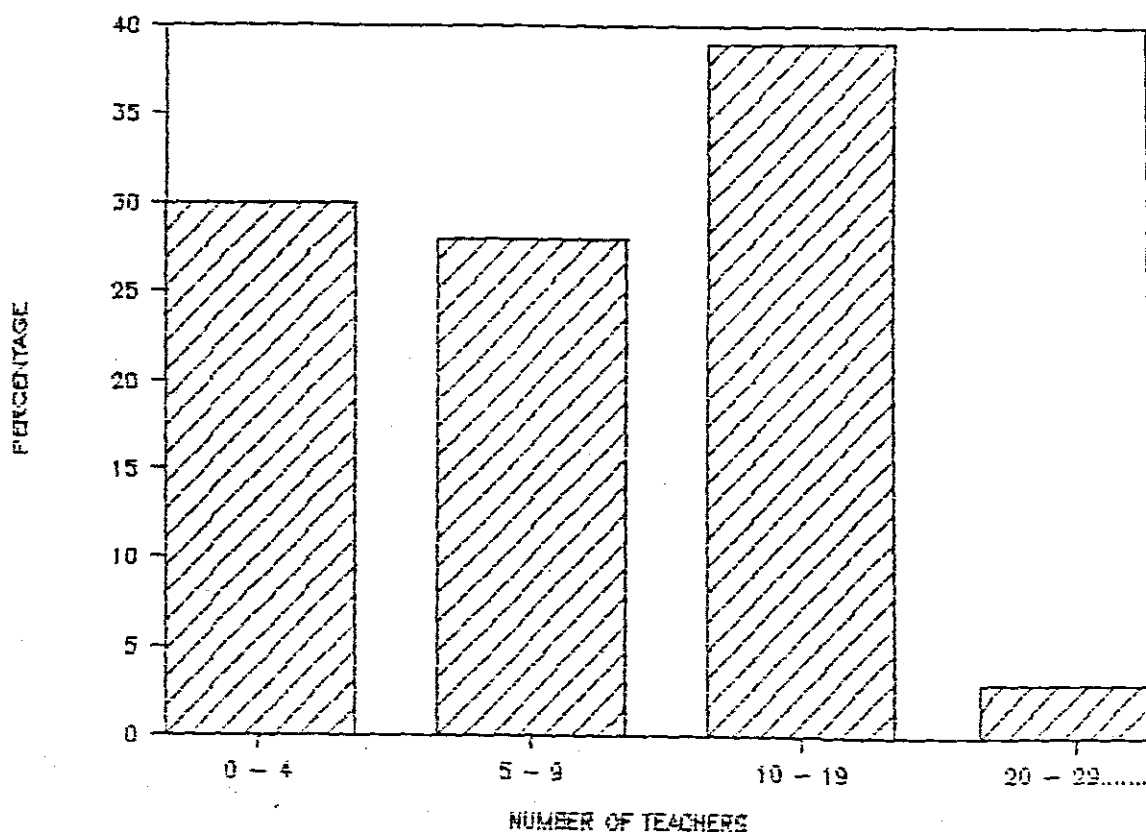
Figure 4.5 above shows that 39% of the school principals in the sample reported that they had between 10 - 20 teachers on their staff. The bigger the staff is the bigger the chances are for conflict and discord in the execution of organisational tasks. School principals need to be appropriately equipped for such challenges.

4.5.2.4 <u>Years of Experience as Principal and In-Service Courses Attended</u>

The empirical data revealed that only 28% of the respondents had been school principals for one up to five years. On the other hand, only 17% of them said that they had served as school principals for 16 - 20 years and a further 21% stated that they had served as principals of schools for more than 20 years.

However, it is interesting to note that there is no proportional correspondence between the reported years of experience as principal and the number of times seminars or in-service courses in management and administration have been attended. For instance, 40% of the respondents reported that they had attended in-service courses. This showed that 60% of the respondents had not attended any seminar or in-service course on educational

management or school administration. Of those who reported that they had attended in-service courses, 20% of them said that they had attended not more than two times, while only 12% reported that they had attended four times and only 8% of the respondents reported that they had attended in-service courses for more than five times.

This study holds that no College of Education can claim to be able to train a teacher in such a way that he comes out as a finished product. That being the case, seminars and in-service courses in management would come in handy for all ages and categories of school principals. These would have to be conducted on a regular basis.

4.5.2.5 Respondent's Highest Academic and Professional Qualifications

Items 1.7 (a) and 1.7 (b) required respondents to give information pertaining to their highest academic and professional qualifications respectively. The responses they gave have been tabulated in Tables 4.9 and 4.10 below.

Table 4.9

RESPONDENT'S ACADEMIC QUALIFICATIONS

ACADEMIC QUALIFICATION	NUMBER	PERCENTAGE
Standard 8	6	8
Standard 10	42	58
5 Courses	7	10
Degree	13	18
Honours	4	6
Masters	-	-
Doctorate	-	-
TOTAL	72	100

Table 4.9 shows that the majority of respondents were not suitably qualified academically because 58% of them reported that their highest academic qualification was Standard 10. Eighteen percent (18%) of the respondents said that their highest academic qualification was full bachelors degree, while only 6% had an honours degree. With regard to the respondent's highest professional qualifications some striking observations were made. This is illustrated in Table 4.10 below.

Table 4.10

RESPONDENT'S PROFESSIONAL QUALIFICATIONS

QUALIFICATION	NUMBER	PERCENTAGE
PTC	39	54
JSTC	7	9
SSTC	1	1
PTD	4	6
STD	12	17
SSTD	2	3
UED	2	3
B ED	4	6
M ED	1	1
TOTAL	72	100

Table 4.10 shows that the majority of the respondents had the Primary Teachers Certificate (PTC) as their highest professional qualification.

This is no longer an acceptable qualification. Twenty three (23%) of the respondents reported that their qualifications were PTD or STD. Six percent (6%) of the respondents indicated that their qualifications were SSTD and UED. The above data revealed that there are gross inadequacies in the quality of our school principals, especially from the management-administration perspective.

This has some serious implications for the programme followed by Colleges of Education in teacher preparation.

With regard to the major subjects and disciplines to which the respondents belonged, it became clear that serious discrepancies still exist. For example, 18% of the respondents reported that one of their major subjects was education, and 3% said that their discipline was education. This is understandable, if one considers the fact that 11% of the respondents reported that they had done management as one of their courses and that they possessed other qualifications in management. Most of these would be University graduates, and not College graduates who actually constituted 75% of the sample.

The above shortcomings showed that a great deal still had to be done by the current colleges of education in KwaZulu. For instance, drastic modifications in certain courses like the Teaching Science course have to be effected before one can expect to redress the discrepancies and imbalances reported above. Above 67% of the respondents indicated that their teacher education and training was received from a college of education. This confirms the relevance of this study.

4.5.3   The Importance of Administrative Expertise to
          School Principals

The majority of the respondents agreed that it was
important for   school   principals   to   have
administrative expertise.   This   was   quite
compatible with   the   central view   held   by   this
investigation namely,   that   colleges of education
should do more than   just producing good classroom
teachers.   But they should also aim   at   producing
effective and   efficient   school   managers,
administrators   and   leaders   who   can   apply
themselves expertly   in their work   of   organising
and managing schools.

This could   be   achieved   by   making sure that the
contents of such courses   as   Teaching Science, or
School Administration   is   indeed   capable   of
widening and   deepening one's understanding   of
schools as organisations   which need to be managed
efficiently so that optimal achievement   of   goals
may be a possibility.

Teacher education   programmes   should be such that
they are   able to provide   teacher   trainees   with
special training in school management   and various
administrative procedures.

Issues like staff development, induction and in-service courses should receive top priority in teacher education and training.

Twenty six (26%) of the respondents reported positively that colleges of education in KwaZulu do indeed sufficiently prepare teacher trainees for administrative procedures involved in a school situation.

4.5.4   **Respondent's View about their Successes and Failures as School Principals**

It was found that some 20% of the respondents felt that their successful performance as school principals was not necessarily attributable to the effectiveness of training they had received at college. This cast a negative light on teacher education programmes. This justified the validity of the problem of investigation as perceived by researcher.

A total of 64% of the respondents also reported that some of the problems that had been encountered as school principals had a great deal to do with an ineffective programme of training they had followed at college. This was a further validation of the rationale for this research.

4.5.5   <u>Specialised Knowledge possessed by School
          Principals</u>

The majority of respondents agreed that they did
not possess any specialised knowledge relating to
technical skills, human relation skills, and
conceptual skills. This showed that most
principals were not well prepared by their
professional training for dealing effectively with
personnel related problems, pupil and staff
militancy and procedural techniques and skills to
deal with a variety of deviant acts so common in
school situations.

4.5.6   <u>The Teaching Science Syllabus and its ability to
          cater for prospective Principals of Schools</u>

The responses given to items 41 to 49 revealed
that 31% of the respondents were in agreement that
the current Teaching Science syllabus did not
prepare student teachers for the role of a
principal that they may have to play in future.
This study views this as a serious discrepancy
especially because some teachers get promoted to
principalship soon after qualifying as teachers.

Having made the above observations, it became
clear that the school principals included in the

sample had a great deal of misgivings. These related to the inadequate programme of teacher education and training as followed in colleges of education in KwaZulu. This was a significant observation to make because it ties up well with the overall purpose of this investigation.

4.5.7   **Respondent's Suggestions regarding Teacher Education and Training in KwaZulu**

Some suggestions that were made by some respondents were worth noting in this study. All their suggestions showed that teacher education and training still falls short in certain areas and issues which were viewed as important by the respondents. These included the following:

4.5.7.1   Principals of schools should be taught educational management.

4.5.7.2   Education fails to produce principals. This statement was assumed to be referring to colleges of education.

4.5.7.3   School fees should be handled by the school committee and not by the school principal. No reason was given about why this should be the

case. However, it could be assumed that it was because of the known problems of inefficiency in handling school funds, misappropriation and even embezzlement of school funds by principals.

4.5.7.4   Some respondents suggested that in-service courses in school management should be organised regularly. This view presupposes that not enough is being done in this regard.

4.5.7.5   Some felt that school administration should be offered as a separate course at college level.

4.5.7.6   Some respondents felt that principals of primary schools were not given sufficient in-service courses in school management and administration.

4.5.7.7   Some felt that student teachers should be given thorough training in school management.

4.5.7.8   Some suggested that teacher education should lay a significant stress on effective skills of communication, and lastly respondents felt that induction courses should be organised for newly appointed principals of schools. This presupposes that there is not enough being done by teacher colleges in this regard.

4.5.8   Discussion of the Relationship between crossed
         variables regarding responses from Teaching
         Science Lecturers

Although it was not the purpose of this investigation to correlate the findings of the various variables, to test the effect of independent variables on dependant variables some variables were crossed. The aim was to try and establish whether there was any significant relationship between certain variables such as:

4.5.8.1   The Relationship between sex and attending of
           Seminars or In-Service Courses

The relationship between the attendance of seminars and sex was tested by means of a chi-square test.

It was found that the chi-square value was 4.36, degree of freedom was 1 and the contingency co-efficient was 0.2. This implied that there was a considerable relationship between sex and the attendance of seminars and in-service courses. This was significant at 0.05 level of significance. This relationship is quite compatible with what happens in real life situations.

It was also observed that all the male respondents
in the sample had attended seminars and in-service
courses. On the other hand, 45% of the female
respondents reported that they had attended
seminars and in-service courses in school
management. The apparent disparity between the
rate of attendance of males and that of females
may be attributed to a number of inhibiting
factors on the part of female respondents. For
instance, female teachers may not be able to
attend seminars and in-service courses if these
are to take place far away from home because of
family commitments. Married women may not always
find it easy to obtain permission from their
husbands.

4.5.8.2 **Relationship between sex and the view that
Management is not the monopoly of the Principal
alone**

The relationship between sex and the view that
"management is not the monopoly of the principals
alone" was tested by means of a chi-square test.
It was found that the chi-square value was 8.021,
the degree of freedom was 3 and the contingency
co-efficient was 0.578. This indicated that there
was a moderate relationship between sex and the
view that "management is not the monopoly of the

principal alone". This relationship was significant at 0.05 level of significance. The analysis of responses showed that more male respondents i.e. 25% agreed with the above view.

On the other hand only 19% of the female respondents agreed with the statement. This disparity based on the respondent's sex may be accounted for by citing the following factors:

- some females still live under the impression that males are better performers than females.

- the legacy of the education system, which traditionally tends to put more males than females in key positions in schools creates a wrong impression in the minds of some female teachers.

- cultural orientations of certain females tend to make them have a low self esteem especially if they have to compete with their male counterparts.

4.5.8.3   Age and the view that Management is not the
           monopoly of the Principal alone

The relationship   between   the   age   of   the
respondents and the   view   that "management is not
the monopoly of the principal alone", was   tested
by making   use   of   chi-square test.   It was
discovered that the   chi-square   value was 16.416,
the degree   of   freedom was 9 and the   contingency
co-efficient was   1.712.   This implied that there
was a   high and substantial   relationship   between
age and   the   view   that "management   is   not   the
monopoly of the principal alone".   This was a very
significant relationship   at   0.05   level   of
significance.

An interesting observation was made with regard to
the respondent's age   and   their   responses to the
view that "management is not the monopoly   of   the
principal alone".   For   example,   it was noticed
that the younger age group of the respondents i.e.
20 -   39   years   disagreed   (some   of   them   very
strongly) with the notion that "management   is not
the monopoly of the principal alone".   A number of
reasons can   be   raised   for   this   position,   for
example:

- the younger age group of the respondents may
  have a different perception about the principal
  and his roles.

- the younger respondents may have a different
  view about what their role is as teachers. For
  example, they may wrongly assume that their
  role is to teach and not to manage the school.

- the younger respondents may suffer from
  indifference usually associated with low self
  esteem.

- lack of confidence in one's abilities and
  efficiency in performing certain administrative
  tasks.

- lack of motivation and an understanding of the
  fact that managing a school is essentially a
  collective undertaking rather than an
  individualistic exercise.

If the above issues reflect a true state of
affairs about the respondents in question, then
this study argues strongly to the effect that the
problem lies with the teacher education and
training programme that has produced such

teachers. This strengthens the position held by this investigation, namely that teacher education and training in KwaZulu does not equip teacher trainees with administrative skills and procedures.

4.5.8.4 The Relationship between age and the view that Teacher Trainees should be equipped with effective skills of communication

The relationship between the respondent's age and the view that teacher education colleges should deliberately aim at equipping teacher trainees with effective skills of communication was tested by means of chi-square test. It was found that the chi-square value was 16.646, the degree of freedom was 9 and the contingency co-efficient was 0.714. This showed that there was a high and substantial relationship between age of the respondents and the view that teacher-trainees should be equipped with effective skills of communication.

This relationship was significant at 0.05 level of significance. The observed relationship was quite in line with the practical situations in schools.

To substantiate the above view it may be pointed out that it was found that the younger age group of the respondents i.e. 20 - 39 years who agreed with the above view were more than the older age group of the respondents. The former constituted 87% while the latter were a mere 22%.

The above difference between age groups and the views that they held about certain management issues may be attributed to the fact that:

- the younger respondents join the teaching profession without having acquired nor mastered effective skills of communication. This has implications for the system and programme of training being followed by colleges of education which produces such teachers. KwaZulu Colleges of Education are no exception to this.

The emphatic agreement by the younger respondents, is perhaps an adequate indication of the sense of insufficiency they have in themselves. This again, reflects negatively on the system and programme of training being followed both during the pre-service and in-service stages of teacher

preparation and grooming in proper and effective skills of communication.

4.5.8.5   Relationship between Respondent's Professional Qualification and the view that the current Teaching Science Syllabus does not equip prospective Teachers and Principals of Schools with Effective Skills and Procedures of Administering and Utilising School Funds

A chi-square test was used to test the relationship between the respondent's professional qualification and their view regarding the current teaching science syllabus and its ability to equip prospective teachers and principals of schools with effective skills and procedures of administering and utilising school funds. The test revealed that the chi-square value was 27.422, the degree of freedom was 15 and the contingency co-efficient was 0.795. This implied that there was a high and substantial relationship between the above variables. This was a significant relationship at 0.05 level of significance.

The research evidence showed that those respondents whose professional qualifications were UED, B Ed and M Ed responded differently from those whose professional qualifications were SSTD

and STD. The obvious explanation that may be given for this difference is perhaps by pointing out that a clear distinguishing factor between the two groups of respondents is their institutions where professional qualifications were obtained. The first group of respondents seemingly obtained their professional qualifications from a University, whereas the second group of respondents seemed to have obtained theirs from other institutions like a college. Depending on the nature and depth of the course content being followed by each type of institution, the respondent's knowledge and insight into the subject in question may influence his perception of such a course in one way or another.

Another reason that could be put forward is simply that the higher one's professional qualification, the better the understanding and insight of educational matters, such as the ability to analyse the syllabus and be able to "see" more than it apparently contains, and thereby be able to "fill in the gaps", so to say. The latter view is in agreement with some of the views held by this study namely, that teacher education and training should rest on sound theoretical knowledge which underpins sound practice.

4.5.8.6 **Relationship between Respondent's Professional Qualification and the view that the current Teaching Science Syllabus does not equip prospective Teachers and Principals of Schools with some paradigms and models in Educational Management**

The relationship between the respondent's professional qualifications and their views about the current teaching science syllabus and its ability to equip prospective teachers and principals of schools with certain important paradigms and models of management was tested. This was accomplished by using a chi-square test. The test revealed that the chi-square value was 34.000, the degree of freedom was 15 and the contingency co-efficient was 0.825. This showed that there was a high and substantial relationship between the variables mentioned above. The level of significance was found to be at 0.05. The similar tendencies as reported in paragraph 4.5.8.5 above, were observed in respect of the above variables. Therefore, the reasons given in paragraph 4.5.8.5 also hold here.

4.5.8.7 **Relationship between Respondent's Professional Qualifications and the view that the current Teaching Science Syllabus does not equip prospective Teachers and Principals of schools with essential knowledge of School Management**

To test whether there was any significant relationship between the above variables, a chi-

square test was used. It was found that the chi-square value was 29.091, the degree of freedom was 15 and the contingency co-efficient was 0.803. This was a high and a substantial relationship between variables which was significant at 0.05 level of significance. The difference between the respondent's reactions were found to be similar to those already discussed in paragraph 4.5.8.5 above. For instance, those respondents who possessed university professional qualifications, i.e. 82% of them, agreed with the above view. On the other hand, 18% of the respondents possessing college qualifications agreed with a similar view.

The recurrence of the difference between the two groups of respondents did have some significance for this study. For instance, it showed that the education and training one obtains and the type of institution from which these were obtained had a bearing on their end product. The above view also holds for colleges of education in KwaZulu.

4.5.8.8   Respondent's Professional Qualification and their
          views about whether the present Teaching Science
          Syllabus should lay emphasis on the didactic or
          Administrative competence of a Teacher or emphasis
          should be laid on both equally

To test relationship between the above variables a chi-square test was used. The test revealed that

the chi-square value was 32.833. The degree of freedom was 15 and the contingency co-efficient was 0.820. This indicated that there was a high and substantial relationship between the respondents professional qualifications and their views about where the Teaching Science syllabus should lay its emphasis. This relationship was significant at 0.05 level of significance. The responses that were given to this item followed a similar trend as those in paragraphs 4.5.8.5, 4.5.8.6 and 4.5.8.7 above. Therefore the explanation and reasons given above also hold here. For example, 92% of the respondents with university qualifications agreed that the teaching science should lay equal emphasis on both the didactic and the administrative competence of teacher trainees. This concurs with the problem as perceived and stated by this investigation in paragraph 1.4 above.

4.5.9   Discussion of the Relationship between crossed variables regarding responses from School Principals

4.5.9.1   Relationship between Sex and the attending of Seminars or In-Service Courses

To determine whether there was any significant relationship between sex and the attending of

seminars or in-service courses a chi-square test
was used. It was found that the chi-square value
was 11.644, the degree of freedom was 1 and the
contingency co-efficient was 0.373. This showed
that there was a definite but slight relationship
between sex and the attendance of seminars. This
was significant at 0.05 level of significance.
The relationship as observed above was a true
reflection of real life situations.

The research data showed that 56% of all the males
in the sample attended seminars or in-service
courses, and only 15% of the females attended.
This may be attributed to the fact that female
respondents normally have more family problems and
inhibitions that may affect their attendance of
seminars. This is more so when these are to take
place during weekends and at far away places.
Another confounding factor could be the negative
perception held by educational authorities about
female teachers. This may result in the
organisation of such courses and the invitation
thereto favouring the male sector of the teaching
profession.

Most female principals are in primary schools.
The tendency among educational authorities is that

when seminars and in-service courses are
organised, only the secondary school principals
are invited to attend, and most of these happen to
be males.

In view of the above possible discrepancies in the
organisation of seminars and in-service courses,
this study advocates that these should be
organised for all school categories and the venues
where these are held should be decentralised as
far as possible for easy accessibility. It was
also found that seminars and in-service courses in
management are not held as frequently as one would
imagine they should, e.g. at least twice every
year. Colleges of Education could play a
significant role in this respect, and these would
allow student teachers an opportunity to attend
such courses.

4.5.9.2   Relationship between Sex and the Respondent's view
          about the extent to which Colleges of Education in
          KwaZulu prepare Teacher Trainees to deal with the
          militant behaviour common among pupils

The relationship between the above variables was
tested by making use of a chi-square test. It was
found that the chi-square value was 13.616, the
degree of freedom was 4 and the contingency co-

efficient was 0.399. This showed that there was a definite but slight relationship between sex and the respondents view about the extent to which colleges of education in KwaZulu prepare and equip prospective teachers and principals of schools with effective skills of dealing with acts of militancy so common among pupils nowadays. The relationship was significant at 0.05 level of significance.

The majority of the males in the sample i.e. 84% reported that to a large extent they think they do have coping strategies to deal with militant tendencies common among pupils. On the other hand only 16% of the females expressed a similar view.

The apparent disparity between sexes may be due to the lack of the necessary self assertiveness each sex group is able to display in volatile situations. The level of education and specific training possessed by each sex group may account for the difference in the responses given by male and female respondents in this case.

4.5.9.3   Relationship between Sex and the Respondent´s view
            about the extent to which the present mode of
            Teacher Education trains prospective School
            Principals in effective skills of communication

The relationship between the above variables was
tested by means of a chi-square test. The test
revealed that the chi-square value was 9.273, the
degree of freedom was 4 and the contingency co-
efficient was 0.358. This showed that there was a
definite but slight relationship between the
respondents sex and the view held about the extent
to which the present mode of teacher education
trains prospective principals in effective skills
of communication. The relationship was
significant at 0.05 level of significance. The
research data showed that there were more males
i.e. 75% who said that the present mode of teacher
education in KwaZulu trains prospective principals
in effective skills of communication only to a
little extent. On the other hand, only 25% of the
females responded in a similar way.

4.5.9.4   The Relationship between age and Respondent´s view
            about the importance for School Principals to
            undergo special training in Management and
            Administrative Skills

The relationship between age and the view that
school principals should undergo special training

in management and administrative skills essential for effective and efficient school management was tested by using a chi-square test. The test showed that the chi-square value was 21.856, the degree of freedom was 8 and the contingency co-efficient was 0.483. This was an indication that there was a moderate relationship between the two variables mentioned above. This relationship was significant at 0.05 level of significance.

It was found that 57% of the older age group of the respondents i.e. 40 years and above reported that it was very important for school principals to undergo special training in management and administrative skills.

This disparity between the respondents views may be due to the fact that the older group of principals, through exposure to real management issues and inherent problems, have acquired a better realisation of the need for special training in certain skills of managing a school. This may not be the case with the younger age group of the respondents.

However, teacher training institutions have a great deal to learn from the majority who have responded positively to the above view.

4.5.9.5   Relationship between school category and whether
or not the respondent did Management as a course

The relationship between the school category of
which the respondent was a principal and the
question whether the respondent did management as
a course or not, was tested by utilising the chi-
square test. It was found that the chi-square
value was 16.570, the degree of freedom was 8 and
the contingency co-efficient was 0.433. This
showed that there was a moderate relationship
between the category of a school and the question
of whether the principal of that school did or did
not do management as a course. This relationship
was significant at 0.05 level of significance.

The empirical data showed that 16% of the
principals who were heads of primary schools
reported that they had done management as one of
their courses. On the other hand 67% of the
principals who were heads of secondary schools
said that they had done management as a course.
This showed a great difference between the primary
school principals and the secondary school
principals who had done management.

A total of 75% of all the primary school
principals did not give any responses where as
only 25% of secondary school principals did not
respond to this item.

Such a great disparity in the responses can only
be attributed to the lack of proper preparation
during the pre-service stage and the in-service
stage. A phenomenon which needs to be addressed
by colleges of education whose primary role it is
to do just that.

This showed a great discrepancy between the rate
of attendance between the different school
categories.

4.5.9.6   **Relationship between school category and seminars**
           or in-service courses attended

To test the relationship between the category of
the school headed by the respondent and the
attendance of seminars or in-service courses by
the respondent, the chi-square test was used. The
chi-square value was found to e 24.567, the degree
of freedom was 4 and the contingency co-efficient
was 0.504. This implied that there was a moderate
relationship between the category of the school
and the attendance of seminars and in-service

courses. This relationship was significant at 0.05 level of significance.

For example, it was found that the majority of the primary school principals, i.e. 82%, reported that they had not attended seminars nor in-service courses. On the other hand, 17% of the secondary school principals said that they had not attended at all.

This showed a gross discrepancy between the rate of attendance between the different school categories.

4.5.9.7   Relationship between Respondent's Academic Qualifications and other Qualifications in Management

To find out whether there was any significant relationship between the respondents highest academic qualifications and the possession of other qualifications in educational management, a chi-square test was used. The test revealed that the chi-square value was 21.755, the degree of freedom was 4 and the contingency co-efficient was 0.482. This showed that there was a moderate relationship between the respondent's academic qualification and their possession of other

qualifications in management. This relationship was significant at 0.05 level of significance.

The research data showed that only 5% of the primary school principals in the sample reported that they were in possession of other qualifications in management. On the other hand, 98% of the secondary school principals said that they were in possession of additional qualifications in educational management.

This showed that the higher the academic qualification a person has, the better the chances are, that that person may have other qualifications of some special kind. This may be attributed to the unbalanced attention given to school principals of the different categories of school by educational authorities.

The other factor may be the different standards and programmes followed by the different teacher preparation institutions like colleges and universities. Colleges of Education in KwaZulu have a higher teacher output than universities in the same region. This accounts for the higher number of diplomates that graduate in the same region. Hence, this study advocates that the

teacher education colleges in KwaZulu should consider modifying the structure and content of the Teaching Science course, or even to introduce a completely new course which will specifically aim at preparing prospective teachers and principals of schools in administrative skills and procedures.

4.5.9.8   **Relationship between Respondent´s highest Professional Qualification and the Institution attended**

The relationship between the respondent´s highest professional qualification and the type of institution from which it was obtained was tested by means of a chi-square test. It was found that the chi-square value was 38.733, the degree of freedom was 24 and the contingency co-efficient was 2.591. This was a moderate relationship between the two variables above. The relationship was significant at 2.05 level of significance.

It was found that the majority of the respondents in the sample had as their highest professional qualification the Primary Teachers Certificate, (PTC). For example, a fifty three percent (53%) and twenty three percent (23%) had PTD or STD respectively. These are mostly college

qualifications. Thirteen percent (13%) of the respondents in the sample were university graduates. The above data showed that since college graduates were in the majority, therefore the majority of the principals in the sample were those who did a course called Teaching Science. A course viewed by this study is not good enough to be able to give teacher trainees and prospective principals of school a sound theoretical background essential to underpin sound practice in managing and administering school affairs as efficiently and effortlessly as it is humanly possible.

Colleges of Education are the only agents that can provide an appropriate remedy to the above situation.

4.5.10   **Conclusion**

The discussion of the research findings showed that there was a great deal of agreement between the views and perceptions of the Teaching Science lecturers in the various Colleges of Education in KwaZulu and those of school principals who were included in the sample.

Some of the views of the two groups of respondents referred to above were crossed on the basis of dependant and independent variables, and a chi-square test was used to test their relationship. It was found that in some cases the contingency co-efficient was high and substantial. This showed that there was a significant relationship between a number of issues or factors pertaining to teacher education and training in KwaZulu in general, and the course content, such as that for the Teaching Science course in particular.

The collection, analysis and interpretation of data having been accomplished in this chapter, we may now proceed to Chapter 5. In Chapter 5 some recommendations regarding teacher education in KwaZulu will be made. On the basis of these recommendations a plan of action will be proposed.

CHAPTER FIVE

5.   SUMMARY OF THE FINDINGS, THE RECOMMENDATIONS AND A
      PLAN OF ACTION

5.1   INTRODUCTION

Chapter Four of this research dealt with data
analysis and interpretation. This Chapter
undertakes to draw some conclusions on the basis
of the findings made. Thereafter some
recommendations will be made and a workable plan
of action proposed. The proposed plan of action
will show how the various recommendations can be
implemented. This will be followed by the
conclusion to the research project.

5.2   REVIEW OF THE PROJECT

5.2.1   The Problem Restated

In paragraph 1.4 above, the problem of
investigation was stated. It referred to KwaZulu
Colleges of Education and their apparent failure
to lay a significant emphasis on administrative
procedures to which student teachers and
prospective principals of schools should be
exposed.

5.2.2   The Aim of the Study Restated

The aim of this research was to find out by means
of empirical investigation whether or not there
was any significant emphasis laid by the programme
of teacher education and training in KwaZulu
(particularly the Teaching Science Course) on the
prospective teacher's mastery of certain essential
administrative procedures.

5.2.3   Methods used in Collecting Data

5.2.3.1   Literature Review

A wide range of relevant literature was reviewed.
The aim was to establish a broad frame of
reference within   which   the   problem   of
investigation could be identified and defined.
This was done in Chapter Two of this study.

5.2.3.2   Empirical Investigation

Having laid a firm theoretical background, an
empirical study   was   conducted.   This   was
accomplished by using two sets of questionnaires
(paragraph 4.3 above). Valuable information was
also elicited from a number of school principals.

This pertained to teacher education and training
in colleges of education in KwaZulu. Though such
interactions were of an informal nature, they were
acknowledged in some recommendations and
conclusions arrived at by this investigation.

5.3   CONCLUSION OF THE STUDY

5.3.1   The Age Factor and the Appointment of Personnel

Paragraph 4.5.2.1 above indicated that 36% of the
Principals included in the sample were between 30
and 39 years old. This enabled the researcher to
conclude that some teachers get promoted to
principalship at a fairly young age. This showed
that age and experience were not strong factors
for consideration for appointment.

For instance, in paragraph 4.5.1.2 it was
indicated that some Teaching Science lecturers
were appointed before they had accumulated a
sizeable amount of teaching experience in a
school. This may fail the lecturer in drawing a
proper relation between the theoretical and
practical aspects of teacher education and
training.

5.3.2   The Size of a School

Figure 3 showed that 79% of the principals included in the sample were primary school principals. Most of these were females who happened to be the least qualified both academically and professionally. It was also revealed that the female principals had had the lowest record of seminars and in-service courses attended. On the basis of this observation this research concludes that there seem to be no consistent criteria used by the KwaZulu Education Authorities with regard to the size and type of a school as against the age, experience and qualifications of the incumbent.

5.3.3   Compulsory Attendance of Seminars or In-Service Courses

The research evidence showed that there was no proportional correspondence between the number of years as principal and the number of times seminars and in-service courses have been attended. This enables one to deduce that there is no stipulated number of times a school principal must attend seminars and in-service courses.

The present system of teacher preparation in KwaZulu seems to assume that teacher education and training also invariably entails preparation for principalship roles. Hence there seems to be no significance attached to frequent and constant seminars and in-service course to school principals especially new principals.

5.3.4   Qualifications alone are not enough

The education system in KwaZulu is such that it allows people with very low academic and professional qualifications to become principals of schools. This seems to assume that since a person has qualified as a teacher he is then complete. The need for induction courses is always there for people who have just taken up new posts.

5.3.5   The Need for Administrative Expertise

The analysis of data in paragraph 4.5.3 above revealed that most of the respondents included in the sample reported that school principals should be equipped with effective and efficient administrative skills and procedures. One can therefore conclude that such an expertise can only

be best provided by Colleges of Education because
they deal with teacher education and training.
This has implications for teacher education
programmes as currently followed in colleges of
education in KwaZulu.

5.3.6   Importance of Specialised Knowledge to School
         Principals

The majority of the respondents reported that they
did not possess any specialised knowledge and
skills in certain management and administration
issues. This indicates the failure of the
training programme to equip teachers and
prospective school principals with such skills.
These would be continually refined, updated and
broadened by in-service courses. It can therefore
be concluded that both the pre-service and the in-
service teacher preparation and development fall
short in this respect.

5.3.7   Management Orientation of Teaching Science
         Lecturers

Although the majority of the Teaching Science
Lecturers could be said to be suitably qualified
for their positions, it was felt that not enough
was done towards providing them with constant

opportunities for self-development and improvement in their fields of specialisation. This would help improve their quality of performance, which in turn may have some impact on the quality of a teacher and eventually a school principal being produced.

5.3.8   **A Need to Modify the Current Teaching Science Syllabus**

The majority of school principals and Teaching Science lecturers agreed that there was a need to modify the current Teaching Science Syllabus followed in Colleges of Education in KwaZulu. It was concluded that the need for modifying the syllabus was justified by the apparent shortcomings of such a syllabus. For example, the syllabus and its content does not sufficiently prepare student teachers for administrative roles over and above the teaching function.

5.4   **RECOMMENDATIONS**

5.4.1   **Teacher Education and Training**

a) Equal emphasis on teaching and administering school activities: Student teachers should be educated and trained in good methods and

techniques of teaching as well as in effective
and efficient skills and procedures of
managing, administering and leading school
affairs.

Students should be given sound theory which
will enable them to understand the
significance of each of these issues to the
overall success of a school as a goal-oriented
organisation.

b) The student teachers should be provided with
sound theory that underlie essential didactic
and administrative procedures. No procedure
is to be learnt for its own sake, but it
should be learnt and applied because it
improves practice which leads to better
achievement of goals and objectives envisaged.
Proper grounding in theory that underlies
practice will stimulate creativity and
flexibility on the part of the applier of such
theory. This will eliminate rigid adherence
to routines and procedures.

c) Teacher education and training programmes
should aim at producing a classroom teacher,
manager, administrator and leader.

d) It is hereby recommended that the programme of teacher preparation should be structured in such a way that it allows for pre-service education and training on educational management, administration and leadership for potential school principals.

e) True professions subscribe to the concept of internship. The teaching profession would do well to consider some kind of internship to involve those teachers who have been earmarked for principalship. For instance, in other countries like Canada, one does not simply become a school principal, but one has to undergo special training first which is aimed at preparing the candidate for a new post.

f) Regular research on educational management, leadership and needs of principals: It is recommended that over and above the task of educating and training teachers, colleges of education in KwaZulu should take it upon themselves to serve as research agents, which will constantly come up with new proposals with regard to the overall programme of teacher education. Such a proposal will also be aimed at addressing some special needs and problems of principals already in the field.

This could be done by conducting seminars, induction and in-service courses specially designed to address management and administrative issues.

5.4.2   Plan of Action in respect of the Teaching Science Course

5.4.2.1   Name of the Course

The course called "Teaching Science" incorporates three major components. One of these is a component which deals with management and control (See Appendix C). To avoid confusion as to what is meant by "Teaching Science" it is recommended that a separate course with a new name/designation be designed for teacher trainees. It may be given a more suggestive name such as "School Administration".

5.4.2.2   Aim of the Course

The aim of the course should be to produce teachers who will be good managers, administrators and leaders in their own right. But more important, the course must have an ability to prepare and equip prospective managers and

administrators of schools with all that is essential to make a good school principal for instance:

- to equip student teachers with sound theory of school management and administration which will underpin their practice as teachers and principals of schools in future.

- to make student teachers understand the concept of a school as an organisation which strives towards attaining specific goals and objectives all of which require a collective effort of all its members.

- to make students understand that the most primary purpose of any school is to offer teaching and education to children, therefore they need to be managed and administered properly so that they can achieve this purpose most optimally. Our study of a course like school administration is exactly for this end.

- to equip student teachers with effective administrative skills and procedures which will enhance their performance both as teachers in the classroom and as managers, administrators and leaders in general.

- to equip students with conceptual skills which
will improve their innovativeness and
creativity as managers and administrators of
schools as complex and unpredictable
organisations.

5.4.2.3   Course Content

The course must be structured in such a way so as
to necessitate the practical application of high
level theory. This practical application is
achieved by applying relevant theory in all
course-related activities and these should relate
closely to the broader context of school
administration.

The course content of this course could include
basically the study and mastery of all those
issues which have to do with managing and
administering schools within the broader context
of the education system. A course of study of
this nature would have to lay a significant stress
on both theory and practice of school
administration which can produce real managers and
administrators of schools, and not just mere
routine keepers.

The content of the new course should include various management and administrative issues as they would practically obtain in a school situation. These may include the following:

a) Keeping of school records and various types of registers like the attendance register. Emphasis should fall on both theory and the actual practice of filling in and closing of the register.

b) Thorough study and practice of various management issues.

c) Study of various processes such as decision making process, various steps, its significance and how it permeates every sector of the school as an organisation.

d) Study of various management theories and approaches. Student teachers, should be shown how these underlie all that we do as individuals, groups or whole organisations.

e) Create clear opportunities for students to actually put into practice what they have studied. In each case showing the various

procedures that can be followed for better
attainment of goals.

5.4.2.4   Duration of the Course

The course must be compulsory for all students.
It must be taken over the full period of training.

5.4.2.5   Evaluation of the Course

It is recommended that evaluation of this course
should be based on both the theoretical and the
practical components of the course. Students must
be required to pass all components of the course
before he/she can be credited with a full pass in
the course. The following is an example of how
the course could be evaluated:

- Examinations:

  These must constitute 50% of the final mark.

- Group Assignments:

  Various group assignments must be undertaken in
  the course of each year of study. These may be
  based on each module, issue or component of the
  course covered. All the assignments should be
  compulsory. They should be submitted at the

end of each module. The whole group assignment
assessment should constitute a further 35% of
the final mark.

- A special designated research project:
A school related or specifically designated
research project consisting of research carried
out in some specific aspect of school
management should be given to individual
teacher trainees. This research project should
link up well with what student teachers are
required to do during the various practice
teaching sessions over and above the normal
preparation and presentation of lessons. This
aspect of the course should constitute 25% of
the final mark.

In order for participants to pass this course
an overall average of 50% must be obtained for
the entire course. A subminimum of 40% should
be mandatory for each module or course
component.

The programme of teacher education and training
should have a potential to produce a teacher
and an administrator whose physical,
intellectual, technical and interpersonal
skills are well developed.

5.4.2.6   Selection of Lecturers

The selection and appointment of lecturers for
this course should be based on the understanding
that the effectiveness of an organisation is
determined, to a large extent, by the quality and
performance of its people (i.e. the total
personnel corps). This implies that the selection
and appointment of lecturers to offer this course
should further consider the utility and
appropriateness of the person being employed in
respect of the actualisation of the long term and
immediate goals of the course.

It is recommended that lecturers appointed for
teaching this course should meet the following
criteria:

- age not younger than 35 years;

- experience from 5 years upwards;

- qualifications: B Ed with Educational
  Management as one of the courses.

5.4.2.7   Staff Development Courses in Educational
           Management and Administration

Given that no teacher education and training
programme is able to train and produce a complete
teacher, manager, administrator and leader, the
need for specific staff development programmes
will always be there.   This study recommends that
the Department of Education and Culture KwaZulu,
should deliberately   encourage   colleges   of
education to constantly do school principal's
needs assessment. On the basis of these, specific
programmes for seminars, workshops, induction and
in-service courses can be organised. These should
serve as extension programmes merging smoothly
with the programme of training followed at college
level.   In other words, teacher preparation should
be an ongoing process starting from pre-service
stage, and should continue to form an essential
part of one's professional growth and development.
This leads us to the final conclusion to this
study.

5.5   CONCLUSION

The South African education scene is in a state of
constant change. Opportunities emerge and threats
loom. It is an exciting but challenging scenario.

The individual and the school must grasp the fleeting opportunities and learn to cope with the constant diversity of threats. However, this can only be best achieved if the school personnel is appropriately and adequately prepared.

The empirical investigation of the research problem as stated in paragraph 1.4 was conducted. This was guided by the aims of the study as given in paragraph 1.6. A number of findings were made (paragraph 4.5). Inter alia. it became clear that the current programme of teacher education and training in KwaZulu Colleges of Education does have some shortcomings. For example, it does not lay a significant emphasis on teacher's didactic as well as administrative competence with a view to equipping them both as efficient and effective classroom teachers as well as efficient managers, administrators and leaders. The review of the Teaching Science syllabus as given in paragraph 2.12.6 above is good testimony to this.

As repeatedly mentioned, the central view of this research is that the programme of teacher education and training as currently pursued by KwaZulu Colleges of Education does not lay a significant stress on student teacher's mastery of

certain administrative procedures. These are fundamentally important for a teacher's day-to-day execution of tasks in general and as a prospective school principal in particular.

On the basis of the research findings made, some conclusions were drawn in paragraph 5.3 above. This enabled the researcher to further make some recommendations in paragraph 5.4 above.

It is hoped that the above recommendations if implemented, will bring some improvements in respect of the programme of teacher education and training in KwaZulu. When that happens, the quality of teaching and learning will show a significant improvement. This would contribute towards the general enhancement of the quality of education in this region.

BIBLIOGRAPHY

1. ALLEN, G R   (1987) : The Graduate Students

Guide to Theses and

Dissertations

A Practical Manual for

Writing and Research

London

Jessey-Bass Publishers

2. BADENHORST, DC

et al   (1988) : School Management the Task

of and Role of the Teacher

HAUM Educational Publishers

Pretoria

3. BARBER, M P   (1983) : Public Administration

MacDonald & Evans Ltd

Great Britain

4. BECHER, T   (1984) : Principles and Politics:

An Interpretative Framework

for University Management

International Journal of

Institutional Management

Vol 8 (No. 3) 191-199

5. BOGUE, E G   (1985) : <u>The Enemies of Leadership:</u>

                                    <u>Lessons for Leaders in</u>

                                    <u>Education</u>

                                    Phi Deltakopper Educational

                                    Foundation

                                    Bloominston, Indiana

6. BOLMAL, L G and

    DEAL, T E   (1984) : <u>Modern Approaches &</u>

                                    <u>Understanding and Managing</u>

                                    <u>Organisations</u>

                                    Jessey-Bass Publishers

                                    London

7. BOSEMAN, G

    et al   (1986) : <u>Strategic Management and</u>

                                    <u>Cases</u>

                                    John Wiley and Sons

                                    New York

8. BRYNARD, D J &

    BAIN, E G   (1987) : <u>The Municipal Government</u>

                                    <u>and Administration</u>

                                    Study Guide 1 for MRA301-5

                                    UNISA - Pretoria

9. BUSH, T   (1986) :   <u>Theories of Educational</u>
                                 <u>Management</u>
                                 Harper & Row Publishers
                                 London

10. CALITZ, L P   (1987) :   <u>The Priorities in Teacher</u>
                                 <u>Education</u>
                                 Paper presented at
                                 Technikon Natal Durban, on
                                 June 16 1987.

11. CASTETTER, W B   (1981) :   <u>The Personnel Function in</u>
                                 <u>Educational Administration</u>
                                 MacMillan Publishing
                                 Company
                                 New York

12. CHAFFEE, E E   (1986) :   <u>Rational Decision Making in</u>
                                 <u>Higher Education</u>
                                 National Centre for Higher
                                 Education Management
                                 Systems
                                 USA

13. CIANFARANO, S   (1986) :   Addressing the Issues:

                                 Conflict Resolution

                                 Vol 20 Winter

                                 1986 pp 425 - 427

                                 College Student Journal

14. CLOETE, J J N   (1981) :   Introduction to Public

                                 Administration

                                 van Schaik

                                 Pretoria

15. CLOETE, J J N   (1984) :   Introduction to Public

                                 Administration

                                 van Schaik

                                 Pretoria

16. CLOETE, J J N   (1989) :   Introduction to Public

                                 Administration

                                 van Schaik

                                 Pretoria

17. DEMPSTER, C   (1983) :   The Spirit of De Lange

                                 Energos

                                 8 : 45-46

18. DERR, C B   (1972) : <u>Conflict Resolution in</u>

<u>Organisation</u>

Public Administration

Review

Vol 32 No 5 pp. 495-501

19. DHLOMO, O D   (1979) : <u>An Evaluation of Some</u>

<u>Problems in Teacher</u>

<u>Training with Special</u>

<u>Reference to the Teacher</u>

<u>Training College of KwaZulu</u>

Unpublished Doctoral Thesis

UNISA - Pretoria

20. DRESSEL, P L   (1987) : <u>Mission, Organisation and</u>

<u>Leadership</u>

The Journal of Higher

Education

Vol 58 No. 1

21. DROR, Y   (1964) : <u>Muddling Through "Science"</u>

<u>or Intertia</u>

Public Administration

Review

pp 24-157

22. DU PLESSIS
    et al   (1989) : Education and Manpower
                              Development
                              Research Institution for
                              Educational Planning

23. DU BRUIN, A J   (1984) : Foundation of
                              Organisational Behaviour:
                              An Applied Prospective
                              Prentice-Hall, Inc,
                              Englewood Cliffs,
                              New Jersey

24. DULL, L W   (1981) : Supervision: School
                              Leadership Handbook
                              Charles e Merrill
                              Publishing Co.
                              London

25. FLIPPO, E B and
    MUNSINGER, G M   (1982) : Management
                              Allyn & Bacon, Inc
                              Boston

26. FREY, D and
    YOUNG, J A   (1975) : <u>Managing Conflict in</u>
                                <u>Educational Settings</u>
                                HASSP Bulletin Vol 62
                                No 415 pp 19-22

27. GANNON, M J   (1977) : <u>Management: An</u>
                                <u>Organisational Perspective</u>
                                Little Brown & Co.
                                Boston

28. GOODE, W J and
    HATT, P   (1952) : <u>Methods in Social Research</u>
                                New York
                                MacGraw Hill Co.

29. GORTON, R A   (1980) : <u>School Administration:</u>
                                <u>Important Issues, Concepts</u>
                                <u>and Case Studies</u>

30. HALL, L   (1979) : <u>Business Administration</u>
                                Estover : MacDonald Evans

31. HANEKOM, S and
    THORNHILL, C   (1986) : <u>The Function of the Public</u>
                                <u>Administration</u>
                                Butterworths
                                Durban

32. HARTSHORNE, K P   (1989) : <u>Education and Training of</u>
<u>Teachers in the Context of</u>
<u>the Education of the Bantu</u>
The paper read at the
Annual Congress of SAPS at
Turfloop.

33. HARTSHORNE, K B   (1989) : <u>Morbid Symptoms : African</u>
<u>Matric Results</u>
Indicator 1987-1988

34. HOYLE, E   (1986) : <u>The Politics of School</u>
<u>Management</u>
Hodder and Stroughton
Great Britain

35. HUBERMAN, A M   (1975) : <u>Understanding Change in</u>
<u>Education an Introduction</u>
The UNESCO Press
Paris

36. KENDALL, H G   (1987) : <u>Managing Educational</u>
<u>Change: Education Today</u>
No. 37 pp 43-50

37. KING, D   (1981) : Three Cheers for Conflict:
                                       Personnel
                                       Vol No. 1 pp 13-22

38. KOONTZ, H and
     O'DONNELL, C   (1968) : Principles of Management:
                                       Analysis of Managerial
                                       Functions
                                       MacGraw Hill Book Company
                                       New York

39. KOONTZ, H and
     O'DONNELL   (1972) : Principles of Management:
                                       Analysis of Managerial
                                       Functions
                                       MacGraw Hill Book Company
                                       New York

40. LE ROUX, A L   (1988) : Chairman's Report : Read at
                                       the Annual Conference of
                                       the Council for Rectors and
                                       Deans of Teacher Education
                                       in KwaZulu/Natal CORDTEK
                                       held at Edgewood College in
                                       Pinetown.

41. LE ROUX, A L   (1989) :   <u>Chairman's Report</u> : Read at
                                    the Annual Conference of
                                    the Council for the Rectors
                                    and Deans of Teacher
                                    Education in KwaZulu/Natal
                                    CORDTEK held at Indumiso
                                    College of Education in
                                    Pietermaritzburg.

42. LINDBLOM, C E   (1959) :   <u>The Science of "Muddling</u>
                                    <u>Through"</u>
                                    Public Administration
                                    Review
                                    Spring pp 79-88

43. MAHER, C A and
    SUBACK, R J   (1983) :   <u>Planning for Organisational</u>
                                    <u>Change in Schools:</u>
                                    <u>Alternative Approaches and</u>
                                    <u>Procedures</u>
                                    The School Psychology
                                    Review
                                    12 No. 4 pp 460-466

44. MARCH, J G   (1981) : Footnotes to Organisational
                                  Change
                                  Administrative Science
                                  Quarterly 26 pp 563-577

45. MARAIS, D
    et al   (1991) : South African Civil Service
                                  in the New South Africa
                                  Quo Vadisp
                                  Dept of Public
                                  Administration
                                  UNISA

46. MARAIS, S D and
    BRAIN, E   (1984) : Municipal Government and
                                  Administration
                                  UNISA : Pretoria

47. MBHELE, Y S   (1985) : Aspects of the Use of
                                  Computer for Instruction in
                                  KwaZulu Colleges of
                                  Education
                                  Unpublished Master's
                                  Dissertation
                                  UNISA : Pretoria

48. MKHIZE, C Y   (1991) : The Teacher and his Socio-
                                 Political Environment
                                 A paper read at a
                                 graduation ceremony
                                 UNIVERSITY OF ZULULAND

49. MNCWABE, M P   (1985) : A Critical Analysis of Some
                                 Selected Aspects in Pupil
                                 Wastage and Dropout in
                                 KwaZulu Secondary and High
                                 Schools, Standard 8, 9 & 10
                                 with Special Reference to
                                 Southern KwaZulu
                                 University of Natal
                                 Unpublished M Ed
                                 Dissertation

50. MOSHER, F C   (1982) : Democracy and the Public
                                 Service
                                 Oxford University Press
                                 New York

51. MOULDER, J   (1989) : <u>Some Thoughts on an</u>
                                <u>Alternative Curriculum for</u>
                                <u>Teacher Education in</u>
                                <u>KwaZulu</u>
                                A Paper read at the Annual
                                Conference of Rectors and
                                Deans CORDTEK held on 21-22
                                July 1989 at Indumiso
                                College of Education in
                                Pietermaritzburg

52. MOULY, C   (1972) : <u>Educational Research</u>
                                The Art and Science of
                                Investigation
                                Boston
                                Allyn and Bacon

53. MRWETYANA, N   (1983) : <u>The Application of the</u>
                                <u>Principle of Instructional</u>
                                <u>Technology in Ciskeian</u>
                                <u>Secondary Schools with</u>
                                <u>Reference to some Teaching</u>
                                <u>Aids of the First</u>
                                <u>Generation</u>
                                M Ed. Dissertation
                                Fort Hare

54. NDABA, E P   (1975) :   A Psychological Study of
                                   Differentiated Secondary
                                   Education and its
                                   Significance for Education
                                   in KwaZulu
                                   University of Zululand
                                   Unpublished D Ed
                                   Dissertation

55. NDLALA, W M   (1985) :   The Pedagogical
                                   Significance of Supervision
                                   and Inspection in Black
                                   Secondary Schools with
                                   Special Reference to
                                   KwaNgwane
                                   M Ed. Dissertation
                                   KWADLANGEZWA

56. NEWMAN, W H
    et al 3rd Ed.   (1972) :   The Process of Management
                                   Concepts Behaviour and
                                   Practice
                                   Prentice Hall Inc
                                   Englewood Cliffs
                                   New Jersey

57. PAISEY, A   (1983) : <u>Organisation and Management</u>
                                 <u>in Schools</u>
                                 Perspectives for Practicing
                                 Teachers
                                 Longman Inc. USA

58. RINGLE, R M and
    SIVICKAS, M L   (1983) : <u>Administration Leadership</u>
                                 <u>Planning and Time</u>
                                 <u>Perspective</u>
                                 Journal of Tertiary
                                 Education
                                 Vol 54 November

59. STACE, D A   (1984) : <u>From Oxbridge to the Market</u>
                                 <u>Place in Higher Education</u>
                                 Journal of Tertiary
                                 Education Administration.
                                 Vol 6 No 1 May

60. SERGIOVANNI, T J
    et al   (1980) : <u>Educational Governance and</u>
                                 <u>Administration</u>
                                 Prentice Hall Inc
                                 Englewood Cliffs
                                 New Jersey

61. SYLLABUS FOR

    TEACHING SCIENCE   (1988) : Prime Teachers Diplomas PTD

                                  and Secondary Teachers

                                  Diplomas (STD)

                                  Pretoria

                                  Department of Education and

                                  Training

62. THEMBELA, A J   (1988) : The Curriculum of the

                                  Future

                                  A Paper read at the Annual

                                  Conference of the Council

                                  for Rectors and Deans

                                  CORDTEK held on 5-7 August

                                  1988 at Edgewood College of

                                  Education in Pinetown

63. TUCKMAN, B W   (1976) : Conducting Educational

                                  Research

                                  London

                                  Prentice Hall

64. VAN DEN VEN, A H   (1984) : Central Problems in the

                                  Management of Innovation

                                  Management Science Vol 32

                                  No. 5 May 1986 pp 590-607

65. VAN FLEET, D D   (1984) : <u>Contemporary Management</u>

                                   Houghton Mifflin in Company

                                   Boston

66. VAN SCHALKWYK,

    O J   (1988) : <u>The Education System:</u>

    .   <u>Theory and Practice</u>

                                   Alkanto Publishers

                                   Alkantrant

67. VAN WYK, C   (1990a) : <u>Tertiary Educational</u>

                                   <u>Management</u>

                                   Tutorial Letter 102/1990

                                   UNISA : Pretoria

68. VAN WYK, C   (1990b) : <u>Tertiary Educational</u>

                                   <u>Management</u>

                                   Tutorial Letter 103/1990

                                   UNISA : Pretoria

69. VAN WYK, C   (1990c) : <u>Tertiary Educational</u>

                                   <u>Management</u>

                                   Tutorial Letter 107/1990

                                   UNISA : Pretoria

70. VOGT, M T   (1977) : <u>Conflict Management as an</u>

                                   <u>Integral Part of University</u>

                                   <u>Planning: Educational</u>

                                   <u>Planning</u>

                                   Vol 3 No 4

                                   7 March 1977 pp 64-71

71. WEIDER-

     HARTFIELD, D   (1981) : <u>A Unit in Conflict</u>

                                   <u>Management Communication</u>

                                   <u>Skills</u>

                                   Communicator Education

                                   Vol 30   3 July 1981

                                   pp 265-273

72. ZONDI, M   (1991) : A paper read at a

                                   Conference held on 10 and

                                   11 September 1991 by the

                                   Department of Public

                                   Administration at the

                                   University of South Africa.

APPENDIX "A"

QUESTIONNAIRE TO PRINCIPALS

INDICATE YOUR ANSWER BY MEANS OF A TICK [✓] IN THE
APPROPRIATE SPACE OR BOX.

SECTION A

1.   YOUR PERSONAL PARTICULARS:

1.1 SEX

Male	1	
Female	2	

1.2 AGE IN YEARS

20 to 29 years	1	
30 to 39 years	2	
40 to 49 years	3	
50 to 59 years	4	
60 and over	5	

1.3 CATEGORY OF YOUR SCHOOL

Lower Primary	1	
Higher Primary	2	
Combined Primary	3	
Junior Secondary	4	
Senior Secondary	5	

1.4 YEARS OF EXPERIENCE AS PRINCIPAL

0 to 5 years	1	
6 to 10 years	2	
11 to 15 years	3	
16 to 20 years	4	
Over 20 years	5	

1.5 PUPIL ENROLMENT

0 to 99 pupils	1	
100 to 199 pupils	2	
200 to 299 pupils	3	
300 to 499 pupils	4	
500 to 699 pupils	5	
700 to 999 pupils	6	
Over 1000 pupils	7	

1.6 NUMBER OF TEACHERS IN YOUR SCHOOL

0 to 4 teachers	1	
5 to 9 teachers	2	
10 to 19 teachers	3	
20 to 29 teachers	4	
30 upwards	5	

1.7 (a) HIGHEST ACADEMIC QUALIFICATIONS

Standard 8

Standard 10

5 Degree Courses

Full Bachelors Degree   1*

Honours Bachelors Degree   2*

Masters Degree

Doctors Degree

1.7 (b) HIGHEST PROFESSIONAL QUALIFICATIONS

PTC

JSTC

SSTC

PTD

STD

UED

B ED

M ED   3*

D ED

OTHER

*1   Mention your major subjects e.g. English, Biology, etc.

a)   ....

b)   ....

*2   Mention your discipline e.g. Commerce, Science, etc.

a)   ....

b)   ....

*3   Did you include management as a course?

Yes	1	
No	2	

1.8   INSTITUTION WHERE YOU OBTAINED YOUR
      PROFESSIONAL QUALIFICATION STATED IN 1.7

College of Education	1	
University	2	
Other	3	

1.9   DO YOU HAVE ANY OTHER QUALIFICATIONS IN
      EDUCATIONAL MANAGEMENT AND ADMINISTRATION?

Yes	1	
No	2	

If yes, please mention type e.g. Certificate in
Management or Certificate in Leadership Course etc.

....

....

....

1.10 HAVE YOU ATTENDED SEMINARS OR IN-SERVICE TRAINING
     COURSES IN EDUCATIONAL MANAGEMENT AND ADMINISTRATION?

Yes	1	
No	2	

If yes, how many times?

Once	1	
Twice	2	
Thrice	3	
Four Times	4	
Five & more	5	

SECTION B

2. IMPORTANCE OF ADMINISTRATIVE EXPERTISE TO PRINCIPALS

INDICATE BY MEANS OF A TICK [✓] IN ONE BOX, HOW IMPORTANT TO YOU FOR SCHOOL PRINCIPALS:

2.1 TO HAVE EXPERT KNOWLEDGE OF ADMINISTRATIVE SKILLS AND PROCEDURES?

5	4	3	2	1
Very Important	Important	Somewhat Important	Of Little Importance	Of no Importance

2.2 TO UNDERGO SPECIAL TRAINING IN MANAGEMENT AND ADMINISTRATIVE SKILLS?

5	4	3	2	1
Very Important	Important	Somewhat Important	Of Little Importance	Of no Importance

2.3 TO BE MADE AWARE OF THE IMPORTANCE OF STAFF DEVELOPMENT PROGRAMMES BY THE PRESENT MODE OF TEACHER EDUCATION?

5	4	3	2	1
Very Important	Important	Somewhat Important	Of Little Importance	Of no Importance

2.4   TO ATTEND INDUCTION COURSES?

5	4	3	2	1
Very Important	Important	Somewhat Important	Of Little Importance	Of no Importance

2.5   TO ATTEND IN-SERVICE TRAINING COURSES?

5	4	3	2	1
Very Important	Important	Somewhat Important	Of Little Importance	Of no Importance

2.6   TO ATTEND IN-SERVICE TRAINING COURSES BASED ON NEEDS
CLEARLY ARTICULATED BY TEACHERS THEMSELVES RATHER THAN
PRESUMED BY THE BUREAUCRACY

5	4	3	2	1
Very Important	Important	Somewhat Important	Of Little Importance	Of no Importance

3. TO WHAT EXTENT DO YOU THINK:

3.1 COLLEGES OF EDUCATION IN KWAZULU SUFFICIENTLY PREPARE TEACHER-TRAINEES FOR ADMINISTRATIVE PROCEDURES INVOLVED IN A SCHOOL SITUATION

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

3.2 YOUR SUCCESSES AS A PRINCIPAL ARE ATTRIBUTABLE TO AN EFFECTIVE PROGRAMME OF TRAINING YOU FOLLOWED AT COLLEGE/ UNIVERSITY?

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

3.3 SOME PROBLEMS IN YOUR ROLE AS PRINCIPAL ARE ATTRIBUTABLE TO AN INEFFECTIVE PROGRAMME OF TRAINING YOU FOLLOWED AT COLLEGE?

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

3.4 YOU HAVE SPECIALISED KNOWLEDGE/SKILLS IN THE FOLLOWING:

3.4.1 TECHNICAL (e.g. rules, procedures, routine)

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

3.4.2 HUMAN (e.g. relating/working with people)

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

3.4.3 CONCEPTUAL (e.g. knowledge, creativity, ideas)

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

3.4.4 PERSONNEL ADMINISTRATION

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

3.4.5 COPING STRATEGIES TO DEAL WITH MILITANT TENDENCIES COMMON AMONG PUPILS

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

3.4.6 PROCEDURES TO DEAL WITH DEVIANT ACTS OF BEHAVIOUR IN SCHOOL

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

SECTION D

SYLLABUS FOR THE TEACHING SCIENCE COURSE OFFERED IN KWAZULU COLLEGES OF EDUCATION: ITS CAPACITY TO CATER FOR PROSPECTIVE PRINCIPALS:

4.0 TO WHAT EXTENT DOES THE PRESENT MODE OF TEACHER EDUCATION CATER FOR THE EDUCATION AND TRAINING OF PROSPECTIVE SCHOOL PRINCIPALS:

4.1 IN EFFECTIVE SKILLS OF COMMUNICATION?

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

4.2 IN EDUCATION MANAGEMENT PHILOSOPHIES?

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

4.3 IN HANDLING SCHOOL FEES

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

4.4 IN EDUCATION MANAGEMENT THEORIES

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

4.5 IN PERSPECTIVES AND PRINCIPLES OF EDUCATIONAL MANAGEMENT

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

4.6 IN EDUCATION MANAGEMENT APPROACHES

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

4.7 IN CERTAIN PARADIGMS AND MODELS

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

4.8   IN SOME LEGAL ASPECT OF MANAGEMENT

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

4.9   IN THE BASIC MASTERY AND UNDERSTANDING OF FUNDAMENTAL PROCESSES OF ADMINISTRATION e.g. DECISION-MAKING AND POLICY-MAKING

5	4	3	2	1
Great Extent	Large Extent	Remarkable Extent	Little Extent	No Extent

SHOULD YOU WISH TO GIVE ANY ADDITIONAL INFORMATION WHICH MAY BE OF SIGNIFICANCE TO THIS STUDY, BE FREE TO DO SO IN THE SPACE PROVIDED BELOW.

_____

_____

_____

_____

_____

_____

_____

Thank you for your co-operation.

APPENDIX "B"

QUESTIONNAIRE TO COLLEGE LECTURERS WHO TEACH THE COURSE CALLED TEACHING SCIENCE

INSTRUCTIONS

INDICATE YOUR ANSWER BY MEANS OF A TICK [✓] IN THE APPROPRIATE SPACE OR BOX.

SECTION A

1. YOUR PERSONAL PARTICULARS:

1.1 SEX

Male	1	
Female	2	

1.2 AGE IN YEARS

20 to 29 years	1	
30 to 39 years	2	
40 to 49 years	3	
50 to 59 years	4	
60 and over	5	

1.3 YEARS OF EXPERIENCE AS A TEACHING SCIENCE LECTURER

Less than 2 years	1	
2 to 4 years	2	
5 to 6 years	3	
7 to 9 years	4	
10 and above	5	

1.7 HIGHEST QUALIFICATIONS

ACADEMIC

Standard 8

Standard 10

5 Degree Courses

Full Bachelors Degree   1*

Honours Bachelors Degree   2*

Masters Degree

Doctors Degree

PROFESSIONAL

PTC

JSTC

SSTC

PTD

STD

UED

B ED

M ED   3*

D ED

OTHER

*1   Mention your major subjects e.g. English, Biology, etc.

a)   ....

b)   ....

*2   Mention your discipline e.g. Education, Science, etc.

    a)   ....

    b)   ....

*3   Did you include Educational Management as a course?

Yes	1	
No	2	

1.5   DO YOU   HAVE   ANY   QUALIFICATION(S)   IN   EDUCATIONAL
MANAGEMENT AND ADMINISTRATION?

Yes	1	
No	2	

If yes, please specify

1.6   HAVE YOU ATTENDED SEMINARS OR IN-SERVICE TRAINING
COURSES IN EDUCATIONAL MANAGEMENT AND ADMINISTRATION?

Yes	1	
No	2	

If yes, how many times?

Once	1	
Twice	2	
Thrice	3	
Four Times	4	
Five & more	5	

2.   QUESTIONS RELATING TO THE TEACHING SCIENCE COURSE

2.1   HOW MANY STUDENTS QUALIFY AS TEACHERS FROM YOUR COLLEGE
      EVERY YEAR?

Between 0 and 399 teachers	1	
400 and 599 teachers	2	
600 and 799 teachers	3	
800 and 999 teachers	4	
1000 and above	5	

2.2   IS THE TEACHING SCIENCE COURSE A COMPULSORY OR
      OPTIONAL COURSE?

It is compulsory	1	
It is optional	2	

2.3   HOW LONG DOES IT TAKE TO DO THE TEACHING SCIENCE COURSE?

One year	1	
Two years	2	
Three years	3	

INSTRUCTIONS

INDICATE BY MEANS OF A TICK [✓] YOUR RESPONSE CHOICE WHICH MOST CLOSELY REPRESENTS YOUR VIEWPOINT/OPINION WITH REGARD TO EACH STATEMENT. ANSWER ALL THE STATEMENTS AND NOTE THE FOLLOWING ABBREVIATIONS.

S A = STRONGLY AGREE

A = AGREE

U = UNDECIDED

D = DISAGREE

S D = STRONGLY DISAGREE

2.4 MANAGEMENT AND ADMINISTRATION IS NOT THE MONOPOLY OF THE PRINCIPAL ALONE.

S A	A	U	D	S D

2.5 ASSISTANT TEACHERS MUST BE ACQUAINTED WITH UP TO DATE ADMINISTRATIVE PROCEDURES.

S A	A	U	D	S D

2.6 THE TEACHING SCIENCE COURSE SUFFICIENTLY PREPARES TEACHER-TRAINEES FOR ADMINISTRATIVE PROCEDURES IN A SCHOOL SITUATION.

S A	A	U	D	S D

2.7 THE PRESENT SYLLABUS FOR THE TEACHING SCIENCE COURSE
NEEDS TO BE MODIFIED SO THAT IT EXPOSES STUDENT TEACHERS
TO A FULLY FLEDGED STUDY OF EDUCATIONAL MANAGEMENT AND
ADMINISTRATIVE PROCEDURES.

S A	A	U	D	S D

2.8 GOOD CLASSROOM TEACHERS DO NOT ALWAYS MAKE GOOD MANAGERS
AND ADMINISTRATORS OF SCHOOLS.

S A	A	U	D	S D

2.9 THE PRESENT MODE OF TEACHER EDUCATION ASSUMES THAT THE
ORGANISATIONAL CLIMATE IN SCHOOLS IS PEACEFUL.

S A	A	U	D	S D

2.10 THE PRESENT MODE OF TEACHER EDUCATION ASSUMES THAT THE
ADMINISTRATIVE PROCEDURES IN SCHOOLS ARE SMOOTH.

S A	A	U	D	S D

2.11 THE PRESENT MODE OF TEACHER EDUCATION ASSUMES THAT THE
TASK OF THE TEACHER IS ONLY TO TEACH SCHOOL SUBJECTS.

S A	A	U	D	S D

2.12 THE PRESENT MODE OF TEACHER EDUCATION ASSUMES THAT A TEACHER IS NOT TO BE INVOLVED IN ADMINISTRATIVE ROLES AND PROCEDURES.

S A	A	U	D	S D

2.13 THE CURRENT SYLLABUS FOR THE TEACHING SCIENCE COURSE NEITHER EXPOSES NOT EQUIPS PROSPECTIVE TEACHERS WITH:

2.13.1 COPING STRATEGIES TO ENABLE THE MILITANT BEHAVIOUR OF PUPILS.

S A	A	U	D	S D

2.13.2 PERSONNEL MANAGEMENT SKILLS AND ADMINISTRATIVE PROCEDURES.

S A	A	U	D	S D

2.13.3 EFFECTIVE SKILLS AND PROCEDURES TO FOLLOW WHEN ADMINISTERING AND UTILISING SCHOOL FUNDS.

S A	A	U	D	S D

2.13.4 CONFLICT RESOLUTION STRATEGIES

S A	A	U	D	S D

2.13.5 STAFF DEVELOPMENT TECHNIQUES

S A	A	U	D	S D

2.13.6 EFFECTIVE SKILLS OF COMMUNICATION WHICH ARE THE CORE OF ALL ADMINISTRATIVE PROCEDURES.

S A	A	U	D	S D

2.13.7 EFFECTIVE SKILLS OF LEADERSHIP

S A	A	U	D	S D

2.13.8 EDUCATION MANAGEMENT PHILOSOPHIES

S A	A	U	D	S D

2.13.9 EDUCATION MANAGEMENT THEORIES

S A	A	U	D	S D

2.13.10 PERSPECTIVES AND   PRINCIPLES   OF   EDUCATIONAL MANAGEMENT

S A	A	U	D	S D

2.13.11 EDUCATION MANAGEMENT APPROACHES

S A	A	U	D	S D

2.13.12 SOME PARADIGMS AND MODELS IN EDUCATIONAL MANAGEMENT

S A	A	U	D	S D

2.13.13 LEGAL ASPECTS OF EDUCATIONAL MANAGEMENT

S A	A	U	D	S D

2.13.14 THE KNOWLEDGE AND UNDERSTANDING OF SUCH PROCESSES AS THE ADMINISTRATIVE, THE DECISION-MAKING AND THE POLICY-MAKING PROCESSES.

S A	A	U	D	S D

2.14 WHICH OF THE FOLLOWING DO YOU THINK THE PRESENT TEACHING SCIENCE SYLLABUS SHOULD LAY EMPHASIS ON?

Didactic Competence

Administrative Competence

Both

1	
2	
3	

N.B. SHOULD YOU WISH TO GIVE ANY ADDITIONAL INFORMATION WHICH MAY BE OF SIGNIFICANCE TO THIS STUDY, BE FREE TO DO SO IN THE SPACE PROVIDED BELOW.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your co-operation.

APPENDIX C

EXTRACT OF THE TEACHING SCIENCE SYLLABUS

A.   COMPOSITION

The Teaching Science course is composed of 3 major components.

1.   The making and use of Teaching Aids and Chalkboard work.

2.   Micro teaching Demonstration lessons.

3.   School management and control.

All these components are directly linked to Teaching Practice and should be evident when the student teacher is being evaluated.

B.   AIM

The aim of this course is to:-

1.   Assist the student to become to become an efficient, human and professionally motivated teacher.

2.   To help the student to a firm understanding of the management and control of a school, and of his own place in the curriculum.

C.   <u>OBJECTIVES OF MAKING AND USING TEACHING AIDS</u>

- to illustrate abstract concepts using various types of teaching aids;

- to establish an appropriate teacher-pupil relationship;   and

- to demonstrate the illusion of reality in the classroom situation.   (p 1)

D.   <u>OBJECTIVES OF MICRO TEACHING</u>

- to allow the student to conceptualize basic classroom skills;

- to introduce the student to objective-based lesson preparation;

- to accustom the student to having his teaching observed for professional criticism;   and

- to allow the student to develop language acquisition and self confidence.

E.   OBJECTIVES OF SCHOOL MANAGEMENT AND CONTROL

- to apply departmental policies laid down by educational authorities; and

- to be able to perform the non-academic duties which are concerned with the management of schools and other educational institutions.

(p 1)

INTRODUCTION

1.   Teaching Science is the practical component of teacher training. The content of this syllabus must therefore be approached in a practical way. The making of Teaching Aids must be done concurrently with Micro Teaching and the importance of both be linked to Practice Teaching so that Science provides the training that the student needs to develop effective teaching skills.

2.   The Education Acts, the Guide for Principals of Schools, other relevant department regulations and documents must be taken as primary sources of information and must be put at the disposal of the students.

3. In the first year, three periods per week, in the second year, four periods (one doubled) and in the third year, five periods (two doubled) are allocated for this course.

4. The lecturer for Teaching Science will be responsible for the arrangement of micro-teaching lessons/sessions and demonstration lessons in collaboration with lecturers responsible for the school subjects.

5. School Management should be emphasized in the latter part of the second and third year of the course. A research assignment giving the student the opportunity to explore the components of school management should be prepared and given to the student to carry out during the observation period of teaching practice.

6. Students must keep a record of all:

    a) micro-teaching lessons;
    b) demonstration lessons;
    c) uncontrolled lessons;
    d) evaluated lessons; and
    e) first year observation assignment in a journal.

SECOND YEAR OF STUDY

5. MANAGEMENT & CONTROL

5.1 Teaching as a career

The teacher as employee;

Productivity;

Conditions of service and service benefits;

Appointments and promotions;

Termination of service (Government & community schools);

Transfer;

Misconduct;

Leave;

Responsibility of teachers;

Promotion posts;

Benefits with improvement of qualifications;

Pensions and retirement benefits;

Subsistence and travel allowances;

Teacher's associations; and

A Teacher's Council.

(p 9)

5.1.1 Classroom Organisation and Routine

Organisation of the classroom to create the ideal atmosphere for learning classroom routine.

The advantages and disadvantages of:

(a)   the teacher changing classrooms with subject
      teaching; and

(b)   the pupils changing classrooms.

5.1.2   Planning. Preparation and Record of Works

Schemes of work;

Work programmes;

Preparation of work;

The teacher's workbook (for secondary schools);
and

Record of work.

5.1.3   Control and Evaluation of Pupil's Work

Control and marking of pupil's written work,
Mark-sheets (schedules) and reports:

(a)   Subject mark schedule;

(b)   Class mark schedules; and

(c)   Report forms

Pass requirements for different standards.

5.1.4 Classroom Discipline

The causes for poor discipline.

Ways of ensuring good discipline.

How to deal with offenders.

Class monitor or prefects.

5.1.5 Cultural Activities in the School

Debating societies.

Youth activities.

Religious organisations

(p 10)

5.1.6 Sport Activities

Sports policy, departmental and school policies.

Basic requirements for successful organisation and control.

Organisation of sport at school level.

Educational value and advantages of well organised sports.

5.1.7 Educational Outings

General aims of an educational excursion.

The person responsible for the planning and organisation.

The number of excursions which may be undertaken per year.

An assessment beforehand.

Necessary administrative arrangements.

Preparations to be carried out jointly by teacher and pupils.

Follow-up after the excursion.

Assessment of the finished excursion.

(Note: At least one-day and/or holiday/weekend tour to be organised practically and executed according to the guidelines mentioned above.

5.1.8 Periodicals: The value of:

Departmental teacher's periodicals; and

Subject periodicals

(p 10)

THIRD YEAR OF STUDY

5.1 MANAGEMENT AND CONTROL

The teacher and the authorities.

The teacher and his principal.

The teacher and his colleagues.

the teacher and his pupils.

The teacher and the parents.

The Role of the Departmental Head in a School.

(p 11)

5.2 THE PRINCIPAL AND HIS SCHOOL

His relationship with people in authority.

His relationship with his staff, deputy principal, heads of department, boarding master, matron, clerical staff and labourers.

His relationship with controlling bodies; board of control, school committee and hostel board (where it exists).

Delegation of responsibilities to departmental heads, teachers and pupils.

His liaison with parents and parent-teacher association. Liaison with other schools.

His relationship with his pupils. Council of prefects.

The principals's conduct and role in the community.

Learning the teaching/learning programme of his school. School policy and rules.

<div align="right">(p 12)</div>

5.3 CONTROL OF STAFF AND PUPILS

(a) Control of subject meetings of departmental heads.

(b) Planning of work and lessons of teachers.

(c) The work of teachers in their classrooms by class visits.

(d) Pupils written work.

(e) The content of tests and examinations.

(f) Duties delegated to the staff and pupils.

(g) Extra-mural activities.

(h) Control of administrative staff.

(i) Duty lists for Administrative staff.

5.4 ADMISSION OF PUPILS

(a) Regulation concerning admission, transfer, punishment, expulsion and school attendance.

(b) Admission register.

(c) The daily register of attendance.

(d) Summary of attendance register.

(e) The class register for the collection of funds.

(f) Annual stocktaking.

(g)   Control of stocks, text books, teaching materials, apparatus and furniture.

(h)   Quarterly and annual returns.

(p 12)

5.5   TIME TABLE

(a)   Value and use of time-table.

(b)   Factors to be considered when drafting time-table.

(c)   Steps in drafting a time-table.

(d)   Various time-tables:

(i)   The central time-table.

(ii)   Class time-table.

(iii)   The time-table for extra-curricular activities.

(iv)   The examination time-table.

5.6   CORRESPONDENCE AND FILING SYSTEM

5.6.1   The prescribed filing system.

5.6.2   Directives regarding incoming and outgoing post; the relevant registers.

5.6.3   Procedure   for   dealing   systematically   with matters arising from incoming correspondence .

5.6.4   The   method   of   ·conducting   official correspondence.

5.7 FINANCE

5.7.1 Collection of school fund and government monies.

5.7.2 Keeping cash-book and ledger.

5.7.3 Receipts; necessity of obtaining receipts for purchases and expenditures and issuing receipts for all amounts received.

5.7.4 Regulations regarding school funds.

(p 13)

5.7.5 Elementary budget.

5.7.6 Elementary statements of income and expenditure as well as balance sheet.

5.7.7 The petty-cash book.

5.8 STOCK

5.8.1 Ordering and control of stock

(a) Furniture.

(b) Materials and teaching aids.

(c) Stationery and office requisites.

(d) Equipment for dexterity subjects.

(e) Equipment and requisites for the science subject.

(f) Bibles, class readers and textbooks.

5.8.2 School building and grounds

(a) Care and maintenance of buildings.

(b) Laying-out of a school garden, vegetable garden and spot grounds.

(c) Removal of garbage and rubbish.

(d) Maintenance and repair of school furniture and equipment.

(e) The school as a centre for cultural activities.

(p 13)

5.9 DEPARTMENTAL POLICIES

5.9.1 Religious Education.

5.9.2 Language medium of teaching.

5.9.3 Compulsory education.

5.9.4 Discipline and punishment.

5.9.5 Examinations.

5.10 REGULATIONS CONCERNING HEALTH MATTERS

5.11 IN-SERVICE TRAINING TEACHERS

5.11.1 (a) The task of the principal.

(b) The task of the Departmental Heads.

5.11.2   Decentralized In-Service Training

        (a)   Inspector of schools.

        (b)   Circuit Inspector.

        (c)   Regional Director.

        (d)   Panels.

5.12 THE STRUCTURE OF AN EDUCATIONAL DEPARTMENT

(a)   Head Office (a brief overview)

(b)   Advisory Council for education.

(c)   Regional offices.

(d)   Boards of control.

(e)   School committees.

(f)   Hostel boards.

(p 14)

5.13 TYPES OF SCHOOLS

Applying for a post: the interview: completion of application forms : assumption of duty and termination of service (forms).   (p 14)

5.14 EVALUATION

This is a credit subject and must be passed in all three years of the course.   The subject is to be evaluated as follows:-

FIRST YEAR

Chalkboard work   –   A test to be set evaluating neatness under speed, spelling accuracy and planning 30.

Teaching Aids   –   to be completed and submission prescribed dates and evaluated out of a total of 70 (best to be displayed).

Research Assignment   –   to be evaluated out of a total of 20. Year mark out of 100.
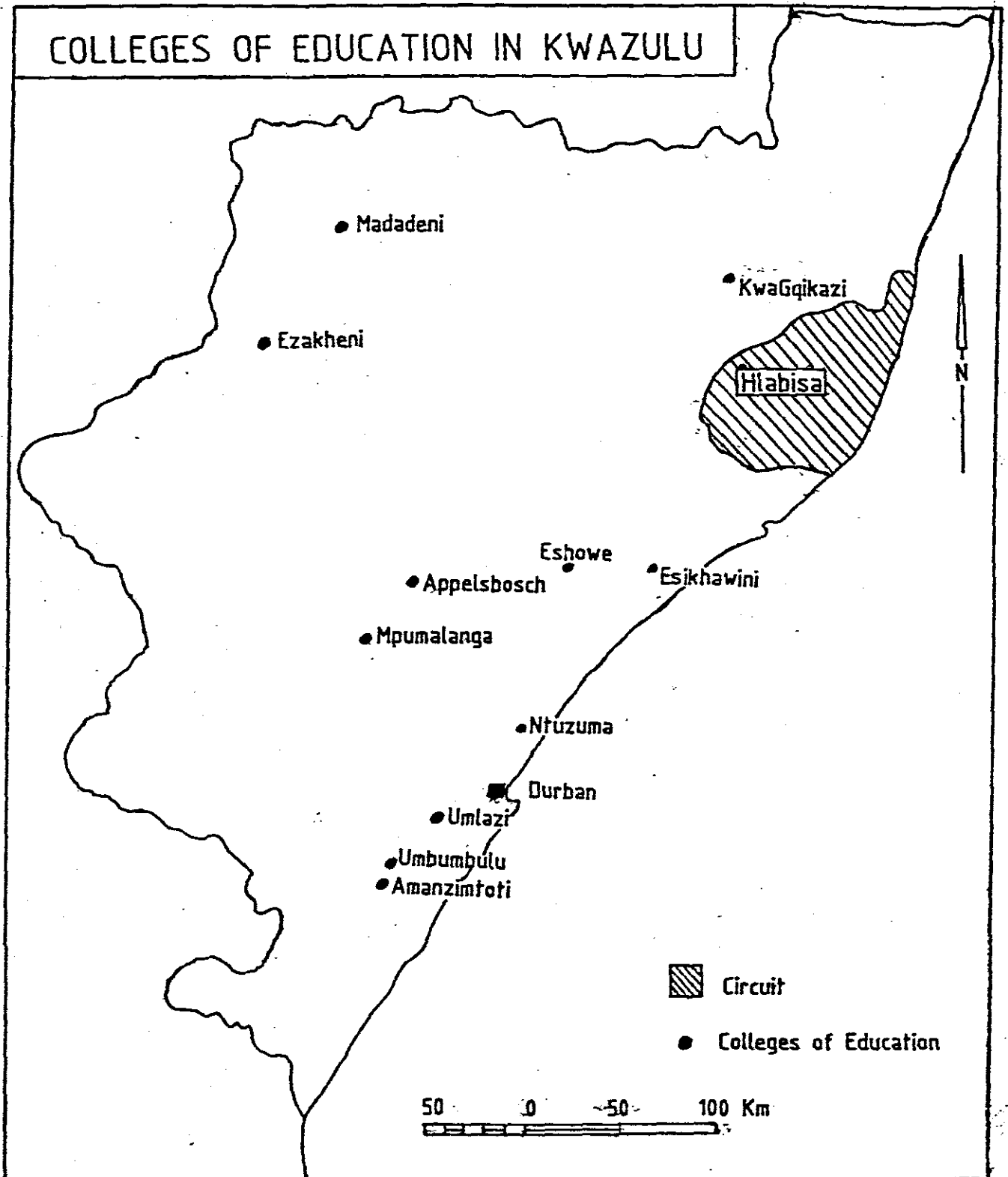
SECOND YEAR

Micro teaching   –   to be evaluated in conjunction with teaching practice.

Teaching Aids   –   to be completed and submitted on prescribed dates and evaluated out of 100 (Best to be displayed).   (p 15)

Management and Control   - A 1 hour paper of 100 marks
to be combined with teaching
Aids to be reduced to 100.

THIRD YEAR

Micro teaching   -   to   be   evaluated   in
conjunction   with   teaching
practice.

Teaching Aids   - to be completed and submitted
on   prescribed   dates   and
evaluated out of 100 (best to
be displayed).

Management and Control - A 2 hour paper of 200 marks
to be combined with Teaching
Aids and reduced to 100.

(p 15)

COLLEGES OF EDUCATION IN KWAZULU

● Madadeni

● KwaGqikazi

● Ezakheni

Hlabisa

N

Eshowe

● Appelsbosch

● Esikhawini

● Mpumalanga

● Ntuzuma

■ Durban

● Umlazi

● Umbumbulu
● Amanzimtoti

◫ Circuit

● Colleges of Education

50   0   50   100 Km

P O Box 170
KWADLANGEZWA
3886

31 January 1991

The Principal
....
....
....
....

Dear Sir/Madam

Considering your involvement in schools, it is assumed that you are in possession of valuable information which can be of great help in Teacher Education in KwaZulu and elsewhere. I therefore, request you to complete the questionnaire attached hereto as accurately as possible.

There are right or wrong answers, therefore, give answers which are a true reflection of your point of view or opinion on the respective items. You do not have to sign or give your name on the questionnaire. The information you give will be kept confidential and will serve no other purpose either than that pursued by this study entitled :

AN INVESTIGATION INTO ADMINISTRATIVE COMPONENT OF THE PROGRAMME FOR TEACHER EDUCATION IN KWAZULU

The study has been approved by the Department of Education and Culture (see letter attached) and by the University of Zululand.

Your contribution to the success of this research is highly essential. The findings of the investigation will enable the researcher to make worthwhile recommendations with regard to preparing and equipping prospective principals and administrators of schools.

Thank you for your co-operation.

Yours sincerely

MKHIZE D E
RESEARCHER

University of Zululand

Universiteit van Zoeloeland

7th October 1991

The Rector

_____

_____

_____

_____

_____

Dear Sir/Madam

RESEARCH PROJECT ON TEACHER EDUCATION IN KWAZULU COLLEGES OF EDUCATION.

May I request you to ask the Teaching Science Lecturer(s) to complete the enclosed questionnaires and then mail them back to sender at their earliest convinience.

Their input is valuable and it will enable me to complete the study entittled "An Investigation into the Administrative Procedures of Teacher Education in Colleges of Education in KwaZulu."

Enclosed please find the following:
1.   Questionnaires
2.   Letter of permission from Head office in Ulundi
3.   Proof of registration from University of Zululand
4.   Addressed envelopes and stamps for mailing the completed questionniares to the researcher.

Thank you for your co-operation.

Yours sincerely

D.E. MKHIZE

**MNYANGO WEMFUNDO
AMASIKO**

**DEPARTMENT OF EDUCATION
AND CULTURE**

DEPARTEMENT VAN ONDERWYS EN KULTUUR

eli Locingo :		Isikhwama Seposi :	X04	Ucingo : 0358–
egraphics Address : INKANYISO		Private Bag :	Ulundi	Telephone : 203906
egrafiese Adres :		Privaatsak :		Telefoon :
ıuzo ::		Usuku :		Inkomba :
uiries: : S.M. GQWARU (MR)		Date :	26 February 1991	Reference :
rae ::		Datum :		Verwysing :

Mr. D.E. Mkhize
P.O. Box 170
KWA-DLANGEZWA
3886

Dear Mr. Mkhize

RESEARCH IN SCHOOLS AND COLLEGES OF EDUCATION IN KWAZULU.

Thank you for your letter of 4 February 1991 in which you supply the documentation required for consideration of your request to do the above.

The Department has great pleasure in granting you permission to conduct research. However, in doing so, the Department requests you to observe the following:

a)   work through the Circuit Inspector(s) of the area(s) from which you will select your sample;

b)   ensure that information elicited be treated as confidential.

c)   make a copy of the research findings available to the Department if requested to do so.

Best wishes for a successful research project.

Yours sincerely,

S.M. GQWARU (MR)
SENIOR EDUCATION PLANNER

researc.smg

APPENDIX H

Department of Education and Culture
Private Bag 7111
MTUBATUBA
3935

4 September 1991

0358 (5501057)
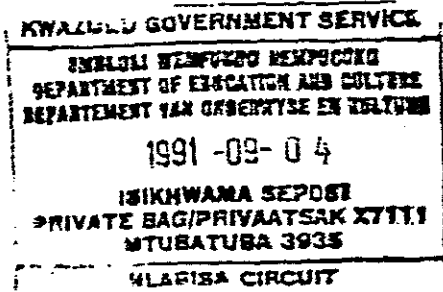
TO   WHOM IT MAY CONCERN

1. This is to certify that Mr D.E. Mkhize has been granted permission
   by this office to conduct research in any of our schools.

2. The said research may be conducted in the form of written
   questionware on personally visits.

3. It is further stressed that the same research is for purely
   educational purposes and nothing else.

4. The reasearch is designed for the Master of Education (M. Ed) degree

5. Kindly offer him the necessary co-operation.

CIRCUIT INSPECTOR FOR EDUCATION : HLABISA
ESK/pts

University of Zululand

Universiteit van Zoeloeland

Private Bag X1001
Privaatsak
KWADLANGEZWA 3886
South Africa
(0351) 93911
'Unizul'
SA 631311
FAX (0351) 93735

Ref./Verw.

TO WHOM IT MAY CONCERN

(Request for Co-operation)

This is to confirm that MR D E MKHIZE is a registered student of the University of Zululand.

He is currently engaged in a research project which is a require-ment for the degree of Master of Education.

It will be appreciated if you could assist him with the investiga-tion which are purely of an educational nature.

PROF A.J. THEMBELA
VICE-RECTOR
ACADEMIC AFFAIRS AND RESEARCH
AJT/tm

29 JANUARY 1991

VICE RECTOR (A A and R)
UNIVERSITY OF ZULULAND
P/BAG X 1001
KWA-DLANGEZWA 3885

APPENDIX J

University of Zululand

Universiteit van Zoeloeland

30 January 1991

Mr B H Piper
Principal Education Planner
Department of Education and Culture
Private Bag X04
ULUNDI
3838

Dear Mr Piper

CONFIRMATION OF REGISTRATION : MR D E MKHIZE — 810013

I confirm that Mr D E Mkhize is a registered student of the University of
Zululand for a Master of Education degree for academic year 1991.

Yours faithfully

for REGISTRAR
ACADEMIC ADMINISTRATION

LNM/ten