MODELLING OPTIMAL COMMUNICATION FOR THE SCHOOL AS AN ORGANISATION

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Abstract

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ORIENTATION

INTRODUCTION

In this chapter I shall briefly present a preview of what the reader will encounter in each chapter of my thesis, and explain the referencing conventions that I use in the chapters, as well as in my bibliography. It can be seen as a roadmap through my thesis.

THE ORGANISATION OF MY THESIS

Chapter 1 will deal with the referencing conventions that I use to acknowledge reference works.

Chapter 2 focuses on the statement of problems, the hypothesis to be tested, aims, research methodology and value of the research that I will present.

Chapter 3 will explain the key concepts so that the reader can obtain a clear understanding of the definitions that are used.

Chapter 4 deals with the literature survey. Information about the National Education's view, the KZN education department, and communication models by those involved in communication science will be expounded here.

Chapter 5 will be based on the fieldwork. The questionnaire that was designed by me will be shown. I will also give a detailed account of the difficulties that I had to endure in the fieldwork.

Chapter 6 explains the SPSS 11 database and I will do an empirical study of the results obtained from the information recorded in the questionnaires.

Chapter 7 will report on the empirical part of my research and will deal with an in-depth analysis of the responses from the principals of public secondary schools in the greater Durban area.

Chapter 8 will focus on the conclusion of my research and the recommendations that were made. The references will also follow chapter 8.

WRITING CONVENTIONS

In this section I give examples of the writing conventions that I will follow in this chapter.

The Abbreviated Harvard method referencing

When I cite an author in the chapters of my thesis I will use the abbreviated Harvard form of referencing. This includes the author/s, and between brackets the year of publication, followed by a colon and the relevant page/s as in: Mersham & Skinner (1999: 36).

Referencing of online materials in the chapters of my thesis

When I cite an online reference in my thesis I will refer to the author, followed by the date and the website address in brackets. The website address fulfils a similar function as page numbers in printed references, as in:

Leedy Companion Website 7/E:(http://vig.prenhall.com/catalog/ aca-demic/product/1,4096,0130285846,00.html)

In a number of instances a third party gave me hard copies of online material and no date was reflected as it was downloaded from the Internet.

Referencing of online materials in my bibliography

In this section I provide examples of how I will document different types of online references in my bibliography. They have been adapted from Adapted from http://www.epcc.edu/library/citingapa.htm.

Online journal articles

Malamud, Margaret. (2000). "Pyramids in Las Vegas and in Outer Space: Ancient Egypt in Twentieth-Century American Architecture and Film." Journal of Popular Culture. 34.1 (Summer 2000): 31-47. Academic Search Premier. E.P.C.C. Libraries, El Paso, TX. Downloaded on 11 Jul 2001, from: http://search.epnet.com/login.asp?profile=asp

Online magazine articles

Uríbarri, Fátima. (2000). "Harry Potter Engancha a 35 Millones de Lectores: Hechi-
zados por la Lectura." Epoca. 10 Dec. 2000: 70. Informe. E.P.C.C. Librar-
ies, El Paso, TX. Downloaded on 11 Apr. 2001 from:
http://infotrac.galegroup.com/itweb?db=IFME

Authored online Newspaper Article

Carter, Bill. (2001). " 'Survivor' v. 'Boot Camp' in Latest TV Lawsuit." *New York
Times*. 11 Apr. 2001: C2. Infotrac Custom Newspapers.E.P.C.C. Libraries,
El Paso, TX. Downloaded on 7 Jul. 2001 from:
http://infotrac.galegroup.com/itweb?db=sp01

Non-Authored Newspaper Article from Website

"Ten Hispanic Educators Win $25,000 Milken National Educator Awards" *Hispanic
Online.com*. 2001. Downloaded on 11 Jul. 2001 from:
http://www.hispaniconline.com/edu&/pages/milken_award.html

Online encyclopaedia entry

"Emiliano Zapata." (1996). *Funk & Wagnalls New Encyclopedia*. Downloaded on 2
July 2001 from:
http://search.epnet.com/login.asp?profile=fw

Electronic Book

Austen, Jane. (1966). *Pride and Prejudice*. Ed. Henry Churchyard. Downloaded on 10
September 2000 from:
http://www.pemberley.com/janeinfo/pridprej.html

Website

McNaron, Toni and Miller, Carol (eds). (2001). *Voices from the Gaps: Women Writers of
Color*. July 2001. University of Minnesota. Downloaded on 11 Jul. 2001
from:
http://voices.cla.umn.edu/index.html

In the discussion on my findings I will provide a table followed by a graph to give a
detail to the discussion that follows after the graph.

CONCLUSION

In this chapter I indicated what the reader could expect to encounter in each chapter of my thesis, as well as the writing conventions that I will follow in each chapter and in my bibliography, particularly with regard to online references. In the next chapter I will outline the research problems that prompted this study as well as the research methodology that I will employ to resolve them.

STATEMENT OF PROBLEMS AND RESEARCH METHODOLOGY

INTRODUCTION

In this thesis I will apply the principles of organisational communication to school management to develop a communication model that principals can use as part of managing schools as organizations. In the first phase I will do a literature review of organizational communication to help me design a communication model for schools. In the second phase I will do an empirical survey of principals' understanding of organizational communication, and of their present communication practices.

STATEMENT OF PROBLEMS

- As part of reconfiguring education after the 1994 first democratic elections a variety of responsibilities that were subject to central control in the previous educational dispensation were devolved from the Department of National Education to provincial educational authorities, and from them to individual schools in compliance with the new democratic principles ensconced in the South African constitution and various schools acts. At the most local level this devolution of power and authority involved educators, learners and parents. This democratisation of education required that administrative officials, educators, learners and parents had to be in command of an array of sophisticated forms of communication that were not required in the old system where participants on lower echelons of the educational systems were only required to unquestioningly implement directive emanating from higher levels of the system.

- According to Klopper (1999) the South African version of Outcomes-Based Education (OBE), introduced under the name *Curriculum 2005* in 1996, suffered from two basic inadequacies:

    1. Problematic cognitive grounding: The poor grounding of OBE on constructivist learning principles.

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2. <u>Poor communicative grounding</u>: The poor understanding among educators of the range of communication strategies required for effective learning to take place in OBE classrooms.

The main focus of my study however will be on the forms of communication required for the revised version of *Curriculum 2005* to succeed. I will in particular look at how the principles of organisational communication can be applied to individual schools as organisations to enable systematic, open-ended forms of communication within schools, and between schools and the Department of Education & Culture and its agents.

In the final phase of the research project I will survey senior management at 175 public secondary schools in the greater Durban region, selected by means of systematic sampling, to determine their perceptions of how effective communication functions within their schools, and between their schools and external agencies.

HYPOTHESES TO BE TESTED

The following two hypotheses will be tested in this study:

1. Senior management at public secondary schools in the greater Durban region have a clear understanding of the principles of organisational communication that are required to effectively manage schools as organisations.

2. Public secondary schools in the greater Durban region practice sound principles of organisational communication as part of their management procedures.

AIMS

1. To determine by means of an attitude survey of senior management (at 175 systematically selected secondary schools in the greater Durban environs) what their understanding is of the forms of organisational communication that should be employed during effective school management;

2. To formulate specific communication-based solutions to the problems identified in the before-mentioned survey.

RESEARCH METHODOLOGY

The research will consist of a literature survey, followed by survey research among senior management at 175 public secondary schools in the greater Durban region selected by means of systematic sampling.

Quantitative research methodology will be used to analyse the responses from senior management. The Statistical program SPSS version 11 will be used to quantify the results.

The research will also be based on information obtained from authentic sources such as the latest literature available on Sabinet, current circulars on seminars or directives based on forms of communication for principals from the KZN department of Education and periodicals, journals and other related information highlighting forms of communication in the business world and educational environment.

VALUE OF RESEARCH

Although communication features strongly as part of the criteria in selection of individuals for a principal's post, the critical area of expertise involving communication is

lacking in the interviews conducted for appointments of principals. Very little points are awarded for communication. According to a circular obtained from the Department on Appointing Principals: What to look for, how to find it by Smith, Sparkes & Thurlow, 1 states "some researchers find that schools that make a difference in students' learning are led by principals who make a significant and measurable contribution to the effectiveness of the staff and to the quality of what transpires in the classroom, while others suggest that the principal has a more indirect influence on the school outcomes." Most Principals are excellent academics but face frustration when dealing with issues emanating from the teaching staff and the parent body. Most of the seasoned principals have taken the voluntary severance package offered by the Department of Education around 1996 and now, most of the principals are young and inexperienced in dealing with areas where proper communication is required. It is also important to note that in this highly stressful world, educators come from various backgrounds and many are riddled with problems, even when at school. Now that the country has passed a law prohibiting corporal punishment, it becomes increasingly difficult for principals to manage discipline in their schools and experts on this issue recommend forms of communication to deal with deviant behaviour but there are no clear guidelines on how to deal with these learners. Therefore the value of the research will be in it documenting the senior management's level of understanding of the aspects of organisational communication that need to be employed for secondary schools to function as effective organisations.

CONCLUSION

Thus far the methodology shows how I will endeavour to resolve the issues that are at hand and also to focus specifically on aspects that Principals of secondary schools can employ for the effective organisation of their schools. Now that I have ascertained some of the problems in this chapter, it has prompted me to do research and to give an explanation of the research procedure that I will follow to resolve the problems that were identified. The next chapter will present key concepts that will inform my study.

KEY CONCEPTS

INTRODUCTION

I chose to state the key concepts as early as possible so that it will orientate the reader with regards to the multidisciplinary nature of the research in Communication Science and School Management. This chapter is also presented as a form of resource that reader can utilise to verify thoughts and intentions with regard to concepts in subsequent analysis of the study. The list of key concepts will be arranged in alphabetical order, which would make for quick reference for the reader who may feel that certain concepts appear ambiguous in its context and may want clarity on these concepts.

CONCEPT 1

Communication: " is the transfer and exchange of information and understanding from one person to another through meaningful symbols. It is the way of exchanging and sharing ideas, attitudes, values, opinions and facts. Communication is a process that requires both a sender, who begins the process, and a receiver, who completes the communication link." (Hellriegel, 2001: 308). According to Smit and Cronje (1995: 354) they define communication as "a process involving the acquisition and the use of information for planning, organizing, leading and controlling."

CONCEPT 2

Interpersonal communication: stems from the word inter which means between and is a form of communication that takes place between two or more people and usually done on a face-to-face basis. It also "means showing appropriate ways to exchange your ideas and needs." Health Teacher, http://www.healthteacher.com/teachersupports/skills4.asp

CONCEPT 3

Intra-personal communication: also originates from the word intra, which basically means inside a person and therefore would constitute a form of communication that takes place within a person. "Intrapersonal communication occurs when an individual sends and receives messages internally." (Mersham & Skinner, 1999: 89).

CONCEPT 4

Organization: comprises of groups of people who work together in different ways to meet shared goals. In organisations managers utilise effective communication to carry out the following tasks that is, planning, organising, leading and controlling.

CONCEPT 5

Organizational communication: involves the way an organisation is structured and managed and also how the various forms of communication relate to good human relationships. According to Mersham & Skinner, (2001: 4) "the term organizational communication has only two elements; namely people working towards a common purpose. Organisational communication is the necessary communication that takes place to achieve that common purpose."

CONCEPT 6

Small Group communication refers to communication within a group of between three and twenty people. They could be groups such family groups, church groups, school groups. A small group is identified by a sense of belonging to the same group, occupy certain roles as in the school situation and they cooperate with each other to meet their goals. They are different from a group of people standing in front of the cinema.

CONCLUSION

Since this is a strong disciplinary study the reader might not be familiar with certain concepts related to in the study, hence the need to provide key concepts so that alter-

native references will indicate a clear definition of these concepts and shows how it relates to the study. Therefore the reader can access and verify these concepts that will appear in subsequent chapters. The following chapter on literature survey will contain a number of these concepts.

INTRODUCTION
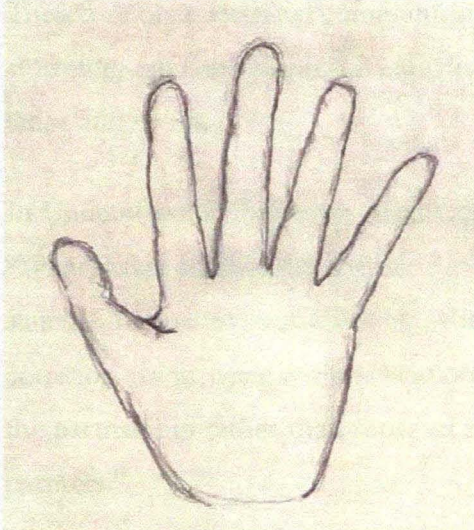
Figure 1: Sketch of a human hand which is likened to the 5 forms of organizational communication

Look at your five fingers. Do you appreciate that without one of them you would not be able to accomplish any work effectively? Granted, you may be able to do something, but the use of five fingers makes the task so much easier because the fingers are designed to work harmoniously. We can liken the five fingers to the five forms of organizational communication that are essential for an effective organization such as the school. It is also interesting to note that the fingerprints of each individual is unique and it is also true that no two schools would function the same in every way. I will use Mersham and Skinner as my point of departure in the discussion that follow. In Mersham and Skinner (2002: 148) the five essential forms of communication for organizational communication are mentioned namely, Interpersonal communication, Intra-personal Communication, Small group communication, Intra-organizational communication and Interpersonal communication. Under each of these forms of communication, I will group the forms of communication as stated in the questionnaire that I handed to principals of public secondary schools in the greater Durban area.

Before I discuss these forms of communication, it would be appropriate to explain the term organizational communication. There are basically two components in the term organization and Mersham and Skinner (2001: 4) states that it is "people working together towards a common purpose." The forms of communication implemented by

the principals will ensure that the goals and aspirations of that particular school will be achieved. These goals and aspirations are embodied in the mission and vision statements that both the staff and members of the governing body have agreed on. Naicker and Waddy state that, " A vision statement is a qualitative statement about the school's long – term vision." (2002: 46). The vision and mission statement can change every year. Therefore the principal as manager would implement ways in which these goals can be achieved. So organizational communication would play an invaluable role in the school as an organization. Mersham and Skinner (2001: 6) agree that, "communication is the very essence of a social system or an organization." Therefore organizational communication would deal with many issues such as brainstorming, empathizing, resolving conflicts, listening, monitoring work, giving assistance and so on.

In Understanding the South African Schools Act of 1996 (1997: 8) the section under "What makes an effective partnership?" shows the aspects of effective partnership. It states, " mutual trust and respect, shared decision making, shared goals and values, common vision, open communication, good teamwork, promotion of the interests of the partnership rather than those of the individual, respect for the roles of different partners."

"A school is a complex organisation with many processes occurring simultaneously."(2002: 80). This is true in public schools in KZN. The article in http://www.emtech.net/source/Authentic_communication.htm states, "A successful school leader is an effective communicator. Today's school leaders assume multiple roles and are expected to be many things to many people. Those roles might include responsibilities to supervision, counseling, professional development, building direction, and financial management. Embedded in those capacities principals are expected to communicate often and accurately with teachers, administrators, parents, and community." This is true of schools because the principal plays role of administrator, leader, manager, and educator, counsellor and plant maintenance manager.

OVERVIEW OF COMMUNICATION

Many principals in the public secondary schools may argue the point that they are implementing the forms of communication in their schools and are effective in managing the schools and a study of this nature may not be applicable to them. They may

also reason that communication started when humans were on the earth. However, it may unnecessary to discuss the scope of communication at this length but a point in case is that of one's literal heart. Most of the time we are not aware of it as it beats tirelessly but when it gives us a jolt then we take cognisance it in our body. Communication is the same in that we take it for granted until there is a collapse in the unit, be it the family, small or large organization. We live in a global village and communication is looked at in every facet of life especially in the business world. Never before have so much attention been given to communication as in our 21ˢᵗ century. "Leadership and management, in the context of a constantly changing environment, is a challenge. It is well worth the effort it takes to meet this challenge." (2000: introduction). Therefore principals of schools need to pay particular attention to forms of organizational communication.

Mersham & Skinner quotes Katz and Khan (1966: 223) that communication is "the very essence of a social system or an organization." This tells us that without communication in any organization in our case then the school will become like a human with flesh but no blood, an essential component that flows through every minute part of the human body to keep the body living and forward moving. This proves that without effective communication, it will lead to the collapse of the organization. Communication is viewed as a two way process. The expressions made by the individuals is either verbally or non-verbally interpreted in an acceptable and beneficial way or repudiated by the listener or listeners. Communication does have an impact on the members associated with the particular organization. This is evident by their attitude and way of doing things or behaviour in the organization. The manner in which managers communicate with their staff will determine the output of that particular organization. As figure 2 shows the inputs of communication will give the outputs in that organization.

```
      input                                              output

   Intrapersonal  ──────▶   ┌───┐
                            │ S │
   Interpersonal  ──────▶   │ C │      ──────────▶  Better learner performance
                            │ H │      ──────────▶  Satisfied staff
   Smallgroup     ──────▶   │ O │
                            │ O │      ──────────▶  Effective organisation
 Intraorganisational ────▶  │   │      ──────────▶  Effective leader and manager
                            │ L │
 Interorganisational ────▶  └───┘
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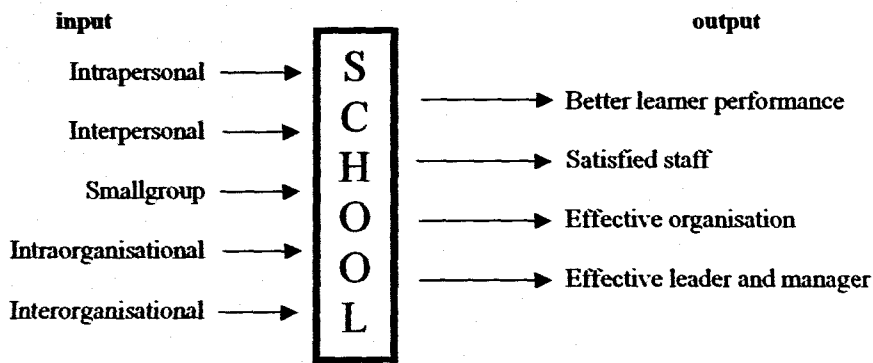
Figure2: Inputs into an organization will derive the outputs of that organisation

Everard & Morris (1996: preface x) made the following statement, " some schools and colleges are effective and successful, partly because they are well managed and organized, which is partly because their heads and senior staff have learned management systematically." This being the case, then communication would form the backbone of all successful structures.

The book, Benefits from Theocratic Ministry School Education (2001: 8)states, " The ability to communicate effectively is an art. Not everyone does it well." That is the reason why I decided to explore the forms of effective communication that principals of public secondary schools can implement for effective school management.

NATIONAL DEPARTMENT OF EDUCATION POLICY REGARDING COMMUNICATION IN SCHOOLS

Understanding the SA Schools Act (1997.8) states that, " effective partnerships are generally characterized by:

- Mutual trust and respect

- Shared decision –making

- Shared goals and values

- Common vision

- Good teamwork

- Promotion of the interest of the partnership rather than those of the individual

- Respect for the roles of different partners

From this the reader can deduce the importance of effective communication in all schools. Every one of the characteristics is part and parcel of good communication. Under section 7 on school discipline, it shows that in order to achieve good discipline, every school must have a written code of conduct. The purpose of the code of conduct is to:

Create a well organised and good school so that effective learning and teaching can take place.

- Promote self-discipline

- Encourage good behaviour

- Regulate conduct

The document First Steps: School Governance Starter Pack (1997: 7) mentions, " the main job of the governing body is to help the school principal to organize and manage the school's activities in an effective and efficient way. In other words, it must help the principal to govern the school well. The organisation of teaching and learning at the school is also the responsibility of the principal. But the governing body guides the principal about school policy and the direction of the school.

The National department lays down broad guidelines for the effective management of schools and no doubt, effective communication is the golden thread that runs across management of schools.

Figure 3 helps us get a clearer picture on the main processes of managing and leading effective schools in S.A. The manual, *Managing and Leading Schools*, 2002 discuss aspects of communication that are required for effective schools. If we look at figure 3 clockwise, the forms of communication necessary for effective schools is as follows: staff appraisal and development, staff induction and orientation, staff organization into groups, teams and learning networks, decision –making processes, behaviour, code of conduct, managing diversity and partnerships with the community. The Na-

tional department (2000: 12) also encourages management to create " the right school culture." Some of the features that define this are:

Management support: the degree to which managers provide clear communication, assistance and support to their staff.

Control: the number of rules and regulations, and the amount of direct supervision that is used to oversee and control staff and learner behaviour.

Conflict tolerance: the degree to which school community members can talk openly about conflicts and criticisms.

Communications pattern: the degree to which communication in the school is restricted to the formal hierarchy of authority.

These are just a few examples showing the department's interest in the relevant forms of communication for effective school management.
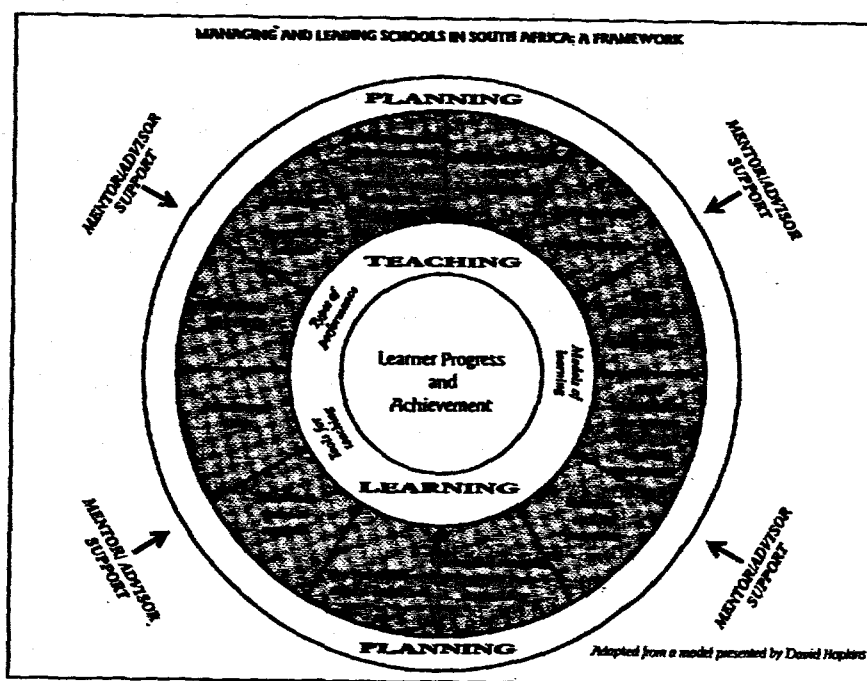
Figure3: Management plan: taken from Managing & Leading Schools, Dept of Education

KZN DEPARTMENT OF EDUCATION AND CULTURE: VIEWS ON COMMUNICATION

The KZN department of Education also stresses effective communication in schools. Circulars have been sent out to schools where workshops were conducted. HRM circular No. 75 of 2000 mentioned Norms and Standards for educators and two out of the seven roles of educators dealt with the following namely: Leader, administrator and manager and Community, citizenship and pastoral care. NDR circular no. 117 of 2001 informed the principals of " Date amendment to invitation to attend course: The Art of Articulation and speaking in public. NDR Notice of No. 14 of 2002 carried out an I.T. Skills Needs Analysis-Non Educators. However, this type of skill is necessary for management, especially the principal of the school. Workshops were also held with principals and deputy principals in terms of "Change management."

The manual *Managing and Leading Schools* (2000: II) shows the main processes that are needed to manage an effective school by the principal and other members of the SMT. Figure 3 clockwise, indicates how important the KZN department of Education and Culture views organisational communication in schools today. The processes such as staff appraisal and development; staff induction and orientation; staff organisation into groups, teams and learning networks; decision making processes; behaviour, codes of conduct; managing diversity and partnership with the community deal with forms of communication that are essential for the running of an effective school. Each one of these processes involves different communication strategies that will ensure success in the implementation of the process. A few examples taken from the Resource guide *School Development Plan* by the department of Education and Culture, KZN explains under the section Staff appraisal and development that "within a school, educators need feedback and development. Regular feedback on performance helps staff to assess their strengths and weaknesses and to make the necessary adjustments to their performance." (2000: 8). The section dealing with Staff organization into groups, teams and learning networks highlights the point that " Teamwork is the thread, which runs through all systems in an effective school." (2000: 9).

Professor LBG Ndabandaba, Minister of Education and Culture, Province of KwaZulu –Natal stated, "It is indeed a great privilege and pleasure for me to pen a foreword for this, the first manual in a series of twelve designed to help school management teams run schools effectively and efficiently." (2002: foreword). The manual

(2002: 36) also looks at school managers as being inviting. They do this by "communicating positively." This type of communication encourages the staff to follow the guidance offered by the principal. The principal needs to always "show that you are also not perfect." It would be wise to "admit that you lack knowledge in a particular area, acknowledge that you do not have the answers for everything and that you are willing to take risks and that you will make mistakes and grow in the process." School managers need to "first cool off" to " avoid the temptation to react when they are angry. Calm down and wait before you answer otherwise you may regret your hasty actions." She/he also needs to "spread positive news." This is to inform members of the staff, " how good they are and how well they can perform." The manual quotes Steyn (1996: 37) where it states "It brings out the best in people." It further goes on to show that invitational leadership, "is a very powerful tool for school managers. It is a valuable basis for effective school management and if implemented it brings out the best in the school community."

The duties and responsibilities of a principal in a public school are recorded in *Towards effective school Management manual 1* (2002: 69) under the section Communication. Nine points with regards to communication are listed for the principal.

1. To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth-running school.

2. To liaise with the circuit/regional office, supplies section, personnel section, finance section, and so on, concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.

3. To liaise with relevant structures regarding school curricula and curriculum development.

4. To meet parents concerning learners' progress and conduct.

5. To co-operate with the school governing body with regard to all aspects in the SA Schools Act, 1996.

6. To liaise with other relevant governing departments, for example Department of Health and Welfare, Public Works, and so on, as required.

7. To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.

8. To attend courses in order to contribute to and/or update professional views/standards

9. To maintain contact with sports, social, cultural and community organisations.

These nine points encompasses the role that principals play in the school so that effective management can be achieved through the forms of communication. The very first point in the duties of the principal indicates the importance of organisational communication in the school as an organisation.

The Department of Education and Culture in module four, *Leadership, Resource Materials for Women in Education Management* (2000: 34) emphasizes that principals plays a key role in any needs that take place in school. It refers to the term "organisational change" as meeting "the needs of the community, the school has to adapt to changing circumstances, regardless of the causes." The same manual (2000: 36) also lists the factors that contribute towards positive change at the school level. They are

- Effective communication

- Healthy group relations

- An open organisational climate

- Effective leadership styles.

Notice that effective communication ranks very high on the list and therefore the principal is assigned the task of implementing these changes in the school so that the school can function as an effective organisation.

The Department of Education and Culture is a firm adherent to the government's policy of "Batho Pele," which means ' people first.' This deals with "service delivery" in all schools. . According to module five, " one of the most significant skills that we need in customer service is the ability to communicate properly." (2000: 87).

VIEWS FROM OTHER RECOGNISED ORGANISATIONS

There are many teacher organisations and non -governmental organisations that play a key role in the development in the education in KZN. Many are stressing the value and importance of communication strategies in the school environment and the articles quoted will reveal the emphasis placed on principals on the implementation of effective communication in the schools.

In an article by Wilmot James, associate editor of the Cape Argus and a professor at the UCT Graduate School of Business speaking at the annual conference of South African Principals Association mentioned, " a culture of communication in schools needed to be encouraged. 'It means resourcing school governing bodies so that they become dynamos of activity committed to the best interests of the school, rather than fiefdoms of personal control or sites of bitter conflict." (The Teacher, November 2001: 8). An article, "Manifestation on values, Education and Democracy," quoted Professor Kader Asmal at the Saamtrek Conference, February 2001 that, "Values cannot simply be asserted; they must be put on the table, be debated, be negotiated, be synthesised, be modified, be earned. And this process, this dialogue, is in and of itself a value-a South African value-to be cherished." (The Teacher, Volume 5, Number 10, October 2001). In the same article under Section 2: Educational Strategies, The 16 steps to success, it listed, " Nurturing a culture of communication and participation in schools as number one of the 16 steps. The article goes on to discuss the value of communication in the school. It makes the statement, " Dialogue is one of the values most desired-and most lacking-in South African schools. This emerges from extensive research at schools, an exercise conducted by the Department of Education to take soundings among learners, educators and parents." (The Teacher Vol. 5, Number 10, October 2001: 6) The article quotes the report as stating, ' For educators, this is felt strongly in the relationship between school management and the national Department of Education.' The way nurturing a culture of communication and participation can be done is by, " giving principals the kind of management training that will help them to mobilise their staff effectively." (The Teacher, Vol. 5 Number 10, October 2001: 6)

In another article entitled, *Teachers Create Dialogue Every Day* stated, "The immense challenges facing our education system can only be addressed by engaging the professionals, the teachers, and other education personnel, in constructive dialogue drawing

upon their expertise, acknowledging their key role in the implementation of new policies." (In Contact, Vol. 8, No. 4, November 2002: 1).

Janette Bennet states " communication is essential to good management. We communicate everyday, but few of us have learned how to do it effectively. And poor communication does not go well with good management and leadership." (http://www.sundaytimes.co.za/2002/06/23/business/news/news12.asp)

From these articles it is imperative that school principals take a closer look at communication strategies that can be implemented in their schools so that the school will function effectively as an organisation.

THEORIES ON MODELS OF COMMUNICATION

In this section my intention is to show the reader very briefly how some of the models of communication have developed from the earlier times up to the present.

Maslow, a well-known psychologist, stated that all humans have five basic needs and these can be seen in figure4. The pyramid shows the hierarchy of human needs. I would only discuss social needs since I am only concentrating on the need to fulfil our social needs and this is done mainly by means of communication between two or more workmates in the school environment. In social needs humans are more interested in forming relationships with others. This starts at conception and ends when an individual dies. Studies have even shown that babies were mentally affected or lost their lives not because of a lack of sustenance but from a lack of love and affection by means of touching from another human being. In every organisation or gathering people like to interact and be with a particular group, to be accepted by others, to have friends, to be shown kindness and loved. Hersey & Blanchard (1993: 41) mention, " While this is a common need, it tends to be stronger for some people than for others and stronger in certain situations." Hersey & Blanchard also quote a significant contribution from Stanley Schachter. He wanted to know if people had this desire to socialise because they enjoy it. They quote Schachter as stating, " In many instances, people seek affiliation because they desire to have their beliefs confirmed." (1993: 41). They form "strong informal groups" and "management is often suspicious of informal groups that develop at work because of the potential power these groups have to lower productivity." (Hersey & Blanchard, 1993: 42). Schachter further goes on to

show that these informal groups do not lower productivity at work but "informal groups can be a tremendous asset to management if their (management's) internal organisation is understood and fully utilized." (Hersey & Blanchard, 1993: 42). Most educators and principals spent most of their daylight hours in school and communication takes place with other members of staff either formally or informally. So, when an individual is accepted within a group at her/his workplace then that individual has satisfied one of the five basic needs according to Maslow' s theory and now moves up to the next in the pyramid. The principal as the manager needs to be aware of each individual's unique way of doing things and also the way in which they may express this desire to be fulfilled.

Maslow

Boon

Ethnicity

low

- Self-actualisation
- Esteem
- Social
- Safety
- Survival/physiological

high
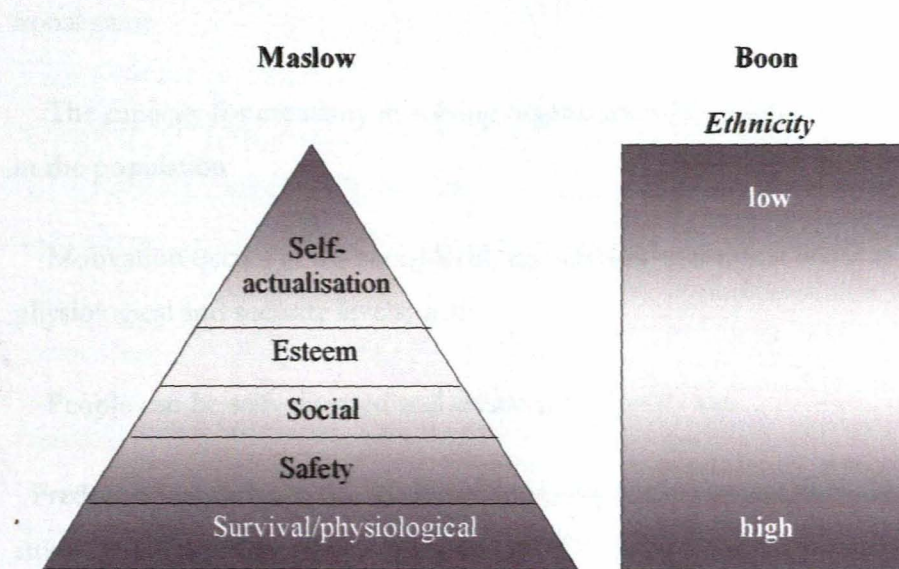
Figure4: Maslow's hierarchy of human needs: Mersham & Skinner, 1999: 69

Theory X and Theory Y

McGregor called the two conflicting assumptions about the nature of work Theory x and Theory y. He mentions as outlined by Everard and Morris (1996: 23) that those managers that adopt "theory x" believe

Work is inherently distasteful to most people

Most people are not ambitious, have little desire for responsibility and prefer to be directed

Most people have little capacity for creativity in solving problems

Motivation occurs only at the physiological and security levels; and

Most people must be closely controlled and often coerced to achieve organisation objectives.

The "Theory Y" managers believe that

Work is as natural as play, if the conditions are favourable

Control of one's own work activities is often indispensable in achieving organisational gains

The capacity for creativity in solving organisational problems is widely distributed in the population

Motivation occurs at the social level, ego and self-realization levels as well as at the physiological and security levels; and

People can be self- directed and creative if properly led.

Frederick Herzberg (1966) as quoted in Everard and Morris (1996: 24) conducted a study on what makes people satisfied and dissatisfied in their work. He " calls the environmental factors which are capable of causing unhappiness the ' hygiene' factors because he believes that these have to be reasonably well ' cleaned up' as a prerequisite for satisfaction." He uses interpersonal relationships as one out of the five hygiene factors.

Motivation theory

Everard and Morris (1993: 28) states, "the key to effective management is the ability to get results from other people, through other people and in conjunction with other people...If relationships and motivation are good, people will readily accept and overcome some administrative or environmental flaws."

The Human Relations School

This school was in contrast with Weber's principle of bureaucracy, where everything was prescriptive. According to Gordon (1996: 10) the so -called Hawthorne effect "

offered the first dramatic indication that the attitudes and feelings of workers could significantly affect productivity." Here the researchers " discovered that during the experiments the employees felt that someone paid attention to them, so their morale improved…"

Chris Argyris (Hersey, 1993: 65) felt that if humanistic or democratic values are adhered to in an organisation then " trusting, authentic relationships will develop among people and will result in increased interpersonal competence, intergroup cooperation, flexibility, and the like and should result in increases in organizational effectiveness." He further goes on to say that "both organisational members and the organisation itself are given an opportunity to develop to the fullest potential."

The General Systems Theory

According to Mersham & Skinner (2001: 24), "one essential element of a system is communication, which link the parts or subsystems facilitating their interdependence." They state that the field of communication welcomed the general systems theory. In this modern age most organisations are now applying the concepts and viewpoints from the General systems theory.

Hersey-Blanchard Teri-Dimensional Leader Effectiveness Model

(Hersey, 1993: 129)

In this leadership model they use the terms "task behavior" which refers to 'the extent to which leaders are likely to organize and define the roles of members of their group; to explain what activities to do and when, where, and how tasks are to be accomplished; characterized by endeavouring to establish well defined patterns of organisation, channels of communication, and ways of getting jobs accomplished." "Relationship behaviour – the extent to which leaders are likely to maintain personal relationships between themselves and members of their group by opening up channels of communication, providing socioemotional support, psychological strokes, and facilitating behaviors." They also felt that a third dimension "effectiveness" which in reality is the "environment" be added because " in most organisational settings various performance criteria are used to measure the degree of effectiveness or ineffectiveness of a manager or leader." So they go on to indicate "the difference between the effective and ineffective styles is often not the actual behavior of the leader, but the appropri-

ateness of this behavior to the environment." (Hersey, 1993: 130). I shall mention only one example of the "Tri-Dimensional Leader Effectiveness" model. In the high task and high relationship behavior, Hersey & Blanchard (1993: 132) show that it is effective because see the leader as "satisfying the needs of the group for setting goals and organizing work, but also providing high levels of socioemotional support." Then they state that it is ineffective because the leader is "seen as initiating more structure than is needed by the group and often appears not to be genuine in interpersonal relationships." They further prove that this model "does not depict a single ideal leader behavior style that is suggested as being appropriate in all situations."

Now that I have traced some of the theories of communication we can now appreciate that most organisations would implement a communication model where effective forms of communication are in the forefront. Most organisations are experiencing success in the forms of communication that are implemented by management. The school is similar in many respects to these organisations. Therefore the principal who implements the various forms of communication will be effective in managing the school.

COGNITIVE VIEW OF COMMUNICATION IN SCHOOLS

I have no intention of doing a detailed study of cognition in communication but just an outline on how different individuals rate cognition with communication.

According to Mersham & Skinner (1999: 64), " the meaning of a message resides in the recipient's interpretation of it." From this we gather that communication plays a vital role as a process of knowledge construction. This includes transmission of ideas, thoughts, feelings, and experiences by interpersonal and interpersonal communication. So the communicator has to think very carefully and plan his communication so that the recipient understands what is told to him/her. The communicator needs to take into account some barriers to the reception, understanding and acceptance of information. Some of these could include needs, anxieties, attitudes, and prejudgments. This is applicable to the principal of the school who has to constantly take cognisance of the way in which the information is put across to members of his staff. Gordon (1996: 230) states "Individuals bring in a diversity of cognitive skills, experience, and knowledge to decision making."

How does a principal deal with a conflict situation? Her/his understanding of "how people behave and how situations or environments cause people to behave the way they do" (Managing conflict Module 7 2000: 27) will assist the principal to deal effectively with the situation. Module 7 (2000: 28) quotes two models such as the "Process Model" and the Structural Model" to analyse the conflict behaviour. The "Process Model" shows the various stages that the principal must go through before she/he can resolve the conflict situation. These are:

Frustration

Conceptualisation

Behaviour

Interaction

Outcome

The principal may become frustrated because she had planned a major event in the school and one of the members neglected or was incapable of doing certain things for the event. However, the principals " perception of the situation will determine the action that she/he will take to remedy the situation." (Managing conflict module 7. 2000: 28). What an individual may see and how she/he interprets them influence perceptions. Hellreigel & Staude (2001: 320) "Encoding and decoding skills are based on the person's ability to perceive a message and situation accurately." It is important to note that only effective communication strategy and "open and honest" discussion will lead to the resolution of the conflict. So cognition does play a key role in effective communication at schools.

"Through language, however, we can assess (in everyday contexts) what may be inside someone's mind. Language may be observed as utterance, dialogue, or discourse (Mantero 2002a, 2002b). An utterance according to Bakhtin (1986) carries with it the possibility of being responded to, and in turn, creating dialogue." (http://ericae.net/pare/getvn.asp?v=8&n=8. 2)

Dirvin, (1984: preface) states, "Language is one of our most articulated means of expressing ideas and thoughts. The cognitive perspective also holds that language is part

of the cognitive system, which comprises perception, emotions, categorization, abstraction processes and reasoning. We can make our fellow humans aware of our mental states by using words."

Even in the article Edward de Bono's Smart Thinking (De Bono: 1) states, "Good thinking is not a matter of intelligence, not a gift- it is a skill that can be practiced and developed like any other." Certainly this amplifies the statement that communication skills need to be developed just as one would practice good thinking.

ORGANIZATIONAL COMMUNICATION

In each school the principal can use unique forms of communication to communicate effectively and efficiently. As Erasmas-Kritzinger (2000: 2) indicates the "quality of communication within the organisation: openness of communication channels/ handling of conflict" portrays the "personality " of the organisation. The Teacher unions and the Department of Education emphasize a need for transparency in what goes on in the school and especially from management. Therefore such information pertaining to the educators can be gained through communication, as I would outline in this section.

Most aspects of communication would overlap with each other or flow into each other. I tried to separate them for the purpose of the study. I listed all the different forms of communication in my questionnaire and have tried to group them under the forms of organisational communication but again they are not in watertight compartments. An example would be conversation that can be grouped under Interpersonal, intrapersonal, small group, intraorganisational and interorganisational communication. A principal needs to note that she/he must be skilful in using the forms of communication as a manager. Skilful means that the principal has " acquired expertise, technique or know-how, either through education or training. As such, you are skilful in guiding, counselling, training, controlling or supervising the activities of your team." (Module 7, managing conflict. 2000: 39).

The forms of organisational communication that were chosen will be discussed below.

Intrapersonal Communication

"This form of communication refers to the way in which we communicate with themselves. The messages we give ourselves help us to form opinions about ourselves. This is known as a self-image, which we build up as we interact with other people." (Module 2. Effective Communication, 2000: 88). In this form of communication no one else but the individual communicates with herself or himself. All messages are accepted and modified by you. This aids one to make proper and wise decisions with regards to things that could take place in your environment. This process also occurs simultaneously while you could be engaging in the interpersonal communication. Therefore Mersham & Skinner (1999: 89-90) concludes, "Intrapersonal communication is the basis of communication in all other contexts and so occurs in all communication acts." They further state " intrapersonal communication is a prerequisite for al communication and that it has also a far reaching influence upon the individual, shaping our behaviour and attitudes."

The principal can either develop a positive or negative self-image, which can affect her/his role as an effective manager. In the process of intrapersonal communication the principal should take into account the individuality of each person that he comes into contact. People look at things very differently and this may differ from the perspective of the manager. Therefore as a manager, the principal must bear in mind that the staff may differ in terms with what you have decided for example the principal may rank entities in a particular order but this differ from the members of the staff. His/her values, attitudes, likings, opinions, beliefs may differ from what the staff believes. He has to accommodate his staff on these issues.

Some of the aspects of communication that were asked in the questionnaire were namely: empathising and commiserating, judging the merits of a case, ranking entities in order of priority, adjudicating, giving feedback. Intrapersonal communication deals with the following as quoted from an online article entitled Intrapersonal Communication Rubric (7-8-00). They are " knowing one's philosophy of life; being aware of one's beliefs and values; committing to lifelong learning; possessing ethical standards consistent   with   professional   commitment." (http://www.educ.iastate.edu/elps/rubricintra.htm. 1)

One of the areas that I would like to focus on is ranking entities in order of priority. I will also illustrate in chapter 7 how principals responded to this form of communication by means of tables and graphs.

The principal of the school has multiple role functions both in and outside the school. Outside school may involve her/his family commitments, religious affiliation, community responsibilities and involvement in sporting bodies. In the school as an organisation she /he will also play various roles in dealing with the officials from the department, educators, the school governing body, parents, learners, Revenue office and other interested parties that have dealings with the school. Therefore she/he may have a very busy schedule. The principal needs to manage all these roles effectively and efficiently. Thus the principal has to " arrange your roles in order of importance, practicability and context." (Module 2. Effective Communication, 2000: 42). In short this means that the principal must prioritise. So ranking entities in order of priority is an essential form of communication in organisational communication. This will aid the principal in executing each role with sacrificing the other. She/he will not become dissatisfied with the volume of work. Utilizing this form of communication will cause the frustration levels to diminish when the principal becomes skilful in this form of communication.

Planning is an important aspect for ranking entities in order of priority. "Planning means forming a detailed method by which a thing is to be done. You need to plan for short- term, medium- term and long-term goals." (Module 2. Effective Communication, 2000: 42). Ranking entities in order of priority has to be done on a regular basis whether it is daily, weekly, fortnightly or monthly. The principal must decide which will allow her/him to function effectively and efficiently as a manager of the school. The principal must also remember that when ranking entities in order of priority, it must be flexible, practical and realistic because in an organisation, one must accommodate for any unforeseen occurrence.

Erasmus-Kritzinger (2000: 36) quote M.Le Boeuf in his book, *How to motivate people*, by offering the following hints on better time management (ranking entities in order of priority). One of them is, lack of planning and therefore indicates cultivating a new habit of " make a daily to-do list and rank items in order of importance. Then schedule your day to work on the most important tasks during prime time, the time when

your energy level is highest. That way, you give your best to the most important jobs. Spend the last fifteen minutes of each day, planning for the next."

Interpersonal Communication

The reader should be able to note that it is difficult to deal with interpersonal communication and small group communication separately. The attitudes, values, proxemics involved in effective communication overlaps with both forms of communication. I merely tried to distinguish between interpersonal communication and small group communication that only differs by the number of individuals present and the setting for such communication.

Research has indicated " satisfactory interpersonal relationships within a working environment lead to improved job performance. It is therefore important to create a healthy listening environment, to show respect for a variety of viewpoints and to show concern for others feelings and needs." (Erasmus-Kritzinger, 2000: 10)

"The term 'communication competency' refers to the effective transfer and exchange of information that leads to understanding between yourself and others. Because managing involves getting work done through other people, communication competency is essential to effective managerial performance. Communication competency includes informal communication, formal communication, and negotiation." (2001: 16) .The principal can also follow the direction given by Wessels and Pauw (1999: 168), " a public administrator should have a clear understanding of the limits of his or her expertise, and should not undertake what he or she is not competent to do. This is particularly important in relation to the role as advisor. A true professional will give full and authoritative advice when in a position to do so, and when not, will say so, or request time for review and reflection before responding to the request for advice. To advise without knowledge or insight is at best an abuse of trust, but, more seriously, it could mislead with possibly grievous results."

Hersey & Blanchard (1993: 328) shows that "people spend 45 percent of their communication time listening." Then he 'retains about half of what is said immediately after the presentation... and within 48hours, this level drops off to 22 percent. This data suggest that listening is one of the most critical skills in the communication process." They also stress the need for leaders such as in our case the principal to pay particular attention to the use of words in conversation. The principal needs to concen-

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trate on the use of "vocabulary, language, phrases, and sentence structure and sentence clarity." The use of the tongue (choice of words) in conversation can either determine whether the principal is an effective manager or one that the individual needs to avoid. "Paralanguage" as mentioned by Hersey, is also essential in conversation. This would include the "rate of speech, diction, tone, rhythm and volume." The voice can signal the type of mood that the individual has and paralanguage is "the ability of the voice to affect how something is said."

Non-verbal messages involve "the use of facial expressions, body movement, gestures and physical contact (often called body language) to convey meaning. When people communicate in person, as much as 60 per cent of the message is transmitted through facial expressions and body movement." (Hellreigel, 2001: 312). Even Hersey & Blanchard (1993; 330) agree with the impact of interpersonal communication, in that, "7 percent of your meaning is from followers' interpretation or perception of your words- that is, what you say; 38 percent is conveyed by their perception of your voice- that is, how you say the words; and approximately 55 percent comes from their interpretation of your nonverbal signals." Some example of how individuals would rate your leadership is by means of some of these actions such as a strong handshake, facial expression and tone of voice, which creates the first impression.

Facial expressions are an important facet of non-verbal communication. According to Hellreigel & Staude (2001: 314), eye contact is a direct and powerful way of communicating non-verbally. In South Africa, western cultural social rules suggest that, in most situations, brief eye contact is appropriate. However, if eye contact is too brief, people may interpret you as being aloof or untrustworthy. Conversely, people often interpret prolonged eye contact as either a threat or a sign of romantic interest." However, in Black culture avoidance of eye contact is seen as a mark of respect. According to Skinner & Von Essen (1999: 101) communication is influenced by specific South African cultures. They are:

Greetings: In Western culture it is reasonably common for a subordinate to greet a senior first. In traditional black culture, the subordinate may wait until the senior person has acknowledged him or her. A brief, single grip is the norm for the handshake in Western culture. In Zulu culture, the handshake incorporates a triple grip.

Interaction: In black cultures, juniors and inferiors may not respond verbally when summoned by a superior.

Space: In Western culture, the more dominant and higher the status of the person, the larger the 'space bubble' which he or she finds acceptable when communicating with subordinates. This contrast with Black society, which immediately makes an individual of whatever status feel at home by means of close personal contact.

Verbal communication takes place either face to face or over the telephone. Verbal and non-verbal communication goes together.

Proxemics refers to the study of how an individual would use space to convey meaning to the person with whom she/he is communicating. The seating arrangements also affect communication. The way an individual would dress communicates something to others.

Hellriegel & Staude mentions, "About 50 per cent of the content of a message may be communicated by facial expression and body posture; another 30 per cent by inflection and tone of the speech. The words themselves account for only 20 per cent of the content of the message." (2001: 314).

Decision making skills refer "to the basic abilities to perform the components of the rational decision making process, including situational analysis and objective setting as well as the generation, evaluation, and selection of alternatives." (Gordon, 1996: 228). This shows that a principal must be adept with the skills that involve interpersonal communication so that by her/his way of utilizing the skills in interpersonal communication, the decisions that she or he makes will influence the acceptance of the decision by the other individual.

The principal must also be skilled in receiving, or listening to messages from his staff, parents or other interested parties in the school. "A manager may spend as much as 75 percent of work time in face-to –face communication. As much as half of this time may be spent listening. Alessandra has identified four types of listeners: the non-listener, the marginal listener, the evaluative listener, and the active listener. The nonlistener and the marginal listener hear the words being spoken, but are preoccupied, uninterested, or busy preparing for the next statement. The evaluative listener makes a sincere attempt to listen by paying attention to the speaker, but makes no in-

tent to understand the intent of the speaker's message. He hears the words, but not the feelings and meaning of what is being said. The active listener hears and understands the message. Hersey, 1993: 332). Therefore, in the light of these statements principals of schools need to analyse their listening skills and try to make the necessary adjustments in listening. They need to note that listening is a skill that needs to be learned through practice. The principal should bear in mind that poor interpersonal skills will cause her/him to be frustrated and thus lose the confidence of her/his staff. This could also filter into the classroom with he result it could lead to poor learner results.

The Johari Window designed by Joseph Luft and Harrington Ingham displays the relationship between what an individual choose to reveal about himself/herself and what is hidden form others. In figure5, the *open* section tells an individual certain things that they know about themselves and are wiling to reveal to others. Here you are confident that what you share with others would be beneficial to them. The *blind* section shows that there are things that the individual is not aware of but others are aware of and talk about it. These may be some strange actions that you may show when speaking etc. The *hidden* that there are certain fears that you may have but you choose not to reveal it to others. The *unknown* section is things that both the individual and others do not know about. Other illustrations of "Johari Window" show equal windows but these can vary depending on the person with you are conversing with. The individual will not open up full if speaking to a stranger but the hidden area will grow larger.

Known to self   Not known to self

	Open 1 Reflects your openness to the world and your willingness to be known	**Blind** 2 Represents all the things that others know about us, but about which we are not aware
Known to others		
Not known to others	**Hidden** 3 Represents information you know about yourself and about others, but that you prefer not to disclose to anyone else	**Unknown** 4 Represents information about yourself which neither you or others have explored

Figure 5: The Johari window, from Mersham & Skinner 1999

Small Group Communication

'Most researchers define a small group as having at least three and no more than twelve or fifteen members. A group needs to have at least three members otherwise it would simply be a dyad. With three members, coalitions can be formed and some kind of organization is present. A group's members must be able to communicate freely and openly with all of the other members of the group. A group must have a common purpose or goal and they must work together to achieve that goal. The goal brings the group together and holds it together through conflict and tension. Every member of a group plays a certain role within that group. Some roles relate to the task aspect of that group, while others promote social interaction." (http://www.abacon. Com/commstudies/groups/leader.html. 2003/01/11). The roles in a group can also be identified. They are " 'task leader'- the person who has emerged as the best person to lead the group. 'Lieutenant'- the person plays the social emotional leader and handles the interpersonal problems. ' Central negative'- the person who plays the 'devil's advocate.' 'Tension releaser'- the person who can make the group laugh at just the right time. ' Information provider'- the person who provides concise and accurate

data to help the group solve problems."
(http://people.bu.edu/kaoki/cm380/lecture14.htm.)

In organisational communication the aspects of working together as groups is stressed. These groups could be problem-solving groups that are formed to accomplish the tasks that lie ahead of them in the school. Hersey & Blanchard (1993: 346) mentions that the leader in this case the principal must play the "role of providing proactive influence and receiving feedback from the groups" Hersey states that Peter Drucker summarizes this point in his book, *The New Realities*: " Management is about human beings. Its task is to make people capable of joint performance, to make their strengths effective and their weaknesses irrelevant." The principal also needs to keep in mind that groups have personalities. One cannot imagine how this would change the perceived view that many educators have of their management. This type of view would greatly enhance management as effective and efficient. Hersey & Blanchard (1993: 351) mentions that, " in the Interpersonal Problem-Solving Mode, a high relationship, low task approach is appropriate. For example, if after a group is given a problem, cliques develop that serve to disrupt the group, relationship behaviors need to be used to increase interaction of all group members."

Folded arms, a frown, cold tone of voice, pacing up and down the room, leaning backwards will certainly create more tension and the ability to resolve any conflict will not be successful. An atmosphere where trust and openness resides will be more conducive for conversation to take place effectively. Some examples of how individuals would rate your leadership is by means of some of these actions such as a strong handshake, facial expression and tone of voice, which creates the first impression.

Decision making skills refer "to the basic abilities to perform the components of the rational decision making process, including situational analysis and objective setting as well as the generation, evaluation, and selection of alternatives." (Gordon, 1996: 228). This shows that a principal must be adept with the skills that involve interpersonal communication so that by her/his way of utilizing the skills in interpersonal communication, the decisions that she or he makes will influence the acceptance of the decision by the other individual.

It is also important to be aware of the intercultural communication whereby individuals are bound by the same beliefs, attitudes and values. One should avoid labelling

people of different cultural background as having certain negative characteristics because people from different cultures have to communicate with each other.

Therefore it is quite clear than in small group communication such as conversation, consultation, socializing with the staff, socializing with the school governing body, demonstrating a process to a small group will encompass all the attitudes, values, qualities that are reflected in interpersonal communication.

Communication networks

The term network may be likened to the word group but in this instance it refers to " a number of individuals who persistently interact with one another in accordance with established patterns. (Mersham and Skinner, 1999: 48). These networks exist in every organization and these are forms of sending and receiving messages between team members. A network is identified when we can establish who communicates with whom, and who seems to the central figure among that group. This will indicate to an outsider who really talks to whom in the group. If the principal is aware of the various networks that exist in the school then she/he can gain useful "insights into what type of information is likely to be received and by which people within an organization. (Mersham & Skinner, 1999: 152). However these networks can be identified into communication patterns.
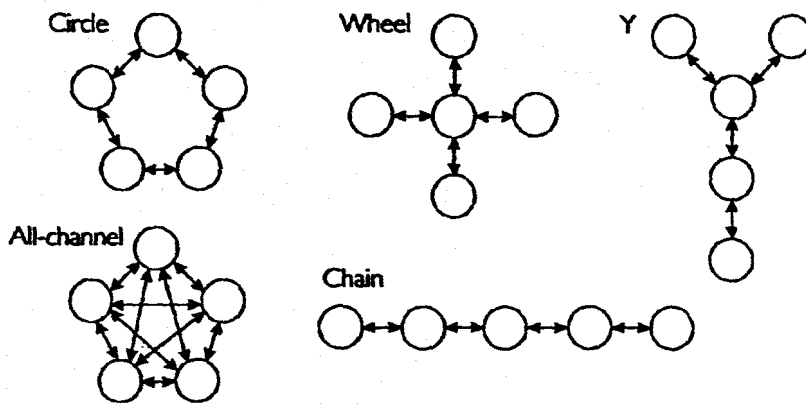
Figure 6: Communication networks, from Mersham & Skinner 1999.
Circle and chain indicates no leader but each one communicates with the other.
Wheel shows one person has contact with all. Y network shows one person has contact with at least three of them. All-channel - all are involved.

Intraorganisational Communication U1

Information is exchanged within an organisation, which could be the school through formal and informal channels. The official forms of communication may include written messages that occur in the form of reports, memoranda, letters, e-mail, and newsletters, instructions. Skinner & Von Essen (1999: 121) mentions, " A distinction can be drawn between occasional publications and regular periodicals." In the school situation this could include newsletters not only to learners but also to staff, sports, house journals and financial reports to members of staff. Skinner & Von Essen (1999: 121) mentions three characteristics of staff publications. They are "informative," "educational" and "entertaining." The house journal mentioned above is a means of communication between management, its staff and outside organisations. The internal journal may contain information related to activities by the staff. It may be called a "management-staff publication" where "it explains the organisation to its members, seeks to improve internal employee relationships with management and generally to strengthen the company spirit through shared information and achievements." (Skinner& Von Essen, 1999: 122). The more frequent the journal the better it is for the principal. Annual reports can also be given to staff because it serves as a means " through which senior management can communicate in an educative and reflective way with all the employees about the financial and operating performance and the future outlook of the organisation." (Skinner& Von Essen, 1999: 122). Bulletin boards also serve a useful purpose in schools. This is one of the " most effective mediums of group instruction with employees. Properly read and supervised, bulletin boards

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command employee attention, are read by more people than would listen to public address broadcasts, and are given several viewing by individual employees." (Skinner& Von Essen, 1999: 122). Mersham & Skinner (1999: 149) also indicate " the informal channels include personal conversations, hearsay and gossip." They also show that this informal channel is known as "the grapevine" which could affect the principal's managing of the school either in a positive or negative way. " The grapevine, however is most often the main source of information about personal and even strategic matters." Mersham & Skinner, 1999: 151). The manual *Effective Communication*, module two, (2000: 12) quotes the definition from Webster's Dictionary as " a secret means of spreading or receiving information." On the same page, it also quotes Deal and Kennedy who claims, "This is a primary means of communication as it unites all parts of the organization irrespective of status or position." Members of staff would use this form of informal communication to get more clarity on information that could be given by management. Sometimes the informer may misinterpret the information relayed although at times the message given carries a ring of truth in it. Mersham & Skinner (1999: 46) offers some useful suggestions in dealing with grapevine. They state that even though it may be a source of irritation to the manager, she/he should recognize that a "great deal of social communications" takes place that it unites the workers in the organization. Sometimes information may be distorted, therefore the manager should "treat it with caution." Sometimes it is good "to tap into it, listen to what is being spoken about and feed information into it when appropriate." Therefore the principal as manager has the task of coming to grips with this form of communication that may start in the staff room.

The formal communication in the school may occur in a highly structured context. The organogram of the school may be seen as the Principal, the deputy principal/s, and the heads of departments, educators and learners. The flow of communication can take place in various ways and the principal should be fully aware of this. Messages are also carried out by means of channels such as

Downward channels are too often a one-way channel and do not foster feedback from the staff members. According to Alberts et al (1993: 52) one of the barriers to effective and legitimate business practices was "lack of communication and information. A culture of top-down management and secrecy results in poor or no communication and a lack of information. This is not conducive to employees taking responsibility for he company." Forms of communication such as giving instructions, filling of

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reports, writing notices, completing a written assessment, writing different types of reports (appraisals), adjudicating can be grouped as downward communication. When giving instructions the principal must remember that "there showed be open communication at all times, active two way communication, politeness and clear messages. Remember the better the instruction, the greater the possibility of excellent job performance." (Kritzinger, 2000: 10)

Upward channels provide feedback on how well staff members understood the messages that were received. It also encourages staff to voice their opinions and give valuable suggestions on improvements in certain areas that the principal may never have thought of. Hersey & Blanchard (1993: 7) show a function of management is controlling. Mersham and Skinner (1999: 43) state that this type of communication is " usually concerned with job-related activities- what needs to be done, solving problems, making suggestions, measuring success and improving morale." The staff accepts upward communication in a positive manner than downward communication. This is so because the management also receives reports from those in the staff. " This involves feedback of results and follow-up to compare accomplishments with plans and to make appropriate adjustments where outcomes have deviated from expectations."

The third type is the Lateral or Horizontal communication. This form of communication takes place between staff members and the communication flows are more frequent than any of the other types mentioned here. According to Mersham and Skinner (1999: 42) " this is because individuals communicate more openly and effectively with their equals than with superiors. Lateral communication helps the sharing of insights, methods and problems. It can go a long way to building morale and worker satisfaction."

Forms of written communication
Reports
According to the module two, *Effective Communication*, 2000; 50-51, it quotes Fielding who defines reports as an "informative, fixed-format document-normally because someone has been instructed to investigate a problem, draw conclusions and recommendations." This module goes on to give guidelines on how to compile a report. It says your report should consist of the following two sections: Preliminaries (pages numbered with Roman numerals) and Body of Reports (pages and each section num-

bered with Arabic numerals). Each section should start on a new page. The sections should include the following:

Preliminaries, acknowledgements, terms of reference, summary, table of contents, list of illustrations, glossary and list of symbols.

Body of report

Introduction, procedure used to gather information, findings, conclusions, recommendations, list of references, bibliography and appendices.

Memoranda

This is used to communicate information to a group of people who have to attend meetings; to confirm points in a conversation or meeting; to confirm decisions or disagreements etc.

Proposals

This is to get action that are followed by letters and set out like reports.

Module 2, *Report Writing and presentation* (2000: 69) quote from the Oxford Advanced Learners Dictionary that a report is a " spoken or written account of something heard, seen, done, studied etc." So a report must be well structured, be objective and informative to the person concerned. Reports are compiled to cascade information, planning, used for decision making, share ideas, suggestions for improvement in certain areas that need attention with regards to the educator's performance in schools. Erasmus- Kritzinger (2000: 294- 295) states five important requirements for effective report writing.

1. Correct layout- report is presented in a prescribed format. Find out about:

2. The type of report you need to prepare such as investigation, progress

3. The most appropriate structure (specific subheadings)

4. Format of presentation (printed, memo, formal style)

5. Objective reporting- provides reader or listener with relevant information. The report should be

- 100% accurate

- Relevant to the specific situation

- Written in unemotional, controlled and precise way.

- Avoid I, we, you, and use he, she, they

- Avoid humour or exaggeration

- Avoid being biased

- Avoid emotional expressions

- Avoid subjective descriptions

- Concise and clear reporting – provide only relevant facts and leave out unnecessary information

- Language use

- Use words understood by everyone

- Avoid slang or jargon

- Tenses- uses past tense because reports are written after the event.

There are different types of reports such as accident report, feedback report, progress report, investigation report, committee reports, teacher assessment, and evaluation.

Module 11 Report writing and presentation (2000: 71) classifies three major reports for schools:

Informative reports

Quarterly reports: schools productivity and achievements for the quarter

Interim reports: records work done so far and work remaining.

Analytical reports

Audit reports: documents and facts revealed during the audit.

Provincial matriculation results: documents all data in terms of subjects, passes, and failures.

Recommendation reports

Investigation reports: investigate a problem at school, draw conclusions from the facts obtained and recommend action.

Feasibility reports

Evaluate alternatives and recommends one that the school should use.

Justification reports

Justify need for purchases, appointments etc.

Interorganisational Communication

According to Mersham and Skinner (1999: 188) " through the digital convergence revolution, the PC and the Internet are combing with older, traditional mass media and interpersonal media like the telephone to create a new communication environment." This form of communication is fast becoming the means through which many organizations are communicating with each other. This also holds true for the school as an organization. Even Davies & Ellison (1997: 231) show the value of computers in schools today. They state, "Developments in communication and information technology are becoming not only to provide new management tools but also to have a profound impact on how schools operate and the nature and the arena of learning." They also caution the school management about the use of computers by stating, "organisations that implement computerized management information systems without making appropriate changes to their organisational structure and management style are likely to have a poor return on their investment." Although many schools may

not be equipped with a computer, leave alone the Internet; it will become a necessity in this technologically advancing world. Most organizations mainly correspond by means of e-mail.

" The convergence of computer and communication technologies is transforming that familiar instrument, the telephone. Telephones and computers have begun to merge into one another and the distinction between them is becoming blurred." (Mersham & Skinner, 1999: 198).

In its external communication that is with the outside world the presentations or consultation that occurs " convey a particular image of the organisation to the outside world." (Kritzinger, 2000: 8). Therefore it is imperative for the principal to make certain that this form of communication requires careful thought before she/he or any representative of the school engages in such a form of communication. The principal must also make a conscious effort to keep the public informed by means of newsletters and create goodwill by means of excellent service to outsiders doing business with the school. According to Kritzinger (2000: 9) the principal who engages in face to face conversation, speaking on the telephone, interviewing will " listen carefully, plan your message in advance, think before you speak, speak clearly." In the business letter, fax message, press release, and the principal will also "plan the message in advance, write clearly and concisely, keep it simple, proofread you document carefully (it should create a neat, professional impression)."

Her/his polite telephone calls and professional correspondence will do much to enhance the reputation of the school as an effective organisation.

CONCLUSION

In this chapter I gave an exposition of the five forms of communication that is intrapersonal communication, interpersonal communication, small group communication, interpersonal communication and intrapersonal communication. These five forms of communication are essential for an effective leader and manager. The attitudes, values, proximecs, and qualities displayed during the use of these forms of communication are like lubricant that lubricates the gears of the vehicle so that it function smoothly. Many principals may state that this will work in the ideal situation but the next chapter will show how many principals reacted positively to the forms of communication in the fieldwork.

FIELDWORK

INTRODUCTION

This chapter will outline the methods that I shall employ in conducting the fieldwork among principals of public secondary schools in the North Durban and Durban South regions. I will start by explaining the rationale behind the organization of the questionnaire that I used, by explaining how I gained access to respondents at particular schools, and how, in some instances, I conducted the actual fieldwork, and in other instances how other senior education management members acted as fieldwork facilitators.

WHY MY QUESTIONNAIRE WAS STRUCTURED ACCORDING

TO A PARTICULAR PATTERN

The cover page

This was designed so that the cover page could create a professional outlook for principals who would normally be attracted to a document that is professionally done and creates an eagerness to complete the questionnaire and forward it to the sender as soon as possible.

**Anonymous Questionnaire for Principals of public secondary
schools**

Modeling optimal Communication for the

school as an Organisation

The word **anonymous** was deliberately inserted into the title of the questionnaire so that it would indicate that the confidentiality of the respondent would be respected. This would give the respondent freeness of speaking one's mind, express one's thoughts and ideas without any reservation. *Modelling optimal communication for the school,*

as an organisation will create an awareness to implement the forms of communication required for effective school management. It also stimulates the respondent to fill in the questionnaire because he wants to know how he or she can personally benefit by completing the questionnaire. Requirements relates to norms, that is, what is performed is measured against set norms. Public secondary schools delimit the type of schools where the respondents will be surveyed.

The logo of the university of Zululand below indicates that the research is legitimate, and that its source is reputable.

Researcher: K.Govindsamy

UZ Crest

Department of Communication Science
University of Zululand (Durban)

The questionnaire proper

There are five pages to this questionnaire excluding the cover page. The pages were numbered and bound in a booklet form so that the respondent would not be frustrated looking at loose pages. He or she could look at the entire questionnaire at a glance and take note of what is presented in it. The respondent can also peruse through the questions and compare answers. The underlining of *voluntary, anonymous and confidential survey* on the first page informs the respondents that this is a voluntary, anonymous and confidential survey. Principals of schools were motivated to provide their candid opinions and responses without any alterations. There are eighteen questions in total. Three of these questions have twenty-six specific points on forms of communication. There are ninety-three responses that can be ascertained from the given questionnaire.

The Banner heading and sub-heading

At the top right hand corner of the first page of the questionnaire there is a space where I could allocate a unique number that will allow me to identify the respondent. This identification number that would be entered in the column for respondent on the SPSS database:

For office use only: Respondent number: _____

The orientation notes

The following information appeared on page one.

(1) School management has become a sophisticated and complex process. It requires a range of communication strategies. We need your assistance to help us determine what forms of communication principals have to use during effective school management.

(2) This is a <u>voluntary</u>, <u>anonymous</u> and <u>confidential</u> survey.

(3) Your particulars will not be recorded, and your school will not be identified.

(4) Please feel free to give your candid opinions.

(5) Your participation is greatly appreciated.

(6) Please read each question carefully and reflect on your answer before responding because your response will be invalidated if you mark more than one option, or if you in any way alter a response.

(7) Please use a pen to mark your responses by placing a clear X or right mark where appropriate, by filling in required details, or by circling your choice between the options.

Point number one informs Principals about the weighty responsibility that he carries on his or her shoulders and therefore requires strategies in carrying out this special task. Their valuable input will certainly aid in determining what forms of communication are effective for him /her as a school manager. This will move him /her to recognize that whatever contribution is given whether large or small will be useful for other principals of secondary schools.

The second and third point makes it clear that the Principals of public secondary school are not under compulsion to fill in the questionnaire although the KZN Department of Education has granted permission to conduct the research. This merely serves to motivate and encourage Principals of public secondary schools to participate since the survey that follows is essential for their needs as managers, and at the same time to reassure them that there are no reservations because the survey is guaranteed to be confidential. The respondents were also shown that their inputs whether negative or positive would not impact negatively on their good reputation with sources higher than them. The fourth note states, " Please feel free to give your candid opinions. " This is a humble appeal to the respondent to report his or her own thoughts and opinions. This will indicate that they did not fill in the questionnaires because of

duress. Their responses must reflect what they truthfully feel inside and not a veneer to please others. The fifth point enlightens the respondent about the value of their responses. " Your participation is greatly appreciated." This serves as an expression of gratitude that is intended to reassure the respondent that s/he has rendered an invaluable assistance in the research. It makes them feel acknowledged and valued. Orientation notes six and seven are instructions that relate to the questionnaire completion protocol. It provides specific guidelines to the respondent as to how the questionnaire needs to be completed. .

QUESTIONS THAT DEAL WITH GOOD COMMUNICATION PRACTICE THAT IS ESSENTIAL FOR EFFECTIVE SCHOOL MANAGEMENT

In this section the respondent ticks the appropriate column after pondering over the question on " How useful do you consider the following forms of communication to be to you in managing your school?" The other questions in the rest of the questionnaire are also leading questions and the respondent will be able to determine that each question is related to the other or that the answers given in the beginning has a bearing on the last question. Below is an example of the first question.

.1. Good communication practice is essential for effective school management. How useful do you consider the following forms of communication to be to you in managing your school (mark only one option on each line):

Form of communication	Not Useful	Relatively Useful	Very Useful
Brainstorming	1	2	3
Conversation	1	2	3
Consultation	1	2	3
Giving instructions	1	2	3
Demonstrating a process to a small group	1	2	3
Empathising and commiserating	1	2	3
Cross-questioning	1	2	3
Judging the merits of a case	1	2	3
Writing different types of reports	1	2	3

Ranking entities in order of priority	1	2	3
Writing invitations	1	2	3
Completing a written assessment	1	2	3
Socializing with staff	1	2	3
Socializing with school governing body	1	2	3
Representing your school	1	2	3
Giving a report-back	1	2	3
Adjudicating	1	2	3
Giving feedback	1	2	3
Keeping records	1	2	3
Writing notices	1	2	3
Filling in reports	1	2	3
Participating in discussion forums	1	2	3
Publishing newsletters and a year book	1	2	3
Corresponding by hand	1	2	3
Using computers for correspondence	1	2	3
Using the Internet to access information	1	2	3

Questions that deal with individuals in the school who should use the forms of communication

Here the principal now determines who should use the various forms of communication as outlined in the questionnaire. This would serve to indicate that communication is not only limited to management but that certain forms of communication will be used mainly by the management of the school. This will indicate the scope and depth of the principal's knowledge on the forms of communication. The following questions appear on pages two and three of the questionnaire:

2. Who among your staff should use these forms of communication? Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication	Educators	Management	Educators & Management
Brainstorming	1	2	3
Conversation	1	2	3
Consultation	1	2	3
Giving instructions	1	2	3
Demonstrating a process to a small group	1	2	3
Empathising and commiserating	1	2	3
Cross-questioning,	1	2	3
Judging the merits of a case	1	2	3
Writing different types of reports	1	2	3
Ranking entities in order of priority	1	2	3
Writing invitations	1	2	3

Completing a written assessment	1	2	3
Socializing with staff	1	2	3
Socializing with school governing body	1	2	3
Representing your school	1	2	3
Giving a report-back	1	2	3
Adjudicating	1	2	3
Giving feedback	1	2	3
Keeping records	1	2	3
Writing notices	1	2	3
Filling in reports	1	2	3
Participating in discussion forums	1	2	3
Publishing newsletters and a year book	1	2	3
Corresponding by hand	1	2	3
Using computers for correspondence	1	2	3
Using the Internet to access information	1	2	3

Question that deal with the forms of communication that the principal often uses

This question assists the principal to determine whether he is implementing the forms of communication that he answered in the two questions preceding this one. The question also asks the respondent to be candid so that a true reflection could be ascertained about the principal's use of effective forms of communication in managing his/her school. Here is the question (found on page 3) that he was asked to fill in.

3. How often do you as principal use the following forms of communication? (*Please remember that this is an anonymous questionnaire. You can best help us to report which of these forms of communication you actually use.*) Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication	Never	Seldom	Educators & Management
a. Brainstorming	1	2	3
b. Conversation	1	2	3
c. Consultation	1	2	3
d. Giving instructions	1	2	3
e. Demonstrating a process to a small group	1	2	3
f. Empathising and commiserating	1	2	3
g. Cross-questioning,	1	2	3

h.	Judging the merits of a case	1	2	3
i.	Writing different types of reports	1	2	3
j.	Ranking entities in order of priority	1	2	3
k.	Writing invitations	1	2	3
l.	Completing a written assessment	1	2	3
m.	Socializing with staff	1	2	3
n.	Socializing with school governing body	1	2	3
o.	Representing your school	1	2	3
p.	Giving a report-back	1	2	3
q.	Adjudicating	1	2	3
r.	Giving feedback	1	2	3
s.	Keeping records	1	2	3
t.	Participating in discussion forums	1	2	3
u.	Publishing newsletters and a year book	1	2	3
v.	Corresponding by hand	1	2	3
w.	Using computers for correspondence	1	2	3
x.	Using the Internet to access information	1	2	3

Question 4 dealt with his/her relationship with members of management so that one could identify if there was any dissension among his management team that would greatly affect implementing forms of communication in the school. This question was found on page 4 of questionnaire.

3. How do you rate the quality of communication among management at your school?

The internal communication among management in my school is	Poor	Satisfactory	Good	Excellent

Respondents were also asked their response on the quality of communication between their school and the KZN Department of Education. This was inserted to indicate the importance of communication with those that are in senior management posts in the district offices

How do you rate the quality of communication between your school and the KZN Department of Education?

The communication between my school and the department is	Poor	Satisfactory	Good	Excellent

. Questions 6 through to 10 dealt with forms of communication involving the image of the school, the learners and publishing their work.

4. Does your school have a vision & mission statement? | No | Yes |

5. Does your school or its governing body have a constitution? | No | Yes |

6. Does your school have a code of conduct for learners? | No | Yes |

7. Does your school communicate with parents through occasional newsletters? | No | Yes |

8. Does your school publish learners' contributions & achievements in a yearbook? | No | Yes |

Questions that deal with the respondent's personal and professional profile

The general particulars about the principal of a public secondary school are to be found towards the latter part of the survey. The reason for having it at the end is that some may feel intimidated when their personal details are asked for first and may show some form of resentment. Having the personal particulars at the end is a strategy used by market research companies. The respondent's personal and professional profile will aid in the analysis of the responses received. The relevant information such as respondents gender, age, number of years in present position, ethnic identity, home language and highest level of education will be captured for the correlation of the individual responses. This can be found on pages four and five in the questionnaire.

General particulars about yourself

9. Indicate your *gender* | Female | | Male |

10. Indicate your *age*: I am | | Years old

11. Indicate the number of years in your present position | | Years

12. Please indicate your ethnic identity: | Asian | | Black | | Coloured | | White | | Other |

13. Please tick only one of the following options to indicate your home language

a.   Afrikaans
    b. English
    c. IsiNdebele
    d. IsiXhosa
    e. IsiZulu
    f. Sepedi
    g. Sesotho
    h. Setswana
    i. SiSwati
    j. Tshivenda
    k. Xitsonga
    l. Two or more of the above-mentioned languages are regularly used in my home
    m. Another language

14. Please indicate your highest level of education

a. Three year diploma / degree
b. Four year diploma / degree
c. Honours level degree / diploma
d. Masters level degree / diploma
e. Doctoral level degree / diploma
f. Honorary doctorate

General characterization of your school

This section can be found on page five of the questionnaire. It consists of questions pertaining to the school such as the previous education department that the school was in the old dispensation and the roll of the school in which the respondent is. A third question inserted by me identified the school as belonging to the urban or rural areas. The intention of these questions was to indicate whether some of the schools were from disadvantaged or advantaged communities because this has a bearing on the forms of communication administered at those schools surveyed. The questions appeared as follows in the questionnaire:

General particulars about your school

15. For information purposes only, please indicate the status of your school in the previous education departments

a. Natal Education Department (NED)
b. House of Representatives (HOR)
c. House of Delegates (HOD)
d. Department of Education & Training (DET)
e. I prefer not identify the status of my school in the previous education departments

16. Please indicate the number of learners at your school

a. Fewer than 500
b. Between 500 and 1000
c. Between 1001 and 1500

64

d. Between 15001 and 2000
e. More than 2000

Insertion of two questions in questionnaire

After I received the questionnaires from the respondents and while analysing them, I found that it became necessary to add two more questions to the questionnaire. The response to the preceding questions in the questionnaire has a direct bearing on the last two questions. The information required by means of these two questions did not directly require the answers from the respondents but I ascertained them by personal visits to many of these public secondary schools and the location of the schools. The KZN department of Education has also provided me with addresses of all the schools and the district and area under which the school falls in. The two questions were as follows:

17. In which district as determined by the KZN department of Education does the school fall within?   North Durban or   Durban South Region

18. Is the school located in an Urban or Rural area?

PERMISSION TO CONDUCT RESEARCH

I sent a copy of the completed questionnaire together with a copy of a letter from my supervisor to Dr. D.W. Edley of Support Services in the North Durban Region and Mr. M.M. Moodley of the Durban South Region seeking their permission to conduct the fieldwork with principals of public secondary schools. After two weeks I received a letter of confirmation giving me permission to conduct the research with principals of public secondary schools.

SELECTION OF SCHOOLS AND FIELDWORK

A list of schools designated according to the Regions such as North Durban and Durban South Regions was obtained from the District offices. Each of the regions was divided into Districts and there are six districts in each region and thereafter each

of the six districts was further sub-divided into Circuits. Schools were grouped according to circuits depending on their geographical location in the greater Durban area. The schools were already arranged in alphabetical order according to the list of schools from the KZN department of Education. An equal number of schools from each region were selected according to Systematic Selection. According to Leedy (1997,p.216) he stated," systematic selection involves selecting individuals (or perhaps clusters) according to a predetermined sequence." I selected the schools according to odd numbers starting from page one to the end of the booklet. Since I could not obtain the required number of schools for the survey, I had to back to the list and further select schools according to odd numbers but this time only the schools that were not taken on the first selection. In determining the sample size I referred to Leedy (1997,p.221) under the sub heading "Identifying a sufficient sample size" where he recommended "if the population size is around 500, 50% of the population should be sampled. Since the total number of public secondary schools in both the regions is 325, a guideline for selecting a number to be surveyed was 175 principals of these public secondary schools. However I decided to survey 230 schools since many schools in the rural areas did not have forwarding addresses and contact numbers but could only be contacted at the respective district offices. These principals regularly visited the District office to pick up their correspondence. Since this was not the best method of getting back the returns I decided to increase the number of principals that will be surveyed. Every district and circuit in both regions was included in the selection of the schools and I received 175 returns from 230 questionnaires that were sent out to principals. I kept a record of the schools I contacted including the date the questionnaire was sent and the date when it was returned. The respondent number on the questionnaire was an indication only to me of which principal completed and sent back the questionnaire. This information is confidential, but was needed to facilitate the retrieval of completed questionnaires.

Since most of the secondary schools principals were visiting their respective district offices to pick up and leave the matriculation examination papers in mid- November 2001, I personally visited these district offices and left the questionnaires with the senior management in charge who put the questionnaire in the cubicle of the particular principal that was selected. There was a self- addressed envelope including the correct postage with every questionnaire. A senior management member who was the head office also assisted me by delivering the questionnaires to principals in the outlying

areas where I could not gain access. Since he was visiting the principals that I selected, he would hand it to her/him. I visited most schools that were easily accessible. The school secretary was the first to make contact with me. In some schools I had to explain the purpose of my visit to the secretary and then hand her a letters in the following order. The first letter was addressed to the principal of the school telling him/her about my research and inviting him/her very politely to fill in the attached questionnaire. The next letter was a letter from my supervisor giving more information about the value of the research. The third letter was the permission given by the Department of education to conduct the research in the respective schools. When the principal agreed to assist me, I then handed him/her a copy of the questionnaire and thanked them very much for their valuable contribution. In other instances, the secretary immediately escorted me to the principal's office and there he/she welcomed me. This was made easier since I introduced myself as part of a management team in my school. Since I was at the same level as some of the principals in terms of managing a school they filled in the questionnaire immediately and then wished me success in the research. Some were eager to look at the outcome of the results when it was completed. Generally Principals were very supportive and co-operative.

However, there were some problems experienced while conducting the fieldwork. Firstly, I decided to conduct the research in the fourth term when principals were very busy with examination and this could have been one of the factors for the low returns. The reason for giving out the questionnaires during this busy period was that most principals were visiting the district offices to collect and leave their school's matriculation examination papers. I thought that this was an ideal opportunity to meet some of the principal's personally or leave the questionnaire in the appropriate cubicles. Secondly, at this time there was a scare of anthrax being distributed through the mail and since I did not know the names of all the principals, I merely addressed the envelope as to "The Principal of ...school" This may have had a negative impact on opening letters addressed to them. During the first term of school in 2003, I contacted many principals by telephone and fax reminding them very tactfully about the return of my questionnaire. Some of these came by post. I decided to visit the principals personally. This was the most successful form of recuperating most of the questionnaires. I also attended two Principals workshops where the grade nine continuous assessments were discussed by senior education management. Here I confronted many of the principals in areas that were not easily accessible by transport and moti-

vated them to fill in the questionnaire while they were waiting for the workshop to commence. A few willingly did so. A third factor was the difficulty in speaking to the principals especially in the ex Model C schools. The secretary would act as a screen as not grant me access to speak personally to the principals. This made it a little difficult to get back many of the returns and a few principals were not interested in assisting me. Fourthly, a few of the female principals were wary about filling in the questionnaire and gave me reasons such as they were so busy that there was no time to do anything else. I visited some of these schools thrice. I also experienced difficulty in receiving a favourable invitation from certain principals because at this time around June/July a song by Mbongeni Ngema caused racial tensions and since I belonged to a particular race, I could sense a feeling of not being welcomed. I was also given counsel not to visit certain areas due to the high rate of crime by members of the District offices and schools near these areas. It was the month of June and as I neared a selected school I heard gunshots at the entrance of the school and had to turn back as quickly as possible. At two Districts the Senior management member also told me that certain school are inaccessible by car and one has to do so on foot for a few kilometres. I also travelled to some of these selected schools but the terrain was not suited for my mode of transport and after much struggle with the car, I managed to reach these outlying schools. Fortunately on another occasion one of the senior management members escorted me to many of the schools in two outlying districts. There was no indication of where the secondary schools were located. As we drove, on the main road and gravel road, we would suddenly take a left turn into a gravel road where the bottom of the car would scrape against the earth. While travelling through this road we would suddenly come across a school that did not even have a name board outside. . If the senior management member did not accompany me on this visit, I would never have found these schools.

Nevertheless it was a unique experience although I had to obtain special leave from my employer. Although I was pressurised for time I thoroughly enjoyed doing this fieldwork. I have put in an addendum to inform the reader about how I corresponded with the relevant institutions.

THE SPSS 11 DATABASE

INTRODUCTION

SPSS is a typical spreadsheet-format database that consists of rows and columns for capturing the information with regards to the responses of the respondents in connection with the questions or statements that they assessed.

	resp	abrai	aconv	acons	agins	aproc
1	1	3	3	3	3	3
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	3	3	3	2	2
5	5	2	1	1	2	2
6	6	3	3	3	3	2
7	7	3	2	3	2	1
8	8	3	3	3	2	3
9	9	3	3	3	3	1
10	10	3	3	3	3	3
11	11	2	2	2	2	2
12	12	2	3	3	2	3
13	13	2	3	2	3	2
14	14	2	3	2	2	3
15	15	3	3	3	2	2
16	16	1	2	3	2	3
17	17	3	3	3	3	3
18	18	2	2	3	2	2
19	19	3	2	3	3	2
20	20	3	2	3	2	1
21	21	3	3	3	3	3

Figure 7: The data view and variable view tabs at the bottom left hand side of the SPSS screen

In the data view mode a *column* is dedicated to each question or statement. Each *row* contains the responses of a particular respondent to the questions or statements on the questionnaire. Where a row and column intercept one has a *cell* where the datum, representing the response of the respondent, is entered. Figure 1 above is an example of data that have been entered in SPSS in the data view mode. If one looks on the bottom left hand corner of the spreadsheet, one would notice that the *Data View* tab is highlighted.

The Data View mode shows that numeric symbols (0-9) were used to encode respondents' responses to particular questions or statements. I used the numeric symbols rather than scientific notation, or alphabetic strings to encode data because this represented the fastest coding option provided that one knows what each numeric symbol represents in relation to other symbols in a particular column.

The typical formatting icons can be seen in the top row. In the fourth row the number 4 indicates a particular respondent and the column name *acons* for instance represents the specific question that the respondent has respondent to, namely "How useful is consultation [as a form of communication]?" Number 3 in the same row shows the response of the respondent that is classified in numeric value. The rectangle that is highlighted in the fourth row and fourth column is an indication of the response that is entered into the database. There are 93 questions that the respondents had to provide a response to, but 2 other response columns were inserted into SPSS after the respondents had already returned their questionnaire. These two columns related to whether the school was situated in the North Durban or the Durban South region.[1]

The second additional column dealt with the school being situated in the urban or a rural area. In each cell under respondent there is a unique number allocated for each of the 175 respondents. The cell that is highlighted by means of the rectangle indicates the response in numeric form of the individual respondent.

However just by clicking on the variable view button the SPSS database editor changes and gives more information about the data captured. One just cannot enter variables. The parameters can be done in the variable view mode.

---

[1] The names of these two regions actually are North Durban or the Durban South.

	Name	Type	Width	Decimals	Label
1	resp	Numeric	8	0	Respondent number
2	abrai	Numeric	8	0	How useful is brainstorm
3	aconv	Numeric	8	0	How useful is conversatic
4	acons	Numeric	8	0	How useful is consultatic
5	agins	Numeric	8	0	How useful is giving instr
6	aproc	Numeric	8	0	How useful is demonstra
7	aemp	Numeric	8	0	How useful is empathisir
8	acroq	Numeric	8	0	How useful is cross-ques
9	acase	Numeric	8	0	How useful is judging the
10	awrep	Numeric	8	0	How useful is writing diffe
11	aenti	Numeric	8	0	How useful is ranking en
12	awinv	Numeric	8	0	How useful is writing invit
13	awass	Numeric	8	0	How useful is completing
14	astaf	Numeric	8	0	How useful is socializing
15	asgb	Numeric	8	0	How useful is socializing
16	arsch	Numeric	8	0	How useful is representir
17	arepbk	Numeric	8	0	How useful is giving a rep
18	aadju	Numeric	8	0	How useful is adjudicatin
19	afeed	Numeric	8	0	How useful is giving feed
20	akrec	Numeric	8	0	How useful is keeping re
21	awrno	Numeric	8	0	How useful is writing noti
22	afire	Numeric	8	0	How useful is filling in rep
23	adisfo	Numeric	8	0	How useful is participatir

Figure 8: The variable view mode

In the variable view the formatting icons are still present on the top row, but the questions are arranged in columns .The rows informs one about the details of the questions asked in the questionnaire. The numbers represent the respondents that have completed the questionnaire and returned to me. The name on the next column represents all the questions asked in the questionnaire. An example of a question such as *abrai* is a cryptic heading. The responses are converted to numeric form that is required when drawing graphs. I also left a default width of 8 characters and changed the decimal place to 0. The next column is the label column. Here the labels are entered as typically stated in the questionnaire and they will appear in the tables and graphs when results are extracted for interpretation.

If we click on the right hand side of the label column, then a box with three dots appear after the label. Click on this and the value labels box appears.
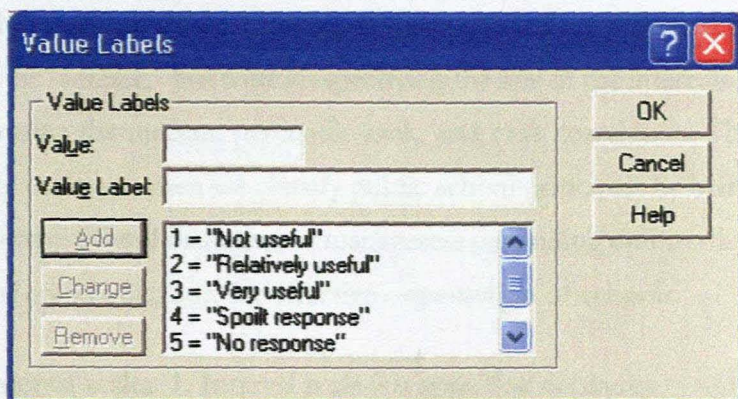
Figure 9: Value labels attached to each question

The slot next to the value is used to type in the specified code that it represents such as 1, 2, 3, 4 or 5. Next click in the value label box and type what each code denotes such as 1 = Not useful and 2 = Relatively useful etc. It must also be noted that the coding must be uniform in terms of the higher and lower case used as shown in the figure 9. Now click on the add indicator and the coding is automatically memorised by the computer. To go to code two the same procedure must be followed until the last code is reflected in the small screen in the value label box. If an error in the coding is detected, by simply click on the change button and the alteration can be made. Then press adds again. When all the relevant and correct coding has been entered, click OK. The coding steps must be followed for each column.

In the last section of the data editor, you would see a column indicating measure. You would notice that it shows the forms of scale utilised in the coding parameters. There are four categories of scientific measurement that is namely, nominal scale, ordinal scale, interval scale and ratio scale. Leedy (1997, p.30) gives a summary of measurement scales, their characteristics and statistical implications.

Non– interval scales

Nominal scale is a scale that "measures" in terms of names or designations of discreet units or categories. This enables one to determine the mode, the percentage values, or the chi-square. An example of nominal scale that has been applied in this dissertation is the measuring of the group of public school principals by dividing them into two groups such as male and female and each group is measured by some of the categories

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in the questionnaire for example gender against brainstorming as a form of communication.

Ordinal scale is a scale that "measures" in terms of such values as "more" or "less," "larger" or "smaller," but without specifying the size of the intervals. This enables one to determine the median, percentile rank, and rank correlation. This form of measurement assists us when we classify public school principals by being either effective or ineffective school managers or manageress depending on how they use the various forms of communication for effective organisation of schools.

Non- interval scales: 1. Interval scale is a scale that measures in terms of equal intervals or degrees of difference but who's zero point, or point of beginning, is arbitrarily established. This enables one to determine the mean, standard deviation, and product moment correlation: allows one to conduct most inferential statistical analyses.

2. Ratio scale is a scale that measures in terms of equal intervals and an absolute point of zero origin. This enables one to determine the geometric mean and the percentage variation; allows one to conduct virtually any inferential statistical analysis.

Values	Missing	Columns	Align	Measure
None	None	8	Right	Nominal
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Ordinal
{1, Not useful}.	None	8	Right	Nominal
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale
{1, Not useful}.	None	8	Right	Scale

Fig.10: Scale used to measure data in SPSS 11 programme

CONCLUSION

This chapter dealt with an empirical study of the results obtained in the field. The results ere then analysed by means of the SPSS programme. This programme high-lighted the information by means of general tables and pie and bar graphs, which I entered into its database. The results were then captured and analysed by me as can be seen in chapter 7.

RESULTS

ORIENTATION

In this chapter I will report the results of the empirical part of my research, beginning with a demographic profile of the respondents, followed by an analysis of how principals in the greater Durban region assess particular forms of organisational communication that could be used as part of school management, and ending with an analysis of the forms of communication that principals report employing in school management. This will be done by means of tables and graphs extracted from the statistical program SPSS 11, in each instance followed by short interpretations of the significance of the results. I decided that I would first list the tables and thereafter follow it with a graph so that the reader would have a bird's eye view of the table and graph when considering the analysis. I based my analysis by looking at both table and graph at simultaneously.

DEMOGRAPHIC PROFILE OF RESPONDENTS

Age

I begin by reporting the age distribution of my respondents by means of a stem and leaf plot. According to Lynch and Olmstead, 1998: 9 " a stem and leaf plot can be used to organize data." In this case it is used to organise the ages group distribution of my respondents in such a way that it is easy to see in which age ranges respondents predominated. An age distribution stem and leaf plot is a tabular graph that organises respondents by age into decades, according to whether they are in their thirties, forties, fifties or sixties, for instance. To draw a stem and leaf plot one first states the decades ranges on the left hand side of the table, followed by the ages of respondents within the decade that their age falls in as in the hypothetical stem and leaf plot in Figure 11 below:

Age clusters

Stem   Tier   Leaf

3 1 5 5 5 5 6 7 7 8 9 9
4 4 4 4 5 5 6 6 6 6 6 7 8 8 8
5 2 2 4 4 4 5 6 6 7 7 7 7 8 9 9 9
6 1 1 1 1
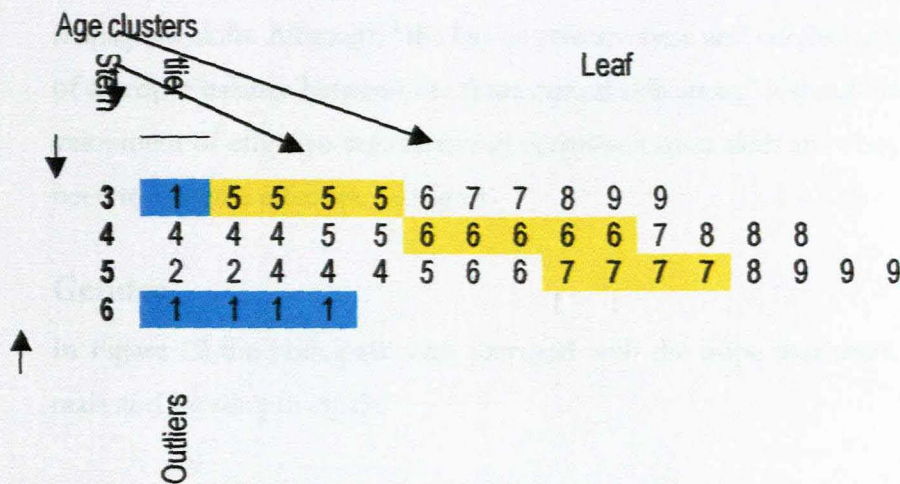
Outliers

Fig.11: The organisation of a stem and leaf plot for age distribution in a population

The tens digit in the figure 11 below are 3,4,5 and 6 and they make up the *stem*. The digits in the ones places make up the *leaves*. The *outliers* 35 and 61 represent the principal that is the youngest respondent in this case the principal is 35 years and the oldest is 61 years old. When we analyse the data, there are gaps because there are spaces between values. This is evident between 57 and 60. The aspect that concerns us is the *cluster*. There are several clusters of values – those in the lower 30's, lower and middle 40's and lower 50's. A careful analysis of the data indicates that a large number of principals of public secondary schools are 45,40 and 43 years old respectively. This indicates that after the KZN department of Education and Culture offered the voluntary package to educators with 20 and more years of service, most of the principals exited the school when granted the earlier retirement package. Hence the department of Education had no other option but to appoint principals that are young as shown in figure 12 If we compare the age with the number of years of serving as principal as shown in figure 12, indicates that 36 out of 175 principals have only 5 years of experience, 31 have 4 years, 29 have 3 years, 18 have 2 years and 13 have 1 year experience. This is a strong indication that these principals may require a lot of guidance in becoming effective managers in implementing organizational communication at their respective schools. J.C. Daresh 2001.15, reflected on the perceptions of the relative importance of certain job descriptions of principals and he states that the principals

with at least 5 years of experience were asked to rate the importance of 3 tasks for success and survival. The 3 tasks were technical skills, socialization skills and self-awareness skills. His findings indicate the ranking of the three criteria in the following way: socialization skills (most important), self-awareness skills and finally technical and managerial skills. Although "the key to effectiveness and survival is the development of a proper balance between the three critical skill areas," it should be noted that development of effective organizational communication skills are what these principals need to become effective managers.

Gender

In Figure 12 the principals were surveyed with the hope that there would be both male and female principals.

		Subtable %
Gender	Female	13.1%
	Male	86.4%
	No response	.6%

Figure12: General table indicating principals according to gender

The majority of principals were males about 86%(152) and 13% (23) females. There are several reasons for this ratio. At the moment the entire country has seen the need for gender equity and since 1996 there has been a concerted effort to increase the number of females taking on positions of management. Even the department of education has, in its promotion documents, addressed the need for gender equality. However, the most number of female principals are in the primary schools that comprise of the foundation and intermediate phases. According to the letter received from the North Durban Region (attached to addendum), point 2.2 states that there are 248 female principals and 373 male principals. They could not separate the principals according to gender in the public secondary schools only. The second reason is that it was difficult to ascertain if there was a male or female principal until I met the individual or received the returns. Some returns came by post. Since I adopted the method of systematic sampling of principals, there was no guarantee that I would select an equal number of males and females. Thirdly, many of the female principals were not enthusiastic about filling in the questionnaire. I even made three trips to some of them but they kept procrastinating the returns. I even went to the extent of

leaving a self- addressed envelope with postage included when I spoke to them but I was still not successful in obtaining the returns. A few felt intimidated that they are revealing some information about themselves and therefore turned me down by stating they do not have a second to spare.

Gender
- Female
- Male
- No response

Pies show counts

13.07%

86.36%
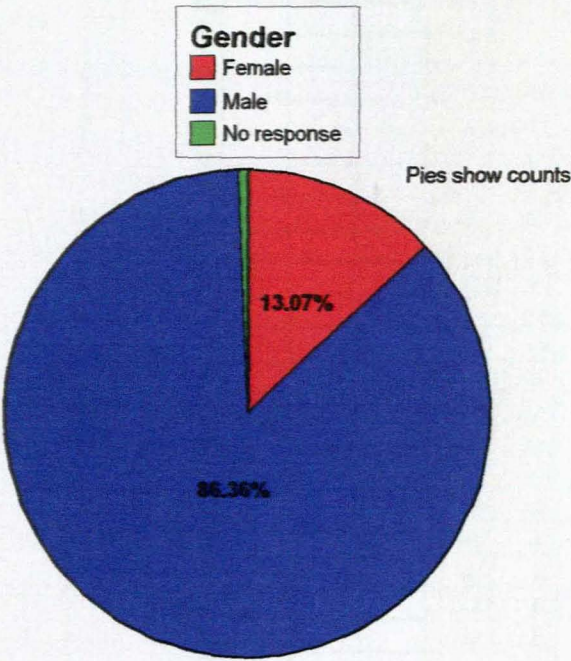
Figure 13: Pie chart indicating the ratio of male and female principals in the greater Durban area

Age groups of principals

3	5	6	6	6	6	6	7	7	7	8	8	8	9	9	9
4	0	0	0	0	0	0	0	0	1	1	1	2	2	2	2	3	3	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	7	7	7	7	8	8	8	9	9	9	9	9	9
5	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	5	5	5	6	6	6	7	7	7	7
6	0	0	1

Figure 14`: Stem-and-leaf plot of the age group clusters of principals in the greater Durban region in 2002

Years of experience as a principal

The following table figure 15 provides information about the years of experience of principals of public secondary schools in the greater Durban area.

		Count	Table %
Present position in years of service	One year of service	13	7.4%
	Two years of service	18	10.2%
	Three years of service	29	16.5%
	Four years of service	31	17.6%
	Five years of service	36	20.5%
	Six and over years of service	45	25.6%
	Spoilt response	1	.6%
	No response	3	1.7%

Figure15: General table indicating years of experience as principal

Although the principals of six years and over have a percentage of just over 25% (36), it only forms a quarter of the total number of principals (175) that were surveyed in the greater Durban area. This indicates that the majority of the principals (about 75%) or 139 of them have 5 years of service and below. This again shows that many of the principals in the greater Durban area are relatively young and inexperienced and therefore would require assistance as effective managers in their schools. Some may be effective as managers because the selection of these principals was based on specific criteria in the promotion documents issued by the department of Education and Culture. A copy of the document is on the addendum. This document issued on the 16 October 1997, second edition, entitled, School Based Posts –Criteria Short-listing and interviewing stated that the interview committee should interview around the following criteria:

Leadership: Administrative, Management and Related Experience:

Bullet 9 focused on decision making such as brainstorming, collaborative, democratic and

Personality and Human Relations:

1. Focused on – interpersonal relationship

2. Pastoral care

3. Personality impact

4. Commitment to sound work ethics

5. Good communication skills

A rating of 7 points was given to this section but in terms of effective mangers, good communication skills are essential to manage a school. This indicates that the principals may have the leadership and organizational qualities but little emphasis has been placed on effective organizational communication skills.
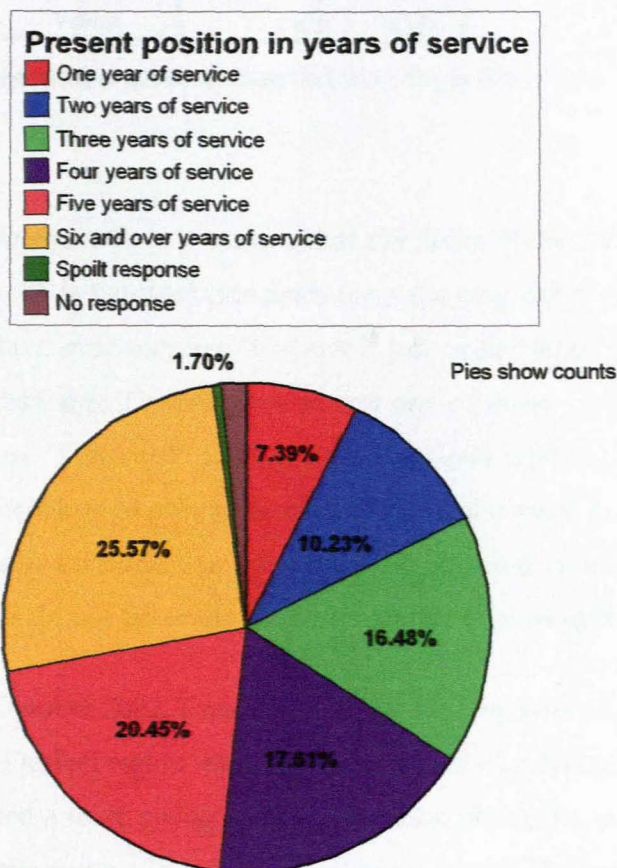
Figure16: Pie graph showing years of service of principals in the greater Durban area

Ethnic identity

Although many would view this type of information as distasteful, it nevertheless merely indicates the principals of various ethnic groups in the greater Durban area. We exist in a multicultural society and the information being analysed will not be used to downgrade any particular ethnic group.

		Count	Table %
Your ethnic identity?	Asian	74	42.0%
	Black	83	47.2%
	Coloured	5	2.8%
	White	14	8.0%

Figure17: General table: principals classified according to ethnic identity

According to figure17, it is evident that the Asian (42%- 74 in number) and Black (about 47%- 83 in number) principals form the majority of the principals that were surveyed. There were very few "Coloured" principals (about 3%- 5 in number) in the greater Durban area. I surveyed all except one of them. It must also be noted that some of these "Coloured" schools have principals who may be of another ethnic group. About 8% or 14 principals were Whites and it must also be taken into consideration that a few schools that I surveyed had principals of another ethnic group and many schools do not fall under public secondary schools in the greater Durban area.

On the 16 October 2002, I wrote a letter to the Department of Education and Culture, North Durban region regarding the number of public schools and ethnic identity. I received a reply giving some information about the queries. The letter mentioned that there was 679 public school in the North Durban region but could not further break it down into primary and secondary schools. However a list of addresses was attached to the reply. The letter stated that" Principals according to "ethnic identity" are not available from the region. Letter attached to addendum. I made a personal visit to the Durban South regional office and spoke to an individual in one of the rooms on the seventh floor. She mentioned that they did not possess any information of that nature and could not assist me.

Your ethnic identity?
- Asian
- Black
- Coloured
- White

Pies show counts

2.84%

7.95%

42.05%

47.16%
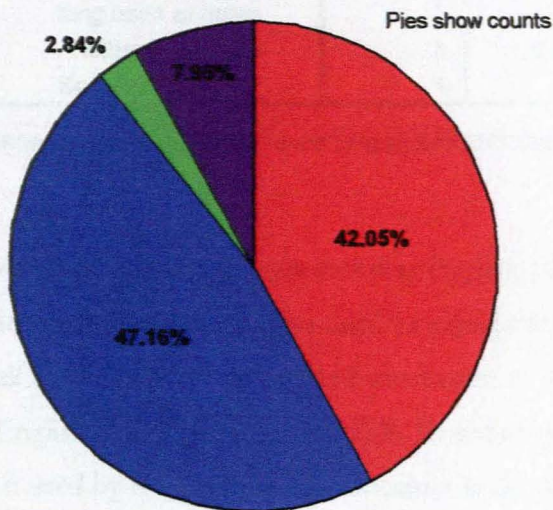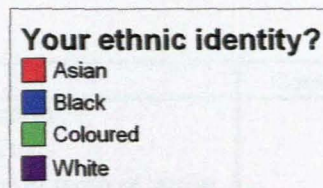
Figure 18: Pie graph indicating principals of different ethnic identity in the greater Durban area

Home language

Figure 19 tells us more about the language of the principals that were surveyed. The information gleaned was merely to indicate the medium of instruction that principals were versatile with.

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		Count	Table %
What is your home language?	English	92	52.3%
	IsiZulu	78	44.3%
	Two or more of above lang used at home	1	.6%
	Another language	4	2.3%
	Spoilt response	1	.6%

Figure 19: General table showing the home language of principals

The information shown above indicates that English (about 52%) and isiZulu (about 44%)are the predominant languages used by principals. This enables us to note that they are well versed with the medium of instruction in schools. Most schools in KZN are either English or Zulu medium schools. In organizational communication, a language that is used by the learners and educators in the school is essential in the effective management of schools. Evertson et al, 1989. 17 stated," Good classroom management is based on children understanding the behaviours that are expected of them. A carefully planned system of rules and procedures makes it easier for you to communicate your expectations to your students..." This statement holds true for the management of the class but is also applicable to the management to her/his staff. The use of appropriate and acceptable language will ensure the smooth running of the school as an organization. Lynch, T. 1996.6 mentions that " in real life, people succeed in conversation through interactive collaboration; partners share the burden of making themselves – and each other – understood." This highlights the need for native speakers even among management.

What is your home language?
■ English
■ IsiZulu
□ Two or more of above lang used at home
■ Another language
■ Spoilt response

2.27%

Pies show counts

44.32%   52.27%
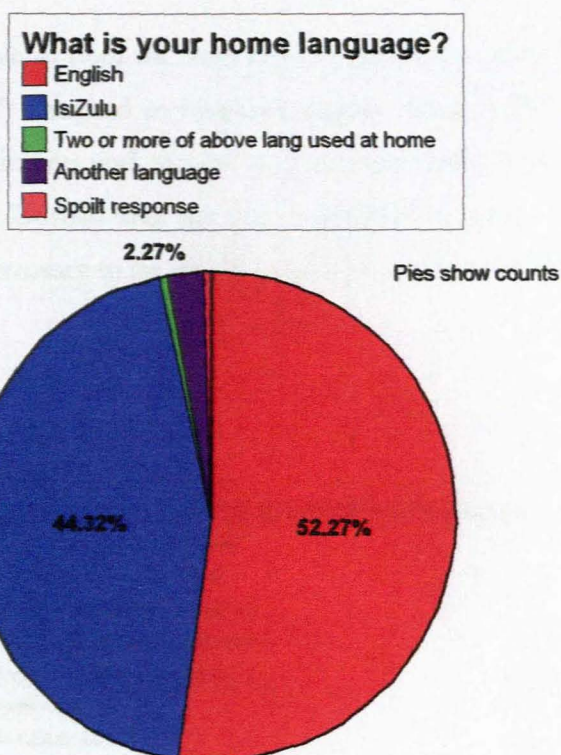
Figure 20: Pie graph showing the home language of principals in the greater Durban area

Highest level of education

The general table in figure 21 indicates the level of education in the form of diplomas or degrees obtained by principals.

		Count	Table %
What is your highest level of education?	Three year diploma/degree	16	9.1%
	Four year diploma/degree	33	18.8%
	Honours level degree/diploma	87	49.4%
	Masters level degree/diploma	33	18.8%
	Doctoral level degree/diploma	5	2.8%
	Spoilt response	1	.6%
	No response	1	.6%

Figure 21: General table indicating the level of education of principals

It is remarkable to note the high level of education attained by most principals. Almost 49% (87) obtained an Honours degree. About 19% (33) have obtained a four year degree/diploma and masters degree respectively. This proves that the principals in the greater Durban area are highly qualified in terms of academic performance. This skill is necessary to be an effective manager in schools.

What is your highest level of education?
- Three year diploma/degree
- Four year diploma/degree
- Honours level degree/diploma
- Masters level degree/diploma
- Doctoral level degree/diploma
- Spoilt response
- No response

Pies show counts

2.84%

9.09%

18.75%

18.75%

49.43%
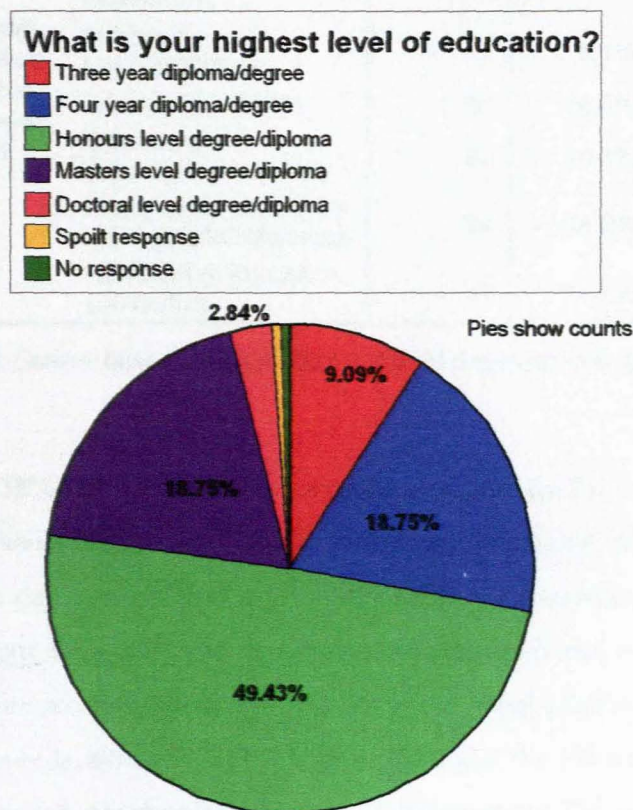
Figure 22: Pie graph indicating principals level of education in the greater Durban area

Type of school in the previous educational dispensation

The responses obtained for this question was mainly for information purposes only. Under the old dispensation that before 1996, most school were grouped under 5 education departments namely; KZN education department of education and culture, House of representatives, house of delegates, Natal education department and department of education and training. This exercise merely gave one an idea how these schools were grouped.

		Count	Table %
What was the previous education dept that you were under?	Natal education department	16	9.1%
	House of Representatives	9	5.1%
	House of Delegates	68	38.6%
	Department of Education and training	26	14.8%
	Prefer not to identify my previous education dept	29	16.5%
	KZN Dept of Education and Culture	28	15.9%

Figure 23: General table showing schools under old dispensation in KZN

Almost 38%(68) these schools surveyed fell under the House of Delegates and these schools were mainly the Asian schools. It seems that the Black schools were divided into two departments that is the KZN education department of education and culture, about 16% (28) and department of education and training, almost 15% (26). The White schools, about 9% (16) fell under Natal education department and lastly the Coloureds, almost 5% (9) was grouped under the House of Representatives. I selected a variety of schools under the old dispensation. This proves that a cross section of all the schools in the greater Durban area was selected by systematic sampling. A true reflection could now be obtained by means of the returns and thus the results obtained are authentic.

What was the previous education dept that you were under?
- Natal education department
- House of Representatives
- House of Delegates
- Department of Education and training
- Prefer not to identify my previous education dept
- KZN Dept of Education and Culture

Pies show counts

9.09%
5.11%
15.91%
16.48%
38.64%
14.77%
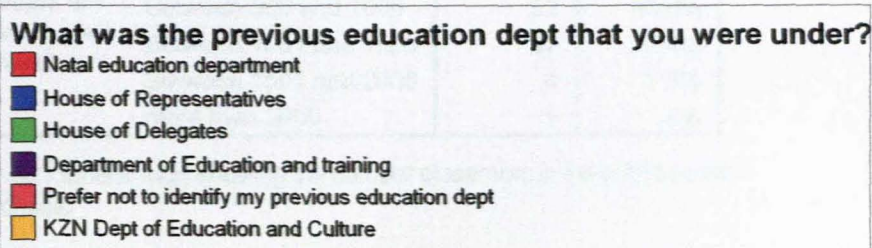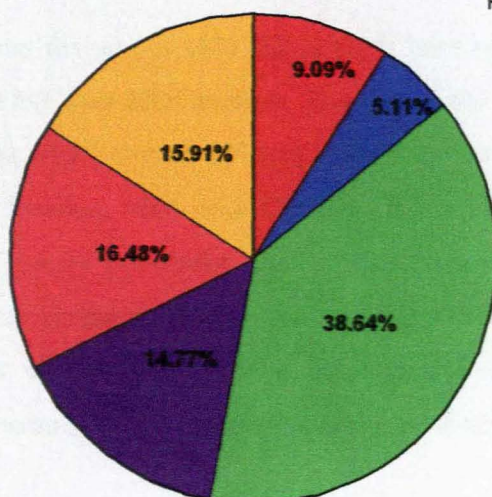
Figure 24: pie graph showing the schools classified under the old dispensation

Number of learners in school

The table in figure 25 indicates the number of learners in the various schools that were surveyed.

		Count	Table %
How many learners are there in your school?	Fewer than 500	32	18.2%
	Between 500 and 1000	82	46.6%
	Between 1001 and 1500	57	32.4%
	Between 1501 and 2000	4	2.3%
	more than 2000	1	.6%

Figure 25: General table showing the number of learners in the public secondary schools

The table shows that about 18% (32) schools have learners less than 500 and about 1% (1) school has over 2000 learners. The rest of the schools fall within the two extremes. Schools with between 500 and 1000 learners are almost 47%(82) and schools with learners between 1001 and 1500 are about 34%(57). This shows that most schools have learner population that is manageable and the schools have learner population that warrants effective functioning and management of the school. All these schools would qualify for a management team according to the post-provisioning norm (PPN) from the department of education.

How many learners are there in your school?
- ■ Fewer than 500
- ■ Between 500 and 1000
- ■ Between 1001 and 1500
- ■ Between 1501 and 2000
- ■ more than 2000

2.27%

Pies show counts

18.18%

32.39%

46.59%
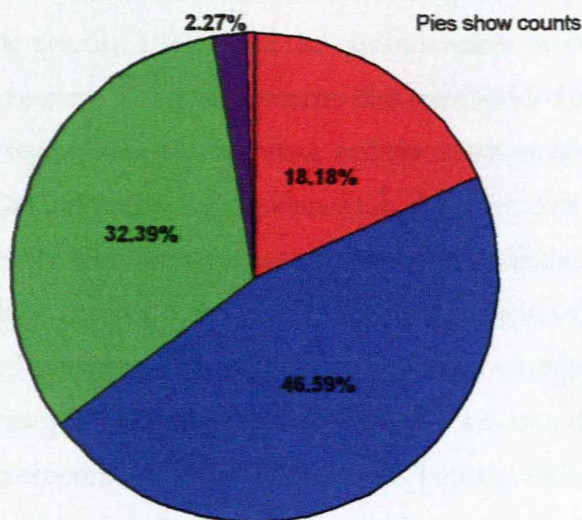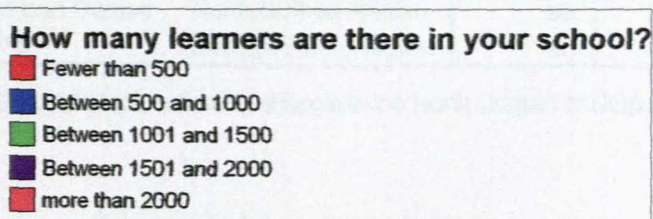
Figure 26: Pie graph showing the number of learners in the schools in the greater Durban area

North-South location of school in the greater Durban region

Figure 27 deals with public secondary school form both the North Durban and Durban South region. There are six districts in each region. In North Durban region, we have City of Durban, Inanda, Phoenix, Ndwedwe, Kwa Mashu and Maphumulo. The Durban South region is made up of Umlazi North, Umlazi South, Umbumbulu, Camperdown, Pinetown and Chatsworth. Each district has a number of schools forming a circuit.

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	Count	Table %
North Durban Durban North Durban Region	96	54.5%
South Region Durban South Region	80	45.5%

Figure 27: General graph indicating schools in the North Durban or Durban South region

This question was inserted after the questionnaires were sent out and I had already received the returns. I separated the questionnaires by means of two different coloured front covers. The questionnaires that were handed to the principals of the Durban South region were blue in colour and the questionnaires handed to the principals of North Durban region had a green cover. However, I decided to analyse the returns from these two separate regions and thus included this question. I also received the school address booklet from both regions indicating in which region each school can be located. I also personally visited most of these schools to leave the questionnaire with the principal. On other occasions, where it was very difficult to get to the school, I left the questionnaire at the district office. I also attended two workshops attended by the principals of each of the regions and asked them to fill in the questionnaire.

When the reader looks at the distribution of schools surveyed in both the North Durban and Durban South regions there is no significant difference in the number of schools that responded to the questionnaire. North Durban was almost 55% (96) and Durban South almost 46% (80). Although there is a difference of 16 schools, one needs to consider that access to the schools in the North Durban was easier than in Durban South. Although questionnaires were sent to an equal number of schools in both regions the returns were greater in the North Durban area. Many schools in the Durban South region are not accessible by means of a normal car because of the roads. It is not easy to locate some of the schools since there is no map indicating the location of the school. When I visited the District offices in Umbumbulu and Camperdown and some schools in Kwa Mashu, the officials there mentioned some schools were situated in areas that were not safe to enter. In the North Durban region such as Ndwedwe and Maphumulo, there were no signs indicating that there was a school at the next turn-off. Fortunately, I had the privilege of being escorted a by senior management member from the department and he directed me to the schools.

North Durban Durban South Region
- North Durban Region
- Durban South Region

Pies show counts

45.45%

54.55%
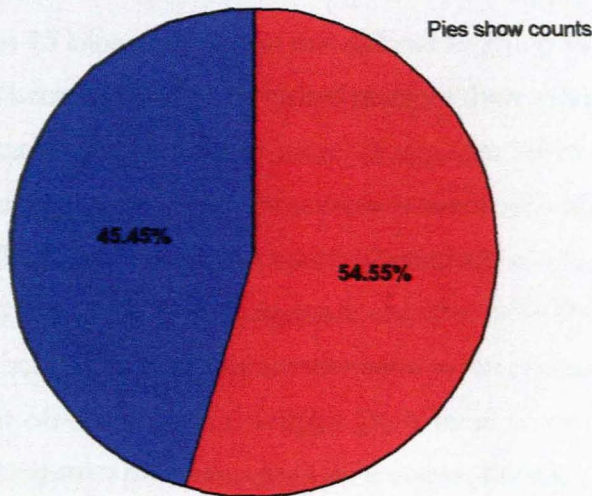
Figure 28: Pie graph showing the number of schools surveyed in the North Durban and Durban South regions

Urban vs. rural setting of school

Figure 29 shows the number of public secondary schools that were surveyed in both the rural and urban areas in the greater Durban area. This question was also added on after the questionnaire was drawn up.

		Count	Table %
urban or rural school	urban	116	65.9%
	rural	60	34.1%

Figure 29: General table indicating schools situated in urban or rural settings

In figure 29, it is evident that more schools, almost 66% (116) in the urban area were surveyed than in the rural area, about 34% (60). However if the reader looks at the systematic selection of school in both these areas, I tried to include schools that were situated in the deep rural areas. An equal number of public secondary schools were chosen from both North Durban and Durban South regions. Both these regions con-

tain urban and rural areas. Again it must be noted that there are more primary schools than secondary schools in these regions. The ratio could be 3:1. Even in the rural areas, the learners were seen walking for kilometres to reach their school. When I stopped to ask for direction from these learners they pointed to the next mountain about 10 to 15 kilometres. It was not difficult to group these schools into urban and rural areas because I personally visited many of these schools and went to the district office in each district to obtain more information. Most of the schools in the rural area do not possess any form of communication such as a school telephone or fax machine. Some of them do not have a physical address to assist in correspondence. I had to rely on the senior management member from the district office who would visit these schools to hand the questionnaire to the principal. I also waited at three of the district offices because principals from these schools in the rural areas would come to the district office to collect their correspondence or mail. There was no way to trace these returns from these principals except go back to the district offices or wait for the returns by means of the post. Each return included a stamped self – addressed envelope.
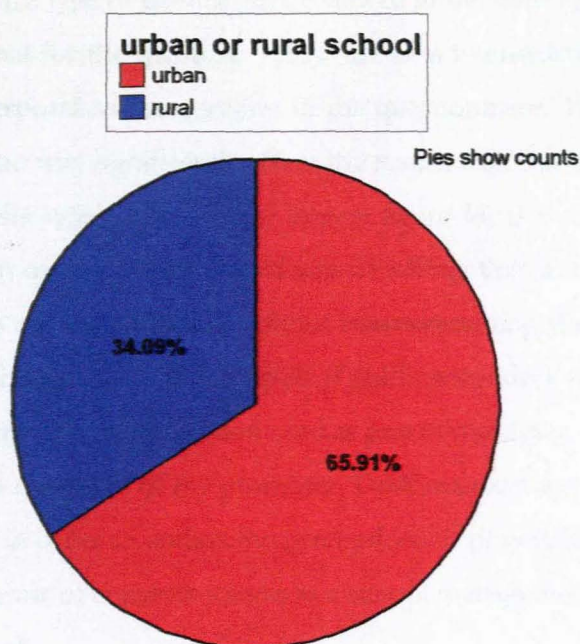

Figure 30: Pie graph showing the schools located in the urban or rural areas in the greater Durban area

FORMS OF COMMUNICATION THAT WERE SURVEYED

As discussed under the literature survey the graphs highlighting the various aspects of organizational communication that is essential for effective management will be explained under the following forms of communication namely:

- Interpersonal communication: brainstorming
- Intra-personal communication: ranking entities in order of priority
- Small group communication: conversation
- Intra-organizational communication: filling in reports
- Inter-organizational communication: use Internet

EDITED TABLES AS BASIS FOR GRAPHS

I carried out a systematic analysis of each question in the questionnaire and I have captured approximately 300 tables and graphs ranging from simple tables and pie graphs to combinations of two or more variables in tables and bar graphs. I have also used the convention for editing out insignificant aspects in the tables to form the basis for interpreting and highlighting more important information in the graphs. An example of this type of editing can be viewed in the table listed in figure 31. Now it will be clear that for the question " How useful is brainstorming?" only one respondent did not respond to the question in the questionnaire. Thus it was edited because it would in no way significantly affect the results that can be obtained from the graph. If the reader would cast his/her eye on figure 31, the no response has been edited. This is just one example of the form of editing that is usually done to optimise the illustrative effects of graphs without misrepresenting the facts. The example below illustrates how important principals of public secondary schools related *brainstorming* to be as a form of communication used as part of managing their schools. However, following the directives of my promoter, I will analyse particular tables and graphs from this range in order to outline the perceptions of principals regarding the utilization of specific forms of communication as a school management tool or in management of their schools.

			Gender		
			Female	Male	No response
How useful is brainstorming?	Not useful	Count	1	5	
		Col %	4.3%	3.3%	
	Relatively useful	Count	8	51	
		Col %	34.8%	33.6%	
	Very useful	Count	14	96	1
		Col %	60.9%	63.2%	100.0%

Figure 31: Unedited table of male and female principal's assessment of how useful brainstorming is.

			Gender	
			Female	Male
How useful is brainstorming?	Not useful	Col %	4.3%	3.3%
	Relatively	Col %	34.8%	33.6%
	Very useful	Col %	60.9%	63.2%

Figure 32: Edited table of male and female principal's assessment of how useful brainstorming is.

The Principals assessment of " how useful is brainstorming?" as indicative in the figure 32, clearly states that male and female principals of public secondary schools considered brainstorming to be very useful. We can say that almost 61% of female principals and just over 63% of male principals rated brainstorming as "very useful." Further almost 35% of female principals and almost 34% of male principals rated brainstorming as " relatively useful." Only a small group of female principals that is just over 4% and male principals just over 3% rated it to be "not useful." A further scrutiny shows of the table shows that there is no statistically significant difference between female and male principals assessment of "how useful is brainstorming?" as a management tool.

PRINCIPALS' ASSESSMENT OF HOW USEFUL DIFFERENT FORMS OF COMMUNICATION ARE FOR MANAGING THEIR SCHOOLS

Referring back to figure 32 and figure 33 below it is indicative that both male and female principals rated "how useful is brainstorming?" highly as a management tool.

Interpersonal Communication

I shall list brainstorming a form of organizational communication under interpersonal communication.
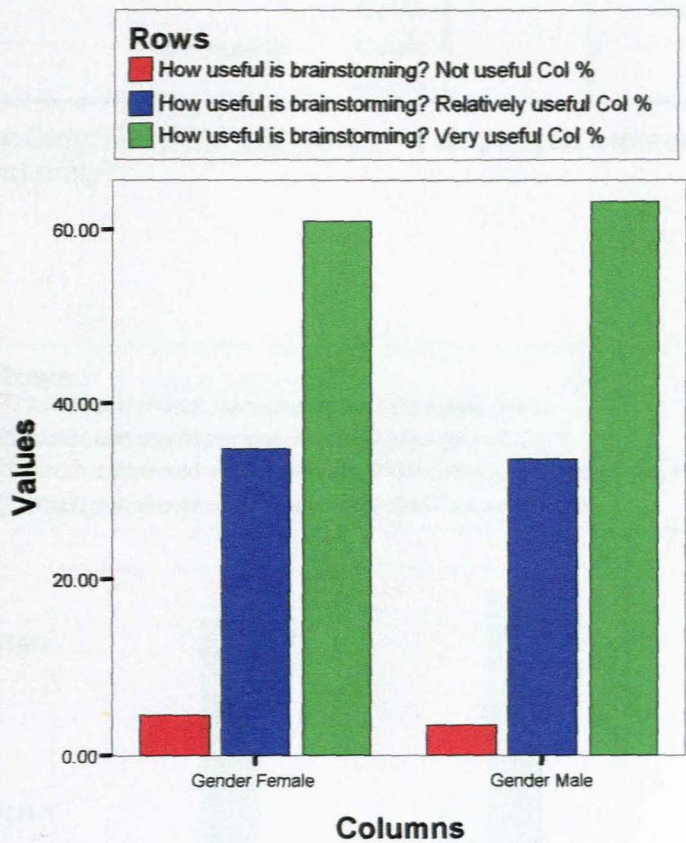
Figure 33: Bar graph illustrating male and female principals assessment of "how useful is brainstorming?"

			Gender		
			Female	Male	No response
Which staff should use brainstorming?	Educators	Count	2	6	
		Col %	8.7%	3.9%	
	Management	Count	3	12	
		Col %	13.0%	7.9%	
	Educators and management	Count	18	126	1
		Col %	78.3%	82.9%	100.0%
	Spoilt response	Count		7	
		Col %		4.6%	
	No response	Count		1	
		Col %		.7%	

Figure 34: General table illustrating male and female principals responses of "which staff should use brainstorming?"

Rows
- Which staff should use brainstorming? Educators Col %
- Which staff should use brainstorming? Management Col %
- Which staff should use brainstorming? Educators and management Col %
- Which staff should use brainstorming? Spoilt response Col %
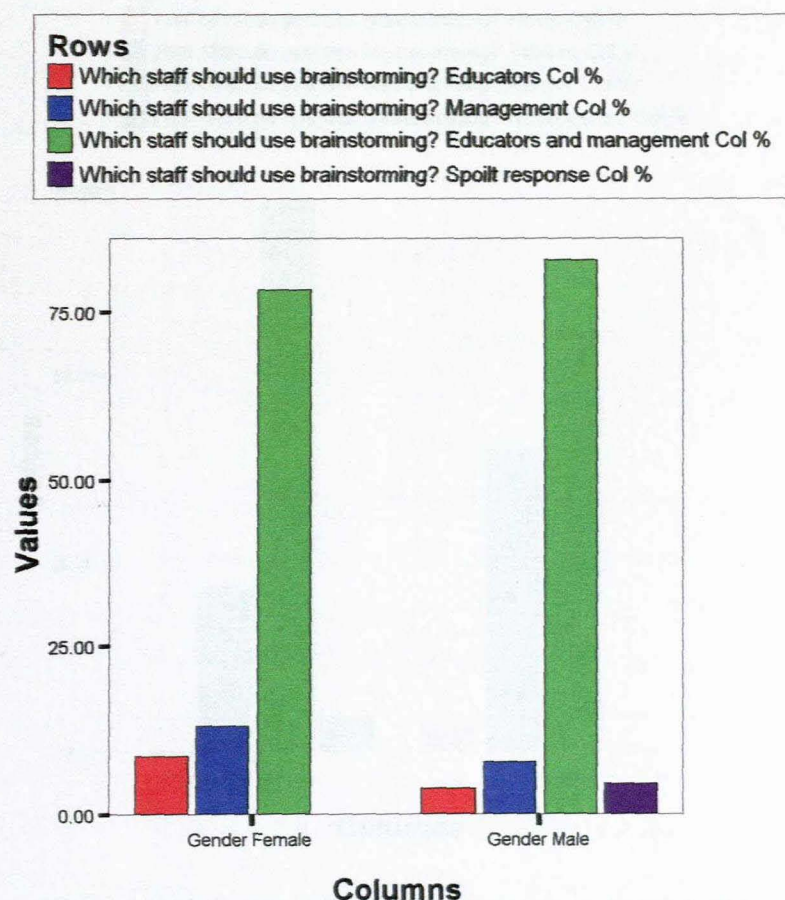
Figure 35: Bar graph indicating male and female principal's response to " which staff should use brainstorming?"

By referring to figure 35 it is apparent that both male and female principals of public secondary schools indicate that the question "Which staff should use brainstorming?"

is the responsibility of both management and educators in their particular school. The results show that almost 83% of male principals and almost 78% of female principals strongly advocate that both management and educators should be involved in brainstorming and this tool is vital for effective communication in schools today. Further the respondents indicating that only management or educators should use brainstorming is of no significance in this instance. Only a small percentage of less than 9% of both male and female principals indicated "educators" and about 14 % of both males and females felt that "management" was responsible for brainstorming in schools. Almost 5% of the responses from the male principals were spoilt responses and these were not taken into consideration.

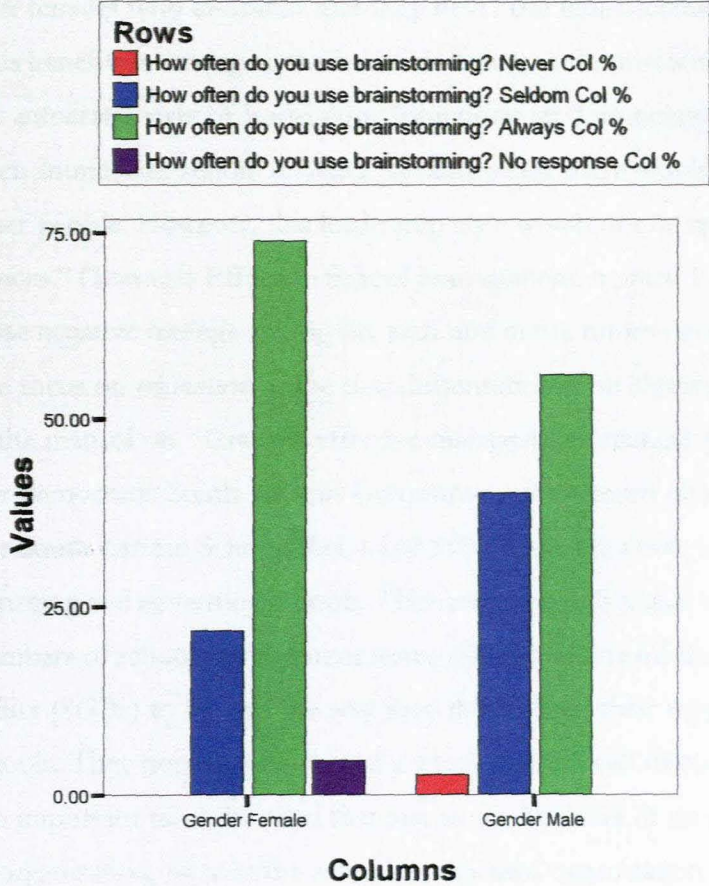Figure 36: Bar graph indicating both male and female principal's response to "How often do you use brainstorming?"

Here both male and female principals, that is, almost 75% female principals and over 50 % of male principals responded that they always use brainstorming as a management tool so that they could manage their schools effectively. The manual *Towards*

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Effective School Management Manual 1 quotes Shakeshaft, "Women spend more time with people, communicate more, care more about individual differences, are concerned more with teachers and marginal students and motivate more than do men." (2002: 24). However, almost 25% of female principals and about 40% of male principals seldom use brainstorming. About 5% of the male principals never use brainstorming as a management tool and 10% of female principals indicated a no response on their returns.

From the results obtained on brainstorming as a management tool, it is clear that brainstorming is a necessary tool in communication. The Principals especially male principals have not as yet fully utilized this form of communication on all occasions. However they see brainstorming as an essential tool. The almost 5% males and about 10% females who indicated that they never use brainstorming could derive tremendous benefits in managing their schools if they use brainstorming. Many still adhere to the autocratic style of leadership. Sometimes an " autocratic leadership style is best when immediate action is called for and when there would be no time to consult other people. However, this leadership style would not be appropriate in all circumstances." (Towards Effective School Management, manual 1, 2002, p. 25) This could cause negative feelings among the staff and in the future development of the school. The focus on education in the new dispensation is on sharing of ideas and according to the manual on "Towards effective management, manual 1 (2002, p.10) states that 'our democratic South African Government introduced new policies and new laws. The South African Schools Act, 84 of 1996, creates a whole new approach to leading, managing and governing schools. This new approach makes it possible for principals, members of school management teams (SMTs) and members of the school governing bodies (SGBs) to change the way they think about their roles and responsibilities in schools. They need to understand a whole new school management paradigm." It is also important to understand that just as any business or sports club is referred to as an organization, so to is the school an essential organization in society. An organization is comprised of " groups of people who work together in different ways to meet shared goals." (Towards Effective School Management, manual 1, 2002, p. 45)

Intrapersonal Communication

Ranking entities in order of priority can be listed under intrapersonal communication as a form of organizational communication. In figure37, the principals were asked to state how useful is ranking entities in order of priority.

			Age			
			35-42	43-49	50-56	57-63
How useful is ranking entities in order of priority?	Not useful	Col %	9.6%	1.4%	4.5%	
	Relatively useful	Col %	28.8%	29.6%	27.3%	16.7%
	Very useful	Col %	61.5%	69.0%	68.2%	83.3%

Figure 37: General table indicating how principals of different age groups felt about the usefulness of ranking entities in order of priority
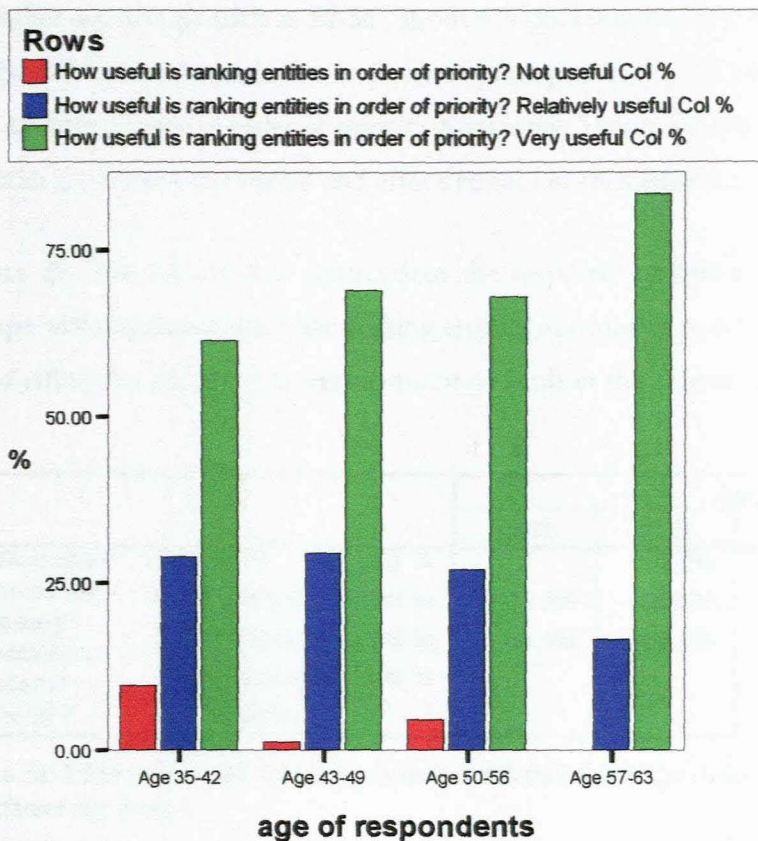
Figure 38: Bar graph illustrating "how useful is ranking entities in order of priority?" by means of the age groups of school principals.

In figure 38 the principals of all age groups indicated that ranking entities in order of priority was very useful. A closer look reveals that as the principals became older and more experienced, they found that ranking entities in order of priority was more important than the age group before them. In the age group 57 to 63, about 83% (5), the principals felt very strong about ranking entities in order of priority as compared to the youngest age group that is the 35 –42 age group, almost 62% (32). The middle groups, that is, the 43-49, 69% (49) and 50-56 age group about 69% (30) were relatively the same in responding to the usefulness of ranking entities in order of priority. However, when stating that ranking entities as relatively useful the results are the opposite as being very useful. The younger principals age group 35-42,about 28% (15) feel that it is relatively useful while the older principals such as the age group 57-63, about 17%(1) feel that ranking entities in order of priority is relatively useful to them. Some principals in the age group 35-42, about 10% (5) indicated that ranking entities

in order of priority was not useful to them. This percentage is higher than the rest of the other age groups such as 50-56 , about 5% (2). However this does not make a significant difference because the majority of principals in the different age groups agree that ranking entities in order of priority is essential. This confirms that ranking entities in order of priority is a useful and effective tool in management.

Figure 39: The table below summarizes the response of principals of different age groups with regards to whether ranking entities in order of priority is the responsibility of either the educator or management or both in the school environment.

			Age			
			35-42	43-49	50-56	57-63
Which staff should use ranking entities in order of priority?	Educators	Col %		4.2%		
	Management	Col %	36.5%	29.6%	27.3%	33.3%
	Educators and	Col %	61.5%	66.2%	68.2%	66.7%
	Spoilt response	Col %			2.3%	
	No response				2.3%	

Figure 39: Table showing principals response to which staff should use ranking entities in order of priority by different age groups

Rows
■ Which staff should use ranking entities in order of priority? Educators Col %
■ Which staff should use ranking entities in order of priority? Management Col %
■ Which staff should use ranking entities in order of priority? Educators and management Col %
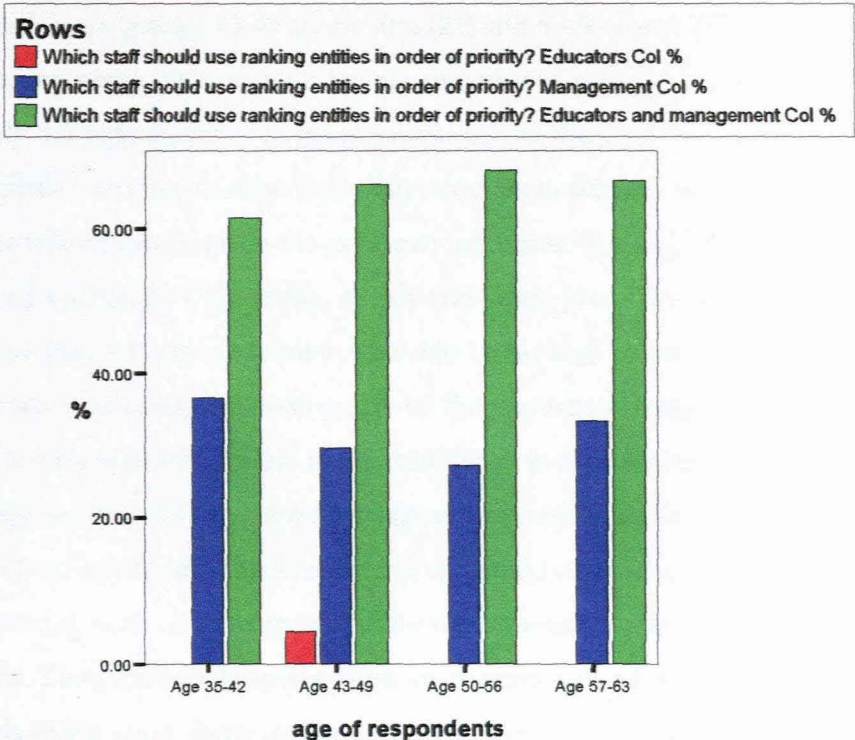
Figure 40: Bar graph showing which staff should use ranking entities in order of priority according to age of principals

Here the Principals in all age groups namely 35-42,about 62% (32), 43-49 about 66% (47), 50- 56, about 68% (30) and 57-63 almost 67% (4) have indicated that ranking entities in order of priority is very useful to both management and educators. The graph also indicates that the older principals in the 50-56 age groups rated this form of communication very highly for both educators and management. This attitude reflected for this form of communication naturally shows that all humans live in a busy and stressful world and therefore needs to prioritise items or events that require immediate attention. However, since "ranking entities in order of priority" falls under the heading Intra personal communication, this form of communication comes from within a person. Therefore the individuals need to communicate with themselves as to the how they are going to rank the entities in order. Both management and educators need to ponder over the information before engaging in any type of activities so that the school as an organization can be managed successfully.

Nearly all age groups also responded that ranking entities in order of priority is solely the task of management. The youngest age group35-42 almost 37% (19) and the oldest age group 57-63 about 33% (2) felt that it was the duty of management to do this. The other age groups 43-49 about 30% (21) and 50-56 about 27% (12) also responded to·managements duty to rank entities in order of priority. From this we gather it is mainly the responsibility of management to use this tool for effective management. Principals need to prioritise their daily activities in schools so that the pressing needs of the school can be given the necessary attention. In many of the Principals office I noticed a schedule with a daily, weekly and yearly plan. This was placed in a strategic spot so that the principal knew what has to be seen to immediately. When there is evidence of management taking care of the important things in school, this puts the staff at ease and they display more confidence in their leader. Only a very small percentage almost 4 % (3) in the 43-49 age group responded by stating that this was useful only to educators. This may be true in certain cases where educators need to plan for the day, week or term and prioritise their lessons, workload or extra-curricular activities. They have to keep the learners in mind and prioritise according to the demands made upon them by the principal, learners, colleagues and family members. However in any organization the responsibility of prioritising entities lies solely in the hands of management so that she/he could manage the school effectively.

The table in figure 41 shows whether principals of different age groups themselves use ranking entities in order of priority. This table will assist in determining whether principals are consistent with their responses at the beginning.

			Age			
			35-42	43-49	50-56	57-63
How often do you use ranking entities in order of priority?	Never	Col %	3.8%			
	Seldom	Col %	19.2%	18.3%	9.1%	33.3%
	Always	Col %	73.1%	78.9%	90.9%	66.7%
	Spoilt response	Col %	3.8%			
	No response	Col %		2.8%		

Figure 41: Table indicating how often principals of different age groups use ranking entities in order of priority
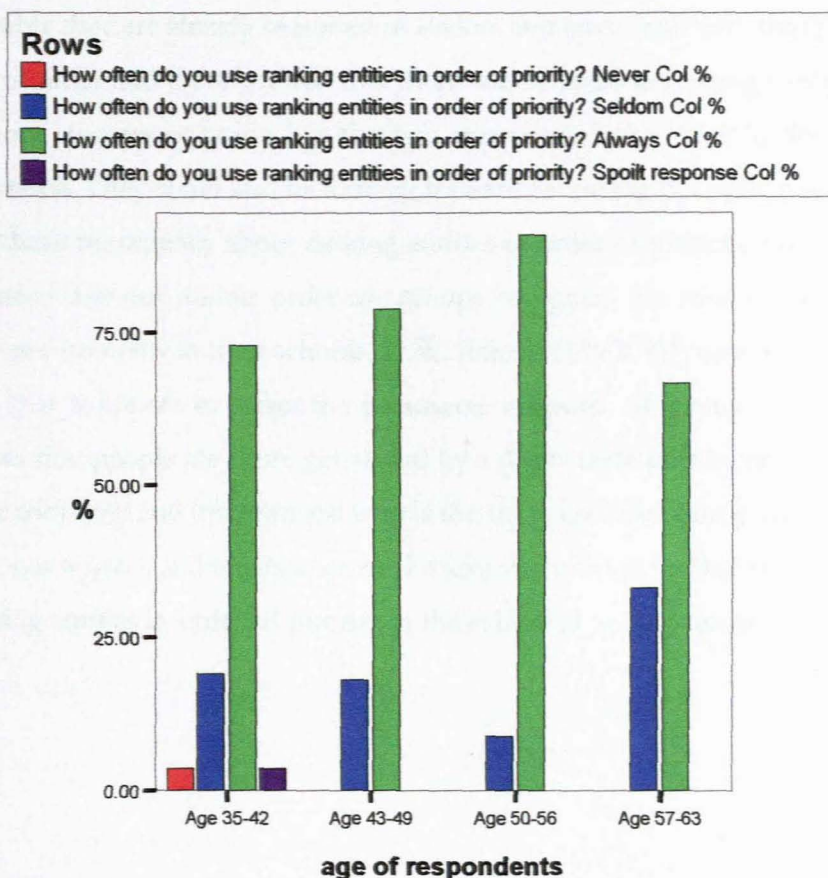
Figure 42: Bar graph indicating how often principals "use ranking entities in order of priority" according to age

When principals were asked how often do they use "ranking entities in order of priority" the following results were obtained. All age groups ranked this form of communication very highly. The percentage indicated for the age group 50-56 reached almost 91% (40). The other age group 35-42 about 73% (38), 43-49 almost 79% (56) and the last age group 57-63 almost 67% (4) also rated that they always use ranking entities in order of priority. This is a sure indication of how valuable a tool this form of communication is for effective management of schools. In all three graphs as listed above, the age group 50-56 indicated a consistent view of the importance on ranking entities in order. Basically this group is more stable as a manager in his/her school and this could be attributed to their age and years of experience as principals. On the other hand the younger principals in the age category 35 –42 although consistent in their responses, has not really indicated that this tool is very valuable in managing their school. About 19 % (10) and almost 4% (2) show that they seldom or never used ranking entities in order of priority. Even the age group 57-63 although stated that

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this form of communication is very useful but they themselves did not use it always. Possibly they are already seasoned as leaders and have dealt with these issues a number of times and therefore felt that there was no need in ranking entities in order of priority at every occasion but through experience know how to deal with various situations. They could also be looking forward to leaving this system soon and therefore have no urgency about ranking entities in order of priority. From this it can de deduced that our middle order age groups recognize the value of this management tool as a necessity in their schools. D.W. Rajecki (1990: 301) stated, " One of the factors that is known to affect the persuasive influence of a source is 'credibility.' He shows that people are more persuaded by a respectable person than an individual of their own level and the principal who is the more credible source that is, he is competent, has a status and intelligence will be able to motivate his/her staff on the value of ranking entities in order of priority in the school as an organization.

Small group communication

Conversation can be classified as part of the small group communication since conversation involves two or more people. The table below indicates how principals of the various ethnic backgrounds have felt about the usefulness of conversation.

			Your ethnic identity?			
			Asian	Black	Coloured	White
How useful is	Not useful	Col %	5.4%	2.4%		7.1%
conversation?	Relatively	Col %	33.8%	21.7%	80.0%	21.4%
	Very useful	Col %	60.8%	73.5%	20.0%	71.4%

Figure 43: Table indicating principals of different ethnic identity groups response to how useful is conversation

how useful is conversation
🟥 Not useful Col %
🟦 Relatively useful Col %
🟩 Very useful Col %
75.00
50.00
25.00
0.00
%
Asian
Black
White
Coloured
ethnic identity of respondents
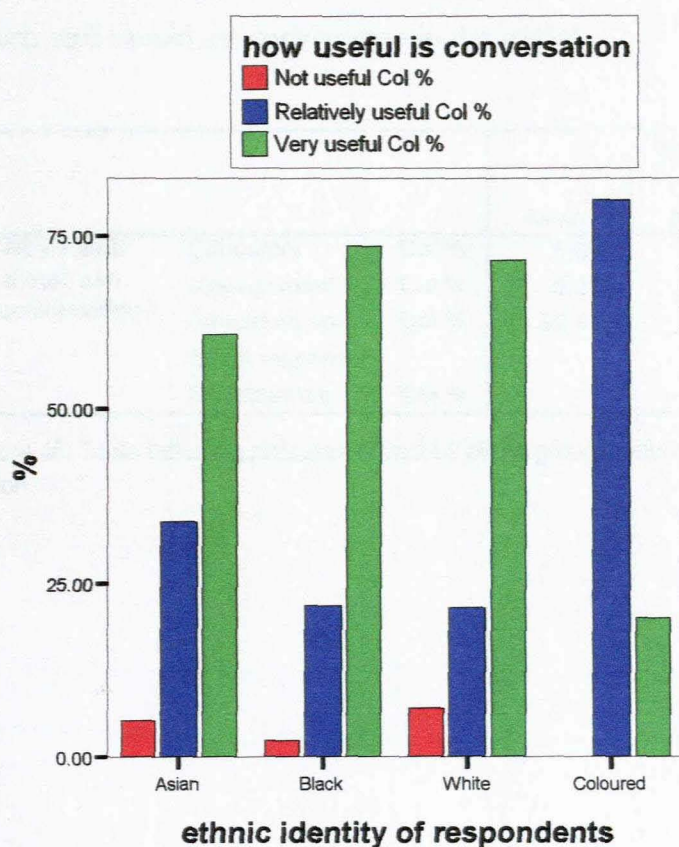
Figure 44: Bar graph indicating " useful is conversation" by principals of different ethnic identity

There is a clear indication that the principals of Black and the White ethnic groups that is almost 74% (61) and about 71% (10) respectively showed that conversation was a useful management tool. The Asian principals almost 61% (45) found conversation to be very useful. The Coloured ethnic group about 20% (1) responded to conversation being useful and nearly 80% (4) found conversation relatively useful. How-

ever, there were only 5 Coloured schools out of 6 Coloured schools that were surveyed in the greater Durban area. Therefore it would not be possible at this stage to give reasons why this ethnic group indicated that conversation was relatively useful in their schools. Just over 33% (25) of the Asian principals felt that conversation was relatively useful and about 21% (18) of the Black principals stated that conversation was relatively useful. Also all groups except the Coloureds indicated that conversation was not useful as a management tool in their schools. From the evidence given, it is clear that conversation is a useful tool in the organization such as the school.

Figure 45 : is a table that shows principals of various ethnic identity responses to which staff should use conversation in the school.

			Your ethnic identity?			
			Asian	Black	Coloured	White
Which staff should use conversation?	Educators	Col %	6.8%	6.0%	20.0%	14.3%
	Management	Col %	9.5%	9.6%	20.0%	
	Educators and	Col %	82.4%	81.9%	60.0%	78.6%
	Spoilt response			2.4%		
	No response	Col %				7.1%

Figure 45: Table indicating principals of various ethnic groups responses to which staff should use conversation

Rows
- Which staff should use conversation? Educators Col %
- Which staff should use conversation? Management Col %
- Which staff should use conversation? Educators and management Col %
- Which staff should use conversation? No response Col %

respondents   according to ethnic identity
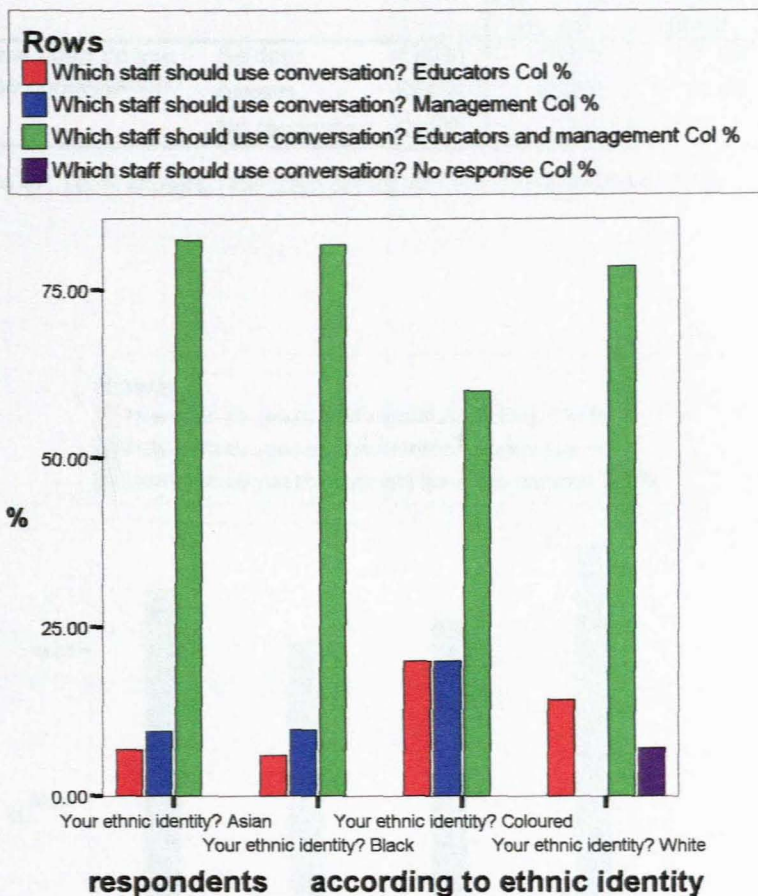
Figure 46: Bar graph indicating "which staff should use conversation?" according to ethnic identity

Both the Asian principals almost 82% (61) and the Black principals almost 82% (68) have the same response about management and educators using conversation as a form of communication. These two groups form the majority of those who responded and this indicates that conversation is essential in the school as an organization. The White principals about 79% (11) also rated conversation for both management and educators. The Coloured ethnic group about 60% (3) felt that both management and educators should use conversation. This analysis helps us to see that management's role in implementing "conversation" as an effective management tool is necessary in all schools.

This table in figure 47 asks principals of different ethnic groups how often they use conversation as a management tool.

			Your ethnic identity?			
			Asian	Black	Coloured	White
How often do you use conversation?	Seldom	Col %	14.9%	21.7%	20.0%	
	Always	Col %	85.1%	77.1%	80.0%	92.9%
	No response	Col %				7.1%

Figure 47: Table showing how often principals from different ethnic groups use conversation
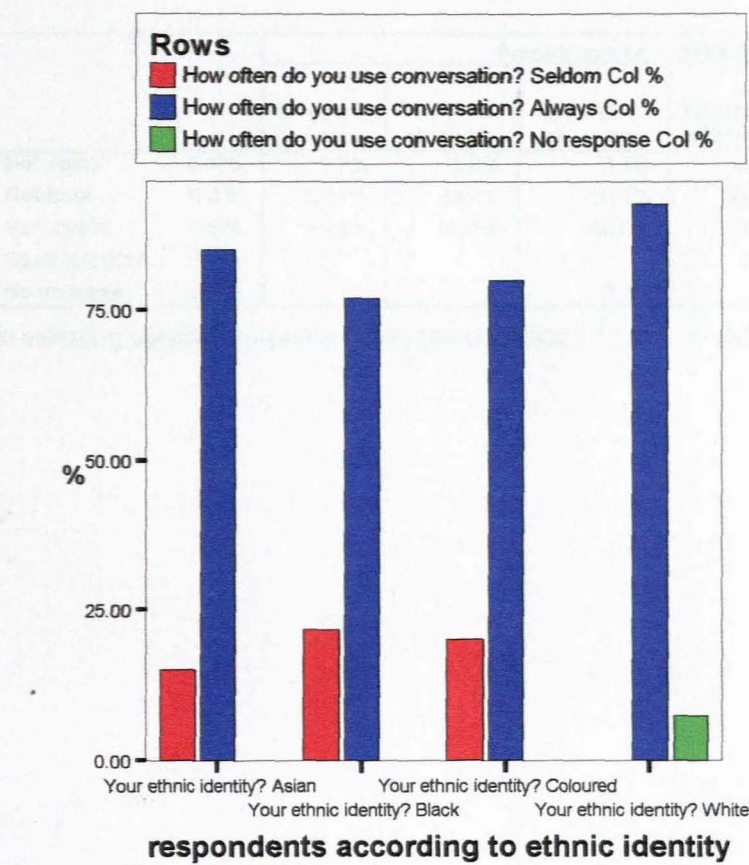
Figure 48: Bar graph showing how often Principals of the ethnic groups use conversation

The percentages shown on the graph for the principals of the four ethnic groups is proof that conversation is an essential management tool in organizational communication. The White principals almost 93% (13) use conversation always as a form of communication tool. The Asian principals about 85% (63), the Black principals about 77% (64) and Coloured principals, 80% (4) have also shown to be using conversation always. Not one of the principals responded to never using conversation. So we can conclude that without conversation there will not be effective management in our schools today.

Intra-Organizational Communication

"Filling in reports" is an intra organisational form of communication and it is also classes as a written form of communication that is utilized in organizations and definitely is appropriate for the school. The table below shows how principals' years of service feel about the usefulness of filling in reports.

			Present position in years of service					
			One year of service	Two years of service	Three years of service	Four years of service	Five years of service	Six and over years of service
How useful is filling in reports?	Not useful	Col %	7.7%	5.6%	3.4%	3.2%	8.3%	4.4%
	Relatively	Col %	23.1%	44.4%	34.5%	35.5%	44.4%	33.3%
	Very useful	Col %	69.2%	50.0%	58.6%	58.1%	47.2%	60.0%
	Spoilt response	Col %				3.2%		2.2%
	No response	Col %			3.4%			

Figure 49: Table indicating principals response to how useful is filling in reports by years of service
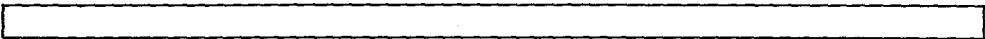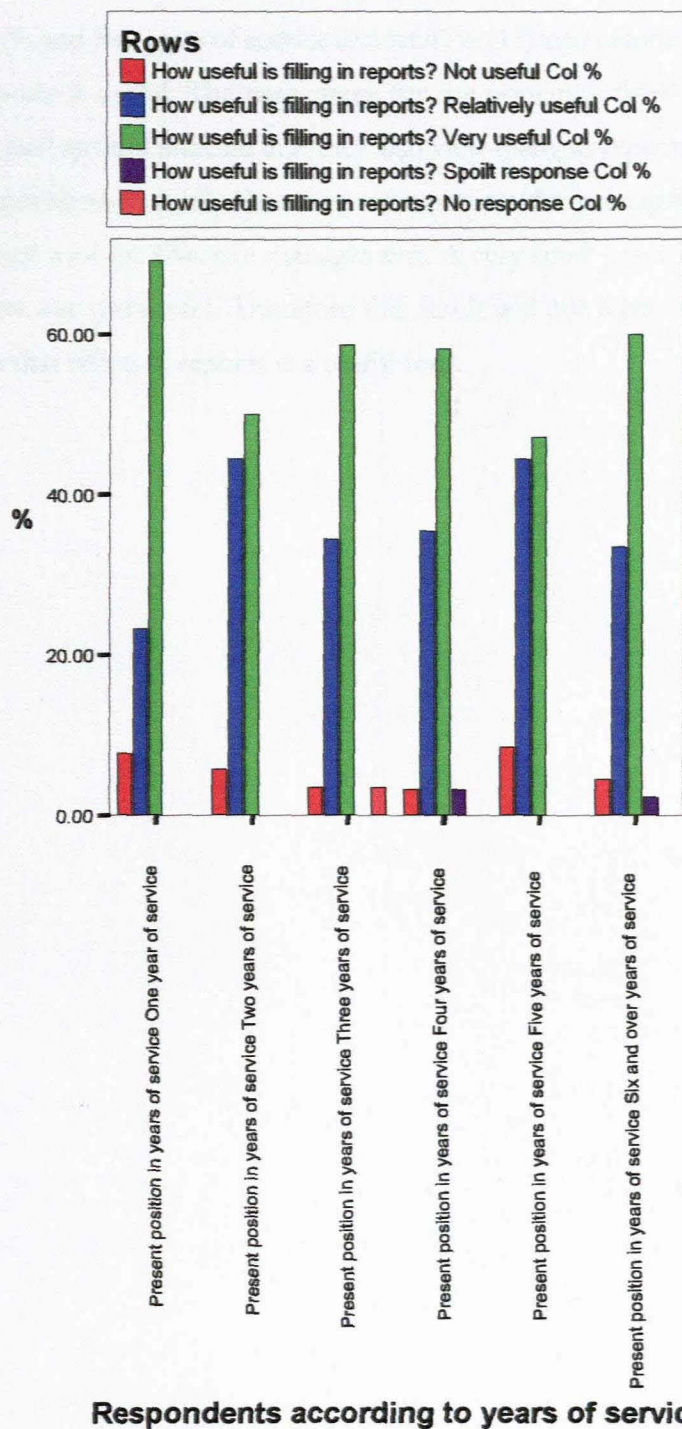
Figure 50: Bar graph of " how useful is filling in reports?" by Principals with years of experience

This graph in figure 50 clearly shows that the principals with less years of experience that is one year of service almost 85% (11) indicated the usefulness of filling in reports as opposed to principals who are serving for a longer period of time. The principals with three years almost 59% (17), four years of service about 58% (18) and six years

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and over service about 60% (27) have almost the same response that filling in reports is a useful tool for effective school management. The principals with two years about 50% (9) and five years of service almost 47% (17) also responded by stating that filling in reports is useful. The percentage for the principals from the years of service two years and upward indicate that they also view filling in reports as relatively useful. The statistics show that whether they are new or older principals, filling in reports is an essential tool for effective management. A very small percentage stated that filling in reports was not useful. Therefore this result will not have a significant effect on the result that filling in reports is a useful tool.

The table in figure 51 shows principals of different years of service indicating which staff member should fill in reports.

			Present position in years of service					
			One year of service	Two years of service	Three years of service	Four years of service	Five years of service	Six and over years of service
Which staff should use filling in reports?	Educators	Col %		5.6%	3.4%		2.8%	2.2%
	Management	Col %	23.1%	11.1%	27.6%	32.3%	30.6%	26.7%
	Educators and	Col %	76.9%	77.8%	65.5%	67.7%	66.7%	68.9%
	Spoilt response	Col %		5.6%				2.2%
	No response	Col %			3.4%			

Figure 51: Table showing principals response to which staff should fill in reports by years of service
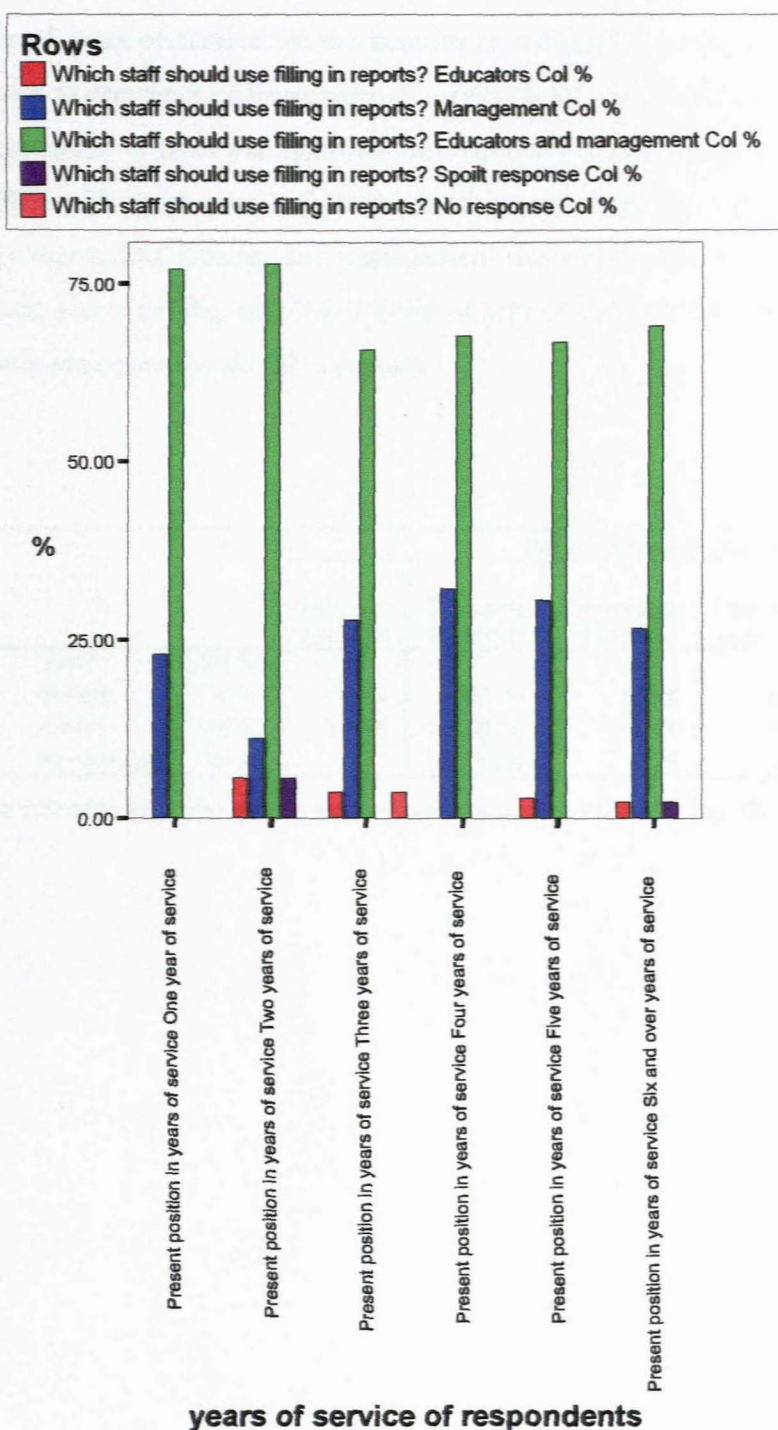
Figure 52: Bar graph of principals of different years of service indicating who should use filling in reports

Here almost 25% of the principals except principals in one year of service felt that only educators should use filling in reports. They possibly considered reports that are drawn up for only learners in their classes such as year-end promotion reports report on conduct or some form of extra-curricular activities. When we look at whether only

management should fill in reports then the percentage starts to increase at a steady rate as the years of service of the principal's increase. The principals with the greater number of years of service see the benefits of management filling in reports when compared to principals of lower years of service. It also paints the same picture when they responded to both management and educators filling in reports. Principals, almost 30% with more years of service, such as six years and over, indicated very strongly that both educators and management was responsible for filling in reports. Principals, just over 5%, with lower years of service did not feel that both management and educators should fill in reports.

			Present position in years of service					
			One year of service	Two years of service	Three years of service	Four years of service	Five years of service	Six and over years of service
How often do you use filling in reports?	Never	Col %						2.2%
	Seldom	Col %	15.4%	27.8%	34.5%	22.6%	22.2%	28.9%
	Always	Col %	84.6%	66.7%	62.1%	74.2%	69.4%	68.9%
	No response	Col %		5.6%	3.4%	3.2%	8.3%	

Fig. 53: Table indicating how often principals of different years of service fill in reports

Rows
- How often do you use filling in reports? Never Col %
- How often do you use filling in reports? Seldom Col %
- How often do you use filling in reports? Always Col %
- How often do you use filling in reports? No response Col %

years of service of respondents

Present position in years of service One year of service
Present position in years of service Three years of service
Present position in years of service Four years of service
Present position in years of service Five years of service
Present position in years of service Six and over years of service
Present position in years of service Two years of service

Figure 54: Bar graph of Principals with different years of service indicating how often they use filling in of reports

If we compare the graphs in figure 50 and figure 52 with figure 54, there is a form of consistency in the response from the principals according to the number of years of service. It is interesting to note that none of the principals who responded to this question indicated that they never use filling in reports. So from this we gather that

although it was only the principals with more years of service that valued such a form of communication, all principals do use it in some form or the other. A high percentage of over 50% of the principals in the five years and over service denoted no response to this question. There could be possible factors such as they may have indicated that they felt that this was only for educators and therefore it did not apply to them. It would not be good for them to indicate "never" on the questionnaire because they are the role models of the school. Therefore it was easier to mark "no response" on the questionnaire. D.W. Rajecki's (1990: 129) discussion on Attitudes shows that "Before an attitude can guide one's behavior, one has to be aware of it. For a given situation or circumstance, other factors – such as peer pressure, norms, or sheer physical conditions- might control the behavior, and thus a person would ignore or override her or his attitude." In this case, the principal did not want others to feel that she or he is one who never fills in reports. Less than 30% of all the principals indicated that they seldom fill in reports. After1994, some of the teacher organizations together with educators have stated that classroom visits by senior education management officials from the Department of education and school management teams should be stopped. According to the manual, *Effective School Leadership and Management*,(2002:9) it states, " During the 1990s Teacher Unions emerged and as the battle against apartheid escalated schools became ' no go' zones for circuit inspectors and subject advisors." Previously the Principal and his or her management members would on a number of occasions visit a class teacher in the class and a report would be written out after the supervision. Today that form of reporting is done through whole school evaluation and appraisal. Officials from the KZN Department of Education do the systemic evaluation. Schools are selected and informed well in advance about this. Appraisal takes place in the form of own appraisal followed by an appraisal team selected by the teacher. However, as shown by the principals with more years of service this form of communication is necessary in schools for effective management. If there is no reporting then there is no feedback and therefore no assistance can be given for the uplifting of the school.

Interorganizational Communication

How useful is using computers for correspondence?			Age			
			35-42	43-49	50-56	57-63
How useful is using	Not useful	Col %	17.3%	14.1%	9.1%	
computers for	Relatively	Col %	40.4%	26.8%	31.8%	50.0%
correspondence?	Very useful	Col %	42.3%	56.3%	54.5%	50.0%
	Spoilt response	Col %		1.4%	2.3%	
	No response	Col %		1.4%	2.3%	

Figure 55: Table showing principals of various age groups responses to the usefulness of using computers for correspondence
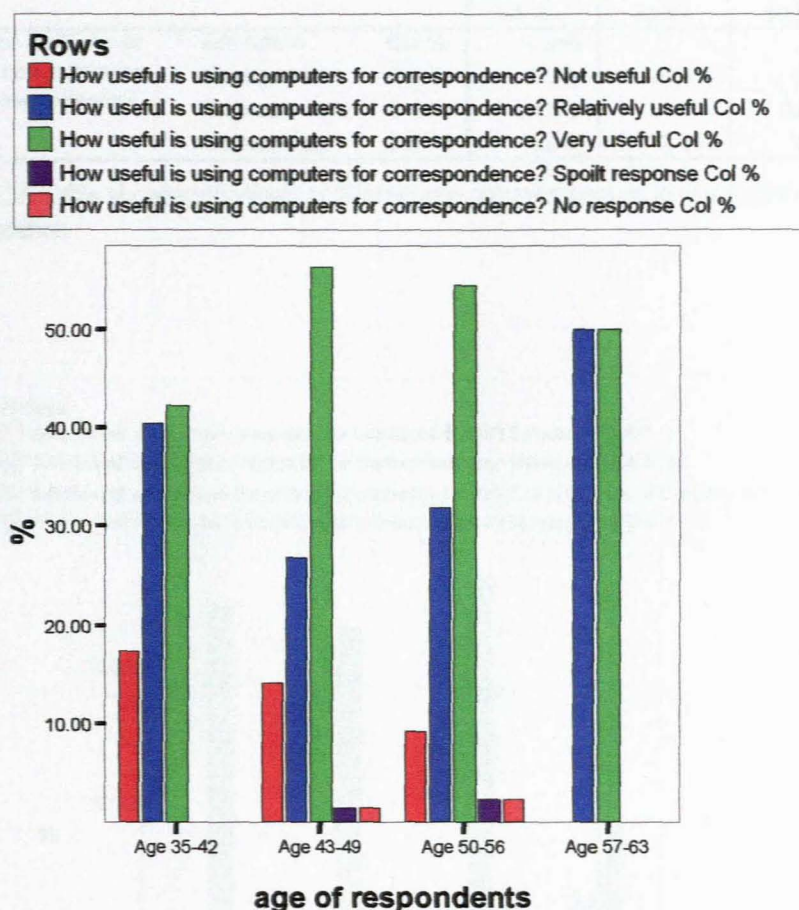
Figure 56: Bar graph denoting "how useful is computers?" by principals according to age

In figure 56 the principals of age group 43-49, almost 50% have agreed that computers are useful in correspondence. However the youngest and oldest age groups differ from this view. It is apparent that the more stable and experiences principals see the usefulness of computers as a form of communication not only in their school but also outside their organization. There are organizations such as other schools, the Department officials, universities, business organizations. When we look at those principals who see computers not as a useful communication tool in corresponding with outsiders, the bulk of them would be from the younger age group. The oldest group that is the 57- 63 age group although did not give full support to the usefulness of computers in corresponding with others also did not state that computers are not useful. This means that they also saw the value in using this form of communication and we have to take cognisance of the fact that they are relatively few in number in the schools that were surveyed.

			Age			
			35-42	43-49	50-56	57-63
Which staff should use computers for correspondence?	Educators	Col %	1.9%			
	Management	Col %	7.7%	15.5%	6.8%	33.3%
	Educators and	Col %	86.5%	81.7%	90.9%	66.7%
	No response	Col %	3.8%	2.8%	2.3%	

Figure 57: Table showing principals of different age groups response to which staff should use computers for correspondence

Rows
- Which staff should use computers for correspondence? Educators Col %
- Which staff should use computers for correspondence? Management Col %
- Which staff should use computers for correspondence? Educators and management Col %
- Which staff should use computers for correspondence? No response Col %
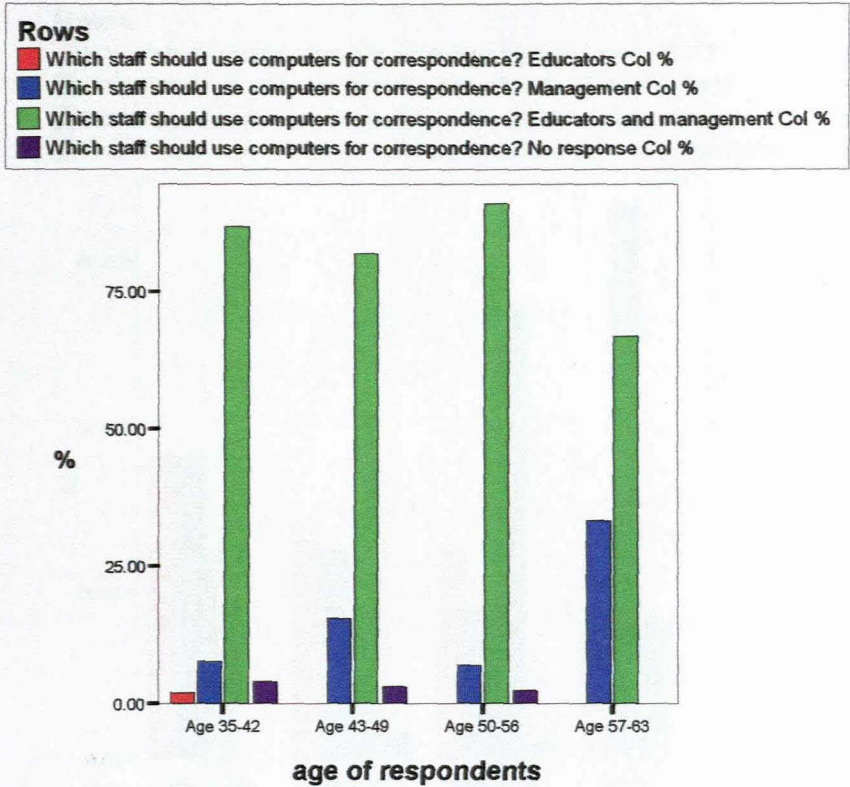
age of respondents

Figure 58: Bar graph indicating principals choice of who should use computers for correspondence

In this graph, figure 58 principals of the age category 43-49, almost 50% strongly indicate that using computers for correspondence is the responsibility of the management. The other groups also show that this is a management tool for effective communication. The age groups 35-42 (almost 40%) and 50-56 (almost 30%) were stronger on the need for both management and educators to use computers for correspondence. This view is acceptable because on many occasions, it is not only the principal that needs to correspond with other schools but educators as well. They may do this when arranging for workshops, meetings, sporting activities, corresponding with neighbouring schools on essential matters dealing with the school. Both components of the organization will contribute to the school as an effective organization.

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			Age			
			35-42	43-49	50-56	57-63
How often do you use computers for correspondence?	Never	Col %	36.5%	28.2%	25.0%	16.7%
	Seldom	Col %	36.5%	25.4%	18.2%	66.7%
	Always	Col %	25.0%	42.3%	54.5%	16.7%
	No response	Col %		2.8%	2.3%	

Figure 59: Table indicating how often principals of different age groups use computers for correspondence

Rows
- How often do you use computers for correspondence? Never Col %
- How often do you use computers for correspondence? Seldom Col %
- How often do you use computers for correspondence? Always Col %
- How often do you use computers for correspondence? No response Col %
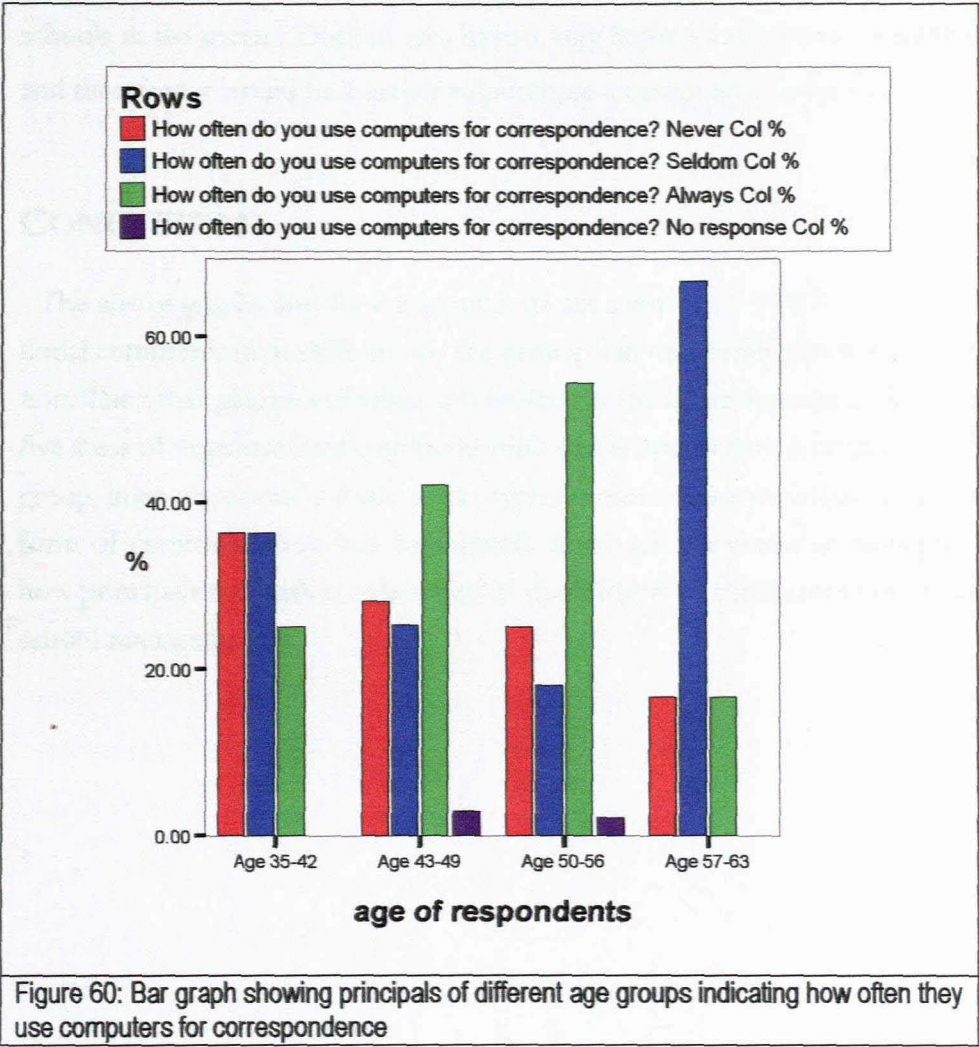
age of respondents

Figure 60: Bar graph showing principals of different age groups indicating how often they use computers for correspondence

This graph proves that just over 40% of the principals in the age category 43-49 always use the computer for correspondence but they also have almost the same number just over 30 % who have never used the computer or seldom use the computer for correspondence. The age group 50-56 just over 30% have always used the computer for correspondence. Principals who are 57-63 use the computer minimally. It is also surprising to note that the younger principals do not (almost 40%) or seldom (almost 40%) use the computer. We can deduce that principals who have a few years of experience somehow are using technology to communicate. We live in technologi-

cal society and almost all organizations whether small entrepreneurs or large organizations use computers for correspondence. It seems that it is mainly the schools that are lacking in this form of communication. However, in my visits to these schools many lack the basic necessities such as electricity and proper facilities for learners. Some schools in the deep rural areas do not have the luxury of an office for the principal. He shares one room with the rest of the staff. Thus far no workshops on becoming computer literate have been organized by the Department for principals. Most schools in the greater Durban area have a very limited budget to manage the school and therefore it would be a luxury to purchase a computer for the school.

CONCLUSION

The above graphs and their explanations are samples of how important organizational communication skills are for the principal in maintaining an effective organization. The other graphs and tables can be seen in the addendum. So under each of the five areas of organizational communication that is interpersonal, intra-personal, small group, inter-organizational and intra organizational communication a most common form of communication was highlighted. This gave the reader an in-depth view of how principals themselves responded to these forms of communication for effective school management.

CONCLUSIONS & RECOMMENDATIONS

INTRODUCTION

I found that the forms of communication is lacking among many principals Therefore my study on the forms of organisational communication in the school has equipped me to assist the principals in the greater Durban area to implement the forms of organisational communication for effective management of their school.

MY THESIS IN A NUTSHELL

In my thesis I outlined the value that the National Education and the provincial education department has placed on communication in the last few years. Information from recognized sources such as the teacher organisations, newspapers, updated information in the Internet and modern theorists on communication has been used to show the importance of organisation communication. I also explained how the fieldwork was carried out and the problems experienced. Then I did an empirical study of the data by means of the SPSS 11 programme and analysed the results by means of tables and graphs.

SUMMARY OF FINDINGS

This study has helped me appreciate the different forms of communication that can be used for effective management. It has also shown that principals need to utilize these forms of communication if they want to be effective managers and improve the reputation of the school. The public secondary schools in the greater Durban area comprises mainly of Black and Asian principals. There were very few Coloured principals and I could not gain access to White principals. There were more male principals in the public secondary schools than male principals.

RECOMMENDATIONS

The following recommendations can be made:

- An in-depth study of how female principals in the greater Durban area can implement organisational communication for effective management.
- The study of the ethnic group "Coloured" principals in the greater Durban area and their views on organisational communication.
- An in-depth study of the principals forums in the greater Durban area and how it functions in terms of advocating communication in public secondary schools.

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ADDENDUM

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

NORTH DURBAN REGION — ISIFUNDAZWE SENYAKATHO NETHEKU — NOORD DURBAN STREEK

Address: Ikheli: Adres:	Truro House 17 Victoria Embankment Esplanade	Private Bag: Isikhwama Seposi: Privaatsak:	Private Bag X54323 Durban 4000	Telephone: Ucingo: Telefoon: Fax:	(031) 360-62 65 (Exams Help Desk) (031) 332-1126
Enquiries: Imibuzo. Navrae:	Dr D W M Edley 360-6247 0825740332	Reference: Inkomba: Verwysing:	2/12/2/3	Date: Usuku: Datum:	16 October 2001

Mr K Govindsamy
45 Ranald Road
Overport
Durban
4091

Dear Mr Govindsamy,

PERMISSION TO CONDUCT RESEARCH : NORTH DURBAN REGION

1. Your letter dated 15 October 2001, refers.

2. You are hereby granted permission to conduct research along the lines of the proposal outlined in your letter, subject to the following conditions:

    a. No institution/person may be forced to participate in the study;
    b. Access to the school/s you wish to utilise is to be negotiated with the principal/s concerned by yourself;
    c. The normal activities of the institutions are not to be disrupted;
    d. The confidentiality of the participants is respected; and
    e. A copy of your research findings must be lodged with the Regional Chief Director, upon completion of your studies.
    f. That you accept that if you are an official in the employ of the Department of Education and Culture, KZN, you accept that teaching time will not be used for research purposes.

3. This letter may be used to gain access to the schools concerned.

4. May I take this opportunity to wish you every success in your research.

Yours faithfully,

Dr D W M Edley
Regional Co-ordinator: Research
For REGIONAL CHIEF DIRECTOR

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTURE

DURBAN SOUTH REGION   **ISIFUNDA SASENINGIZIMU NETHEKU**   **DURBAN SUID STREEK**

Address : Malgate Building	Private Bag :	Private Bag X54330
Ikheli: 72 Stanger Street	Isikhwama Seposi :	Durban
Adres: Durban	Privaatsak :	4000
4001		

Telephone : (031) 3270911
Ucingo :
Telefoon :
Fax : (031) 3270244

Enquiries : **D.M. Moodley**   Reference :   Date :   **2001-10-30**
Imibuzo : **3270278**   Inkomba :   Usuku :
Navrae :   Verwysing :   Datum :

Mr K. Govindsamy
45 Ranald Road
Overport
Durban
4091

PERMISSION TO CONDUCT RESEARCH

Your letter dated 15 October 2001 in respect of the above matter has reference.

Kindly be informed that permission is granted for you to conduct the research subject to the following:

1. The schools which participate in the project would do so on a voluntary basis.

2. Access to the schools you wish to utilise is negotiated with the principal concerned by yourself.

3. The normal teaching and learning programme is not to be disrupted.

4. The confidentiality of the participants is respected.

5. A copy of the thesis/research is lodged with the Regional Chief Director through my office on completion of your studies.

I wish you all the success in the research you are undertaking.

Kind regards.

D.M. MOODLEY
ACTING DIRECTOR : EDUCATION SUPPORT SERVICES

Anonymous Questionnaire

For Principals at Public Secondary Schools

On the forms of communication required

For effective school management

Researcher: K Govindsamy

Department of Communication Science

University of Zululand (Durban Campus)

(i)   School management has become a sophisticated and complex process. It requires a range of communication strategies. We need your assistance to help us determine what forms of communication principals have to use during effective school management.

(ii)   This is a <u>voluntary</u>, <u>anonymous</u> and <u>confidential</u> survey.

(iii)   Your particulars will not be recorded, and your school will not be identified.

(iv)   Please feel free to give your candid opinions.

(v)   Your participation is greatly appreciated.

(vi)   Please read each question carefully and reflect on your answer before responding because your response will be invalidated if you mark more than one option, or if you in any way alter a response.

(vii)   Please use a pen to mark your responses by placing a clear X or right mark where appropriate, by filling in required details, or by circling your choice between options.

Forms of communication available to Principals

(a)   Communication essentially is a meeting of minds – an encounter between at least two participants – with the objective of exchanging new information in a meaningful manner.

(b)

(c)   The main forms of communication are:

(d)   Small group (oral and graphical) communication: brainstorming, conversation, consultation, giving instructions, demonstrating a process to a small group, empathising and commiserating, cross-questioning, and judging.

(e)   Small group communication (written and graphical): writing a narrative, drawing up a list, writing an invitation, submitting to an oral test, and completing a written assessment.

(f)   Public communication: entertaining a group, miming and role-playing, addressing a group, demonstrating a process to an audience, giving a report-back, adjudicating, and giving feedback.

(g)   Organisational communication: keeping records, writing notices, with individuals or organisations outside of one's school, filling in reports, and participating in group-discussions.

(h)   Mass communication: participating in pre-recorded or live radio or television broadcasts, publishing written information.

(i)   Electronic communication: Using computers for instruction, using the Internet.

1. Good communication practice is essential for effective school management. How useful do you consider the following forms of communication to be to you in managing your school (mark only one option on each line):

Form of communication	Not Useful	Relatively Useful	Very Useful
Brainstorming	1	2	3
Conversation	1	2	3
Consultation	1	2	3
Giving instructions	1	2	3
Demonstrating a process to a small group	1	2	3
Empathising and commiserating	1	2	3
Cross-questioning	1	2	3
Judging the merits of a case	1	2	3
Writing different types of reports	1	2	3
Ranking entities in order of priority	1	2	3
Writing invitations	1	2	3
Completing a written assessment	1	2	3
Socializing with staff	1	2	3
Socializing with school governing body	1	2	3
Representing your school	1	2	3
Giving a report-back	1	2	3
Adjudicating	1	2	3
Giving feedback	1	2	3
Keeping records	1	2	3
Writing notices	1	2	3
Filling in reports	1	2	3
Participating in discussion forums	1	2	3
Publishing newsletters and a year book	1	2	3
Corresponding by hand	1	2	3
Using computers for correspondence	1	2	3
Using the Internet to access information	1	2	3

2. Who among your staff should use these forms of communication? Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication	Educators	Management	Educators & Management
Brainstorming	1	2	3
Conversation	1	2	3
Consultation	1	2	3
Giving instructions	1	2	3
Demonstrating a process to a small group	1	2	3
Empathising and commiserating	1	2	3
Cross-questioning,	1	2	3
Judging the merits of a case	1	2	3
Writing different types of reports	1	2	3
Ranking entities in order of priority	1	2	3
Writing invitations	1	2	3
Completing a written assessment	1	2	3
Socializing with staff	1	2	3

Form of communication	Educators	Management	Educators & Management
Socializing with school governing body	1	2	3
Representing your school	1	2	3
Giving a report-back	1	2	3
Adjudicating	1	2	3
Giving feedback	1	2	3
Keeping records	1	2	3
Writing notices	1	2	3
Filling in reports	1	2	3
Participating in discussion forums	1	2	3
Publishing newsletters and a year book	1	2	3
Corresponding by hand	1	2	3
Using computers for correspondence	1	2	3
Using the Internet to access information	1	2	3

3. <u>How often do you</u> as principal <u>use the following forms of communication?</u> (*Please remember that this is an anonymous questionnaire. You can best help us to report which of these forms of communication you actually use.*) Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication		Never	Seldom	Always
a.	Brainstorming	1	2	3
b.	Conversation	1	2	3
c.	Consultation	1	2	3
d.	Giving instructions	1	2	3
e.	Demonstrating a process to a small group	1	2	3
f.	Empathising and commiserating	1	2	3
g.	Cross-questioning,	1	2	3
h.	Judging the merits of a case	1	2	3
i.	Writing different types of reports	1	2	3
j.	Ranking entities in order of priority	1	2	3
k.	Writing invitations	1	2	3
l.	Completing a written assessment	1	2	3
m.	Socializing with staff	1	2	3
n.	Socializing with school governing body	1	2	3
o.	Representing your school	1	2	3
p.	Giving a report-back	1	2	3
q.	Adjudicating	1	2	3
r.	Giving feedback	1	2	3
s.	Keeping records	1	2	3
t.	Writing notices	1	2	3

	Form of communication	Never	Seldom	Always
u.	Filling in reports	1	2	3
v.	Participating in discussion forums	1	2	3
w.	Publishing newsletters and a year book	1	2	3
x.	Corresponding by hand	1	2	3
y.	Using computers for correspondence	1	2	3
z.	Using the Internet to access information	1	2	3

4. How do you rate the quality of communication among management at your school?

The internal communication among management in my school is	Poor	Satisfactory	Good	Excellent

5. How do you rate the quality of communication between your school and the KZN Department of Education?

The communication between my school and the department is	Poor	Satisfactory	Good	Excellent

6. Does your school have a vision & mission statement? | No | Yes |

7. Does your school or its governing body have a constitution? | No | Yes |

8. Does your school have a code of conduct for learners? | No | Yes |

9. Does your school communicate with parents through occasional newsletters? | No | Yes |

10. Does your school publish learners' contributions& achievements in a yearbook? | No | Yes |

General particulars about yourself

11. Indicate your *gender* | Female | Male |

12. Indicate your *age*:   I am [   ] Years old

13. Indicate the number of years in your present position   [   ] Years

14. Please indicate your ethnic identity: | Asian | Black | Coloured | White | Other |

15. Please tick only one of the following options to indicate your home language

   a. Afrikaans
   b. English
   c. IsiNdebele
   d. IsiXhosa
   e. IsiZulu
   f. Sepedi
   g. Sesotho
   h. Setswana

4

    i.   SiSwati
    j.   Tshivenda
    k   Xitsonga
    l   Two or more of the above-mentioned languages are regularly used in my home
    m.   Another language

16. Please indicate your highest level of education

a.   Three year diploma / degree
b.   Four year diploma / degree
c.   Honours level degree / diploma
d.   Masters level degree / diploma
e.   Doctoral level degree / diploma
f.   Honorary doctorate

General characterisation of your school

17. For information purposes only, please indicate the status of your school in the previous education departments

a.   Natal Education Department (NED)
b.   House of Representatives (HOR)
c.   House of Delegates (HOD)
d.   Department of Education & Training (DET)
e.   I prefer not identify the status of my school in the previous education departments

18. Please indicate the number of learners at your school

a.   Fewer than 500
b.   Between 500 and 1000
c.   Between 1001 and 1500
d.   Between 15001 and 2000
e.   More than 2000

Thank you for your time and assistance.

University Of Zululand
Department Of Communication Science (Durban Campus)
Unit For Postgraduate Studies in Cognition, Language Learning & Communication

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ISIPINGO
4110

Monday, October 29, 2001

Letter to Principals (North Durban Region)
KwaZulu-Natal Department of Education

Dear Madam / Sir,

YOUR COOPERATION IS SOUGHT WITH REGARD TO AN IMPORTANT RESEARCH PROJECT THAT HAS OFFICIAL APPROVAL

One of my Masters students, Mr. K. Govindsamy, is doing an empirical study of principals in the secondary schools' understanding of the range of principles of organisational communication available for effective school management. Mr. Govindsamy is a deputy principal at Collegevale Primary School.

Dr. Edley, the Regional Coordinator: Research for the North Durban Region has, on behalf of the Regional Chief Director, granted Mr. Govindsamy permission to conduct the research subject to the following conditions:

a No institution/person may be forced to participate in the study;
b Access to the school/s you wish to utilise is to be negotiated with the principal/s concerned by yourself;
c The normal activities of the institutions are not to be disrupted;
d The confidentiality of the participants is respected; and
e A copy of your research findings must be lodged with the Regional Chief Director, upon completion of your studies.
f That you accept that if you are an official in the employ of the Department of Education and Culture, KZN, you accept that teaching time will not be used for research purposes.

I am hereby requesting that you assist Mr. Govindsamy in his research on this important matter by completing the accompanying questionnaire. Your cooperation in this matter is greatly appreciated.
Kind regards

Prof. R M Klopper
HOD: Communication Science (Durban)

COLLEGEVALE PRIMARY SCHOOL

14 COLLEGE ROAD, OVERPORT 4091   TEL.: (031) 28-8581

THE PRINCIPAL 2002

......................SCHOOL

DEAR MADAM/ SIR,

I am presently completing my Masters Degree in Communication
Science and would be very grateful if you could complete the
attached questionnaire and post it to me as soon as possible.
(self addressed envelope attached).

Thank you.

Yours faithfully

....
K. GOVINDSAMY

8 April 02

The Principal

.School

Dear Madam / Sir,

I am completing my dissertation for my master's degree but at this moment have not received a questionnaire that I left with you towards the end of last year. However I have attached another questionnaire and certainly would be very grateful if you could complete it and post (prepaid envelope supplied) as soon as possible.

Thank you,

Yours faithfully

Krish Govindsamy