

THE ROLE OF PRINCIPALS IN THE SUPERVISION
OF TEACHING AND LEARNING

by

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E. S. NHLEKO

UMLAZI

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DEDICATION

I dedicate this work to my Mother
PHILDAH NTOMBEMHLOPHE (UMASHABALALA)
and to my late Father BERNARD
VUSUMUZI NHLEKO.
May his soul rest in peace.

(iv)

DECLARATION

I declare that :

"THE ROLE OF PRINCIPALS IN THE SUPERVISION OF TEACHING AND
LEARNING." represents my own work and that all the sources I have
quoted have been indicated and acknowledged by means of complete
references.



E. S. NHLEKO

NOVEMBER 1999

ABSTRACT

The study examined the roles of principals in the supervision of teaching and learning in their schools.

The traditional method of supervision of teaching and learning known as Inspection was phased out. The inspectors no longer visit Schools to conduct supervision of teaching and learning.

Supervision is now left to the principals. The focus of the study was on how principals could work co-operatively with all stakeholders in ensuring that there is effective teaching and learning in their schools.

The study made use of questionnaires that were administered to the principals of Sayidi District. The research project revealed that lack of expertise of principals on supervision, lack of communication between principals and educators and between parents and schools, and lack of motivation of educators and parents, were some of the factors that interfered with the role of principals as supervisors of teaching and learning.

The research project, however, established that planning and organising of supervision by principals and all stakeholders and motivation of educators and parents by principals, were some of the strategies principals could use to enhance supervision of teaching and learning in their schools.

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This study examines the roles of the principals in ensuring that there is effective teaching and learning in their schools. As the roles of principals have shifted to those of co-operative managers, the study focusses on how principals can work co-operatively with all stakeholders in ensuring that there is delivery of quality education in their schools.

1.2 BACKGROUND TO THE STUDY

The 'School' according to the South African School's Act, No.84 of 1996, means a public school or an independent school which enrolls learners in one or more grades between grade zero and grade twelve. Its role in society is to educate children. It draws children from the local community and depends on it for both social and financial support. According to Van der Westhuizen (1996:25) the task of the school is to see to it that teaching and learning takes place. This means that the school has to contribute to the intellectual development of a child within the community in which teaching takes place.

According to Beare & Caldwell (1989:65) the best schools have clearly defined instructional tasks which mean programmes for formal teaching that can be accomplished by educators who may ensure that learners receive quality education. Evarrald & Morris (1990:8) in support of this view state that schools play an important and influential role in the lives of the pupils.

According to Larry (1988:121) the image of a teacher as classroom bureaucrat matches the needs of a large organisation impelled to provide standardized services to many students by providing skills and knowledge that they lack.

Effective schools need principals who are able to plan, organize and manage all resources. A principal as leader therefore occupies a central position at school. He/she has a significant contribution to make in the establishment of an environment which is conducive to teaching and learning. Sergiovanni (1987:64) regards the principal as assuming the role of "High Priest" seeking to define, strengthen and articulate those enduring beliefs, values and cultural strands that give the school its unique character. In that way he can ensure that there is delivery of quality education for learners. This view is important as the role of the principal is shifting towards that of a co-operative manager. In other words the whole team as, against one individual, work co-operatively to bring about the desired outcome.

The principal then manages that process.

1.3 MOTIVATION FOR UNDERTAKING THE STUDY

Since 1994, following the introduction of democracy in South Africa the South African Education system has undergone a transformation process. The Department had a vision to see normality being restored in schools-pupils learn, teachers teach and parents are involved in the education of their children. This vision is in line with Gutmar's (1987:36) view that "Schools in which there is Contact, Communication and trust between parents, learners and

educators would seem to be bound to be better than the one in which the relationship is one of mutual suspicion and hostility"

The main purpose of transformation is to see schools becoming successful sites of learning where there is effective and efficient management, motivated teachers who are committed to their work and enthusiastic learners who have a passion for learning. In this way schools will be centres where quality education would take place. The transformation process has brought into effect new policies which impact on the level of practice and affect every educational institution. These policies influence the nature of educational management and administration of the schools. The policies include governance, financial management, discipline, new developmental appraisal systems as well as supervision of teaching and learning.

> The principals are faced with the situations in which effective and efficient school management require new and improved skills and attitudes to cope with new demands and challenges. These include improving and maintaining high standards and working more amicably with the community they serve, including teachers, - parents and learners.

Although policies exist, it is unclear what role the principals will play in the supervision of teaching and learning.

In the situation where the culture of teaching and learning seems to be declining, the new policies in education do not seem to create certainty for principals in their role as supervisors.

The establishment of the culture of teaching and learning services (COLTS) testifies to the concerns which educational policy makers have regarding the declining culture of teaching and learning. The research as pointed out above seeks to determine the role principals can play as supervisors of teaching and learning in their schools.

1.4 STATEMENT OF THE PROBLEM

Schools are not easy places to run. They are scenes of controversy between conflicting interests. The teaching staff holds different views and expect to be able to have considerable autonomy on the basis of their professional qualifications and standing. To bring a school to the point of being a harmonious and purposeful collective enterprise with a view to achieve its goals, is a difficult feat of management and administration.

Supervision of teaching and learning is thus one of the most important management activities which supports teachers in bringing about effective teaching and in facilitating learning. The traditional method of supervision known as inspection has been phased out. Inspectors no longer visit schools to conduct supervision of teaching and learning. The function of supervision is left to the principals. To some teachers who still harbour the injustices of the past system, supervision is still regarded as some form of evaluation and not as a means of helping them to improve their skills. Attitudes like these have led teachers to

respond negatively towards supervision. They perceive supervision as a ploy to deprive them of an opportunity to develop in their teaching career.

The South African School's Act, No. 84 of 1996, stipulates that all schools should have School Governing Bodies (S.G.B) to manage the governance of the school. Some of the functions of the S.G.B. include striving to ensure school development through provision of quality education for all learners, adopt a Code of Conduct for learners, support the principal, educators and their staff in the performance of their professional functions, raise funds, administer school properties and buildings etc.

Owing to lack of expertise, the governing bodies have left everything to the principals. The principals are forced to perform various tasks and responsibilities which should be done by the Governing Bodies. They are their own secretaries, they raise funds, buy building materials and attend numerous meetings organised by the district office. The question is when are the principals going to attend to supervision of teaching and learning in their schools? Some schools do not have senior staff such as Deputy Principals and Heads of Departments to share responsibilities with the principals. The Human Resources Management Circular (H.R.M. Circular No. 10/98) that determines the staffing norms for the schools, has made matters worse by stipulating that the principals have the same number of teaching periods as teachers. This keeps principals in class for most of the

day. These limitations affect supervision of teaching and learning.

While supervision is an important activity for the development of quality education, it appears to face many challenges, as shown above, due to lack of expertise on supervision. In addition to this, principals have not been prepared for supervising new curriculars. With regard to Curriculum 2005 that has been developed, principals face problems on how to supervise teaching and learning in the grades in which Curriculum 2005 has already been introduced.

The above challenges cause problems for the principals as supervisors. Yet it is clear to the researcher that without supervision of teaching and learning by principals the delivery of quality education to the community may suffer. Against this background this study is set to answer the following questions :
What role does supervision by principals play in facilitating teaching and learning in schools? And what issues in supervision by principals affect learning?

1.5 OBJECTIVES OF STUDY

This study seeks to investigate the following issues:-

1.5.1 The role principals play as supervisors of teaching and learning.

1.5.2 To examine the factors which interfere with the role of principals as supervisors of teaching and learning.

1.5.3 To determine the extent to which a principal is aware of his role as supervisor.

1.5.4 To establish what strategies principals who are successful in supervising teaching and learning, use.

1.5.5 To determine the factors which can help principals in their supervisory duties.

1.6 SIGNIFICANCE OF STUDY

1.6.1 The study highlights the dilemma principals find themselves in as active participants in promoting teaching and learning in schools

1.6.2 The study offers guidelines for the supervision of teaching and learning in schools.

1.7 ELUCIDATION OF OPERATIONAL CONCEPTS

1.7.1 THE CONCEPT ROLE

A role is a part played by someone in an organisation. Gray (1976) in Ngcongco (1996:2) sees the role as behaviour that goes with the position and is dependent on the individual's interpretation of the expectation of others within the organisation. In this study role refers to the function of somebody in an organisation like a school.

1.7.2 THE CONCEPT PRINCIPAL

The concept principal refers to the head of a school or other educational institution. Fullen (1992:41) sees the principal as 'actively engaged as initiator or facilitator of continuous improvement in his school'. In this study the principal refers to somebody who, as head of the school, plans, initiates, supervises

and organises the teaching and learning activities in the school. To accomplish that he works co-operatively with the educators.

1.7.3 THE CONCEPT SUPERVISION

Supervision refers to a general leadership role that entails co-ordinating and managing the school activities concerned with teaching and learning. Daresh (1982:2) sees supervision as a process of overseeing the ability of people to meet the goals of the organisation in which they work. Alfonso, Firth & Nelville (1981 : 3) concur with this view when they define supervision as 'a combination or intergration of processes, procedures and conditions that are designed to advance the work effectiveness of individuals and groups'. Wills & Bondi's (1991 : 8) definition of supervision focusses on administration, curriculum, instruction, human relations, management and leadership. According to this study supervision aims at the development of the teacher's knowledge, skills and work environment to facilitate pupil's learning to achieve the goals of the organisation.

1.7.4 THE CONCEPT TEACHING

Teaching means imparting knowledge and skills to the learners. According to the Oxford Dictionary teaching means what is taught. Ubben & Hughes' (1987 : 110) definition concurs with the above when they regard teaching as imparting content or information which learners need to improve their skills. In this study

teaching means giving out knowledge to learners with a view to help them develop new skills.

1.7.5 THE CONCEPT LEARNING

Learning means acquiring knowledge, skills and information.

Schmeeck (1983 : 3) defines learning as acquiring and retention of knowledge or as an interpretative process aimed at understanding reality. In this study learning means acquiring knowledge or information, processing it and where possible applying it.

1.8 METHOD OF STUDY

The method that was used for collecting data were questionnaires. They seemed to be appropriate to point out how principals supervise teaching and learning in schools. This method is primarily concerned with portraying the present situation in order to make precise and accurate assessment of the educational problems and relationships of the phenomena that exist.

The questions were based on the role principals play, factors which interfere and strategies used by principals in the supervision of teaching and learning. This enabled the researcher to investigate the objectives stated above.

1.9 LIMITATION OF STUDY

As the research was conducted in mostly rural areas, there was a problem of accessibility because of poor transportation. The principals were only used to provide information required by the district office, with the result that many questionnaires might not have been returned to the researcher.

Furthermore some principals might regard the researcher as exposing their weaknesses in their management and might not give reliable information. To overcome these limitations the researcher made appointments with the principals about the dates and times when he would come and personally administer questionnaires. Appointments were made telephonically in which the researcher would explain the purpose of administering the questionnaires.

1.10 DELIMITATION OF THE STUDY

The geographical area covered by this study was the Sayidi District, an area between the Umzimkhulu and Umthamvuna rivers, the Indian Ocean and Izingolweni. As the district is too vast for the research, only three circuits were recommended as they comprise of historically black, coloured and white schools while other circuits consist of only historically black schools.

1.11 PROGRAMME OF STUDY

IN CHAPTER 2 - Literature review on supervision of teaching and learning will be discussed.

IN CHAPTER 3 - The research instruments will be discussed.

The manner of structuring the questionnaires, selection of respondents and application of questionnaires will be elaborated.

The procedure followed with data analysis will be given.

IN CHAPTER 4 - The chapter deals with processing and interpretation of data collected.

IN CHAPTER 5 - The chapter will give conclusions from the whole study and recommendations will be made.

1.12 CONCLUSION

In this chapter the theme of the research project was introduced, and the problem underlying the study and the procedures that were followed in the research, have been outlined. The next chapter deals with literature review on the topic under study.

CHAPTER 2

LITERATURE REVIEW .

2.1 INTRODUCTION

This chapter focussed on the meaning of the concept supervision and its meaning in teaching and learning. This chapter also examines the views of various educationists on the significant role of the principals in the supervision of teaching and learning in their schools. The characteristics and principles of supervision of teaching and learning form part of study being reviewed. It is important to give an overview of the hierarchy that exists in the schools for this shows the shift of supervision from being that of inspection, which had a negative impact on educators, to supervision being a co-operative exercise, focusing on the whole team rather than on individuals.

2.2. HIERACHY OF SCHOOLS

The traditional schools followed a strict vertical hierachical authority structure which suggested frequent supervision or inspection of instructional activities. The principals occupied the apex of the pyramid, followed by the deputy principal, Heads of Departments, educators and learners respectively. This structure of school organisation exercised control through formal top down supervisory mechanisms. It consisted of fixed, official jurisdictional areas and positions governed by laws, rules and regulations.

The vertical hierachical authority structure emphasised a firmly ordered system of supervision and subordination. Everyone was accountable to the one at the top. The main focus was on strict obedience to those in authority. Educators and learners were not involved in decision making and problem solving processes but were compelled to comply with the instructions given by those in authority. According to Larry (1988:14) the teacher was a subordinate, expected to carry out faithfully instructions from superiors but at the same time he was in charge of the classroom and was expected to know more than his subordinates, seeing that he possessed skills that they lacked. This bureaucratic approach was strongly recommended by Weber (1984) in Wilkinson & Crave (1987:14) who stressed that schools remained largely bureacratic in nature showing rational, hierachical authority structures and specialisation, with regular activities organised in rational fixed way as official tasks and duties.

In contrast to the above situation Van der Westhuizen (1991:121) strongly recommended the H.S.R.C. Report (1981 (a) :88) which stated that an effective management system in education should provide the machinery at all levels to make participation, consultation, negotiation and decision making possible by representatives of all interested parties. The South African School's Act No. 84 of 1996, in support of the report laid down new policies regarding admission, governance, attendance and other management processes in schools. All schools are obliged to comply with the stipulations laid down by the Act.

Since 1997 ,however there was a shift from bureaucracy to democracy in education. Although the hierachy still exists in schools, it is no longer top/down but both vertical and horizontal. Educators, learners and parents are considered indispensable participants in all activities taking place at school. There is a shift from inspection to new developmental appraisal systems and clinical supervision. Staff professional developmental programmes have been put in place. Squeller & Lemmer (1994:137) refer to this change as "people centred change". According to them such change focussed on changing people's attitudes, behaviour, performance and way of acting. This democratic approach to education was strongly supported by Gutmar (1987:96) who stressed that the school in which there is contact, communication and trust between parents, learners and educators would bound to be successful.

The new dispensation has created confusion among educators who were schooled in the old system. This confusion has led to the present debate and the following sections strive to unpack the concepts.

3. CHARACTERISTIC OF SUPERVISION

Supervision as part of the management process involves planning, organising and control. Such elements are important and without them supervision of teaching and learning cannot be effective.

3.1 PLANNING

According to Daresh (1993:4) planning is decision making which preceeds any action and which is directed at the realisation of the determined goals. Decision making according to West Burnham (1992:52) is the process by which a course is selected as the way

to deal with a specific problem and to find solutions or a course of action.

Planning involves mental ability to do things in an orderly manner, to think before acting and weigh all possible actions. Planning is important in supervision of teaching and learning for it involves determining in advance what is to be done, how to do it and with what resources (Robbin 1980:128)

Planning involves selection of learning content, organising it in small units, determining teaching techniques, pupil's activities, feedbacks, organising resources and evaluation processes. Dalin (1993:87) looks at the plan as not a statement as such but the quality of the process that determines success. The production of a good plan and its successful implementation depends upon a sound grasp of the process involved. The role of the principal is to create an atmosphere in which these processes can take place. The principal should involve all educators in the planning process for the main purpose of planning is to create conditions in which innovations can be implemented.

3.2 ORGANIZING

Organizing means putting the planning into action. Organizing involves choosing the right person to do the task in the most effective way. Buchel (1993:5) sees good organisation as the essence of cost-effective task execution. Organising also entails getting together all the necessary resources for implementation

of the plan. According to Van der Westhuizen (1992:53) organising is that facet of the activity of management which brings together people and other sources and material in an ordered, systematic and structured manner to carry out a task of specific goals.

The educator can involve learner leaders in classroom organisation to collect books, keep daily attendance registers and oversee classroom discipline. The principal can organize educators and parents to carry out specific tasks at school. Care should be taken that each person is chosen on merit and ability to ensure the best possible results. According to Dalin (1993:88) management arrangements clarify roles and responsibilities. All who are involved in school activities need to have a shared understanding of their respective roles and who is taking responsibility for what. Therefore the activities of people are ordered, arranged, divided, delegated and co-ordinated by means of organising.

3.3 CONTROL

Control implies that the task is accomplished properly. The principal is a person who must take the initiative. He is in authority to give guidance with regard to the entire programme. According to Buchel (1993:5) control measures and correct the performance of subordinates to make sure that the anticipated standards of achievement is maintained and all levels of planned objectives are accomplished. According to Gorton (1980:277) control is authority and authority is the right of the education manager to make decisions and assign tasks to subordinates, which they have to carry out in the interest of the organisational goals

Control involves evaluation of the situation, reassessment of the strategies that are used and modifying planning by the principal and educators. To exercise control of the tasks allocated to people, the principal should co-ordinate all roles in relation to school programmes. Healthy personal relationships are important when exercising control. Van Der Westhuizen (1991:414) suggests that for purposeful planning, organising, motivation and exercising control, communication is a prerequisite.

To the researcher the term control seems to denote autocracy. The researcher would rather use managing, for control cannot be exercised without being authoritative. Managing entails healthy relationships between principal and educators when they both work co-operatively in ensuring that the anticipated standards of achievement are maintained and the planned objectives are accomplished.

4. PRINCIPLES OF SUPERVISION

Principles are fundamental truths, facts of law. They act as basis for reasoning or action. They therefore act as guidelines for any activity taking place within an organisation. Supervision is an activity in a school situation, and is based on certain principles, the most important of which are communication, motivation, leadership and staff development. Without these

principles supervision of teaching and learning cannot be effective.

4.1 SUPERVISION IS COMMUNICATION

Without efficient and sensitive communication, good management and supervision of teaching and learning is not effective.

Communication is what enables an organisation to work towards its goals and it plays an important role in the life of any organisation.

4.1.1 DEFINITION OF COMMUNICATION

Various educationists' definitions of the concept communication seem to be similar. Savage (1988) in Riches & Morgan (1989:104), Adams (1986:207) and Badenhorst & Calitz (1982:25) *ngono* ~~regard communication as sharing ideas, information, emotions and attitudes as well as interchange of facts, feelings and course of ideas. According to Trone in Badenhorst (1995:25) communication constitutes the transfer of information, ideas, skills through the use of symbols, words, illustrations and figures; while Dekker (1992) regards communication as a means by which people influence one another by what they say, write or do. Lovell & Will's (1983:89) definition of communication seem to be aimed more at *1902* ~~organisational influence, goal determination and achievement of human and organisational growth.~~~~

quality education in schools. It is at this point that ~~Adams~~ ✓ *Adams*
(1986:207) ~~suggests that good communication requires awareness,~~
~~clarity, simplicity, accuracy, direction and common sense.~~ ✓

A description of one way communication as it existed in traditional schools and how it affected supervision of teaching and learning, two way communication and its impact on supervision is given in the following section.

4.12 ONE WAY COMMUNICATION ✓

As has been pointed out most traditional schools consisted of vertical hierarchical authority structures, where the channels of communication were not only fixed but also too limited, which resulted in one way communication. Communication was based on giving instructions by those in authority to their subordinates, who were compelled to do as they were told without any elaboration. Most instructions given were in written form. The principals would intervene when things were not going according to their plans. Although staff meetings were held, they were designed for educators to receive instructions from the principal, which they were compelled to adhere to without them having any say. Educators could not be involved in decision making and problem-solving processes.

The one way communication system also affected both learners and parents. The learners were given rules and regulations which they were obliged to follow, without any say. They were also not involved in decision making, even on matters affecting them.

The parents were affected as they had no say on matters regarding the education of their children. Although parent meetings were held, they were organised to inform the parents about the school rules and regulations and to give reports regarding the school finance and other feedbacks. The parents could not participate in decision making activities.

4.1.3 TWO WAY COMMUNICATION

THE SOUTH AFRICAN SCHOOLS ACT NO, 84 OF 1996

Contrary to the one way communication system mentioned above, this act recommend a two way communication system in which the principals are compelled to work with all stakeholders in matters regarding admission, governance and most activites at school. Two way communication is both vertical and horizontal because participation by parents, educators and learners is considered essential.

4.1.3.1 PRINCIPAL AND EDUCATORS

Supervision of teaching and learning can be effective if there is two way communication between the principal and staff. Gorton (1994:34) outlines four basic aspects of communication-purpose to be achieved by message, contact, alternative channels of communication and feedback. Staff meetings may be utilised as a forum for free exchange of views on key issues and concerns. Adams (1986:209) suggests that in such meetings the principal can encourage, lay stress upon vital aspects, indicate dangers, inspire confidence and express determination. Gorton (1994:52), Van der

Westhuizen (1991:211) and Hopkins (1994:52), on the other hand stress the importance of an "open door" policy which makes the principal receptive to hearing about the educators problems and concerns. Dalin (1993:10), in support of this policy, suggests that the principal should be open to new ideas and work closely with his staff so that he can draw on all talents and resources to build a culture of pride, commitment and teamwork.

The key role principals play in supervision of teaching and learning is encouragement of group meetings of educators in the same department. Lovel & Wills (1989:89) see communication in such meetings as a basis for co-operative effort, interpersonal influence, goal determination and achievement and organizational growth. Daresh (1989:122) stresses the importance of a "true dialogue" where all parties talk and share ideas with one another. The feedback from such meetings is essential as indication of the educator's satisfaction and an important factor in teacher motivation.

4.1.3.2 PRINCIPAL AND LEARNERS

All participants in the life of a school have a role to play in developing and maintaining a communication flow that is accurate, open and honest (Wilkins & Crave 1987:140), and includes active participation as well. The principal communicates with the learners through announcements in the assemblies which according to Gorton (1993:209), must not be used as a convenient way of transmitting a mass of trivial details but as a means of, contributing towards the development of learners.

Effective communication also occurs in a classroom situation between educators and learners. The educators and learners should work co-operatively in formulating and implementing classroom rules. Without positive discipline there will be no delivery of quality education. The principal needs to include the staff and learners in planning and implementing discipline in an organised manner. The South African School's Act, No. 84 of 1996, recommends a Code of Conduct for learners in establishing a disciplined and purposeful school environment dedicated to improving and maintaining the quality of the learning process. Effective communication between principal and learners is essential in building a climate for effective learning at school. The principal's role is to foster mutual relationships between educators and learners.

4.1.3.3 PRINCIPAL AND PARENTS

As the schools become more open to outside communication with parents, interest groups and individual contacts become more important (Riches & Morgan (1989:127)). The principal needs to develop a good understanding of and competency in building and maintaining effective school-community relations. The establishment of school governing bodies with more parent representation helps to facilitate communication between the school and community and to build the necessary relationships. The learners learn more as a result of increased parental interaction

with the school. Open and accurate communication will be easier when relationships are good and there is a prevailing high level of trust, (Wilkinson & Crave 1987:139).

Squeller & Lemmer (1994:92) contend that the parents have a right to know what their children are learning and should be kept informed of their children's progress. Regular contact between parents and school enable the school to have a good understanding of the parents, their attitudes and expectations from school.

Adams (1986:120) sees the parents' meetings as very important as a forum for explaining of examination system, curriculum, to discuss each pupil's work progress and behaviour as well as activities taking place at school.

In order to facilitate supervision of learning, the principal needs to create an inviting school climate and involve the parents by means of class teachers. Badenhorst (1995:95) suggests that class teachers should explain to parents what is expected of them such as supervision of homework, aftercare and support. Daresh (1998:127) Squeller & Lemmer (1994:42) suggest an "open door" policy in which parents communicate with the educators and principals on matters pertaining to the learning activities at school. The principal should therefore create an inviting climate which enables the parents to communicate freely with the School.

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Finally, the above discussion on communication between the principal and educators, learners and parents proves that supervision of teaching and learning can be enhanced when there is honest communication. Communication is therefore the heart of the school as the school is characterised by transference of knowledge Bush & West Burnham (1994:262) view communication as never a luxury but a necessity in any school situation.

4.2 SUPERVISION IS MOTIVATION

Motivation is the key to the success of an organisation. The educators need to be motivated to perform their tasks and to go beyond dependable performances and sometimes engage in creative or innovative behaviour. Wilkinson & Crave (1987:165) point out that the features of a good school include high staff morale and high standards of teaching. Good performance is a function of Willingness and ability. The importance of willingness is reflected in the emphasis of having a highly motivated staff.

4.2.1 DEFINITION OF MOTIVATION

The definition by Lufthans (1989:231) and Hellriegel (1978:113) show that motivation starts with physiological or psychological deficiency that activates behaviour aimed at a certain goal. Words which describe needs, drives, wishes or forces are commonly used to describe motivation. Lovell & Wills (1983:50) and Robbins (1983:205) on the other hand, see motivation as willingness to exact a high level of effort towards achievement of organisational goals conditioned by the ability to satisfy individual needs. Page (1990) in Bush (1996) outlines two concepts of the process of

motivation, which are identification of unsatisfied need, and establishment of a goal which will satisfy the need. Therefore the key elements of motivation are the goals that must be achieved and the need that must be satisfied.

4.2.2 THEORIES OF MOTIVATION

Two theories of motivation can be distinguished, namely content theories and process theories. The former focus on factors within a person that energize, direct, sustain and stop behaviour.

Denilson & Shenton (1987:45) describe these factors as needs, motives and experiences as well as job-related items such as security and recognition. The process theories describe, explain and analyse how behaviour is energized, directed and sustained. That is the actual process of motivation. Examples of such theories are expectancy theory, equity theory and goal theory.

The researcher sees the content theories as appropriate to supervision of teaching and learning. These theories are Maslow's Need Hierarchy, Herzberg's Two Factor Theory and Alderfer's E.R.G. Theory, which are related. According to the content theories needs motivate people to work. The needs for belonging, esteem and fulfilment characterise human beings. The fulfilment of such needs contribute to motivation of educators, high staff morale and high standard of teaching. Failure to satisfy them can generate many problems and frustrations. According to Wilkinson & Crave

(1987:167-8) motivation rests on the assumption that people are motivated to behave in ways which satisfy their needs. The practical implication is that the manager needs to create conditions in which lower order needs are satisfied among the staff to reach their full potential in the organisation.

4.2.3 IMPLICATION OF MOTIVATION ON EDUCATIONAL MANAGEMENT

4.2.3.1 MOTIVATION OF EDUCATORS

Motivation should be seen as a process in which organisational members view their work as supportive and as contributing to the building and maintaining of their sense of personal worth and importance (Lunenberg & Ornstein 1991:93). According to Armstrong (1988:4) management should accept as a basic value the need consciously and unconsciously to improve the quality of working life as a means of obtaining increased motivation and improve results. The following are the ways in which the principals can motivate their educators.

Personal regard: Managing people involves dealing with many different kinds of problems. Some are personal and need human sympathy and some are professional and involve the competence of educators. The principals need to see these problems in a way that allows progress. Recognition : Educators are as susceptible as anyone else to praise and encouragement and recognition of the work they do. According to Lovel & Wills (1983:55) the principal should ensure that educators feel that their contribution to the achievement of organisational goals is recognised and valued.

Communication : If educators perceive that there is honest communication and that their views are fully considered when decisions are made, they will have greater commitment to their work. According to Daresh (1989:109) communication brings about team spirit to achieve a common goal as the principal and his staff accept one another as professionals. Participation: Management of School is not a principal's responsibility alone but needs support of the entire staff. Educators need to be involved in decision making and problem solving activities. This provides a healthy measure of excitement, challenge and a feeling of responsibility. Lunenberg & Ornstein (1991:97) recommend communication and participation between management and staff, by suggesting that principals need to empower educators by having them participate in all improvement projects.

4.2.3.2. MOTIVATION OF LEARNERS

The efficiency of learning is in direct relation to a person's degree of motivation. The task of educators, therefore, is to encourage and inspire learners to give their maximum effort. The principal's responsibility is to ensure that the staff and learners work co-operatively to achieve such objectives. Lovel & Wills (1983:89) recommend that the principal, supervisors, educators and learners need to work together in the development of proposed learning engagement opportunities for learners. The learners need to be involved in discussions on matters affecting them in order to instil a sense of responsibility and

ownership. Dalin (1993:73) and Hopkins (1994:48) stress the importance of ownership which can be accomplished by the creation of a positive working climate, keeping channels of communication open, development of a positive attitude and full support by the principal.

Like educators, learners are susceptible to praise, encouragement and recognition of the efforts they expend to do creative work at school. They must feel that their efforts are valued. Learners who have displayed excellent work in most activities at school including learning activities should be rewarded for their efforts. It is therefore the role of principals to ensure that learners receive full recognition and are rewarded for their creative work at school.

4.2.3.3 MOTIVATION OF PARENTS

Wringe (1984:73) points out that the parents have the right to choose the kind of education they want for their children, so they have a right to have a say regarding their children's education. The South African School's Act, No. 84 of 1996, recognises the involvement of parents in all school matters. Parental involvement can be an important motivational factor. The learners learn when there is interaction between their parents and the school.

Henderson (1982) in Ngcongco (1996) see parental involvement as central in the learning process of learners, a relationship that is important in encouraging and supporting the learning process. According to Henderson meaningful parental involvement can strengthen confidence and commitment to the school which improves the learner's achievement.

According to Gorton (1993:522) the parents possess ideas, expertise or skills which could be helpful to the school, and they are willing to make some contribution to school if they are given a chance. Badenhorst (1995:147) and Fullen (1991:67) outline the areas of parental involvement by suggesting the use of parents in subjects like religious education, physical education, home economics and guidance. Parents can also be used in activities such as fundraising, organising social events and in extra mural activities. The school is in the community and the principal, by involving parents, among them which is essential in enhancing supervision of teaching and learning in school.

Finally, motivation is the key to effective supervision of teaching and learning at school. Motivation creates high staff morale among educators, which contributes to high standards. Recognition of learners for their efforts and working cooperatively with learners motivate them to do their best. Motivation of parents through contact, communication and involvement creates a sense of responsibility among them which enhances supervision of learning.

For the principal to be successful in his role as supervisor of teaching and learning, he needs to ensure that educators, learners and parents are highly motivated to do their best.

4.3 SUPERVISION IS LEADERSHIP

School management is a practical activity undertaken for real purpose with real people. It is concerned with human activity in order to allow activities devoted to learning to take place. The school, like any organisation, depends upon co-operative activity in which leadership has an important part to play. Without appropriate leadership no quality programme will ever work. Leadership according to Evarrard & Morris (1996:27) creates commitment necessary to implement total quality successfully in the school.

4.3.1 DEFINITION OF LEADERSHIP

The concept of leadership has been extensively studied over the past century by various educationists and researchers from different perspectives. There is therefore no single definition of this concept. Definitions from various scholars such as Daresh (1987:84), Keith & Girling (1991:31), Alfonso et al (1981:94) and others, show similarities in that they see leadership as focussing on human activity and including a group of people under a leader, the purpose of which is the accomplishment of organizational goals. Mc. Farland's (1973:114) definition seems appropriate to the school situation in that he sees educational leadership as a force, including the capacity to work with staff, to determine students' needs, develop curricular and provide supervision.

4.3.2 THEORIES OF LEADERSHIP

As the concept of leadership has been studied by various researchers from different perspectives, different theories have emerged. The three key theories of leadership are the Trait, Behavioural and Contingency Theories. Trait Theories place emphasis on personal characteristics. They assume that "leaders are born some people are born with characteristics and skills of leadership". The inherent characteristics include outstanding personality, intelligence and social and communication skills. According to Keith & Girling (1991:58) Trait Theories suggest that a single leadership style is superior in all kinds of organisations. The Behavioural Theories focus on the interaction between the expectations and perceptions of followers in an organisation. They look at what leaders actually do when dealing with subordinates (behaviour) and how subordinates react emotionally (satisfaction) and behaviourally (performance).

The researcher sees the Contingency Theories as more appropriate to the educational situation. Contingency Theories define good leadership as the ability to match the right leadership style to the situation. The situation includes the nature of the task, the environment and the characteristics of subordinates. Schools differ from situation to situation and educators differ in their maturity levels and motivation.

There is no good or bad leadership but all depends on the situation. One leader may be good in one situation but poor in another situation."

The principals need to adjust their leadership behaviours to suit the educator's willingness, abilities and confidence as well as demands of the situation; for example, highly motivated and highly maturity level educators require a delegating style of leadership while demotivated and new educators require a directive style of behaviour. According to Keith & Girling (1991:60) different situations call for different styles of leadership in order to promote action and satisfaction. In support of this viewpoint Lovell & Wills (1983:64) suggest that the educational organisation needs professional behaviour that is characterised by creativeness, originality, adaptability, willingness and competence to take on the risk of leadership.

4.3.3 CURRENT TRENDS IN LEADERSHIP

The leadership theories determine the leadership approaches. Two approaches can be distinguished, the transactional and transformational leadership. The former, according to Caldwell & Spinks (1992:128), entails getting things done by analytical and logical means. The leader classifies the roles and task requirements of subordinates in order to motivate them in the direction of established goals. Impersonal aspects of performance

such as plans, schedules and budgets are stressed. The emphasis is placed on commitment to the organisation and conformity to its norms and values.

Transformational leadership builds on transactional leadership unlike as the transactional leaders, it serves to inspire the the followers. The leader and followers lift each other to higher levels of motivation and morality. The leaders pay attention to the concerns and developmental needs of individual followers. They excite, arouse and inspire followers to put in extra effort to achieve organisational goals. The leaders motivate their followers by appealing to high levels of personal motivation, such as self-actualisation, by offering followers to learn new skills and to participate in projects that lead to important outcomes. Bovee et al (1993:482) see this approach as essential in organisational development because followers are motivated to do more than expected to achieve superior performance.

Transactional leadership has been practiced for several years in most traditional schools. The principals determine the goals of the school and formulate all plans, schedules and procedures to achieve the goals. Educators could not be involved in decision making activities. They were compelled to conform to the values and standards set by the principals. Supervision was a form of inspection in which inspectors visited schools to carry out annual checks upon standards of teaching and learning. Such an approach does not contribute to the professional development of educators.

on the frequency of interaction (Evannard & Morris 1996:21). The principal should encourage effective participation by the staff and set realistic goals to be achieved. Acknowledgement for good performance is indispensable. Gorton & Snowdon (1972:73) see co-operation as encouraging acceptance and a feeling of "Esprit de Corps". Empowerment : West Bunham (1992:103) see empowerment as a fundamental component of quality leadership. Delegation empowers because it has the potential to demonstrate trust, create real, purposeful jobs and provide a vehicle for self actualisation, esteem and achievement (Caldwell & Spinks 1992:124).

4.3.4.2 PRINCIPAL AND LEARNERS

** Ngciso*
The South African School's act, No.84 of 1996, demands that the learners should be represented in the school governing body. It recommends the establishment of a Learners Representative Council which must work with the principal and educators in taking control of school activities. Johns (1987:192), Hopkins (1994:127) and Goodchild (1989:32) believe that the student leaders form a challenge to the principal and should be managed to make a positive contribution to pupils' education. Du Toit (1992:113) and Management Development Consultants (1996:148) suggest that the inclusion of learners in the school governance will make them work more effectively with parents to formulate school goals, plan school activities and implement school discipline in an organised manner to create an environment conducive to teaching and learning.

4.3.4.3 PRINCIPAL AND PARENTS

The South African Schools Act, No 84 of 1996, recommends the establishment of school governing bodies with more parent representation to show that parents have a place to occupy in the leadership role of the school. This indicates a symbiotic relationship between school and community. Ngcongco (1996:42) supports parent involvement in school leadership in decision making and problem solving processes. She further states that some members can be given advisory positions. For effective management it is imperative that principals should accept the members of the community as equal partners in the management of the school and to work closer with them. According to Wilkinson & Crave (1981:165) the leader makes activity meaningful for those he relates to, through communicating and implementing the ideas, norms, attitudes and beliefs which are central to the performance of the organization.

The above discussion on leadership proves that a good leadership style is the key to supervision of teaching and learning. It means that principals should adjust themselves to suit the work environment and maturity levels of educators. The transformational leadership style as recommended by the South African Schools Act No 84 of 1996, proves that educators, parents and learners have a place in the leadership of schools. Good management will always create a climate which allows all stakeholders to contribute in all activities at school. This provides a healthy measure of excitement and challenge and a feeling of responsibility which enhances supervision of teaching and learning.

4.4 SUPERVISION AND STAFF DEVELOPMENT

Supervision has been described as a process in which the leader oversees staff activities, offers assistance to followers, gives direction and encourages them to contribute actively towards the accomplishment of organisational goals. This contributes to staff development. It is on this gravity that supervision and staff development are regarded as similar.

4.4.1 DEFINITION AND STAFF DEVELOPMENT

The definitions by Daresh (1989:252), Alfonso et al (1981:395) and Bell & Day (1991:4) look at staff development as focussing solely on the educator's professional growth. Wills & Bond's (1981:998) definition supports the above viewpoint, but is more directive in that they regard staff development as focussing upon the competence needed by particular personnel to advance the goals of the organization and enhance staff competence. Lovell & Wills' (1983:183) definition clearly outlines how professional growth is enhanced as they regard staff development as a continuous and comprehensive process that utilizes human development by means of inservice, training, selection of additional staff members with appropriate competence, reassignment of staff members and replacement of staff members.

The above definitions show that supervision focusses on activities by the leader that contribute to the achievement of organisational goals while staff development is growth oriented, that is, encompasses activities leading to staff professional growth.

According to Wills & Bondi (1991:226) while staff development encompasses activities leading to professional growth, inservice training presupposes a set of appropriate ideas, skills and methods that need developing. These three concepts – supervision, staff development and inservice training are inseparable and form an integral part of the supervision of teaching and learning in schools.

4.4.2 STAFF DEVELOPMENT PROGRAMME

Bell & Day (1991:4) point out that if the organisation can harmonise the individual's interests and wishes for personal and career development with the requirements of the organisation as derived from its educational aims, it will improve both individual and organisational performance. According to Main (1985:14) the teacher, the school and learners should benefit from the process; professional development implies involvement of the whole staff in the operation and management of the school, as much of the work of staff development must be directed towards the improvement of the school as well as the professional advancement of individuals. Wilkinson & Crave (1987:96) suggest that the school needs to identify its own needs and potentials and devise strategies to meet them.

Wills & Bondi (1991:231), in assessing staff development, suggest that activities should be directly related to instructional problems and interests of teachers, be based upon documented need; be highly organized; be sustained beyond the workshop session, and lead to improvement of instruction.

Activities should be part of an ongoing curriculum management plan and should lead to the improvement of student learning. The goal for staff development should be to create a programme that enables teachers to share their problems, solutions and expertise .

4.4.3 THE ROLE OF PRINCIPAL AND SUPERVISOR

Main (1985:16) points out that the development of teachers should be closely related to the overall planning and review process of the school management and should take account of the various staff and staff roles. The principal and senior staff have important roles to play in ensuring staff development. Bell & Day (1991:5) suggest that principals should make judgements on what the school is providing and on what changes are required to make the work more effective in the light of educational needs; They should monitor and evaluate that such training suits the needs of people.

According to Wills & Bondi (1991:227) the principal should improve teacher performances, but he/she also needs to spend more time in the classroom providing direct assistance to teachers. Wilkinson & Crave (1987:76) suggest that the principal and senior staff should have a clear responsibility to determine a policy for staff development, to create an open, trusting climate, to put cost-proposal in action and to ensure that teachers feel ownership of programmes by being seen to be personally involved.

Finally the above discussion on supervision and staff development

shows that staff development programmes should be taken seriously by principals and should be well planned. Staff development programmes form an integral part of supervision of teaching and learning at school. The management needs to ensure that educators see the need for staff development and be part of planning, and feel a sense of growth and competence by participating in them. Wilkinson & Crave (1987:86) conclude that a good principal who has staff development high on his agenda will seek opportunities to encourage teachers to think, to question and to be more adventurous.

5. SUPERVISION AND STAFF DEVELOPMENT IN CURRENT SOUTH AFRICAN SCHOOL SITUATION

Supervision of teaching and learning has been left to the principals. Inspectors no longer visit schools to conduct supervision. In most schools the principal seem to adopt the methods that were used by former inspectors. Principals conduct class visits in which they check teaching content and teaching methods even for subjects they do not know. The educators and parents are not involved in the supervision of teaching and learning. The educators therefore respond negatively, for educators feel that such supervision does not contribute to their professional development. The principals lack expertise in supervision of teaching and learning because no seminars are being organised for the principals on the issue of supervision. Supervision is further retarded by problems such as shortages of resources, staff shortages in some schools and the

redployment and rationalisation process that is in process.

Staff development is also an aspect that needs some improvement.

Although principals involve educators in most activities at school, it is still inadequate. Schools do not have staff development programmes. Educators only develop themselves in the subjects they teach by attending workshops organised by subject advisors. It is the researcher's view that as seminars have been organised for principals on other aspects of school management, seminars should also be organised on supervision of teaching and learning and on staff development.

CONCLUSION

In conclusion the above discussion of supervision and learning shows the importance of transformation of the education system in our country. The establishment of the South African School's Act, No. 84 of 1996, has led to a shift from an old system to a new system of school management. This is due to new policies that were formulated, which recommend that schools should be led by principals who are transformational and who are able to work closely with all stakeholders in planning and implementing all activities at school. This is marked by a shift from one way communication to two way communication, participation of all stakeholders in decision making activities, establishment of staff professional development programmes and a shift from inspection which had a negative impact on educators with regard to , supervision of teaching and learning. Supervision of teaching and learning can be effective when there is effective communication

between principal and all stakeholders, motivation of educators, learners and parents and good leadership skills demonstrated by principals. The views of various educationists discussed, show that the principals have important role to play to ensure effective supervision of teaching and learning. The following Chapter 3 will discuss the methodology that was used to collect data on Supervision of teaching and learning from principals in schools.

CHAPTER 3

METHODOLOGY USED IN DATA COLLECTION AND PRESENTATION

3.1 INTRODUCTION

The aim of the study was to investigate the role the principals play in the supervision of teaching and learning in their schools.

In chapter one it was stated that a sample would be drawn from principals in Sayidi District. In this chapter the detailed method of collecting data used for the purpose of realising the objectives, is outlined.

3.2 METHODOLOGY FOR DATA COLLECTION

The method used in the investigation was the descriptive method. Kajendra & Ruth (1981:57) see the descriptive method of research as primarily concerned with portraying the present. They go further to qualify this method by stating that it is concerned with making precise and accurate assessment of the educational problem and relationship of the phenomenon that exist. Gay (1976:123) defines descriptive research as involving collecting data to test a hypothesis or to answer questions concerning the current status of the subject of the study. Stephen & William (1982:46) outline the purpose of the descriptive method. They point that it describes systematically the facts and characteristics of a given population or area of interest factually and accurately, and that it is used in the literal sense of describing situations or events.

The researcher followed a survey form of descriptive method. Slavin (1984:70) points out that in survey research the most important tasks are to be sure that the measures being used are reliable and valid. According to Kajendra & Ruth (1981:58) surveys involve a clear definition of the problem and require planned collection of data, careful analysis and interpretation of the data and skillful reporting of the findings; Wiersma (1980:140) sees survey research as including a "Status quo Study" in which interrelationships of sociological or psychological variables are determined and summarized.

It is on the basis of the above statements that the researcher had to obtain the opinions of the samples of the target population which are principals of both primary and secondary schools.

3.3 TARGET POPULATION

According to Tuckman (1978:107) the population is the 'group' a researcher sets out to study while Bailey (1982:85) defines the population as the sum total of all the units of analysis. Best & Khan (1996) in Chetty (1998:126) support the above definitions when they state that a population is any group of individuals that has one or more characteristics in common that are of interest to the researcher. According to them the population may be all the individuals of a particular type or a more restricted part of a group.

Since the researcher is occupationally based in Sayidi District, this district was used as the focus of the research. Sayidi District is on the South Coast of KwaZulu Natal. The district consists of five circuits namely Margate, Paddock, Izingolweni, Gamalakhe and Umzumbe Circuits. Only two circuits were selected by the researcher, namely Margate and Gamalakhe Circuits. Each of the two circuits consists of +- twenty schools. The target population were principals of primary and secondary schools. Ten principals from primary and ten from secondary schools were selected. Although the researcher would have liked to obtain data from principals in all schools, it is acknowledged that this would have been an impossible task. The rationale for using the above circuits was that Izotsha consists of urban and semi-urban areas while Margate consists of rural schools and this would enhance reliability and validity of the research.

3.4 SAMPLING

A sample can be described as a subset of the population. The sample must therefore have properties which make it representative of the whole, this means a limited number of elements selected from a population to be representative of that population. According to Slavin (1984:99) the most important principle in sampling is that each member of the population from which the sample is drawn should have an equal and known probability of being selected. According to Ary Jacobs & Razaviel (1990:169) sampling implies taking a portion of the population, making observations on the smaller group and then generalizing the

findings to the larger population. The main purpose of drawing a sample from a population is to obtain information concerning that population. It is important that the individuals included in a sample constitute a representative cross section of individuals in the population (Isaac & Michael 1982:121). In support of this view Van Dalen (1979:122) points out that researchers draw inferences on the nature of the entire population. They generalize that what is true of the sample will be true of the population.

3.4.1 SAMPLING METHODS USED

There are four basic types of scientific sampling methods, namely simple random, stratified random, cluster and systematic sampling. For this study two of these methods were used namely cluster and simple random sampling.

CLUSTER SAMPLING : According to Gay (1987:110) cluster sampling is more convenient when the population is very large or spread out over a wide geographical area. De Vos (1998:195) and Baily (1982:96) state that cluster sampling has the advantage of concentrating on the field of study in a specific section of the greater geographical area and this helps to save time.

According to Wiersma (1980:197) cluster sampling is a procedure of selection in which units of selection contain two or more population numbers all the population members of a selected cluster are included in a sample.

As already stated Gamalakhe and Margate Circuits were targeted for this study. Gamalakhe consists of the semi-urban areas Gamalakhe and Port Shepstone. All schools in Gamalakhe Township three Primary and three High Schools, and in Port Shepstone (Marburg Area) two Primary and two High Schools, were selected. De Vos (1998:198) states that the more clusters that are included in the study, the more representative of the universe the sample naturally is. He further states that the more clusters are drawn, the less error will occur.

SIMPLE RANDOM SAMPLING

Simple random sampling was done when selecting schools from the Margate Circuit. The schools are scattered over a vast area which made cluster sampling impossible. Fraenkel & Wallen (1991:132), Borg (1987:77) and Slavin (1984:99) all support simple random sampling in that all individuals have an equal and independent chance of being selected. Ary & Jacobs & Razaviel (1972:161) see random sampling as suitable and not being subjected to the biases of the researcher. Leedy (1993:152) maintains that the most important requirement for a sample is "representativeness" which depends on: randomization of the sample which ensures that every member of the population has an equal chance of being selected.

In selecting schools according to simple random sampling the researcher obtained a list of schools for the Margate Circuit from the District office. There are 22 Secondary Schools and 31 Primary Schools. Only 10 schools had to be selected. The researcher had to choose every fifth school from the list of primary and secondary schools respectively whose principals had to be administered with questionnaires.

3.5 TOOLS FOR DATA COLLECTION

3.5.1 THE QUESTIONNAIRE AS RESEARCH INSTRUMENT

In this research the questionnaire was used as a tool for research. A questionnaire, as stated by Walker (1985:91), is considered a formalised and stylized interview or interview by proxy. Van Dalen (1979:135) believes that presenting respondents with carefully selected and ordered questions is the only practical way to obtain data. Gay (1987:195) contends that the use of a questionnaire is more efficient in that it requires less time, is less expensive and permits collection of data for a larger sample. Van Dalen (1979:152) claims that for some studies or certain phases of them, presenting respondents with carefully selected and ordered questions is the only practical way to obtain data.

3.5.2 ADVANTAGES AND DISADVANTAGES OF QUESTIONNAIRES

For this study the researcher used questionnaires as a research instrument and had to take cognisance of their advantages and disadvantages as experienced by some other researchers.

ADVANTAGES

- * AFFORDABILITY is the primary advantage of written questionnaires because it is the cheapest means of collecting data.
- * Data collected through questionnaires can be compared and inferences made.
- * Questionnaires provide greater uniformity - Each person responds to exactly the same questions because standard instructions are given to respondents.
- * Questions can elicit information that cannot be obtained from other resources.
- * The data obtained by questionnaires can be more easily analysed and interpreted than the data obtained from interviews.
- * Questionnaires ensure anonymity which enables respondents to express their views, ideas and beliefs without any fear.
- * The administering of questionnaires and the coding and interpreting of data can be done without any special training.

DISADVANTAGES

Although questionnaires are considered as the best instruments in survey, their disadvantages cannot be overlooked. The following are their disadvantages:

- * People are better able to express their views verbally than in writing.

- * Written questionnaires do not allow the researchers to correct misunderstanding - respondents may answer questions incorrectly out of confusion or misinterpretation.
- * Questions can be answered only when they are sufficiently easy and straightforward to be understood.

3.5.3 TYPES OF QUESTIONNAIRES

The basic objective of questionnaires is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue. Different types of questionnaires can be distinguished, such as mailed or posted questionnaires, telephonic questionnaires, personal administered questionnaires and group administered questionnaires.

In this study the researcher opted for personal administered questionnaires. The rationale for this type of questionnaire was that they are more flexible than mailed questionnaires. This enabled the researcher to explain certain questions to the respondents with a view to eliminate uncertainties and misinterpretation of certain questions. Most principals are used to respond to questionnaires from their district offices and this would present problems to the researcher which could cause many questionnaires not to be returned to the researcher.

3.5.4 CONSTRUCTION OF QUESTIONNAIRE

When constructing a questionnaire consideration should be given to certain criteria which qualify a questionnaire as scientifically worthwhile. This ensures its reliability and validity as a

research instrument. Cohen & Manion (1996:92-93) claim that an ideal questionnaire is clear, unambiguous and workable. Its design must minimise potential errors from respondents. De Vos (1998:156) emphasises that the questionnaire must be brief, including only those questions which are absolutely necessary to collect all the relevant information. A good questionnaire reflects the following:-

- i) A thorough understanding of the field of study and the aim of study: according to Mouly (1972:191) a good questionnaire is based on a solid grasp of the field, of the objectives of the study and of the nature of the data needed.
- ii) A definite pattern of items: this means grouping of questions on a subtopic together to give order and to enable respondent to orientate himself to the trend of thought. According to Behr (1983:151) a questionnaire should start with simple factual questions which can be answered without much difficulty and then proceed to the more complex ones.
- iii) Appearance of questionnaire: Fraenkel & Wallen (1990:121) and Cohen & Manion (1989:156) stress the fact that the appearance of the questionnaire to the readers is very important in encouraging them to respond.

TYPES OF QUESTIONS

Two types of questions can be distinguished close-ended types and open-ended types.

CLOSE-ENDED TYPE

In this type the respondent is offered ready-made alternative questions from which to choose his response. According to Ary, Jacobs & Razaviel (1972:169) this type minimises the risk of misinterpretation, the administration and scoring of such types of questionnaire is straight forward and the results lend themselves readily to analysis.

OPEN-ENDED TYPE

This kind calls for open-ended responses. The respondent is free to express his ideas, beliefs and feelings as he/she does not choose from predetermined answers. The disadvantage is that responses are sometimes difficult to score and analyse and some information given may sometimes fail to achieve the objectives of study.

In constructing the questionnaire the researcher was guided by the above basic principles and characteristics of a questionnaire. The questions were both of close-ended and open-ended types. The questions were formulated according to the objectives of the study and were subdivided into six sections.

SECTION A - GENERAL BACKGROUND

This section covers the type of school, age of principal, sex, qualifications and experience. This section is important to determine whether the principal has moved from being a transactional to a transformational leader and how supervision of teaching and learning is affected.

SECTION B - THE ROLE OF PRINCIPAL IN SUPERVISION

The questions asked were of close-ended type and were designed to elicit information regarding the role principals play in supervision of teaching and learning, and how they involve educators and parents in the supervision. The respondents had to choose from four categories of responses - Strongly Agree, Agree, Not Sure and Disagree, by putting a cross (x) in the appropriate space.

SECTION C - This section consists of open-ended types of questions. Enough spaces were provided for the respondents to give as much information as possible.

SECTION D - This section focussed on the factors that inhibit supervision. The questions were of close-ended type for respondents to choose from four responses.

SECTION E - This section focussed on the strategies used by principals in the supervision of teaching and learning. The design is the same as in Sections B and D.

SECTION F - This section dealt with the ranking of strategies in the order of importance. Ten strategies were given and respondents were requested to place 1 next to the most important item and so on through to number 10 as the least important. Van Dalen (1979:14) contends that if questionnaires are to be used to measure variables in an investigation, they must be pretested, refined and subjected to the same evaluative criteria of validity and reliability.

3.6 ADMINISTRATION OF QUESTIONNAIRES TO THE PRINCIPALS

Appointments were telephonically made by the researcher with principals from these areas as to when he would visit them to administer questionnaires. The purpose and importance of conducting research in their schools were enunciated. One principal from Gamalakhe area organised for the other two principals in the neighbourhood to come to his school to meet the researcher at the same time. This would save time and alleviate the burden of moving from one school to another.

On the arranged date the researcher presented himself fifteen minutes earlier and was warmly welcomed by the principal. Five minutes later the other two principals showed up. After a short conversation regarding changes in the South African Education System each principal was presented with a questionnaire. The researcher, together with the respondents went through the questionnaire items, elucidating some of the items that might present problems to respondents. Answering questions by principals lasted +- thirty minutes.

The researcher then went to the remaining three schools in the area. In each school he was warmly welcomed by the principal. He explained the purpose of his visit and elucidated some questionnaire items before respondents answered some questions. On the following day the researcher visited schools in Port Shepstone area and followed the same procedures as in schools in Gamalakhe area.

In Margate Circuit, schools were randomly selected by choosing every fifth school from the list. A meeting with the principals for Margate Circuit was organised. This gave the researcher an opportunity to meet the principals of the selected schools. The principals were requested by the S.E.M to remain after the meeting. The researcher explained the purpose of the research and each principal was issued with a copy of the questionnaire. The researcher went through the items from the questionnaire elucidating some of the items to the respondents that might present problems. As principals go to town after school, the researcher and respondents decided on a place where respondents would leave the questionnaires the following day. The respondents took the questionnaires with them and left them in the restaurant the following afternoon to be collected by the researcher.

1.7 METHOD OF DATA ANALYSIS

Both descriptive and content analysis were used in processing data for this empirical study.

DESCRIPTIVE STATISTICAL ANALYSIS

Descriptive statistics is the most fundamental way to summarize data and it is indispensable in interpreting the results of quantitative analysis (Schumacher & Mc Millan 1993:192).

Descriptive analysis was used for close-ended questions - sections D and E. The primary data was in the form of response categories: Strongly Agree; Agree; Not Sure; Disagree (see attached appendix for questionnaire schedules) The scores of similar

responses were calculated as well as percentages for each category. The descriptive analysis was then employed for quantitative analysis of data.

CONTENT (INFERENTIAL) ANALYSIS

Content analysis was performed on responses to open-ended questions (Section B). In this type of data analysis respondents focussed on actual events in which they gave account on what they actually do and under what circumstances. This type of analysis was found suitable because of the dynamic nature of the role of principals. The data was categorised according to themes and then tabulated to show the frequency with which each theme appeared.

3.7 CONCLUSION

In this chapter the methodology that was used in data collection and presentation was outlined. This includes sampling procedures, instruments used in the collection of data and administration of data. In the next chapter a detailed analysis and interpretation of data will be discussed which will form the basis for the recommendations in chapter 5.

CHAPTER 4

THE PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The aim of this study was to investigate the role principals play in the supervision of teaching and learning in schools. In order to achieve this aim an empirical research was conducted with twenty (20) principals -10 Primary Schools and 10 Secondary Schools. In this chapter the data is presented, analysed and interpreted.

4.2 SECTION A

This section of the questionnaire was about data on the general background of respondents.

GENERAL BACKGROUND

4.2.1 QUESTION 1 - TYPE OF SCHOOL

The aim of this question was to investigate whether the primary school principals experienced the same problems as the secondary school principals for that reason an equal number of principals from primary and secondary schools were presented with questionnaires. What emanated from this study was that supervision of teaching and learning was the same at all levels and that principals encountered the same problems regardless of the schools in which they were placed.

4.2.2 QUESTION 2 - AGE OF PRINCIPAL

TABLE 1

30 - 40 YEARS	=	45%
41 - 50 YEARS	=	40%
51 - 60 YEARS	=	15%
	=	<hr/> 100%

The aim of the question was to investigate the maturity of the principals to establish whether or not their experience contributed to the resistance to changes in the education system, and whether the more mature principals stuck to the traditional methods of supervision or not. Table 1 shows that the ages of principals ranged between 30 and 50 years (85%). These principals were still young and were expected to be transformational leaders, they had opportunities to upgrade themselves professionally which would enable them to keep abreast with changes in the educational system.

4.2.3 QUESTION 3 - SEX OF PRINCIPAL

TABLE 2

MALE PRINCIPALS	=	70%
FEMALE PRINCIPALS	=	30%
TOTAL		<u>100%</u>

A commonly held view is that schools under female leadership are not properly managed and that supervision of teaching and learning might suffer as a result thereof. The researcher wanted to investigate the validity of this perception. Table 2 shows that 70% were male principals and 30% female principals. This indicates that male domination in principalship positions still persists inspite of the change in legislation on equity.

4.2.4 QUESTION 4 = QUALIFICATIONS

TABLE 3

	FREQUENCY	PERCENT
MATRIC ONLY	-	-
COLLEGE/UNIVERSITY DIPLOMA	10	50
UNIVERSITY DEGREE EG. B.A.	2	10
OTHER POST-UNIVERSITY DEGREE	8	40
TOTAL	<u>20</u>	<u>100</u>

Table 3 indicates that 50% of the respondents had a college or a university diploma. It was encouraging to note that about 50% had university degrees and even post-university degrees. This indicated that schools were managed by properly qualified principals. Looking at the ages and experience of principals it show that principals upgraded themselves both academically and professionally. It is the researcher's belief that principals should keep abreast with changes in the education system through upgrading their qualifications. This view is strongly supported by Theron & Bothma (1990) in Chetty (1998:158), who state that a post-graduate study like B.ed. gives a person an intensified insight into and better understanding of teaching and educational problems in their departments in the field of education.

4.2.5 QUESTION 5 - EXPERIENCE AS TEACHER

TABLE 4

NUMBER OF YEARS	FREQUENCY	PERCENT
5-10	6	30
11-20	11	55
21-30	2	10
31-40	1	5
TOTAL	<u>20</u>	<u>100</u>

Table 4 indicates that the majority of respondents (55%) had experience ranging between 11 and 20 years as teachers. These respondents had been promoted after having gained skills and experience, having served and been groomed by their former principals on how schools should be managed. About 15% of respondents had experience ranging between 21 and 40 years as teachers. This shows that they had evolved through several policies in the education system as teachers and their previous experience had supposedly assisted them to manage their schools properly.

4.2.6.QUESTION 6 - EXPERIENCE AS PRINCIPAL

TABLE 5

NUMBER OF YEARS	FREQUENCY	PERCENT
1-5	14	70
6-10	2	10
11-20	2	10
20-30	2	10
TOTAL	<u>20</u>	<u>100</u>

Table 5 indicates that 70% of the respondents had been promoted after 1994. When the education system underwent transformation, these principals were expected to be transformational leaders who would be able to work in democratic and participative ways. Inservice-training was necessary on management and administration to bring about quality education in their schools.

4.3 SECTION B

This section was set to investigate the role of principals in the supervision of teaching and learning. The following emanated from the investigation.

THE ROLE OF PRINCIPALS IN SUPERVISION

TABLE 6

	STRONGLY	AGREE	NOT SURE	DISAGREE	TOTAL
1. Principals conduct regular inspection to check faults from educators with a view to rectify them.	<u>25%</u>	<u>50%</u>	<u>10%</u>	<u>15%</u>	<u>100%</u>
2. Principals encourage learners and parents participation in all school activities.	<u>80%</u>	<u>20%</u>			<u>100%</u>
3. Principals set programmes for professional staff development		<u>25%</u>	<u>50%</u>	<u>25%</u>	<u>100%</u>
4. Principals set realistic goals to be achieved by educators at school		<u>30%</u>	<u>5%</u>	<u>65%</u>	<u>100%</u>
5. Principals involve parents in the supervision of learning for their children	<u>5%</u>	<u>20%</u>	<u>5%</u>	<u>70%</u>	<u>100%</u>
6. Principals supervise teaching methods and teaching content	<u>65%</u>	<u>10%</u>	<u>5%</u>	<u>20%</u>	<u>100%</u>
7. Principals monitor teaching and learning	<u>65%</u>	<u>30%</u>	<u>5%</u>		<u>100%</u>
8. Monitoring teaching and learning leads to staff development	<u>60%</u>	<u>30%</u>	<u>10%</u>		<u>100%</u>

4.3.1 QUESTION 1

Principals conduct regular inspection to check faults from educators with a view to rectify them.

The 75% agree responses indicated that the principals conducted regular inspection to check faults from educators with a view to rectify them and not with a view to assist them to develop their skills in teaching. Teachers had a negative attitude towards inspectors and felt that the inspections were aimed at fault finding. The Management Development Consultants (1995:62) state that as a result of inspections, professional integrity often vanishes as teachers scramble to demonstrate their interests in obscure bureaucratic trivia.

4.3.2 QUESTION 2

Principals encourage learner's and parents' participation in all activities at school.

All respondents (100%) agreed that principals encourage learners' and parents' participation in all activities at school. This is in line with the stipulations of the South African School's Act, No.84 of 1996, that the involvement of all stakeholders in the governance, admission, finance and other activities at school is encouraged. It was encouraging that principals invited parents and learners as part of the management and administrative process showing a shift from transactional to transformational leadership.

QUESTION 3

4.3.3 Principals set programmes for professional staff development.

The majority of the respondents (50%) were not sure about whether or not the principals set programmes for professional staff development. Most of the not sure responses were from former Black schools. At least (25%) respondents agreed that there were professional staff developing programmes in their schools. Most of the agree responses were from former White, Coloured and Indian schools. Professional staff development was still lacking in most schools.

4.3.4 QUESTION 4

Principals set realistic goals to be achieved at school.

On this issue 65% respondents disagreed that principals set realistic goals to be achieved by educators at school. This indicated that educators performed duties without setting goals they intended to achieve. At least some responses 25% indicated that some principals involved educators in setting goals to be achieved. This motivated educators to do their best to achieve the determined goals.

4.3.5 QUESTION 5

Principals involve parents in the supervision of learning.

The majority of respondents (70%) disagreed that principals involved parents in the supervision of learning. Most respondents were from former Black schools where there was lack of co-operation between parents and school.

In Section C.3 the majority of the principals from these schools complained that parents seemed to leave everything to the principals. The 30% agree responses were from former White, Coloured and Indian schools in which parents had for many years been involved in their children's homework, checking their children's progress and involving them in curriculum development and learning activities.

4.3.6 QUESTION 6

Principals supervise teaching methods and teaching content.

The majority of the respondents (75%) agreed that principals supervised teaching methods and teaching content. It indicated that principals conducted class visits where they demanded written work from educators and listened critically to educators while they were teaching. It is amazing that, although the principals did not know the contents of all subjects taught at school as well as methods used in teaching the subjects, they would still make it their task to supervise all the subjects. By supervising teaching methods and teaching content they did not aim at helping educators to develop their teaching skills. The disagree responses, 25% were from respondents who saw supervision as a means of developing educators to improve their teaching skills.

4.3.7 QUESTION 7

Principals monitor teaching and learning.

The majority of respondents (95%) agreed that principals monitored teaching and learning. Monitoring teaching and learning means that principals should be at school at all times to see to the smooth running of the school. Monitoring teaching and learning did not mean that principles should conduct class visits and disturb educators while they were teaching, or remain in their offices without doing anything but ensuring that the school climate was conducive to teaching and learning, to see to the needs of the educators and attend to their problems.

4.3.8 QUESTION 8

Monitoring teaching and learning leads to staff development.

The majority of respondents (90%) agreed that monitoring teaching and learning contribute to staff development. Educators were motivated when they knew that their principals were working closely with the staff and were always available to assist them in solving their problems. This contributed to high staff morale and high standards of teaching as the principal was available to offer guidance to the educators and improve their skills.

4.4 SECTION C - OPEN-ENDED QUESTIONS

In this section open-ended questions were asked.

The respondents were free to explain their responses and without restrictions in order to enable them to express their opinion about the topic under study.

4.4.1 QUESTION 1

What role do you see yourself playing in staff development in your school? Why do you think that it is important?

About 12 respondents saw that to encourage active participation of educators in problem solving and decision making processes and to encourage team work was the most important role principals could play in staff development. According to these respondents the sharing of ideas and working together towards school development contributed to a sense of ownership among the educators. If educators perceived that their ideas were considered they would be motivated to perform to their best level and this would contribute to staff development. Four respondents saw staff development as being indispensable and that principals should encourage educators to attend seminars and workshops and share the information they had gained with other educators. Three respondents suggested that principals should encourage educators to upgrade themselves professionally through further studies on educational management as a contributory factor to staff development. The researcher saw the above activities as contributing to staff development; in addition it was important to encourage creativity and collaboration among the staff in planning staff development programmes.

4.2.2 QUESTION 2

Is it true that as a principal you need to do everything for your teachers? Why?

About 19 respondents disagreed with the question that principals needed to do everything for their teachers. 10 respondents looked at the participative management approach as important to empower and motivate educators; 6 respondents saw involvement and teamwork as important in developing the staff. Most principals (14) saw delegation of duties in which principals monitor and give guidance to educators as important. According to these respondents delegation enable educators to be resourceful, creative and innovative. Only one respondent agreed that principals should do everything for teachers. According to this respondent most teachers had negative attitudes towards their work, absented themselves from duty and lacked skill for performing their duties.

4.4.3 QUESTION 3

How do you co-operate with parents in your school?

About 15 respondents from former Black schools complained about the lack of co-operation with the parents. According to them parents did not come to school when invited to consult educators regarding their children's performance at school; there was poor attendance at parents' meetings and very few parents monitored their childrens' homework. According to the respondents the parents seemed not to care much for the education of their children. They seemed to leave everything to the principals and that demotivated the staff. On the other hand 5 respondents presumably from the White , Coloured and Indian schools, seemed to be happy with parents co-operation. According to these respondents parents assisted in school discipline, attended parents' meetings and involved themselves in most activities at school.

4.4.4 QUESTION 4.

What does the South African School's Act, No 84 of 1996 say about staff development?

All respondents (100%) seemed not to be aware of the Stipulation of the South African School's Act, No. 84 of 1996, regarding staff development. Phrases such as "I do not know (11 respondents); "the SASA was silent about staff development" (4 respondents); "not aware and nothing" were some of the responses. Others left spaces. The South African School's Act, No. 84 of 1996, does not specifically say anything about staff development. SASA recommended the involvement of educators and parents on matters concerning admissions, attendance, finance and employment of educators.

4.4.5 QUESTION 5

What do you understand by transformational leadership?

Various responses indicated that transformational leadership was compatible with the transformational process of the education system. Responses such as: devolution of power; encouragement of team spirit; leadership that ensures consultation, delegation and empowerment; leadership style that motivates followers; a leadership style that adapts to democratic changes, foster transparency and promotes freedom of expression were given by respondents. This means that most respondents understood transformational leadership. Bovee' et al (1978: 115) describes transformational leadership as a style where leaders and followers lift each other to the highest levels of motivation and morality and whose leaders are able to excite, arouse and inspire followers to put extra effort into achieving organisational goals.

4.4.6 QUESTION 6

What would you list as possible factors that inhibit supervision in your school?

Most respondents from urban schools seemed to have very few problems with supervision of teaching and learning. Most problems were encountered by respondents from semi-urban and rural schools.

Problems such as physical and material resources, demotivation of learners, low staff morale, overcrowding, late coming, absenteeism of educators and misconception of supervision as some form of inspection were given by respondents. Principals from these schools had an important role to play regarding staff motivation, communication between staff and principal, parental involvement and to motivate learners. Principals needed to shift from inspection to supervision of teaching and learning as has been pointed out in Section B(1) above.

4.4.7 QUESTION 7

What has helped you articulate your role in staff development?

Six respondents had been assisted by seminars they attended on staff development; eight respondents were assisted through upgrading themselves on educational management. Three respondents believed in team work which they gained through experience, openness and sharing ideas with other principals which had enabled them to improve their roles in staff development. One respondent pointed out that listening to the programme "Perfect Talk" by Mr Malimela on Radio Ukhozi every morning helped him in his management and staff development.

4.5 SECTION D - FACTORS THAT INHIBIT SUPERVISION

This section investigated the factors that inhibit supervision of teaching and learning in schools.

FACTORS THAT INHIBIT SUPERVISION

TABLE 7

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	TOTAL
1. Lack of expertise on supervision of teaching and learning	<u>45%</u>	<u>25%</u>	<u>5%</u>	<u>25%</u>	<u>100%</u>
2. Regular inspection of educators' work.		<u>20%</u>	<u>25%</u>	<u>60%</u>	<u>100%</u>
3. Lack of parental involvement in teaching and learning activities	<u>35%</u>	<u>50%</u>	<u>15%</u>		<u>100%</u>
4. Lack of communication between principals and educators	<u>25%</u>	<u>50%</u>	<u>10%</u>	<u>15%</u>	<u>100%</u>
5. Lack of motivation of educators and parents.	<u>30%</u>	<u>60%</u>	<u>5%</u>	<u>5%</u>	<u>100%</u>

4.5.1 QUESTION 1

Lack of expertise on supervision of teaching and learning.

70% respondents agreed that lack of expertise on supervision of teaching and learning was one of the factors that inhibited supervision. In most schools there were no programmes for supervision of teaching and learning formulated by the principals and staff. Educators were not involved in decision making. The principals conducted inspection through class visits. The 25% disagree responses were from schools where principals had expertise on supervision of teaching and learning.

4.5.2 QUESTION 2

Regular inspection of educators' work.

60% respondents disagreed that regular inspection of educators' work inhibited supervision. This indicated that these respondents believed that regular inspection improved the quality of education and could enable educators to work hard. These principals only checked the amount of work given and not the quality of work.

4.5.3 QUESTION 3

Lack of parental involvement in teaching and learning activities.

The majority of responses (85%) agreed that lack of parental involvement in teaching and learning activities inhibited supervision of teaching and learning. Most principals saw the need for parental involvement but were unable to formulate programmes for parental involvement. One of the barriers for parental involvement was that most educators did not see the need for parental involvement in teaching and learning activities. In schools in rural areas most parents did not want to involve themselves in school activities. In Section C.3 it was pointed out that principals complained about the lack of co-operation between parents and schools. This was one of the factors that inhibited supervision. Gorton (1991:519) explains the purpose of parental involvement as strengthening confidence in and commitment to the school and improving student achievement, because parents possess ideas, expertise and skills which could be helpful to the school.

4.5.4 QUESTION 4

Lack of communication between principal and educators.

75% responses agreed that lack of communication between principal and educators was one of the factors that inhibited supervision of teaching and learning. Most principals were transactional leaders and claimed to know everything. Educators could not be involved in problem solving and decision making regarding supervision of teaching and learning. One way communication had been practised where everything was dictated to the educators which demotivated the educators. Dalin (1993:10) points out that principals must trust the staff, be open to new ideas and work closely with people, so that they can draw on all talents and resources to build a culture of pride, commitment and teamwork. Supervision of teaching and learning can be possible if there is effective communication between principals and educators.

4.5.5 QUESTION 5

Lack of Motivation of Educators and Parents

The majority of responses (90%) agreed that there was lack of motivation of educators and parents that inhibited supervision of teaching and learning. In most schools factors such as lack of communication between educators and parents, principals and educators; strikes regarding educators' salaries; redeployment and rationalisation; termination of the services of educators who were employed after June 1996 were some of the factors that demotivated educators at the time of research. Many educators pointed out to the researcher that teaching had become less

meaningful to them owing to these factors. Gibson & Ivancevich (1988:57) outline specific wants for people which motivate them at work such as salary, security, meaningful job, opportunity to advance and competent and fair leadership. As stated by principals most parents could not see the need to be involved in school activities. In most schools there were no programmes for parental involvement and some educators did not see the need of involving parents in school activities. All these factors inhibited supervision of teaching and learning in schools.

4.6 SECTION E - STRATEGIES USED BY PRINCIPALS

This section investigated the strategies principals used for the supervision of teaching and learning.

Table 8

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	TOTAL
1. Planning of supervision programmes by principals and educators	<u>70%</u>	<u>25%</u>	<u>5%</u>		<u>100%</u>
2. Departmental meetings between supervisors and educators	<u>50%</u>	<u>40%</u>	<u>10%</u>		<u>100%</u>
3. Organising parental involvement programmes in supervision of learning	<u>40%</u>	<u>50%</u>	<u>5%</u>	<u>5%</u>	<u>100%</u>
4. Delegation of activities by principal to educators	<u>50%</u>	<u>45%</u>	<u>5%</u>		<u>100%</u>
5. Motivating educators learners and parents enhances supervision of teaching and learning.	<u>75%</u>	<u>25%</u>			<u>100%</u>

4.6.1 QUESTION 1

Planning of supervision programmes by principals and educators

The 95% agree responses indicated that respondents saw the need for planning of supervision programmes by principals and educators. It was encouraging that some principals had supervision programmes in their schools formulated by principals and educators. According to Buchel (1993:4) planning is decision making which preceeds any action and which is directed at the realisation of determined goals. Planning supervision programme involves organising learning content, determining teaching techniques, learner activities, organising resources and roles of parents and learners. Planning of supervision programmes should not be the sole responsibility of principals.

4.6.2 QUESTION 2

Departmental meetings between supervisors and educators.

The 90% agree responses indicated that the respondents encouraged departmental meetings between supervisors and educators. According to most principals such meetings were organised immediately after the school policy and supervision programme had been formulated for the whole school. The principals do not know all subjects taught at school and they rely on the Heads of the Departments. It was observed by the researcher that most schools at the time of research had no senior staff members to share the responsibility with principals in supervision of teaching and learning. According to Lovell & Wills (1983:89) the work of supervisors is to influence teaching behaviour in such a way as to improve quality

of learning for students. Therefore effective communication between supervisors and educators is important.

4.6.3 QUESTION 3

Organising parental involvement programmes in supervision of learning.

The respondents saw the need for parental involvement in programmes for supervision of learning. This was indicated by 95% agree responses. The parents should be involved in the programmes, as they have the right to know the progress of their children at school. Neil (1986:20) recommends regular parents' meetings as such meetings prepare the parents for information such as explaining examination systems and curricula and give opportunities to discuss pupils' work progress and activities taking place at school. According to Gorton (1993:522) the parent possesses ideas, expertise or skills which would be helpful to the school. Squeller and Lemmer (1994:132) suggest that parent - teacher associations should be established which can plan activities in which parents can be involved.

Organising parental involvement programmes can strengthen confidence and commitments to the school and this improves learners' achievements.

4.6.4 QUESTION 4

Delegation of activities by principals to educators

The 95% agree responses to the issue of delegation of activities by principals to educators indicated that principals accepted the

fact that the principals could not be solely responsible for activities at school. Principals should share responsibilities with educators, monitor their tasks and offer guidance. The educators possess ideas and skills that can be utilised for the upliftment of the school. Delegation of duties to the educators provides a healthy measure of excitement, challenge and a feeling of responsibility. According to Caldwell & Spinks (1992:124) delegation empowers educators, because it has the potential to demonstrate their trust, create really purposeful jobs and provides a vehicle for self-actualisation, self-esteem and achievement.

4.6.5 QUESTION 5

Motivating educators, learners and parents enhances supervision of teaching and learning.

All respondents (100%) agreed that motivating educators, learners and parents enhanced supervision of teaching and learning. Good performance is a function of willingness and ability. Willingness is reflected in the emphasis on having highly motivated staff, learners and parents. In chapter 2 Lunenberg & Ornstein (1993:93) give an outline of practical motivational strategies which are personal regard, communication, recognition and participation. Without these factors supervision cannot be successful. Three factors which motivate parents are also outlined by Gorton (1991:518-9), in chapter 2 which are interaction between parents and school, communication and involvement. In working closely with the school, parents develop a sense of responsibility and this strengthens confidence and commitment so that learners learn well at school.

4.7. SECTION F

In this section respondents were requested to arrange supervision strategies according to their order of importance.

85% respondents considered planning as the most important item, planning precedes any activity. Planning, according to the researcher, involves mental ability to do things in an orderly manner, to think before acting and to weigh all possible actions and situations. According to Robbins (1980:121) planning involves determining in advance what is to be done, how to do it, who will do what and with what resources. Dalin (1993:87) in support of this view, points out that a plan is not only a statement of intention but is the quality of the process that determines success. The development of a plan is to create conditions in which innovations can be made.

65% respondents saw communication as the second most important item. They saw effective communication with all stakeholders an important ingredient in supervision. 60% respondents saw consultation and motivation as the third most important items. These three aspects, communication, consultation and motivation, are the most important aspects of organising which help in putting planning into action. This enables the management to bring people together to organise resources and develop supervision programme.

90% respondents saw control as the least important strategy. Control ensures that the task is being accomplished properly. Control is authority to give guidance to the entire programme, to ensure that the anticipated standards of achievement are maintained. According to Buchel (1993:5) control involves reassessment of the strategies. It is on this gravity that the respondents considered control not as the least important strategy but as the last strategy to be applied in the supervision of teaching and learning.

4.8 DISCUSSION

4.8.1 Objective 1 - to establish the role principals play as supervisors of teaching and learning.

The research revealed that the principals understood some of their roles as far as supervision of teaching and learning was concerned. The research also revealed that although principals were aware of their roles, they were unable to carry out their roles owing to lack of expertise. In many schools principals still followed the methods which were used by former inspectors through regular class visits to check faults of educators. They still inspected teaching methods and learning content even on subjects they did not know.

4.8.2. Objective 2 - to examine the factors which interfere with the role of principals as supervisors of teaching and learning.

The study revealed that lack of expertise on supervision of teaching and learning, lack of parental involvement and lack of communication between principals and educators were some of the

factors that interfered with the role of principals as supervisors of teaching and learning in many schools.

4.8.3 Objective 3 – to establish what strategies those principals who are successful use to supervise teaching and learning.

The research revealed that successful principals use the following strategies to supervise teaching and learning in their schools:

they work closely with educators in planning supervision programmes; organise departmental meetings between supervisors (Heads of Departments) and educators; organise parental involvement programmes in the supervision of learning with parents and educators and motivate educators, learners and parents. Such principals believe in delegating duties to the staff and develop a feeling of responsibility among the educators which contributes to professional staff development.

4.8.4 Objective 4 – to determine the factors which can help principals in their supervisory duties.

According to the research principals can be assisted by the following factors in their supervisory duties: effective communication between principal , educators and parents; involvement of parents and educators in most activities at school; motivation of educators, learners and parents. Seminars on educational management are also important to improve the principal's managerial skills (including supervisory skills).

4.9 CONCLUSION

This chapter has presented, analysed and interpreted the data that was gathered by means of questionnaires from principals on the supervision of teaching and learning. The next chapter will give the findings from the whole study as well as recommendations based on data collected analysed and interpreted.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The traditional method of school supervision known as inspection has been phased out. Inspectors no longer visit schools to conduct supervision of teaching and learning as a result of the moratorium put on inspections by the Teachers' Unions. To some teachers who harboured the injustices of the past system supervision was regarded as some form of a fault finding exercise and not as a means of helping them to improve their competence. Consequently, educators responded negatively towards supervision. They perceived supervision as a ploy to deprive them of an opportunity to develop in their teaching career seeing that the negative reports and hostile approach of the inspection did not lead to teacher development. The function of supervision now rests with the principals. The principals appear to be facing many challenges in dealing with supervision of teaching and learning. The principals have been thrown in the deep end where they are expected to swim like experts.

The purpose of the study was to investigate the role principals play in the supervision of teaching and learning in their schools. In order to achieve this aim an empirical research was conducted through questionnaires administered to twenty principals from both primary and secondary schools. The aim of this chapter is to give detailed findings emanating from the study and recommendations based on these findings.

5.2 FINDINGS

The findings from the study were: lack of expertise; lack of staff development programmes; lack of co-operation between parents and school; The South African Schools Act; lack of motivation of educators and commitment of parents to teaching and learning.

5.2.1 Lack of expertise in supervision

The study revealed that although the principals were aware of their role to supervise teaching and learning, they lacked expertise in carrying out this role, for instance in most schools the researcher visited there were no programmes or clear time tables for class visits and checking of books (refer to section b. 2.1 -chapter 4) In some schools in which the principals followed inspection through class visits, the principals were seen to be following the methods adopted by the former inspectors which were met with negative feelings by the educators as they saw the re-emergence of the old order. So far there had been no in-service training organised for principals on supervision of teaching and learning.

5.2.2 Lack of staff development programmes

Most schools did not have staff development programmes. It is of concern that at a time when a new system of education has begun, educators have not been prepared to be competent in teaching and learning, furthermore it put the principal in an awkward position to supervise something he does not know and something that educators also do not know. Therefore it becomes a case of the

blind leading the blind. Even the South African School's Act emphasises the importance of empowering educators to do their job well.

5.2.3 Lack of co-operation between parents and school

Most principals complained about lack of co-operation between parents and school. This was shown by poor attendance of parents in the parents' meetings organised by the school; not coming to school when consulted regarding their children's performance at school and by very few parents monitoring their children's homework. The parents seemed to leave everything to the principals and educators. This lack of co-operation between parents and school was seen to be one of the causes for educators to be demotivated and this could affect teaching and learning. The new system of education emphasises the importance of parental involvement in all aspects of schooling. It is impossible for educators to expose learners to all learning experiences. The parent has a significant role to play in this regard.

5.2.4 THE SOUTH AFRICAN SCHOOL'S ACT, NO. 84 OF 1996

The South African School's Act, No. 84 of 1996, did not specifically state that Supervision was to be encouraged. However, Outcomes Based Education (O.B.E.) stresses the fact that educators should continuously interrogate all strategies aimed at improving teaching and learning. The respondents did not seem to be aware of the existence of this stipulation. It is amazing that supervisors ignored information that would enhance the quality of teaching and learning and staff development.

5.2.5 SCHOOLS LACK NECESSARY RESOURCES

It was observed that most schools in rural areas lacked necessary resources such as classrooms and material resources such as teaching aids, laboratories and libraries. Other schools had staff shortages which caused most educators to be overburdened with work and this affected the quality of teaching and learning. Some schools had no senior staff members like deputy principals and Heads of Departments to share responsibilities with the principals and this was seen to be one of the factors that retarded supervision of teaching and learning.

5.2.6 LACK OF MOTIVATION OF EDUCATORS

Lack of motivation of educators was one of the factors that inhibited supervision of teaching and learning. Lack of communication between principals and educators' parents and schools; strikes regarding educators' salaries organised by Teacher Unions against the department, redeployment and rationalisation of educators and termination of services of educators who were employed after June 1996 (unprotected temporal educators), were some of the factors that demotivated educators at the time of research. Most educators were insecure in their positions and blamed themselves for having chosen teaching as their career.

5.2.7 COMMITMENT OF PARENTS TO TEACHING AND LEARNING

Parental involvement had for many years been fostered in school activities in historically White, Coloured and Indian schools.

Parents were involved in fundraising, extra curricular activities, monitoring of their children's homework and in checking their children's performance in schools. Some of the parents even donated learning equipment to the schools. African parents on the other hand seem to leave everything to the principals and educators. It was assumed that they regarded their involvement as some form of interference in school activities. This trend was more pronounced in schools where most parents were illiterate. Some educators and principals did not accept parents as part of the school.

5.3 RECOMMENDATIONS

From the findings mentioned above the following recommendations were developed.

5.3.1 RECOMMENDATIONS DIRECTED AT PRINCIPALS

5.3.1.1 COLLABORATION OF PRINCIPALS WITH STAKEHOLDERS

Supervision of teaching and learning is not the sole responsibility of the principal. The success of supervision lies in the co-operation between principals, educators and parents. The principals need to work with educators to formulate supervision programmes. The parents have an important role to play in the education of their children, therefore parental involvement programmes should be established. Consultation of the school with community leaders, politicians and other professional people will bring the parents closer to school and will improve the commitment of parents to school.

5.3.1.2 PRINCIPALS MUST MOTIVATE EDUCATORS

The success of supervision of teaching and learning depends on the extent of staff motivation. Motivation can be enhanced when principals show personal regard of educators by being sympathetic to their problems, acknowledgement of staff through praise for any good work that has been accomplished, encouraging creativity, encouraging team work and involvement of educators in problem solving and decision making activities. Effective communication between the principal and educators motivate educators and create a feeling of acceptance and belonging.

5.3.1.3 SCHOOLS MUST HAVE STAFF DEVELOPMENT PROGRAMMES

People are motivated by work that offers challenges to them and that contribute to self-esteem and self-actualisation. People want to develop in the work they do. Staff development programmes are therefore important. The principals should work with educators and formulate staff development programmes. This stimulates interest in educators and contribute to a feeling of ownership.

5.3.1.4 SCHOOLS MUST HAVE MANAGEABLE NUMBER OF LEARNERS

Supervision of teaching and learning has been affected by over crowding in most schools. On admission of learners, the principal and staff must ensure that the number of learners admitted is manageable. Factors such as number of classrooms, textbooks available and other material resources should be considered when admitting learners in schools because teaching and learning is effective when numbers are manageable.

5.3.1.5 PRINCIPALS MUST ESTABLISH A PRINCIPAL'S ASSOCIATION

The quality of teaching and learning is enhanced when principals meet regularly to discuss problems that affect their schools and find solutions to the problems. The Principal's Association can be a forum for principals to deliberate on methods for effective management of their schools and discuss strategies they can apply for the supervision of teaching and learning in their schools.

5.3.2 RECOMMENDATIONS DIRECTED AT THE DEPARTMENT OF EDUCATION

5.3.2.1 In-service training for principals on supervision and staff development

Supervision of teaching and learning and staff development are important aspects of school management that enhance the quality of teaching and learning in schools. Seminars have been organised for principals on financial management and other aspects of educational management. It is amazing that the department of education expects quality education but has been unable to organise seminars on supervision of teaching and learning. Principals lack expertise on supervision of teaching and learning and the department should therefore organise seminars on supervision of teaching and learning. Staff development will improve the quality of teaching if seminars for principals are based on new strategies on supervision of teaching and learning.

5.3.2.2 PROVISION OF RESOURCES IN SCHOOLS

The department cannot expect quality education from schools that are poorly resourced. It has been observed that most schools are

overcrowded owing to the shortage of classrooms. There are no laboratories and libraries and this makes it difficult for principals and educators to be efficient in their work. The department must provide the necessary resources to schools and more teaching posts to schools that are understaffed. Parents may be encouraged to contribute to the establishment of these resources.

5.3.2.3 POSTS FOR SUBJECT ADVISORS

The posts for subject advisors are inadequate. Subject advisors have an important role to play in improving the quality of teaching in school by offering new skills and guidance to the educators and principals. The principals do not have knowledge of all subjects taught at school, which makes it impossible for them to supervise teaching and learning of these subjects. The subject advisors can be of assistance to the principals by providing strategies which can help principals to supervise teaching and learning in different subjects.

5.3.2.4 PARENTAL INVOLVEMENT

In the light of new developments in schools which have seen parents being actively involved in the education of their children, the principals could be encouraged to make use of retired teachers who could assist them voluntarily in the supervision of teaching and learning. Because these parents would be coming voluntarily, their presence would not be seen as a threat by the teachers but as a supportive role.

5.4 CONCLUSION

The research has recommended a way forward in ensuring quality education in school through supervision of teaching and learning. It has also highlighted important aspects of school management that enhance the quality of teaching and learning. Further research is necessary on supervision of teaching and learning.

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P. O. BOX 2026
MARGATE
4275

17 AUGUST 1999

THE DISTRICT MANAGER
SAYIDI DISTRICT

SIR,

PERMISSION TO ADMINISTER QUESTIONNAIRES TO PRINCIPALS

I am an M. ed student at the University of Zululand (Durban - Umlazi Campus) and doing research on THE ROLE OF PRINCIPALS IN THE SUPERVISION OF TEACHING AND LEARNING IN SCHOOL. The target population are principals of both Primary and Secondary Schools.

I kindly request the District Manager to grant me permission to administer questionnaires to TEN principals from Gamalakhe Circuit and TEN principals from Margate Circuit. I promise that teaching and learning shall not be affected during the administration of questionnaires.

Thank you in anticipation

Yours faithfully



E. S. NHLEKO

PROVINCE
KWAZULU-NATAL

ISIFUNDAZWE
SAKWAZULU-NATAL

PROVINCE
KWAZULU-NATAL

DEPARTMENT OF EDUCATION & CULTURE
UMNYANGO WEMIFUNDO NAMASIKO
DEPARTMENT VAN ONDERWYS & KULTUUR

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Telefoon	:	-3181106	Navrac	:	SSS MBONGWE
Usuku	:		Inkomba	:	
Date	:	07/04/2000	Reference	:	
Datum	:		Verwysing	:	

Mr E.S. Nhleko
P.O. Box 2026
MARGATE
4275


Dear Sir

PERMISSION TO ADMINISTER QUESTIONNAIRES TO PRINCIPALS

This is to acknowledge your letter dated 17 August 1999 and wish to inform you that the permission as requested above is hereby granted.

Wishing you all the best in your studies


S.S.S. MBONGWE
SEM: GAMALAKHE CIRCUIT
SSSM/npg

 - SEM (MARGATE)

QUESTIONNAIRE FOR PRINCIPALS

TO THE RESPONDENTS

1. You are requested to answer ALL questions.
 2. You are requested to be as HONEST as possible when answering questions.
 3. Most questions are close-ended type. Put a cross (X) on the appropriate space.
 4. SECTION C needs principals to give as much information as they have to determine the success of this research. Please do so by using the spaces provided for each question.
 5. SECTION F calls for your expertise as a school manager. Please arrange your supervision, putting your strategies in the order of your priority e.g. 1.1 (A) or (B) etc.
 6. NB: Your responses will be treated as confidential. Please DO NOT write your name, school name or put a school stamp on the questionnaire.
-

SECTION A

GENERAL BACKGROUND

1. TYPE OF SCHOOL: PRIMARY: ☐ SECONDARY: ☐
2. AGE OF PRINCIPAL: YEARS ☐
3. SEX: MALE: ☐ FEMALE: ☐
4. QUALIFICATIONS:
.....
.....
5. EXPERIENCE: AS TEACHER: YEARS
AS PRINCIPAL: YEARS

SECTION B/.....

2/.....

SECTION BTHE ROLE OF PRINCIPALS IN SUPERVISION

PLEASE PUT A CROSS (X) ON THE APPROPRIATE SPACE

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE
1. Principals conduct regular inspection to check faults from educators with a view to rectify them.
2. Principals encourage learners and parents participation in all activities at school
3. Principals set programmes for professional staff development.
4. Principals set realistic goals to be achieved by educators at school
5. Principals involve parents in the supervision learning for their children.
6. Principals supervise teaching methods and teaching content.
7. Principals monitor teaching and learning.
8. Monitoring teaching and learning lead to staff development.

SECTION CPLEASE ANSWER THE FOLLOWING QUESTIONS ON THE SPACES PROVIDED.

1. What role do you see yourself playing in staff development in your school? Why do you think that is important?

2. Is it true that as principal you need to do everything for your teachers? Why?

3. How do you co-operate with parents in your school?

4. What does the South African Schools' act No. 84 of 1996 say about staff development?

5. What do you understand by transformational leadership?

6. What would you list as possible factors that inhibit supervision in your school?

7. What has helped you to articulate your role in staff development?

SECTION D

FACTORS THAT INHIBIT SUPERVISION

1. Lack of expertise on supervision of teaching and learning.
2. Regular inspection of educators work
3. Lack of parental involvement in teaching and learning activities.
4. Lack of communication between principal's and educators.
5. Lack of motivation of educators and parents.

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

5/.....

SECTION ESTRATEGIES USED BY PRINCIPALS

(HOW DO YOU FEEL ABOUT THE FOLLOWING ISSUES)

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE
1. Planning of supervision programmes by Principals and educators.	-----			
2. Departmental meetings between supervisors and educators.	-----			
3. Organising parental involvement programmes in supervision of learning.	-----			
4. Delegation of activities by principals to educators.	-----			
5. Motivating educators, learners and parents enhances supervision of teaching and learning.	-----			

SECTION FRANKING OF STRATEGIES IN THE ORDER OF IMPORTANCE

PLEASE PLACE NUMBER 1 NEXT TO THE MOST IMPORTANT ITEM, 2 BY THE SECOND-MOST IMPORTANT AND SO ON THROUGH TO NUMBER 10, THE LEAST IMPORTANT.

DELEGATING: -----

COMMUNICATION: -----

PLANNING: -----

CONSULTATION: -----

CONTROL: -----

LEADING: -----

MOTIVATING: -----

NEGOTIATING: -----

CO-ORDINATING: -----

INVOLVEMENT: -----
